



PROJECT MANAGEMENT CENTER FOR EXCELLENCE

A.J. CLARK SCHOOL OF ENGINEERING
Civil & Environmental Engineering Department

Course Evaluation Report

2012 Spring

Table of Contents

1. Overview	3
1.1 Response Rate	3
1.2 Mean Score by Course (Class + Instructor)	3
1.3 Mean Score by Course (Student + Class + Instructor)	4
2. Course Analysis	5
2.1 ENCE 602	5
2.2 ENCE 605	7
2.3 ENCE 624	9
2.4 ENCE 625	11
2.5 ENCE 627	13
2.6 ENCE 662	15
2.7 ENCE 664	17
2.8 ENCE 665	19
2.9 ENCE 667	21
3. Appendix: Other comments	23

1. Overview:

1.1 Response Rate

Course	No. of Response	No. of Seat (Online + On Campus)	Response Rate
ENCE 602 -Cui	32	41	78.05%
ENCE 605 -Davis	13	20	65.00%
ENCE 624 -Cable	12	12	100.00%
ENCE 625 -Schulman	35	42	83.33%
ENCE 627 -Baecher	19	20	95.00%
ENCE 662 -Cable	22	25	88.00%
ENCE 664 -Barham	28	35	80.00%
ENCE 665 -Britton w/Davis	17	20	85.00%
ENCE 667 -Baecher	46	47	97.87%
Grand Total	224	262	85.50%

1.2 Mean Score by Course (Class + Instructor evaluation) on a 100-point scale

Course	Response Rate	Class + Instructor Mean	Standard Deviation	95% Confidence Interval	
				Lower	Upper
ENCE 602	78.05%	81.91	14.89	76.53	87.28
ENCE 605	65.00%	90.41	9.30	84.78	96.03
ENCE 624	100.00%	84.90	9.46	78.89	90.91
ENCE 625	83.33%	83.72	16.03	78.21	89.22
ENCE 627	95.00%	83.16	13.07	76.86	89.46
ENCE 662	88.00%	86.58	13.51	80.59	92.57
ENCE 664	80.00%	89.22	11.17	84.89	93.56
ENCE 665	85.00%	90.10	8.44	85.76	94.45
ENCE 667	97.87%	83.48	9.97	80.52	86.44
Grand Total	85.50%	85.27	12.60	83.62	86.92

1.3 Mean Score by Course (Student, Class & Instructor evaluation) on a 100-point scale

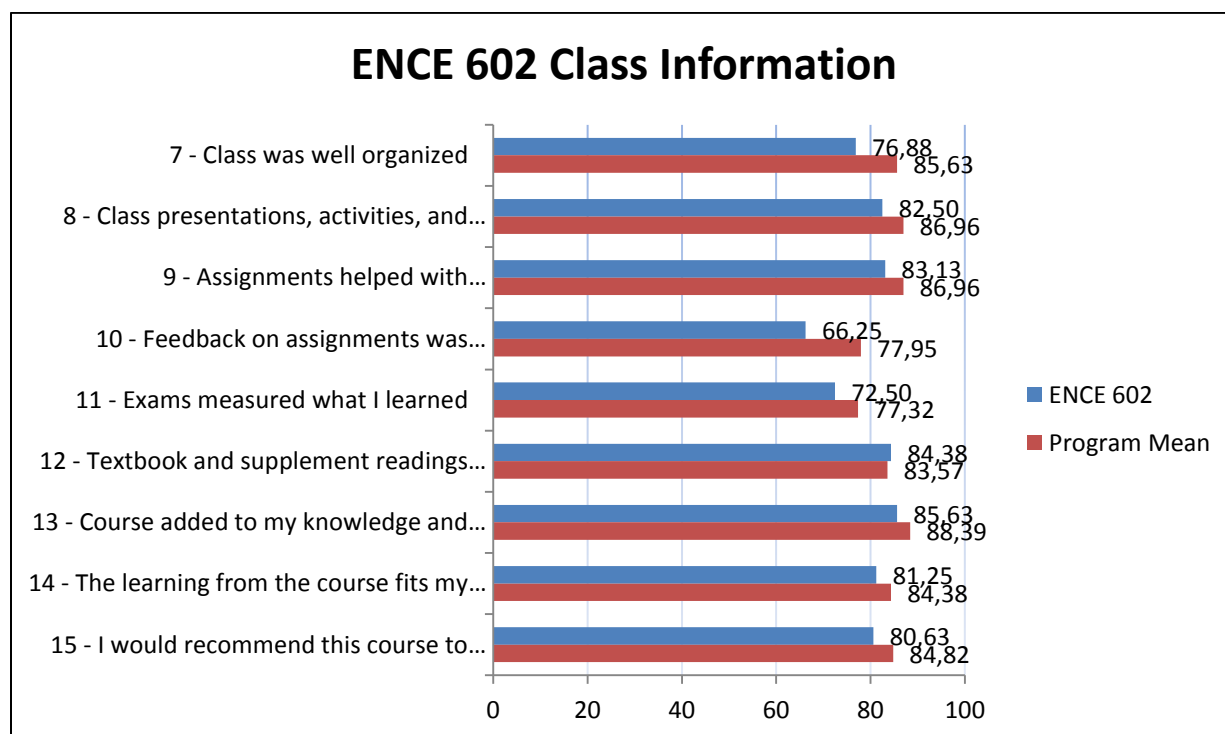
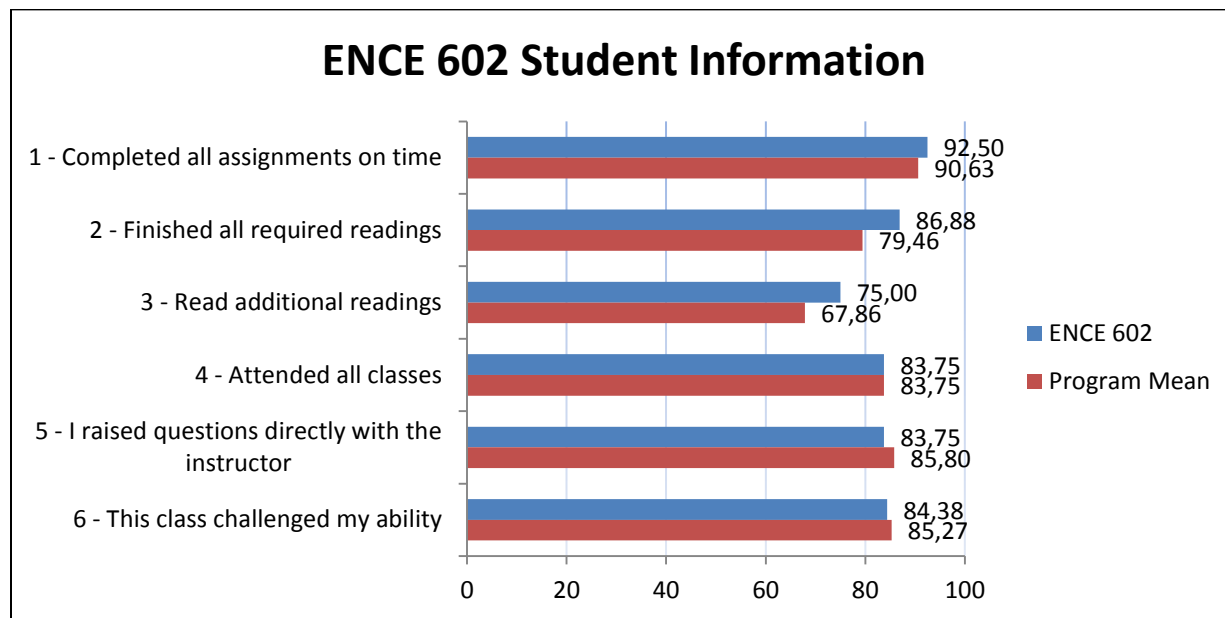
Course	Response Rate	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 602	78.05%	84.38	79.24	84.91	81.91
ENCE 605	65.00%	81.03	89.40	91.54	90.41
ENCE 624	100.00%	83.61	84.63	85.21	84.90
ENCE 625	83.33%	84.70	82.62	84.93	83.72
ENCE 627	95.00%	80.70	81.87	84.61	83.16

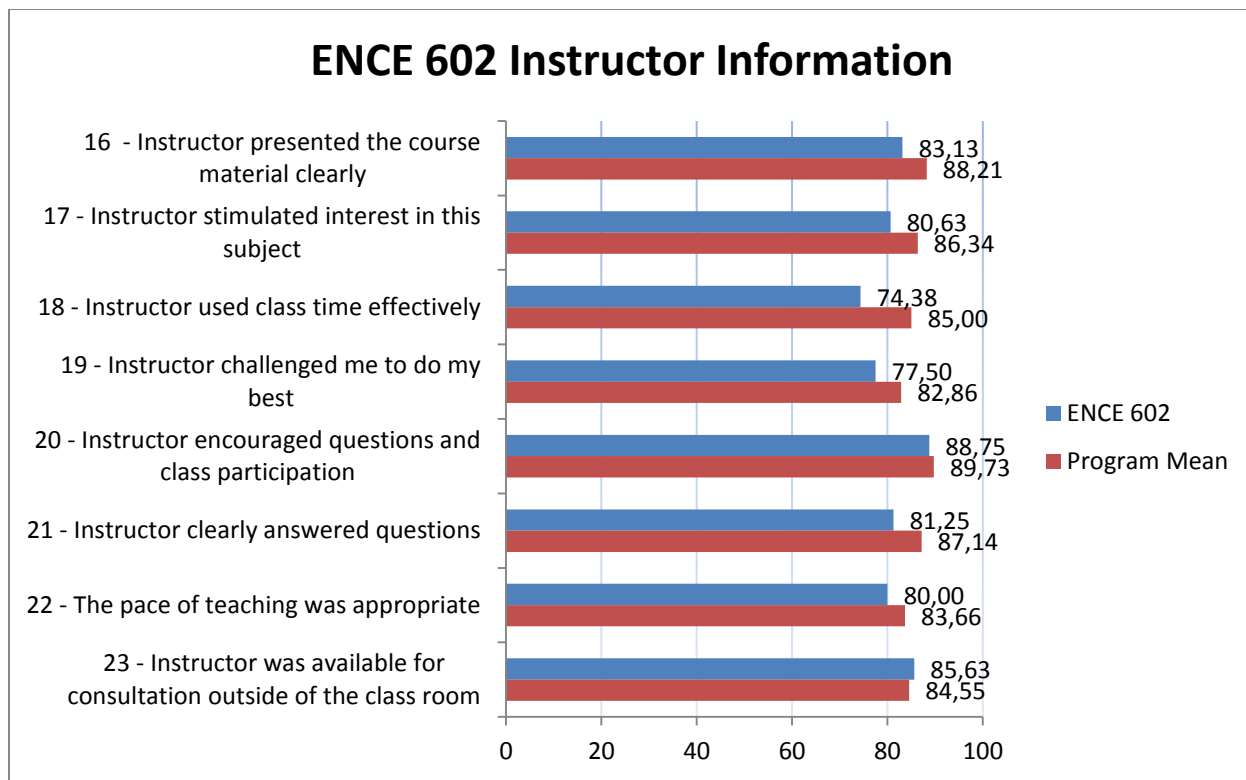
ENCE 662	88.00%	84.70	86.67	86.48	86.58
ENCE 664	80.00%	82.76	88.96	89.53	89.22
ENCE 665	85.00%	76.82	89.02	91.32	90.10
ENCE 667	97.87%	80.94	82.03	85.11	83.48
Grand Total	85.50%	82.43	84.13	86.55	85.27

2. Course Analysis:

2.1 ENCE 602 - Cui

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 602	84.38	79.24	84.91	81.91





Other Comments

What did students like most about the course?

What did students like least about the course?

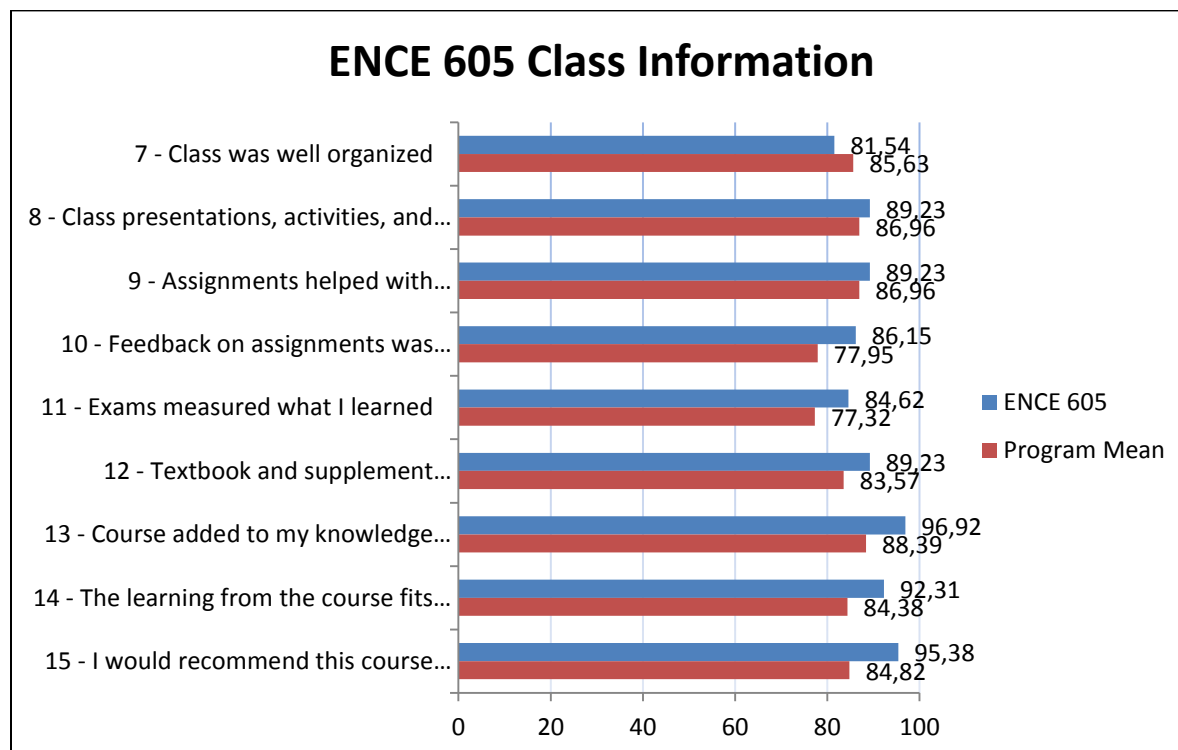
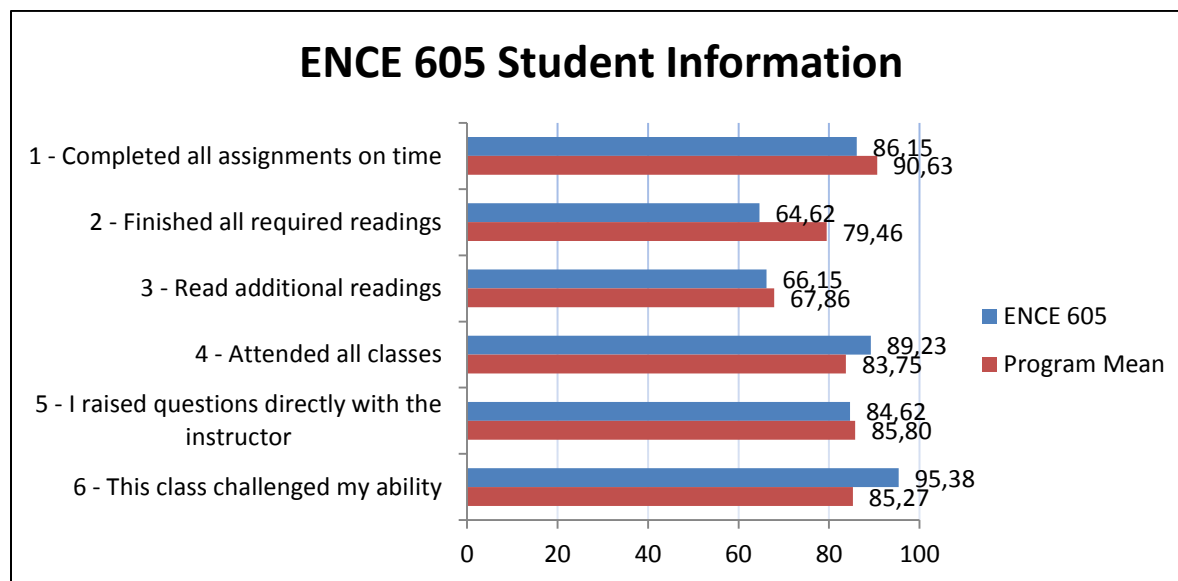
What additional constructive feedback did students offer?

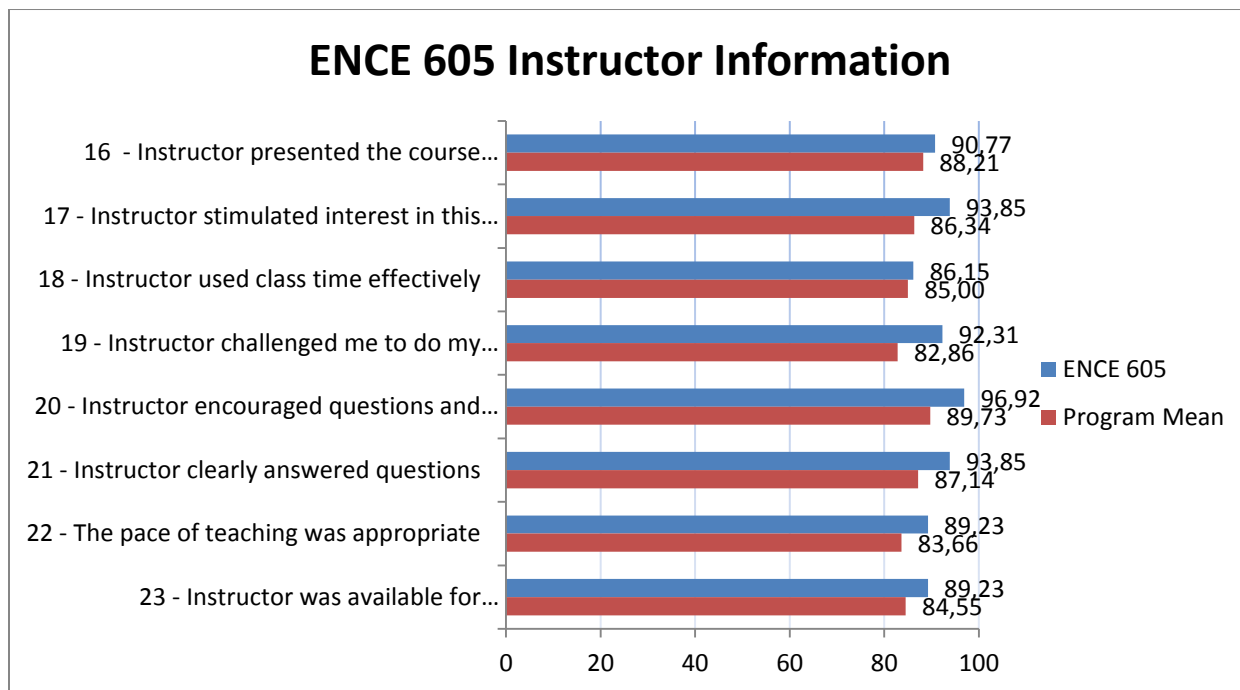
(Please refer to the Appendix)

2. Course Analysis:

2.2 ENCE 605 – Davis

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 605	81.03	89.40	91.54	90.41





Other Comments

What did students like most about the course?

What did students like least about the course?

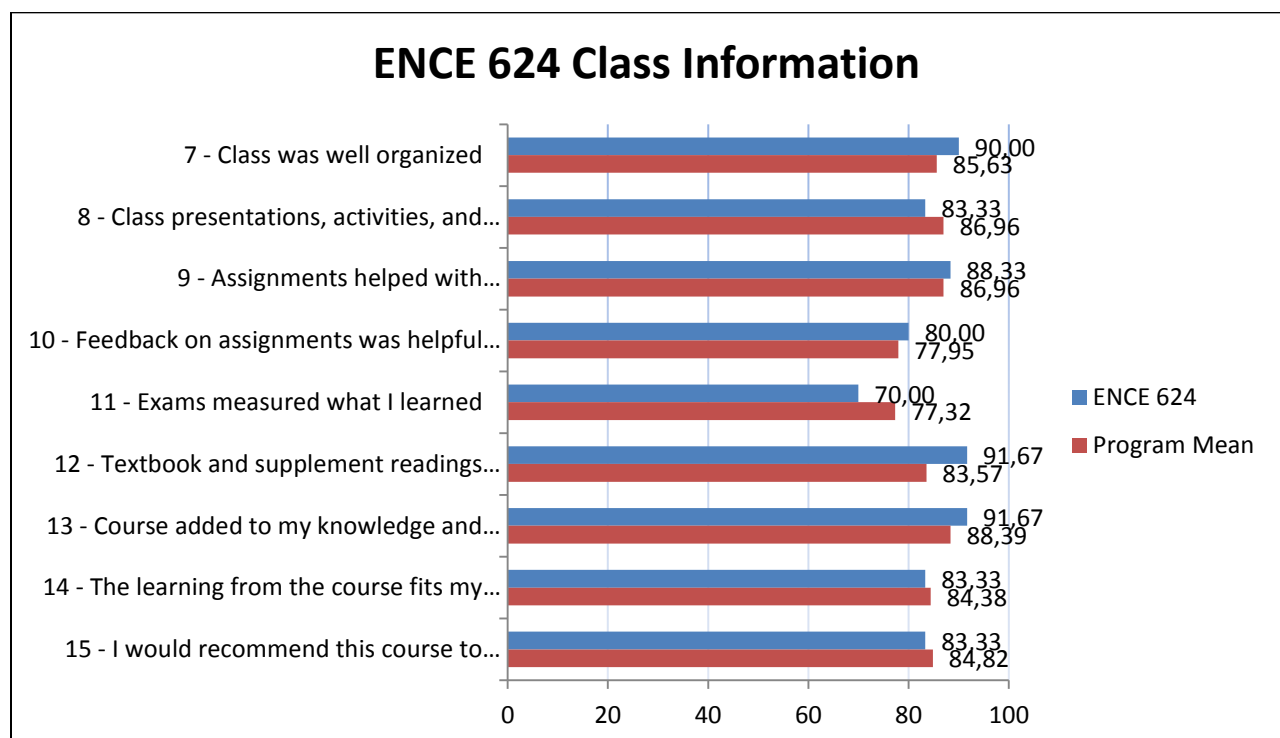
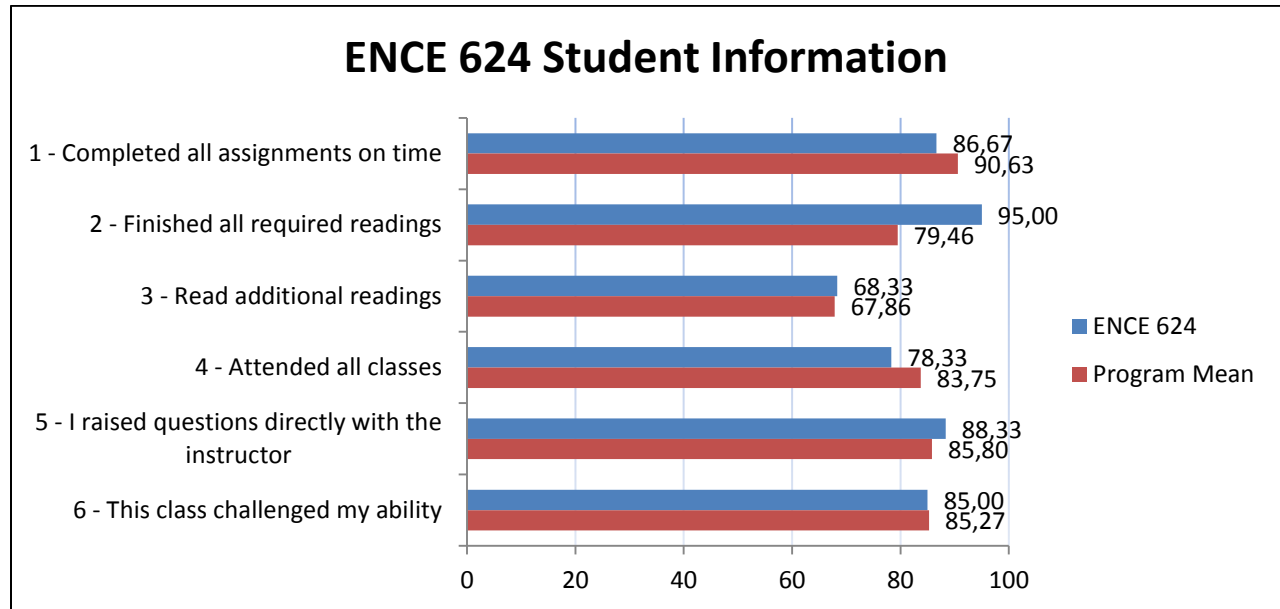
What additional constructive feedback did students offer?

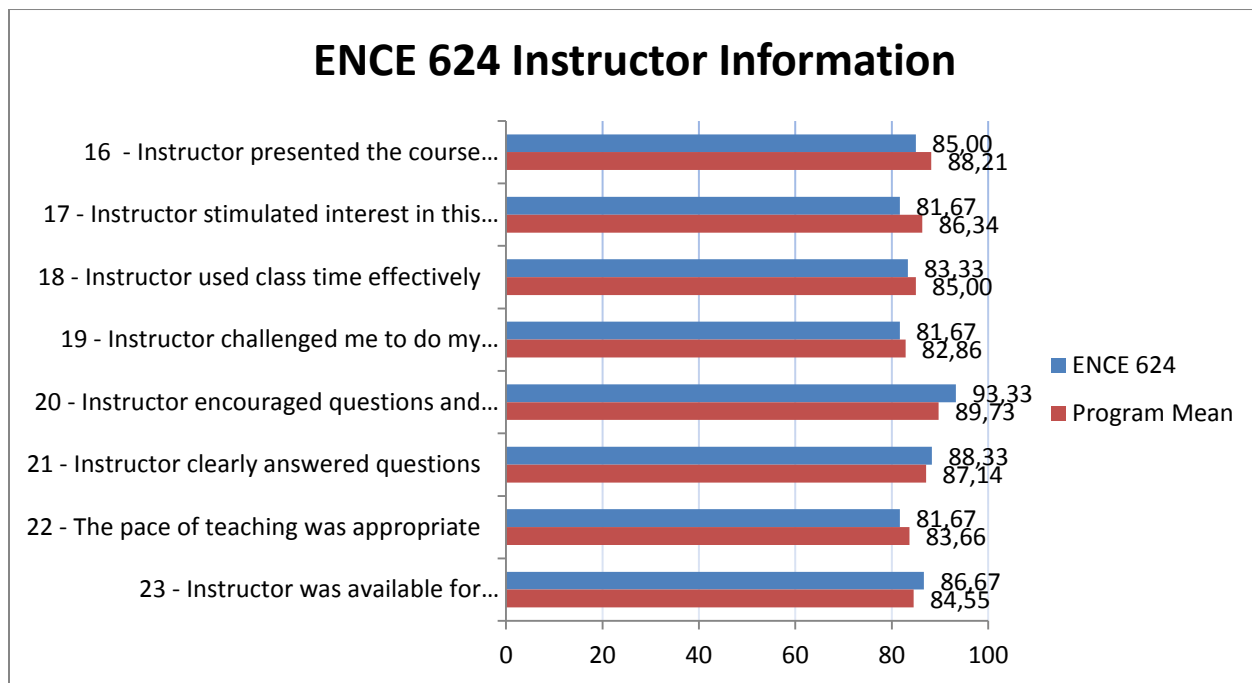
(Please refer to the Appendix)

2. Course Analysis:

2.3 ENCE 624 – Cable

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE-624	83.61	84.63	85.21	84.90





Other Comments

What did students like most about the course?

What did students like least about the course?

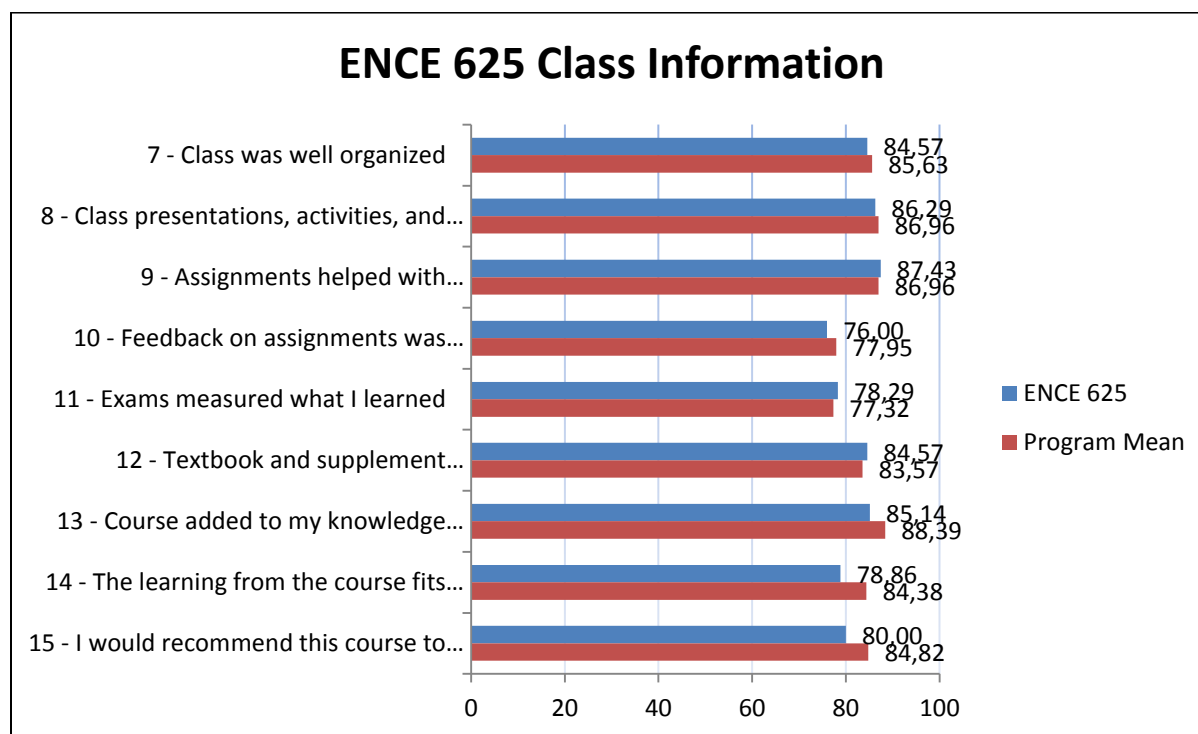
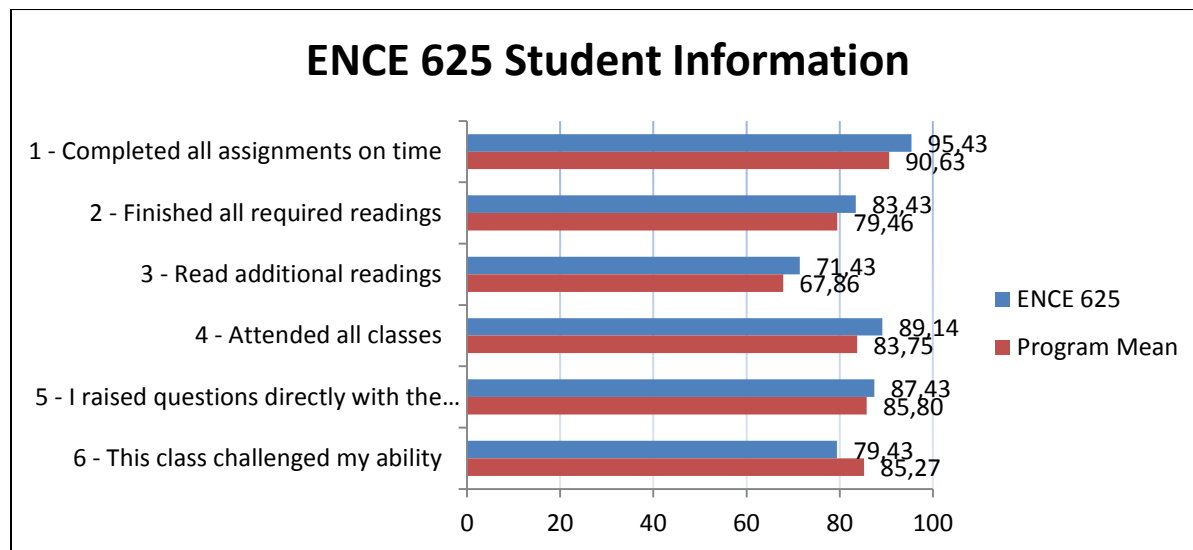
What additional constructive feedback did students offer?

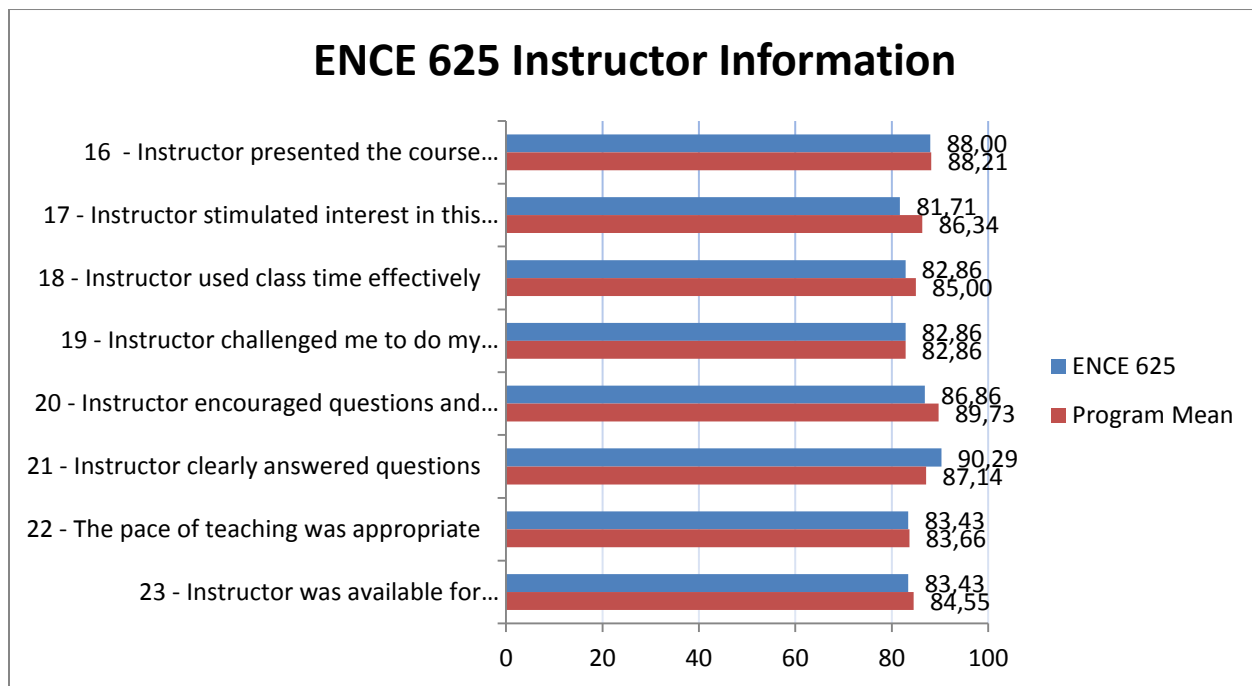
(Please refer to the Appendix)

2. Course Analysis:

2.4 ENCE 625 – Schulman

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 625	84.70	82.62	84.93	83.72





Other Comments

What did students like most about the course?

What did students like least about the course?

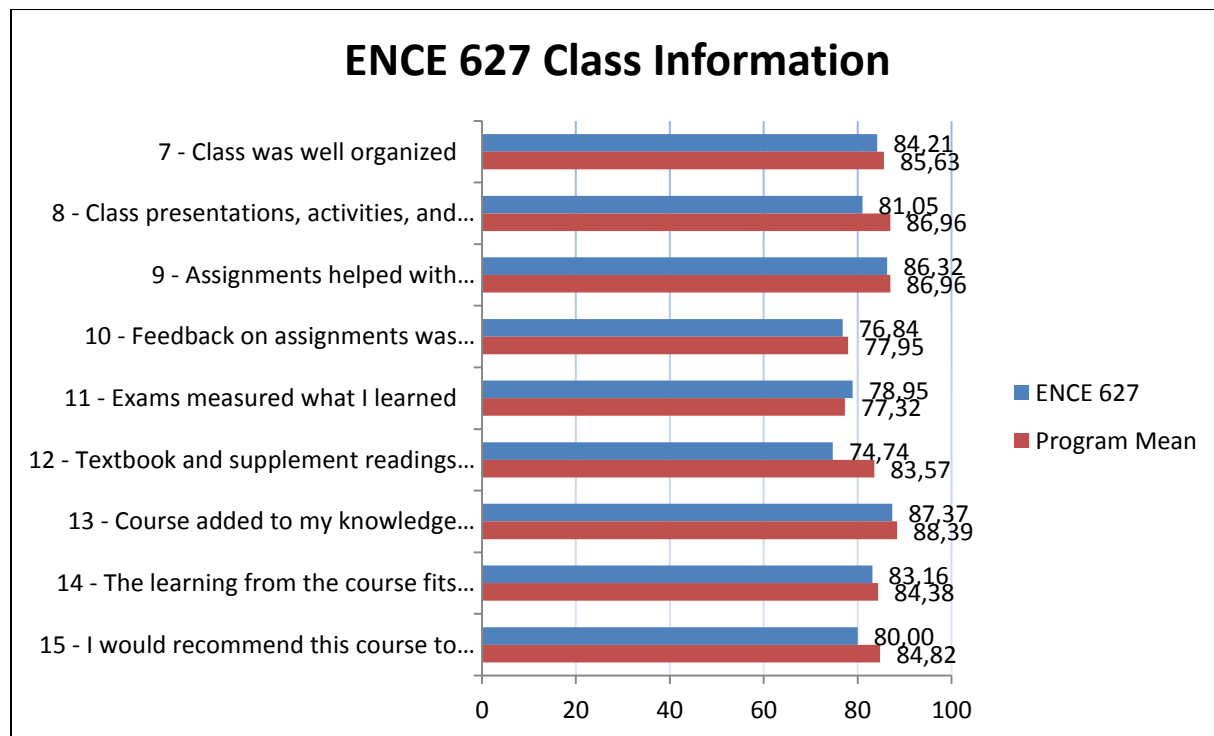
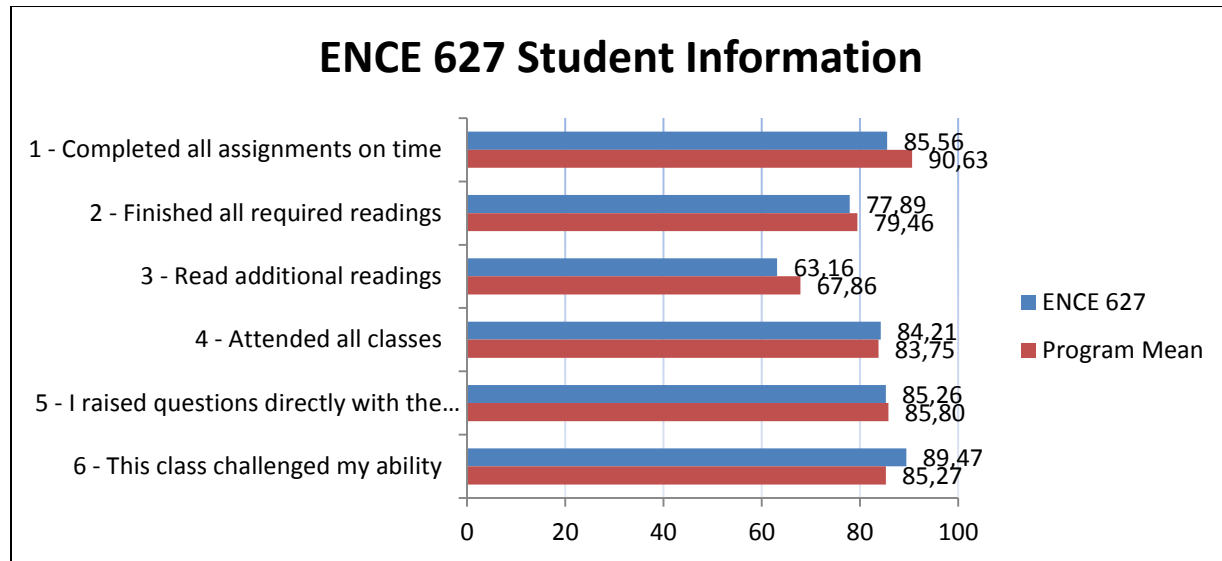
What additional constructive feedback did students offer?

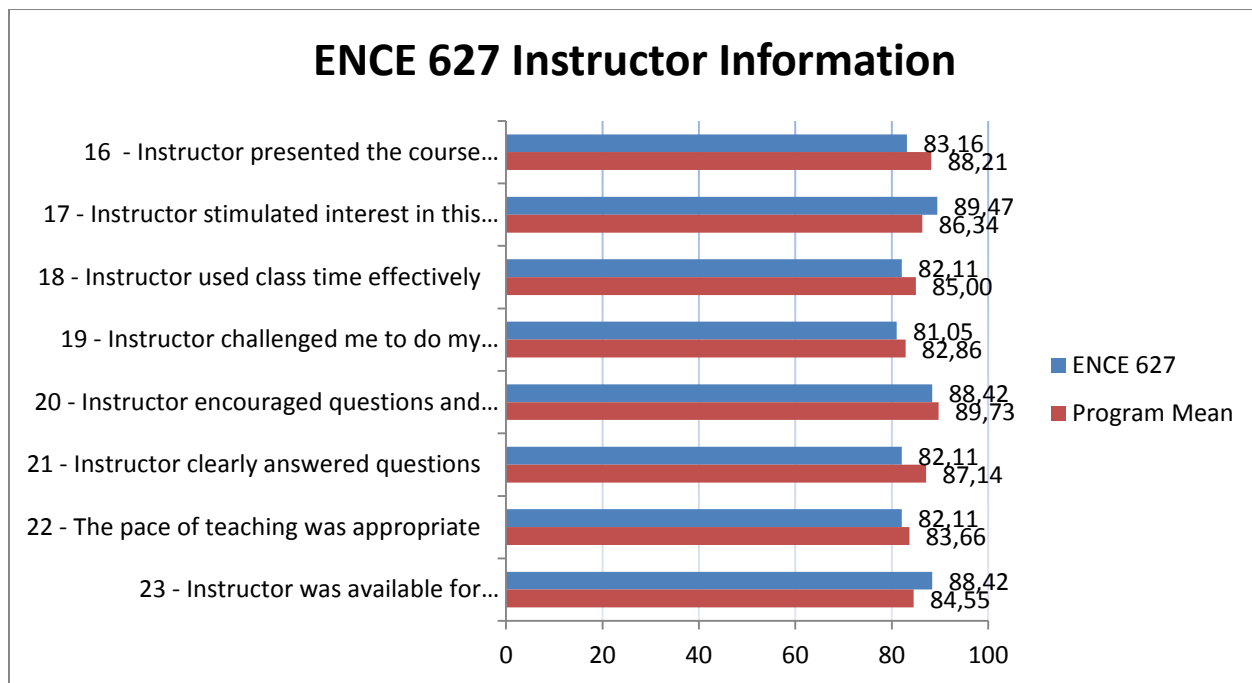
(Please refer to the Appendix)

2. Course Analysis:

2.5 ENCE 627 – Baecher

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 627	80.70	81.87	84.61	83.16





Other Comments

What did students like most about the course?

What did students like least about the course?

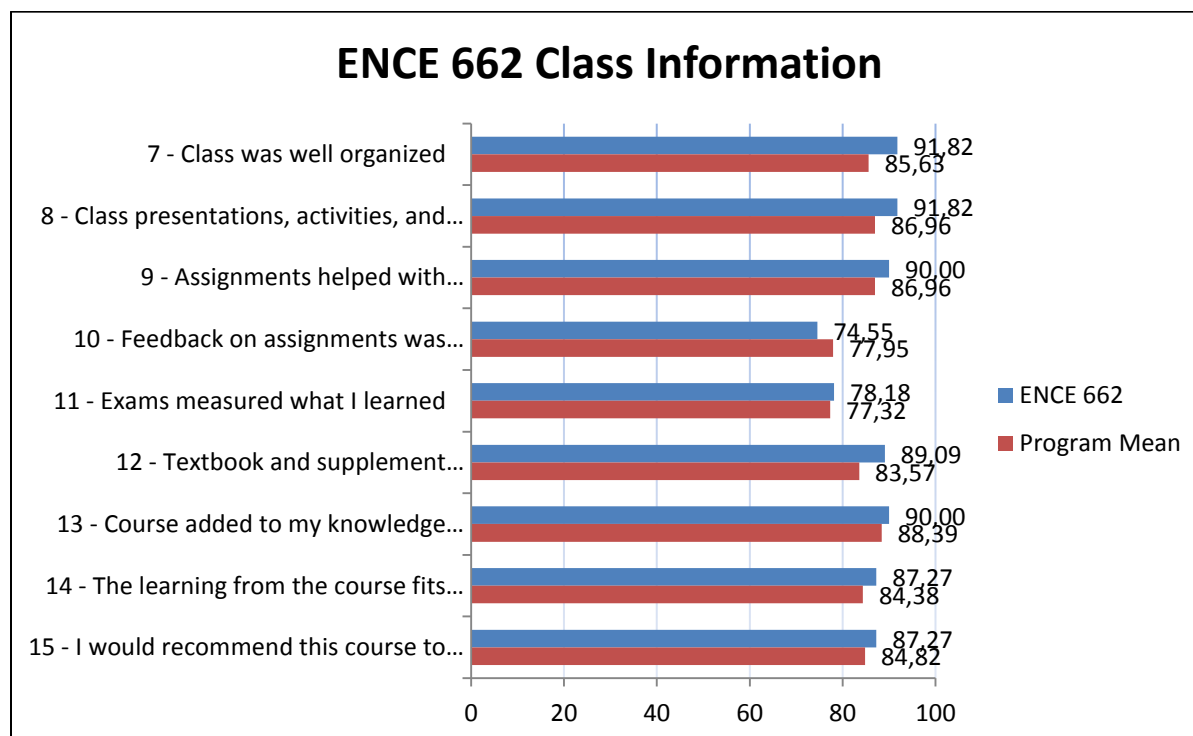
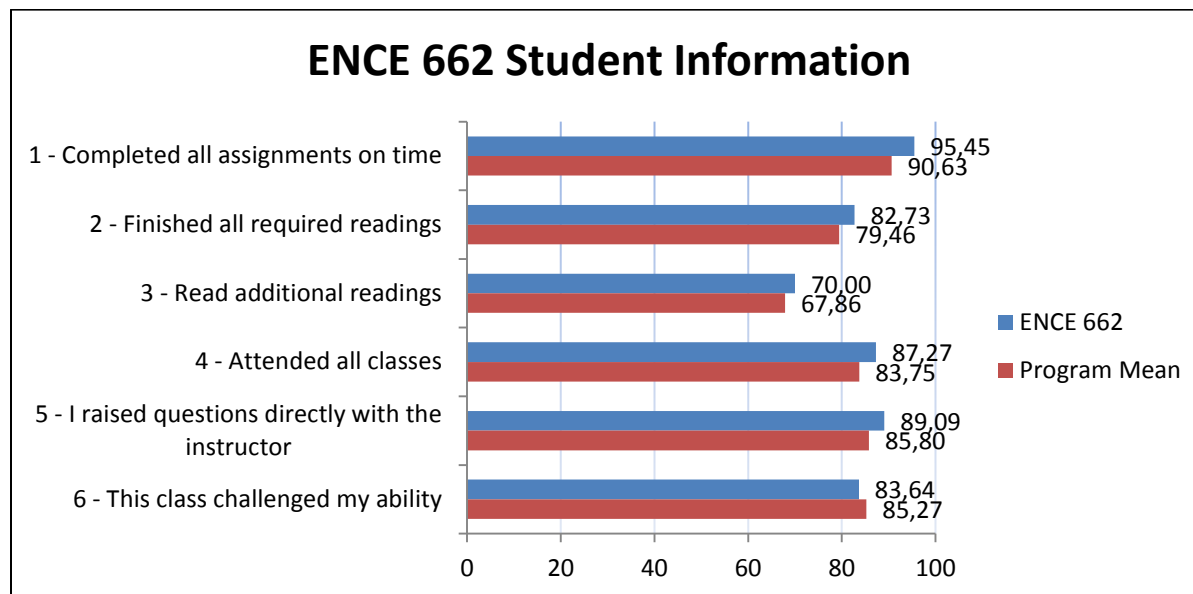
What additional constructive feedback did students offer?

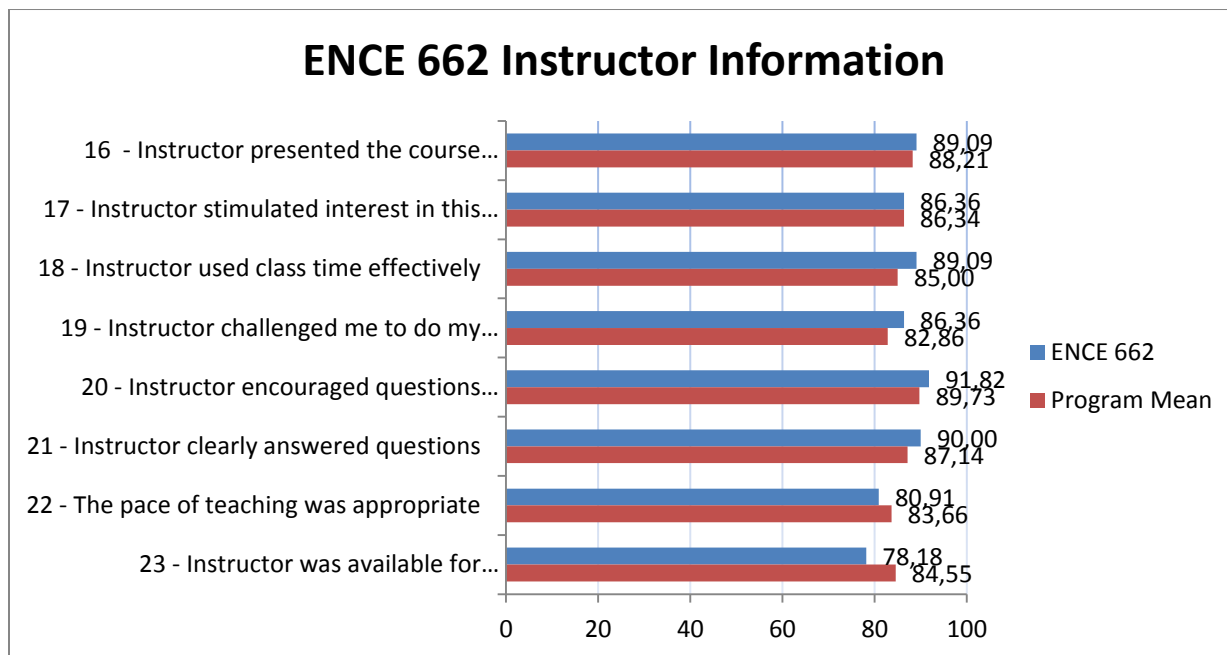
(Please refer to the Appendix)

2. Course Analysis:

2.6 ENCE 662 – Cable

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 662	84.70	86.67	86.48	86.58





Other Comments

What did students like most about the course?

What did students like least about the course?

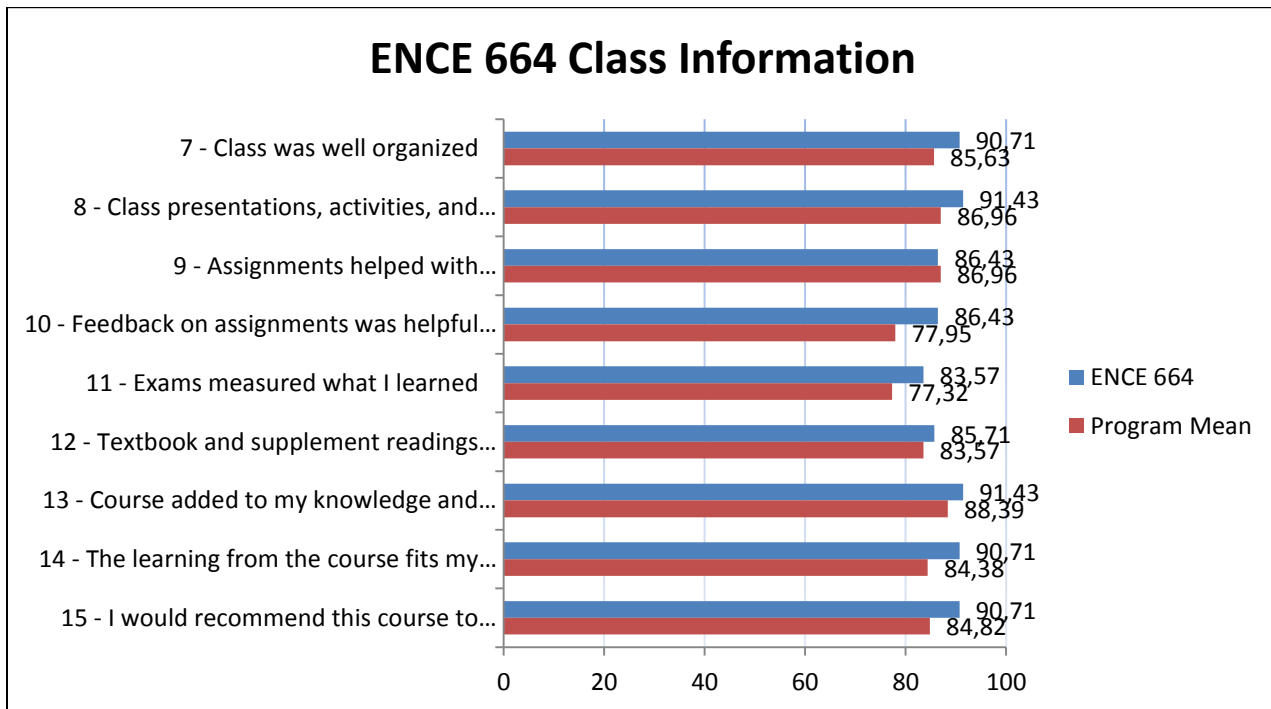
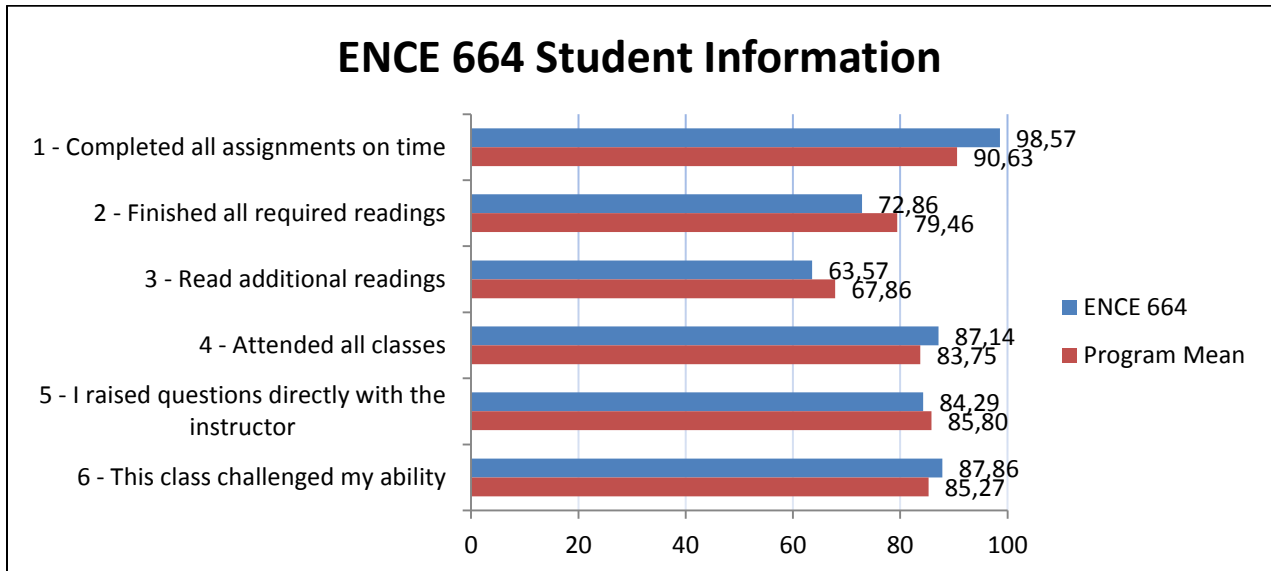
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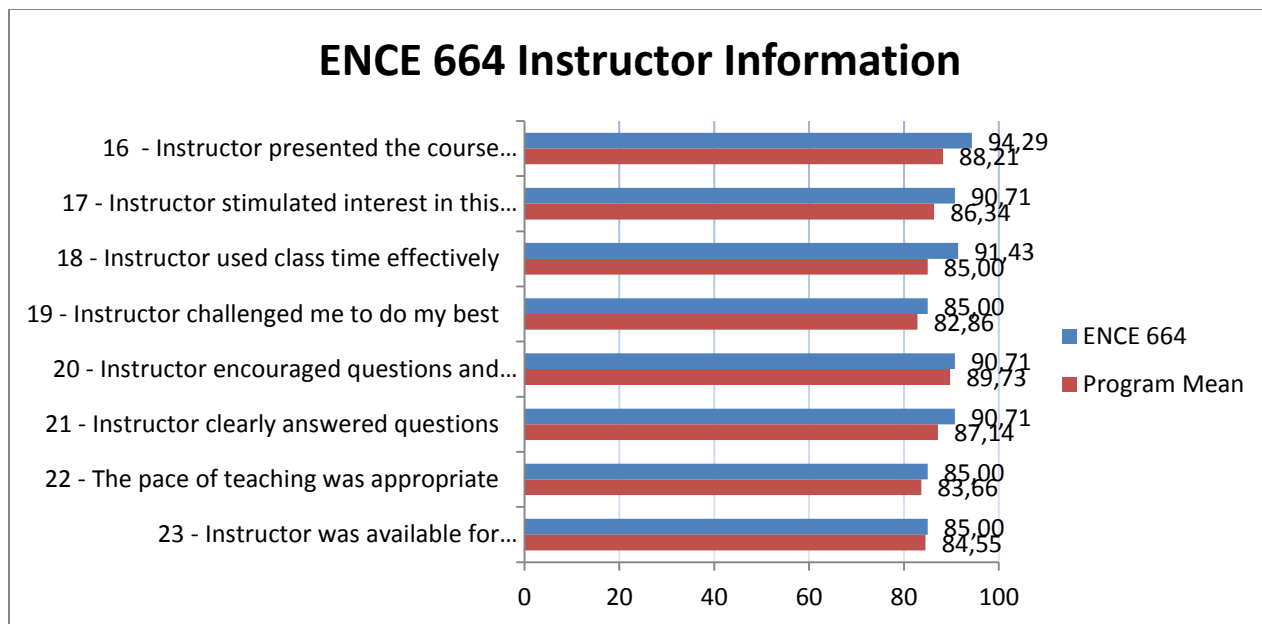
(Please refer to the Appendix)

2. Course Analysis:

2.7 ENCE 664 – Barham

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 664	82.76	88.96	89.53	89.22





Other Comments

What did students like most about the course?

What did students like least about the course?

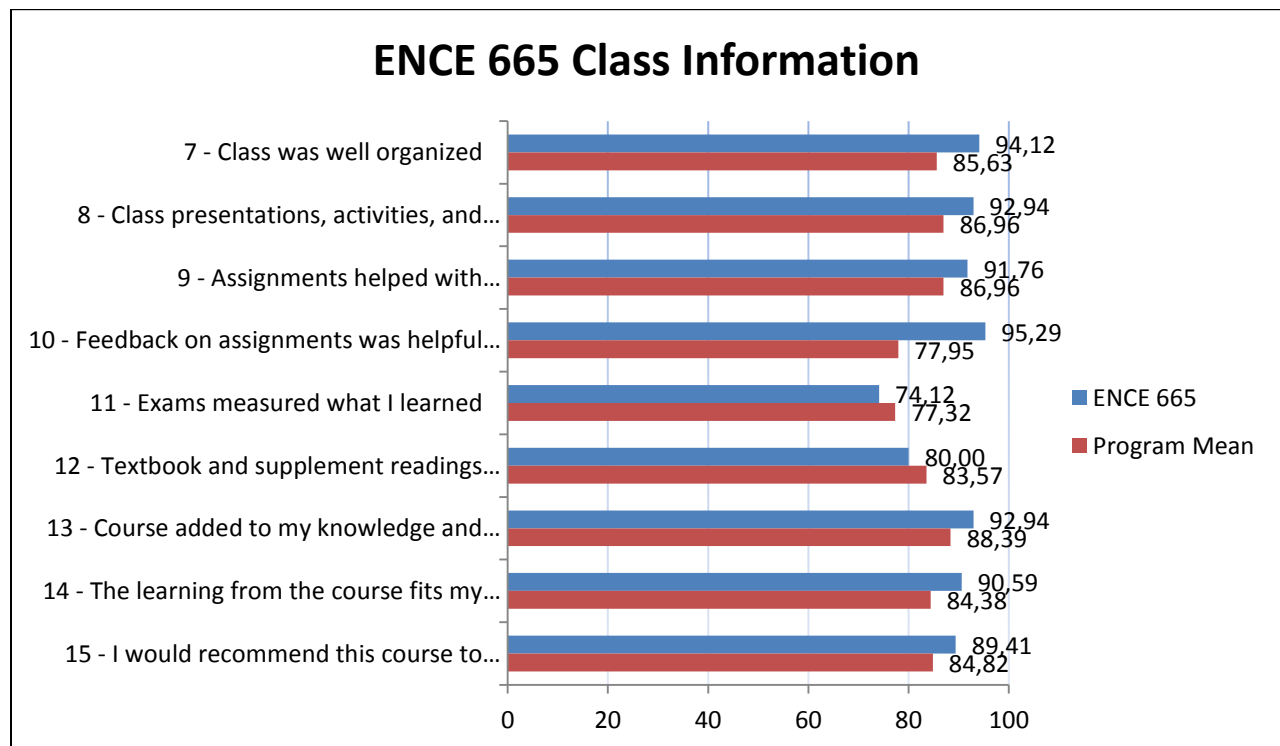
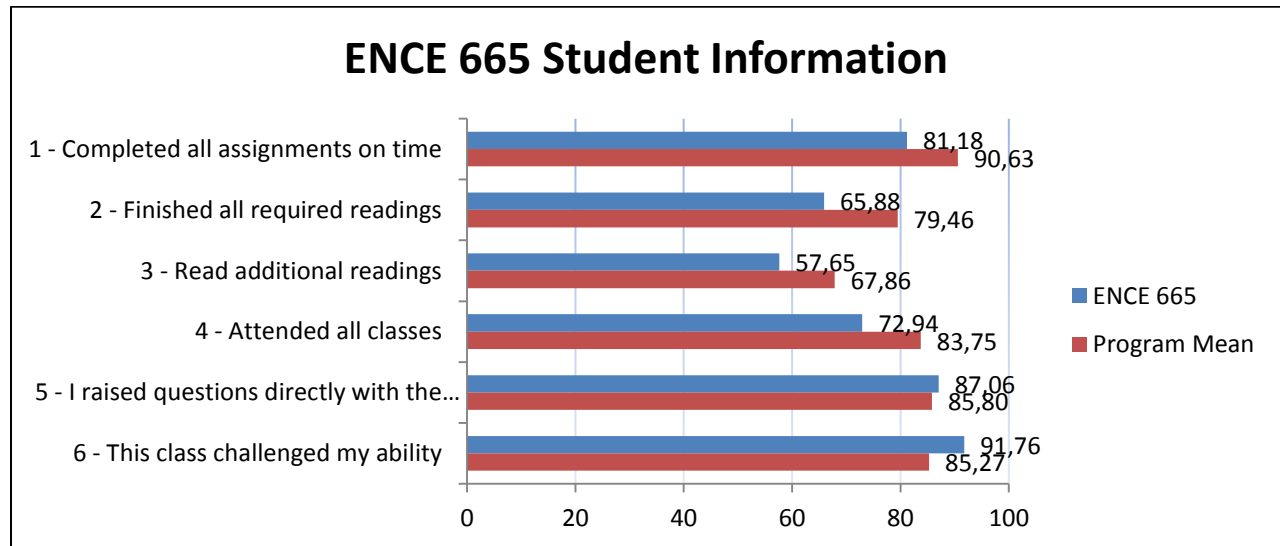
What additional constructive feedback did students offer?

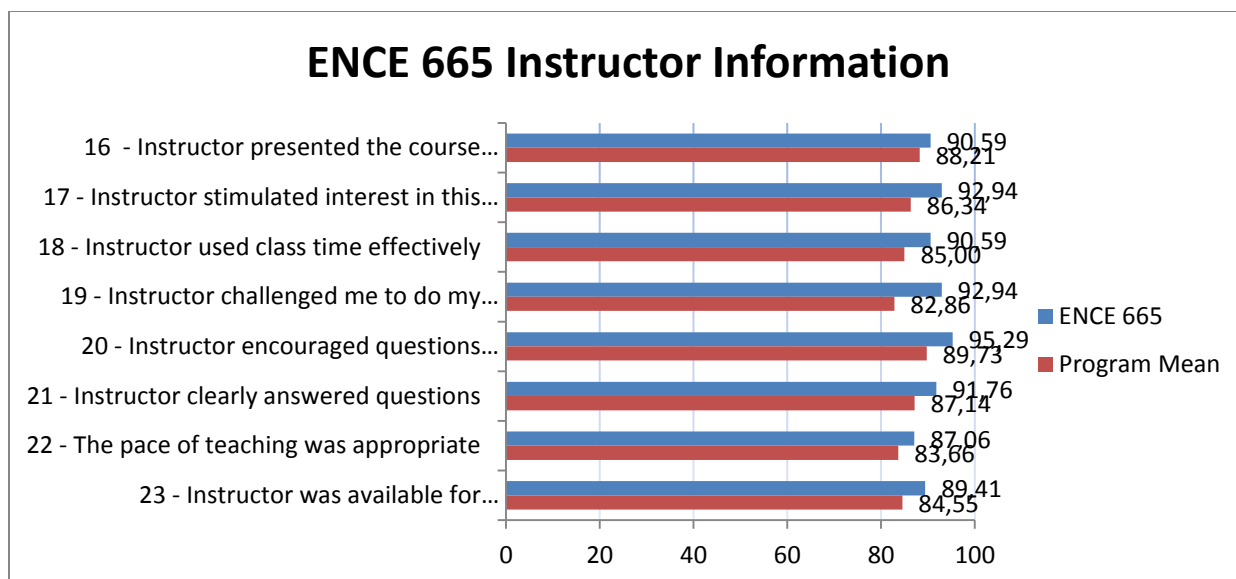
(Please refer to the Appendix)

2. Course Analysis:

2.8 ENCE 665 – Britton w/Davis

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 665	76.82	89.02	91.32	90.10





Other Comments

What did students like most about the course?

What did students like least about the course?

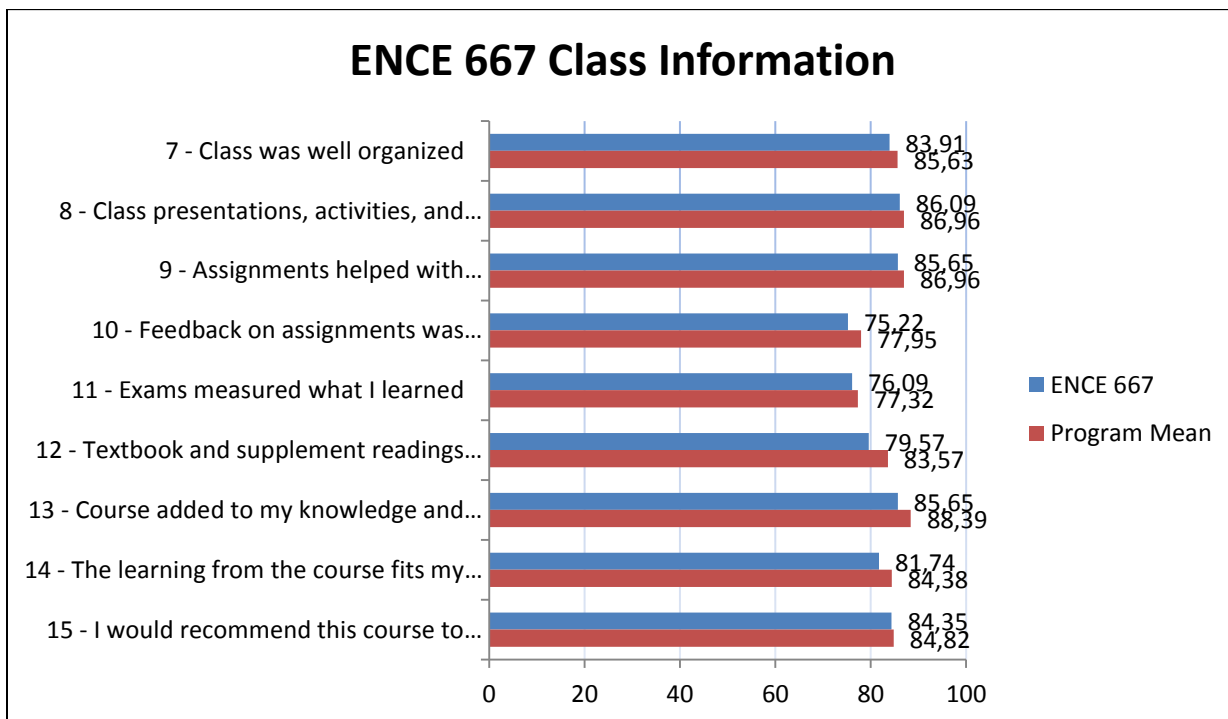
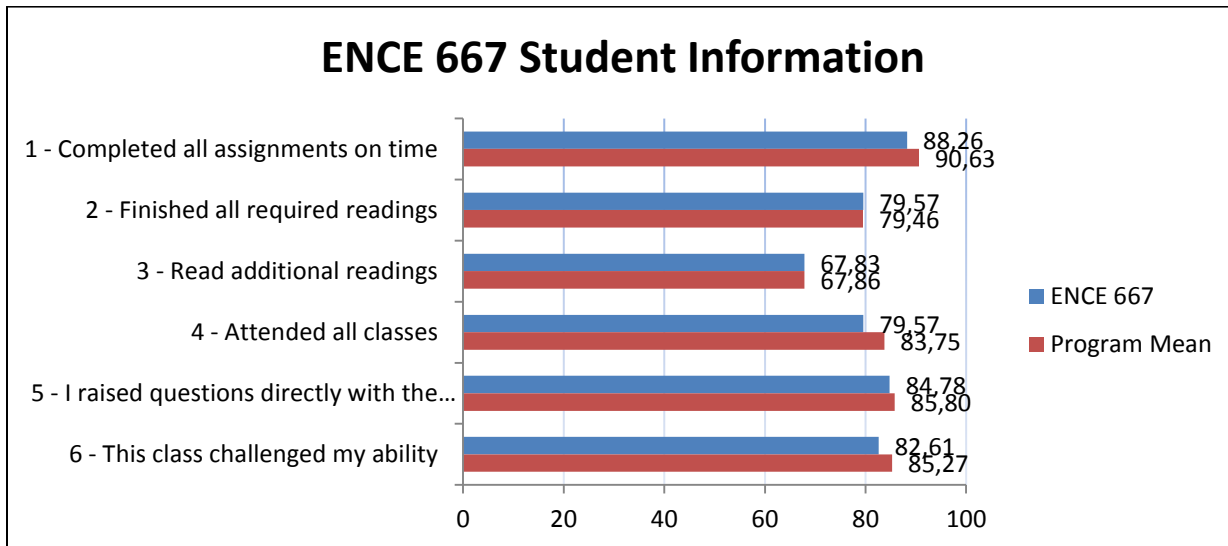
What additional constructive feedback did students offer?

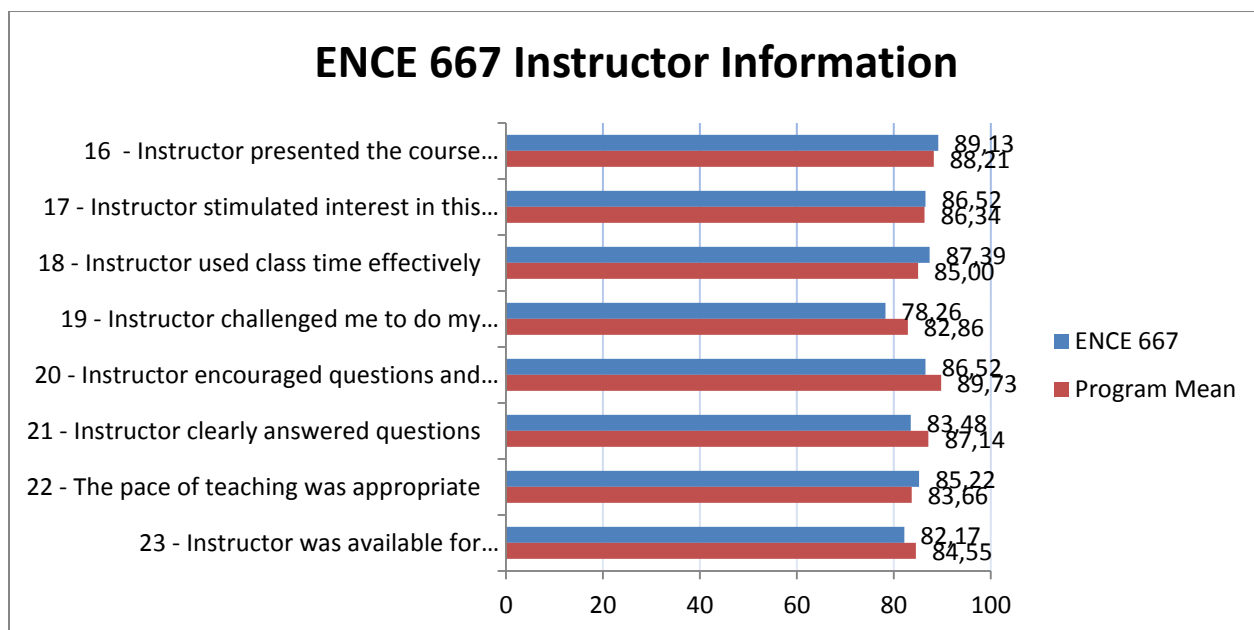
(Please refer to the Appendix)

2. Course Analysis:

2.9 ENCE 667 – Baecher

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 667	80.94	82.03	85.11	83.48





Other Comments

What did students like most about the course?

What did students like least about the course?

What additional constructive feedback did students offer?

(Please refer to the Appendix)

3. Appendix: Other comments

Course	What did students like most about the course?	What did students like least about the course?	Other comments
602	<Unanswered>	<Unanswered>	<Unanswered>
602	Learning through case studies was interesting. 	The class seemed segmented and unorganized. There was not an overall theme that built on itself from week to week. The concepts presented were difficult to understand and the case studies did not allow for a complete understanding of the material. Formal lecture slides that were consistent with an overall theme of the course would have been helpful in the class. Entire course was taught from case studies. There was no common theme and teaching style, or presentation materials that seemed meaningful in the lectures. 	Final project was term paper with presentations. Professor told students that he would not read the term papers before providing a final grade to students because there would not be enough time for him to get to all of the papers. This is totally unacceptable. The amount of time spent on producing the final term paper was considerable. To be told that the paper would not even be read before grading is disrespectful to the students that spend the time to create a professional and complete report. The assignment should have been due earlier to give the professor time to grade the assignment appropriately. In addition, there were two written homework assignments. The first was graded with absolutely no feedback, and the second was not graded until the final week of class, again with no feedback.

			<p>bold;">Just giving everyone an A does not absolve the instructor from providing meaningful feedback on the work completed for the course. </p>
602	<p><p>The cases study helped me to understand the knowledge better.</p></p>	<Unanswered>	<Unanswered>
602	<p>The case studies and discussion in class</p>	<p>Not much feedback on homework.</p>	<Unanswered>
602	<p>The sample cases were very practical.</p>	<p>Nothing</p>	<Unanswered>
602	<Unanswered>	<Unanswered>	<Unanswered>

602	Use of case studies. 	Only case studies were used. 	<p>The first few case studies were too difficult for the course. It required higher level financing knowledge that was well beyond the knowledge base of the students.
The professor was a bit behind on supplying lecture study questions.
The professor did not provide any feedback on case studies and took a long time to grade the material.
This program is very good about having lecturers that speak based on their field experience. This course was did not provide this experience.
Since there was no homework or exams that tested the knowledge gained and with a very boring lecturer it provided little incentive to be engaged in the course material.

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<p>602</p>	<p><p>This course is the quintessential class, valuable for students with both Project Management and Business Management discipline. This class touches on project finance and corporate finance. It is a must-take course for students who aspire to become an all-rounded project manager with an appetite for project cost management.</p><p>1. May consider less number of case studies. Instead, use some of the classes to deliver lecture on some of the subjects/topics on project procurement. In that way, the course will have a better balance. </p><p>2. The books uploaded in the course shell are really good. May consider making those books, or certain chapters required reading. I would have liked formal lecture on some of the topics to bridge the gap between case study and reading material. Lecture topics of interest would be WACC, EVA, DuPont, project and corporate finance and project valuation.</p><p>3. Stanford's Green project was used as the graded paper. However, Green project is of higher interest among the students with Civil engineering background. May consider a topic, which is universally applicable across multiple domains. The first topic was a good example, as it captured attention of students with a variety of background. </p><p>4. The video chats were really good. But as they ran longer than an hour, some of the students might have lost attention.</p><p>I thoroughly enjoyed this course and learned a lot. Dr. Cui was very prompt in answering and spent enormous</p>	<p><Unanswered></p>	<p><Unanswered></p>
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	<p>time in helping his students in every possible way.</p> <p>Regards,</p> <p>Sam G.</p>		
602	<p>the course design helped me in me work</p>	<p><Unanswered></p>	<p><Unanswered></p>
602	<p>Some of the readings were rather interesting making the discussions more engaging.</p>	<p>The overall course seemed very disorganized and it was difficult to track where we were in the class syllabus.</p> <p>The professor was nearly impossible for me to contact at times and was very slow to respond to emails.</p> <p>Class would typically run far longer than the allotted class time which made scheduling in the late evening extremely difficult.</p>	<p>More responsive to emails from the class.</p>

602	<Unanswered>	<Unanswered>	<Unanswered>
602	<p><p class="MsoNormal" style="MARGIN: 0in 0in 10pt">Dr. Cui is really a great lecturer and presenter of material! This was a great class. Very enjoyable. I have learned so much from this class. The amount of material and topics have been great. I can tell after all of our presentations that we all did get a lot out of this class. Just excellent!!! I could go on and on about how much I loved this class.</p></p>	<p>Really not much! Just wish I could have taken it in person and at night. On-line was great, but would love to have more in-class conversations. Dr. Cui is an amazing professor!!</p>	<p>Just that maybe there could be another class like this one that gets into the financials more. I think Dr. Cui has so much knowledge in this subject that maybe another great course of electives could be geared more to MBA like classes! I would love that!</p>
602	<Unanswered>	<Unanswered>	<Unanswered>
602	<Unanswered>	<Unanswered>	<Unanswered>
602	<p>Interesting Case studies were discussed</p>	<p>Grading criteria was not very clear. Did not receive any feedback besides the grades for the assignments.</p>	<p>Provide more feedback to students on how assignments are graded.</p>
602	<Unanswered>	<Unanswered>	<Unanswered>

602	There are several things that I like most about this course but one of the most important was how the professor presented the course material clearly with excellent examples. 	N/A 	In overall, I think that this class was an awesome class. Now, I can understand the core principles of project procurement management thanks to the professor Cui :)
602	<Unanswered>	<Unanswered>	<Unanswered>
602	assignments were actually fun and interesting. Cases were great.	nothing	good course
602	Learning from case studies	-	-
602	The case studies were helpful to me.	<p>The class sessions often exceeded the hour timeslot and would like to have seen a more efficient use of time.</p>	<Unanswered>
602	<Unanswered>	It often run well over the time allocated.	<Unanswered>
602	Professor teaches very systematically and to the point. 	As such nothing to be diliked. 	All is very perfect.
602	The use of case studies to better understand the material. 	The online lectures went over the 1 hour time. 	Try and schedule the on campus class before the online section so that the students online can watch the lecture before it is discussed.
602	<Unanswered>	Not a lot of structure and it was sometimes very difficult to follow during the conference calls. I preferred to watch the videos. The on-campus	<Unanswered>

		sessions had a bit more structure	
602	<Unanswered>	<Unanswered>	<Unanswered>
602	<Unanswered>	<Unanswered>	<Unanswered>
602	The videos that the professor played as supporting examples to the class material	nothing comes to mind	More guest speakers
602	The free teaching style	NA	more cases
602	availability of class lectures online	none	none
602	What I like was how the course was designed with assignments and papers.	Not have a book or a certain format to follow besides the cases.	<Unanswered>
602	I liked reading and analyzing the case studies that were provided.	The recorded lectures. I had very little time to watch the lectures before discussion (online), as they occurred in the same days. While I gained a lot form the discussions, I found the lectures to be less effective and somewhat repetitive. 	<p class="MsoNormal" style="MARGIN: 0in 0in 10pt">I am not certain whether PowerPoint presentation is an appropriate grading method for the online students. Online discussions often have technical issues such as visual / audio problems and connection lags. It is also difficult to receive feedback from the audience during the presentation. While term papers might be tedious to grade, I suggest that the course should incorporate a take home exam that contains a few short question/answers. </p>
605	Topics, open lecture format and guest speakers	would like more timely turn-around on grading of assignments	<Unanswered>

605	Jocelyn is a great professor. 665 and 605 are incredibly eye opening courses. 	The organization of class materials and information. The BlackBoard Grades section contains due dates and assignments from years ago. I suppose I prefer a more regimented class and assignment schedule. 	Good work negotiating last minute schedule changes.
605	The material added to my continuing understanding of self and how to apply information in my professional and personal life.	The number of required papers!	<p>I would recommend the following books as other sources:</p><p> <u>The 108 Skills of Natural Born Leaders</u> by Warren Blank</p><p> <u>The Top Ten Mistakes Leaders Make</u> by Hans Finzel</p>
605	teacher is really good	nothing	great course. great instructor
605	Everything! This was a great course. I really liked the discussions 	I know this wasn't the professor's fault, but I wish we could have gotten feedback on our Pearl Divings 	I thought the material was very good. I know the instructor was very busy this semester, but I would have really enjoyed more feedback on assignments. We got a lot of feedback in 665 and it would have been good to continue that in 605. I think it might have helped to have an additional professor as in 665. Even though I rated low in some areas I still think Professor Davis did a great job teaching considering everything on her plate.
605	Quality of teaching (both Professor Davis and the guest lecturers), variety of content (readings, self-assessments, exercises, etc.), personalized content and interaction with instructors	I would have preferred more of a variety of graded materials. With the exception of class participation, all grades received were on essays/papers.	None - enjoyed it!

605	Jocelyn makes the effort to provide individual feedback to all students and takes the time to help each one develop through out the course.	The number of PD.	<p><p>I think that some of the PD could be combined or eliminated in the course and have them more towards the beginning of the semester to allow for more focus on the Case Studies as the class progresses.</p><p>Additional guidance on the Case Studies. Possibly some points to ponder to guide reflection on our personal leadership journey.</p><p>Possibly having one or two one on ones through scopia to help guide leadership development on the individual level.</p><p>Like 665 start to build a library of books, articles, and additional material to help and encourage further research.</p><p>I believe your idea to provide videos or other media to provide the background information prior to class and then use the class time to discuss applications is a good idea.</p><p>I was disappointed this semester in the delay and lack of feedback on assignments.</p></p>
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605	I felt that this course had less official material and more time for discussion and reflection, which I felt was a strong point of the course. I was better able to understand the material through open discussions (Scopia) than I was able to understand the material in 665, where there was less time devoted to discussion and reflection.	I felt that the Case assignments would have benefited from some additional instruction/direction from the start. Particularly for the first case, I felt a little lost as to how I was supposed to answer the question and what was expected of my assignment. Feedback on the graded cases was good and helped clarify what the instructor was looking for, but I would have liked to have some of that information up front.	Apart from a little more up-front directions for the cases, the only other change I would consider making is to the time commitment for class presentations. I really enjoyed hearing everyone's presentations and I think it as a valuable experience both as a presenter and a listener. The time commitment is obviously significant, and I might have rather seen those presentations start a week or two earlier so that the sessions did not have to be 2 hours long.
605	Prof Davis is one of the most content knowledge professors in the Program. She provides relevant examples to explain / compliment the teaching	N/A - Truly enjoyed the material. Thanks so much.	N/A
605	The guest speakers are great. The PD is a very good tool to reflect what we have learned. The comments from the professor is very possible and helpful too. Partnering with another student to do outside-classroom discussion was kind of weird at first...because we will be talking on a phone like a friend but we are complete stranger. However, the conversation I have had with my PD partner is very helpful to me. I learned much more about myself through discussion. PD partner is a good idea.	I feel like we can pack more material into the class, or dig deeper in some area. we almost spend 3 classes on the sweet spot analysis. I really learned a lot from that analysis and have a lot of take away, but I felt like spending 3 classes there is a little too much.	organize the Blackbord better. It's hard to find stuffs in the current layout. Make the assignment deadline clearer....and let us known where to find that deadline calender.
605	Everything was amazing in terms of learning experience. I learned a lot and highly appreciate the effort and commitment of professor Jocelyn and her assistant stephany. I loved the insight I got from the guest	nothing really. One of the best classes and professors I will ever encountered.	tye additional readings were great but to me they were time consuming and couldn't read through all of them. I would have preferred to have

	lecturers too. Thanks for an amazing class.		additional videos or audios summarizing the readings
605	I enjoyed learning about the different leadership theories. I also found the self assessments very helpful in learning more about myself. I especially liked the Leadership Path exercise we used to review our Leadership history. The cases also helped me examine who I am.	There were several times during the course that clarifying instructions were given the day before assignments were due. I did not like this, mainly due to my work schedule, and the reduced amount of time I would have to work these assignments.	A little more instruction on the final case and presentation may be helpful. Also, this semester we did not use the Ethics book too much. I feel that it was not really required to purchase.
605	I liked the personality tests and being able to apply them to the concepts that we learned in class.	I thought that the personality tests could be organized a little bit better. There were so many that it was hard for me to keep track of which ones I took and which ones were due that week and where all the results were so I could pull from them to write my cases.	<p>I enjoyed having a few guest lecturers on the Video Conferencing, it offered a different perspective for a week here or there which I think added value and diversity to the class.</p>
Course	What did students like most about the course?	What did students like least about the course?	Other comments
624	My favorite part of the course was the critical chain reading. This class really opened my eyes to management challenges that I encounter everyday at work; I feel that I look at these challenges from a different perspective when I consider what I learned in this class.	I think it would have been nice to work with groups on some things but at the same time working individually and applying the lessons to my personal experience allowed me to get the most out of what was taught.	I think this class was fine as is.

624	Between reading the text once, then looking through it again for the pearl dives, then talking about the text in the discussions and writing a paper on it, I learned the material extremely well. I also liked writing the two papers rather than taking an exam. 	<Unanswered>	<Unanswered>
624	<p> - Pearls: a good way to reinforce materials from that week</p><p>- Critical Chain: well written book that really explained the concept</p>	<p class="MsoNormal" style="MARGIN: 0in 0in 0pt">- Lecture and VC were exactly the same. Felt the time during the VC could have been better utilized.<p /></p><p class="MsoNormal" style="MARGIN: 0in 0in 0pt"><p /></p><p class="MsoNormal" style="MARGIN: 0in 0in 0pt">- Pace of material seemed too slow. Laufer book made good points, but became very repetitive towards the end. Suggest getting though the book faster and adding more content to course.<p /></p><p />	- I would have enjoyed more instruction and less discussion. Some discussion is ok, but I'd rather get more instruction from the professor.
624	Project stories to demonstrate project management principles.	<p>With Pakistan being 9 to 10 hours ahead of MD, waking up for the VTCs that started at 5 or 6am!</p>	<p>May be some additional ways to make the VTCs more interactive.</p><p />
624	The very practical wisdoms conveyed therein...It takes most of us 20 years to get there, the slow way...Excellent learnings for all aspiring to become effective project managers!	<p>Well structured and conveyed through an otherwise challenging distance learning channel..</p>	Well done, nothing further to add.

624	<p>The course materials were a pleasant surprise with how effective they were in demonstrating new ideas about project management.

No exams, and the papers were individual, therefore, no group work.

The reading was relevant and short, and the teleconferences and assignments related directly to the reading, so there was no getting around completing the entire reading assignment. I liked this because there were not loads of external reading presented that were very long and with very little value. These were quick, to the point and relevant and I learned a lot from them.
</p>	<p>The weekly teleconferences became stale after awhile and did not stimulate conversation as much as they could have.

No need for the lecture videos, I skipped them after the 1st week.

</p>	<p>I think instead of just focusing on the stories presented in the material, a quick 15 minute lecture by the professor introducing the topic and highlighting the key points would have been useful. Then a discussion could be had regarding how the stories highlight these key points.
</p>
624	<p>I found the course work very interesting and beneficial to my job. I think that the midterm and final papers allowed us to take the concepts and show how they can be applied or that you have already applied them in a project. The class, books, and reference material were very interesting.</p>	<p>There really isn't anything I can think of.</p>	<p>Maybe a little earlier telecon time.</p>

624	<p>The discussions allowed me to clarify principles and concepts discussed in the lectures/assignments and put them in a clear context so that they were easier to understand and see their applications in the real world.</p>	<p>Sometimes the pace was hard to keep up and the the midterm and final papers were very challenging to envision. I believe I felt challenged a lot which is not a bad thing it was just bit difficult to keep up.</p>	<p><Unanswered></p>
624	<p>I liked the use of a fictional story to teach concepts in project management. I also liked the use of short true stories to teach lessons.</p>	<p>The course was almost too hands off. While the Pearl Divings do engage the student from week to week I think there could be some more engagement to encourage the students to really remember what they learn from the course.</p>	<p>See question 25.</p>
624	<p><Unanswered></p>	<p><Unanswered></p>	<p><Unanswered></p>
624	<p>Favorite thing in the course was the Critical Chain book. A great read.</p>	<p>n/a</p>	<p>Watching the class videos online didn't really add any value.</p>
625	<p>The course material was entirely new to me, but the Professor helped me grasp it quickly.</p>	<p>Some of the questions on the quizzes were ambiguous, and other T/F questions might have a single word different between them.</p>	<p><Unanswered></p>
625	<p>The textbook was excellent. The professor's mix of guest speakers, and the field trip to a construction site on campus, helped bring wide perspective into the class. The professor illustrated a lot of concepts with real-world examples from his repertoire of experience. The Case Study assignments forced students to explore concepts deeper than just reading a textbook, and involved coordination toward a common goal amongst a varied team - good exercise and practice for future job assignments.</p>	<p>I was unsure of where we lost points on our case study assignments. The assignments are group efforts. It would have been helpful to know where the assignment fell short of expectations or requirements so we know where improvement is needed. Also, it would be helpful if the exams/quizzes were proofread before posting - for a few questions the wording or spelling was confusing.</p>	<p>It would be helpful to see where points were lost points on the case study assignments so we know where improvement is needed. It would be helpful if the exams/quizzes were proofread before posting for students to take; some questions were confusing. I enjoyed the class so I don't have much negative to say. Prof. Schulman is a</p>

			professional, and he runs a good class.
625	I feel the case studies, though challenging, provided the most gain in my knowledge of the coursework. The case studies required a good deal of independent research and collaboration with others, over a fairly short time period. I feel this represented real-world project constraints.	<p>I feel some of the subjects in Case #2 had not been covered in lecture when the case was assigned, which made it more challenging and less beneficial. I think either the timing or the case study itself could be modified to work better.</p> <p>Some additional real-world examples posted as readings would also be nice in seeing the lecture topics at work.</p>	<p>Very good course overall. I really enjoy courses like this in which I can learn about a topic in lecture and immediately use the knowledge in my daily work.</p>
625	considering this was an online course, I think the design and schedule was very good and fulfill the quality required for this course	assignments, quizzes and case studies were more than required, a little balancing between this materials seems to be helpful for students.	Every thing was good, well designed and organized for an online course.
625	<Unanswered>	<Unanswered>	<Unanswered>
625	Practical, real world content that will be helpful in my career and day-to-day tasks.	Feedback on case studies was ambiguous and seems to be arbitrary. Was unclear what we had points deducted on / what to focus on for the next report.	System that can help students know how to improve their grades on the case studies.
625	This class was very similar to 663 and 666	<p>Too much focus on group work. Too many people get off doing the minimum leaving others to make up the slack.</p>	Restructure video conference format. It is just a repeat of information from lecture and the reading with little supplemental information...

625	Case Studies	Additional Readings	Nothing. Really enjoyed the course
625	The instructor was very knowledgeable on the topics discussed in class. I enjoyed hearing about his experience related to the class material	<Unanswered>	I think review sheets for the quizzes might have helped me. But overall they were fair.
625	The way the course was taught eliminated any potential for the information to be transferred to other industries. I and other students understand this is a Project Management degree within University of Maryland's Civil Engineering department; however, all of the other courses thus far has made it exceptionally easy for Project Management concepts to be transferred to other industries such as research and development, IT, software engineering, etc. Even further, as one of the last classes taken, all of the concepts covered are just rehashed from the core PM courses. Nothing new or interesting has been revealed from ENCE 625. Future recommendations to other students would be to take another course even if it requires postponement of graduation. 	The way the course was taught eliminated any potential for the information to be transferred to other industries. I and other students understand this is a Project Management degree within University of Maryland's Civil Engineering department; however, all of the other courses thus far has made it exceptionally easy for Project Management concepts to be transferred to other industries such as research and development, IT, software engineering, etc. Even further, as one of the last classes taken, all of the concepts covered are just rehashed from the core PM courses. Nothing new or interesting has been revealed from ENCE 625. Future recommendations to other students would be to take another course even if it requires postponement of graduation. 	Use the provided time more effectively. There is no need for students to watch the instructor lecture for both the 3 hour class and the 1 hour video conference.
625	Course design.	<Unanswered>	<Unanswered>
625	the case studies were a great learning tool	one of the team members was very lazy....would like to select own teams	you've done a great job...i suggest to continue your teaching strategies
625	The examples teacher gave us from the field helped understand materials and applciation of the admin. constrctuion management.	<p>The part about scheduling. I think it should be better dicussed in a scheduling course where you can use primavera or Miscrosoft to understand it better.</p>	<p>List a well answered case and show it as a good example so we can compare to our responses.</p>

625	The best part about the course is the real life experience that the professor brings to the class and the perspective he provides by teaching with real life situations.	The final exam is comprehensive and consists of approximately 24 chapters (250 pages) which is not productive. What is then the purpose of having a midterm? If all chapters are divided into two tests the workload is more equitably divided.	Great job, great case studies. Great professionalism and attitude. Dont have a comprehensive final exam, rather an exam related to the chapters covered after the midterm. This is more productive than having to cover 24 chapters (+250 pages) and presentations for a final comprehensive exam. What is then the point of a midterm? Great class. Would definitely take many more with professor.
625	I would say that the quality of teaching and the case studies are very helpful to understand the material. 	<Unanswered>	<Unanswered>
625	The professor provided personal examples that showed how to apply what we learned. 	One night a week makes for a long class. 	More in class activities.
625	The course was very well organized and provided a good amount of information for only meeting once a week. Having very little previous experience with the content of the class, I feel that I was able to pick up and learn a large amount of the material fairly easily within the framework of the class.	The subject matter of the course, while useful, became fairly dry at times.	<p>Grading for the three group case studies was not clearly defined. I am not disputing the value of the grades, merely that no reasoning was provided for why points were lost. Several comments were provided throughout the cases responses; however, these comments gave no reference to if points were lost or how many. I think it would be very helpful for the improvement of case responses over the duration of the class if the instructor provided specific comments describing why points were deducted. That way, students would be

			better informed so as to not continue to commit the same mistakes in multiple cases.</p>
625	I liked the walk through for the new building on the UMD campus and getting to see it in progress.	I wish the quizzes had a bit more time.	Increase quiz taking time by 25%, some of the wording on some questions seems tricky and its good to be able to check it to make sure your answer is correct.
625	The case studies were helpful for learning as were the quizzes. The field trip to the gilbane site as well as the guest speakers were very helpful and made the class interesting. 	There were to many case studies. 2 would have been sufficient. 	<Unanswered>
625	<Unanswered>	<Unanswered>	<Unanswered>
625	I was not familiar with the subject, so learning about project management/administration was interesting.	Sometimes I felt the online quizzes/tests had more content than what we learned or contradicted information in the text.	<Unanswered>
625	Open class for discussion	Length of time for quizzes and exams are way too short.	n/a
625	The examples used by the professor in explaining the priciples of the subjects	Too much material within the allocated time frame	More in class group discussions
625	I liked the ample group assignments during class that stimulated constructive group discussion	the late hour	Overall it was a great class

625	<pre><table width="100%" cellspacing="0" cellpadding="2" border="0"><tbody><tr><td width="100%" valign="top" colspan="2">This Class has helped me to improve my knowledge. This is an awesome class that I will recommend others.
 </td><td valign="top" colspan="2">
 </td></tr></tbody></table></pre>	<pre><table width="100%" cellspacing="0" cellpadding="2" border="0"><tbody><tr><t d valign="middle" align="center" rowspan="2"><br type="_moz" /></td> <td width="100%" valign="top" colspan="2">N/A<br type="_moz" /></td></tr><tr><td valign="top" colspan="2"><br type="_moz" /></td></tr></tbody></ta ble></pre>	<p>Nothing to add. So far, everything is perfect
</p>
625	<p>it really helped me in my work. Made me think differently.</p>	<p>too much case studies.</p>	<p>the way it is good enough. I don t have any additional offer.</p>
625	<p>The instructor was very respectful towards student needs.
</p>	<p>Qualities of guest speakers were well below expectations.
One of the guest speaker sounded like a used car salesman,
and covered the topic with incredible bias.
</p>	<p>I thought it was a fatal flaw to have the same group dynamic the entire semester.
I hoped the case studies focused more fundamentally on project management principles.
We could have also had cross group assignments that represented different interest groups
(owner, designer, contractor, subs, etc...) and explored the topic in more depth.
</p>
625	<p>Lectures, quality of teaching
</p>	<p>Each group member receiving the same grade for each case study.
</p>	<p>Double check the exam and quiz answers. Sometimes the correct quiz/exam answers did not match up with some information found in the textbook. Perhaps sometimes the textbook contradicts itself.
</p>
625	<p><Unanswered></p>	<p><Unanswered></p>	<p><Unanswered></p>
625	<p>Viewing the physics building</p>	<p>the book</p>	<p>n/a</p>

625	The field trip was most helpful in applying text book knowledge to a real-life scenario. 	The textbook readings were monotonous and difficult to do consistently. 	Make the class more interactive each week.
625	Project site tour	n/a	<p>Reading off the textbook slides was kind of boring.</p>
625	<Unanswered>	<Unanswered>	<Unanswered>
625	The case study is very practical and helped me learn. Having guest speakers are very nice, see more views and aspect of the practical world.	the material is too generalized. For example, we know closing out a project is hard and takes time, but we don't know what does that mean, how the PM should deal with close out, any tips for having a smooth handover... Also, a lot of the material from this class have been covered by ENCE661.I guess the nature of this course is a little overlap with 661.	spend a little more time taking about the case study after the report is due. Share what would a professional PM would do in those situations. We were guessing and trying to come up with the best answer. Even after the case, we were still left wondering how does the real world deal with problems like that.
625	The topic itself is a good class to have. 	The text book. The book is so out dated and simplified that it was useless. I found more useful information on google. It went into little detail and seemed very basic especially for a Master's level course. 	The lectures sole reliance on the textbook for the course (text book power points and quiz and exam questions that are straight from the text) was disappointing. Throughout this program I have enjoyed that the lecturers base the lectures on their own experience in the field and little on the texts. Real experience is much more valuable than what a text says. We can all read the book and power point slides where is the challenge. The case studies were very vague and required a lot of assumptions. Although the topics fit well with the course, but since the lecture focused 100% on the text there

			<p>was very little to use to get an idea of where to start. It actually would have been better to base the class lectures more around the case studies.
Only reason I showed up to class is that attendance was required. Otherwise the lecture was useless.
</p>
Course	What did students like most about the course?	What did students like least about the course?	Other comments
627	<p>Professor Baecher was outstanding in teaching this class. His real world perspective and experience/application of the material is refreshing. He is an outstanding asset to UM.
</p>	<p>The material was pretty advanced and some struggled with the completing excel portion of the assignments. I think if more explanation had gone into how to setup the problems in excel it would have made the course a bit easier.
</p>	<p>Instead of leading with the theory and then giving the application, lead with the application and then go into the theory. Otherwise, keep teaching with your passion.
</p>
627	<p>Instructor to clarify what are the objective and the map of each lecture in order to draw students' attention to the contents.</p>	<p>The area of study is very important within the context of project management and it is a must for anyone who would like to work in managing large scale projects. Course contents are totally new for me and are very much informative.</p>	<p><p>- Not very well organized</p><p>- Objectives of each course were not quite clear</p><p>- Exams are NOT measuring what we really learned</p><p /></p>

627	<p>Professor always willing to take the time to explain topic in depth. Kept lectures interesting with stories from his own experiences relevant to the topic. I think Dr. Baecher has the right attitude with dealing with students: if you want to do well, show up and learn, but if you don't make a lecture or a VC...you'll not be penalized simply for that reason. I think we had better VC discussions because they weren't mandatory...so the people that did show up, wanted to be there.</p>	<p>Too much emphasis on deriving equations. While the information was interesting, I would have gotten more from real examples. I feel like I learned the techniques to the best of my ability, but don't feel comfortable applying them to real world scenarios.</p>	<p>This class would greatly benefit from some sort of text. For example, the topic of decision trees and utility were greatly augmented by the goodwin and wright text. Other topics would benefit from practical textbooks that explain the lectures in greater detail.</p>
627	<p>Online presentations allowed me to watch the lectures when convenient for me. Grading scale (exams and homework).</p>	<p><Unanswered></p>	<p>Revise the syllabus and schedule each semester to make the class and lectures easier to follow and complete on time.</p>
627	<p><Unanswered></p>	<p><Unanswered></p>	<p><Unanswered></p>
627	<p><Unanswered></p>	<p><Unanswered></p>	<p><Unanswered></p>
627	<p><Unanswered></p>	<p><Unanswered></p>	<p><Unanswered></p>
627	<p>The material is great and the lectures and helpful! I really did learn a great bit from the class. Monte Carlo analysis has been great to learn and the theory behind it. Very helpful for my career.</p>	<p>Mid Term was a bit hard and does not show grade wise all I have put into the class and my understanding of the material, but honestly, that is due to maybe not putting more time into the exam. Hard topics!</p>	<p>I feel this class is bit hard to take online due to the material and theory that in class you could ask more on. Keep it on-line as well, but make the exams a bit more in line with problems that are not as complex. Overall, great material, but hard to ask about on-line. Very hard. Great class though and glad I have</p>

			taken it.
627	<p>The book 'Against the Gods' was an interesting read.</p>	n/a	n/a
627	I enjoyed learning how to use decision trees effectively for developing expected value and utility. Before this class I had not been introduced to these sorts of analysis and I feel like it is an extremely valuable tool for life. 	I was not very interested by the insurance section but I do see the value in understanding how insurance has progressed and developed in relation to probability and statistics. 	Instead of having dates on the lecture videos just number them because it will be easier to keep track of them in subsequent semesters.

627	<p>This course was my first online course, because I was never comfortable with online classes. Despite my fear from online classes, I did like this one, and I believe that Dr. Baecher controls the class very well, and everybody feels comfortable during that hour. </p>	<Unanswered>	<Unanswered>
627	<p>The topics discussed during each lesson were very interesting. I liked how the instructor provided real world examples to strengthen the talking points.</p>	<p><p>I would have gained more benefit if the homework assignments were discussed in the class following the due date.</p></p>	<p>This is not a good course for the on-line students. The material is very technical and I had a hard time understanding the concepts. If I lived nearby, I would have met with the instructor routinely for clarification. Because I am located out of state, I had to limp through the program with out grasping a full understanding of the material. This is my 8th class in the MEPM, and was hands down the</p>

			most challenging.
627	The topics on decision analysis.	Topics relating to statistics.	None.
627	Professor's ability to explain the material. Very good professor.	Nothing	<p>The class is well structured. </p>
627	The interaction between students and the professor	Not being able to have office hours	The class was very interesting and I believe the lectures were well prepared. Reading the book helped understand the class objectives. Perhaps more reading assignments?
627	Enjoyed the course subject matter considerably. 	The illustrations in class were just 'ok'. The reading material was essential and outside reading was often needed to understand the concepts. 	<Unanswered>
627	The homeworks and questions on the midterm/final are real life applicable and are actually interesting to learn about.	There could have been more applicable examples on all the topics rather than slides with definitions and just plain writing.	The class could definitely improve by solving more questions that are like the ones on the midterm/final, reading too much for this class sometimes kills too much time and causes to miss the opportunity to dig deep on the more interesting applicable calculations.

627	I thought that the applications to real life were very applicable and put the course concepts in perspective.	The concepts weren't very well explained and there wasn't enough clear examples provided to understand the concepts. There was not a text book that was followed that closely either.	<p>Most students seem to agree with me that the concepts are not understood by most. I think the reason is because there is not sufficient examples. Concepts are explained but doing the homeworks is a challenge because there is nothing to go off of except for the one example in the lecture that was gone over very quickly.</p>
662	Pearl diving questions	Projects	<p>Make the project description actually tell the student how you plan to grade the assignment and when a particular topic is of importance to the grading of the assignment, the description should avoid vague and misleading terminology and instruction. This way the student will know what you expect instead of guessing and then being graded inappropriately.</p>
662	Simulation project	Extra reading	<p>The class schedule should be fixed beginning of the semester.</p>

662	I thought that the Simulations were an excellent way to apply our knowledge to real world situations.	<p>I did not really care for the first project - the comparison of PM standards.</p>	<p>I could not hear any of the questions from the students on the lecture video. Most of the time I could figure out what the question was by how Mr Cable responded, but there were several times that I could not. This has been a comment that I have made in all my classes and I still do not see any progress being made to resolve it. At the very least, the instructor should repeat the question from the student so that the people watching the video can hear the question.</p> <p>"take away" from the end of the discussion seeds were a waste of time.</p> <p>I thought a couple of the videos that you used in the lectures were inappropriate.</p> <p>The guest lecturers were very good on the topics of Leadership and Portfolio Management.</p> <p>The grading of Project#1 took too long. It was submitted over two weeks ago and it still has not been graded. We are starting the write up for Project #2 and we do not have any feedback yet from Project #1.</p> <p>I don't like the fact that 10% of my grade is tied to class participation. I attended all the classes, but as an Introvert, I rarely speak up. When</p>
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			<p>you called on me I gave answers and usually got a "very good or great" response from the instructor or TA. But at the end of the day, an entire letter grade is based upon how much I speak in class. We had an individual who spoke up all the time (Extrovert), however, his comments and stories did not add any value to the class and they had very little substance. </p><p>I still can not believe that the Instructor actually forgot that he had class one night. The next time I have to miss a class I will try that excuse, "Sorry Prof x, but I forgot that we had class tonight from 7:00-8:00, even though we have had class from 7:00-8:00 every week for the past ten weeks."</p><p /><p /></p>
662	I liked the open discussion nature of the course.	<Unanswered>	<Unanswered>

662	<p>Other than the professor's experience, which should probably be considered to be essential to this type of course, my group work was extremely rewarding. The other students in my group were all very professional and high-performing, and I feel that we produced very good work together. I find the experience to have been very rewarding, and it has left me with a strong motivation to press my own team at work to be similarly high-performing so that they can know the satisfaction of delivering an outstanding product. During this course, the issue of leadership was a continuously strong undercurrent, and I believe that emphasizing that professionalism and excellence as a constant backbone for the other issues was a powerful and effective method of delivering course material.</p>	<p>A handfull of test questions on both exams seemed poorly worded. Still, grading seemed fair and it certainly forced the student to think carefully about the material.</p>	<p><p>Clarification on question 4: Unfortunately, I had to request absence from the last class discussion due to an unexpected Navy Reserve commitment. I take it as an indication of the quality of this course that I truly regretted not being able to attend that discussion.</p><p>I came to this course knowing virtually nothing about project management, and I now feel as though I have a firm understanding of the subject, even if I'm not yet a master of it. The course thus inspires me to seek out additional information, and that is perhaps the most important motivation of all.</p></p>
662	<p>The lecture videos uploaded on the BB were most useful as part of learning material. Without these lecture videos, I could not have understood the material provided in lecture presentation slides and class summary information.</p>	<p>The sample exam questions provided were not helpful in preparing for mid-term and final exam. The level of difficulty was very high in the actual mid-term exam. I hope in future the practice questions are of similar difficulty as actual exam. The practice questions do not need to be exactly same as actual exam questions.</p>	<p>The weekly LIVE video conference sessions can be re-formatted to include materials from current information being circulated in the "Project Management" industry. This format will have in correlating class material against real-life project management information in more cohesive manner.</p>
662	<p>Its wide range of topics.</p>	<p>The amount of reading materials.</p>	<p>Try to assign readings that summarize the main concept. Additional recommended readings that discuss each concept can be assigned as recommended reading.</p>

662	I liked the quality of teaching and the overall course. 	No comment 	No comment. I really enjoyed this class.
662	Online lecture videos allowed me to choose a time that worked for my schedule each week.	I would have liked an automated warning system about upcoming homeworks and pearl divings a day or two before they are due. I forgot to do a few pearl diving assignments towards the end.	I enjoyed the simulation project, I would have liked to have more than 5 attempts on the individual part just to explore all the possibilities of all the variables (more than just the triple constraint part). I like to maximize things I feel are mathematical in nature and five attempts weren't enough to do this.
662	I like how it encompassed all the material that would be on the pmp exam. It really explained the entire book from end to end.	There was no exam review or study guide.	Keep the projects theyre very helpful
662	The online lectures and the powerpoint presentations	<Unanswered>	<Unanswered>
662	I liked how the instructor was honest, assignments were written clearly, exams were designed to demonstrate knowledge and didn't play games. The syllabus told us exactly what to expect and exactly what to do in order to succeed in the course. The projects reinforced classroom material. 	Length of lectures was a little long. 	Constructive feed back would include a little better organization of course documents and assignments.
662	<p>- Classes and studying materials were very well organized</p><p>- Assignments, projects, homeworks and PD helped me so much to do further research on the subjects which enhanced my knowledge about PM</p>	<p>- Some materials were very generic</p>	<p>- Getting little more in focus to teached subjects</p><p>- Introduce new management theories which copeting PM triple constrains approach such as Lean Construction.</p>

662	I liked the overview nature of the class. It offered a lot of information that was interesting, and opened me to a lot of concepts I would have otherwise never heard about. It excited me to continue to pursue more PM classes.	The online recordings of the lectures were not particularly well done. Questions from the live class were not recorded well. Videos shown in class were not shown in the online version well. It made it feel like those taking the online version of the class were an afterthought and not actively considered during the teaching of the class.	The audience should be recorded, or the instructor should repeat all questions before answering. An extra effort should be made by the instructor to remember that the class is recorded and intended for an online audience.
662	The course content was laid out in a very logical and straightforward manner. It was also presented well through the lectures. 	The weekly video teleconferences were usually not value added. If often felt like a meeting for meetings sake. There was not a significant amount of information learned from these sessions. 	Restructure, or do away with, the weekly video teleconferences. Students take online classes because their schedules demand they be flexible. Forcing a scheduled class time upon students after the course has commenced does not follow the intent of online classes.
662	The discussions	None	Change the format of the simulation project
662	The leadership guest lecturer was really interesting	The first project was really dry which didn't encourage me to learn as much as I felt that I should be learning, especially because I am not really interested in becoming PMI certified and just want to know the general concepts.	There could be more assignments which really challenge the knowledge. It is one thing to be able to memorize the steps in PMBOK but it is another thing to actually be able to use it.
662	<p>Quality of teaching</p><p>Relevant to workplace</p><p>A lot of new, applicable and current information</p><p>Best comprehensive introduction course I have taken.</p>	<p>I expected to learn more from my classfellows but that part of learning did not measure up to my expectations in terms of quality and experience.</p><p />	<p>A dedicated lecture for the PMP preparation would be most helpful.</p>
662	<Unanswered>	I spent more time reading and working on assignments in this than any if my other classes	Since there is a lot of material to digest, lighten up on the workload.
662	<Unanswered>	<Unanswered>	<Unanswered>

662	<p><p>From project management class, the quality of the teaching was a great help to be in the following ways:</p><p>- Construction of the class and ability to reason on my own and think a New ways. </p><p>The class gave me a clear understanding of what project management is all about compare to how I perceived it to be. I also learnt from the class on how to be a leader and team manager</p></p>	<p>I dont have a least. All I want to see is Big thanks to my Instructor: John Cable and Man cheung for the constructive class note, assignment and case from textbook. The class as given me more confidence to reason and act as a Project Manager despite am not practices now, but as be a planning stage for my future careers.</p>	<p><p>My constructive feedback for the instructor is to keep the good working they have started with well organized and deliverable material. Since my class was online, introduction of more Guest speaker will be encourage.</p><p /></p>
662	course design	long exam	n/a
Course	What did students like most about the course?	What did students like least about the course?	Other comments
664	Anecdotes that demonstrate course concepts, and the ability to rewatch lectures online.	There is a lot of reading, which is appropriate for the class material. However, coming from an engineering background it was a bit overwhelming.	<Unanswered>
664	What I like most about the course was the assignment the professor assign to the students. It was unique and very individual base that allowed everyone to participate in their own ways of contract agreements.	What I didn't like about the course was the amount of readings. Some classes it had to much readings but some classes had enough readings to read before the class.	To keep the same assignment to the students as it was done in this spring (2012). It made the assignment very interesting and good to work on.
664	<Unanswered>	<Unanswered>	<Unanswered>
664	This is my first course in legal system and also my first on-campus PM class. It was very interesting to be in on-campus environment and get the feel of what the course was trying to provide.	Lot of material for a busy person like me. Plus, I did not perform well in my test. The answers given on the multiple choice were similar and I think that might have chosen the wrong ones.	Thank you so much for teaching a wonderful course. I am now familiar with some legal phrases and can consult the notes and textbook for any legal information (within the limits).
664	<Unanswered>	<Unanswered>	<Unanswered>

664	I liked most the fact that the instructors used both cases from the text but also recent relevant cases to explain some of the older legal concepts. 	The reading was pretty heavy at times, but the text is good so it was in ways necessary to get a grasp of the whole breadth of the material. 	More discussions of typical cases we are most likely to encounter in our careers and how to defend against or use them to our advantage.
664	<Unanswered>	<Unanswered>	<Unanswered>
664	<Unanswered>	<Unanswered>	<Unanswered>
664	<Unanswered>	<Unanswered>	<Unanswered>
664	<p>The course contents are useful in daily engineering life. I enjoyed teaching methods and instructors are available for any concern related to homework or class work.</p>	Alot of reading assignment	<p>more home work and their certain grade should include in final grade. It may encourage students to read all materials.</p>

664	<p>The quality of teaching is really high, I liked how the instructors brought real work experiance to the classroom. They were open minded and the lectures were extremely enjoyable. </p><p>The assignment was really a great opportunity to express one's feelings about a personal contract. the fact that it was a personal contract brought out a lot of good ideas about what we have learned from it and how we would deal with similar contracts in the future. Although it was harder work for the instructor because he had to read and grade different papers, assignments like this is easier to do for students in my openion because it reflects a historical experiance of thier lives.</p></p>	<p>N/A</p>	<p>another small assignment that offer the students different scenarios/cases in whitch the students need to analyse. For example: a scenario where the court has ruled for/against a case, and the student can analyse them by outlining terms and concepts we have learned that are used in these scenarios such as &quot;long arm statue&quot;; &quot;economic loss rule&quot;; &quot;doctrine of mitigation&quot;; etc.</p>
664	The organization of the course, quality of teaching and the knowledge acquired.	Nothing!	More discussions in class
664	The personal experience the professors brought to class lessons	none	None
664	It really helped me in my work. Made me think different aspect.	Actually i generally liked the course.	Maybe more reading.
664	<Unanswered>	<Unanswered>	<Unanswered>

664	<p>The knowledge out of this course is helpful in any aspects in my life: career, personal business such as buying or selling home, car ,..</p>	None	<Unanswered>
664	<Unanswered>	<Unanswered>	<Unanswered>
664	I particularly liked the contract assessment assignment. The freedom to use our own contract was very unique. 	The weekly readings were a bit lengthy 	<Unanswered>
664	<Unanswered>	<Unanswered>	<Unanswered>
664	The contract assignment was a good one and should be used again.	There was lots of reading.	It was tough getting used to three different instructors and their different styles.
664	real life examples	length of class. 3 instructors caused a little confusion. Difficult to determine which to contact in certain situations.	Have a break slide in each lecture
664	I liked the topics that were covered and how they were organized. It seemed as though everything flowed into the next topic. 	The tests were very heavily weighted and I personally don't do as well on tests. I feel as though my grade on the midterm doesn't accurately reflect my understanding of the course material. 	If possible I would have liked small essay assignments with feedback from the professor. That way as the semester went along I could express myself and see if my thoughts were headed in the right direction.
664	The quality of teaching was what I liked most about the course. The instructors are very knowledgeable and understand the legal system very well.	<Unanswered>	<Unanswered>

664	Some of the most useful parts of the course were when the instructors were able to share personal experiences in real world cases that related to the material we were learning.	While there wasn't an overly excessive amount of reading, as an engineer I found myself reading this course's textbook much slower than other courses' books, which meant I ended up spending more time on the reading for this course than I have for most others in the program. It was very difficult to also read additional readings from the supplemental materials in addition to the textbook each week.	Overall I think the course is great. It would have been nice to have more interactive assignments (like the one paper we had) in place of some of the reading. Personally, I learn better when applying the material than just trying to take it in through reading and lectures. However, I'm sure there are students who are the opposite way, so what you have now may be a good balance already.
664	The construction of the class was useful. I have the ability to reason on my own and think in a new ways. I was able to learn a lot being a foreign on different laws that guided the country. I learnt a lot compare to what I perceived it too been. During my course of study, I used all the terminology as a pratices.	I dont have a least on the course, but to say a very big thanks to all my instructors and believing in me that I can do it. Keep up the good work you have started with well organized and clear objectives on the course.	An additional constructive feedback to my instructor might be an introduction of a Guest speaker.
664	THE HW assignment	Fact it's not offered online in spring semester. There was no need to be resident for straight lectures.	Less reading more practical assignments. Final grade is based on 3 items...
664	<Unanswered>	<Unanswered>	<Unanswered>
665	quality of teaching	exams too long and difficult	make exams shorter
665	High level of interaction with other class members. 	<Unanswered>	<Unanswered>
665	This class has the best teacher. Professor Kathryn has helped me to do my best every day and also she has helped me to improve on my weaknesses. 	N/A 	Nothing to add. So far, everything is perfect ;)
665	<Unanswered>	<Unanswered>	<Unanswered>

665	The pearl diving and the team case.	n/a	Provide the mind map during the introduction of the course.
665	The interaction between the classes and the professor was very interactive, dynamic, and progressive.	The amount of reading was extreme and did not seem to fit into a working professional's life. We are all busy and the amount of work required for this class was quite intense.	Have a discussion with the IT group to evaluate how the virtual meetings may operate that week or if there are ways to improve the connections.
665	<p>The quality of teaching and practical examples provided was excellent. The new optional final design project was a great way to productively spend time reviewing what I learned rather than cramming as much knowledge into my head to just regurgitate it on a final.</p>	<p>The midterm was very tedious and demanding. I know for a fact it did not test me on what I knew of the course matter. I know and understand an exponential amount more about the course than the average grade I received on the exam.</p>	<p>Providing updated discussion seed documents earlier would be a great help. I like to complete my work early and it hinders my learning process to fill out a discussion seed document and then have it change the day of the web chat. I feel that my preparation was wasted.</p> <p>The technical directors filming the class need to better prep the Professors how to properly place and utilize a mic. They also need to perform sound checks and better learn how to operate their cameras. I've spent hours listening to lectures that were so soft that I had to fight feedback in my speakers (that were set to max) to try to get something out of the lecture. This is a professional program with amateur technical directors.</p> <p>At \$2,600 a class there needs to be a reinvestment back into the program via</p>

			training, technology improvements, etc.</p>
665	The passion and attitude that both professors had towards the course and the topics. It helped persuade my thoughts toward a more "positive" mindset. 	The quantity of material that had to be read. 	I'd suggest a written review for both mid-term and final.
665	<Unanswered>	<Unanswered>	<Unanswered>
665	I liked the fact that we were allowed to get extensions on the submissions.	It was a lot of material to read and prepare.	Use more case study approach.
665	n/a	n/a	N/a
665	<Unanswered>	<Unanswered>	<Unanswered>

665	The self assessments were eye-opening	The work load was too much. Exams being graded by losing points for missing/incorrect answers is ridiculous. By getting it wrong, you should be penalized by not getting points for the answer, not both losing the point and additionally taking away another point. Silly grading. I am very upset that my current grade (B before the team case resubmission) seems to be conveying that I did not learn the material when I clearly did. For all the work put into the class, with all the positive feedback on my performance and learning from the professor, having silly exam grading lead to artificially lowered scoring with the possibility of loss of my A is infuriating.	Get rid of the grading structure of the exam being loss of points for each grade rather than the regular neutral gain of point for wrong answers. It is too silly to have a question with 2 of 4 correct answers equate to 0 points. The partial grading should have been 2/4 * points available for the question. The pearl diving deadlines are not realistic. I think people should be able to do the pearls at any time, as long as they are completed by the end of the semester. What is important is that people learn the material. With this being an online class for working professionals, it seems silly to mandate due dates for summary exercises. Timed exams are also not ideal. Again, finding 3 un-interrupted hours to take an exam is very hard. I would have loved the flexibility to start it on one night and return to complete it another night.
665	<Unanswered>	<Unanswered>	<Unanswered>
665	<p>The class was very well organized, while at the same time the teacher was open to our comments for improvements.</p><p>The material covered in the syllabus was very interesting, and it's definitely something that can be used in our professional life.</p><p />	<Unanswered>	<Unanswered>
665	The discussion classes and quality of teaching. 	We had too much readings every week. 	We need to have a text book in this class.

665	I like the self-assessments. They were tedious at first but I ended up learning a lot about myself. 	I didn't like how the four required textbooks are barely mentioned in the lectures. I feel that there is a disconnect between what we read and what is talked about in the class. 	Reconsider the number of textbooks you require and mention them more in the lectures.
667	This course is one such which goes into the mathematical side of the construction thus quite interesting and I think should be "must take" course for the students with construction background .	As such there was not any thing which I did not like in this course .	Although class was really to the expectations but asked for a feedback I think there can be more of problem solving exercise added to the class curriculum .
667	I <i>really</i> liked that the midterm and final were "take home" and not timed via Blackboard. The times tests give me too much anxiety.	I thought the weekly Scopia meeting for online students was not helpful or worth attending.	I spent about \$100 on books I barely opened; not thrilled about that. Money doesn't grow on trees. Also, would have liked GRADED homework that gave some motivation to try harder. The midterm multiple choice questions were subjective and think most of the class would agree as the average on the exam was a C. Overall, it was a decent course. I've had worse classes in the program, so can't complain too much. I thought the professor had a positive attitude and his teaching style in the weekly video lectures was good.
667	<Unanswered>	<Unanswered>	<Unanswered>
667	<p>- It was mostly new topics and the professor made it interesting and understandable</p>	None	None
667	<Unanswered>	<Unanswered>	<Unanswered>

667	good teaching structure	not enough homework	more selfstudy
667	na	na	na
667	The real-world examples (ie. the EuroTunnel project) were helpful in understanding the course material.	I felt that a good number of the midterm questions had debatable answers, but were multiple choice.	I took Cost Engineering (ENCE 666) last semester, and I felt that the two courses complemented each other very well. I felt better prepared for 667, and I more easily understood the material because of the work I did in 666. Might consider recommending one as a voluntary pre-req for the other.
667	<p>The course design and the quality of teaching will go a long way enhancing my level of understanding the subject of Project Performance Measurement. </p>	The lack of a Teaching Assistant	Adding "Team Project" as part of the course.
667	Professor's explanation and way of teaching. 	Nothing as such 	Its the best course and best professor
667	Content and approach used by the instructor was appropriate. 	<Unanswered>	<Unanswered>
667	<Unanswered>	<Unanswered>	<Unanswered>
667	<Unanswered>	<Unanswered>	<Unanswered>
667	<Unanswered>	<Unanswered>	<Unanswered>
667	Earned value. 	Human judges 	<Unanswered>
Course	What did students like most about the course?	What did students like least about the course?	Other comments

667	The use of real life examples illustrated principles taught in class. The genuine interest of how the lesson related to the students professional experience.	the section on quality standards	Enjoy the interactive nature of the course.
667	<Unanswered>	<Unanswered>	<p class="MsoNormal" style="MARGIN: 0in 0in 10pt">I took this course along with ENCE 627 (Risk), and I am really pleased. I think these two courses overlap in some areas, and taking them together helped me to have a better understanding of both subjects.</p>
667	<Unanswered>	<Unanswered>	<Unanswered>
667	The instructor's personality was conducive to listening to the lectures.	Although I liked not having a large amount of homework, the assignments could be better structured (albeit the homework load will increase) to facilitate learning the material. Possibly add one large project to incorporate everything about EVM.	<Unanswered>
667	I really liked the EVM and ES portion of the course.	I don't like second part - after mid-term - of the course that much.	It would be great, if he had a teaching assistant so I would get feedback on the homeworks' solutions that I submitted as part of course requirement.
667	The different topics of this course were very interesting. I enjoyed the lecture on Human Judges and the examples and topics brought up in that lecture.	The Midterm.	A few more numerical examples for Earned Schedule might be helpful

667	I enjoyed the ability to watch classes again or specific sections in detail on my own time.	The powerpoint presentations available online are not the same as presented in class, even after the class has been presented.	none.
667	I liked the instructor best. He was enthusiastic and knowledgeable about the topic.	I felt the HW assignments were a little on the vague side. I struggled with making up WBS for fields I knew nothing about or schedules for imaginary projects. I would have preferred to answer questions on provided projects with more details.	I really enjoyed when the professor wrote on the board. I found this to be the most informative portion of the class. I would love to rely less on power point.
667	<Unanswered>	<Unanswered>	<Unanswered>
667	The course setup	Not enough examples done in class or assigned as HW that would prepare for the Exam.	<p>Do more examples in class or assign as HW i.e. introduce and solve problems on board rather than following from the ppt slides.</p>
667	Online feature, being able to watch the lectures when convenient for me. Grading. 	<Unanswered>	Revise the syllabus and schedule each semester to make the class and lectures easier to follow and complete on time.
667	Really enjoyed this class. Thank you professor	Nothing	thank you

667	<p style="margin: 0in 0in 10pt 0in">This class challenges me to master what I learned in class. The homework and the test is very well reflected what we should master in what we have learned in class.</p>	NONE	<p style="margin: 0in 0in 10pt 0in">I enjoyed this class with Dr. Gregory Baecher's teaching style. I feel I am a graduate student!</p> <p style="margin: 0in 0in 10pt 0in">The quantity of home-works seems not many, BUT the home-works are requiring me to understand the materials very well, and master the materials taught in the class, before I can do my homework. This is true when we have our midterm.</p> <p style="margin: 0in 0in 10pt 0in">I wish and would like to see Dr. Gregory B. Baecher can teach more classes, other than Risk management and Project Performances, in the near future.</p>
667	The quality of teaching 	<Unanswered>	<Unanswered>

667	I found the real-world examples (ie panama canal project, Manhattan, KS animal science lab project, etc.) very interesting. The lectures were also well done and informative. Those supplemental readings which were required (Mantel) were very good. The guest lecturers were informative.	I feel the lectures on EVM were slightly too compressed. One additional lecture would be beneficial. I also felt some of the midterm questions were out-of-touch with the lectures up to that point.	I would have liked some additional readings assigned to further support the lecture materials. I also feel more direct, specific feedback on the assignments would be beneficial.
667	Real world examples	There was too much breadth in the lectures. The professor needed to focus the topics more.	<p>The homework was not helpful or representative of the Midterm or Final.</p> <p>Just too much information to really focus on the appropriate material.</p>

667	<p>Course design. I recommend that the scheduling component be more hands on and give students the opportunity and access to MS Project for the homework assignments that lead to developing the base plan. Homework assignments should be geared toward helping the student measure progress using the baseline plan developed in class. I realize that some students are in academic programs - PhD, etc but they too can benefit from a rather professional approach to the course. Hope this makes sense.</p>	<p>The lack of access to MS Project software and the inability to fully develop base plan and measure progress as part of the course</p>	<p>Get a teaching assistant and include project(s) in addition to assignments</p>
667	<Unanswered>	<Unanswered>	<Unanswered>
667	<p>I always like when discussions on topics are tied to real life examples throughout a lecture. This gives substance to the lectures.</p>	<p><p>I found that at times the Scopia discussion conferences were not always helpful. Simply asking people whether they had ever seen or heard of the lecture material previously and then asking what everybody's takeaway was from the lecture did not provide me with a lot of additional learning. </p></p>	<p>Writing larger on the white board is helpful to online students.</p>
667	<p>The Scopia sessions.</p>	<p><Unanswered></p>	<p>If you will test us using material from a standard exam (such as the one used for Exam 1), let us do a few questions as home work so we will be able to understand the logic.</p>

667	<Unanswered>	<Unanswered>	<Unanswered>
667	<p>Positive: simple explanation with good examples about all the learning subjects. Democracy and equal attitude to students. Availability, politeness to respond to any question. Fast responds.<div>Very positive is, that exam wasn't for three hours. For given time (week), I have looked through much more then usually preparing to exams.
</div>
</div></div></p>	<p>Again, like in Introduction to Project management exams, asked questions are aside from learnt material. Even looked at every step for rechecking my answers, my result wasn't perfect. Need more practice with home assignments.</p>	<p>Encourage: to make home assignment as bigger part of learning, not only practical to draw & create schemes which were really great. But calculate at every assignment. Use probability calculation every time.<div>Create groups as in Introduction to Project Management to achieve bigger goals.</div></p>
667	<Unanswered>	<Unanswered>	<Unanswered>
667	<p>Instructor is great, keeps the class interesting.</p>	<p><p>The midterm.</p></p>	<p><p>If a midterm question depends on the definition of a term, make sure you have given a clear definition / explanation of that term. Also, if multiple definitions exist in the notes, readings and lecture slides, make sure they are consistant (Or be clear about which explanation will be cannon for the class). Wording and expectations should be clear. This is especially important if there is a high proportion of non-native english speakers in the class.</p></p>
667	<p>I think the subject matter had the opportunity to be very useful learning for real work applications.</p>	<p><p>The course is repetitive in what is learned in other ENCE courses. The entire curriculum should be modified so that classes should be taken in a given order to eliminate this overlap as it does not serve a practical purpose and degrades interest in the rest of the material. </p><p>The mid-term exam was poorly</p>	<p>Show how these items could be applied to real world projects from the beginning stages all the way through instead of just short examples. Require more reading which is relavent to the class rather than just having optional reading which was tangential to the class.</p>

		written and many questions allowed for a multitude of answers which could be argued to be correct.</p>	
667	<p>- Real life examples</p><p>- Class activities</p>	N/A	N/A
667	Teaching method.	The organization of the lecture material.	<Unanswered>
667	<Unanswered>	<Unanswered>	<Unanswered>
667	Enjoyed the lectures	Lecture slides were updated later than I preferred because I like to print them out before class. Having the posted the day before would be helpful.	N/A