Table 1) Results of the Confirmatory Factor Analysis of Learning Evaluation Challenges of the Students of Hamadan University of Medical Sciences

Excessive Emphasis on the Final Evaluation Induce the Students to Compete Unfavorably with the Classmates Induce the Students to Gain Scores Incouraging the Students to Memorize the Contents Incouraging the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students to Study at the Test Day Induce the Students Day Induce the Students Day Induce the Students Test Day Induce the Students Day Induce the Students Day Induce the Students Day Induce the Students Test Day Induce the Students Test Day Induce the Students Self-reliatine due to the Present Evaluation Way Induce the Students to Superficial Learning Induce the Students testing Styles in the Exams Induce the Students to Superficial Learning Induce the Students to Superficial Le	Evaluation Challenges of the Students' Learning (Apparent Indices)	Determination Coefficient (R ²)	_	Standardized Measures
Induce the Students to Fraud Induce the Students to Gain Scores Induce the Students to Gain Scores Induce the Students to Gain Scores Incouraging the Students to Memorize the Contents Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students to Study at the Test Day Incouraging the Students Incourage the Students Incouraging the Students Incourage the Studen	Excessive Emphasis on the Final Evaluation			
Induce the Students to Gain Scores Encouraging the Students to Memorize the Contents Encouraging the Students to Study at the Test Day No Utilization of Current and Progress Evaluation Excessive Student Concentration in the Classroom No Access to the Required Facilities No Access to the Required Facilities No Access to the Required Facilities No Embersome Regulations Toe Busy Teachers Too Busy Teachers Too Long Continuous Evaluation Lack of Interest in the Students on Co.61 Lack of Interest in the Students No Utilization of Non-objective Evaluation No Too Long Continuous Evaluation Lack of Interest in the Students No Utilization of Non-objective Evaluations No Utilization of Non-objective Evaluations Reachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Respect to Utilize the Evaluation Methods No Possibility to Utilize the Evaluation Methods No Possibility to Utilize the Evaluation Methods No Respect to the Students' Free Practice No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity Pailure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Students to Superficial Learning No Respect to the Students to Superficial Learning No Respect to the Students to Superficial Learning Styles in the Exams No Respect to the Students to Superficial Learning Styles in the Exams No Respect to the Students to Superficial Learning Styles in the Exams No Respect to the Students to Superficial Learning Styles in the Exams No Respect to the Students to Superficial Learning Styles in the Exams No Respect to the Students to Superficial Learning Styles in the Exams No Respect to the Students to Superficial Learning Styles in the Exams No Correlation between the Evaluation Ways and	Induce the Students to Compete Unfavorably with the Classmates	0.70	14.18	0.84
Encouraging the Students to Memorize the Contents 10.62 13.16 0.79 Encouraging the Students to Study at the Test Day 10.64 16.38 0.80 No Utilization of Current and Progress Evaluation Excessive Student Concentration in the Classroom 10.74 14.41 0.86 No Access to the Required Facilities 10.56 10.62 12.18 0.79 10.602 12.18 0.79 10.602 12.18 0.79 10.602 12.18 0.79 10.602 12.18 0.79 10.602 10.12 0.78 10.602 10.12 0.78 10.603 10.61 10.12 0.78 10.605 10.71 10.81 10.61 10.65 10.71 0.81 10.65 10.71 0.81 10.65 10.71 0.81 10.65 10.77 17.15 0.88 10.65 10.77 17.15 0.88 10.65 10.77 17.15 0.88 10.65 10.77 17.15 0.88 10.65 10.77 17.15 0.88 10.65 10.77 17.15 0.88 10.65 10.77 17.15 0.88 10.79 10.88 10.79	Induce the Students to Fraud	0.58	8.06	0.76
Encouraging the Students to Study at the Test Day No Utilization of Current and Progress Evaluation Excessive Student Concentration in the Classroom No Access to the Required Facilities 0.56 7.09 0.75 Cumbersome Regulations 0.62 12.18 0.79 Too Busy Teachers 0.72 8.13 0.85 The Present Contents of the University Courses in the Present Situation 0.61 10.12 0.78 Too Long Continuous Evaluation 1.08 0.65 12.71 0.81 Too Long Continuous Evaluation No Utilization of Non-objective Evaluations Teachers' Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods No Possibility to Utilize the Evaluation Methods No Respect to the Individual Differences No Respect to the Students' Innovation and Creativity No Respect to the Students' Innovation and Creativity No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Respect to the Students of the Students in the Exams No Respect to the Students of Superficial Learning No Respect to the Students of Superficial Learning Styles in the Exams No Respect to the Students of Superficial Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses No Respect to the Students of the Sudents of Respect to the Students of Tables and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research N	Induce the Students to Gain Scores	0.65	11.02	0.81
No Utilization of Current and Progress Evaluation Excessive Student Concentration in the Classroom No Access to the Required Facilities O.56 7.09 0.75 Cumbersome Regulations O.62 12.18 0.79 Too Busy Teachers O.72 8.13 0.85 The Present Contents of the University Courses in the Present Situation O.61 10.12 0.78 Too Long Continuous Evaluation O.65 12.71 0.81 No Utilization of Non-objective Evaluation Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods No Possibility to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity Failure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Individual Differences No Respect to the Individual Osal Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Respect to the Students on Mays and the Goals of the Courses No Respect to the Students on Mays and the Goals of the Courses No Respect to the Students on Mays and the Goals of the Courses No Respect to the Students on Mays and the Goals of the Courses No Respect to the Students on Mays and the Goals of the Courses No Respect to the Students on Mays and the Goals of the Courses No Respect to the Students and Make Interests in Study and Research No Action of the Students on Health Students on Health Students No Action of the Students on Health Students No Action of the Students on Health Students No Action of the Students on Health Students No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities No Attempt to Gain Correct Habits and Make Interests in Study and Research No A	Encouraging the Students to Memorize the Contents	0.62	13.16	0.79
Excessive Student Concentration in the Classroom No Access to the Required Facilities 0.56 7.09 0.75 Cumbersome Regulations 0.62 12.18 0.79 Too Busy Teachers 0.72 8.13 0.85 The Present Contents of the University Courses in the Present Situation 0.61 10.12 0.78 Too Long Continuous Evaluation 1.08 0.65 12.71 0.81 Too Long Continuous Evaluation 1.08 0.65 12.71 0.81 No Utilization of Non-objective Evaluations Teachers' Innawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods No Possibility to Utilize the Evaluation Methods No Respect to the Individual Differences No Respect to the Individual Differences No Respect to the Students' Innovation and Creativity Failure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Students Superficial Learning No Respect to the Students Cognitive, Emotional, Psychomotor) Induce the Students Superficial Learning Soles (Cognitive, Emotional, Psychomotor) No Respect to the Students Learning Styles in the Exams No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Frapt the Students Feachers' Abuse of the Exams to Trap the Students Feachers' Abuse of the Exams to Trap the Students Feachers' Abuse of the Exams to Trap the Students	Encouraging the Students to Study at the Test Day	0.64	16.38	0.80
No Access to the Required Facilities 0.56 7.09 0.75 Cumbersome Regulations 0.62 12.18 0.79 Too Busy Teachers 0.72 8.13 0.85 The Present Contents of the University Courses in the Present Situation 0.61 10.12 0.78 The Present Contents of the University Courses in the Present Situation 0.61 10.12 0.78 Too Long Continuous Evaluation 0.67 17.15 0.88 Lack of Interest in the Students 0.65 12.71 0.81 No Utilization of Non-objective Evaluations Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods 0.55 16.96 0.81 No Respect to Utilize the Evaluation Methods 0.55 16.96 0.81 No Respect to the Individual Differences No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Innovation and Creativity 0.62 9.12 0.79 Failure to Empower the Students Self-reliance due to the Present Evaluation Ways 0.58 13.27 0.76 No Respect to the Interests of the Students in the Exams 0.75 18.09 0.87 No Respect to the Interests of the Students in the Exams 0.75 18.09 0.87 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Respect to the Students to Superficial	No Utilization of Current and Progress Evaluation			
Cumbersome Regulations 0.62 12.18 0.79 Too Busy Teachers 0.72 8.13 0.85 The Present Contents of the University Courses in the Present Situation 0.61 10.12 0.78 Too Long Continuous Evaluation 0.77 17.15 0.88 Lack of Interest in the Students 0.65 12.71 0.81 No Utilization of Non-objective Evaluations Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Facilities for Evaluation 0.65 16.96 0.81 No Respect to the Individual Differences No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Innovation and Creativity 0.62 9.12 0.79 Failure to Empower the Students Self-reliance due to the Present Evaluation Ways 0.58 13.27 0.76 No Respect to the Interests of the Students in the Exams 0.75 18.09 0.87 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning 0.70 15.28 0.84 No Deep and Inferential Questions in Most of the Present Ways 0.67 18.33 0.82 No Respect to the Students Learning Styles in the Exams 0.65 15.12 0.81 No Correlation between the Evaluation Ways and the Goals of the Courses 0.53 9.02 0.73 Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities 0.58 17.12 0.76 Teachers' Unawareness of the Philosophy and Goals of Evaluation Nays 1.10 0.64 8.13 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.82 Failure to Encourage the Students to Participate in Team-works 0.61 15.12 0.78 Failure to Encourage the Students to Participate in Team-works 0.65 0.57	Excessive Student Concentration in the Classroom	0.74	14.41	0.86
Too Busy Teachers The Present Contents of the University Courses in the Present Situation O.61 10.12 0.78 The Present Contents of the University Courses in the Present Situation O.77 17.15 0.88 Lack of Interest in the Students No Utilization of Non-objective Evaluations Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) Writing Tests, Projects, etc.) Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods O.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods O.52 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Individual Differences No Respect to the Students' Innovation and Creativity O.62 9.12 0.79 Failure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams O.75 18.09 0.87 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams O.70 15.28 0.84 No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses O.53 9.02 0.73 Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research O.61 17.00 0.78 Improper Feedback to the Students in the Present Evaluation Ways Teachers' House of the Exams to Trap the Students O.61 15.12 0.81 Teachers' House of the Exams to Trap the Students Failure to Encourage the Students to Participate in Team-works O.61 15.12 0.78	No Access to the Required Facilities	0.56	7.09	0.75
The Present Contents of the University Courses in the Present Situation 0.61 10.12 0.78 Too Long Continuous Evaluation 0.77 17.15 0.88 Lack of Interest in the Students 0.65 12.71 0.81 No Utilization of Non-objective Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods 0.55 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation Methods 0.55 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation Methods 0.55 6.12 0.72 No Respect to the Individual Differences No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Innovation and Creativity 0.62 9.12 0.79 Failure to Empower the Students Self-reliance due to the Present Evaluation Ways 0.58 13.27 0.76 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning 0.70 15.28 0.84 No Deep and Inferential Questions in Most of the Present Ways 0.67 18.33 0.82 No Respect to the Students Learning 0.70 15.28 0.84 No Correlation between the Evaluation Ways and the Goals of the Courses 0.53 9.02 0.73 Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities 0.58 17.12 0.76 Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research 0.61 17.00 0.78 Improper Feedback to the Students in the Present Evaluation Ways 0.69 11.12 0.83 Teachers' Unawareness of the Exams 0.64 8.13 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.82 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77	Cumbersome Regulations	0.62	12.18	0.79
Too Long Continuous Evaluation 0.77 17.15 0.88 Lack of Interest in the Students 0.65 12.71 0.81 No Utilization of Non-objective Evaluations Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods 0.52 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation 0.65 16.96 0.81 No Respect to the Individual Differences No Respect to the Individual Differences No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Innovation and Creativity 0.62 9.12 0.79 Failure to Empower the Students Self-reliance due to the Present Evaluation Ways 0.58 13.27 0.76 No Respect to the Interests of the Students in the Exams 0.75 18.09 0.87 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning 0.70 15.28 0.84 No Deep and Inferential Questions in Most of the Present Ways 0.67 18.33 0.82 No Respect to the Students Learning Styles in the Exams 0.65 15.12 0.81 No Correlation between the Evaluation Ways and the Goals of the Courses 0.53 9.02 0.73 Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities 0.58 17.12 0.76 Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research 0.61 17.00 0.78 Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.82 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77	Too Busy Teachers	0.72	8.13	0.85
Lack of Interest in the Students 0.65 12.71 0.81 No Utilization of Non-objective Evaluations Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods 0.57 14.18 0.76 No Rouse Possibility to Utilize the Evaluation Methods 0.52 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation Methods 0.55 16.96 0.81 No Respect to the Individual Differences No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Innovation and Creativity 0.62 9.12 0.79 Failure to Empower the Students Self-reliance due to the Present Evaluation Ways 0.58 13.27 0.76 No Respect to the Interests of the Students in the Exams 0.75 18.09 0.87 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways 0.67 18.33 0.82 No Respect to the Students Learning Styles in the Exams 0.65 15.12 0.81 No Correlation between the Evaluation Ways and the Goals of the Courses 0.53 9.02 0.73 Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities 0.58 17.12 0.76 Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research 0.61 17.00 0.78 Improper Feedback to the Students in the Present Evaluation Ways 0.64 8.13 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.82 Failure to Encourage the Students to Participate in Team-works 0.61 15.12 0.78 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77	The Present Contents of the University Courses in the Present Situation	0.61	10.12	0.78
No Utilization of Non-objective Evaluations Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods No Possibility to Utilize the Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods 0.52 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity No Respect to the Students' Innovation and Creativity No Respect to the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses No Correlation between the Evaluation Ways and the Goals of the Courses No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No At	Too Long Continuous Evaluation	0.77	17.15	0.88
Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods 0.52 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Innovation and Creativity 7.08 0.62 9.12 0.79 Teailure to Empower the Students Self-reliance due to the Present Evaluation Ways 1.08 0.58 13.27 0.76 No Respect to the Interests of the Students in the Exams 1.09 0.87 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning 1.09 0.70 15.28 0.84 No Deep and Inferential Questions in Most of the Present Ways 1.09 0.67 18.33 0.82 No Respect to the Students Learning Styles in the Exams 1.00 0.65 15.12 0.81 No Correlation between the Evaluation Ways and the Goals of the Courses 1.09 0.73 Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities 1.00 0.78 Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research 1.00 0.78 Teachers' Unawareness of the Exams to Trap the Students 1.00 0.78 Teachers' Abuse of the Exams to Trap the Students 1.00 0.64 8.13 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 1.00 0.79 Tealiure to Encourage the Students to Gain Self-regulating and Self-reform Skills 1.00 0.59 8.05 0.77	Lack of Interest in the Students	0.65	12.71	0.81
Writing Tests, Projects, etc.) No Required Facilities to Utilize Other Evaluation Methods No Possibility to Utilize the Evaluation Methods No Possibility to Utilize the Evaluation Methods No Respect to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity No Respect to the Students' Innovation and Creativity Failure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Free Present Evaluation Ways No Ged Respect to the Students in the Present Evaluation Ways Reachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Pailure to Encourage the Students to Gain Self-regulating and Self-reform Skills No Self-reform Skills No Self-reform Skills No Se	No Utilization of Non-objective Evaluations			
No Required Facilities to Utilize Other Evaluation Methods 0.57 14.18 0.76 No Possibility to Utilize the Evaluation Methods 0.52 6.12 0.72 Teachers' Inability to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Students' Free Practice 0.67 11.73 0.82 No Respect to the Students' Innovation and Creativity 0.62 9.12 0.79 Failure to Empower the Students Self-reliance due to the Present Evaluation Ways 0.58 13.27 0.76 No Respect to the Interests of the Students in the Exams 0.75 18.09 0.87 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning 0.70 15.28 0.84 No Deep and Inferential Questions in Most of the Present Ways 0.67 18.33 0.82 No Respect to the Students Learning Styles in the Exams 0.65 15.12 0.81 No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities 7.76 Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Inte	Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice	0.67	17.05	0.02
No Possibility to Utilize the Evaluation Methods Teachers' Inability to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity Failure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.52 6.12 0.72 11.73 0.82 0.62 9.12 0.79 12.07 13.20 0.75 18.09 0.87 18.20 0.87 18.20 0.84 0.67 18.33 0.82 0.65 15.12 0.76 15.28 0.84 0.65 15.12 0.76 15.28 0.84 0.65 15.12 0.76 15.28 0.84 0.65 15.12 0.76 15.28 0.84 0.65 15.12 0.76 15.28 0.84 0.65 15.12 0.76 15.28 0.84 0.65 15.12 0.76 17.00 0.78 17.00 0.78 18.00 17.00 0.78 18.00 17.00 0.78 18.00 17.00 0.78 18.00 18.00 19.00	Writing Tests, Projects, etc.)	0.67	17.05	0.82
Teachers' Inability to Utilize the Facilities for Evaluation No Respect to the Individual Differences No Respect to the Students' Free Practice No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity O.62 No Respect to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses No Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and R	No Required Facilities to Utilize Other Evaluation Methods	0.57	14.18	0.76
No Respect to the Individual Differences No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity No Respect to the Students' Innovation and Creativity Failure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses No Correlation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in St	No Possibility to Utilize the Evaluation Methods	0.52	6.12	0.72
No Respect to the Students' Free Practice No Respect to the Students' Innovation and Creativity 10.62 No Respect to the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.62 9.12 0.76 15.28 0.84 0.84 0.80 15.12 0.81 0.81 0.65 15.12 0.78 17.00 0.	Teachers' Inability to Utilize the Facilities for Evaluation	0.65	16.96	0.81
No Respect to the Students' Innovation and Creativity Failure to Empower the Students Self-reliance due to the Present Evaluation Ways O.58 13.27 O.76 No Respect to the Interests of the Students in the Exams O.75 No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams O.67 No Respect to the Students Learning Styles in the Exams O.65 I5.12 O.81 No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research O.61 I7.00 O.78 Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.59 8.05 O.77	No Respect to the Individual Differences			
Failure to Empower the Students Self-reliance due to the Present Evaluation Ways No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research In Induce the Students in the Present Evaluation Ways No Correlation between the Students in the Present Evaluation Ways Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make Interests in Study and Research No Attempt to Gain Correct Habits and Make	No Respect to the Students' Free Practice	0.67	11.73	0.82
No Respect to the Interests of the Students in the Exams No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.75 15.28 0.84 0.80 0.81 0.82 0.83 0.80 0.78 0.61 0.61 0.62 0.67 0.63 0.82 0.69 0.67 0.61 0.78 0.78 0.78	No Respect to the Students' Innovation and Creativity	0.62	9.12	0.79
No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor) Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.70 15.28 0.84 0.84 0.85 0.81 0.82 17.12 0.78 0.78 0.61 0.79 0.77	Failure to Empower the Students Self-reliance due to the Present Evaluation Ways	0.58	13.27	0.76
Induce the Students to Superficial Learning No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.60 0.67 0.78 0.84 0.82 0.65 15.12 0.78 0.77	No Respect to the Interests of the Students in the Exams	0.75	18.09	0.87
No Deep and Inferential Questions in Most of the Present Ways No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.67 18.33 0.82 15.12 0.78 17.00 0.79 17.00 0.79 17.00 0.79 17.00 0.79 17.00	No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor)			
No Respect to the Students Learning Styles in the Exams No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.65 15.12 0.81 17.12 0.76 17.12 0.78 17.00 0.78 17.00 0.78 10.83 0.64 8.13 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.82 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77	Induce the Students to Superficial Learning	0.70	15.28	0.84
No Correlation between the Evaluation Ways and the Goals of the Courses Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.53 9.02 0.73 17.12 0.76 17.00 0.78 17.00 0.78 18.13 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.82 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77	No Deep and Inferential Questions in Most of the Present Ways	0.67	18.33	0.82
Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.58 17.12 0.76 17.00 0.78 17.00 0.78 11.12 0.83 12.00 0.64 0.64 0.67 10.53 0.82 15.12 0.78 15.12 0.78 15.12 0.78	No Respect to the Students Learning Styles in the Exams	0.65	15.12	0.81
Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.58 17.12 0.76 17.00 0.78 17.00 0.78 11.12 0.83 12.00 13.13 0.80 13.13 0.80 14.13 0.80 15.13 0.80 15.12 0.78 15.12 0.78 15.12 0.78	No Correlation between the Evaluation Ways and the Goals of the Courses	0.53	9.02	0.73
Teachers' Unawareness of the Philosophy and Goals of Evaluation No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.61 17.00 0.78 17.00 0.78 11.12 0.83 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.82 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77	·		17.12	0.76
No Attempt to Gain Correct Habits and Make Interests in Study and Research Improper Feedback to the Students in the Present Evaluation Ways Teachers' Abuse of the Exams to Trap the Students Students' Evaluation by Teachers with Inappropriate Prejudice Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.61 17.00 0.78 11.12 0.83 0.80 Students' Evaluation by Teachers with Inappropriate Prejudice 0.67 10.53 0.78 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77				
Improper Feedback to the Students in the Present Evaluation Ways0.6911.120.83Teachers' Abuse of the Exams to Trap the Students0.648.130.80Students' Evaluation by Teachers with Inappropriate Prejudice0.6710.530.82Failure to Encourage the Students to Participate in Team-works0.6115.120.78Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills0.598.050.77		0.61	17.00	0.78
Teachers' Abuse of the Exams to Trap the Students O.64 Students' Evaluation by Teachers with Inappropriate Prejudice O.67 Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.64 O.65 O.67 O.82 Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills O.59 O.77		0.69	11.12	0.83
Students' Evaluation by Teachers with Inappropriate Prejudice0.6710.530.82Failure to Encourage the Students to Participate in Team-works0.6115.120.78Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills0.598.050.77				
Failure to Encourage the Students to Participate in Team-works Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.61 15.12 0.78 8.05 0.77				
Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills 0.59 8.05 0.77	, , , , , , , , , , , , , , , , , , , ,			
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Failure to Encourage the Students in Self-criticizing 0.62 12.70 0.79		0.62	12.70	0.77

Table 2) Goodness of Fit Indices of the Structure Model

Fit Indices	Acceptable Domain	Measure
Normal Chi-square (CMIN/DF)	Less than 3	2.04
Root Mean Square Residual (RMR)	Less than 0.05	0.044
Root Mean Square Error of Approximation (RMSEA)	Less than 0.08	0.056
Goodness of Fit Index (GFI)	More than 0.90	0.92
Adjusted Goodness of Fit Index (AGFI)	More than 0.90	0.93
Normed Fit Index (NFI)	More than 0.90	0.90
Comparative Fit Index (CFI)	More than 0.90	0.91

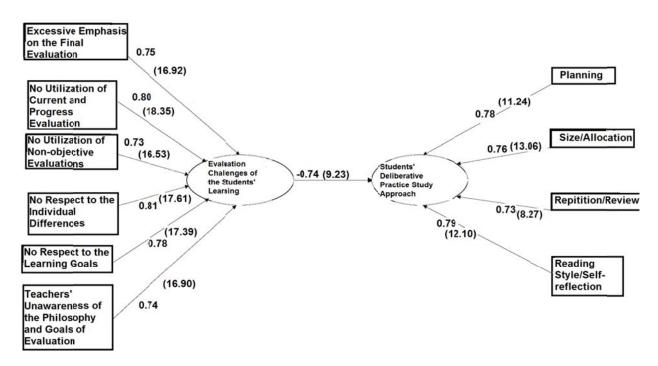


Fig. 1) Structure Model of the Students' Deliberative Practice Study Approach based on Their Learning Evaluation Challenges in Hamadan University of Medical Sciences