

DEPARTMENT OF
BIOLOGICAL SCIENCES

**BS DEGREE IN
BIOMEDICAL SCIENCES**

WHAT IS THE PROGRAM ABOUT?

**An Advanced Science-based
Pre-medical Preparation**

More Breadth and Rigor

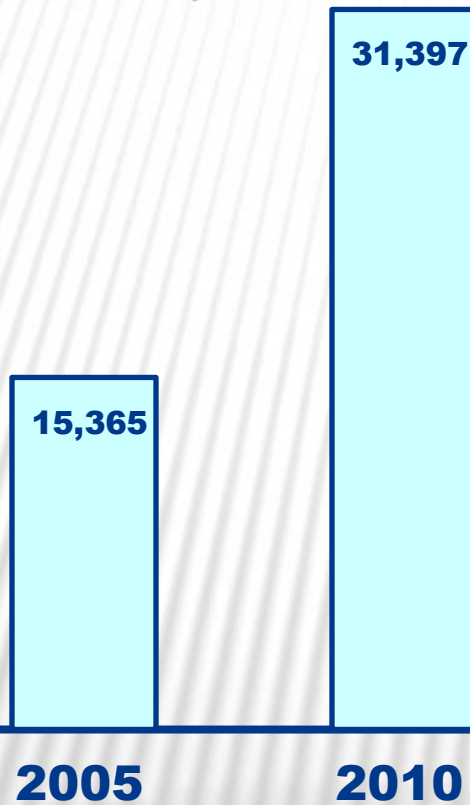
**Attracting the Most Capable
Students**

WHY WE WANT TO OFFER IT?

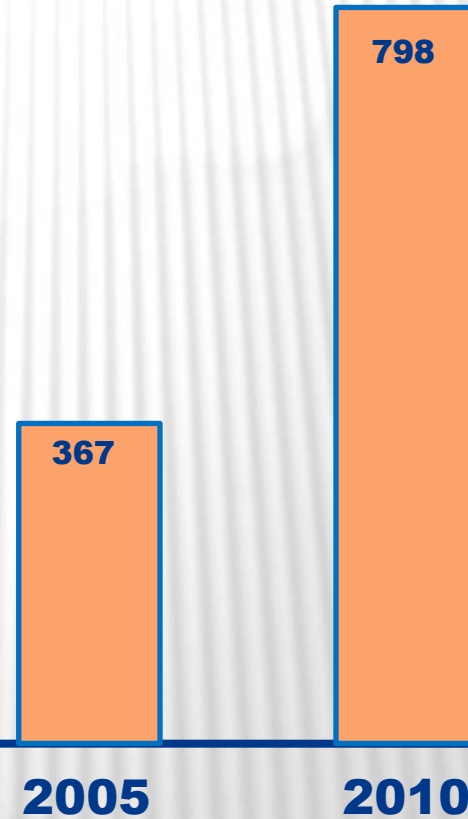
- **DEMAND**
- **OUR STUDENT BASE**
- **EMERGING TRENDS**
- **STAYING COMPETITIVE**
- **OUR LONG-TERM COMMITTMENT TO PRE-MEDICAL EDUCATION**

DEMAND:

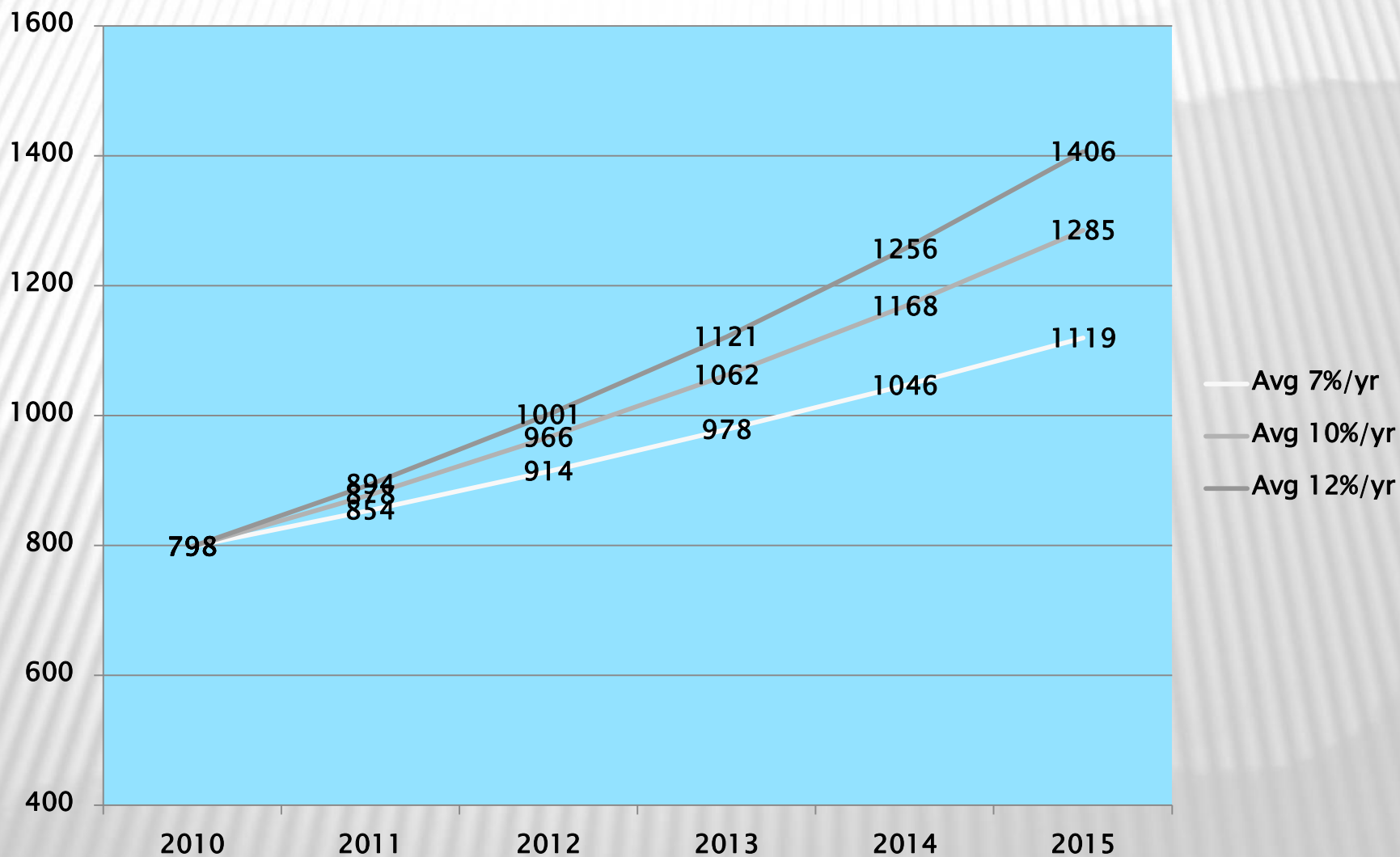
Instruction by SCH (Student Credit Hours)



Academic Mission by U/G Majors



OIRA ESTIMATES OF GROWTH IN U/G BIOLOGY MAJORS TO 2015



FORECAST:

**ENROLLMENTS IN BIOLOGICAL SCIENCES
NATION-WIDE CONTINUES TO INCREASE**

**TRAINING IN BIOLOGICAL SCIENCES PROVIDES AN
IMPORTANT FOUNDATION FOR ACADEMIC AND
VOCATIONAL TRACKS**

**DEMAND FOR BIO-SCIENCTISTS IN INDUSTRY
IS INCREASING RAPIDLY AND IS PREDICTED
TO CONTINUE FOR AT LEAST 8-10 YEARS**

**NATION-WIDE THE DEMAND FOR MEDICAL
TRAINING IS INCREASING AND SO IS THE DEMAND
FOR QUALITY PRE-MEDICAL EDUCATION**

OUR STUDENT BASE:

WE ALWAYS SEEK TO FIND OUT WHO OUR STUDENTS ARE AND WHAT ARE THEIR GOALS. VERY RECENTLY WE SURVEYED OUR ENTIRE U/G STUDENT POPULATION:

DO YOU CONSIDER YOURSELF A PRE-MEDICAL STUDENT?

YES = 78%

ARE YOU PLANNING TO CONTINUE YOUR EDUCATION IN GRADUATE OR PROFESSIONAL SCHOOL?

YES = 96%

OUR STUDENT BASE:

WE HAVE A DISTINCT STUDENT BASE. NOT INTERCHANGEABLE WITH STUDENTS IN OTHER PROFESSIONAL TRACKS: THEY LIKE BIOLOGY AND THEY LIKE SCIENCE.

A VERY SUBSTANTIAL PORTION OF OUR STUDENTS COME TO US FOR PRE-MEDICAL EDUCATION

OUR STUDENTS ENJOY THE BENEFIT OF A BROAD BIOLOGICAL SCIENCE EDUCATION AND LIKE BIOLOGICAL RESEARCH.

OUR STUDENT BASE:

FOR ALL THESE REASONS:

WE STRIVE TO OFFER THE VERY BEST PRE-MEDICAL EDUCATION TO OUR U/G STUDENTS

WE DO NOT WANT TO TURN OUR BIOLOGY DEGREES COMPLETELY TO PRE-MEDICAL DEGREES

EVOLVING TRENDS:

THE AMERICAN ASSOCIATION OF MEDICAL COLLEGES (AAMC) HAS RECENTLY CONCLUDED SEVERAL YEARS OF STUDY ON MEDICAL SCHOOL EXPECTATIONS AND PROVIDES RECOMMENDATIONS FOR FUTURE ADMISSION EXAMS (MCAT) AND PRE-MEDICAL PREPARATION.

THIS IS INDICATED IN A 2009 REPORT AND FURTHER INDICATED IN 2010 AND 2011 UPDATES

AAMC/HHMI: THE 2009 REPORT

The main points:

**More Rigorous
Science
Foundations**

**Emphasis on the
Scientific Method
and Reasoning**

**Extending out to
Social and
Cognitive
Sciences**



AAMC: MARCH 29, 2011 LETTER



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www.aamc.org

March 29, 2011

Dear Colleagues,

The AAMC is in the third year of a multi-year review of the MCAT exam. At this juncture, the 22-member Fifth MCAT Review (MR5) Committee has drafted preliminary recommendations for the future exam. The committee is scheduled to announce final recommendations at the 2011 AAMC Annual Meeting in November. AAMC's leadership will propose the final recommendations to the AAMC Board of Directors in February 2012.

The committee developed its recommendations based on input from blue-ribbon and advisory committees and groups, including the AAMC-HHMI Scientific Foundations for Future Physicians (SFFP) Committee, the AAMC Behavioral and Social Sciences Expert Panel, the Holistic Review Project Advisory Committee, and others. Committee members received over 2,700 completed surveys from baccalaureate and medical school faculty, administrators, residents, and medical students. Additionally, the MR5 committee held more than 75 outreach events to solicit input, including seven at the 2010 AAMC Annual Meeting.

The committee's preliminary recommendations preserve what works best about the current MCAT exam, eliminates what doesn't, and enriches the exam by giving attention to concepts that future physicians are likely to need—using a testing format that already has proven to be successful. The following preliminary recommendations provide a basis for conversation as the committee prepares for its final recommendations. They are likely to recommend a new exam that:

1. Includes four test sections and reports four scores:
 - Molecular, Cellular, and Organismal Properties of Living Systems
 - Physical, Chemical, and Biochemical Properties of Living Systems
 - Behavioral and Social Sciences Principles
 - Critical Analysis and Reasoning Skills
2. Tests examinees' knowledge and use of the concepts in biology, chemistry, physics, biochemistry, cellular/molecular biology, research methods, and statistics that medical school faculty, students, and residents rate as most important to entering students' success.
3. Tests examinees' knowledge and use of the concepts in behavioral and social sciences, research methods, and statistics that provide a solid foundation for medical students' learning about the behavioral and socio-cultural determinants of health.
4. Tests examinees' ability to analyze and reason through passages in ethics and philosophy, cross-cultural studies, population health, and a wide range of social sciences and humanities disciplines to ensure that students possess the necessary critical-thinking skills to be successful in medical school.

MCAT® is a program of the
Association of American Medical Colleges

iple section.

r to the current 1-15 scale, rather than a pass/fail or other

on a regular schedule to ensure the MCAT exam keeps pace
e.

inary recommendations publicly at the upcoming National
lth Professions (NAAHP) and Group on Student Affairs
rious other AAMC spring meetings in April. Since those
members, the AAMC also will issue a press release about the
larch 31.

's recommendations, including the resources that should
: AAMC should do to develop new measures of integrity,
nal characteristics that admissions committees can use early
: Web site: www.aamc.org/mr5. This Thursday, new
mmendations will be added to the site and the latest edition
so will be sent outlining details.

mittee Chair
ces

of Medicine

mmittee Vice Chair

ge of Medicine

The new MCAT that will take effect in 2015:

The new directions for the MCAT exams will include four test sections and report four scores:

- Molecular, Cellular, and Organismal Properties of Living Systems
- Physical, Chemical, and Biochemical Properties of Living Systems
- Behavioral and Social Sciences Principles
- Critical Analysis and Reasoning Skills

The MCAT will test examinees' knowledge and use of the concepts in biology, chemistry, physics, biochemistry, cellular/molecular biology, research methods, and statistics that medical school faculty, students, and residents rate as most important to entering students' success.

These points are directly and completely addressed in our new program. They clearly reaffirm the central importance of Biological Sciences in pre-medical education.

OUR EXPERIENCE AND COMMITTMENT:

WE HAVE BEEN DOING PRE-MEDICAL AND BIOMEDICAL EDUCATION FOR THE LAST 40 YEARS. AND EVIDENTLY, WE HAVE BEEN VERY SUCCESSFUL AT THAT.

WE ALREADY OFFER AN EXTENSIVE COLLECTION OF COURSES THAT ARE COMPLETELY ON TARGET WITH PRE-MEDICAL AND BIOMEDICAL EDUCATION. HERE IS A SELECTION OF COURSE TITLES IN BIOLOGY (NEXT SLIDE)

Endocrinology **Histology Lab** **Advanced**
Science of Vision **Human Anatomy**
Genetics Lab **Anatomy and** **Biochemistry I**
Virology **Physiology Lab** **Molecular Biology**
Immunology **Stem Cell Biology** **Histology**
Developmental Biology **Medical Microbiology**
Advanced **Gross Human Anatomy** **Neuroanatomy**
Human **Cell Biology of Cancer** **Physiology**
Physiology **Human Anatomy** **Functional Genomics**
Human Anatomy Lab **Human Physiology**
Neurobiology **Cellular** **Biochemistry II**
Biochemistry
Advanced Genetics **Neuropharmacology**

Biological Sciences

OAKLAND UNIVERSITY

Pre-Professional Studies

Pre-dental
Pre-medical
Pre-optometry
Pre-veterinary

Cell Physiology

A. Banes-Berceli
F. Hansen
C. Lindemann
J. Reddan

Doctoral Program

Ph.D. in biological
communication

Genetics/Bioinformatics

S. Lal
J. Liang
B. Shastry
D. Wendell

Behavior and Evolution

G. Gamboa
T. Grudzien

Master's Programs

M.A. in biology
M.S. in biology

Microbiology/Immunology

S. Suvas
S. Walia

Cell/Molecular Biology

R. Chaudhry
S. Gordon
A. Hitt

Undergraduate Programs

B.A. and B.S. in biology
B.S. in biochemistry
B.S. in bioengineering

Biochemistry

C. Govind
A. Dvir
Z. Liu
V. Moudgil

Ecology

K. Berven
S. Tiegs

BEING COMPETITIVE:

**WE ARE NOT THE ONLY GAME IN TOWN, BUT
ALREADY WE ARE BECOMING A VERY
SUBSTANTIAL FORCE IN THE REGIONAL
PRE-MED NICHE.**

**WHERE DO WE WANT TO GO IN THE NEXT
FIVE YEARS?**

**WE ARE AIMING TO HAVE THE BEST PRE-
MEDICAL PROGRAM IN THE STATE OF
MICHIGAN.**

TIMING:

**STRONG PUBLIC AWARENESS OF OU WITH THE
LAUNCH OF OUR MEDICAL SCHOOL**

**THE CLOCK IS TICKING WITH THE COMING
CHANGES IN THE MCAT EXAMS**

**WE ARE GOING TO BE THE FIRST IN THE
REGION WITH A PROGRAM THIS GOOD**

JUNIOR/SENIOR SURVEY:

To determine the potential for our students' interest in the BMS program, we have just surveyed our 300- and 400-level classes. We received 321 unique responses:

- × **Students thinking we should offer the program: 89%**
- × **Students that would have been interested in such a program if it had existed when they entered OU : 69%**
- × **Students who would recommend it to other students: 88%**
- × **Students who believe the program would specifically attract new students to OU: 70%**

ADDRESSING SOME BUDGET CONCERNS:

During the Senate review process there were concerns that pertained to the budget.

We have always maintained that our budget is based on significant net revenue with regards to projected enrollments. We were fairly optimistic that these projections are realistic (see OIRA chart).

However, because of the concerns, we have adjusted the budget to reflect a more modest enrollment projection and trimmed the requested resources accordingly.

ADJUSTED BUDGET:

Original Budget 10/2010						
Headcount		50	100	150	200	200
Total Revenue		\$475,031.25	\$958,687.50	\$1,450,968.75	\$1,943,250.00	\$1,943,250.00
Total Compensation		\$143,260.50	\$418,584.00	\$698,781.00	\$781,422.00	\$781,422.00
Total Operating Expenses		\$75,398.00	\$432,620.00	\$387,968.00	\$423,451.00	\$317,458.00
Total Expenses		\$218,658.50	\$851,204.00	\$1,086,749.00	\$1,204,873.00	\$1,098,880.00
Net		\$256,372.75	\$107,483.50	\$364,219.75	\$738,377.00	\$844,370.00

Revised Budget 4/2011						
Headcount		25	50	75	100	125
Total Revenue		\$237,515.63	\$479,343.75	\$725,484.38	\$971,625.00	\$971,625.00
Total Compensation		\$63,770.00	\$178,366.00	\$299,962.00	\$323,162.00	\$323,162.00
Total Operating Expenses		\$66,750.00	\$212,352.00	\$160,566.00	\$168,915.00	\$170,922.00
Total Expenses		\$130,520.00	\$390,718.00	\$460,528.00	\$492,077.00	\$494,084.00
Net		\$106,995.63	\$88,625.75	\$264,956.38	\$479,548.00	\$477,541.00

ADDRESSING CHAIR OF CHEMISTRY CONCERNS:

AT THIS TIME ALL DIFFERENCES WITH ART BULL WITH REGARDS TO THE PROPOSAL HAVE BEEN RESOLVED. WE HAVE CLARIFIED OUR POSITION ABOUT THE BUDGET AND AGREED TO PROVIDE ACCESS TO THE NEW PROGRAM WITH SOME OF THE COURSES OFFERED BY THE CHEMISTRY DEPARTMENT

ART AUTHORIZED ME TO REPORT TO THE SENATE TODAY THAT HE IS IN FULL SUPPORT OF OUR PROPOSAL.

(2nd PART BY ANNE HITT)

AAMC COMPETENCIES

Competency	Core Courses
Quantitative Reasoning	MTH 154, 155 and STA 228
Scientific Inquiry	BIO 206, 308, 322, 492, 493, 499, PSY 250
Basic Physical Processes	PHY 151, 152, 158
Basic Chemical Principles	CHM 157, 158, 234, 235, 237
Molecular Biochemistry	BIO 111, 325, 473, BCM 453, BCM454
Molecular Cell Biology	BIO 111, 307, 309
Physiology and Immunology	BIO 207, 322, 423
Genetics and Evolution	BIO 341, 445

CURRICULUM – BIOLOGY COURSES

BIO 111

Biology I

BIO 205-206

Human Anatomy and Lab

BIO 307-308

Human Microbiology and Lab

BIO 309

Biology of the Cell

BIO 322

Physiology Lab

BIO 325/BCM 453

Biochemistry I

BIO 423

Immunology

BIO 445

Principles of Evolutionary Medicine

BIO 473/BCM 454

**Biochemistry of Metabolism and
Disease /Biochemistry II**

BIO 475

Human Genetics

BIO 492

Scientific Inquiry

BIO 493

Integrative Pharmacology

BIO 499

**Integrative Biomedicine and
Disease**

CURRICULUM – COGNATE COURSES

MTH 154-155

Calculus I and II

STA 228

Biological Statistics

PHY 151-152, 158

**Introductory Physics I, II
and lab**

CHM 157-158

General Chemistry I and I

CHM 234-235, 237

Organic Chemistry I, II and lab

PHL 103

Introduction to Ethics

PSY 100

**Foundations of Contemporary
Psychology**

PSY 250

Introduction to Research Design

ELECTIVE COURSES

Medical Anthropology

Ecology

Histology

Histology lab

Vertebrate Zoology

Physiology

Developmental Biology

Developmental lab

Biochemistry lab

Genetics lab

Neurobiology

Animal Behavior

Neuropharmacology

Gross Human Anatomy

Advanced Human Physiology

Advanced Human Anatomy

Cellular Biochemistry

Endocrinology

Advanced Cell Topics

Molecular Biology

Advanced Genetics

Medical Microbiology

Cell Biology of Cancer

Virology

Functional Genomics

Functional Genomics Lab

Neuroanatomy

Medical Parasitology and Mycology

Science of Vision

Independent Research

Physiological Psychology

Social Cognition

Health Psychology

Abnormal Psychology

Psychopathology of Childhood

Sociology of Mental Illness

Sociology of Health and Medicine

Sociological Perspectives on Aging

HALLMARK OF BMS - INTEGRATIVE COURSES

- × **Require a broad knowledge base**
 - Biological, Chemical, Physical, and Social Sciences**
- × **Identification and application of information from**
 - + **Scientific literature, Bioinformatics Databases, etc.**
- × **SYNTHESIS**
 - + **Critical thinking**
- × **TEAMWORK and COMMUNICATION**
 - + **Required real world skills**

INTEGRATIVE COURSES – UNIQUE TO BMS

Scientific Inquiry Laboratory

Focused on a single medically relevant topic (Example diabetes)

Molecular → Biochemistry → Cell → Organs → Organism → Societal Impact

Integrative Pharmacology

Human Pharmacology

Clinical application

Physiological functions

Pharmacological principles

Biochemistry of actions

Integrative Biomedicine and Disease (capstone)

Student based investigation of multiple aspects of clinically relevant diseases

Molecular → Biochemistry → Cell → Organs → Organism → Societal Impact

→ Ethics of Disease Management

Tools – Scientific and Popular Literature, Bioinformatics Databases,

ACTIVE LEARNING ENVIRONMENT



ACTIVE EARNING CLASSROOM FOR INTEGRATIVE COURSES

**Modeled on University of Minnesota Active Learning Classrooms
(<http://www.classroom.umn.edu/projects/ALCOverview.html>)**

“Furniture and technology allow students to work in small groups

Creates a cooperative learning environment

- encourages students to collaborate with peers**
- questioning and teaching one another**

Allows instructors to coach students during activities by assisting them in answering their own questions

Allows students to present their results to the class for review by peers and instructors”

ADMISSION CRITERIA

- × **BIO 111 – 3.6**
- × **CHM 157 – 3.6**
- × **Minimum 3.0 GPA in core program courses**

AAMC 2010 APPLICANT REPORT

Table 18: MCAT and GPAs for Applicants and Matriculants to U.S. Medical Schools by Primary Undergraduate Major, 2010



Average MCAT scores and GPAs for year 2010 applicants and matriculants to U.S. Medical Schools by primary undergraduate major are displayed below. Please e-mail us at facts@aamc.org if you need further assistance or have additional inquiries.

Applicants, 2010	MCAT VR		MCAT PS		MCAT BS		Total MCAT		MCAT WS			GPA science		GPA non-science		GPA total		Total Applicants
	Mean	SD*	Mean	SD	Mean	SD	Mean	SD	25th %ile	Median	75th %ile	Mean	SD	Mean	SD	Mean	SD	
Biological Sciences	8.9	2.1	9.2	2.3	9.9	2.1	28.1	5.4	M	P	Q	3.44	0.42	3.67	0.29	3.53	0.35	22,327
Humanities	10.0	1.9	9.6	2.1	10.0	2.0	29.6	4.9	O	Q	R	3.41	0.43	3.65	0.28	3.54	0.31	1,950
Math and Statistics	9.7	2.1	10.6	2.3	10.3	2.2	30.5	5.6	M	P	Q	3.50	0.40	3.62	0.33	3.54	0.35	386
Other	9.0	2.2	9.1	2.3	9.6	2.2	27.7	5.7	M	P	Q	3.43	0.44	3.66	0.30	3.53	0.34	7,229
Physical Sciences	9.3	2.1	10.4	2.3	10.1	2.1	29.8	5.5	M	P	Q	3.48	0.42	3.61	0.33	3.53	0.35	4,672
Social Sciences	9.5	2.0	9.3	2.2	9.7	2.1	28.5	5.2	N	P	Q	3.36	0.46	3.59	0.33	3.49	0.34	4,997
Specialized Health Sciences	8.4	2.3	8.4	2.3	8.9	2.3	25.7	6.0	M	O	Q	3.40	0.44	3.63	0.31	3.51	0.34	1,181
All Applicants	9.1	2.1	9.4	2.3	9.8	2.1	28.3	5.5	M	P	Q	3.43	0.43	3.65	0.30	3.53	0.34	42,742

* SD = standard deviation

Matriculants, 2010	MCAT VR		MCAT PS		MCAT BS		Total MCAT		MCAT WS			GPA science		GPA non-science		GPA total		Total Matriculants
	Mean	SD*	Mean	SD	Mean	SD	Mean	SD	25th %ile	Median	75th %ile	Mean	SD	Mean	SD	Mean	SD	
Biological Sciences	9.8	1.7	10.3	1.9	10.8	1.6	30.8	4.1	N	P	Q	3.63	0.31	3.77	0.23	3.69	0.26	9,559
Humanities	10.6	1.5	10.5	1.8	10.9	1.6	32.0	3.6	O	Q	R	3.58	0.33	3.74	0.23	3.66	0.24	991
Math and Statistics	10.3	1.6	11.3	1.8	11.2	1.6	32.8	3.9	N	Q	R	3.63	0.30	3.72	0.25	3.66	0.26	183
Other	9.9	1.7	10.2	2.0	10.6	1.7	30.7	4.2	N	Q	Q	3.60	0.33	3.75	0.23	3.67	0.25	3,057
Physical Sciences	10.0	1.7	11.3	1.9	11.0	1.7	32.2	4.1	N	Q	Q	3.65	0.31	3.71	0.26	3.67	0.26	2,201
Social Sciences	10.2	1.5	10.4	1.8	10.6	1.5	31.2	3.7	O	Q	R	3.56	0.33	3.69	0.26	3.63	0.26	2,268
Specialized Health Sciences	9.5	1.6	9.8	1.9	10.3	1.6	29.5	4.0	N	P	Q	3.60	0.34	3.74	0.24	3.67	0.26	406
All Matriculants	9.9	1.7	10.4	1.9	10.8	1.7	31.1	4.1	N	Q	R	3.61	0.32	3.75	0.24	3.67	0.26	18,665

Applicants - ~52 % Biological Sciences, ~80% CAS
Matriculants - ~ 52 % Biological Sciences, ~82 % CAS

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Applicants - 2.7 % Health Sciences
Matriculants - 2.1 % Health Sciences