



PROJECT MANAGEMENT CENTER FOR EXCELLENCE

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

Course Evaluation Report

2013 Spring

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1. Overview:

1.1 Response Rate

Course	No. of response	No. of Seat	Response Rate
ENCE320-0101	89	108	82%
ENCE421-0101	33	47	70%
ENCE422-0101	56	66	85%
ENCE423-0101	26	65	40%
ENCE424-0101	84	99	85%
ENCE426-0101	7	24	29%
ENCE602-0101	10	11	91%
ENCE602-PM01	16	17	94%
ENCE605-PM01	11	12	92%
ENCE624-PM01	11	11	100%
ENCE625-0101	12	13	92%
ENCE625-PM01	15	15	100%
ENCE627-PM01	18	21	86%
ENCE662-PM01	21	22	95%
ENCE664-0101	20	27	74%
ENCE665-PM01	22	22	100%
ENCE667-0101	27	30	90%
Grand Total	478	610	78%

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

Class	Response Count	Class + Instructor Mean	Std. Deviation	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
ENCE320-0101	82%	80.87	0.50	76.93	85.02
ENCE421-0101	70%	71.02	0.81	67.75	74.85
ENCE422-0101	85%	80.21	0.64	76.37	84.39
ENCE423-0101	40%	74.48	0.63	71.01	78.46
ENCE424-0101	85%	89.75	0.44	85.36	94.33
ENCE426-0101	29%	90.59	0.40	86.43	95.48
ENCE602-0101	91%	89.76	0.46	85.60	94.58
ENCE602-PM01	94%	85.59	0.50	81.58	90.13

ENCE605-PM01	92%	80.86	0.52	77.16	85.25
ENCE624-PM01	100%	86.42	0.57	82.48	91.12
ENCE625-0101	92%	92.75	0.37	88.34	97.62
ENCE625-PM01	100%	86.43	0.54	82.41	91.05
ENCE627-PM01	86%	74.51	1.01	71.29	78.74
ENCE662-PM01	95%	86.05	0.47	81.96	90.57
ENCE664-0101	74%	88.24	0.54	84.08	92.90
ENCE665-PM01	100%	89.09	0.56	84.89	93.79
ENCE667-0101	90%	83.40	0.86	79.57	87.91
Total	78%	83.23	0.65	79.13	87.45

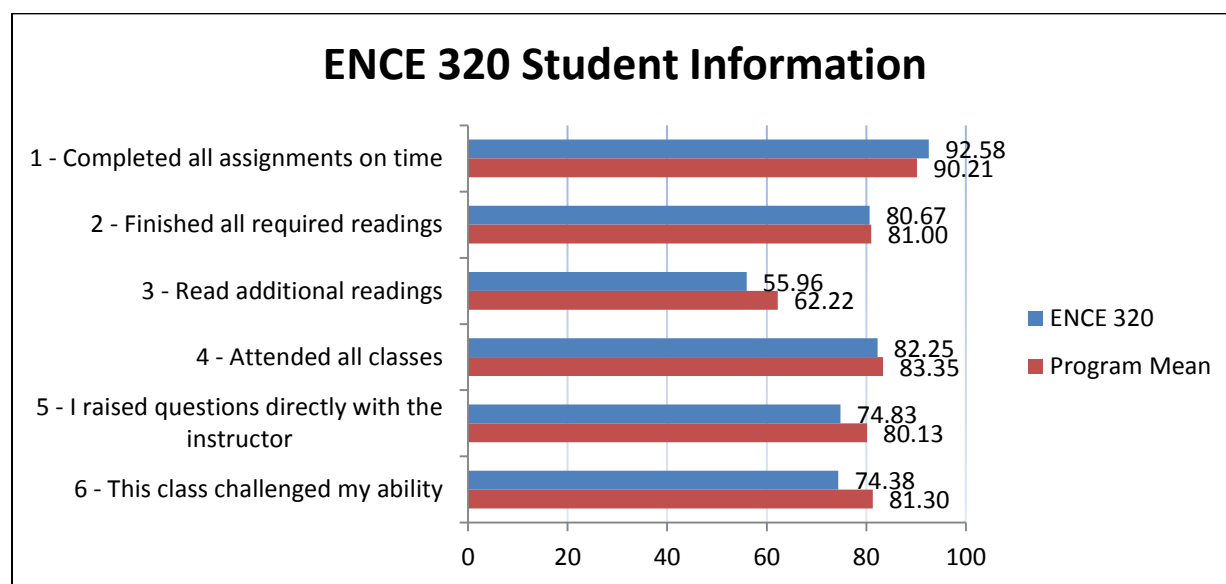
1.3 Mean Score by Course (Student, Class & Instructor evaluation) on a 100-point scale

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE320-0101	76.78	82.00	79.61	80.87
ENCE421-0101	69.60	70.57	71.52	71.02
ENCE422-0101	76.55	79.44	81.07	80.21
ENCE423-0101	73.85	74.79	74.13	74.48
ENCE424-0101	82.06	88.99	90.60	89.75
ENCE426-0101	86.19	90.16	91.07	90.59
ENCE602-0101	90.67	88.89	90.75	89.76
ENCE602-PM01	83.54	84.72	86.56	85.59
ENCE605-PM01	79.39	78.99	82.95	80.86
ENCE624-PM01	80.91	83.84	89.32	86.42
ENCE625-0101	85.83	92.22	93.33	92.75
ENCE625-PM01	83.78	85.93	87.00	86.43
ENCE627-PM01	79.07	73.83	75.28	74.51
ENCE662-PM01	85.71	85.19	87.02	86.05
ENCE664-0101	85.33	87.78	88.75	88.24
ENCE665-PM01	83.64	88.79	89.43	89.09
ENCE667-0101	81.48	82.30	84.63	83.40
Grand Total	79.70	82.86	83.65	83.23

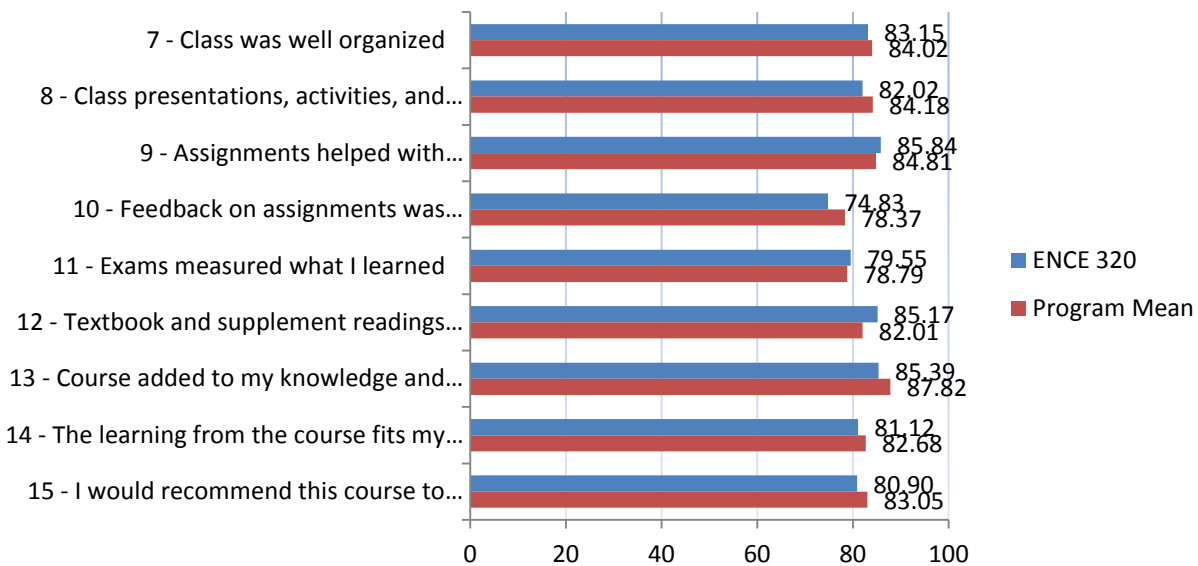
2. Course Analysis:

2.1 ENCE 320

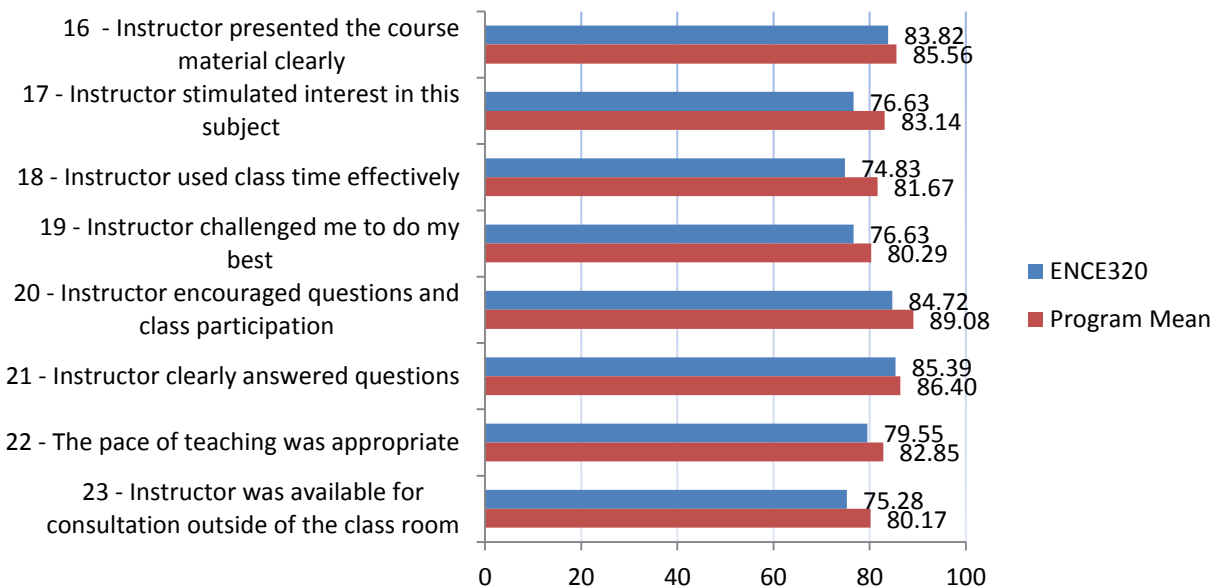
Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 320	76.78	82.00	79.61	80.87



ENCE 320 Class Information



ENCE 320 Instructor Information



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?

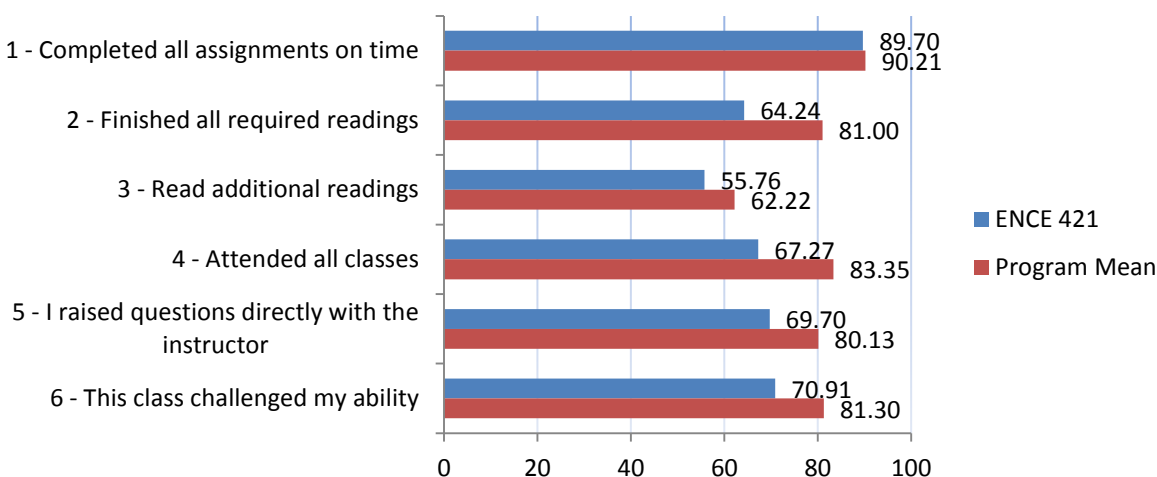
(Please refer to the Appendix)

2. Course Analysis:

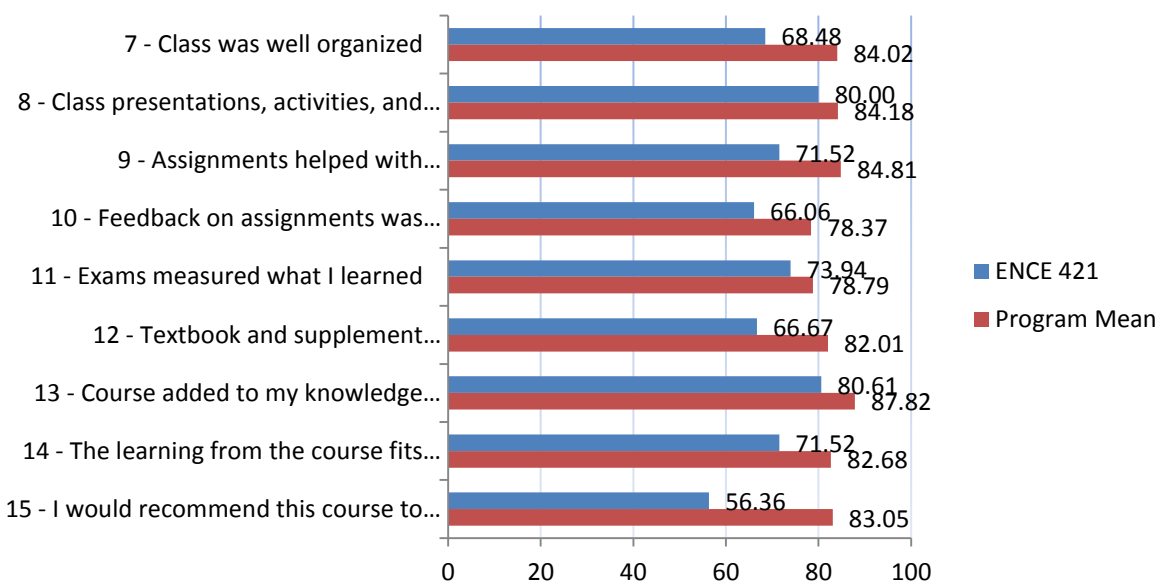
2.2 ENCE 421

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 421	69.60	70.57	71.52	71.02

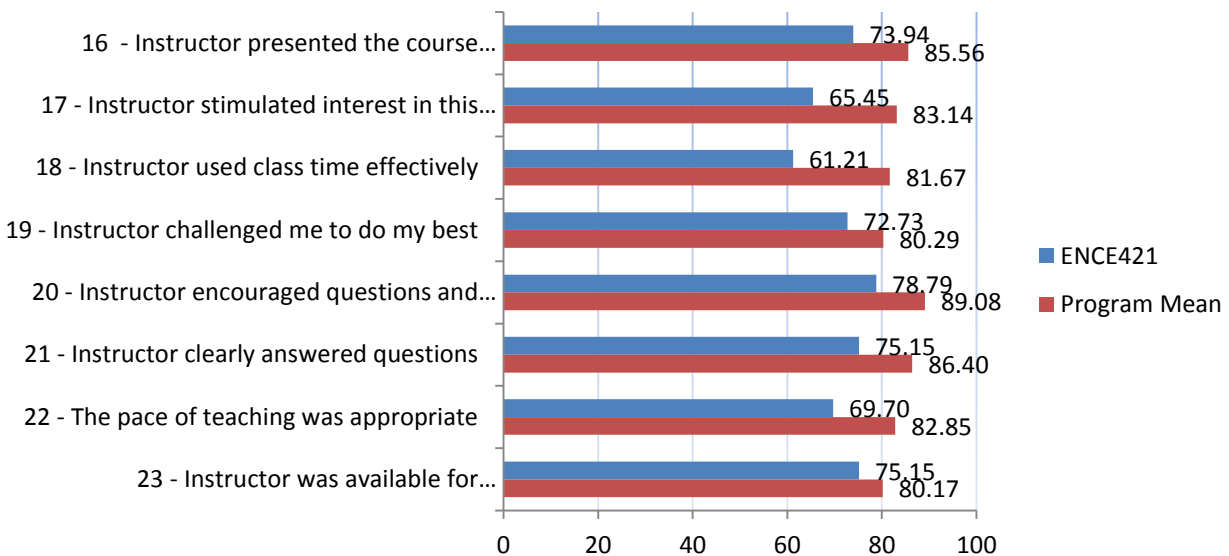
ENCE 421 Student Information



ENCE 421 Class Information



ENCE 421 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

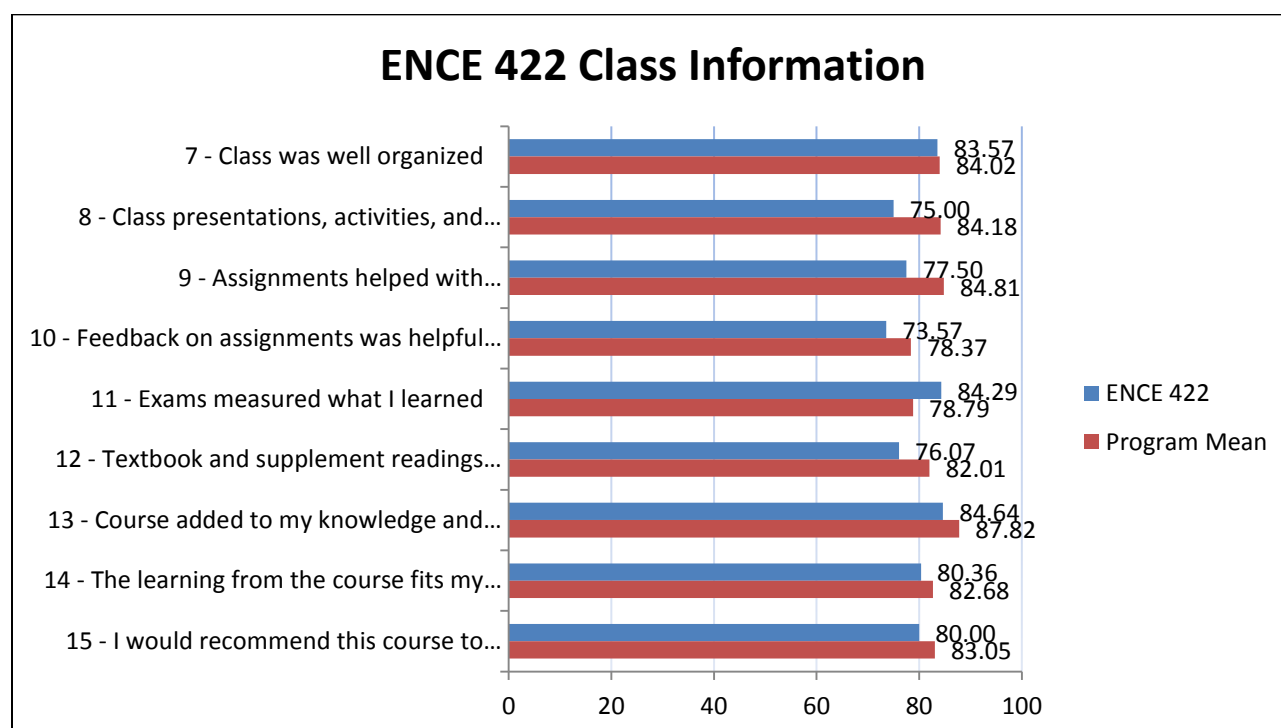
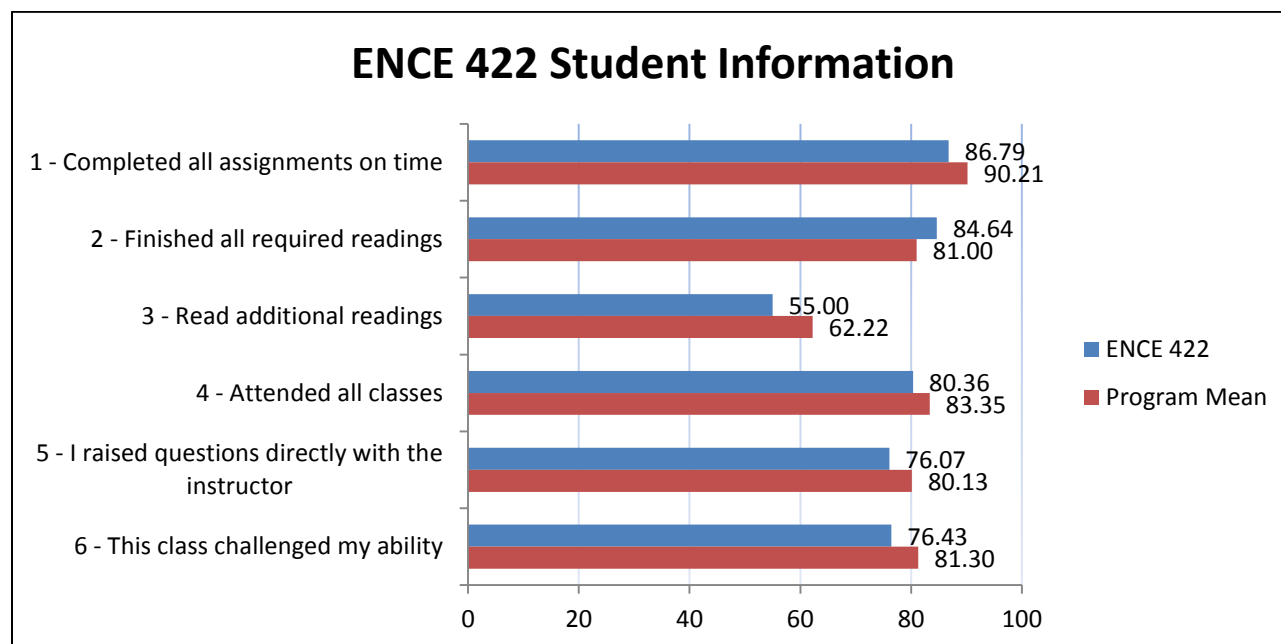
What additional constructive feedback did students offer?

(Please refer to the Appendix)

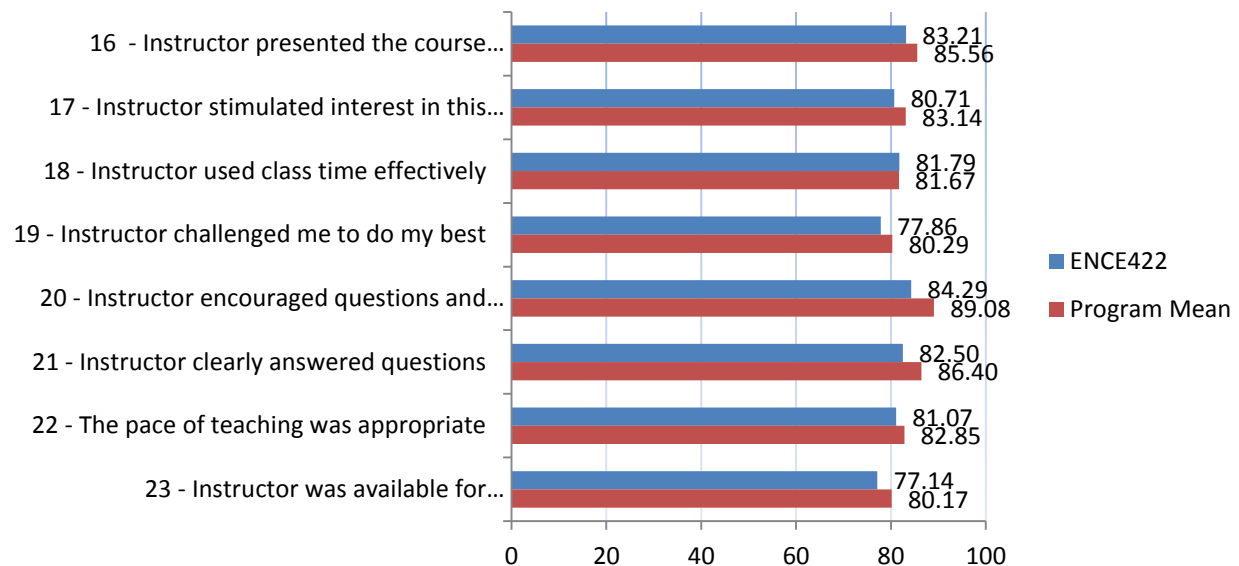
2. Course Analysis:

2.3 ENCE 422

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE-422	76.55	79.44	81.07	80.21



ENCE 422 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

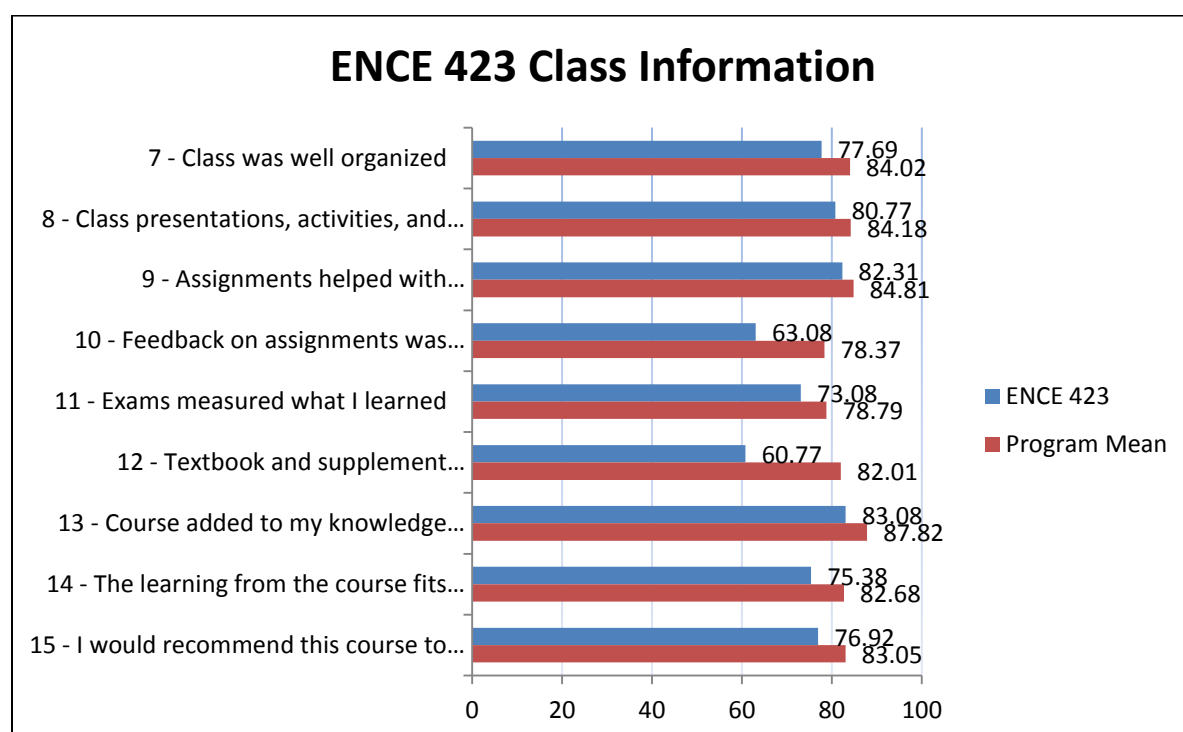
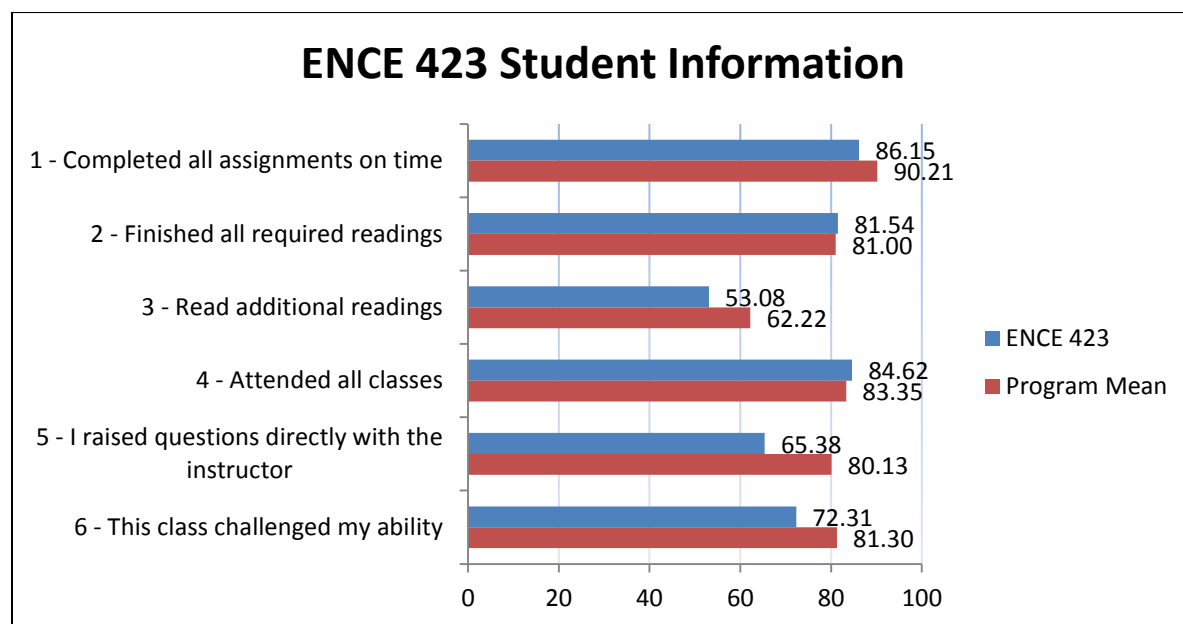
What additional constructive feedback did students offer?

(Please refer to the Appendix)

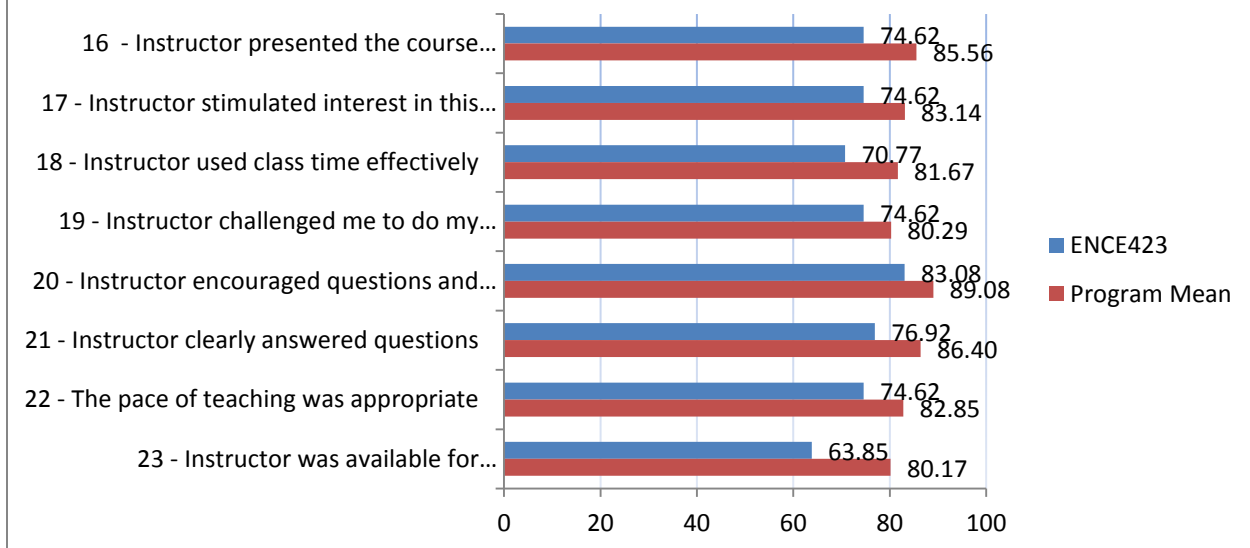
2. Course Analysis:

2.4 ENCE 423

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 423	73.85	74.79	74.13	74.48



ENCE 423 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

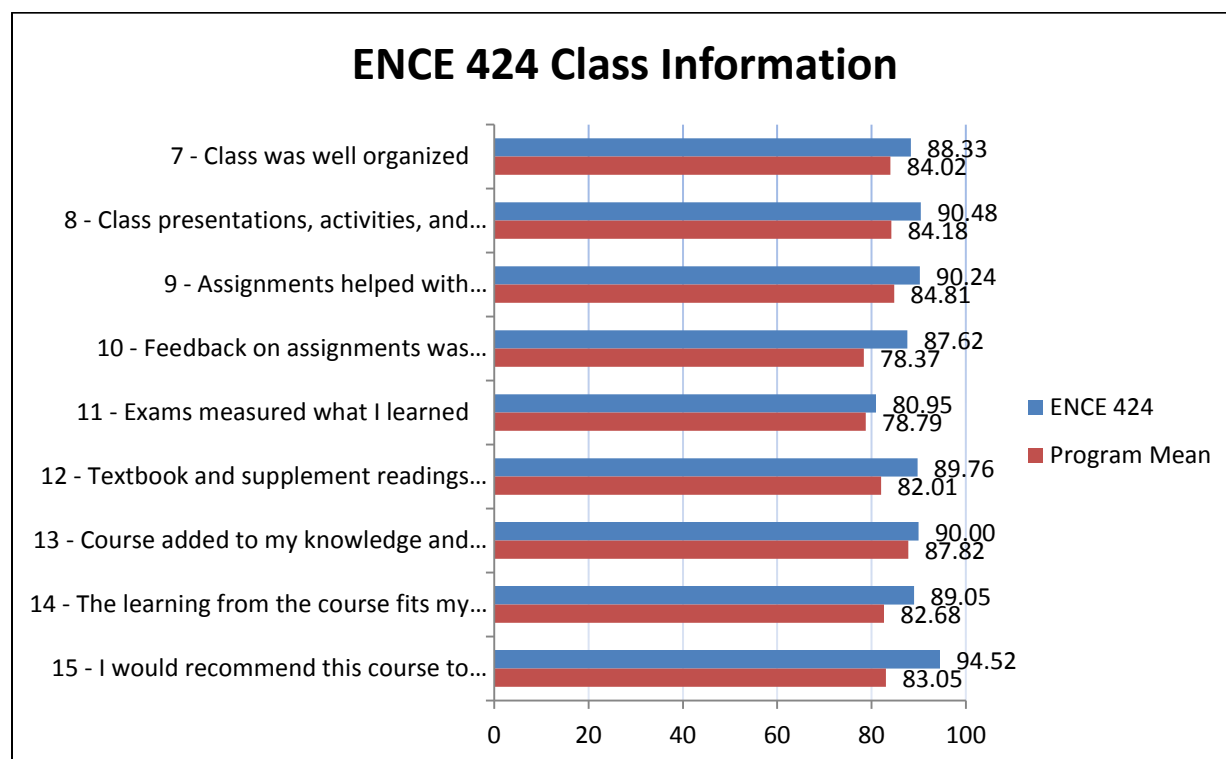
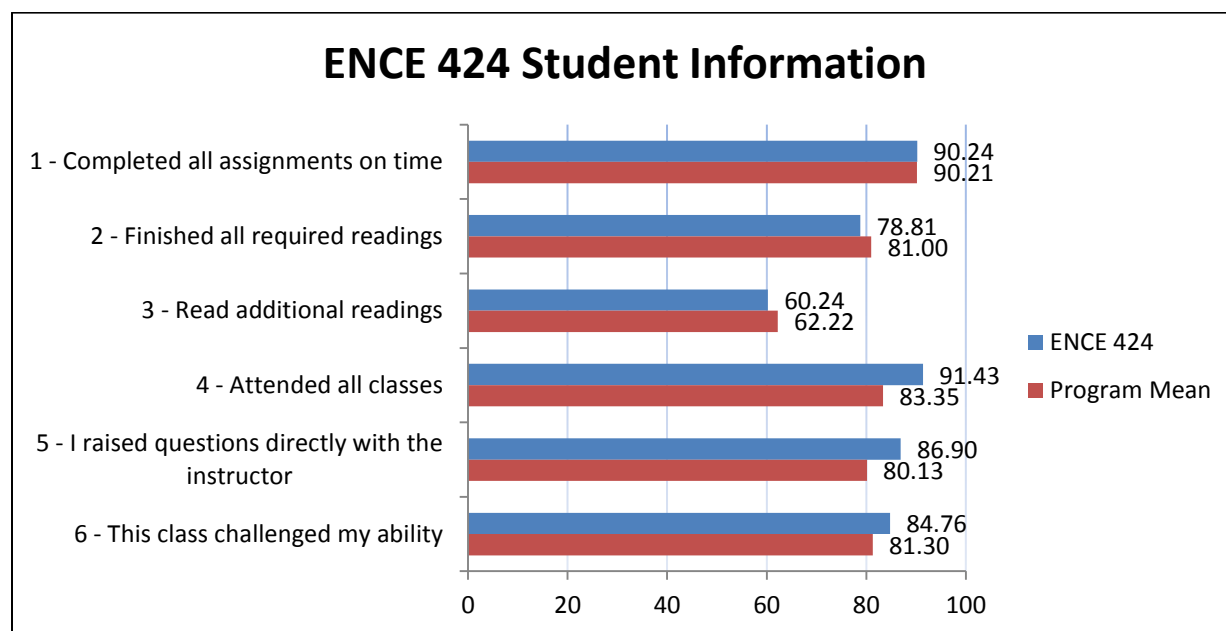
What additional constructive feedback did students offer?

(Please refer to the Appendix)

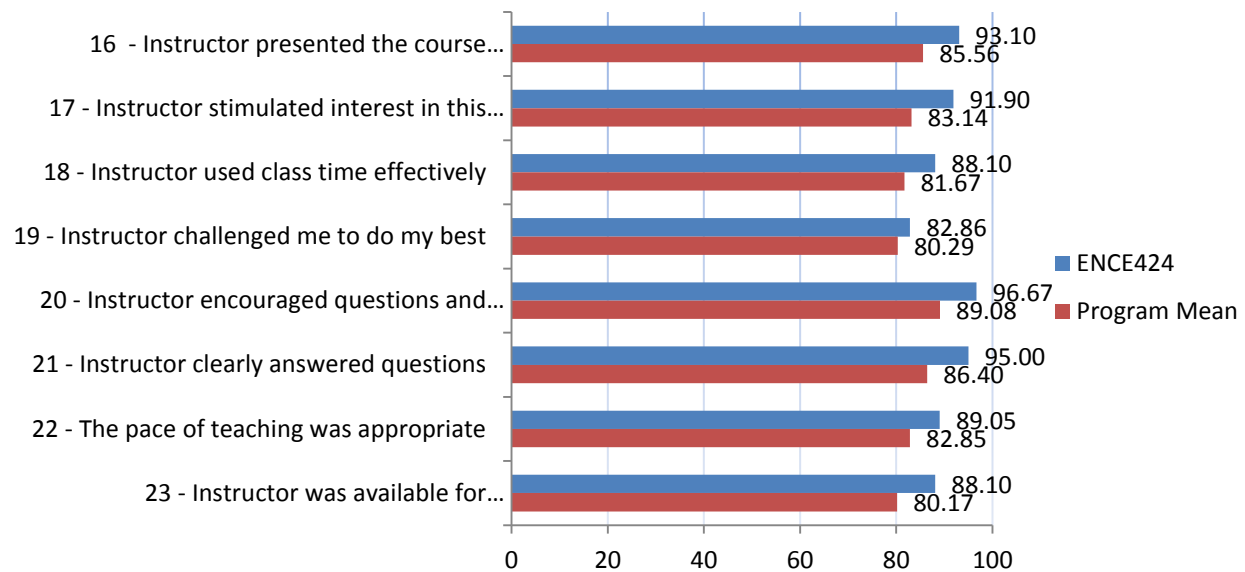
2. Course Analysis:

2.5 ENCE 424

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 424	82.06	88.99	90.60	89.75



ENCE 424 Instructor Information



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?

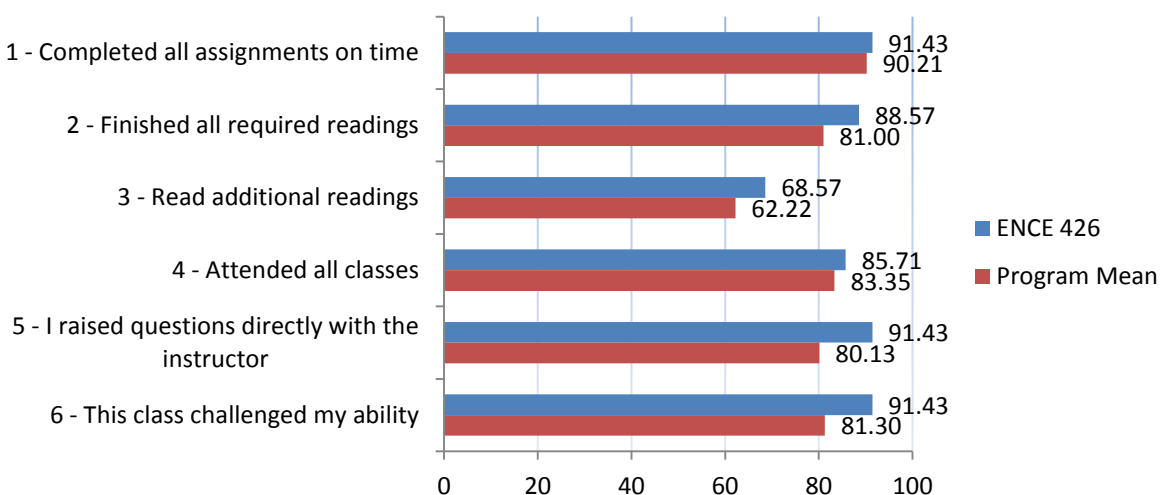
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2. Course Analysis:

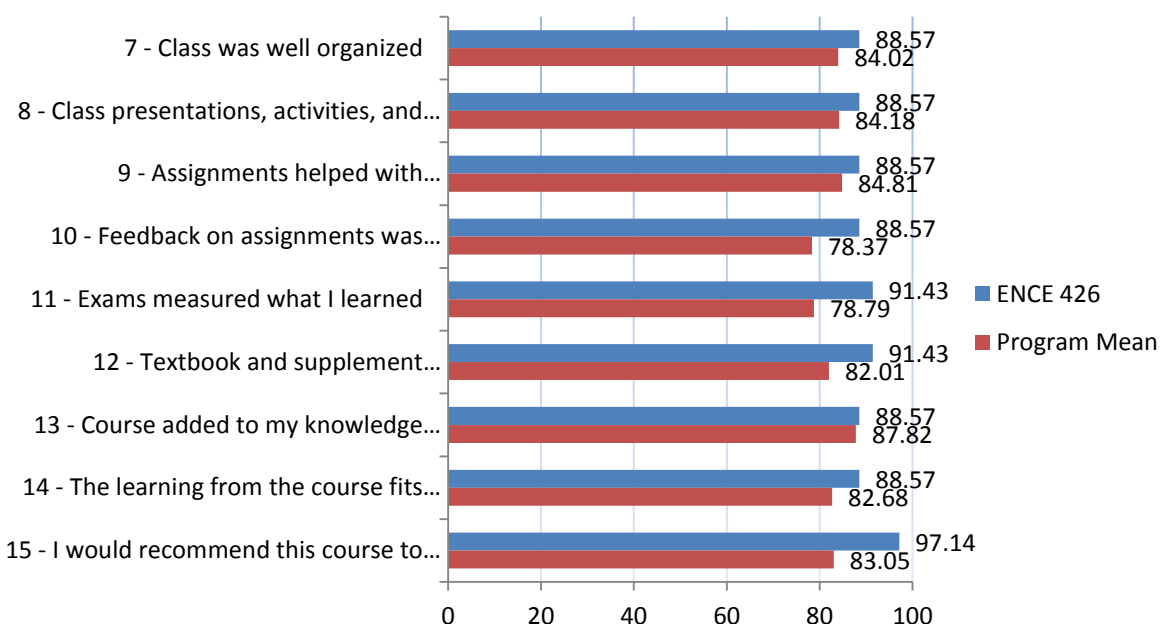
2.6 ENCE 426

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 426	86.19	90.16	91.07	90.59

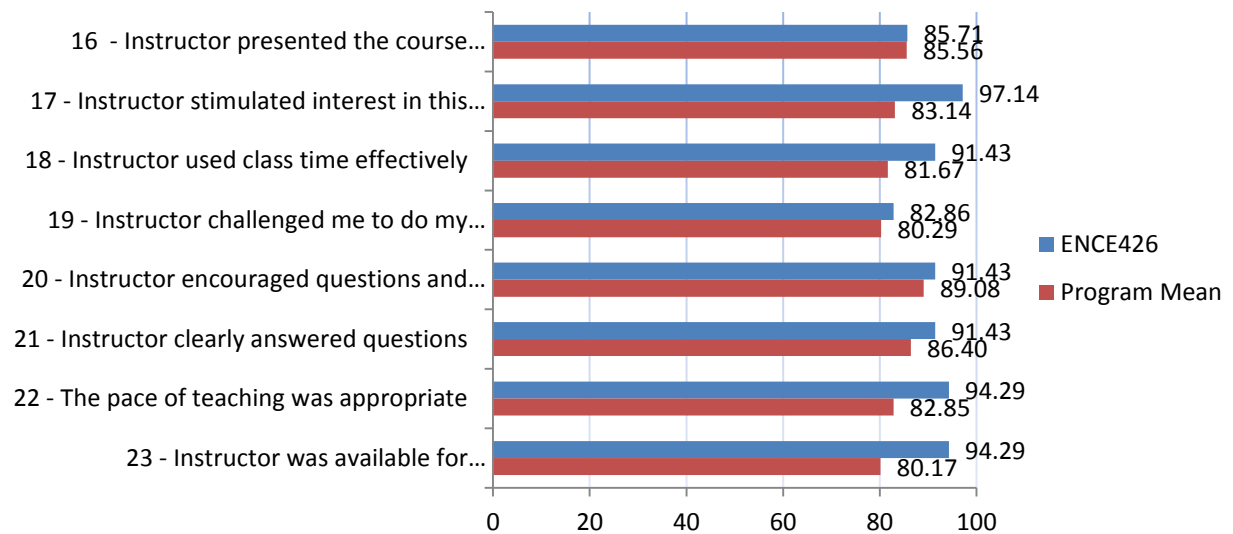
ENCE 426 Student Information



ENCE 426 Class Information



ENCE 426 Instructor Information



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?

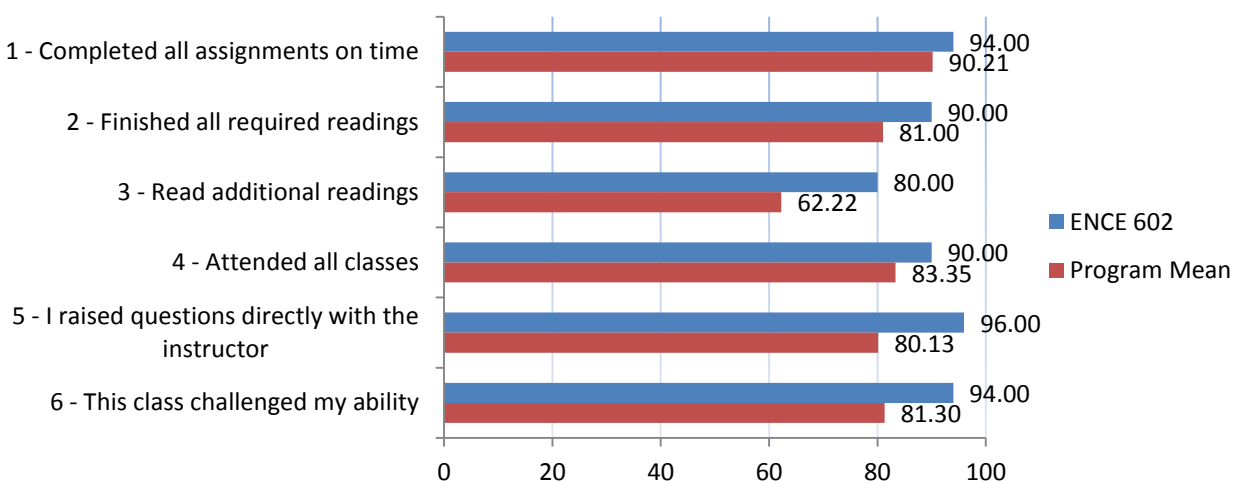
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2. Course Analysis:

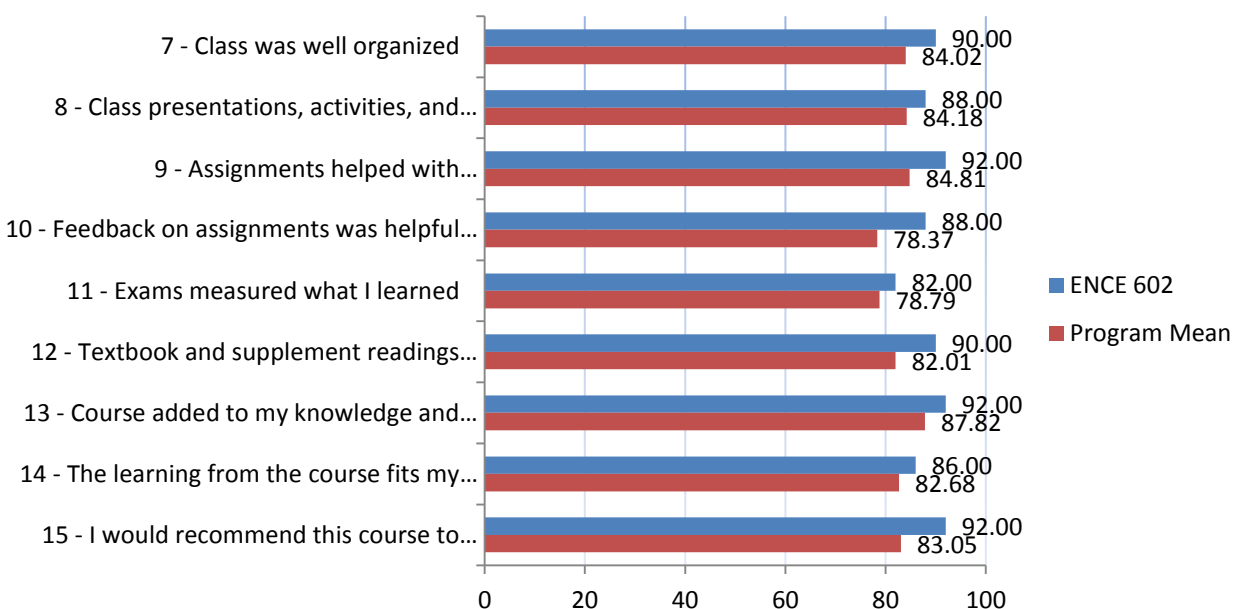
2.7 ENCE 602 (0101)

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 602	90.67	88.89	90.75	89.76

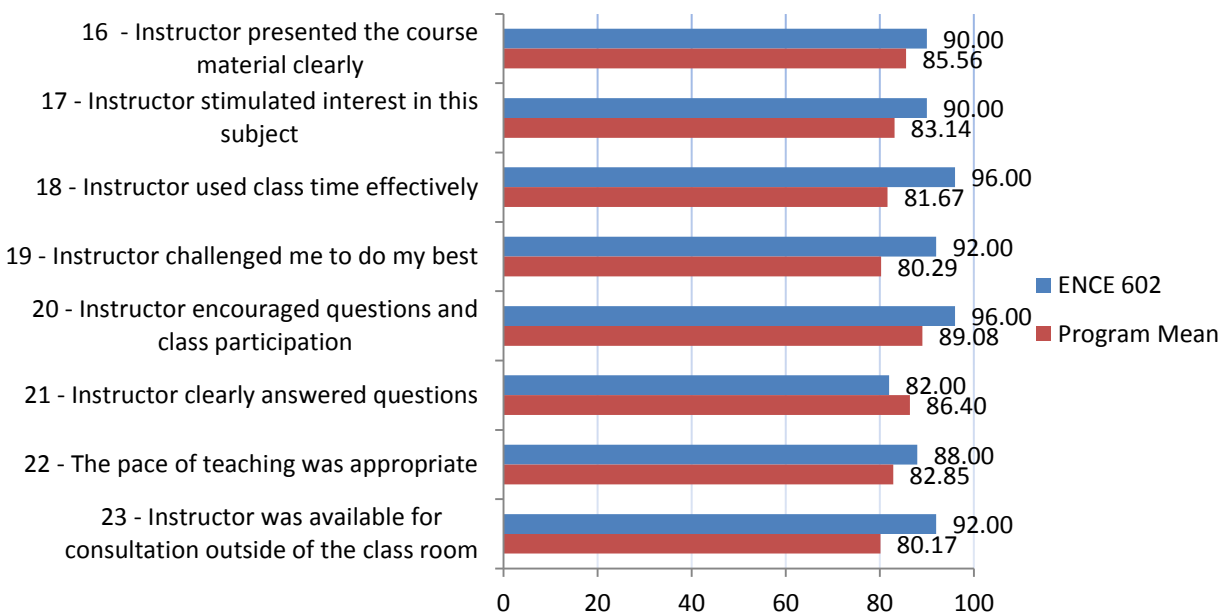
ENCE 602 Student Information



ENCE 602 Class Information



ENCE 602 Instructor Information



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?

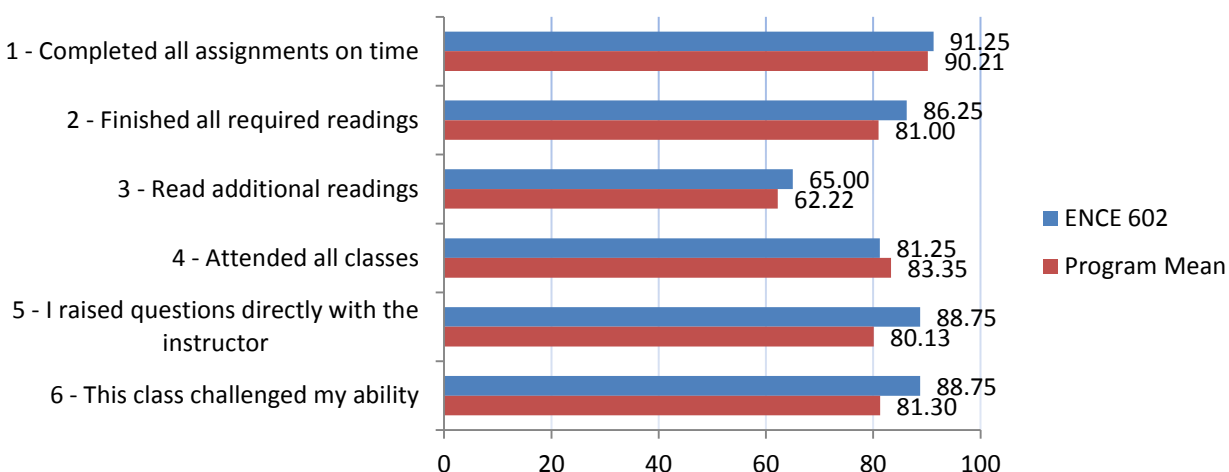
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2. Course Analysis:

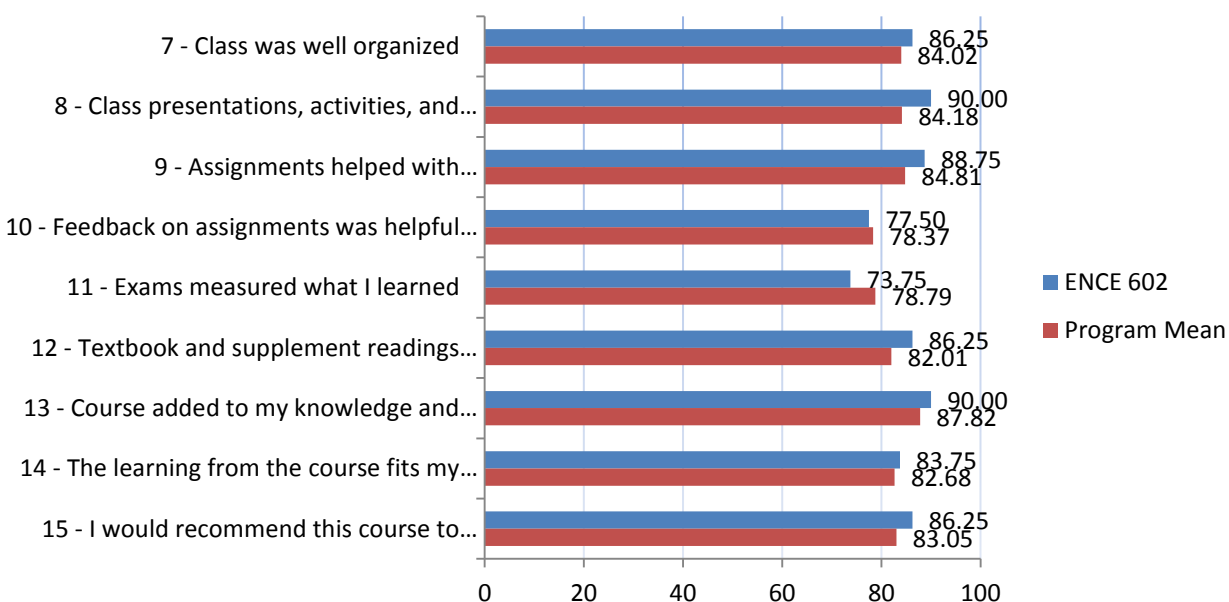
2.8 ENCE 602 (PM01)

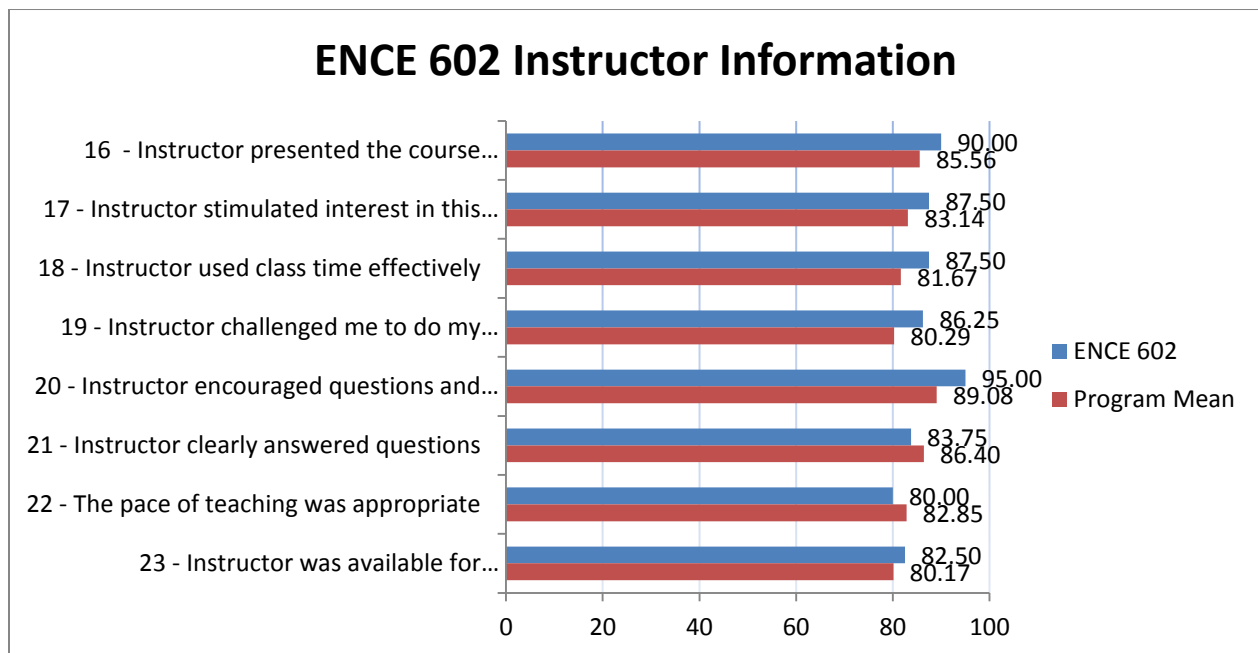
Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 602	83.54	84.72	86.56	85.59

ENCE 602 Student Information



ENCE 602 Class Information





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?

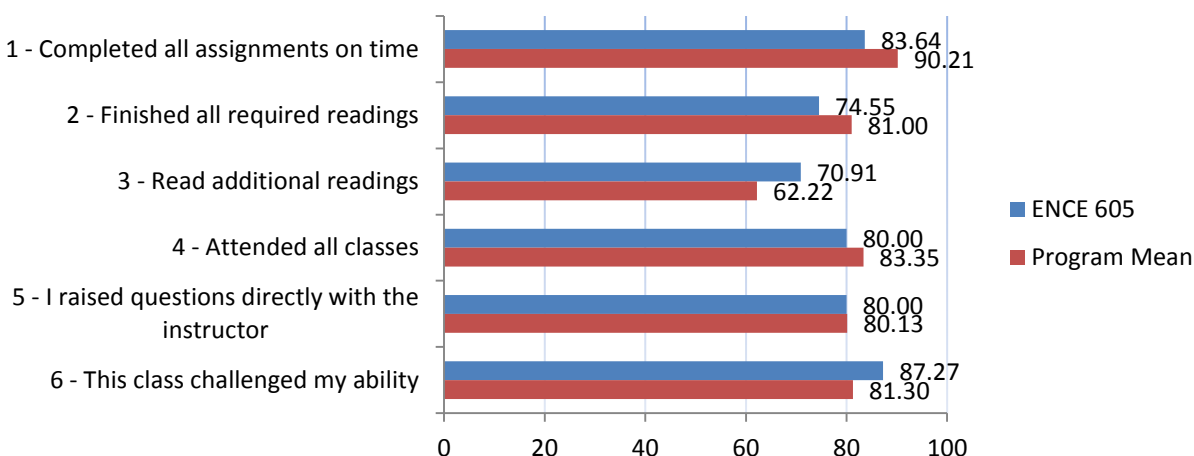
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2. Course Analysis:

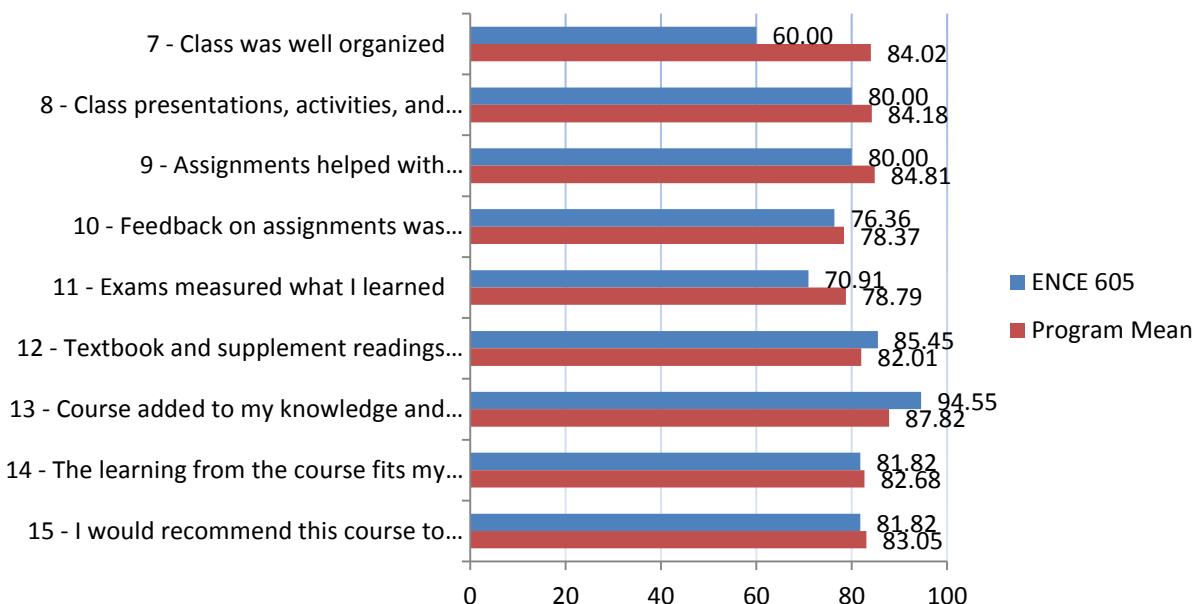
2.9 ENCE 605

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 605	79.39	78.99	82.95	80.86

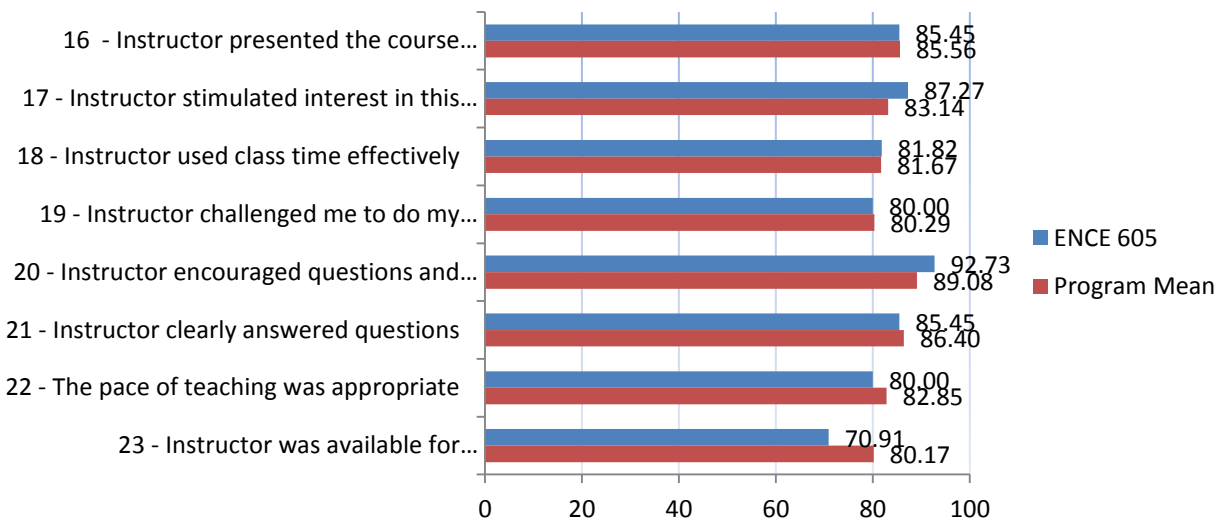
ENCE 605 Student Information



ENCE 605 Class Information



ENCE 605 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

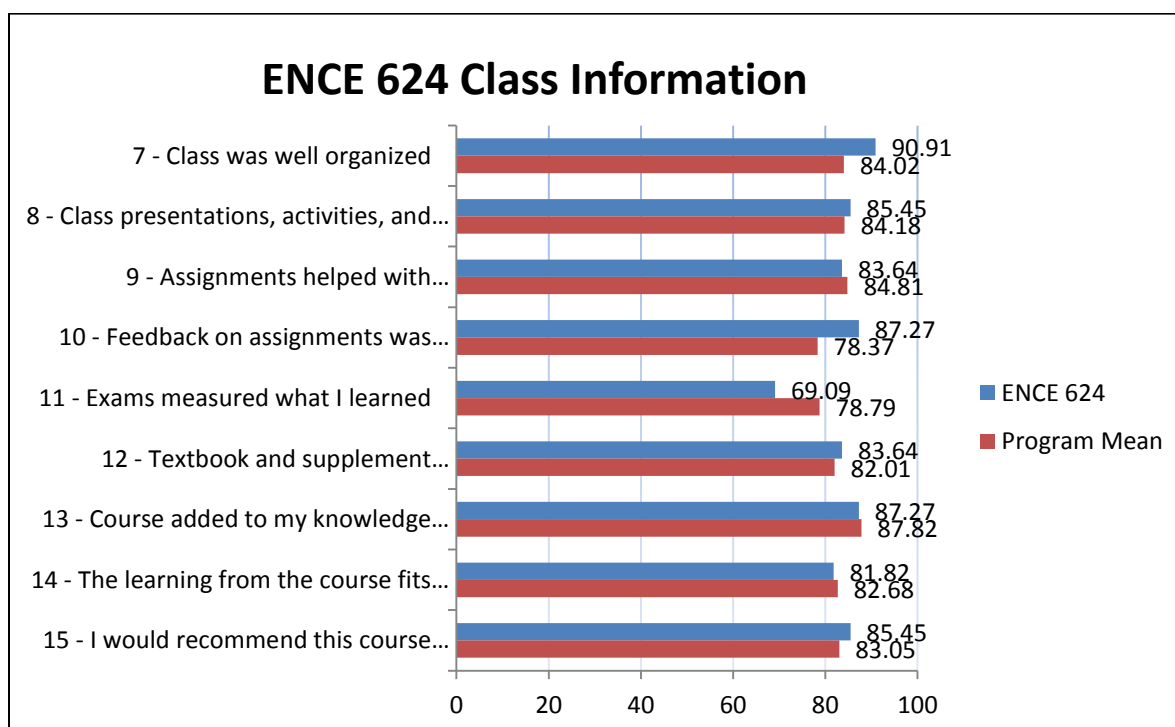
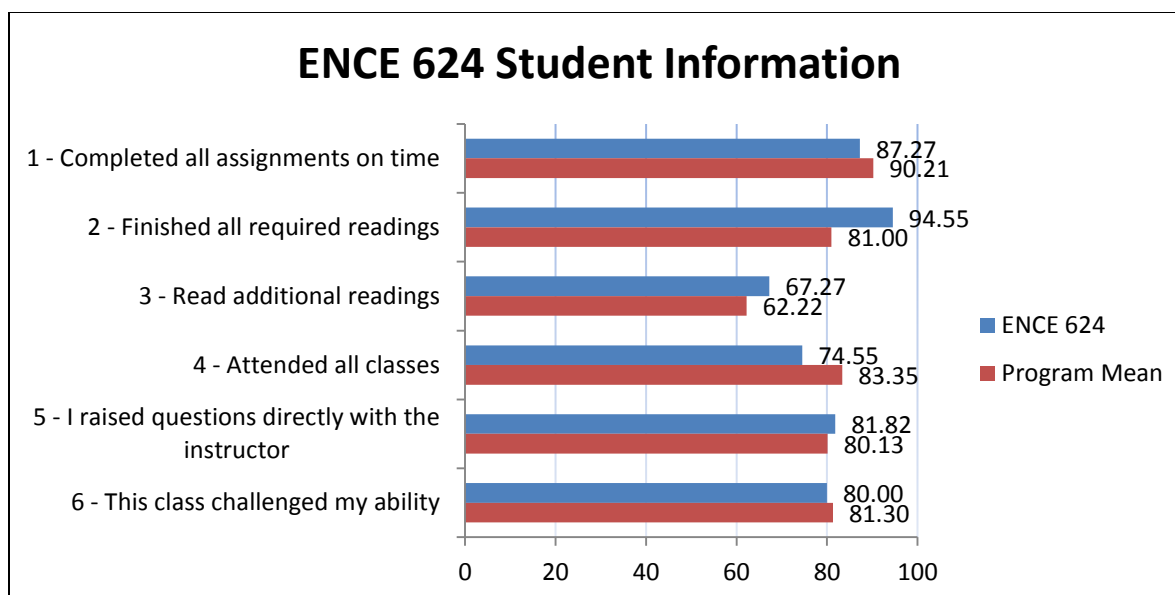
What additional constructive feedback did students offer?

(Please refer to the Appendix)

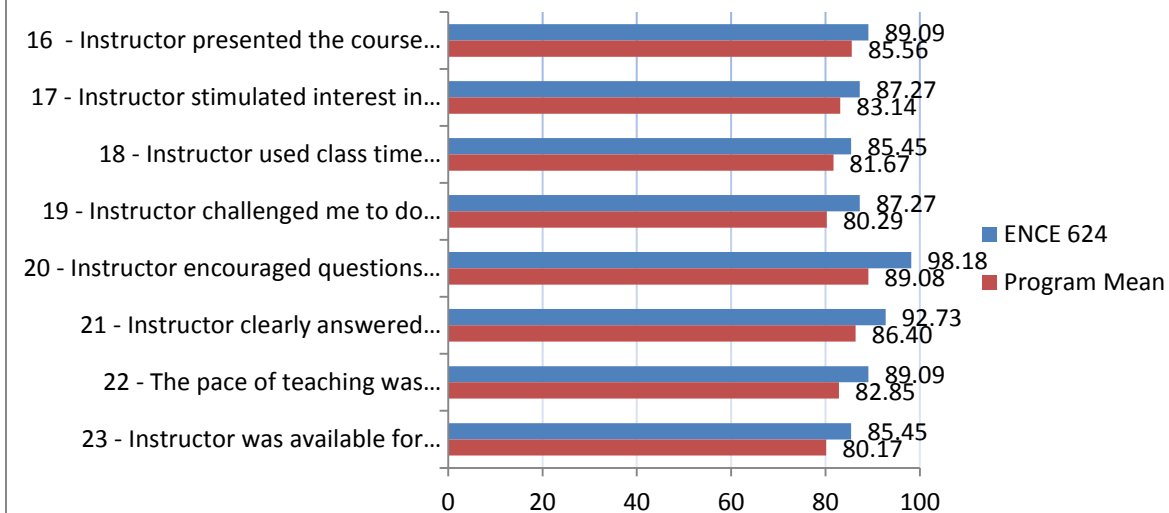
2. Course Analysis:

2.10 ENCE 624

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 624	80.91	83.84	89.32	86.42



ENCE 624 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

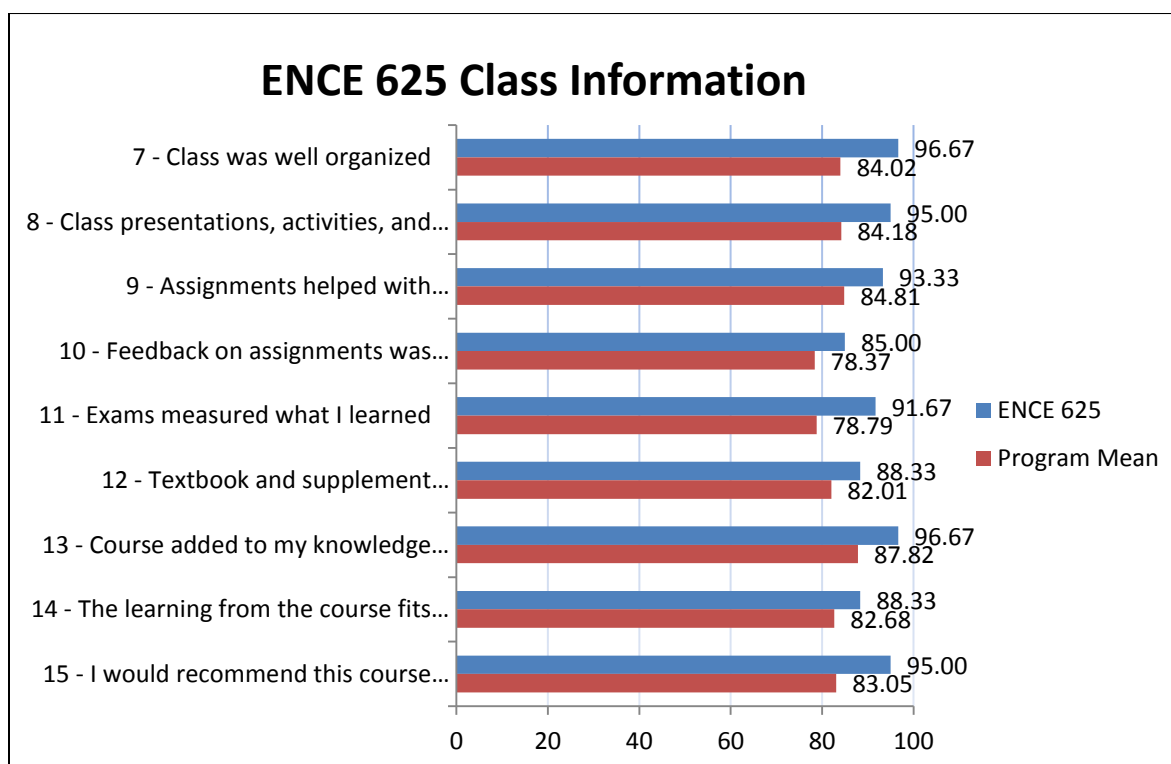
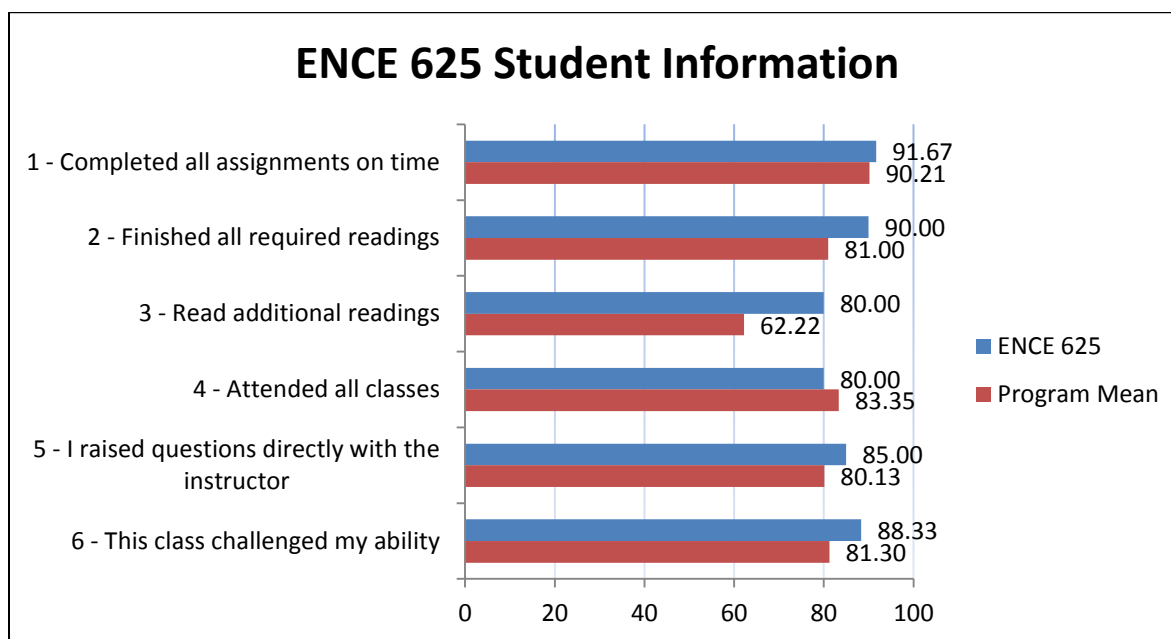
What additional constructive feedback did students offer?

(Please refer to the Appendix)

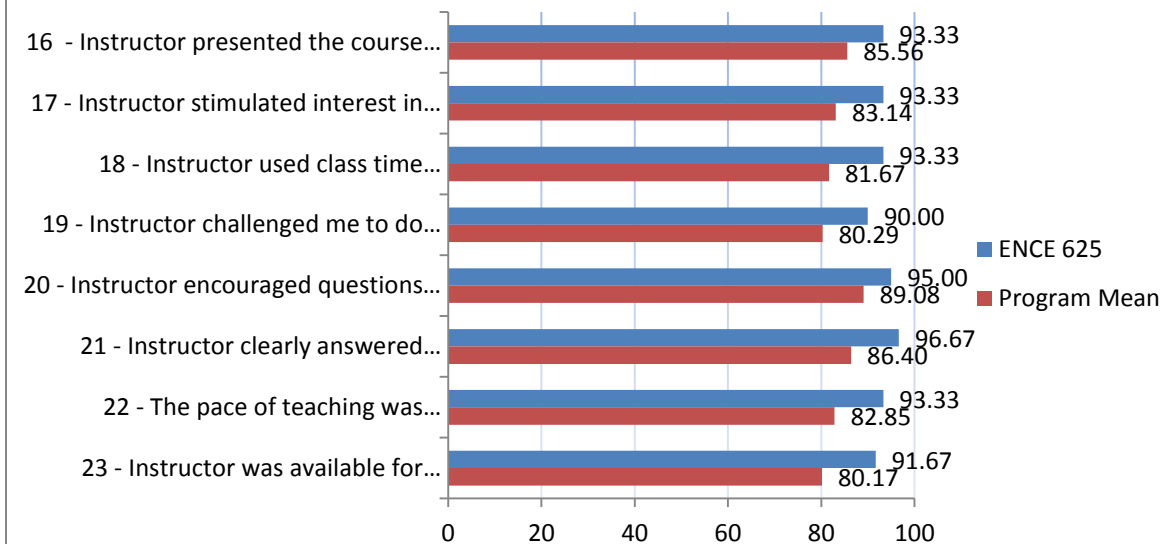
2. Course Analysis:

2.11 ENCE 625 (0101)

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 625	85.83	92.22	93.33	92.75



ENCE 625 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

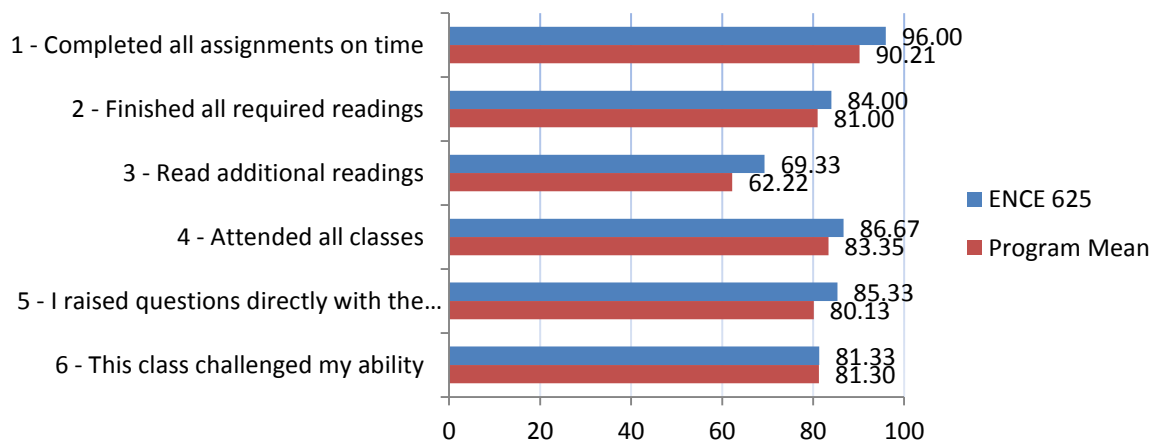
What additional constructive feedback did students offer?

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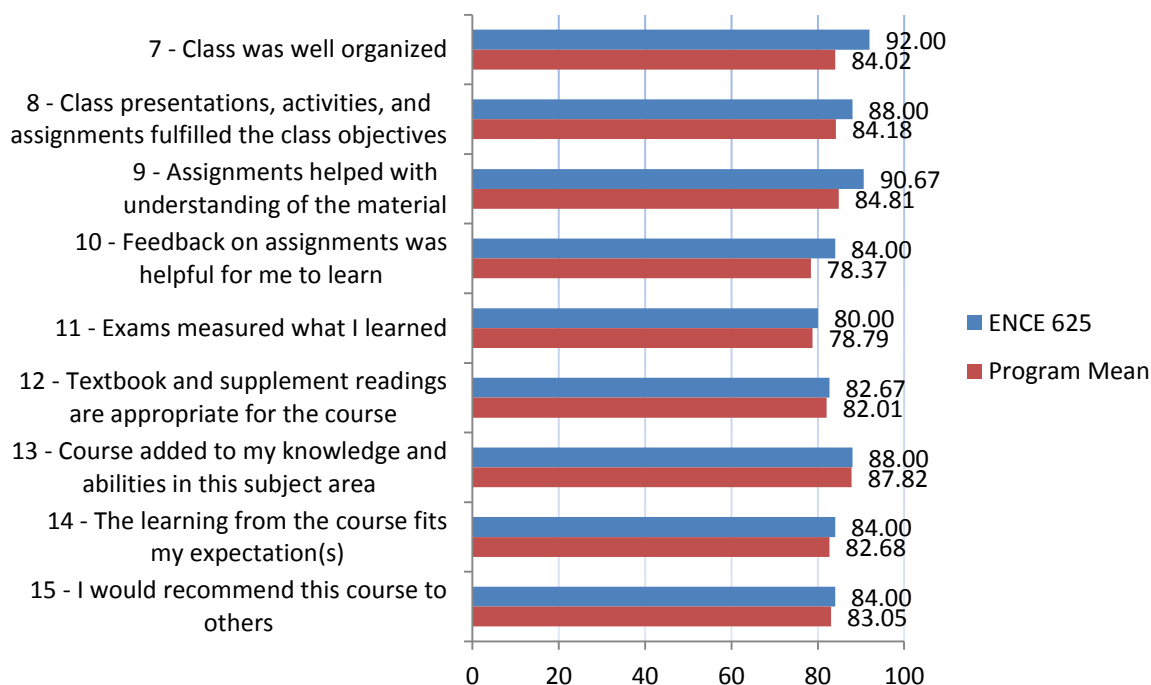
2.12 ENCE 625 (PM01)

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 625	83.78	85.93	87.00	86.43

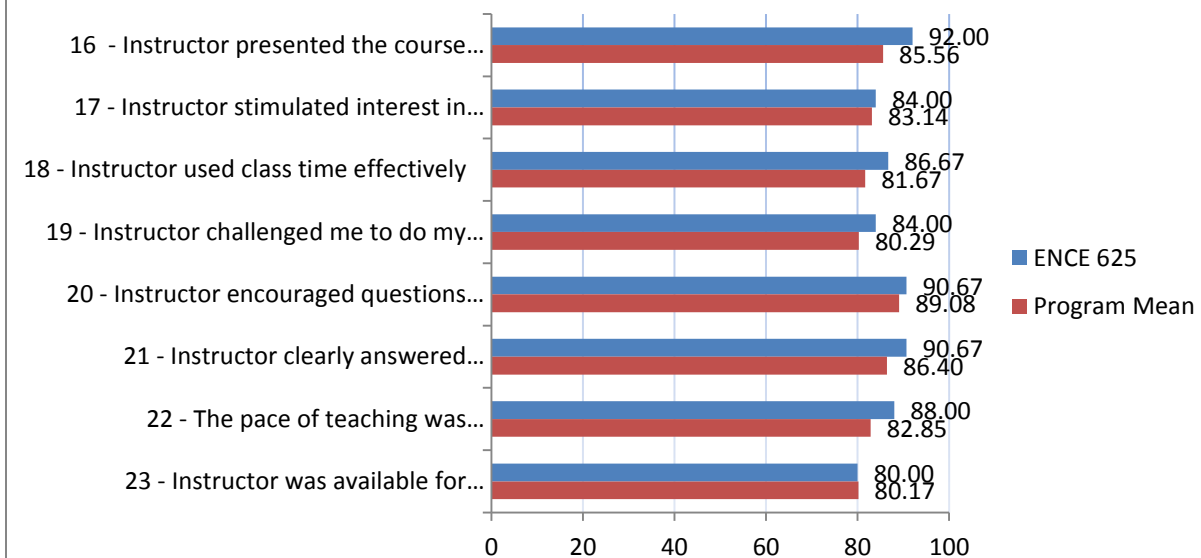
ENCE 625 Student Information



ENCE 625 Class Information



ENCE 625 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

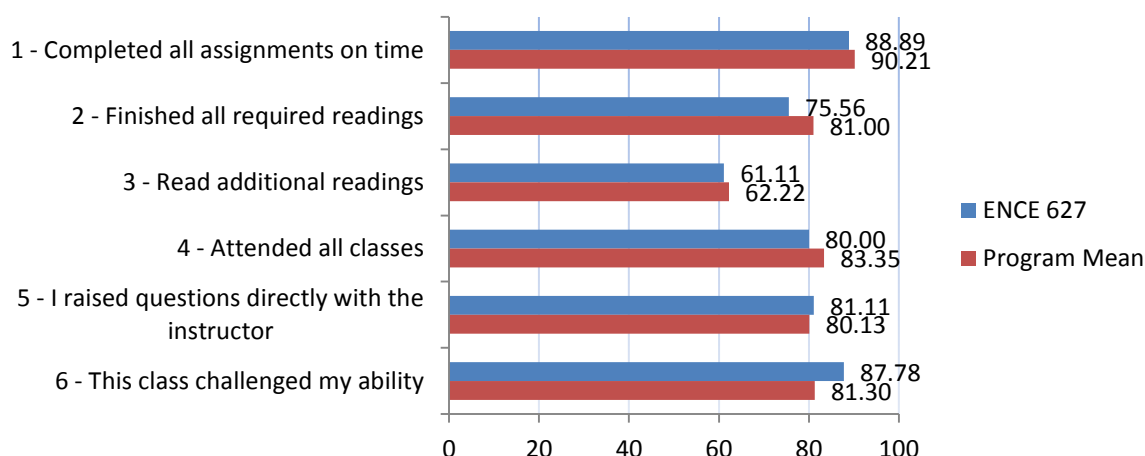
What additional constructive feedback did students offer?

(Please refer to the Appendix)

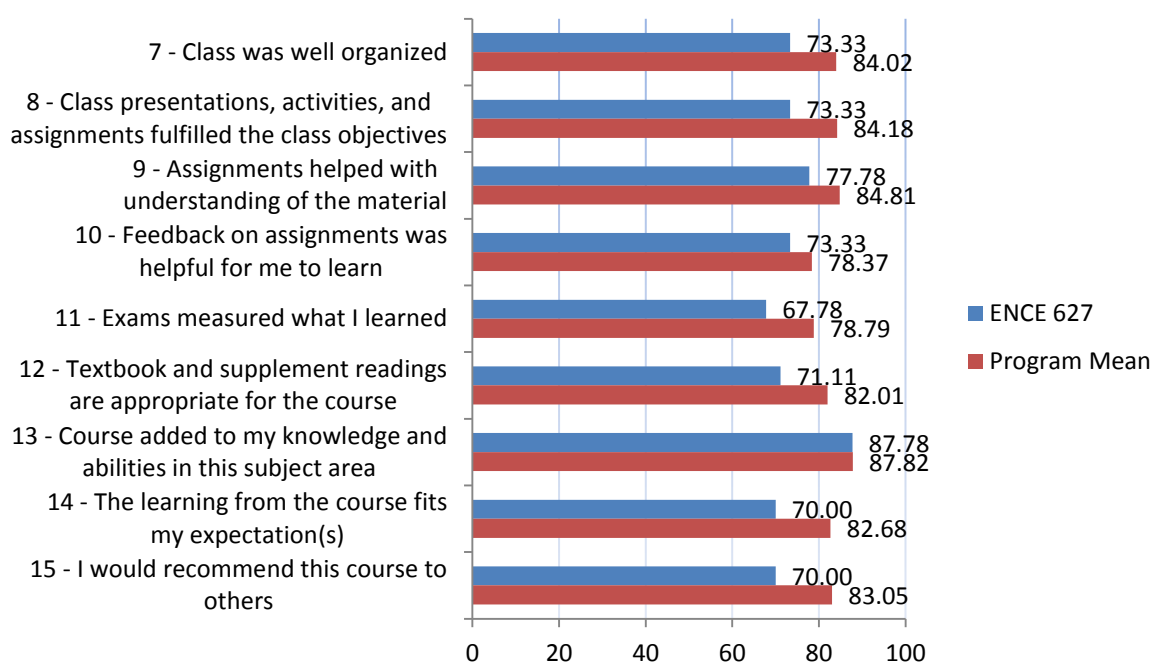
2.13 ENCE 627

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 627	79.07	73.83	75.28	74.51

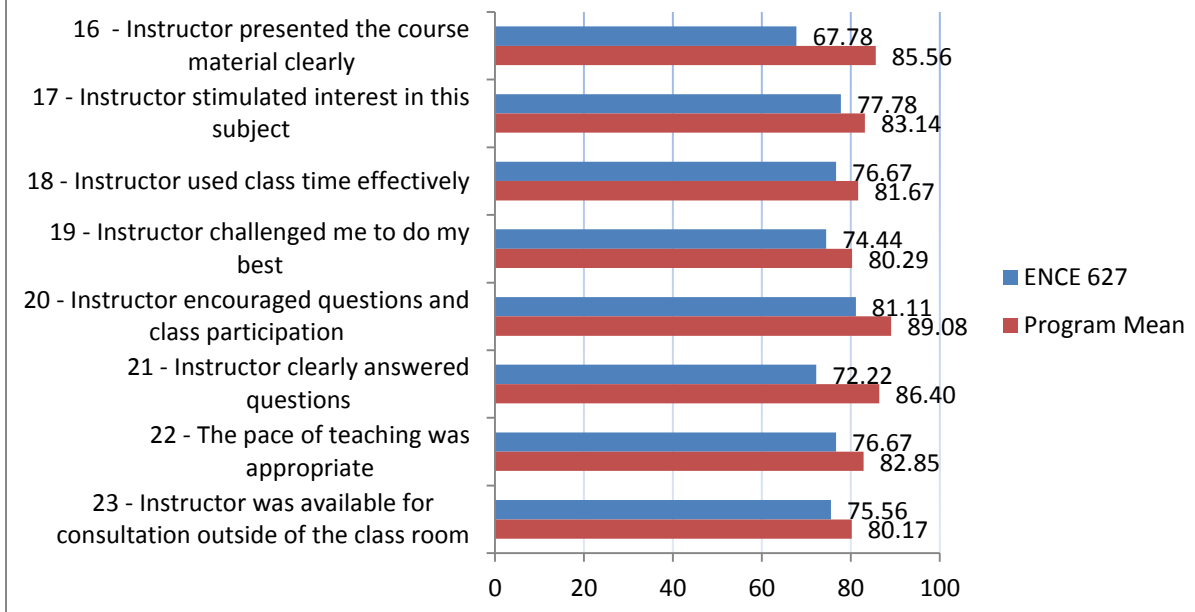
ENCE 627 Student Information



ENCE 627 Class Information



ENCE 627 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

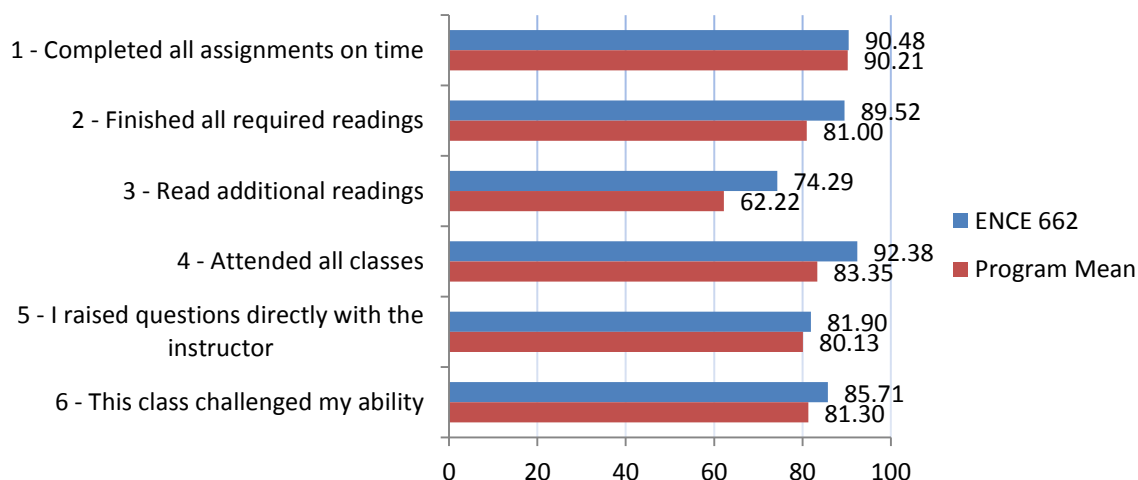
What additional constructive feedback did students offer?

(Please refer to the Appendix)

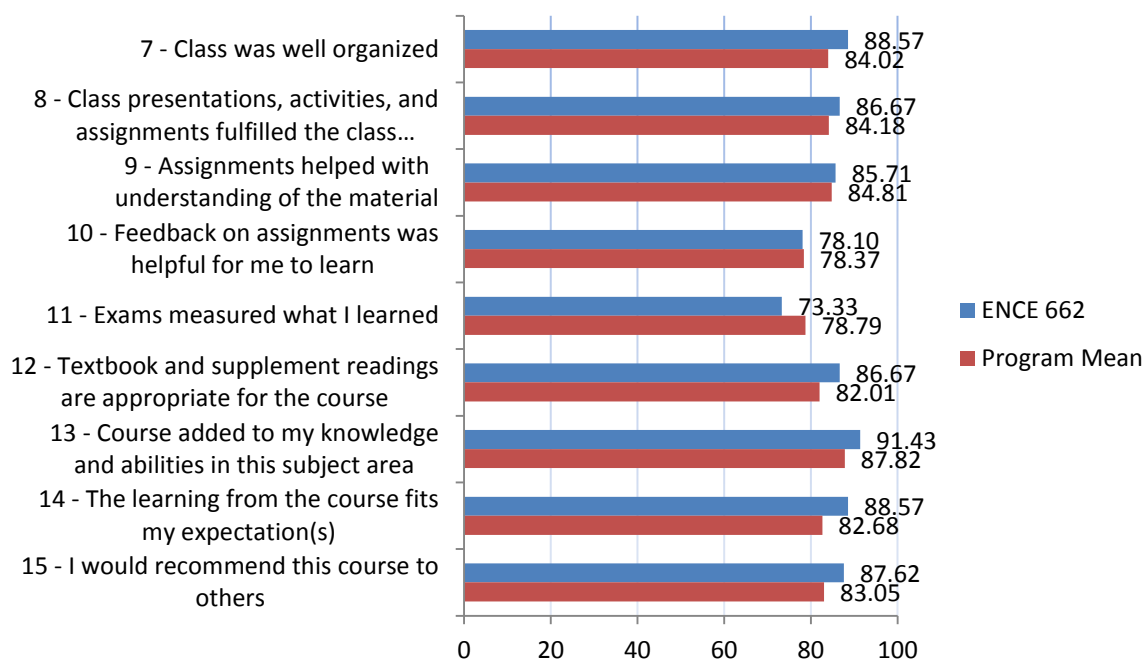
2.14 ENCE 662

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 662	85.71	85.19	87.02	86.05

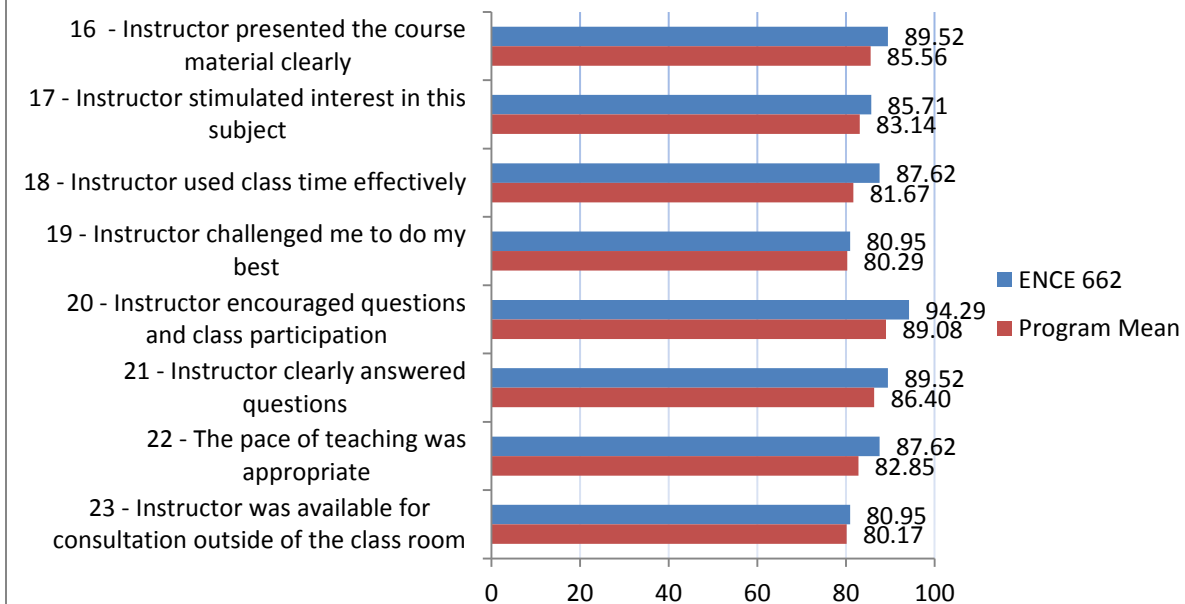
ENCE 662 Student Information



ENCE 662 Class Information



ENCE 662 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

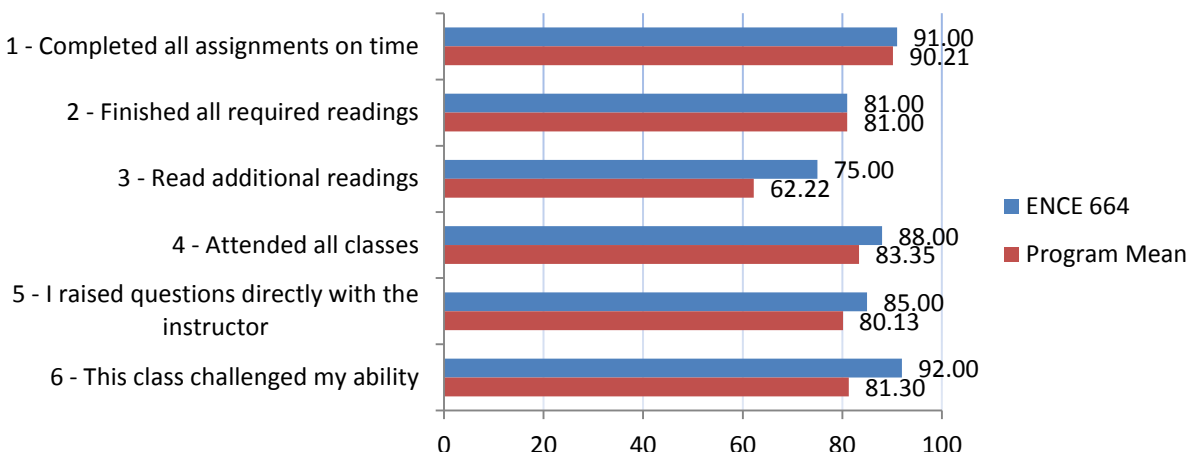
What additional constructive feedback did students offer?

(Please refer to the Appendix)

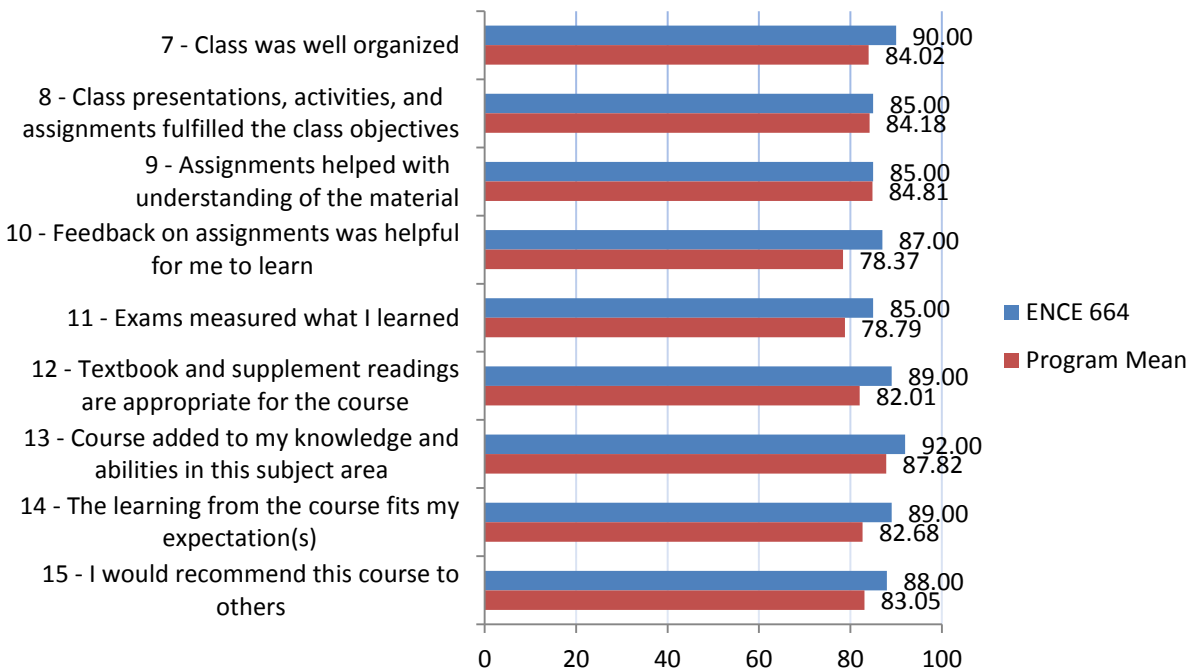
2.15 ENCE 664

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 664	85.33	87.78	88.75	88.24

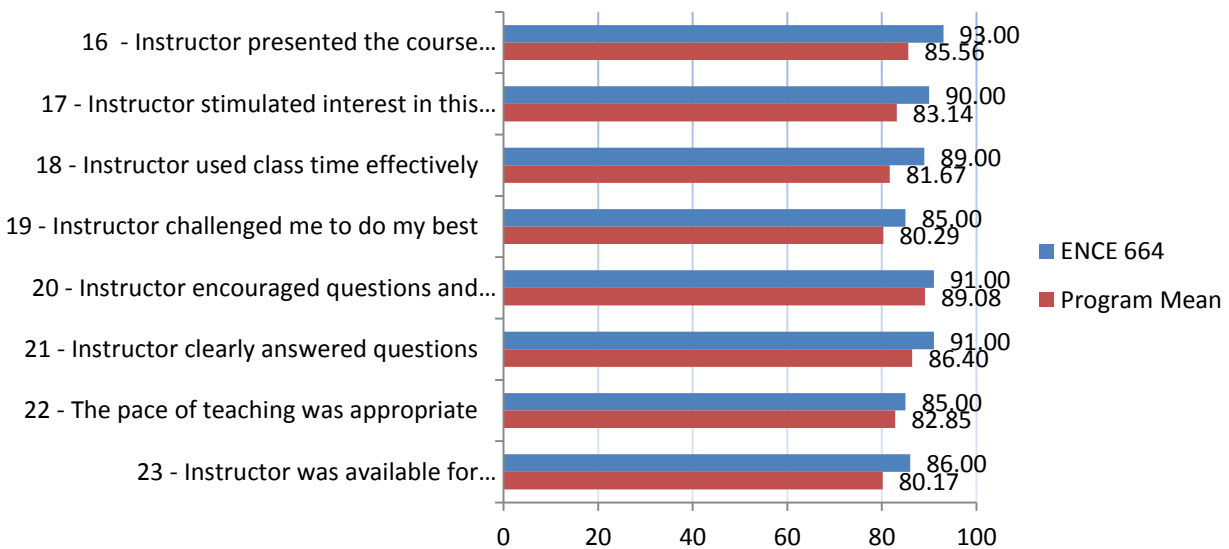
ENCE 664 Student Information



ENCE 664 Class Information



ENCE 664 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

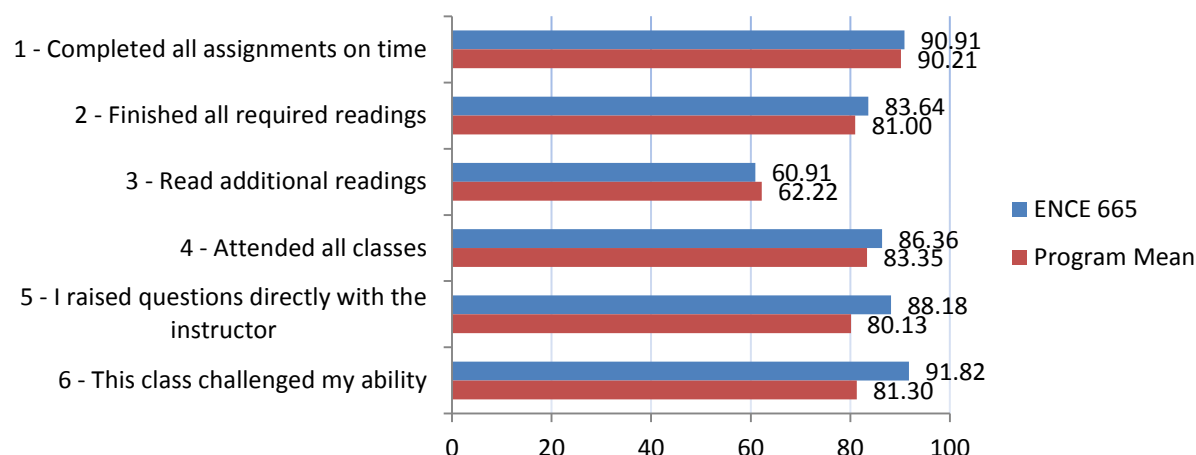
What additional constructive feedback did students offer?

(Please refer to the Appendix)

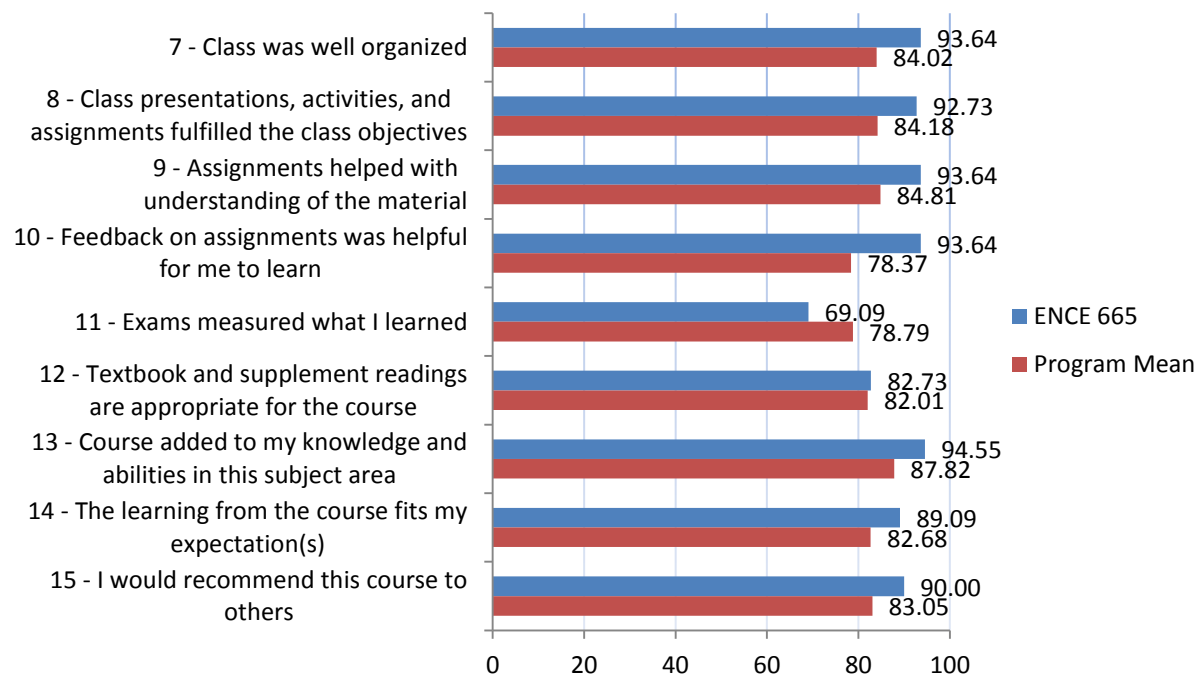
2.16 ENCE 665

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 665	83.64	88.79	89.43	89.09

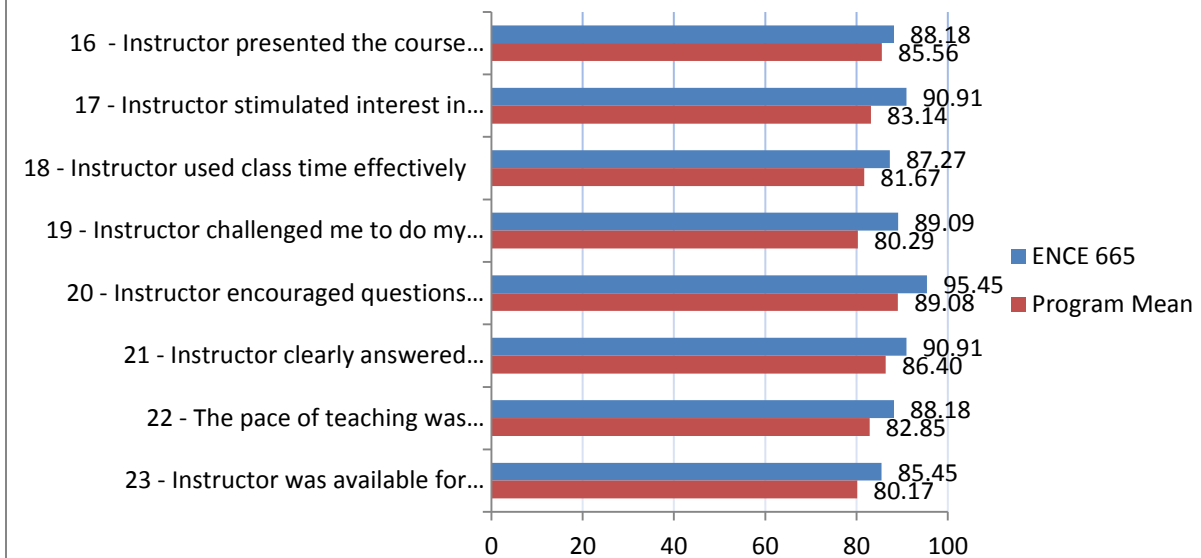
ENCE 665 Student Information



ENCE 665 Class Information



ENCE 665 Instructor Information



Other Comments

What did students like most about the course?

What did students like least about the course?

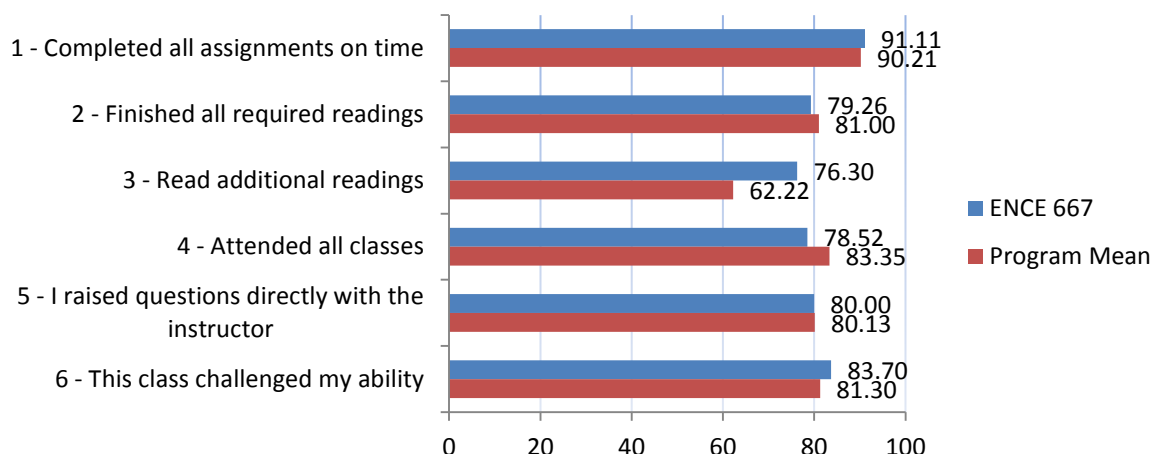
What additional constructive feedback did students offer?

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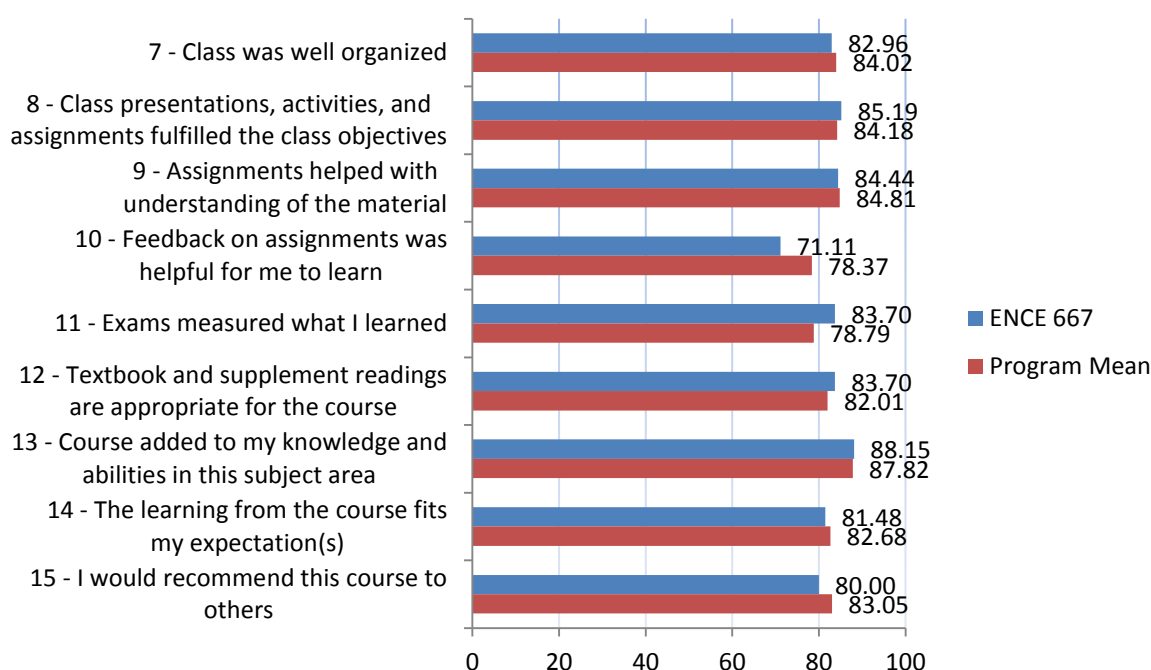
2.17 ENCE 667

Course	Student Mean	Class Mean	Instructor Mean	Class + Instructor Mean
ENCE 667	81.48	82.30	84.63	83.40

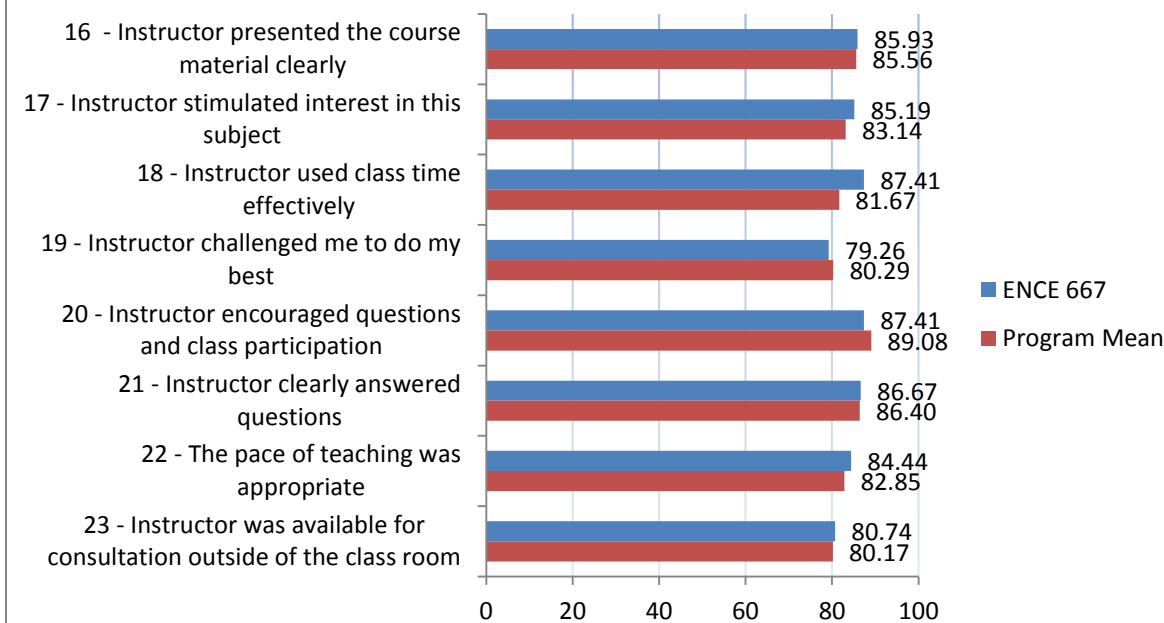
ENCE 667 Student Information



ENCE 667 Class Information



ENCE 667 Instructor Information



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 the most about the course?	What did students like least about the course?	Other comments
ENCE424-0101	<p>I learned how to communicate as a project manager, and this is really helpful in the career field.</p>	<p>Good professor, really learned a lot from him. The communication skills I learned here are really helpful to my career life in the future!</p>	<p>I think more role playing in the class is more fun.</p>
ENCE424-0101	<p>how the class was broken up into shifts</p>	<p>The quizzes at the end</p>	<p>N/A</p>
ENCE424-0101	<p>I liked the practical application of the principles taught in this course.</p>	<p>I wish the Individual speeches could have been submitted another way. It was difficult for me to upload to Youtube because it took over an hour for each video.</p>	<p>I liked recording the speeches but they were hard to upload.</p>
ENCE424-0101	<p>It helped me with my fear of public speaking and it gave me the confidence to give my friend and teammate a farewell speech at our team's end of the year banquet. I would have never been able to do that in the past.</p>	<p>Showing up to class to only hear that there is no class. That is what email is for.</p>	
ENCE424-0101	<p>The instructor</p>	<p>Nothing</p>	<p>Keep this going!</p>
ENCE424-0101			

ENCE424-0101	<p>Very relaxed environment. The instructor was understanding and helpful.</p>		
ENCE424-0101	<p>The course work was very manageable. It was the right amount of work for the course and the Professor was very attentive to student concerns.Â</p>	<p>We didn't get as much public speaking exposure as I had expected.Â</p>	
ENCE424-0101	<p>I liked the course design. Class time covered what needed to be conveyed in person and everything else was able to be read and completed on your own time.Â</p>	<p>The four big quizzes all due at the end of the semester. I would have liked to see them spaced out a little bit more.Â</p>	
ENCE424-0101	<p>I liked that class participation was strongly encouraged and that there were fun activities every day in class instead of just getting lectured at. It was a change of pace from my other classes and I really enjoyed that.</p>	<p>I think that the first book could have been condensed some in order to give more time to go over the other books, so they had more than just one class period to go over them.</p>	<p>I would try to focus more time on the last 3 books rather than just one week for each. Also I would discuss them more in class on top of the quizzes for them each week.</p>

ENCE424-0101	<p>I liked the classroom discussions that we had and the book was enjoyable to read.</p>	<p>I did not like how we have 4 papers due 4 weeks in a row. Yes, they were relatively short and easy to write however it was draining doing these assignments back to back. I feel like it would have made more sense to space them out throughout the semester.</p>	
ENCE424-0101	<p>I did like the class debates, I wish we did more of those</p>	<p>the fact that it was a two hour class, and the average time in class per week by the instructors will was 20 mins. Either have a full class or none at all. I would drive 45mins from home to class to write my name down on the attendance sheet to then leave 10 mins later to go back home. It was a waste of gas money</p>	<p>have a set regimented time per class to make it worth our time as well as yours as an instructor. I enjoyed being in class and was often disappointed with how early class was dismissed</p>
ENCE424-0101	<p>The format of weekly online discussions paired with the in class assignments were always useful.</p>	<p>It was a lot of work to take and upload videos.</p>	<p>The short videos about project management were nice and It would improve the class in incorporate more of them</p>
ENCE424-0101	<p>I felt free to ask questions at any time and knew that if I did ask a question I would come away with an answer that</p>	<p>The fact that I didnt get shift one haha</p>	<p>More jokes</p>

	made sense to me.</p>		
ENCE424-0101	<p>I like that a lot of the work was done outside of class.</p>	<p>Nothing</p>	<p>More case studies would be helpful.</p>
ENCE424-0101	<p>I did enjoy the topic of discussion. Communication is a key part of engineering and working in a group so it was the material was helpful.</p>	<p>The course seemed pointless. I enjoyed this a little bit because it meant I had more time to do other work or just have free time but at other times it seemed ridiculous that this is a three credit course.</p>	<p>Have a cleared idea ofÂ assignmentsÂ and what you want to accomplish in the class and don't let the students fool you into thinking they don't understand the assignment.Â </p>
ENCE424-0101	<p>I liked the quality of teaching and the materials coveredÂ </p>	<p>Nothing everything was good</p>	<p>Keep the good work</p>
ENCE424-0101	<p>I liked that the videos were done online instead of in front of the class.</p>	<p>I didn't think that the discussions were helpful.</p>	<p>I think that if the books towards the end of the semester were more spread out throughout the class, more people would have completely read them.Â Chapter by chapter would have been helpful, like in the first book.</p>

ENCE424-0101	<p><p>Bill was very flexible about the work, I couldn't come to class one day and he was very understanding about it and allowed me to make up the points in an essay.</p></p>	<p><p>The pace at the end of the semester required us to read entire books in one week rather than a book over the entire semester. Â We should have had a more even pace of reading.</p></p>	<p><p>The quizzes should be more focused on Power of Communication rather than the books that we did not focus on all semester. Â It's hard to require students at the end of the semester to put in all of the extra work required for the quizzes among all of the other projects and exams.</p></p>
ENCE424-0101	<p><p>I enjoyed the individual speeches. I feel as though my presentation skills improved as a result.Â </p></p>	<p><p>All of the quizzes were at the end of the semester instead of spread out throughout.Â </p></p>	<p><p>Spread out the workload throughout the semester rather than making a lot of the work towards the end of the semester.</p></p>
ENCE424-0101	<p><p>I liked having the group discussions in class, it helped me learn the topics better.Â </p></p>	<p><p>Would have been nice to have more in-class discussions about the quizzes, because I am not sure if I learned what I was supposed to just by reading the book.Â </p></p>	
ENCE424-0101	<p><p>in class group activities</p></p>	<p><p>Youtube video homeworks</p></p>	<p><p>Don't change anything</p></p>
ENCE424-0101			

ENCE424-0101	<p>I liked having the discussions online before class so we were prepared for the discussions in class. Also, Brantley was just all around an awesome guy.</p>	<p>There was a rather large amount of workload at the end. The class was relaxed then in the last couple weeks we had four papers and a speech to do. I think it would be better if the work wasn't left until the end but instead spread out.</p>	<p>Just like I said before, maybe distribute the quizzes throughout the course, not one due every week at the end.</p>
ENCE424-0101	<p>The course made sense and seemed applicable to real life.</p>	<p>The public speaking because it was impromptu and meant to make the presenters slightly uncomfortable, which of course made me uncomfortable when I had to speak. However it was also a learning experience.</p>	<p>Everything you did on the course was enjoyable and made sense.</p>
ENCE424-0101			
ENCE424-0101	<p>The professor was effective at communicating the course subject in a short period of time.</p>	<p>The "shift" system. While a good idea, its hard on commuters who happen to get stuck in the last shift because that means we have to find ways to preoccupy ourselves until class starts.</p>	<p>nothing much, class structure was good. However, if you decide to keep the shift system, then it would help if you put most commuters within the first or second shift.</p>

ENCE424-0101	<p><p>Course design is good, lots of electronic work that made work flexible.Â </p></p>	<p><p>When class is only being held to work on quizzes, instructor should let students know so if they have already completed the quiz then they don't have to waste time coming in.Â </p></p>	<p><p>Change the format of the quizzes and space them out through the semester rather than just during the last 4 weeks.Â </p></p>
ENCE424-0101	<p><p>in class discussions were good and got straight to the point. the weekly online discussions were also helpful in understanding the concepts</p></p>	<p><p>nothing specific</p></p>	<p><p>perhaps more variability with the recorded speeches. i think possibly requiring students to make a smallÂ PowerPointÂ presentation would help show off the skills learned over the course.</p></p>
ENCE424-0101	<p><p>I liked having the online lectures about the books, it helped me to capture the main ideas from the readings.Â </p></p>	<p><p>There wasn't anything that I didn't like!Â </p></p>	<p><p>Maybe have time in class where we can partner up with a friend and practice speeches to each other. Â </p></p>
ENCE424-0101	<p><p>Dr. Bill was a great teacher, very engaging and really made class enjoyable.</p></p>	<p><p>Have four different books, and final quizzes on each, was difficult to keep up with.</p></p>	<p><p>Less books!</p></p>

ENCE424-0101	<p>I liked how interactive and flexible the course was. Since the class was about communication, it was essential for it to be interactive. It was also nice that there were still aspects that students were able to do online on their own time.</p>		
ENCE424-0101	<p>I like how interactive the course was. I also thought the textbook was very interesting and relevant to the course.</p>	<p>Nothing</p>	<p>Nada</p>
ENCE424-0101	<p>Good practice communicating in a variety of methods</p>	<p>Very essay heavy at the end of the course.</p>	<p>A stronger correspondence to the reading may be beneficial.</p>
ENCE424-0101	<p>I like doing the videos. They were unique, but fun.</p>	<p>The quizzes. I liked the discussions better.</p>	<p>Nothing comes immediately to mind. I feel like he did a great job.</p>
ENCE424-0101	<p>How it was broken down, so there was more chances to practice communication due to the size of the class.</p>	<p>There was a lot of group discussions instead of presentations.</p>	<p>Less time in groups, and more time presenting in front of the class.</p>
ENCE424-0101	<p>Gave me a break in my studies--ie wasn't very difficult</p>	<p>Want more presentations</p>	

ENCE424-0101	<p>having shorter class sessions was genius. everyone stayed engaged and made valuable contributions. also all the interaction was a nice change.</p>	<p>it seemed as if it wasn't completely planned out, and the majority of the work was stuffed in within the last couple weeks. would've been very beneficial if this work load had been spread out over the semester instead.</p>	<p>just don't concentrate the work load so much. also if something is actually a short paper, don't call it a 'quiz'.</p>
ENCE424-0101	<p>The course design was great. The weekly discussions encouraged me to do the reading and were interesting to engage with my classmates about the content. I really had fun making the video speeches.</p>	<p>Nothing.</p>	<p>Nothing. Keep it up.</p>
ENCE424-0101	<p>Freindly Professor</p>	<p>nothing</p>	<p>he is the best!</p>
ENCE424-0101	<p>Having to make videos</p>	<p>Didnt get much out of the discussion</p>	<p>Nothing</p>
ENCE424-0101	<p>I liked the design of the course and also the real-life application of communication skills.</p>	<p>Had to buy 4 books but really only used one to date.</p>	<p>Overall I really liked the course. Maybe one thing that could be changed would be more engineering scenarios in terms of applying the communication skills.</p>

ENCE424-0101	<p><p>The reading notes of every chapter because they tell you where to be more focused. And the homework, because every homework was closely connected to real life problems.</p></p>	<p><p>I liked the course a lot, there was nothing I did not like.</p></p>	
ENCE424-0101	<p><p>The quality of teaching of Professor Brantley is excellent, his lectures are driven by lots of real world examples and individual team tasks.</p></p>	<p><p>nothing.</p></p>	<p><p>I like how the class was divided in smaller sections, However, I wish we could have more time to practice speaking in public.</p></p>
ENCE424-0101	<p><p>Course was designed to keep students involved and answering questions from the reading. Not stressful and at the same time, learned a lot.Â</p></p>	<p><p>N/A</p></p>	<p><p>N/A</p></p>
ENCE424-0101	<p><p>Speeches</p></p>	<p><p>Readings.</p></p>	<p><p>Your class is awesome!</p></p>
ENCE424-0101	<p><p>The classes were extremely engaging and fun. I learned a lot just by coming to class and participating in the discussions.</p></p>	<p><p>Making the long assignments (quizzes) at the end of the semester, when there are finals and other projects to study for.</p> <p>However, the quizzes were not too difficult, so it was fin in the end.</p></p>	<p><p>It was a great class, nothing to add.</p></p>

ENCE424-0101	<p>I enjoyed the class activities. They made you think fast and practice speaking in front of people which is an important skill to have.</p>	<p>I did not like how the first weeks of class there is no big assignments and then the last 4 weeks, which are always the busiest weeks contain 4 different long assignments, one per week. I think it would be better to spread these out throughout the semester.</p>	<p>as stated before, spread the 4 larger assignments at the end of the semester through out the semester</p>
ENCE424-0101			
ENCE424-0101	<p>The class is very engaging and is not fully loaded with assignement. We also have enough time to completed the work.</p>	<p>The class time is late.</p>	
ENCE424-0101	<p>I liked the way we gave our speeches.</p>	<p>This course was great, but I think if it was made to be an online class it would provide more for the students and would be a better format for the class.</p>	<p>Try to get it to be an online class.</p>

ENCE424-0101	<p><p>All together this was a really great class. I felt that the examples and exercised we did in class were very helpful in developing my communication skills. The online discussions were good also because it made sure that I do the readings and stay involved.</p></p>	<p><p>At first I did not really like the uploading videos to youtube but after the second time I began to like it because it allowed me to give my presentation a couple of tries. I also did not like how it was split up into shifts because I would need to just wait for a while in between my class before until this one.</p></p>	<p><p>For the quizzes it might be better to assign them a little earlier than a week before they are due because it might take us longer to work on it. Specifically the first one where we had to make the presentation.</p></p>
ENCE424-0101	<p><p>I really liked how the lectures were online. The books were interesting and a very good alternative to a dry textbook. They applied well beyond the scope of the course, which helped maintain student's interest and gave motivation to do the assignments.</p></p>	<p><p>I did not like how 3/4 the course covered one book, then the other three books were "rushed" (not really rushed since planned from begin, but it felt like a rush for students) at the end. Maybe next time the four books could be spread out a bit more evenly. Combined some chapters, ect. Some chapters directly related to each other and could be combined into one week. That way we all have time to read all four books equally as in depth. I felt like I got jipped on the last three books, and I think they could be just as useful.</p></p>	<p><p>Like I mentioned before, more evenly space the four books, I think that the Power of Communication was drawn out and not enough time was spent on Crucial Confrontations and Crucial Conversations. We just had lectures and quizzes on them. Some class discussion would have been helpful to reinforce the material and get to do more than "glance" over it with a lecture and a quiz.</p></p>

ENCE424-0101	<p>Way the course was structured</p>	<p>The 4 quizzes in 4 weeks</p>	
ENCE424-0101	<p>I really like the shifts. It made it easier to practice and you got to know your shift well, so you weren't shy orÂ embarrassedÂ to talk in front of the class.Â </p>	<p>Nothing. Everything was really conducive to learning about communication.Â </p>	<p>Having the assignments for in class be online is really helpful to make sure people prepared. There are just as many opportunities where people will prepared communications as unprepared so just evenly dispersing the amount of each.Â </p>
ENCE424-0101	<p>I really enjoyed this course. Â The environment of the class was conducive to improving communication skills. The quality of teaching was excellent and I never felt lost or confused as to what was expected of me.Â </p>	<p>There was nothing I disliked.Â </p>	
ENCE424-0101	<p>the homework and discussion board posts were very helpful. Â </p>	<p>No team projects to put our communications skills to good use. Â </p>	<p>Having a mid-term, and maybe a final project. Â Also, spending less time on the Power of Communication and more time on the other readings as well. Â </p>

ENCE424-0101	<p>I like the variety of assignments (video, discussions, paper, in class exercises)Â </p>	<p>nothing really</p>	<p>Spend more time on the other three books. Perhaps more classes and assignments on those last 3 books.Â </p>
ENCE424-0101	<p>The style of the course (being able to work at my own pace outside of the class times) was what really intrigued me. Â The teacher was also extremely knowledgeable and friendly. Â He is probably the freindliest teacher I've had.</p>	<p>The pace could've been faster. Â I don't know if it was just me, but the course was pretty easy.</p>	<p>Faster pace of material, and at least one midterm would be nice.</p>
ENCE424-0101	<p>Everything</p>>	<p>Nothing</p>	
ENCE424-0101	<p>Good format.</p>	<p>Nothing.</p>	<p>N/A</p>
ENCE424-0101	<p>I really enjoyed the in-class activities that we did every week as they helped me understand the concepts.</p>		
ENCE424-0101	<p>The interactiveness during lecture.Â </p>	<p>The readings were spaced out very awkwardly.</p>	<p>Allow the students to plan ahead of time for more of the class activities.Â </p>
ENCE424-0101	<p>Very interactive</p>		
ENCE424-0101	<p>Examples, interactions, and group discussions.</p>	<p>n/a</p> <p>Â </p>	<p>n/a</p>

ENCE424-0101	<p>I like the youtube homework assignments. They really helped me see what I was doing wrong when making speeches.Â </p>	<p>There could have been more role play. I like those.Â </p>	<p>Â More role play, and really keep tabs on who has or has not participated. I know a few students who have not said a word in class.</p>
ENCE424-0101	<p>I liked how much class participation was encouraged.</p>	<p>Nothing</p>	<p>none</p>
ENCE424-0101	<p>I like how the professor separate the huge class into three sections. It really make everyone able to participate more.</p>	<p>I guess we stayed in almost the same group at all times. I know this isn't really on purpose, but if we get to mix the groups that would be better.Â </p>	<p>I guess mix the group even more?</p>

ENCE424-0101	<p>I think the way the class was set up worked very well for these books and these topics. Getting the chance to work in smaller groups during the lecture, while still getting the full message of the book and understanding of the course outside of the class worked very well.</p>	<p>Near the end of the semester, we had a lot of work to do for every Tuesday, but the assignments wouldn't be unlocked until a week before it was due. During the semester, it worked well, however near the end of the semester, work piles up in every class, projects are being worked on and papers need to be finished, so planning ahead and getting work done early becomes really important. I think near the end of the semester we should be able to see the assignments (especially the bigger, 50 point quizzes) earlier.</p>	<p>I was a little unclear at the beginning of the semester when assignments were due. I think it would have been helpful if you told the class that there would be a reading, an online discussion and a class discussion due every week. I know at the beginning of the semester, using CANVAS was new to everyone, so maybe that added to some confusion.</p>
ENCE424-0101	<p>The course design, quality of teaching, and assignments were fair and helpful to my growth as a student.</p>	<p>The quizzes.</p>	<p>The class is perfect the way it is.</p>
ENCE424-0101	<p>I like the way we worked in smaller groups, rather than one massive lecture.</p>	<p>Overall, I thought the class was great and I have no complaints.</p>	

ENCE424-0101	<p>The course design was what I liked most about the course. It was interactive and created a quality learning environment for this material.</p>	<p>I found that turning the speeches in using youtube was convenient, but at first it was weird talking in front of a camera.</p>	<p>I thought the class was run successfully and was very appropriate for this type of curriculum.</p>
ENCE424-0101	<p>The real world examples provided by the book and the professor.</p>	<p>It was often repetitive.</p>	<p>I like splitting up the sections the way they were. Â It allows for better discussion.</p>
ENCE424-0101	<p>I really liked the reading notes, they were a great compliment to the readings.</p>	<p>I like everything about the class I thought the class was run really well. I especially liked how the professor broke the class into 3 shorter sessions to facilitate group conversations.</p>	<p>I honestly think every aspect of the class was well organized especially how receptive the professor was to changes that may arise from student concerns.</p>
ENCE424-0101	<p>Class discussions</p>	<p>Nothing</p>	<p>Encourage more discussion when people don't seem like they want to talk</p>
ENCE424-0101	<p>I like that the shifts makes the class shorter and more engaging.Â </p>	<p>Everything was fine.Â </p>	<p>If readings are required, have something to gauge that students are actually reading.Â </p>
ENCE424-0101	<p>I enjoyed the pace of the class and the class structure. Â The classes were interactive and fun for the most part.</p>	<p>I enjoyed the course.</p>	<p>More detail about what is required for the individual speeches.</p>

ENCE424-0101	<p>The book and the beginning structure of the course. The book was great and taught a lot of material needed for the scope of the class. The rest of the class complemented the book greatly.</p>	<p>The last few weeks was too much work load. Every week: read an entire book, book summary, quiz (workload of a project), and class discussion preparation... plus an online group presentation in the middle. Would have tried to find a way to space out the needed workload so the end isn't unmanagable (especially with finals during the end of the semester).</p>	<p>If we don't need to attend a class, it would have been great to know before we arrived. I really did like the shortened class structure and the smaller groups so we could have activities which helped us understand the material on a great level.</p>
ENCE424-0101	<p>Course design, interactive class</p>	<p>Impromptu speaking assignments (I understand why they exist, I'm just not a big fan)</p>	<p>More small group interaction and activities</p>
ENCE424-0101	<p>the short class times</p>	<p>Nothing it was awesome</p>	<p>Nothing</p>
ENCE424-0101	<p>I am very shy when it comes to public speaking and this class has definitely helped me come out of my shell.</p>	<p>Nothing!</p>	

ENCE424-0101	<p>The interactive, informal style of the class discussions and the shorter class time. A 2.5 hour lecture with a class of 80+ students can be painful. Also, the readings were enjoyable; easy to read, applicable, full of interesting examples.</p>	<p>There was nothing to dislike about the course. The material was conveyed effectively without overworking students</p>	<p>N/A</p>
ENCE424-0101	<p>It was very engaging and practical.</p>		<p>You should assign more speeches in class if possible. Doing it in front of a real audience is very different than doing it in front of your computer.</p>
ENCE424-0101	<p>I liked doing the online weekly discussions and that the class didn't take up to much time.</p>	<p>The in-class exercises because I feel like I didn't learn any helpful tips to communicating better. Also I didn't like that the quizzes took more time to do and they assigned in the last few weeks of the semester. They were assigned at the same time we had bigger projects to finish for our other classes.</p>	<p>I would have liked to do some of the quizzes in the beginning of the semester. Maybe if we started with the other books first rather than the Power of Communications. I feel that way we can do the quizzes first in the semester. I feel like there should be actual lectures giving us tips on how to communicate better. The exercises didn't work for me that well.</p>

ENCE426-0101	<p>Jason was a great instructor, treated us with the utmost respect, brought in valuable guest lecturers, and made class really enjoyable.</p>	<p>Not enough in class work with programs</p>	<p>Nothing really, keep doing your thing!</p>
ENCE426-0101			
ENCE426-0101	<p>I really liked the pace and subject of the course. It helped teach me about construction docs and programs that engineers actually use in the real world.</p>	<p>Rather than definitions of things, I would have liked to spend more time on construction documents or Revit and other programs.</p>	<p>Maybe do a little more with the construction documents. I really enjoyed that part of class.</p>
ENCE426-0101	<p>The instructor was quite co-operative.</p>	<p>Everything was good except for the practical experience on software such as Revit etc</p>	<p>If possible working on software should be also encouraged.</p>
ENCE426-0101			

ENCE426-0101	<p>BIM was really interesting and I love learning about emerging technology.</p>	<p>The actual construction documents part was hard for someone who had never been exposed to them before. I don't feel like the time spent on them in class adequately prepared me for the test given that I am not a structural engineering major and had very limited previous knowledge on things like beams and footings.</p>	
ENCE426-0101	<p>I really liked the quality of teaching during the lectures and the way that we were able to listen to guest lecturers from nearby engineering firms. The professor managed to be both laid back and excited about the material. And he really seemed to know what he was talking about, which made the course much easier to understand and much more pleasant to attend class each week.</p>	<p>The class was somewhat disorganized at times. I felt that the professor put a lot of interesting files up on CANVAS for review, but was unclear about whether or not we had to read them and when we had homework due in the class. I think if he put the homework up on CANVAS under the "Assignments" with a description, instead of just putting a pdf file of the homework description up, it would have been helpful.</p>	<p>The only thing I would suggest is using CANVAS more for all its capabilities to make the class a little more organized. Although, I know CANVAS was new to everyone this year, so it's understandable that there may have been some confusion over how to use it.</p>

ENCE605-PM01	<p><p>The content, was what i expected and was great.</p></p>	<p><p>The organization. Â It was tough to keep track of what was due when with so many different assignments and their due dates changing constantly.</p></p>	<p><p>Set clear expectation on the case assignments at theÂ beginningÂ of the course.</p></p>
ENCE605-PM01	<p>The class content is really interesting. Learn a lot of about new things.</p>	<p>It was difficult to get feedback/replies through emails. Sometimes it would take days and sometimes there was no reply at all.</p>	<p>Needs to be more organized and promptly respond to students' concerns</p>
ENCE605-PM01	<p><p>I liked the online course structure, although the new online interface was challenging.</p></p>	<p><p>There was a lot of material.</p></p>	<p><p>I think the final case should be due after the final presentation to incorporate comments from the presentation into the case.</p></p>
ENCE605-PM01	<p><p>The self assessments are always a good tool for work and in the personal life.</p></p>	<p><p>I did not feel it was as organized as it could be. There were times when students sent messages to each other to make sure we understood what was said or explained in the class, especially because if you missed a class and specific instructions were shared during the class, there wasn't any way to get that information.</p></p>	<p><p>If possible, be sure to send a message to the group with any clarifications on assignments and dates when discussed in class, to be sure it gets documented and everyone has the same understanding.</p></p>

ENCE605-PM01	<p>the knowledge received and new experiences</p>	<p>I felt that the initial pace of the work was pretty fast and it took a while getting adapted.</p>	<p>N/A</p>
ENCE605-PM01	<p>Great Teacher, Great Content, one of the most useful courses I have ever taken.</p>	<p>The chaotic use of dashboard.. Incomplete calendars.... conflicting due dates...frequent changes.</p>	<p>Please have Dashboard fully set up before the start of classes to save time and frustration on all parts.</p>
ENCE605-PM01	<p>Class discussions and exploring the different aspects that help form who we are as leaders.</p>	<p>I felt the course admin could have been better. I liked the fact that the course material was clearly organized in weekly modules but the information was not always available or updated in a timely manner.</p>	<p>If quizzes are to remain a part of the course - have someone (staff) take them in advance to identify the many errors that were encountered and I would suggest counting them towards the final grade. The module materials should be updated in advance of the course-week to facilitate diverse schedules.</p>

ENCE605-PM01	<p>The topic of the course was great. Jocelyn knows the material very well and is great at providing examples.</p>	<p> <p>The organization at some times was not very good. It would have been nice to know what assignments / reading were going to be upcoming so that I could better plan with my busy schedule. Assignments were sometimes vague and required clarifications from the professor before we could start.</p> </p>	<p> <p>Organization was the largest problem, knowing what was required ahead of time would be much better and would allow students to better manage their time and workload. Quizzes were not helpful as they tested too closely on very specific items.</p> <p>More feedback and questions from the professor (with more timely review if possible) would help to further the understanding. Pearl divisions each week were difficult to come up with outside sources every time, it felt time consuming and I often felt I was finding sources to meet my theory rather than the other way around.</p> </p>
ENCE605-PM01	<p>The course is great minus the admin item mentioned above. Very practical, useful and thought provoking. By far the most useful course in the program.</p>	<p>The administration of the class was lacking. Assignments were unclear or given late, grades were delayed and there was a general lack of administrative preparedness to the point it actually took away from the learning.</p>	

ENCE605-PM01	<p>Topics covered were very good. The instructor was very knowledgeable in the areas discussed. Examples used by instructor from her work was very helpful in understanding items discussed.</p>	<p>Expectations were unclear a lot of times. The lecture videos were not clear as to which week we were supposed to watch them. The modules did not always have current information.</p>	<p>See what I liked the least section.</p>
ENCE605-PM01	<p>The course material and progression of the leadership cases. Bringing in guest speakers broke up the monotonous nature of the online video lecture.</p>	<p>The class being online made it feel less engaging. Being an extrovert I enjoy the interaction with people and really only felt this in the class on the Moral Advantage where we had an opportunity to present information to the team.</p> <p>Also, it seemed like there was less administrative help when getting questions answered or asking for quiz questions to be reviewed. The timeliness of getting assignments graded seemed slower than in 665.</p>	<p>Find a way to make the participants be interactive and challenge each other more.</p> <p>On the case feedback be more specific for each individual and note opportunities. Some comments were very vague.</p> <p>Utilize the peer review process throughout the semester. Maybe not on a weekly basis but bi-weekly would be beneficial to give each other constructive feedback.</p>

ENCE320-0101	<p>The KPR's and quizzes really forced me to read the book which was the most beneficial.</p>	<p>The lectures moved really slow. The material this class covered is pretty dry.</p>	<p>Some of the material should have been taught earlier in the semester so it would have been known for the project.</p>
ENCE320-0101	<p>learning about management</p>	<p>the team members were lazy</p>	<p>none</p>
ENCE320-0101	<p>I enjoyed the mini- group project that headed by the TA. I found that I understood the complex relationships between topics discussed in class.</p>	<p>The length of time it was offered. Could be a lot more condensed or have more hands on activities to fill in the time.</p> <p>^</p>	
ENCE320-0101	<p>The professor was friendly and open to questions. Also the examples gave a good context for the content learned in class</p>	<p>There was too much material to cover for the exams. In particular with the true-false and multiple choice questions made it harder to cover all the material.</p>	<p>^ It would be better to do examples or problems in exams that cover all the material.</p>

ENCE320-0101	<p><p>I liked the subject matter, because it helped me with my internship. I wish I could've learned more.</p></p>	<p><p>The class was very long, but I think that time could've been used without us getting tired and bored if he was a more engaging teacher. This is an interesting subject, but the class was so boring I couldn't pay attention. Maybe if it was more interactive it would be better. For instance, when the TA came in and taught the class, she was very energetic and got us all involved, and I actually remember paying attention for the whole 2 hours and a half.Â</p></p>	<p><p>You could try organizing the class so that you teach the subject matter for the first half then go through an interactive real-world example for the second half. Then debriefing.</p></p>
ENCE320-0101	<p><p>I liked that it was once a week.Â What was required was clearly stated.Â</p></p>	<p><p>The length of the class.</p></p>	<p><p>n/a</p></p>
ENCE320-0101	<p><p>I liked the group simulation a lot because it gave me an idea of what managing a project in real life would feel like</p></p>	<p><p>The classes were very late and lasted very long</p></p>	<p><p>Sometimes classÂ proceeded very slowly and got boring, making it hard to pay attention to the material.</p></p>
ENCE320-0101	<p><p>Learning how the material applies in real world situations</p></p>	<p><p>Class being held in the evening</p></p>	<p><p>Maybe add videos about different types of projects</p></p>

ENCE320-0101	<p>the topics were very interesting</p>	<p>it was too long and boring</p>	<p>move along through the material faster</p>
ENCE320-0101	<p>It taught me more critical thinking and ways to intervene with a group</p>	<p>It was way too long.</p>	<p>Consider making the class MWF instead of just once a week</p>
ENCE320-0101	<p>I actually really liked the textbook. Other than the fact that it was expensive, I think it was easy to read and not too boring. I also liked that we got credit for KPRs just for doing them. They were a good learning tool that way and not too stressful. I also liked how the quizzes and KPRs closely resembled that format of and the material covered on the exams.Â </p>	<p>I disliked how to lectures were exactly what I read in the book. It was necessary to read the book in order to get terminology and wording for the KPRs and quizzes, but I would've liked to see some variety in the lectures. It was difficult sitting in a class for 2 hours knowing that I could just as easy and probably even quicker learned that material by reading the book.Â </p>	<p>I think it would help to be a little more engaging. Two hours is a long class period and it is hard to maintain interest.Â </p>
ENCE320-0101	<p>Group Project, help me better understand the course</p>	<p>Most material is basic knowledgeÂ </p>	<p>take more about group project in class to help student better understand the projcet</p>

ENCE320-0101	<p>The course as a whole was easy to follow.</p>	<p>A lot of the assignments and quizzes were difficult to complete with older editions (I had the fourth edition) of the textbook. The chapters were organized differently, and some definitions were either non-existent or were different than the ones from the fifth edition.</p> <p>^</p> <p>Going back, I thought that the course syllabus stated that the fourth edition was acceptable. ^ I now realize that I was looking at the syllabus from Spring 2012. ^ It would probably make things less confusing to students to not have past years syllabus in with this semester's files.</p>	<p>Remove old files from blackboard, or put them in a clearly marked section away from the current semester's files.</p>
ENCE320-0101	<p>Online quizzes were very helpful for studying and practicing material.</p>	<p>Didn't get to pick groups for project. I got stuck with unmotivated team members.</p>	<p>Not have class be so long in one sitting. Offer more breaks or try to get different hours as the long night class is hard to sit attentively all the way through.</p>

ENCE320-0101	<p>Quality of teaching, made all of the concepts very easy to understand</p>	<p>with regards to the group project, I feel as if the grading rubric should have been handed out before the project was started to allow the groups to know how everything would be graded</p>	<p>Sometimes real life examples seemed a little repetitive</p>
ENCE320-0101	<p>Everything about the material. Specially the real world examples provided by the teacher</p>	<p>The class time was too long, sometimes I would lose concentration</p>	
ENCE320-0101	<p>The real life aspect of it.</p>	<p>Some of the material taught was very boring.</p>	<p>Make the course material more interesting.</p>

ENCE320-0101	<p>I enjoyed the online simulation. While the simulation itself is a little restrictive in simulating real world scenarios, it was an interactive tool that helped students get somewhat engaged in the material we were learning.</p>	<p>I did not like the PowerPoint setup of the course. I feel a supplemental tool for teaching, but should not be the main approach to teaching. It makes it difficult for the class to get engaged, especially when the slides are full of words.</p>	<p>I believe incorporating smaller projects or simulations in class can help to get students engaged in the material. For example, when learning about network diagrams or work breakdown structures, handouts can be passed out in class for students to work on to build small network diagrams or work breakdown structures to help them get a better understanding as opposed to just showing images of them. Additionally, I feel the group project in the class can be segmented more to have reviews of initial drafts of the major aspects of the project, like the wbs. This will help ensure people are on the right track with the project, like how professors will review first drafts of papers.</p>
ENCE320-0101	<p>Relatively low effort required, other than the group project.</p>	<p>The Group Project. I also thought the grading for the group project was very tough.</p>	<p>Give milestones during group project to ensure groups are on the right track and to ensure groups do not wait until the last minute.</p>
ENCE320-0101	<p>The material and the project are extremely helpful in the future!</p>		

ENCE320-0101	<p>It helped me decide that I would be interested in being a project manager in the future.</p>	<p>The lectures would tend to drag on a lot of the time.</p> <p>Â</p>	<p>Find new ways to make the class more interactive so the lectures aren't so boring.</p>
ENCE320-0101	<p>The examples helped me visualize the concepts</p>	<p>One would have to wait a long time to get an email response</p>	<p>n/a</p>
ENCE320-0101	<p>Doing KPRs every week helped prepare for the tests.</p>	<p>Longs lectures, students loose focus after the first hour of lecture.Â</p>	<p>Course was excellent, no changes necessary.</p>
ENCE320-0101	<p>The KPR's were extremely helpful for effectively learning the material.</p>	<p>Power points were made available but I thought they could have been "fleshed out" a little bit more with more material.</p>	<p>More interactive lectures between professors and other students would help the class.</p>
ENCE320-0101	<p>i liked the team project.Â</p>	<p>the class was too long and it didnt help that it was a monday night</p>	
ENCE320-0101	<p>KPRs and quizzes because it keeps me up with the materials.</p>	<p>the class being 5/2 hours. It would be much better if we had two lectures a week.</p>	<p>be more enthusiastic</p>
ENCE320-0101	<p>I learned a lot</p>	<p>N/A</p>	
ENCE320-0101	<p>Professor was nice. Material was intersting</p>	<p>It was too slow.</p>	<p>Hold office hours</p>
ENCE320-0101	<p>mehh</p>	<p>The time period</p>	<p>mehh</p>

ENCE320-0101	<p>The course was very well organized. At the start of the semester you were told the due dates of all assignments. This is nice because it makes it easier to plan when you will have to work for this class or for other classes.</p>	<p>I don't really like when courses are taught off of PowerPoint slides. Even though that is how most courses are taught now.</p>	<p>For the group project it may be a good idea to tell the groups that the first thing they should do after the decision matrix is the work breakdown structure. For the individual project, I think you should be able to do as many trials as you want to during the hour you are given.</p>
ENCE320-0101	<p>The final project, I thought it was interesting, but I think grading was very harsh.</p>	<p>The long lectures</p>	<p>More tests, too much material on individual tests.</p>
ENCE320-0101	<p>I liked the examples you presented from the real world and the group project because it showed what the real world work would be like.</p>	<p>The 2 and a half hour lecture, was just too dragged out and bland to relate to.</p>	<p>decrease all the type on power points.</p>
ENCE320-0101	<p>Working in a team to complete a project</p>	<p>Rigid lecture style, not many other learning experiences</p>	<p>Having actual project managers come in to talk would be helpful and different from the typical lecture style. Anyway that could present the information in a different, more interesting way would improve the class.</p>
ENCE320-			

0101			
ENCE320-0101	<p>I enjoyed working with my group.Â</p>	<p>We were given a group simulation to do in addition to the big group project. Â This interfered with our plans to finish our big project earlier than the night before. Â Also there is not enough time to complete the online quizzes. Â</p>	<p>n/a</p>
ENCE320-0101	<p>The group project pretty much summed up this class and tied together all of the components nicely. Â It's a good fit for the nature of the material.</p>	<p>The length of the lectures, and the time of day at which lectures were held.</p>	
ENCE320-0101	<p>The powerpoints available outside of class were very helpful when studying.</p>	<p>Lectures were a little boring at times - the course content seemed to be more like lists of information to retain rather than problem solving processes.</p>	<p>Split the group project due date up - require that some portions of the project such as the WBS be due earlier in the semester, so groups can't wait until the last minute to do everything.</p>
ENCE320-0101	<p>I liked that it only met once a week.</p>	<p>I wish there was more class discussion. You also have a tendency to repeat yourself week to week.</p>	<p>More class discussion.</p>
ENCE320-0101	<p>I liked how the course used elms to keep track of assignments.</p>	<p>I did not like how the course met for 2 and a half consecutive hours.</p>	<p>The instructor should post practice exams to study from.</p>

ENCE320-0101	<p>The instructor's ability to keep me engaged in the course content.</p>	<p>The duration, nearly 3 hours long.</p>	<p>Nothing, the course was as expected.</p>
ENCE320-0101	<p>The group project.</p>	<p>The late time the class was at.</p>	<p>Right on the board more as oppose to using slides the whole time.</p>
ENCE320-0101	<p>The online quizzing aspect</p>	<p>Lectures were worthless, nothing of interest or substance was added beyond what was on the slides and the slides were posted online.Â We could have zipped thru them so much faster than we did and/or do something more useful in the lecture timeframe and just have the slides as supplemental reading online</p>	<p>Do not just read and repeat what is already on the slides in front of us and if the slides are comprehensive then perhaps more material is needed for the course or less should be shown on the slides and less time is needed</p>
ENCE320-0101	<p>Good slides</p>	<p>Long lectures</p>	<p>More interesting lectures</p>
ENCE320-0101	<p>Course design</p>	<p>The length of class.</p>	<p>Get students more involved in class.</p>
ENCE320-0101	<p>the kpr quizzes</p>	<p>nothings specificaly</p>	<p>to have group project middle progress check point</p>
ENCE320-0101			
ENCE320-0101	<p>The examples that the professor was giving to explain the materials.</p>	<p>Â The filled information int the slides.</p>	<p>I believe the professor handled the course very well, nothing I could suggest to the course.</p>

ENCE320-0101	<p>I enjoyed the team work that the course allowed.</p>	<p>The pace of the course was rather slow.</p>	<p>Try different forms of teaching besides lecturing fromÂ PowerPointsÂ to engage the audience.</p>
ENCE320-0101	<p>Group Project.</p>	<p>The length of the class.</p>	<p>More group activities.</p>
ENCE320-0101	<p>Amount of examples presented</p>	<p>Length of lectures</p>	<p>More interesting lectures</p>
ENCE320-0101	<p>useful subject that will be useful in future managerial positions</p>	<p>material can become dry</p>	<p>have progressive due dates for the project throughout the semester to prevent procrastination</p>
ENCE320-0101	<p>The class was fair in terms of assignments and exams.</p>	<p>The class wasn't very demonstrative; it was instructed in a lecture-like manner and rarely any in class activities.</p>	<p>Push for more deadlines with the group project so that teams aren't procrastinating until the last minute.</p>
ENCE320-0101	<p>the teacher was very intersting</p>	<p>nohting, it was a great course to take.</p>	<p>nothing</p>
ENCE320-0101	<p>Organized supplemental elms assignments</p>	<p>The class being late and 2 hours long; I believe it would be more effective split into two classes.</p>	<p>Split the class into two 1 hr 15 min lecturesÂ </p>
ENCE320-0101	<p>I learned how to manage projects, and the importance of group work and good communication.</p>	<p>once a week, very long classes.Â Boring Lectures, hard to follow along.</p>	<p>Keep attention of class better, possibly be more interactive.</p>

ENCE320-0101	<p>Usually don't enjoy working on a team. This wasn't so bad. Everyone helped out and got it done.</p>	<p>Lectures could have been more interesting.</p>	<p>More diversions. Simulation was interesting, shouldn't have paid for it though.</p>
ENCE320-0101	<p>I liked that it used a lot of examples to explain the material.</p>	<p>I did not like that the class is a 2 1/2 hour block in the evenings.</p>	<p>Make the KPR and online Quizes less confusing in the wording.</p>
ENCE320-0101	<p>I enjoyed learning about the different scheduling and graphics- the WBS, network diagrams, etc.</p>	<p>Not being able to pick our own groups for the project. Material could be presented more interestingly. Also, having an earlier check in/grade for the WBS for the group project would be very helpful I think.</p>	<p>I think that the group project needs to be reconstructed. I think having a graded assignment for the WBS a week or two after it is assigned would really help groups where not all members are participating so that everyone else can begin their parts. It would also help the concept sink in by actually applying what we are learning in class. Also, if there is a way to make class more interactive instead of lecturing for the entire 2.5 hours with just a ten minute break. A break may not be needed if students are forced to participate throughout the class.</p>
ENCE320-0101	<p>only 2 exams and a group project</p>	<p>The 2.5 hour, one day a week, made it very difficult to learn and retain information</p>	<p>Make the class a little less boring. More hands on</p>

ENCE320-0101	<p>I liked the blackboard examples.</p>	<p>I didn't like how the in-class simulation score was weighted so high.</p>	<p>Supplement the powerpoint slides with blackboard examples.</p>
ENCE320-0101	<p>The KPR's helped with review of course material.</p>	<p>The lecture style in relation to class time-could have used more variety in order to hold the class' attention more effectively.</p>	<p>Perhaps have more than two midterms. The first was material heavy, and perhaps splitting it into more sections would have helped my overall learning.</p>
ENCE320-0101	<p>All homework was done online. The simulation was pretty interesting as well</p>	<p>It's hard to pay attention for 2+ hours straight, but that's pretty much unavoidable for any 2.5 hr class.</p>	<p>N/A</p>
ENCE320-0101	<p>I liked having a real world application for our team projects.</p>	<p>I disliked having class once a week for 2 and half hours. The class period was entirely too long. Not the instructor's fault, but I would much prefer class twice (or even three times) a week to shorten the class period.</p>	<p>Be more interactive during class</p>

ENCE320-0101	<p><p>Nothing in particular</p></p>	<p><p>The lectures are horrible, impossible to pay attention to the poorly done power points that are just rehashed from the book. What's the point of coming to lecture if you're just gonna tell me what I just read in a dull, monotonous tone. The wording on some of the quiz questions are bad too,</p></p>	<p><p>Redesign those power points, difficult to read anything on the slides if you were sitting further to the back.</p></p>
ENCE320-0101	<p><p>I liked a lot about this class. The course design was helpful in learning the ins and outs of project management. The group project was helpful in really putting all of the elements together.</p></p>	<p><p>The structure of the lectures could be a little bit better. The information from the lectures did compliment the book, but the test was more about the information out of the book. Maybe use examples from class in the tests, so that way it's more about problem solving or critical thinking than memorization.</p></p>	<p><p>Other than what I previously stated, everything else was fine.</p></p>
ENCE320-0101	<p><p>I liked that we knew ahead of time what chapters were going to be covered, so if we had a crazy week coming up we could get ahead of schedule.</p></p>	<p><p>The debriefing for the online simulation was somewhat drawn out and repetitive.</p></p>	<p><p>N/A</p></p>

ENCE320-0101	<p><p>involvement in activities really help me get a feel for project managementÂ </p> ></p>	<p><p>time and length of class</p></p>	<p><p>more simulations/hands onÂ assignmentsÂ to allow for people to experience projectÂ managementÂ </p></p>
ENCE320-0101	<p><p>I enjoyed hearing the many real world examplesÂ discussedÂ in class.</p></p> <p><p>I also really enjoyed the group project.</p></p>	<p><p>The online simulation could have been improved and made more useful by altering the post simulation class discussion and the format of the group simulation.</p></p> <p><p>First, the in class discussion went on for too long.Â After the first fifteen minutes it seemed to just become repetitive and dull.</p></p> <p><p>Secondly, there should be multiple attempts allowed for each group.Â This would let the groups come to draw their own conclusions about project management.Â Additionally, this would let group members with drastically different opinions each have a chance to show to their group why their method works.Â A group learns much more when they have a chance to identify their mistakes and adjust their technique accordingly, rather than having one chance followed by a lengthy discussion.</p></p>	<p><p>I believe many students would benefit from having the class twice a week rather than one long class per week.</p></p>
ENCE320-0101	<p><p>I really enjoyed the group project and the opportunity to do a mock project as a project manager.</p></p>	<p><p>The long class time paired with long lectures made it hard to focus for the entire class period.</p></p>	<p><p>More interactive activities during the class period.</p></p>

ENCE320-0101	<p>I liked how the power points were very detailed and easy to follow.</p>	<p>I didn't like when both KPRs and quizzes were due on the same day.</p>	<p>I think providing a study guide for the exams would be helpful.</p>
ENCE320-0101	<p>I really liked working on the project with my team. It was fun applying concepts from class.</p>	<p>I wish we had focused on talking more about the project in class. Sometimes the material would get monotonous, going over slide after slide for 2 hours</p>	<p>Maybe to throw in some variety of presentation mediums during lecture. Video, in-class assignments, et</p>
ENCE320-0101	<p>More prepared for a managing position of engineering.</p>	<p>A lot of slide shows. I learn better with hands on activities like the simulation.</p>	<p>More hands on activities will make people stay in class and learn.</p>
ENCE320-0101	<p>The actual course project was fun because as a team we had all the control in our hands. We got to choose the project and then do everything from the ground up.</p>	<p>How long the class was for one segment. If it was broken up into a couple classes through out the week then it would be a little less grueling during the actual class period.</p>	<p>Try to change up the teaching styles from just traditional power points to maybe some alternative source of teaching. It can get a little repetitive at times to continuously hear power points being read off during class.</p>
ENCE320-0101	<p>The book was clear and not difficult to read through.</p>	<p>The project itself, but I do not think it was on the account of the actual project itself but due to my team members.</p>	

ENCE320-0101	<p>I enjoy the grout work involved with the course, it effectively provides experience into the coursework.</p>	<p>The lecture were 2.5 hrs and hard to stay focused through the entire time.</p>	<p>Break up the lectures more and make the PowerPoints easier to follow along with/more visual</p>
ENCE320-0101	<p>Excellent real life examples of the material</p>	<p>The long class time.</p>	<p>Try not to use as many examples and get onÂ with the material</p>
ENCE320-0101	<p>This class was very fun and intuitiveÂ </p>	<p>what I like the least was going only one day a week.Â </p> <p>Â </p>	<p>this class well organized. I don't think it might need any changes or improvement anytime soon.</p>
ENCE320-0101	<p>I liked learning about topics that can be applied to other aspects of my life besides civil engineering. The scheduling, resources, and various organizational structures can be applied to many different topics.</p>	<p>I disliked that the class met once a week for 2.5 hours. This format crippled my ability to pay attention during lecture. If the class met more frequently for shorter lectures, I think my class performance would have been higher.</p>	<p>Try not to make it as easy for people to leave lecture over an hour early.</p>
ENCE320-0101	<p>Online simulation was enjoyable. Â The textbook is very good.</p>	<p>Course content was straight forward...some examples dragged the pace a little bit.</p>	<p>Try to have an engaging tone of voice (move around the classroom, get excited)!</p>
ENCE320-0101	<p>I liked the material and found the online simulation to pull on a lot of the course material</p>	<p>I really disliked nothing about this class</p>	<p>Another simulation may be a helpful activity</p>

ENCE320-0101	<p>The straight-forward nature of the information. Very cut and dry when necessary.</p>	<p>The group project was (or perhaps seemed to be) difficult for non Civil majors to conceptualize.</p>	<p>n/a</p>
ENCE320-0101			
ENCE320-0101	<p>I liked having a team project - it exemplifies one of the most important ideals in project management, teamwork.</p>	<p>The lecture is very long and has a lot to take in at once. More hands-on work would be appropriate for this class.</p>	
ENCE320-0101	<p>I liked the group project</p>	<p>nothing</p>	<p>none</p>
ENCE320-0101	<p>The way that the course was designed.</p>	<p>-</p>	<p>-</p>
ENCE320-0101	<p>The PowerPoint lecture slides were very clear and straightforward.</p>	<p>There was not enough direction for the Final Project, especially considering that we have no experience in the field. We should also be allowed to choose our own groups, because--in the real world--those team members that don't contribute would be terminated from their position.</p>	<p>Please allow future students to choose their own groups for the Final Project. The classroom is not a realistic atmosphere, so comparing it to a jobsite (pipeline, wind farm, highway) is inappropriate. At least two of my group members would have been terminated from this position if we wanted to make it realistic. Choosing your teammates would actually be like a job interview, which is more realistic than having our team assigned.</p>

ENCE320-0101	<p>KPR helped me a lot to learn the material.</p>	<p>lectures were too long.</p>	<p>no</p>
ENCE320-0101	<p>Group project</p>	<p>I liked everything</p>	<p>post past Group project maybe?</p>
ENCE320-0101	<p>The online homework's due once a week. Can work at your own pace and received a grade immediately</p> <p>Work load was appropriate for the class</p>		<p>The class seemed a little slow-paced and could have covered more material in the same amount of time</p>
ENCE662-PM01	<p>Depth of understanding and ability of professor to convey key aspects of material. Also, all assigned readings were excellent sources of knowledge and information.</p>	<p>With a few different places where conversations are taking place and old (last semester) information still visible, Canvas can be a bit confusing for a first time user. Also would be very helpful to make solutions manual for Mantel text available so students can complete practice problems and know if they are getting answers right!!!</p>	<p>Solutions to problems in Mantel - more practice problems!!!!</p>

ENCE662-PM01	<p>The anecdotes and examples were helpful.</p> <p>^ The lectures were very good.</p> <p>^ Organization was excellent.</p> <p>^ Video conferences were interesting.</p>	<p>There was too much material, which caused lack of focus and identification of the important topics.</p> <p>^ Exam did not accurately test our knowledge.</p> <p>^ Most assignments were conceptually based, and discussion essays, but the exam was strictly multiple choice and knowledge acquisition.</p> <p>^ Would be better to have the assignments be more similar to exams.</p>	<p>Overall the class was excellent.</p> <p>^ There was a lot more work in this class than other classes I've taken.</p> <p>^ It would help to have the assignments better prepare you for the class exam and the PMP exams.</p>
ENCE662-PM01	The weekly video conference was productive and allowed clarification on several points.	The total amount of work required for the course each week was in excess of 15 hours. Very time consuming, but we were warned.	I'm sure the additional readings were constructive for those who had the time to read them.

ENCE662-PM01	<p><p>One of the greatest strengths of the course was the conveyance of the real-world experiences of the instructors and guest lecturers. Â Hearing stories and examples taken directly from first-hand experience drove key points home and gave credibility and immediacy to much of the material. Â Weekly Pearl Diving assignments also helped me reflect on the material and examine its relevance and applicability to my personal situation. Â Mantel is an outstanding text and was a great pick for the class.</p></p>	<p><p>I'm not sold on Meyer-Briggs typing. Â It's also not clear to me exactly how Meyers-Briggs information should be collected or used. Â Doesn't subjecting employees to the test and then potentially treating them inequitably based on the results pose an ethics problem? Â Wouldn't it make more sense to communicate using the other methods outlined in the course, and make "job fits" based on actual individual experience rather than MBIT test results?</p></p>	<p><p>Some of the non-course material videos (e.g. beer ad, razor ad) included for entertainment value, while very funny, might make some people uncomfortable. Â Alternatives could be considered.</p></p>
ENCE662-PM01			
ENCE662-PM01	<p><p>I like the video conferences the most where I get to ask allÂ my questions.</p></p>	<p><p>The fact that the homework topics were not properly discussedÂ in class prior to taking them.Â Â </p></p>	<p><p>I will rather have the conference hours increased to 2 hrs</p></p>

ENCE662-PM01	<p>I enjoyed the fact that some of the course content was immediately applicable to my job.</p>	<p>It would be much better if it was offered as a traditional on-campus course. The 100% online format works ok, but is not ideal. Communication of assignments and due dates could be improved.</p>	<p>There is a lack of feedback on homework assignments that are done via Canvas. We are simply told which answers are right or wrong. The solutions posted help a lot, but specific feedback could also be helpful.</p>
ENCE662-PM01	<p>The teacher.</p>	<p>Assigning the PMBOK as weekly reading was difficult since it is mostly a reference book.</p>	<p>Keep it up!</p>
ENCE662-PM01	<p>The projects</p>	<p>Nothing impartial</p>	
ENCE662-PM01	<p>PM Skills</p>	<p>PM Skills</p>	<p>He have to many unneeded questions on the mid-term and final exam</p>
ENCE662-PM01	<p>The concepts that we learned about helped me in becoming a better PM.</p>	<p>Lack of enough case studies</p>	<p>-</p>
ENCE662-PM01	<p>For being an online course, everything was pretty accessible and easy to use. The online lectures were filmed very well and there weren't too many technical difficulties.</p>	<p>Sometimes, the discussions on Thursday nights became slow and I did not feel I got much out of them. This was not for all but just a few. Also, several things on the site were not updated in a timely manner which meant some dates and information were not accurate.</p>	<p>Try and update the website information before the semester starts.</p>

ENCE662-PM01	<p>I liked the topics and concepts that were taught in this class. I felt like I could use most of these concepts in the workplace and daily activities. The professor is very knowledgeable and provided great examples of concepts to better understand the material.</p>		
ENCE662-PM01	<p>I like the way the course coincided closely with PMBOK, but also allowed for the introduction of other standards. I also liked the lectures on real world issues like time management and leadership.</p>	<p>I did not particularly enjoy the Mantel textbook. I don't think it was clear or well organized.</p>	<p>I think that making the quizzes worth points would encourage students to do them on a more regular basis.</p>

ENCE662-PM01	<p>The whole class was put together well. I want to take this opportunity to give a special word of appreciation to the Teacher Assistant, Clara, for her timely grading of our weekly assignments, as well as her availability to answer questions. Also, a special word of appreciation to Professor Cable for being available each Thursday for both a morning and evening video-teleconference session. These are quite time consuming activities, so hats off to both Clara and Professor Cable.</p>	<p>Nothing specific to mention that I didn't like about the course. The mid-term exam was considerably more difficult than the weekly quizzes. Perhaps for future classes, it may be helpful to increase the difficulty of the weekly quizzes, commensurate with the difficulty of the mid-term exam. Overall, this is a very minor item, as the course content and instruction was very well compiled.</p>	<p>Keep up the good work!</p>
ENCE662-PM01	<p>Video Conferences. </p>></p>	<p>None</p></p>	<p>No feedback.</p></p>

ENCE662-PM01	<p>Lots of references and materials in a board spectrum which can be used either in the future work and study.</p>	<p>Several test questions deviate from the core covered contents and may cause ambiguous understanding and wrong answers.</p> <p>Too many people join the video conference in the same time which reduce the chances for each person to participate.</p>	<p>Guest speaker is great. However, instead of only listening to the guest speaker, I prefer to watch videos/lectures as well from the lecture to gain more structured and consistent knowledge.</p>
ENCE662-PM01	<p>The videos in-between lectures, and external speakers from industry.</p>	<p>An all-round great course.</p>	<p>More external speakers.</p>
ENCE662-PM01	<p>Group work</p>	<p>Pearl Diving assignments</p>	<p>I think additional smaller group projects/case studies (size of project 2), with an elimination of the larger project (project 1) would be more beneficial.</p>

ENCE662-PM01	<p><p>I learned a lot about data management and charts.Â This was very helpful in my work as an analyst.Â I also appreciated the fact that this broad brush (with a fine tip!) approach synchronized so well with 625 Project Administration.</p></p> <p><p>I have seven years' experience as an Air Force instructor in the classroom, simulator, and aircraft.Â I developed over 100 classroom hours of curricula for seven different courses, receiving two back-to-back Outstanding ratings.Â All this braggadocio to say that I know good curricula when I see it--this is good stuff!Â You did a great job of using the textbook, reference, and additional readings.Â It was almost overwhelming at times, but I say, the more the better! </p></p>	<p><p>There were not enough examples of the mathematical problems and homework to see if I understood the material before I did the homework for a grade.Â The examples in the book were either not illustrative enough or there just were not enough of them.Â This was a real weak area for me and for others.Â This area needs improvement to increase learning.Â i do not like being penalized because I could not understand the single example in the book.Â It would have been helpful to have more solutions from the problems in the book.</p></p> <p><p>Also, I was never certain of the grading standard.Â That is, I did not get feedback on why my Pearl diving assignment might get a 4 of 4.5 instead of a 5.Â If i don't know what I am doing wrong, I cannot improve.Â I have been writing professionally for 24 years, but I could never quite figure out the secret to maximizing the Pearl Diving assignments, because the standard is not well defined.Â When writing is graded, it should be done well, but it MUST be written to a standard that is clear, consistent, and known.</p></p> <p><p>One last thing--my laptop did not get along well with Scopia.Â I missed a class (spending 45 minutes trying to get the software to run) and was late other times due to an incompatibility problem that I was only able to fix by using my older laptop and an external webcam I purchased.</p></p>	<p><p>I have already mentioned the biggest gripe I have for this class--give us more textbook and homework examples!</p></p> <p><p>Also, standardize the naming convention for the video classes so they match the Modules section.Â Don't make me, a computer illiterate, have to interpret what I think is the correct video lesson to watch!</p></p>
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ENCE662-PM01	<p>The online aspect made things very easy for me as a full time professional.</p>	<p>The class felt rather slow, the content rather dry, and I don't feel</p>	<p>More content, less reading straight from the slides during presentations</p>
ENCE664-0101			
ENCE664-0101	<p>Lots to learn, nice to have 3 different profs. teaching and incorporating their experiences.Â </p>>	<p>too much crammed into the class (information wise). need to break up the class into two parts maybe.</p><p>Â </p>	<p>.</p><p>Â </p>
ENCE664-0101	<p>large amount of classroom interaction</p>	<p>lot of reading</p>	<p>The organization on canvas of the powerpoint presentations was confusing.</p>
ENCE664-0101	<p>Coarse content.Â </p>	<p>CompletelyÂ theoretical.</p>	<p>Forming teams and assigning team case studies. Interactive group discussions.Â </p>

ENCE664-0101	<p>The teachers being experts in the subject matter from first hand experience was kind of neat.</p>	<p>The text book did not explain concepts clearly enough. Could have been written better.</p>	<p>1. For those of us who like to take notes on paper, it would be helpful to have the presentation slides available for download earlier.</p> <p>2. All three professors invited questions and answered them well, but it became apparent early on that questions took up time that prevented making it through all of the slides, so the desire to participate in class discussion waned because it seemed that whatever personal question that I wanted to ask would take away from the amount of the prepared presentation that the rest of the class would receive.</p> <p>3. I think a little more "Paper Chase" rigor would have encouraged more reading of the material ahead of time and possibly provided more stimulating class discussion. On the other hand, with distance learning available, perhaps some would have watched from afar rather than risk being called on. But it would seem to provide a more beneficial learning experience if rather than bringing people from no understanding to simple understanding, class discussion could start with people at a level of basic understanding of the principles and then expounding on them through discussion of application, which did sometimes happen.</p>
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ENCE664-0101	<p>Professors' use of real world examples and legal cases they were part of or involved with was very good and I was able to correlate them to my current working environments/experience. I work with our legal council very often dealing with various aspects of contracts and this class very much broadened my legal knowledge and improved synergy with the legal department within our company.</p> <p>Most importantly this class was a lot of fun and I looked forward to coming to the class every week. I hope to continue my legal education in coming years. Thank you professors!</p>	<p>I only had brief moments to review my midterm results and I really wish I had opportunity to review my mid term results at my own pace to really understand reasons why I didn't do as well as I wanted to.</p> <p>^</p> <p>^</p>	<p>More smaller assignments would help with the learning experience.</p>
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ENCE664-0101	<p>The teaching style was great, with each professor getting a different perspective and knowledge to class. The course structure was very well designed. Overall, it was a very interesting course.</p>	<p>There were no assignments or homework throughout the course except for the case study paper. The readings were just too much to study for the class.</p>	<p>The professors could give some more graded homework that might test our knowledge of the concepts learnt in class. They could also introduce a group case study that might help interaction between the students and help in learning from the others. And, reduce the readings because they were just too much to read.</p>
ENCE664-0101	<p>Lecturers have handy and fresh cases which makes classes interesting.</p>	<p>In first several classes, several industrial jargons appeared with little explanation and made me confused to catch following contents.</p> <p>Presentation slides are not structured or self-explained well to support students understanding after the class.</p>	<p>Adjust the sequence of the classes to gradually introduce the more difficult topics in later of the semester.</p>
ENCE664-0101	<p>Course design</p>	<p>The amount of reading</p>	<p>s</p>
ENCE664-0101			
ENCE664-0101			

ENCE664-0101	<p>What I liked most about the course was that the assignments tested the concepts learned in the class, the pace of learning was very good, and the content wasn't overwhelmingly legal in nature.</p>	<p>What I liked least about the course was the legal terminology that came with the course material. The language was understandable but seemed a little "lawyer-like" for this course designed for engineers.</p>	<p>It may be better to not use as much legal terminology or "courtroom" language when explaining the material to the students because we already are learning an new topic, so absorbing the material while making sense of the legal language makes it a little more difficult to absorb and understand.</p>
ENCE664-0101	<p>professors gave us very vivid examples from their own working experience, very helpful and interesting</p>	<p>hope more subjects can be taught</p>	<p>none</p>
ENCE664-0101	<p>everything</p>>	<p>nothing</p>	<p>Nothing for now</p>
ENCE664-0101	<p>Real life examples</p>		
ENCE664-0101	<p>Having multiple instructors with varied backgrounds and areas of expertise.</p>	<p>Not being offered online during the Spring 2013 semester.</p>	<p>Ensure that the course syl. is updated and posted online far enough in advance of the class to facilitate textbook purchases. I purchased a previous addition (that I had to return at my expense) due to the only available information being on the university website (PM Program) and the text edition Â listed was outdated.</p>

ENCE664-0101	<p>I liked the real life applications and examples provided by the professors as well as the experience they possess in different areas of law.</p>	<p>The reading was very extensive and even though helpful, the slides and class discussion were sufficient to learn and understand the material for the course.</p>	
ENCE664-0101	<p>The case study was an interesting way to gauge understanding and comprehension of the material.</p>	<p>I found it difficult to relate to the context of the course and see how it would be value add for me in the future.</p> <p>It was also challenging to have 3 different professors b/c of repetitiveness of material.</p> <p>More opportunities to earn grades vs. just a mid-term, final and paper</p>	<p>Make it more interactive. Less talking to the class. More talking with the class.</p> <p>Was very disengaging.</p>
ENCE664-0101	<p>Teachers. They are all experienced professionals.</p>	<p>None</p>	<p>None</p>
ENCE664-0101	<p>Teacher illustrates every clause with examples.</p>	<p>Not very related with my major.</p>	<p>N.A</p>
ENCE421-0101	<p>understanding the basis of current law</p>	<p>N/a</p>	<p>Don't change the course structure!</p>
ENCE421-0101	<p>The professor made a strong effort to engage the class with real life application examples of the theory of the subject matter.</p>	<p>The textbook was not particularly useful or tied in very well with the lectures.</p>	<p>Find a way to better tie in the materials (ie. textbook) in with the lectures. Overall the course seemed somewhat scattered.</p>

ENCE421-0101	<p>The project (Presentation)</p>	<p>Final Assignment was too vague with lack of a rubric</p>	<p>Restructuring the program. Seemed to be all over the place</p>
ENCE421-0101			
ENCE421-0101	<p>Nothing.</p>	<p>Everything. The lectures covered the bare minimum of the material and yet still lasted 2.5 hours, the workload was far more than any class I have ever taken in college, and in the end I feel that I've learned almost nothing.</p>	<p>Make it more engaging and increase the pace. When it takes 2.5 hours to go over 20 slides, you are doing something wrong.</p>
ENCE421-0101	<p>GuestÂ LecturersÂ </p>	<p>Court Visit</p>	
ENCE421-0101	<p>Group Project was really fun</p>	<p>it was just boring. he just regurgitated information verbatim off of the slides. It was one of my least favorite courses in the time I have spent here at Maryland</p>	<p>be more of an assertive teacher, 75% of the people in class are talking, or on Facebook the entire time. Its distracting for me as a student going to a class for two hours where I have to deal with 4 different competing conversations in the crowd and pay attention to the rather mundane lecture by the professor. This is in part why most people don't show up to class at all.</p>
ENCE421-0101	<p>Presentations</p>	<p>Lectures were long</p>	

ENCE421-0101	<p>Being instructed to visit an actual court case was helpful and interesting. I enjoyed my visit. However, if it was later in the semester that we were told to do so, I would have been able to understand better what was going on.</p>	<p>Lecture style would have been better in a 50 minute class setting. Lectures felt kind of long and would get slightly boring at times.</p>	<p>I would advise having engaging activities during class rather than just lectures. This would encourage participation.</p>
ENCE421-0101	<p>Group Presentation</p>	<p>It was very boring.</p>	<p>Outline what you want from the students from each assignment, not just a paragraph on the syllabus</p>
ENCE421-0101	<p>N/A</p>	<p>The professor</p>	<p>n/a</p>
ENCE421-0101	<p>I like the case examples that the professor has chosen and how it relates to us either directly/indirectly. It opens my eyes on how our products/services revolve around the laws.</p>	<p>It gets pretty dull - especially the fact that it's a 2 hour and 30 minutes class (and that it's at 5pm). It's good that the professor actually gave us a break at some point during the 2 hour and 30 minutes. But on days when I just got tired after all the classes I had before, it's really hard to focus in the class when it's all lecture.</p>	<p>Maybe make it more interactive - I'm not sure how that'll work but being interactive will help a lot especially in the days when the students are having a hectic week.</p>

ENCE421-0101	<p>I enjoyed the few times we discussed interesting cases.</p>	<p>The course material was taught very monotonously. Two and a half hours of reading straight from slides.</p>	<p>I think the course should focus more on cases that put the things we learned about into real life situations. Especially controversial and interesting cases that would get the class interested in learning about the material. I think a good activity would be to first explain the laws and ideas that are to be learned. Then present a case that involves these laws and ideas. The class could then debate on how the laws should be applied in this case which could become a very interesting discussion and would get students much more involved and interested. And finally, the professor could tie it all together by explaining what the case decision was and how the laws were applied in this case and maybe followup with a brief discussion of other cases that were similar. I really think this would make students more interested in learning the material. A setup like this would have definitely made me enjoy the class more.</p>
ENCE421-0101			

ENCE421-0101	<p>flexibility of the teacher with due dates</p>	<p>The class is too boring. For two and a half hours the lectures need to be more interesting. The slides were also boring and not interesting. Additionally the teacher did not seem enthusiastic during the lectures.</p>	<p>Please make this class more interesting</p>
ENCE421-0101	<p>I liked the quality of teaching</p>	<p>Nothing everything was great</p>	<p>Keep the good work</p>
ENCE421-0101	<p>The professor made an effort to bring in professional guest lecturers to present different topics.Â It was a hit or miss, but that of course it entirely dependent on whoever that guest lecturer is.</p>	<p>Pace of the lectures.Â Â For many people, law is a dry subject, and trying to listen to it for 2.5 hours in one go can be somewhat painful.Â This is partly the reason why attendance was so low during lecture.</p>	<p>N/A</p>
ENCE421-0101	<p>Reading about actual cases because I found them interesting.</p>	<p>The term paper and team paper/presentation were due so close together.</p>	<p>Make one of the two major assignments due in the beginning of the semester and the other one due towards the end.</p>
ENCE421-0101	<p>.</p>	<p>Seemed to jump around alot, with no large focus on any one subject.</p>	<p>,</p>

ENCE421-0101	<p>It gives important information about legal issues to us as engineers</p>	<p>The lectures were very long and it was hard to focus for all of the time.</p>	<p>Make the class more discussion based rather than spending the full lecture time presenting. Also, if there is not a better textbook out there, it will be very helpful if we had supplemented notes to study from instead of the textbook.</p>
ENCE421-0101	<p>I liked having the slides readily available for class. Also, the guest speakers were enjoyable and helped teach the material. The assignments for this class were also exciting.</p>	<p>The course just moved slow.</p>	<p>Maybe just pick up the pace of the class a little bit. Sometimes the conversation gets slow, and it is easy to lose focus.</p>
ENCE421-0101	<p>the content. very interesting. the project was really cool too</p>	<p>how long the lecture was</p>	<p>speak a little louder</p> <p>end class earlier</p> <p>have more criteria, requirements, and guidelines to the assignments and presentations and papers due</p>
ENCE421-0101	<p>Professor was very responsive to emails. He always responded within 24 hours, even if it was on a weekend.</p>	<p>Term paper was ridiculously long. Would have helped if he required a rough draft because it would have gotten everyone to start earlier.</p>	<p>Require a rough draft to be turned in a week before the term paper is due. Everyone would start the paper earlier and the overall quality of the final papers would be higher.</p>

ENCE421-0101	<p>nothing</p>	<p>Pretty dull way of presenting already dull subject matter. Assignment instructions are vague which results in frustration while doing the assignment.</p>	<p>Make the instructions clearer.</p>
ENCE421-0101	<p>I did like the case studies presentations. After a semester of long lectures, it was nice to get a break and hear shorter cases, especially when the presenters acted out the case in skit form. I also enjoyed the guest lecturers.</p>	<p>Understandably, the topic was a little dry. However, sitting through the two and a half hour lectures on this topic was very boring. I think it would have helped to have in class discussions and/or in class exercises to break up the tedium of lecture after lecture.</p>	<p>The instructor himself was very nice and attentive. If there was a way he could try and present some of the information differently (apart from long lecture slides) I think it would improve the students' attentiveness.Â</p>
ENCE421-0101	<p>The text book was interesting to read, a good pick in textbooks overall.</p>	<p>The course required a lot of work for being a 3 credit class. The term paper we were assigned was 15-20 pages (single spaced), on top of a team case presentation, a team report, an outside of class court visit, a court report, and hundreds of pages of reading each week. The projects seemed to be assigned arbitrarily.</p>	<p>I would suggest more reasonable assignments. Even though it seems like a short list of requirements, each assignment involved many many hours of work, on top of readings. I would suggest not requiring a team report, or making the court visit easier for students.</p><p>Also, give more feedback.</p>
ENCE421-0101	<p>Lectures were well prepared.</p>	<p>The length of the class. Term paper</p>	<p>Include more engagement in lectures.</p>

ENCE421-0101			
ENCE421-0101	<p>I liked the examples that helped visualize different aspects of the law.</p>	<p>Writing the term paper</p>	<p>Make it a little more exciting, people would fall asleep or just not show up because they were bored which I find rude but they didn't.</p>
ENCE421-0101	<p>Nothing.</p>	<p>The way the lectures were taught. The professor read off is slides.</p>	<p>It is not practical to tell your students to read 100 pages of law related stuff for each class!</p>
ENCE421-0101	<p>presentations</p>	<p>Length of the class. The lack of care for the students.</p>	<p>Be better at responding to emails and more considerate to student's schedules</p>
ENCE421-0101			
ENCE421-0101		<p>How boring and dry the lectures are. Even when talking about interesting cases, it was very hard to pay attention.</p>	<p>Don't just talk for 2.5 hours straight. Have more class activities in every lecture to help keep the students engaged.</p>
ENCE624-PM01	<p>sharing out thoughts as a group about applying the principles to our actual jobs</p>		

ENCE624-PM01	The pearl divings, critical chain paper, readings and discussion sections. I also liked that the video lectures were optional given the format and purpose of the class. Finally I enjoyed the example the Professor and the students brought to class and also enjoyed the format of the students running class.	Nothing, I really enjoyed this course, see below for why.	
ENCE624-PM01	<p><p>I liked the interactions with my classmates.Â I am new to the workforce, so to be in a class with people that have been in project management for a while was great.Â I learned a lot from them when we were having open discussions.</p></p>	<p><p>I would have liked to have seen more engineering examples outside of the construction industry.Â I don't have any background in construction so at times it was a little hard to grasp the concepts.Â I still think that I got a lot out of this course, but it would have been nice to see examples from other industries.</p></p>	<p><p>I think I would take a survey of where people are in their careers.Â Just to know where everyone is coming from.Â It might be asking for too much, but maybe having someone new to the workforce team up with someone who has been working for a while.Â Or pairing a person who is in the government up with a contractor.Â I think that when people are paired with someone who isn't like them not only are you learning the material, but also getting a different perspective on things.</p></p>

ENCE624-PM01	<p>I enjoyed the weekly discussions and getting to hear from others their real life examples.</p>	<p>Difficulty obtaining the textbook, was not able to find an eBook format, which I prefer.</p>	<p>I think that having the students each lead a discussion was an excellent idea.</p>
ENCE624-PM01	<p>The book Critical Chain was fairly interesting.</p>	<p>There just wasn't enough substance in the one book to cover an entire semester. The professor was very unengaged during the video calls. We could have done this as a book club completely outside of the University and gotten just as much out of it.</p>	<p>The style of this class just didn't work for me. The professor added no value, most of the time he just sat there on the video call. I understand students learning from each other, but I'm not paying \$5k a class to learn from other student exclusively.</p>
ENCE624-PM01	<p>The format of the text - story based.</p>	<p>Class video recordings were essentially a repeat of the video conferences - was difficult to focus on the videos when I knew that I'd be hearing the same discussion in the video conference.</p>	

ENCE624-PM01	<p>The informal nature of the videochats led to some interesting stories/discussions.</p>	<p>The amount of writing! I am the type of person that would much rather study for an exam than write a paper, though. I will admit that I learned a lot through the writing assignments, but because of my weakness in (and dislike for) writing, I probably spent more time completing the assignments for this class than any other class I've taken.</p>	<p>Although I liked the 2 texts used in the course, I would have enjoyed more variety in the course content.</p>
ENCE624-PM01	<p>having to read the book critical chain. I really liked the book and learned alot from it.</p>	<p>Having to write a paper for the midterm and final.</p>	<p>Allowing the kids to run the discussion. I think that forced the students to read the material and understand it better.</p>
ENCE624-PM01	<p>The subject matter was important to me, I enjoyed the text books.</p>	<p>As much as I depend on videoconferencing for an online course for it's convenience, I feel like it made it difficult to get a good dialogue going. Back and forth didn't happen that much in the class discussions among class members.</p>	

ENCE624-PM01	<p>The principles were helpful in my current position. Working with leaders within division to incorporate into our day-to-day strategy.</p>	<p>Reading a full novel while also reading chapters in assigned text and writing 'Pearls'</p>	<p>Incorporate Critical Chain into the discussions with the required text. Students would still be able to write a paper comparing and contrasting the material contained within the novel.</p>
ENCE624-PM01	<p>Capstone written assignment to tie in the semester's learning.</p>	<p>Having students lead the discussions.</p>	<p>Good course overall. Although I was not a fan of students leading the weekly discussions, I can see the value in it. If this is something that you would like to continue in future classes, I would suggest assigning the material at the beginning of the semester and allow the students to lead the case study discussions while covering the overarching takeaways yourself. A combination would probably work better.</p>

ENCE667-0101	<p>The atmosphere of the class and the topics, because I enforced to think creatively and I really like this kind of feeling.</p>	<p>To be honest, the number of slides is a lot. But it is not a big deal for me.</p>	<p>Indeed, I enjoyed all classes in this course and it was the best courses that I have had in UMD. And I think I learned a lot of new topics. This course made me to research a lot about different topics.</p>
ENCE667-0101	<p>I like that it is flexible. Because of work I cannot come to class as often. But I like it that I can watch the lecture video at home and I do watch them.</p>	<p>Interesting material and inspiring questions during class.</p>	<p>I will prefer a little more backup slides. Keeping the ppt simple is good for classes. But I would like to see more summary of the reading material, answers and examples as backup slides.</p>
ENCE667-0101	<p>Quality of teaching.</p>	<p>Nothing.</p>	<p>Nothing.</p>

ENCE667-0101	<p>The professor is a genius and shared valuable insights that made us think.</p>	<p>There was no text book, so if I couldn't understand it from class lecture, I didn't get it.</p>	<p><p>1. Â Have the slides completed for download earlier before the start of the class so that those who like to take notes on them on paper can.</p></p> <p><p>2. Â Having optional readings available online in PDF format for free is a neat idea, but it would have been more helpful to have much shorter readings available that were more specific to the lecture content.</p></p> <p><p>3. Â Course was too academic. Â It was over my head and much of the content seemed more appropriate for further academic study, rather than application on the job.</p></p> <p><p>4. Â Homework and midterm answer key would have been helpful to help the learning process. Â It would have helped me learn from my mistakes without having to have had more specific custom feedback on each assignment, that would also have been nice, but not necessary if an answer key were provided.</p></p>
ENCE667-0101	<p>the structure of the course, the content and the professor</p>		<p>Maybe Â he could invite someone from the private/public Â sector to give a presentation.</p>
ENCE667-0101	<p>.</p>	<p>the timing was not convenient.</p>	<p>.</p>
ENCE667-0101	Homeworks were helpful to learning.	I had difficulty connecting to the material.	

ENCE667-0101	<p>The first half of the course was very useful and practical. The exams and homework were interesting to work on as they tested the knowledge gained in the class.</p>	<p>There were many communication gaps between the TA, Prof. and the students. Some of the materials were not very interesting, mostly the material covered in the second half of the course. For example, we were not sure how the concepts learnt during the latter part of the course can be applied in real life.</p>	<p>The professor could focus more on the project controls aspect. It is a very interesting topic and he could have delved more into it. The latter part was boring and he could try to make it more interesting by giving its real life applications.</p>
ENCE667-0101	<p>Details of Studying can be applied to use in the real world</p>		<p>nothing (Everything is great)</p>
ENCE667-0101		<p>Kind of dry, not sure how much this topic is really of any use to me</p>	<p>The professor was very professional and the course was well run. He is very passionate about the subject and taught it well. Just not sure I'll use any of this in my work as a manager.</p>
ENCE667-0101	<p>concepts, i.e. earned value management</p>	<p>too much material and looks at a pretty big picture</p>	<p>availability of practice exams</p>
ENCE667-0101			
ENCE667-0101	<p>very great instances professor gave us and they are very useful for interpretations</p>	<p>hope to see more subjects as those we like very much currently</p>	<p>none</p>
ENCE667-			

0101			
ENCE667-0101	<p><p>the statement and explanation is very clear and to the point</p></p>	<p><p>this course provides some basic concepts, but it is tooÂ divergentÂ and it is not deep enough for us to use the conceptual tools.</p></p>	
ENCE667-0101	<p><p>The lectures were very interesting. I felt relaxed and enjoyed the discussions with the professor.</p></p>	<p><p>The room was small at first.</p></p>	<p><p>Nothing.</p></p>
ENCE667-0101	<p><p>The quality of teaching was good and the class interaction helped in my understanding of the concept that was being taught</p></p>	<p><p>None</p></p>	<p><p>Continue the good work</p></p>
ENCE667-0101	<p><p>Taking the time to talk about the history of the ideas was enjoyable.Â </p></p>	<p><p>That some parts of the lecture (some lecture slides) were skipped near the end of the lectures. I wasn't sure if this was because they were all equally important and we just ran out of time or because those parts of the lecture were less important.Â </p></p>	

ENCE667-0101	<p>Interesting topic, especially for someone with a math background like myself. Prof. Baecher is a great teacher.</p>	<p>There was a decent amount of overlap with 627, which I took my first semester in the program. While I understand that some of this overlap was needed in order to give students who hadn't taken the course the appropriate background knowledge, it still made it hard to engage in some of the lectures. This seems to be a somewhat recurring theme within the Project Management program. I'm not sure what solution may exist since I do like how integrated the courses are (they give the PM context as opposed to be stand along courses on law, accounting, etc). Perhaps there could be one or two core courses that students are required to take their first semester in the program, and then all professors could assume a certain baseline knowledge. Not sure if that would work, but just a suggestion.</p>	<p>See what I disliked re: overlap with 627. Not an issue for most students, and you are already aware of this. Perhaps try to group the repeat material together so that there is one class period (or a couple of half-periods) where students who had you for 627 are told that if they feel comfortable with the material from that course on topic X they don't need to attend class (or can leave after the break). Not sure if the University/Department is okay with something like that, but I think as a student it would be a very appealing option instead of remaining in class but not engaging due to the familiarity of the material.</p>
ENCE667-0101	<p>Could see some real world benefit to the course material.</p>	<p>The structure of the course or lack thereof. There was a lot of repetitiveness and random slides which made it hard to figure out what the focus should be on.</p> <p>Not having a text book to be able to consistently reference made it challenging.</p> <p></p>	<p>Give clearer, real world examples.</p> <p>Respond to student inquiries in a timely manner.</p> <p>Provide more timely solutions to homework assignments and exams.</p>

ENCE667-0101	<p>The topics are very interesting. The survey approach to the subject enable broad coverage of interesting subjects.</p>	<p>Lecture notes were available only an hour or so before class.</p>	<p>Have the reading materials available earlier.</p>
ENCE667-0101			More feedback should be given to homework
ENCE667-0101	<p>Teacher is excellent, he made a potentially dry subject very interesting and I really learned a lot. Â </p>		
ENCE667-0101	<p>Nothing. It was very dry.</p>	<p>The lecture.</p>	<p>Show us more examples.</p>
ENCE667-0101	<p>Quality of course content is outstanding because professor isÂ extremelyÂ knowledgeable. He is able to grab student's attention and convey information in a clear manner.</p>	<p>The way how the HW's/midterm were handled wasÂ disappointing. I would prefer having my HW's and Midterm graded in a clear manner. I also would like to have discussions in class about the solutions expected in eachÂ assignment. Having feedback and discussions about the solutions is an effective way of learning.</p>	<p>Giving hands-on problems in class. Just looking at solved problems in lecture slides is not effective to consolidate/acquire knowledge.</p>
ENCE667-0101	<p>Class participation.Â </p>>	<p>Â None.</p>	<p>None.</p>

ENCE667-0101	<p>Fundamental knowledge and principles used to solve the problem. New topics and first-hand case material used to support the discussion.</p>	<p>no</p>	<p>Less quality management coverage (especially the qualitative and quality standard discussion) which provides limited value since we can learn them by reading book. I rather eager to learn more on the quantitative and interesting measurement methods.</p> <p>Maybe having one more lecture about the measurement on the buildings/construction industry (maybe measurement for building performance), which provides specific alignment to the civil background.</p>
ENCE423-0101	<p>labs</p>	<p>hard to study for with no textbook</p>	<p>N/A</p>
ENCE423-0101	<p>The instructor included many example calculations and homework problems to help us understand the material.</p>	<p>Lecture was at night.</p>	<p>Update our homework, quiz, and exam grades online.</p>
ENCE423-0101			

ENCE423-0101	<p>I liked they way he taught made everyone pay attention</p>	<p>I didn't like not having a textbook and that everything we learned was only taught in class with no written material.Â</p>	<p>I think there should be notes handed out.Â</p>
ENCE423-0101	<p>I like scheduling, enough said.</p>	<p>The lab section wasn't very helpful because the sessions were very spread out and it did not allow for a good grasp of the program.</p>	<p>Make lab sessions longer or make them closer together so you actually learn the program.</p><p>Also would be helpful if returned quizzes so we can use as a study tool.</p>
ENCE423-0101			
ENCE423-0101			

ENCE423-0101	<p>I liked the lab portion of the course as well as the lecture. In class, he makes a fun atmosphere for learning which I like about him as an instructor. I would say that the teaching quality was pretty good and I learned much.</p>	<p>I did not like the amount of quizzes he gives "too much quizzes".</p>	<p style="line-height: 15pt;">I would like you to be available for your students because I did not feel that. During the entire semester, the only time students can see you after the lectures which may not work with everyone's schedule. Sometimes, when I need some help or to answer some questions that I have, I am not able to for two reasons. 1) You don't have office hours. 2) You seem to ignore your students' emails because I sent you more than 2 emails during the semester and no replies at all. You, as an instructor, should dedicate some time for us outside of the classroom to answer our questions/concerns if we have any or even to talk to you about our grades because grades matter to every single student. This bothers me because often I have to teach myself by using Google which does not always help or ask other students who are either unwilling to help or simply they have no clue about what they learn in class.</p>
ENCE423-0101	<p>I thought the course was very relevant and taught well.</p>	<p>I would have liked if the homeworks and quizzes were graded.</p>	<p>I thought the beginning content could have gone a little faster so that more time could be spent on the content learned at the end of the course.</p>

ENCE423-0101	<p><p>The lab portion was cool and interesting. The teaching was okay. The exam was pretty fair.</p></p>	<p><p>I hated the quizzes and how the professor took a long time to respond to emails. The professor made me feel intimidated and material was taught too quickly at the end. The lab portion needed handouts so that if we forgot how to do something we can refer to them.</p></p>	<p><p>Instead of learning about schedules all the time I expected the class was going to be about how much money would we lose if the project was behind schedule. Need to clearly explain the last part of the class better with more examples.</p></p>
ENCE423-0101	<p><p>The lab component; actually got to learn practical application to what we were learning.</p></p>	<p><p>The length; there was a lot of information and concepts to be taken in within a 2.5 hour continuous lecture. As the lecture wore on, it was only natural for attentiveness and interest to erode. A break would have been nice, or at least the glimmer of a break during the class.</p></p>	<p><p>Use more supplemental readings, keep grades posted and updated throughout the semester, don't try to force everything into the 2.5 hours non stop, don't pick on one person to participate with the entire class.</p></p>
ENCE423-0101	<p><p>I really liked that professor O'Connell encouraged class participation by calling on people in class and making sure that they really believed in their answers.</p></p>	<p><p>It moved too slowly.</p></p>	<p><p>I really enjoyed the class though I thought it moved a little slowly, but that may be just because the material made sense to me and I picked up on it easily.</p></p>

ENCE423-0101	<p>the use of primavera</p>	<p>the pace of the course. Some of the materials could have been covered in less time.</p>	
ENCE423-0101	<p>course material was well explained</p>	<p>instructor was demeaning to some students in the class</p>	<p>not use the same problems for multiple quizzes, homeworks, etc.</p>
ENCE423-0101	<p>I liked that we did plenty of examples in class. I also liked the lab element of the class.</p>	<p>It moved through material very slowly. I was not challenged during class</p>	<p>On quizzes and tests, have the boxes for the diagrams already drawn out so that the students can just fill in the arrows and duration before doing the forwards and backwards pass. Drawing all the boxes for each problem wastes time and does not actually test how much the student knows.</p>
ENCE423-0101	<p>I liked the material and the labs.</p>	<p>The instructor could have taught the material in a more direct manner, a lot of the material felt dragged out in the class period.</p>	<p>Memorizing definitions word for word does not really help us understand the material; post handwritten answers to homeworks and not primavera solutions; give a short break in the middle of the 2.5 hr class</p>

ENCE423-0101	<p>The amount of time Dr. O'Connell spent on example problems during lecture, this really helped me visualize the logic</p>	<p>The organization size of the class. I wish the lecture could have been a). spread out over more lectures per week, and b). there were less students in the class to provide for for one on one teaching</p>	<p>I understand Dr. O'Connell is a practicing PE, I would have liked to be in better contact with him via e-mail. Sometimes it took over a week for him to respond to my concerns.</p>
ENCE423-0101	<p>Learning about scheduling and project management were the things I liked most about this course.</p>	<p>N/A</p>	<p>N/A - everything was good</p>
ENCE423-0101	<p>The topic is interesting.</p>	<p>There is no book to refer to, and the information of this class is not online either. It is difficult to study for courses without books.Â</p>	<p>More references would be nice. It is difficult to sit through a 3 hour class without really understanding what the topic is about for the day.</p>
ENCE423-0101	<p>.</p>	<p>The examples given in class were not good at illustrating the materials.</p>	<p>Dont put full page solutions on slides that nobody can see.</p>
ENCE423-0101	<p>Activity on Arrow</p>	<p>Progress Override</p>	<p>more examples, less "are you sure?" and "you tell me" stuff</p>

ENCE423-0101	<p>I liked that we were able to use and learn primavera which will be useful if I ever get an opportunity to be a project manager.</p> <p>^</p>	<p>there was nothing that I did not like about this course.</p> <p>^</p>	<p>Handouts that explain each of the subjects.</p> <p>^ Sometimes the notes that I took during class from what was written on the board was not enough to refer back to when doing homework or studying. ^ Study guides would also be a help.</p>
ENCE423-0101	<p>Primavera, utilizing a real world program.</p>	<p>I least liked how this class is so long. Should focus more on Primavera</p>	<p>Dwell on one problem too much... Should provide more examples</p>
ENCE423-0101	<p>I enjoyed how the instructor went step-by-step in the examples.</p>	<p>I wish the class occurred earlier or was broken into smaller intervals rather than combining all of them on Monday evening.</p>	<p>I have no constructive feedback at the moment. I thought the professor did a good job teaching.</p>

ENCE423-0101	<p>I really liked learning Primavera. I wish that we could spend more time being able to work with that program. its understandable that we need to know how to do it by hand, however i think using Primavera would help us in our future careers because that program (or a similar one) is what is actually used in office.</p>	<p>I understand its a PM course, however this particular course was very hard to understand only meeting once a week. Once the professor went through how to do something, we immediately had a homework assignment. We may leave class thinking we understand it and try to do the work and realize we have no idea. Its very hard to get help over email, so it would have been nice to meet twice a week for an hour and 15min to address questions.</p>	<p>After explaining how to do A-o-A or A-o-N problems, maybe give the class a practice problem and give them 10 minutes to complete it. We would be given a practice problem, but the solutions would be given right after the problem was assigned. Its hard to gauge whether or not youre learning the material when you dont have time to think about it and the professor is already going over the solution.</p>
ENCE423-0101	<p>I liked the labs</p>	<p>I take longer to take tests, I always felt rushed for pop quizzes. The grading on the tests were harsh, if you missed one thing, everything that was dependent on that one variable was wrong, even though the math was correct, just one off from the point of the mistake. I lost almost 2 letter grades on a test for a stupid mistake. I think partial credit should be given</p>	<p>A better classroom, I know it wasn't his fault, but it was just awkward in there.</p>

ENCE602-0101	<p><p>The cases and elaboration of big and complex projects. Case studies showed me how big projects are being managed.</p></p>	<p><p>Needed a lot of business backgrounds, which is not bad per se. I learned a lot terms that are being used in that field.</p></p>	<p><p>Add more guest speakers. I really liked it.</p></p>
ENCE602-PM01	<p><p>I appreciated that there were two options for video web class participation, which helped fit my schedule better.Â The guest speakers were interesting.Â Class interaction was good.</p></p>	<p><p>Two areas were very difficult for me - in Assignment 1 on Antimina, I struggled incredibly with the Black Scholes numerical analysis method; in Assignment 2 on the Colonia Bridge, the case study spreadsheet was not functioning, so negotiations were skewed by team tactics that would not have functioned in the "real" world.</p></p>	<p><p>For assignment 1, provide additional information on the Black Scholes method and also add focus on Monte Carlo simulation.Â For assignment 2, a functioning negotiation spreadsheet would be very helpful.Â </p></p>
ENCE602-PM01	<p><p>The case study approach was certainly good.</p></p>	<p><p>There was a ton of advanced finance math in some of the early case studies and I thought that the entire class would be focused more on how to approach bidding a project and less about the actual numbers</p></p>	<p><p>Post more of the assignment expectations up front</p></p>

ENCE602-0101	<p>I enjoy the course design because I have full knowledge and understanding of what procurement is all about. The teaching quality make me understand that Procurement is not all about goods and service. The class gave me concern of feasibility study and preminilary to understand before embarking on a project. I also learn on NPV outcomes determine whether it is worthwhile to emba,rk on project. The class change my thinking on procurement. The class material help me like how procurement is been organised in different sector. Kodos to my instructor for exposing me and challengeing me to read ahead all case scenarios</p>	<p>Instructor interaction and understanding of what procurement is all about..</p>	<p>I will encourage instructor to build team work in other to have diversity of different culture in a team. It help people grow and have opportunity to learn new ideas and skill. Insctor</p>
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ENCE602-0101	This class is helping me in my career. The knowledge I gained from this class is being implemented to my work, and leading me to a successfull path.	Friedly environment	Procurment's calculation should be discuss more broadly.
ENCE602-0101	everything is ok	good	I dont know.
ENCE602-PM01			
ENCE602-PM01	<p>video conferences were very helpful and encouraged me to get the concepts clear.</p>	<p>nothing</p>	<p>Encourage us to share more our experiences.</p>
ENCE602-PM01	<p>I enjoyed the negotiation assignment. It fostered team work and open communication.</p>	<p>No comment</p>	<p>No comment</p>
ENCE602-PM01	<p>Assignment 2 was frustrating, but I still enjoyed doing it.</p>	<p>Assignment 1 expected us to know project finance. It required a lot of my time to try to figure it out. It also left a bad taste in my mouth for the class for the rest of the semester.</p>	<p>Make Assignment 1 a little less involved and/or give more examples of project finance equations. Fix the spreadsheet used for Assignment 2.</p>

ENCE602-0101	<p>This is one of the most eye opening classes I have taken at College Park. To do well in this class and to gain from the teaching of Professor. Cui, one must read the assigned case study and at least some of the suggested readings. After that, Professor Cui will dissect the subject matter and the learning becomes more interesting and challenging. The class room environment fostered learning. I am inspired by what I learned in this class. I am motivated to peruse a study in procurement. This class has motivated me to study further either for PHD or MBA.</p>	<p>Nothing.</p>	<p>Nothing at this time.</p>
ENCE602-PM01	<p>Case studies every week. Made the class very practical.</p>	<p>Class was great!</p>	<p>None</p>

ENCE602-0101	<p>First, the thing I liked the most was the flexibility. I love that when I had other engagements, I could tackle those, watch the posted lecture, be caught up on all the material, and then still have lecture with QC to clear everything up.</p> <p>I thought the material was interesting. It kept me interested.</p>	<p>It was small! Well, there were not many people in the in-class, class. Most of the class members were online, and I didn't get much participation with them</p>	<p>I enjoyed the class, I can't think of any recommendations.</p>
ENCE602-PM01	<p>The case studies were very interesting.</p>	<p>The work load was just too much. I also didn't like the gradings system.</p>	<p>Assignment 1 was very complicated for my knowledge and I think the expectation was too high without teaching us the method of doing the assignment. Please provide more time for assignment 2. I work full time and I was taking 2 other courses and it was very hard for me to do the assignment in 1 week.</p>

ENCE602-PM01	<p>The two assignments were incredibly interesting with the class interaction and competitive components.</p>	<p>While I really enjoyed the two assignments (see question 7) I would have appreciated more insight into the process of tallying the grades since there were components of the grade that were more subjective.</p>	<p>See question 6.</p>
ENCE602-0101	<p style="line-height: 15pt;">Prof. Cui encourage everyone participate in class.</p>		
ENCE602-PM01	<p>Variety of case studies</p>	<p>No books to understand financial concepts</p>	<p>Explain the financial concepts and statistics (economic) prior to reading the cases</p>
ENCE602-PM01	<p>case studies were interesting.</p>	<p>Assignment 2 was very interesting and fun</p>	
ENCE602-PM01	<p>It was interesting with all the different case studies we looked at</p>	<p>It was confusing sometimes to coordinate assignments between the on campus section and the online section</p>	<p>more organization with mixing the online and on campus sections. The material at the beginning of class was very heavily related to economics, and because I had not taken ENCE422 yet, I struggled with that portion. Maybe making sure everyone understands the basics would be helpful</p>

ENCE602-PM01	<p><p>- The course covers a lot of interesting procurement-related issues</p></p> <p><p>- The Negotiation Simulation was amazing and I learned a lot from it</p></p> <p><p>- The flipped style of the class, that is students read the case studies first and then discuss about it in the class/VC</p></p> <p><p>^ </p></p>	<p><p>Many time I couldn't hear the students while they are speaking in the class.</p></p>	<p><p>- Provide more Mics in the class</p></p> <p><p>- Specify a focused number of readings as a "1st priority " for each class out of the given huge amount. This would help students to really read what is important in stead of just skimming.</p></p>
ENCE602-PM01	<p><p>Case studies, and plenty of discussion of real world examples.</p></p>	<p><p>Because of the case study structure, it was more difficult to find all the appropriate source materials for understanding concepts associated with the assignments.</p></p>	<p><p>It would be helpful if specific sources for background material associated with assignments was provided within the assignments.</p></p>
ENCE602-PM01	<p><p>the professor gave great examples on every case and every situation and we actually analyzed real cases as part of our program which is better for understanding real situations.</p></p>	<p><p>the 1 hour time for the online section is not enough to discuss all the matters in each case. If it would be added a little more time to each class to discuss the cases it would be better.</p></p>	<p><p>I think he did a really good job of encouraging us to read the material and participate on the class. This guarantees that by the time of the class you are prepared to discuss the case.</p></p>

ENCE602-0101	<p>Class discussions, Case studies and learning of new concepts.</p>	<p>n/a</p>	<p>n/a</p> <p>Â </p>
ENCE602-PM01	<p>The course content</p>	<p>8pm conferences are a bit late</p>	<p>N/A</p>
ENCE602-0101	<p>class discussions</p>	<p>The discussion in class</p>	<p>none</p>
ENCE602-0101	<p>I like the interactions in class discussions and the teaching styleÂ </p>	<p>N/A</p>	<p>already suggested in assignments</p>
ENCE627-PM01	<p>The assignments and exams were base on practical example.</p>	<p>More examples would have helped.</p>	<p>Exams were great. The midterm took me ages to complete.</p>
ENCE627-PM01	<p>The material was interesting suited for the graduate level.</p>	<p>No comments.</p>	<p>Taking the course on-line, it was difficult to read the board a number of times because the marker wasn't dark enough or the print was not big enough.Â </p>
ENCE627-PM01	<p>the instructor approach for teaching; always relaxed, easy going, never saw a "I'm superior attitude"</p>	<p>The fact the I could not take this as a presential class</p>	<p>Not really; honestly I liked this course quite a lot.</p>
ENCE627-PM01	<p>I enjoyed the examples showed</p>	<p>Doing theÂ homeworkÂ could be tough sometimes since a lot of the stepsÂ wereÂ not shown in the readings orÂ home worksÂ specially for the secondÂ partÂ of the course.</p>	<p>I would like to ork through more examples during class, or have those in a document.</p>

ENCE627-PM01	Material examples and online discussion review	Some of the examples of the equations and calculations that occurred in the videotaped lectures occurred on the board, and when watching the video it is very very hard to see what is being done.	Find a way to provide the proof and white board examples in the video lectures so we can see them.
ENCE627-PM01			
ENCE627-PM01	<p>teaching pace</p>	<p>n/A</p>	<p>n/a</p>
ENCE627-PM01	<p>The readings were interesting.</p>	<p>The exams!</p>	<p>none</p>
ENCE627-PM01	<p>I like the quantitative approach of risk assessment. I think the course flow made the teachings easier to understand.</p>	<p>I did not like the malfunctioning video lectures (audio went in and out on some, and this led to problems with following lecture slides).</p>	<p>I would have liked more practical examples during class to further understand utility theory. The textbook showed some examples, but did not show understandable steps.</p>
ENCE627-PM01	<p>Update slides and videos...some videos are not working properly</p>	<p>Videos, OUTDATED</p>	

ENCE627-PM01	<p>The material itself was interesting but it was difficult to figure out how it would help me in the real-world.</p>	<p>The structure and presentation of materials. Felt the slides were somewhat confusing and unclear. Also there was a lot of information that didn't seem relevant in the slide deck.</p> <p></p> <p>Would have been nice to have a good text book to reference when you didn't understand the slides.</p>	<p>Respond to student inquiries in a timely manner and in general.</p> <p>Post solutions to homework and exams in a timely manner.</p>
ENCE627-PM01	<p>The homework problems were a good test to how much I knew the material. If I did not immediately know how to do a homework problem, I liked how there were supplemental readings that could help me even more.</p>	<p>Some of the readings were a little too technical to comprehend.</p>	
ENCE627-PM01			

ENCE627-PM01	<p>The concepts were generally interesting, but I struggled to see the direct application of many topics to project management.</p>	<p>There were not enough real world, project related examples presented or available that would help students to understand the application of the fundamental concepts presented.</p>	<p>I do not think that this course should be offered as an online section. Especially considering the recorded lectures contained essentially no in class discussions. This course should only be an on campus offering where students can better engage the professor. The Scopia calls help, but are generally too short and the student must rely on the recorded lectures, which were generally boring. Dr. Baecher is an interesting lecturer and really cares and is knowledgeable about the topics, but more practical examples would be appreciated. I did not feel like adequate examples were presented to prepare the student for the midterm exam.</p>
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ENCE627-PM01	<p>The textbook material was the most useful resource for learning.</p>	<p>Course Professor and Teaching Assistant would seldomly reply to my emails sent via CANVAS tool. Teaching Assistant is not available on SCOPIA session to have more productive conversation. Sending emails back-and-forth doesn't help in resolving lecture queries. Lecture slides were poorly organized. Most of the lecture videos had audio issues which needed to be resolved after time consuming discussion with DETS/Prof./Teaching Assistant. Mid-term exam questions were not clear and as a result marking was clearly biased towards one's interpretation. Whenever I asked questions to Class Professor, the reply wasn't clear enough to me. As a result I had to go back to textbook for better understanding. Hence, overall this course was the worst experience of this online program. I would not recommend anyone to take this course given the current environment. The amount of course fee I am paying for this course does not match my expectation when I compare other courses I have completed in the past.</p>	<p>The lecture slides need to be precise and explain in process oriented format. Lecture videos need to be in-sync with lecture slides. Teaching assistant should be available via scopia session to assist students with lecture/homework queries. Email communication has very limited scope of assistance and is very much time consuming considering this course to be part of online program. Instructor should reply to emails with precise ETA.</p>
ENCE627-PM01	<p>I enjoyed learning the background behind risk- it made me think about the topic in ways I have not before.</p>	<p>The TA took a while to return homeworks and post solutions.</p>	<p>The first half of the course is rather straightforward. The second half is a little less so. A few more examples of decision tree analysis and utility functions may be helpful.</p>
ENCE627-PM01	<p>i like how its about learning not about just passing tests and homework</p>	<p>some abstract concepts were hard to understand</p>	<p>nothing i can think of</p>

ENCE627- PM01	<p>Instructor had good practice experience and made for interesting stories.</p>	<p>I don't feel the exams represented what was taught in class. A lot of the materials was not very practice and really doesn't serve much purpose to engineering students other than background information. A </p>	<p>The syllabus was vague and not necessarily applicable to the class pace. It was difficult to tell which lectures we were supposed to watch and in what order. If you listed the lecture dates (of past semesters) with the current weeks activities (assignments/readings/etc) it would be helpful. Some other means to get good grades would be nice like reading quizzes or pearl diving. This would help those of use who tested poorly since there is little opportunity to recover from a bad test grade.</p>
ENCE665- PM01	Neutral	<p>Consistence feedback of Professor Kathryn and her exemplary act in living the positive psychology.</p>	

ENCE665- PM01	<p>Both professors were very interesting and knowledgeable about the subject matter. They kept my interest throughout the entire course.</p>	<p>The amount of required reading and assignments. It was more labor intensive than the last three classes I've had put together.</p>	<p>All of the reading seemed very relevant but was so extensive that it was hard to keep up with. Coupled with the many assignments and quizzes, it was at times overwhelming. Also, possibly evaluate the validity of some of the reading quiz questions as there were many times that multiple answers were correct according to the reading and interpretation even though they were marked incorrect.</p>
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ENCE665-PM01	<p><p>I loved the constructive feedback, the way the online discussion was facilitated and the way we were assessed.Â I learned so much more from quizzes, pearls, and discussion than I would have from a big exam.Â From what I have heard (not being a PM student) many students often find ways to cheat on exams so not having an exam levels the playing field for those of us who prefer the honest route.</p></p>	<p><p>I have become aware that many students cheated on the quizzes which is frustrating.Â I spent a lot of time preparing for and taking these and they count for a significant portion of the final grade.Â I was also sometimes frustrated when the course ran over the allotted time (although I realize it is difficult to do everything in an hour).Â </p></p>	<p><p>I realize that you must hold students accountable for the reading but it would be nice if you could create tests where students didn't have the answers.Â When you are the only student among your peers not sharing answers it can become frustrating (although maintaining integrity is more satisfying than a higher quiz grade).</p></p>
ENCE665-PM01	<p><p>The way it gets all students involved during online discussion meetings. Even if IÂ didn'tÂ read what is asked , fromÂ attendingÂ the meetings I would learn most of the stuff.</p></p>	<p><p>Too much homework is done for one class.</p></p>	<p><p>Some of theÂ quizzesÂ questions were hard.</p></p>

ENCE665-PM01	<p>My favorite part of the course was performing all of the self-assessments in the beginning of the semester. These helped me gain a better understanding of myself and where I stand to improve.</p>	<p>I found the POS book to be quite boring and dry during some chapters. It may be very hard to read at times.</p>	<p>I am not sure of the best way to do this, but implementing some sort of peer-assessment may be helpful to truly gaining a better understanding of oneself. Because with some of the self-assessment questions we may think we have a strength in a certain area, but in reality we do not. If it is a blind spot then only others could help us identify this misunderstanding. I know we did do peer-reviews as part of the end of the team case, but I think an assignment focused solely on peer reviews would be more beneficial. Maybe an extra assignment where you take the feedback from everyone and write up a small report or fill out a workbook. This will encourage (force) students to actually look at the peer-reviews and gain a full understanding of what they mean. I feel by the end of the team case some people just glance at the peer-reviews and probably don't provide as much thought as they should because they are just relieved to be done with the case. At least that how it was right when I finished.</p> <p>^</p> <p>During future recording of lectures please repeat questions that the students ask. It was very hard to hear them at times so I did not always benefit from the teacher's response to the</p>
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			question.</p>
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ENCE665-PM01	<p><p>The real positivityÂ of the classÂ in each aspects helped toÂ absorbÂ the material, so the class goal was accomplished.</p></p> <p><p>Quality of teaching was amazing as it was real training of new perfect quality life.</p></p>	<p><p>To follow the schedule was tough and least liked but still it was possible.</p></p>	<p><p>As I wrote personally, the way the Kathryn is making her TAÂ positive part is amazing, and it had great results to beÂ persuadedÂ by the theory.</p></p> <p><p>What it might be improved is implement vitrual talks in pairs before setting the project teams. It could give the options to find friends.Â </p></p> <p><p>Â It could be interesting try to make virtual pairs or small groups from the very beginning for discussing like it is done in the real class.</p></p>
ENCE665-PM01	<p>I liked the group participation and how each student can get to know and learn from others' experiences and ideas.</p>	<p>Definitely the quizzes, do not test how much you grab the idea, but only tests your ability to actually puzzle through the book to catch the right answers. Since this is a grad course, most of us dont have time to spend an hour on these quizzes. I like the essay formats and discussion assignments far better and find them much more effective in learning the material.</p>	<p>I dont think the quizzes are necessary, in this class students would be learning from class discussions far more than they do from quiz questions. Instead of quizzes, maybe there could be two team assignments or another collaborative effort exercise.</p>

ENCE665-PM01	<p><p>The readings and videos were very enriching.</p></p>	<p><p>I really liked this class.</p></p>	<p><p>More vidoes to do with the readings.</p></p>
ENCE665-PM01	<p><p>I enjoyed the DMS text and examples provided by both professors during lectures. Examples allowed me to relate the material to personal experience.Â </p></p>	<p><p>The POS text. I found it to be very dry, verbose and redundant. It was painstaking to read at times.Â </p></p>	<p><p>Utilize another text other than POS. Emphasize DMS as there were many sections not assigned as reading that I found interesting.Â </p></p>
ENCE665-PM01	<p><p>I think overall I liked most aspects of this course.Â </p></p> <p><p>The workbooks, although very long, were a very interesting and engaging assignment. I liked that we could re-submit them, as it allowed for further learning after a first shot at them</p></p>	<p><p>The workload...but it was to be expected from a core PM class...</p></p>	<p><p>Don't really have much to add, except maybe allowing for an extension on the reading quiz redo?Â </p></p> <p><p>Otherwise, I enjoyed the course and learnt a lot.Â </p></p>

ENCE665-PM01	<p>I had no expectations coming into this course. I really didn't know what I was getting into. The best part about this course was how practical it seemed at times. Sometimes I would read something or we'd go over a topic and I would better understand the material because I could directly relate it to something that I was experiencing. I really enjoyed that.</p>	<p>So much reading! It's not a bad part of the class, and many of the readings I enjoyed. But there is a considerable amount. I think it's necessary for the course though given the amount of material we go over and especially the nature of the online class. I'm not sure if I would change that.</p>	<p>Sometimes watching the recorded lectures would put me to sleep. Not being able to interact, it was sometimes like watching educational TV. I did enjoy the ability to stop and rewind if I didn't understand a topic. But overall if we had to DO something, maybe write something down and turn it in, something that required me to participate more, maybe that would help the video lectures.</p>
ENCE665-PM01	<p>Topics and how they relate to the workforce. Supplementary readings and videos and the virtual team project.</p>	<p>Deadline for assignments due on Fridays. Quizzes.</p>	<p>Personally, the module on Feedback and setting goals would have been helpful much earlier since my company went through the review process before the module. Nonetheless, it was helpful.</p>

ENCE665-PM01	<p>I liked the self assessments because it helped me understand my personality better. It also helped me understand how I process information.</p>	<p>The amount of readings. I know it has been greatly reduced. Having the page guides was helpful because it showed me what to read and what is for additional information.</p>	<p>I learned a lot about my personality from the self assessments. I also liked having the self assessment due in parts because I was not overwhelmed by the amount of data I had to interpret. It would have been helpful to not have a quiz and a Pearl Diving due the week before the team case is due. I found myself trying to compile and review the different parts of the team case in addition to completing my quiz and Pearl. Having the time extension form definitely helped me spread the assignments out to weeks that I was not as busy with work and other assignments.</p>
ENCE665-PM01			
ENCE665-PM01	<p>I believe that the curriculum was laid out in a very organized manner. Each Module displayed exactly what was asked and required of me.</p>	<p>Far too much emphasis on reading. I do not think it is worth 3 thousand dollars for 90% of the material to be the instructor assigning reading.</p>	<p>I would suggest spending more time in the live discussions presenting new and useful information. There is a major disconnect while watching lecture videos that could be supplemented with utilizing the live discussions.</p>

ENCE665-PM01	<p>I like the Pearl Diving. I think it is an important part of the assignment. The quiz also motivated me to read the materials.</p>	<p>The Workbook assignment was intense. I liked it less.</p>	<p>I would suggest spacing the Workbook assignment throughout the entire semester since it's a lot of work. Instead of having 3 or 4 weeks of intense work, it can be spread out evenly that students have 3 weeks in between the intense workbook assignment.</p>
ENCE665-PM01	<p>online class was helpful while traveling and allowed me to complete the course while working full time. The professor was very understanding and willing to work with students to help them do and achieve their best. There were many learnings throughout the course that i found extremely interesting, which i suppose will be shared during our presentations</p>		<p>perhaps the ability to miss one online lecture, for whatever acceptable reason (some flexibility in the online classes)</p>

ENCE665-PM01	<p>The material is excellent. The subjects and layout of the course are set up very well.</p>	<p>The grading on quizzes and PD assignments. A lot of work goes into this class and a good amount of time. I say at least around 15-20 hours a week. Seems high for a 3 credit class. I had to drop a class and take a good amount off of work to keep a B+ in the class. A lot of work for just 3 credits. I have been in the PM program for 2+ years and always have taken 2 classes each semester. Having this class I had to drop my one class and lose money just so I could get a B in the class. A lot of work and staying up till 2-3am to get the work done.</p>	<p>This class has a lot of items to complete weekly! Here is the breakdown: 2.5 Hrs lecture, 1 Hr for on-line discussion, 1 Hr meeting with team project, 1 hr quiz, 3-4 hrs reading, 1-2 hr writing assignment, study for 1-2 hrs and workbooks (many hours 1st 4 weeks+). As you can see, a lot of hours! Should get 6 credit hours for the course. Keep the subjects, but change the credits.</p> <p>I will say, this was one of the best classes I have taken, Great class, but should be more credit hours for the work and subject demands.</p>
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ENCE665-PM01	<p><p>The course covers material that I think is important to understand as a manager and leader. Â I do believe that the most valuable lesson for me was the concept of positive psychology.</p></p>	<p><p>My only complaint about this course is the sheer volume of work involved. Â In my opinion, it covers too many concepts in such a short period of time. Â Two problems with that: Â 1) Â It is information overload, and I am sure I am not alone when I say, "I dropped much of what I had learned the previous week, to make room for the current week". Â 2) Â The vast majority of students are working full time. Â On top of that, I actually have two jobs, taking two classes, and have a young child. Â Plus the everyday chores around the house like mowing the grass. Â There simply was not enough time to complete everything in this class. Â I had to drop off something, and that was the video presentations. Â Did it effect my learning? Â Most likely it did, but that was 2.5 hours that I needed on a weekly basis. Â This class required 2-3 times the amount of time than my other graduate level class. Â And I am not exaggerating. Â To me, this is way out of balance. Â I think the current workload is unrealistic for students who are not full time. Â My recommendation, split the course into two semesters, you can slow things down for a deeper understanding and reduce the amount of hours students spend during the week on the course.</p></p>	<p><p>Reduce the amount of different materials for the class. Â I would have rather spent much of the semester going through the assessments with additional reading related to those assessments during the week and then discussing what we had learned in the text and what we learned about ourselves in the workbook. Â I think it would have provided a better understanding of ourselves and the concepts that went along with them.</p></p>
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ENCE665-PM01	<p><p>I liked how the course was geared towards all levels of managerial positions, even people who are aspiring managers learned valuable skills to apply when entering the field.</p></p>	<p><p>The cost of the reading materials and mandatory quizzes was more than I would like to have spent and more than other courses I have taken.</p></p>	<p><p>There were times when I would like to have had the opportunity to get ahead in the pearl diving assignments and the quizzes. I kind of expected this to be the case since it is the online structure. Perhaps even opening the assignments just a day or two earlier could help students get ahead who have work or other obligations.</p></p>
ENCE665-PM01	<p><p>I liked the fact that for this particular semester, there were no exams. This actually helped with learning because it allowed for complete attention during video discussions. No lectures/discussions needed to be missed as a result. I do believe that the combination of quizzes, discussion, projects, and presentations were a good combination of learning agents.</p></p>	<p><p>In some instances, the quizzes were rather tricky. I think a good start may be to find out which questions students across the board missed and see whether the wording or answer choices can be clearer.</p></p>	<p><p>None. This has been my favorite class in the PM curriculum thus far.</p></p>

ENCE665-PM01	<p>I enjoyed the layout of discussions - discussing what we found most interesting, answering discussion seeds and talking about personal examples, and talking about our take aways from each lesson.</p>	<p>The course required a lot of reading, it was difficult to keep up with all the reading assignments</p>	<p>This was a great course, I learned a lot and I wouldn't change anything.</p>
ENCE625-PM01	<p>practical!!!</p>		<p>less group work</p>
ENCE625-PM01	<p>Taught me the in's and out's of project administration and how much time and energy goes into it.</p>	<p>The text questions sometimes didn't seem like they had a straight forward answer. I feel like many questions depended on how you interpreted what the book was asking</p>	<p>Good class, maybe less tangents would encourage more questions during the online meetings?</p>

ENCE625-PM01	<p>Schulman is an amazing teacher. Along with teaching the coursework he was able to make real world connections to the class and also provide advice on aspects outside the scope of the class. He promotes a further discussion and I really do like the way he split us up into groups to ensure that we learned the most from one another. a</p> <p>Great class, would take another class under Shulman any time</p>	<p>Nothing particularly.</p>	
ENCE625-PM01	<p>The schedule/syllabus were very clear and the professor tried to adhere to it.</p>	<p>N/A</p>	<p>N/A</p>

ENCE625-PM01	<p><p>What I like most about the course was that it was very informative and real-world oriented, in which I could apply the applications presented within the course.Â </p></p>	<p><p>What I like least about the course was that though the work had its usefulness in certain applications, the workload was rather tedious, especially for me as a professional student. But the teacher wasÂ lenientÂ in working with professional students so that was a plus.Â </p></p>	<p><p>No feedback needed.Â </p></p>
ENCE625-PM01	<p><p>The course was well delivered. It had quality projects, quality speakers. The case studies truly challenged me.</p></p>	<p><p>Quizzes were mostly a play on words. It was easy to get the wrong even if you were knowledgeable about the subject matter</p></p>	<p><p>Great class. Keep it up Sir.</p></p>
ENCE625-PM01	<p><p>Professional guest speakers and jobsite visits were very helpful.</p></p>	<p><p>Canvas layout for the class is a little bit confusing.</p></p>	<p><p>Have more guest speakers or presentors from various disciplines or professional fields.</p></p>
ENCE625-PM01	<p><p>The course design and the cases were veryÂ helpfulÂ in understanding the material</p></p>	<p><p>I like this course very much</p></p>	<p><p>Keep on with the great jobÂ ProfessorÂ Schulman!!!</p></p>

ENCE625-PM01	<p>The casework was good.</p>	<p>There isn't a lot of meat behind this course. I've taken all of professor schulman's classes and this one just didn't have the same impact as the others.</p>	<p>The way the scopia calls are structured isn't very effective. I would go to a completely case based course. Chop up the cases and give a piece out each week, then come together on scopia and discuss. The lecture based approach is not very engaging.</p>
ENCE625-PM01	<p>Unfortunately, due to schedule conflicts with other courses, I was unable to attend the field trips; however, I am sure those were well worth the time. My personal favorite part of the course was completing the case studies as it provided the real world connection to the material learned.</p>	<p>None.</p>	<p>Assuming it's possible, send out a survey with several possible dates for the field trips to accommodate those students whose schedules would not line up with a single date. I</p>
ENCE625-PM01	<p>The case studies were time consuming but I learned a lot from them.</p>	<p>none</p>	<p>none</p>

ENCE625-PM01	<p><p>It was very easy. I never watched a single recorded lecture and did not read any of the book except during open book exams and to look up specifics for the case studies.</p></p>	<p><p>The instructor did not give helpful feedback on the case studies and the grades he assigned were essentially the same for each group and for each assignment.</p></p>	<p><p>More instructor feedback on the case studies. Perhaps the instructor could prepare his own write ups for the case studies so that students can compare to their own.</p></p>
ENCE625-PM01	<p><p>I liked the fact that what Neil taught could be applied in real life. I would literally learn the theory one evening and see it in action in the office the following day.</p></p>	<p><p>nothing the course is structured very well and could not be more conducive to a project management teamwork environment.</p></p>	<p><p>One small note, please make sure the documents that are provided to the in class section are also posted for the online section, this was a minor issue when we had guest speakers and did not have the document that supported out basis of discussion that day.</p></p>

ENCE625-PM01	<p>Professor is active with the community to provide a real world perspective to the students (e.g., panel discussions with various contract companies, construction site visits). His courses are really the only ones in the program that does this. I wish other courses would have as that we enhance the program.</p>	<p>Format for the online portion needs some tweaking with possible adjustments to the on campus as well. It should be assumed that the students watch the classroom video and the discussion during the VTC should be done differently. Some suggestions for the VTC:</p> <p>1) Conduct it purely as a question and answer session for the students along with time to address administrative items. This would be a similar format that Professor Myers uses for ENCE661 and is very effective.</p> <p>2) Discuss selected case studies about the course material. This can be done in many ways, but should enhance participation by the students. The same cases could be used for the on campus students, but just not recorded.</p> <p>The course title should be adjusted to Construction Project Administration to accurately reflect the course topic. Several students were confused by this. (One of my big disappointments for the program was students' lack of construction experience. I felt like I was teaching them the basics and I was not enhancing my knowledge at all).</p>	<p>1) The powerpoint slides and book for this course were not very good. Suggest truncating the topics down for the on campus lecture and not using the powerpoint slides from the book.</p> <p>2) Suggest a "construction concentration track" be created for the PM curriculum to highlight the 3 courses (625, 663, 666) you teach along with some others courses. Hopefully, this will be more informative to the students when developing their education plan and provide more experienced students to these courses.</p> <p>Â</p>
ENCE625-PM01	<p>Discussing review questions was helpful. Site tours are a nice option</p>	<p>Lost points on case studies are sometimes unclear</p>	<p>Make case study rubric available.</p>
ENCE625-0101	<p>Real time examples and case studies</p>	<p>Nothing</p>	<p>I feel everything is fine with the course and the instructor.</p>

ENCE625-0101	<p><p>The case studies were very useful in applying the concepts learnt in class. It helped us gain a feel of the real world problems in project administration.</p></p>	<p><p>There was very less of in-class assignments.</p></p>	<p><p>I would suggest the professor to involve more of in class assignments which will help stimulate group discussions and interest in the course.</p></p>
ENCE625-0101	<p><p>real examples offered by the instructor based on his experiences and the outings to construction sites.</p></p>	<p><p>cases - while designed to enhance leadership, mangement and knowledge of the study, took more work then writing a regular paper and yielded less return for the effort because of the team members' varying abilities, perspectives and inputs. Would have preferred to do case studies that had fewer questions as an individual rather than as a team.</p></p>	<p><p>Great class!!!Â However, it seemedÂ that some ofÂ the quiz and test questions corresponded to materials covered (perhaps more in-depth) in future chapters.</p></p>
ENCE625-0101	<p><p>Good outside perspective on construction industry, good alternative learning techniques, (guest speakers and site visits)</p></p>	<p><p>N/A</p></p>	<p><p>N/A</p></p>

ENCE625-0101	<p>Helpme understand other aspect of the construction administration such conflict resolution, problems with contractors, relationship between owner, GC and subs</p>	<p>Was mostly construction admin...not too much attention to the preliminary design phase, consulting, design</p>	<p>not too much I can say. the class fullfilled all the expectations</p>
ENCE625-0101	<p>It had direct and immediate application to real world scenarios.</p>	<p>A lot of the case studies required extensive experience beyond the classroom, making it difficult to answer some of the questions.</p>	
ENCE625-0101	<p>The Case Studies allowed me to expand my knowledge.</p>	<p>I was unable to attend the two field trips.</p>	<p>Provide specific comments on the projects.</p>
ENCE625-0101			
ENCE625-0101	<p>Instructor simulated the interest of the students by allowing active in class participation and class discussions. Case studies presented real live scenarios and field trips gave visual representations of some of the class teachings.</p>	<p>N/A</p>	<p>N/A</p>
ENCE625-0101			

ENCE625-0101	<p><p>The course is designed to give one a complete view of a construction project. Â The course material contributes to the understanding of the subject matter well. Â Of course, the guest speakers and there presentation was an excellent learning method. Â Prof. Neils fosters learning, discussions, and sharing ofÂ experience.Â </p></p>	<p><p>I can not name one. Â I learned a lot.</p></p>	<p><p>None at this time.</p></p>
ENCE625-0101	<p><p>examples from professor's career experience euipped better understanding of class materials</p></p>	<p><p>hope to see projectÂ administrationÂ stuff related to otherÂ engineeringÂ fields other than only consturction</p></p>	
ENCE422-0101	<p><p>nothing</p></p>	<p><p>The way it was taught</p></p>	<p><p>When giving examples in class, give original examples that are not out of the book... I can easily go to the textbook and find those examples. New ones would help!</p></p>
ENCE422-0101	<p><p>I did better</p></p>	<p><p>I didn't do well</p></p>	

ENCE422-0101	<p>nothing. I hated this class, all he talked about was himself, and his numerous gas stations.</p>	<p>His powerpoints were not effective, he would scan 8 1/2 by 11 sheets of paper and skew them down so you could barely read what it said, he wouldn't post the powerpoints on elms the day of the lecture, so it was impossible to follow along since he wouldn't allow time for us to take notes, he never checked homeworks, so it really came down to the midterm and final which I both did pretty terribly on. Way too much information to remember. He shouldn't allow people to use TI-83 calculators since everyone wrote the answers to the test in the program application of the calculator. I can say with utmost honesty that I did not do this, but I heard everyone before the test talking about how they crammed all the formulas into their calculators...SO NOT FAIR, and not worth it.</p> <p></p> <p>The book which we had to buy, he never used it, he gave us homework problems, which we would do, and yes he would post the answers, but for someone like me, i need the problems explained and broken down. He just assumes we are all God's gifts to Earth like himself.</p> <p>Also, I heard in years previous that there was a project due as well to help adjust the grades for people who do not do well on the tests, what happened to that? Group Projects or Individual projects would help me learn the material better.</p> <p>Completely disappointed in this class. Pick a better teacher!</p>	<p>Actually explain things, don't just assume people know. You give us two seconds to answer your questions when you ask "Is everyone okay so far?" and then you move on. You made me feel stupid for going up after class and asking you for help, as if you had better things to do with your time, when you ended class early. We pay you to teach us, it shouldn't be a burden on you to actually do it. I understand this is a research institution but show some respect to your students. It wouldn't kill you.</p>
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ENCE422-0101	<p><p>I loved how Dr. Sam used vivid real world examples throughout lecture</p></p> <p><p>^ </p></p>	<p><p>That it only met once a week. I found it tough to get back in the mindset of the previous week's material</p></p>	<p><p>Great class!</p></p>
ENCE422-0101	<p><p>Quality of teaching and grading style (percentages).</p>></p>	<p><p>Tests very heavily weighted</p></p>	<p><p>A project included to balance grading weights</p></p>
ENCE422-0101	<p><p>This class was different from my other very technical engineering classes and was a nice change. Also, it was a lot of material I was clueless on beforehand, so it was good to learn this useful information.</p></p>	<p><p>I wish we had had required homework due every week or every other week to force me to keep up with the material.</p></p>	<p><p>The pop quiz was a good idea to catch people that weren't going to class (although it was unfortunately the one class I didn't make it to)-- still a good idea though.</p></p> <p><p>Like I said earlier, I thinking making homework required would help people, like myself, that have a hard time taking the time to do homework if it is not to be turned in, but would if it was required.</p></p>
ENCE422-0101	<p><p>Connecting the course information to real world examples</p></p>	<p><p>The lecture slides were confusing at times</p></p>	<p><p>Providing clearer lecture slides</p></p>
ENCE422-0101	<p>quality of powerpoints and examples was good</p>	<p>hard to stay engaged for that long</p>	<p>mandatory graded homework would encourage students to stay on top of their work</p>

ENCE422-0101	<p>I thought Dr. Negahban was well qualified and knew a lot about the subject. He seemed excited to relate the lectures to his own personal experiences.</p>	<p>When I signed up for "Project Cost Accounting and Economics" I thought I would be dealing with hands on project economics. However, it seemed to be more of an economics class with memorizing terms and ratios that won't be very useful to me in the future.</p> <p>The second half of the course was completely qualitative. It was just lecture after lecture of definitions and balance sheets. I'm a hands on learner so if there are not any problems for me to solve I'm probably not going to be able to pick up on any of the concepts.</p> <p>I don't think my final grade is a good representation of the effort I put into this class.</p>	<p>Realize that anyone taking this course probably has zero background in economics.</p>
ENCE422-0101	<p>The material was very interesting</p>	<p>The slides in the slideshow were repetative.</p>	<p>The slides were repetative and took too long to cover them</p>
ENCE422-0101	<p>Good teaching style.</p>	<p>A lot of material in the accounting section compressed into too short of a time.</p>	<p>Spread out the accounting over more classes.</p>

ENCE422-0101	<p>The topics. I never knew what any of these economic topics were until this course.</p>	<p>Great class, terrible time of the day. For me personally, Wednesday's were rough. Having a 2 hour class at night was tough.</p>	<p>None, I really enjoyed this class</p>
ENCE422-0101	<p>I enjoyed having the slides available directly following the class to review from.</p>		
ENCE422-0101	<p>The fact that there were lots of examples made it easier to understand things</p>	<p>The size of the class</p>	<p>Maybe devote more time to the complicated ideas and less to the ones that are more obviously simple</p>
ENCE422-0101	<p>All of the material was extremely relevant to real world cases.</p>	<p>I did not like that it is a 2.5 hour course that meets only once a week.</p>	<p>Have several grade homework assignments so that our class grade is not just based on two exams.</p>
ENCE422-0101	<p>Real life examples and professor super knowledgeable on topic!</p>		
ENCE422-0101	<p>It was nice that there were optional homeworks each week that followed along with the preceeding week's lesson.</p>	<p>Not enough opportunity for grades. Only a midterm and a final.</p>	

ENCE422-0101	<p>Good professor, good slides.</p>	<p>Quizzes were given after the break, and were more for the purpose of attendance than actually showcasing knowledge.</p>	<p>Quizzes at the beginning of every class that review the previous lecture. This way, students are more likely to show up to lecture AND follow the course material at an appropriate pace.</p>
ENCE422-0101	<p>Example problems were extremely useful. Â</p>	<p>Much of the information taught required a lot of background on accounting and economics. Â</p>	<p>Take more time to go over examples. Â</p>
ENCE422-0101	<p>its in the evening</p>	<p>its 2 hours long</p>	
ENCE422-0101	<p>I liked the style of teaching and listening to all the examples</p>	<p>not many opportunities for grades. There was pretty much just the midterm and final, so if you did poorly on one it was hard to recover</p>	<p>none</p>
ENCE422-0101	<p>The teacher had a lot of examples about situations we may encounter in the professional world.</p>	<p>Nothing. I thought it was taught well.</p>	<p>Nothing. I think the class is great the way it currently is.</p>
ENCE422-0101	<p>The professor was friendly and approachable.</p>	<p>The material was a bit boring aÂ repetitiveÂ so it was difficult to pay attention for a two and half hour class.</p>	<p>Maybe try to provide more concrete examples that are different from one another.</p>

ENCE422-0101	<p>Lectures were posted online.</p>	<p>Lectures were quite boring (and required to attend).</p>	<p>More concise lectures.</p>
ENCE422-0101	<p>I like that it only met once a week</p>	<p>It could have started a little earlier</p>	<p>Nothing, class is good</p>
ENCE422-0101	<p>I liked the first half of the course better because the subject matter seemed more applicable.</p>	<p>Class period is too long and material could easily be condensed.</p>	<p>Maybe include some in class activities for practice where people can work together.</p>
ENCE422-0101	<p>I thought the professor was very helpful and very fair. He was not too demanding, he just wanted us to learn. He obviously knows what he is talking about.</p>	<p>I did not like that it's a night class, but I understand that is the only option.</p>	<p>As unhelpful as this is - I wouldn't change anything about the class.</p>
ENCE422-0101	<p>I learned useful information.</p>	<p>Not enough in-class practice problems. Homework was not graded.</p>	<p>Grade the homework, please.</p>
ENCE422-0101	<p>The instructor worked with us personally about concerns with exam scheduling, content, etc.</p>	<p>The content was boring and the teaching style was not engaging.</p>	<p>Include more application, not just reading from a PowerPoint.</p>

ENCE422-0101	<p>The real life situations is by far the best part of this course, it is the first course in years that I have gained real life situational experience that I will actually use after my college career.</p>	<p>The work load was a minimum, I feel as though I would have got more out of the course if there was more assigned work.</p>	
ENCE422-0101	<p>I really liked how everything was tied into examples from the instructor's personal experience. It highlighted how everything really ran and connected to the professional world.</p>	<p>Some of the material was rather dry, but that was to be expected. Honestly, there was very little I didn't like.</p>	<p>I think the class ran very well as is</p>
ENCE422-0101	<p>The amount of course work required for this class was fair and I thought this was a great part of the class.</p>	<p>I felt this course could have been taught online. Going in to lectures did not seem like the best way to offer this class.</p>	<p>Mention that studying for this class can also be achieved by studying the accounting section of the FE Exam. This helped in supplementing my study materials for the first exam.</p>
ENCE422-0101	<p>The course was challenging but not an excessive amount of work.</p>	<p>The second half was less analytical.</p>	<p>More feedback from homework</p>

ENCE422-0101	<p>The way it was separated into 2 parts, since the two parts were a little different from each other. The separation was needed.</p>	<p>I think the homework should be graded so that the students make sure they go over the covered material during the whole semester.</p>	
ENCE422-0101	<p>Not having mandatory homeworks gave a lot of scheduling flexibility. Also, posting the answers to those problems was a great way to confirm comprehension.</p>	<p>The second half of the semester had no optional homeworks, so it was difficult to study and gauge the types of questions that would be on the exam.</p>	<p>Spending less time on definitions and more time explaining the dynamics of problems we will be expected to solve on the exam, especially the more difficult problems.</p>
ENCE422-0101	<p>the subject</p>	<p>the time</p>	<p>none</p>
ENCE422-0101			
ENCE422-0101	<p>I have been enjoying this course because I am learning new concepts and information in regard to engineering economic analysis. The quality of teaching is very good. Professor Negahban is extremely knowledgeable about what he teaches and he motivates his students to be involved in the lectures and ask questions which I really like about</p>	<p>I could not find one thing that I did not like about this course.</p>	<p>None.</p>

	him.</p>		
ENCE422-0101	<p>I like Dr. Neghaban's teaching style. He talks a lot about his own real world experience which makes the material much easier.Â Â </p>	<p>N/A</p>	<p>keep up the good work!</p>
ENCE422-0101	<p>I thought the structure of the exams were very fair.Â </p>	<p>It was difficult to stay engaged during class.</p>	<p>None.</p>
ENCE422-0101	<p>I liked the book that was assigned for this course because its really helpful.Â </p>	<p>not sure</p>	<p>He needs to respond to emails more. Right now he does not respond back to emails at all.Â </p>
ENCE422-0101	<p>useful information</p>	<p>repetitive material</p>	<p>work through examples by hand rather than pictures</p>
ENCE422-0101	<p>Nothing</p>	<p>Nothing</p>	<p>Nothing</p>

ENCE422-0101	<p><p>Professor Negahban was really nice. I didnt do very well on the first exam and instead of just writing me off, he was very supportive about doing well on the next one. Also he genuinely shows that he wants us to know the material. He cares about our futures and even offered to help some students get jobs once they graduate. Good guy Negahban!</p></p>	<p><p>Everything was good.</p></p>	<p><p>The 40% weight per test was a little frightening. I understand that you have a method behind that reasoning so I dont think it's that big of a deal. But it is a little scary.</p></p>
ENCE422-0101	<p><p>The low stress environment in the classroom</p></p>		
ENCE422-0101	<p>I enjoyed the actual content of the course - it's simple math applied in a practical way that engineers will definitely use, but don't usually see until their full time job.</p>	<p>Don't need 2.5 hrs each week to cover the material - maybe half that. I stopped going to class after week 4 since it was more time efficient to simply study the textbook than to go to class and spend all that time going through examples or learning simple finance at a painstakingly slow pace.</p>	<p>Break the class in half and have the first half come for the first half of the designated time slot, then the second half for the latter time slot. Or even better, simply allow people to choose which time slot they would prefer. People would be more willing to come to class if they didn't have to sit there for hours.</p>

ENCE422-0101	<p>Teacher was very knowledgeable and had many examples from his own experience.</p>	<p>Lack of a formula sheet for the exam We were expected to know a lot of content and if you are unable to remember a lot of formulas you were out of luck.</p>	<p>The examples from the textbook did not always make sense and these same examples were all that was presented in class. It would be a lot more helpful if we worked through an example as a class on the board instead of just talking about it. Many students do not learn from listening bu by doing. Yes there are practice problems but if you don't understand the basics you are also going to struggle with the practice problems.</p>
ENCE422-0101	<p>The work prepared my for the economics portion of the FE exam</p>	<p>Length of class time</p>	<p>To have more ungraded homework questions for the second half of the semester</p>
ENCE422-0101	<p>learned important real life skills that will help me in managing money</p>	<p>boring subject matter</p>	<p>N/A</p>
ENCE422-0101	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
ENCE422-0101	<p>The relevance to the industry.</p>	<p>The lack of real world examples/applications in the course work</p>	<p>Work out a few examples of situations/problems step by step on the board.</p>
ENCE422-0101	<p>the fact that it wasnt ever 2 hours</p>	<p>i liked the course</p>	<p>Make more interesting</p>

ENCE422-0101	<p>I liked the concept of the course ,and the anecdotes that the professor told that connected it to real life.</p>	<p>I did not like the long length of each class. I would recommend having some in-class problems to work on to hold student's attention.</p>	<p>As I mentioned above, I feel that some problems should be solved on the board. Or better yet, put a problem up (similar to the previous homework assignment), and then have students complete it for in-class credit. That way, it will promote doing the assignments on-time, and it will also allow for more discussion on the problems.</p>
ENCE422-0101	<p>I really appreciate the real-life examples in the professional, business and personal levels.</p> <p>Having the class power points available were very useful when preparing for exams.</p> <p>Having pop quizzes was a fair way to reward those who stay in class.</p>	<p>I do not have any negative feedback about the course.</p>	<p>Incorporating short class activities related to the topic may bring more dynamic to the course specially for an evening class.</p> <p>Attendance should be done after break and it should be verified since there are many people's names that were on the attendance sheet but they were not actually in class.</p>

ENCE422-0101	<p>p</p>	<p>the examples used in class were just photocopied solutions which were hard to read and the instructor went through too quickly</p>	<p>use better example problems. work through them instead of photocopying solutions.</p>
ENCE422-0101	<p>The things it covers is applicable to everyone's life in the future.</p>	<p>Sometimes the length of the class made it hard to focus near the end of the class.</p>	<p>Class was very well organized.</p>