

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-03: PROJECT MANAGEMENT.EGRMGMT-560-03.  
**Instructor:** Dina Requena \*  
**Response Rate:** 15/22 (68.18%)

**1 - Thank you for completing an evaluation. Your constructive comments and ratings will be helpful to the faculty for improving this course for future students, helpful to the Duke administration for faculty promotion and awarding teaching-based recognitions, and helpful to other students considering enrolling in this course.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand the purpose of course evaluations.	(1)	15	100.00%		
				0 25 50 100	
Response Rate					
15/22 (68.18%)					

**2 - The goal of evaluations is to help instructors identify which aspects of the course are most effective and which aspects could be productively changed. Please do your best to focus on the course components and learning environment, and avoid superficial comments that are not relevant to the learning environment (for example, comments about the appearance of the instructors or personal attacks are not helpful or appropriate).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to be constructive.	(1)	15	100.00%		
				0 25 50 100	
Response Rate					
15/22 (68.18%)					

**3 - Prior research has identified biases in course evaluations related to instructor gender, age, race, ethnicity, sexuality, or other aspects of identity. Keep this in mind when reflecting on your course experience, and do your best to minimize the influence of any particular instructor identities on your evaluation.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to avoid potential biases.	(1)	15	100.00%		
				0 25 50 100	
Response Rate					
15/22 (68.18%)					

**4 - When answering questions that refer to "learning," please consider the relevant aspects of learning that are specific to this course (for example, acquisition of skills and methodology, retention of course content, new ways of thinking, or anything else that the course offered).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand.	(1)	14	100.00%		
				0 25 50 100	
Response Rate					
14/22 (63.64%)					

**5 - Overall Appraisal Give an overall rating for the quality of this course (e.g., content, structure, approach, educational value).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	4	26.67%								
Poor	(2)	4	26.67%								
Adequate	(3)	5	33.33%								
Good	(4)	1	6.67%								
Excellent	(5)	1	6.67%								
				0 25 50 100	Question Department All Masters Courses						
Response Rate											
15/22 (68.18%)											
Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	2.40	1.18	2.00	1403	4.17	0.96	4.00	1583	4.16	0.97	4.00

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### 6 - Please elaborate on your impressions of the quality of the course.

<b>Response Rate</b>	15/22 (68.18%)
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- My overall impression is that little consideration, thought, or time went into supporting distance students for this class. 1. Sakai site was poorly managed. It seems the architecture of the Sakai site was inherited from the previous instructor. However there does not appear to have been any auditing or editing prior to start of class. Consistently there were changes made to what assignments should be done, assignment requirements, and due dates all without any notification to the students. Additionally there were at least two occasions where the lesson for the week was not released. Then two lessons would be released at one time. This is very challenging for distance students with full time jobs that set aside a certain amount of time for school each week. 2. There seemed to be some disconnect between what was taught, though lecture or reading, and what was assessed on assignments and quizzes. In particular prior to the first case study, I do not think the expectations and methodology was clearly communicated. A grading rubric is not enough. 3. Communication was poor. There was a lot of ambiguity and unannounced changes in the course. The professor needs to do more to push out information and help provide some synchronicity and connection for the distance students.
- As an online student, my impression was that our quality of instruction was second priority to the on-campus students. There were frequently delays with posting materials and opening assignments. This was confusing because it was clear that the majority of the course lectures, assignments, and readings were reused from previous semesters. It felt like staying on top of posting resources for the online class was an after-thought. I personally had to email the teaching team multiple times to ask for materials or information that would allow me to do my coursework in alignment with the timeline prescribed on the syllabus. This is frustrating because online students most likely work full time in addition to school, so not having materials posted or having to wait for email replies for further information creates delays in the limited time we have set aside for schoolwork.
- The content of this course can be very valuable. Project management is should be at the heart of this program and is a very important topic. However, the structure and approach of this course is very poor. The assignments are all over the place, with due dates being changed without notice. The amount of assignments in this class if far from reasonable.
- Very useful topic as it applies directly to my job as a project engineer; however, there were lots of moving due dates, and assignment directions frequently changed. For distance students working full time while taking the course, it was difficult to keep track of all those moving parts.
- Lessons are well laid out and go with the charters in the book. The simulations were very helpful in practicing the topics learned in that week's lesson.
- The content of the course was fine. However, about halfway through the course, it became very difficult to manage what material I was responsible for since initially material was posted week by week and then a bunch of weeks all at once and then nothing and then another lumpsum of weeks. Additionally, there were varying dates of deadlines for assignments throughout the course as well as many changes throughout. To be honest, I really was not sure which day of the week started a new week of material and I quickly lost track of what I was responsible for. I had to check Sakai almost every day at one point to make sure that I did not miss anything. This made planning very difficult around my work schedule and altered my weekend plans on two occasions.
- This is my third semester in the Duke MEM program and PM is by far the most frustrating class I have taken, and I am actually disappointed that I had to pay for a course that was this disorganized and aggravating. Much of the course material was adequate at best, but the administration of assignments was handled in a haphazard and capricious way. The fact that this is a project MANAGEMENT class, and it was so poorly MANAGED, reeks of a sad irony. For the course material, much of it was borrowed from a previous instructor whose lesson videos were very succinct and helpful. Much of the original course material for this semester was out of date (old/confusing due dates), had minor yet confusing discrepancies or had Sakai links that did not work. Assignment due dates, expectations and requirements were frequently changed. Some assignments (like Project Blue Sky) were posted and then removed after I had already spent time and effort on them (very infuriating). The grading was not fair in some cases. The rubric posted to Sakai for the initial presentation of the final project was incomplete (only showing what categories were assessed) and then we were harshly graded on the completed rubric which broke down ranges of expectations in each category, yet provided no feedback on why we were scored the way we were. The quizzes didn't seem to follow the overarching theme of the course and there were questions everyone or nearly everyone in the class got wrong, indicating some large disconnects. Additionally, quiz 1 simply disappeared without any explanation as to why and no opportunities were provided for feedback on it. I was very frustrated with how slowly the assignments were graded. More than halfway through the course (about week 8) we only had a handful of assignments posted, so I never knew where my grade stood in the class. This was particularly confusing since there are a good number of TAs for this course and there are relatively few individual assignments. I am taking another class with a comparable number of students where the professor has the help of just one (1) TA and my assignments are promptly graded with valuable feedback. Overall communication to the online students was poor as well. Examples include not confusion over who was presenting at the initial round of presentations.
- Course communication was often poor. I felt the Professor did not QA what the TAs did. Often very poor communication regarding posting of assignments, quizzes, other course material resulting in numerous surprise deadlines. Prof often covered material in lecture that was not communicated to distance students via e-mail, announcement or other appropriate means. This resulted in distance students often feeling in the dark about expectations and other important material.
- There seems to be little no thought put into the course structure for online students. Due dates are changed frequently and sometimes without announcement, or sometimes entire assignments are inexplicably changed without notification. The amount of time it takes for feedback on assignments is ludicrous and doesn't allow for improvement from assignment to assignment. The pre recorded lectures are fine, but very shallow. I do not feel like the lectures or reading content fully prepared me for some of the quiz questions because although I understood what the questions were asking based on the reading, there was not way to know the correct answer. For instance, a quiz question may say, what is the best method to do something. Although each method is described in the book, and maybe in a lecture, there was no direction on which method is the best for what situation, simply what the methods were. The semester long project was a colossal waste of time. It was meant to be a way to apply what we learned, but unfortunately the entire assignment is made up by the students. For example, we need to do EVM for the second part of the assignment without any data. So the students are just making up whatever data we want in order to skew the EVM to whatever narrative we want. The course discussions in the forums as always provide zero benefit. I feel that I would have used my time significantly more effectively just buying the textbook and doing homework problems rather than any of the projects assigned, I do not feel at all prepared for the PMP and will be essentially starting from scratch buying a preparation book and redoing the entire course on my own.
- I believe the content of the course for the most part was great. However, I felt the course was not well organized. For example, the very first case study had a very short turn around. We did not end up getting access to the simulation until the end of the week and only had a couple days to complete the simulation and write the report. The TA's created a teams for this class and did not respond to any of the student questions about the homework at the beginning, so everyone stopped using it. Some of the assignments were not very clear either or didn't seem useful at all and did not really relate much to the content of the course.
- Course content and educational value was good, structure and approach was lacking. Poor scheduling and structure led to confusion and last minute assignment/ questions/ student concerns.
- This course severely lacked consistent structure. Starting in the first week, the weekly lessons would not consistently be released for us to view. Sometimes it would be released on a Thursday with all deliverable due Monday night or it would simply release two weeks at a time - essentially throughout the entire semester the students could never clearly understand what weeks we were on and what was actually due. The assignments listed in the beginning under grade book would change throughout the entire semester, randomly adding assignments the week of making distance students unaware. Grades were NOT released in a timely manner what so ever. We are a few days out from the final and have about half of the assignments released back to us and there were a lot of assignment. Lastly, in the beginning it was announced that TAs would directly help us with anything even creating a teams channel for all of us to see questions posted, not once was a question ever answered on teams.
- The quality, of course was good. The course went along with the book, and we were provided supplemental resources for the PMI certification exam. The case studies enforced the concepts.
- Honestly, by far the worst class I have taken at Duke. Really disappointing in the quality of teaching for a course that is charging us nearly 8k. The course is extremely disorganized, seems like the teaching team just reused materials from previous semester without proper adjustments. I am not sure what exactly I have learned from this class so far. We are definitely not prepared for PMI/PMP exams. We are getting so much mixed information for the assignment itself and the teaching team. Almost always need to email the teaching team for clarification. Always minimum notification for assignment release or small window for us to get the work done. The gradings are inconsistent throughout. I can never get a reasonable justification from the TA. Only 3 live sessions this semester and two of them are presentation. This should not be the teaching quality for a top university in the nation.
- Extremely disappointed in the course overall. It was very obvious that this was the professors first time teaching the course and that they were behind the ball on every turn. They basically just reproduced the last years course and clearly didn't even take the time to look ahead for the upcoming weeks at any point during the semester. Honestly, this course made me question why I decided to pursue this degree program in the first place. The assignments did a poor job reinforcing the concepts in the class but were extremely heavy in terms of work load. Felt like a lot of wasted time. The teach team took a long time grading assignments and then provided very little feedback, and the feedback we did receive seemed unfair and irrelevant. Grading overall seemed unfair and arbitrary. The teach team was hard to get a hold of, provided poor help when available, and was an overall impediment to learning. The course schedule was unclear, weekly content was not posted on time, assignment due dates were not fair or clear, quizzes and assignments had grammatical errors as if they were not reviewed before being posted, expectations for an online course was unreasonable, and the material covered was not covered well. Please re-evaluate why this professor is teaching this course and the way it is being presented. I took this class because people who had taken it previously had said it was useful so previously you had a viable product, but it is not any longer.

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**Instructor:** Dina Requena \*  
**Response Rate:** 15/22 (68.18%)

### 7 - Give an overall rating for quality of the instructor (e.g., presentation, knowledge, fairness, responsiveness).

Dina Requena

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Very poor	(1)	2	13.33%										
Poor	(2)	1	6.67%										
Adequate	(3)	6	40.00%										
Good	(4)	4	26.67%										
Excellent	(5)	2	13.33%										
					0	25	50	100	Question	Department	All Masters Courses		
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>All Masters Courses</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
15/22 (68.18%)	3.20	1.21	3.00	1617	4.32	0.88	5.00	1797	4.31	0.90	5.00		

### 8 - Please elaborate on your impressions of the quality of the instructor.

Dina Requena

**Response Rate** 12/22 (54.55%)

- There was a significant lack of communication from the professor. In every other class I have had as a part of the distance program, the professors provided consistent email communication. This helps the student sync up on key points for the week, major deliverable due dates, and expectations for next week. This did not happen in this course. The communication that did occur was often poor. In one instance the professor asked for three teams out of five to volunteer to present their projects. She then replied that she had three volunteers. However every team volunteered and believed they were going to present. In other instances, dates were communicated that an assignment, quiz, or simulation would be ready. However those deadlines were missed. Overall the communication from the professor requires improvement for students to feel connected to the class and material and in sync with what is going on in the class.
- Professor Requena was helpful and knowledgeable when I had questions 1:1 or in smaller groups. I wish she had leveraged and/or managed the 5 teaching assistants more to prevent administrative gaps like opening simulations or providing clear assignment guidelines/rubrics from interfering with the quality of the course.
- Dina is very knowledgeable and is there to help students. It is clear she cares about the students. Being the first year teach this course, I think Dina inherited a very poorly designed course.
- Willing to meet after hours with distance students, very reasonable with grading, very knowledgeable of project management and industry standards.
- The interactions I had with Professor Requena were always pleasant, however, they were very, very limited. Course material was used from another instructor's recycled videos and I rarely interacted with Professor Requena. There were many TAs, but I did not feel like they were adequately staying on top of their duties based on it being the end of the semester and only 3 grades are posted. Numerous assignments have not been returned which would have been valuable to receive feedback on before taking quizzes. Additionally, Quiz 1 was never returned. To be honest, an instructor needs to communicate throughout the course on how the students are making progress and I have no idea where I stand in the course.
- Professor Requena was knowledgeable of PM topics and she was always professional in lectures and when interacting with students. She was also relatively accommodating when issues due to management of the course caused issues.
- Prof Requena is a decent professor as an instructor. She needs to take a closer look at the material posted for distance students and a much closer look at how her TAs manage the course. Likely relied upon TAs too heavily for the distance course without validating their grading or lack of communication with students.
- Very little interaction with the instructor. Got the impression that online students are an afterthought.
- Professor has sufficient knowledge on the subject but we rarely got the opportunity to hear her teach. All recordings were from last teacher and when live recording was included for agile concepts, we learned how different the on campus lectures were different from ours. We had a huge lack of content including worked our examples. For our quizzes it was a guessing game on if we did anything right as there were no worked out solutions released.
- The instructor was always available to meet and responded to emails in a timely manner. She was very fair and understanding. She genuinely is trying to help you with your goals.
- I am sure Dina is very knowledgeable but it really does not feel like she really care about us as students or if we are actually learning from the course.
- See comments above. Clearly could have put more effort into the course. Even during our last presentation the Professor had no idea that gradebook items were missing.

### 9 - Would you recommend this faculty member for a Pratt Teaching Award?

Dina Requena

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Yes	(1)	1	6.67%										
No	(2)	14	93.33%										
					0	25	50	100	Question	Department	All Masters Courses		
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>All Masters Courses</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
15/22 (68.18%)	1.93	0.26	2.00	1578	1.31	0.46	1.00	1751	1.33	0.47	1.00		

- She is incredibly knowledgeable in her subject area of project management.

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**Response Rate:** 15/22 (68.18 %)

10 - Self-EvaluationHow many hours per week, on average, did you spend outside of scheduled class (including labs) on this course?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
3-6 hours per week		(1)	1	6.67%		Question		Department		All Masters Courses		
6-9 hours per week		(2)	5	33.33%		2.80	1.94	1.98				
9-12 hours per week		(3)	6	40.00%								
12-15 hours per week		(4)	2	13.33%								
15+ hours per week		(5)	1	6.67%								
0 25 50 100												
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	2.80	1.01	3.00	1392	1.94	1.02	2.00	1572	1.98	1.04	2.00	

11 - How difficult was this course for you?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low difficulty		(1)	1	6.67%		Question		Department		All Masters Courses		
Low difficulty		(2)	0	0.00%		3.07	2.94	2.95				
Moderate difficulty		(3)	11	73.33%								
High difficulty		(4)	3	20.00%								
Very high difficulty		(5)	0	0.00%								
0 25 50 100												
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	3.07	0.70	3.00	1401	2.94	0.91	3.00	1579	2.95	0.92	3.00	

12 - What level of critical thinking did this course require?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	1	6.67%		Question		Department		All Masters Courses		
Low		(2)	1	6.67%		3.20	3.61	3.59				
Moderate		(3)	8	53.33%								
High		(4)	4	26.67%								
Very high		(5)	1	6.67%								
0 25 50 100												
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	3.20	0.94	3.00	1400	3.61	1.04	4.00	1579	3.59	1.03	4.00	

13 - What was your interest level in this course topic at the beginning of the semester?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	0	0.00%		Question		Department		All Masters Courses		
Low		(2)	0	0.00%		4.20	3.57	3.54				
Moderate		(3)	3	20.00%								
High		(4)	6	40.00%								
Very high		(5)	6	40.00%								
0 25 50 100												
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	4.20	0.77	4.00	1403	3.57	1.04	4.00	1583	3.54	1.04	4.00	

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**Response Rate:** 15/22 (68.18%)

14 - What is your interest level in this course topic now?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	2	13.33%								
Low		(2)	5	33.33%								
Moderate		(3)	5	33.33%								
High		(4)	1	6.67%								
Very high		(5)	2	13.33%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	2.73	1.22	3.00	1404	3.79	1.11	4.00	1584	3.76	1.12	4.00	

15 - How often did you attend class (either live or asynchronously)?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
More than 95% of the time		(5)	13	86.67%								
85-95% of the time		(4)	2	13.33%								
75-85% of the time		(3)	0	0.00%								
50-75% of the time		(2)	0	0.00%								
0-50% of the time		(1)	0	0.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	4.87	0.35	5.00	1403	4.71	0.69	5.00	1582	4.73	0.67	5.00	

16 - What grade do you expect to receive in this class?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
A		(4)	4	26.67%								
B		(3)	11	73.33%								
C		(2)	0	0.00%								
F		(1)	0	0.00%								
Other		(0)	0	0.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	3.27	0.46	3.00	1401	3.88	0.34	4.00	1576	3.86	0.37	4.00	

17 - Appraisal of Learning												
The readings supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	3	20.00%								
Agree		(4)	9	60.00%								
Neutral		(3)	3	20.00%								
Disagree		(2)	0	0.00%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	4.00	0.65	4.00	1401	4.39	0.82	5.00	1579	4.40	0.80	5.00	

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17 - Appraisal of Learning												
The assignments and projects supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	2	13.33%								
Agree		(4)	5	33.33%								
Neutral		(3)	6	40.00%								
Disagree		(2)	1	6.67%								
Strongly disagree		(1)	1	6.67%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	3.40	1.06	3.00	1390	4.40	0.87	5.00	1569	4.40	0.86	5.00	

17 - Appraisal of Learning												
The class discussions and/or lectures supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	2	13.33%								
Agree		(4)	6	40.00%								
Neutral		(3)	7	46.67%								
Disagree		(2)	0	0.00%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	3.67	0.72	4.00	1398	4.38	0.86	5.00	1577	4.38	0.86	5.00	

17 - Appraisal of Learning												
I would recommend this course to future students.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	1	6.67%								
Agree		(4)	1	6.67%								
Neutral		(3)	4	26.67%								
Disagree		(2)	2	13.33%								
Strongly disagree		(1)	7	46.67%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
15/22 (68.18%)	2.13	1.30	2.00	1392	4.23	1.06	5.00	1570	4.21	1.08	5.00	

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**Response Rate:** 15/22 (68.18 %)

17 - Appraisal of Learning													
The evaluation method (exams, homework, etc.) matched the objectives and content for the course.													
Response Option		Weight	Frequency	Percent	Percent Responses	Means							
Strongly agree		(5)	1	6.67%									
Agree		(4)	4	26.67%									
Neutral		(3)	1	6.67%									
Disagree		(2)	5	33.33%									
Strongly disagree		(1)	4	26.67%									
N/A		(0)	0	0.00%									
						0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median		
15/22 (68.18%)	2.53	1.36	2.00	1394	4.28	0.95	5.00	1572	4.28	0.95	5.00		

17 - Appraisal of Learning													
The evaluation method (exams, homework, etc.) for this course was fair.													
Response Option		Weight	Frequency	Percent	Percent Responses	Means							
Strongly agree		(5)	1	6.67%									
Agree		(4)	3	20.00%									
Neutral		(3)	3	20.00%									
Disagree		(2)	4	26.67%									
Strongly disagree		(1)	4	26.67%									
N/A		(0)	0	0.00%									
						0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median		
15/22 (68.18%)	2.53	1.30	2.00	1387	4.28	0.96	5.00	1565	4.26	0.98	5.00		

18 - Open-Ended Questions	
What parts of the class were most useful for you? Why?	
<b>Response Rate</b>	12/22 (54.55%)
<ul style="list-style-type: none"> <li>Getting access to Microsoft Project and learning some of the features - Useful to help build skills for future employment goals Learning core Project Management concepts - Useful for understanding and speaking terminologies for future employment goals</li> <li>The textbook readings</li> <li>Team Presentation 1 was a great assignment. It was very enjoyable with reasonable timelines. It allowed our team to focus on producing quality content and truly felt like a project management assignment. Keep this assignment around!</li> <li>The group work and use of microsoft project was most useful to me as it directly applies to my current job.</li> <li>I loved working in a Team throughout the semester on almost all of the assignments.</li> <li>Preparations for the PMP certification exam were helpful.</li> <li>I found the parts where lecture discussed actual project management methods as most useful. These were unfortunately not common.</li> <li>The reading and the pre recorded lectures. I felt like I actually learned something.</li> <li>The textbook readings and getting familiar with Microsoft Project.</li> <li>Content</li> <li>Honestly I found most use out of simply reading the textbook, that seemed to teach me more than how this class was set up.</li> <li>Everything was useful. I learned a great deal of material in a short amount of time.</li> </ul>	

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-03: PROJECT MANAGEMENT.EGRMGMT-560-03.  
**Instructor:** Dina Requena \*  
**Response Rate:** 15/22 (68.18 %)

### 19 - What parts of the class were least useful for you? Why?

**Response Rate** 12/22 (54.55%)

- Team 360 Feedback - Scoring of strengths and weaknesses was conducted relative to other team members. Therefore it is impossible to deduce true strengths or weakness from the quantitative portion.
- Simulations didn't always feel like they connected with the course content. Discussion posts were not highly engaging or interactive.
- Don't force students to buy extra course packs--a lot of the readings can be found online and not necessary a lot of things in the class. The simulations were okay.
- N/A - all useful content.
- See above.
- The material had the potential to be helpful but it was poorly managed and administered.
- Many early group projects did not work in course material and instead served as significant amounts of busy work. Quiz questions often focused heavily on textbook definition of terms that required deep hunts of text as opposed to actual conceptual understanding. The course often touched only lightly on project management fundamentals to include an earned value management assignment which was not covered in lecture and required extensive self-teaching from the text.
- Semester long project - no data is provided, everything is made up. Forum discussions - no one cares about anyone else's opinions, we all just dread this aspect of any online course (as discussed at the residencies)
- Some of the assignments did not seem useful at all. Specifically, the Lessons Learned Report, Executive Dashboard, and the team mileston plan that was completed at the begining of the course. I felt that these assignments did not add much value to the course.
- Assignments
- Recorded lectures that were choppy and didn't cover nearly as much as the chapter, no worked out example problems for us to reviewed, no solutions provided for quizzes, no feedback on any grading from TAs.
- The teams were the most challenging.

### 20 - Please add any additional comments or suggestions for improving the learning experience in this course.

**Response Rate** 12/22 (54.55%)

- The Sakai site needs to be audited to align with the current professors intentions for homework, quizzes, and projects. Making updates on Sakai without notification after students are already working on an assignment is extremely frustrating. Looking at the current gradebook with a mix of legacy assignments and current ones provides little means for a student to understand their current grade. The 360 Feedback should be conducted on an absolute scale and not by ranking team members first through last place. Put all of the information for an assignment in the assignments section of Sakai. Having to dig around lessons, emails, and Sakai to find every requirement for an assignment is frustrating and not consistent with the high standards I expect from a class at Duke. Provide synchronizing emails each week. Without a regular lecture to watch synchronously (almost all lectures were pre-recorded videos from the other professor), it is extremely difficult for online students to know when changes may occur or to glean what the important takeaways are each week. I'd recommend the email contain 1.) Key topics for the week 2.) Assignments coming due soon 3.) Other week to week info or changes. Audit the quizzes. The last quiz had a question that said "circle all that apply" but the format only allowed for selecting one item. This should have been easy to identify and fix.
- Providing clear expectations and rubric for each assignment before students start on assignments would be greatly beneficial. Also, the weekly "rhythm" of the course schedule never seemed to quite line up with the syllabus, which made it difficult to navigate whether you were ahead or behind with coursework.
- The grading for this class is completely inconsistent. Points would be taken off for times on one assignment and not taken off for another for the exact same reason. The amount of assignments in this class on a per week basis is completely unnecessary. The overload of assignments is to the point where the team is forced to simply get the assignment done on time rather than actually understand and learn. Our team was always in a rush to complete assignments even when starting early. Fewer assignments would allow teams to focus on producing better quality assignments rather than just getting them complete.
- This course can be greatly improved if everything is laid out clearly at the start of the semester. Weekly changes to assignments and due dates can be difficult to keep track of for distance students. I still found the course very useful and did my best to navigate the challenges of last minute changes!
- I would recommend grading the submitted assignments in a more timely fashion. I think it provides rapid feedback for how to improve for the next assignment.
- The organization of the class needs to be overhauled. This class should be the Flagship class of the MEM program, but I feel like it is missing its mark due to areas mentioned above.
- This course needs to be revamped completely. Effective utilization of the TA resources needs to happen and a comprehensive schedule with clear expectations and supporting material needs to be implemented. I feel like I've received those basic expectations in every course I've taken up to this point. PM is an incredibly important topic for anyone's MEM degree. To take such an important and potentially helpful course that is run like this one would be a huge disappointment for anyone who is paying for this degree.
- Future course work could focus more on project management principles. Communication improvement is a must. Poor communication of deadlines and expectations was below the standard I would expect of an hourly employee working a register. Overall this was far and away the most poorly structured course I have taken at Duke. I believe the professor let the TAs run the distance course on autopilot without serious thought or interaction.
- This is the first negative review I have left of a class. I highly recommend this class be updated to be more in line with Marketing or Finance in terms of online quality and assignments deliverables and schedule.
- This course was extremely unorganized and structure was very confusing. There seemed to be a lack of cohesion across the teach team which led to last minute assignments being posted, confusing guidance on assignments and items needed for the course (Microsoft teams downloads for Macs were confusing and lacked organization and guidance as well). The lectures were not posted in an organized fashion making it difficult for students to know what items should be completed when, and it seemed the expectations of the virtual/ fully remote students were the same for the students in person. Though that is normally okay, the lack of time for planning caused tension and high stress, especially when trying to coordinate with team members who are working processional across multiple time zones. Grades were also not timely and feedback was lacking on graded assignment once we got them.
- As a distance student I'm very disappointed with the outcome of this course. Moving forward please recognize that distance students also have full-time jobs and NEED things released on time for us to work into our busy lives. After understanding how lectures take place in-person through the two recordings we received, I feel like distance students are neglected in providing substantial content for this course.
- I would have appreciated feedback for our assignments in a timely manner to help me improve for the next assignment.

Mean of Means Calculations	Mean	Department	All Masters Courses
Appraisal of Learning	3.04	4.33	4.32
Course and Instructor Quality	2.80	4.25	4.23



**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

**1 - Thank you for completing an evaluation. Your constructive comments and ratings will be helpful to the faculty for improving this course for future students, helpful to the Duke administration for faculty promotion and awarding teaching-based recognitions, and helpful to other students considering enrolling in this course.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand the purpose of course evaluations.	(1)	16	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/21 (76.19%)					

**2 - The goal of evaluations is to help instructors identify which aspects of the course are most effective and which aspects could be productively changed. Please do your best to focus on the course components and learning environment, and avoid superficial comments that are not relevant to the learning environment (for example, comments about the appearance of the instructors or personal attacks are not helpful or appropriate).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to be constructive.	(1)	17	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
17/21 (80.95%)					

**3 - Prior research has identified biases in course evaluations related to instructor gender, age, race, ethnicity, sexuality, or other aspects of identity. Keep this in mind when reflecting on your course experience, and do your best to minimize the influence of any particular instructor identities on your evaluation.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to avoid potential biases.	(1)	16	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/21 (76.19%)					

**4 - When answering questions that refer to "learning," please consider the relevant aspects of learning that are specific to this course (for example, acquisition of skills and methodology, retention of course content, new ways of thinking, or anything else that the course offered).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand.	(1)	17	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
17/21 (80.95%)					

**5 - Overall Appraisal Give an overall rating for the quality of this course (e.g., content, structure, approach, educational value).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	0	0.00%								
Poor	(2)	2	11.76%								
Adequate	(3)	5	29.41%								
Good	(4)	8	47.06%								
Excellent	(5)	2	11.76%								
				0 25 50 100	Question Department All Masters Courses						
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>All Masters Courses</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>
17/21 (80.95%)	3.59	0.87	4.00	1403	4.17	0.96	4.00	1583	4.16	0.97	4.00

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

### 6 - Please elaborate on your impressions of the quality of the course.

**Response Rate** 11/21 (52.38%)

- Has good content.
- The assignments, presentations and course structure is really impressive.
- This is the most confusing course I have ever seen. Good Materials but poor understanding. I fail to catch up with the teachers' topics, and the workload is too heavy. Though the guiding materials are uploaded, we are not easy to understand what to do. Is the project management really useful with the MS Project tool? How many companies are still using it? I am quite confused about this.
- In-class tasks should be more collaborative and engaging.
- This class had a great structure and Dr. Requena was very organized. I think she did an amazing job of going over the material and left a lot of room for questions. I also appreciated that the materials were taught directly connected with the PMBOK. I did wish the class was split into two, three hours of PM could get long some days.
- This is a very famous course in Duke MEM for obvious reason. The course content was highly useful and informative. It is directly applicable in real world.
- The course content is elaborate and really interesting simulations of real projects which were very interesting.
- Project Management has helped me understand the backend of managing any project. It helped me to learn key, valuable tools that are used widely in industry.
- Heavy and worth it
- The structure is good, but it was very hard to follow in class.
- The course required us to go through an HBR course pack and a book. Apart from this, the course structure required for students to work in teams of 4-5. My experience with the course was chaotic from the very beginning. There were a lot of changes in the team members which deteriorated the quality of the submitted assignments. To make things worse, the TAs of the course were aloof from what was going on and often times were of no help. This only added to my disinterest in the course. I have never regretted taking any course as much as I hated this. It was very difficult to understand the professor and despite the years of experiences she had, the value add from the lectures was almost nil. Disappointing class in general.

### 7 - Give an overall rating for quality of the instructor (e.g., presentation, knowledge, fairness, responsiveness).

**Dina Requena**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	1	5.88%								
Poor	(2)	1	5.88%								
Adequate	(3)	7	41.18%								
Good	(4)	6	35.29%								
Excellent	(5)	2	11.76%								
				0 25 50 100	Question	Department	All Masters Courses				
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>All Masters Courses</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>
17/21 (80.95%)	3.41	1.00	3.00	1617	4.32	0.88	5.00	1797	4.31	0.90	5.00

### 8 - Please elaborate on your impressions of the quality of the instructor.

**Dina Requena**

**Response Rate** 10/21 (47.62%)

- Is very monotonous. Hard to stay focused for students.
- Although the course curriculum and structure is impressive, I feel that Professor Dina is unable to make an impact with her teaching style. She is technically sound and her knowledge in the subject is quite vast but her way of delivery in lectures is not as ideal as it could be.
- Dina is really nice when we have questions. I can raise my questions and get answered. BUT sometimes I am lost about what she says.
- Dr. Requena is a knowledgeable professor. She was always open to questions, heard our grievances, and made it clear her goal was to teach us. I learned so much because of Dr. Requena, is an amazing teacher.
- Professor has a rich experience in this field. It was clearly reflected in her lectures. Though this was her first time reaching this course which led to some misunderstandings in assignments and grades. Overall it was a good course.
- She has really good knowledge of the subject, very helpful and understanding
- Since, it was the first time of professor to teach project management, initially it felt like things are not going in the right direction (one of the major reasons behind many students dropping this course.) However, with time the delivery mode improved with more interactions during the lecture. And overall I'm satisfied with Professor's teaching.
- Tries passionately to ensure that class remains interactive
- She has immense industry experience but it was really hard to follow what she taught. Her delivery wasn't something I am a fan of.
- She comes laden with tonnes of industry experience but I think her lack of communication skills made the lectures difficult to understand. Not happy with the fact that most of the learning had to happen outside of class, and this made attending the lectures almost useless. She must have been a great professional but I don't think she was a great teacher.

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

9 - Would you recommend this faculty member for a Pratt Teaching Award?												
Dina Requena												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Yes		(1)	4	25.00%		1.75	1.31	1.33				
No		(2)	12	75.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
16/21 (76.19%)	1.75	0.45	2.00	1578	1.31	0.46	1.00	1751	1.33	0.47	1.00	
• Overall I heard many students feel the same way as me.												

10 - Self-EvaluationHow many hours per week, on average, did you spend outside of scheduled class (including labs) on this course?												
Dina Requena												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
3-6 hours per week		(1)	3	17.65%								
6-9 hours per week		(2)	8	47.06%								
9-12 hours per week		(3)	4	23.53%		2.29	1.94	1.98				
12-15 hours per week		(4)	2	11.76%								
15+ hours per week		(5)	0	0.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	2.29	0.92	2.00	1392	1.94	1.02	2.00	1572	1.98	1.04	2.00	

11 - How difficult was this course for you?												
Dina Requena												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low difficulty		(1)	0	0.00%								
Low difficulty		(2)	0	0.00%								
Moderate difficulty		(3)	11	64.71%		3.35	2.94	2.95				
High difficulty		(4)	6	35.29%								
Very high difficulty		(5)	0	0.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.35	0.49	3.00	1401	2.94	0.91	3.00	1579	2.95	0.92	3.00	

12 - What level of critical thinking did this course require?												
Dina Requena												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	0	0.00%								
Low		(2)	0	0.00%								
Moderate		(3)	6	35.29%		3.76	3.61	3.59				
High		(4)	9	52.94%								
Very high		(5)	2	11.76%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.76	0.66	4.00	1400	3.61	1.04	4.00	1579	3.59	1.03	4.00	

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95%)

13 - What was your interest level in this course topic at the beginning of the semester?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	0	0.00%								
Low		(2)	1	5.88%								
Moderate		(3)	5	29.41%								
High		(4)	9	52.94%								
Very high		(5)	2	11.76%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.71	0.77	4.00	1403	3.57	1.04	4.00	1583	3.54	1.04	4.00	

14 - What is your interest level in this course topic now?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	1	5.88%								
Low		(2)	3	17.65%								
Moderate		(3)	4	23.53%								
High		(4)	4	23.53%								
Very high		(5)	5	29.41%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.53	1.28	4.00	1404	3.79	1.11	4.00	1584	3.76	1.12	4.00	

15 - How often did you attend class (either live or asynchronously)?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
More than 95% of the time		(5)	14	82.35%								
85-95% of the time		(4)	3	17.65%								
75-85% of the time		(3)	0	0.00%								
50-75% of the time		(2)	0	0.00%								
0-50% of the time		(1)	0	0.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	4.82	0.39	5.00	1403	4.71	0.69	5.00	1582	4.73	0.67	5.00	

16 - What grade do you expect to receive in this class?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
A		(4)	12	70.59%								
B		(3)	5	29.41%								
C		(2)	0	0.00%								
F		(1)	0	0.00%								
Other		(0)	0	0.00%								
						0	25	50	100	Question	Department	All Masters Courses
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.71	0.47	4.00	1401	3.88	0.34	4.00	1576	3.86	0.37	4.00	

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

17 - Appraisal of Learning												
The readings supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	9	52.94%		4.41	4.39	4.40				
Agree		(4)	6	35.29%								
Neutral		(3)	2	11.76%								
Disagree		(2)	0	0.00%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	4.41	0.71	5.00	1401	4.39	0.82	5.00	1579	4.40	0.80	5.00	

17 - Appraisal of Learning												
The assignments and projects supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	8	47.06%		4.24	4.40	4.40				
Agree		(4)	6	35.29%								
Neutral		(3)	2	11.76%								
Disagree		(2)	1	5.88%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	4.24	0.90	4.00	1390	4.40	0.87	5.00	1569	4.40	0.86	5.00	

17 - Appraisal of Learning												
The class discussions and/or lectures supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	5	29.41%		3.88	4.38	4.38				
Agree		(4)	7	41.18%								
Neutral		(3)	3	17.65%								
Disagree		(2)	2	11.76%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.88	0.99	4.00	1398	4.38	0.86	5.00	1577	4.38	0.86	5.00	

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

17 - Appraisal of Learning												
I would recommend this course to future students.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	3	17.65%								
Agree		(4)	6	35.29%								
Neutral		(3)	3	17.65%								
Disagree		(2)	3	17.65%								
Strongly disagree		(1)	2	11.76%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.29	1.31	4.00	1392	4.23	1.06	5.00	1570	4.21	1.08	5.00	

17 - Appraisal of Learning												
The evaluation method (exams, homework, etc.) matched the objectives and content for the course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	7	41.18%								
Agree		(4)	4	23.53%								
Neutral		(3)	4	23.53%								
Disagree		(2)	1	5.88%								
Strongly disagree		(1)	1	5.88%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.88	1.22	4.00	1394	4.28	0.95	5.00	1572	4.28	0.95	5.00	

17 - Appraisal of Learning												
The evaluation method (exams, homework, etc.) for this course was fair.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	6	35.29%								
Agree		(4)	7	41.18%								
Neutral		(3)	1	5.88%								
Disagree		(2)	2	11.76%								
Strongly disagree		(1)	1	5.88%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.88	1.22	4.00	1387	4.28	0.96	5.00	1565	4.26	0.98	5.00	

18 - Open-Ended Questions	
What parts of the class were most useful for you? Why?	
<b>Response Rate</b>	8/21 (38.1%)
<ul style="list-style-type: none"> <li>• Assignments</li> <li>• The concept. The only things I found useful is the coursepack and articles introduced.</li> <li>• All the assignments were most useful.</li> <li>• I love the guest speakers. Dr. Requena did an amazing job at bringing in guest lecturers who were very knowledgeable about the week's topic.</li> <li>• The assignments, working with teams was helpful</li> <li>• Assignments</li> <li>• The reports that we had to submit were based on the core concepts.</li> <li>• Tools like Jira, WBS, RBS, etc. will be helpful in a professional setup.</li> </ul>	

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

### 19 - What parts of the class were least useful for you? Why?

**Response Rate** 8/21 (38.1%)

- Little to no engagement.
- The discussion and simulation.
- At times, in-class learnings got monotonous.
- This has nothing to do with Dr. Requena, but the Pratt MEM students were the most distracting part of the class. They would constantly be speaking while Dr. Requena was lecturing, I would see them trying to get deadlines pushed, and would not respect people's time by showing up late to class. The students did not take this course seriously and it was a distraction in the course.
- Some material in lecture were too theoretical which might have been given as readings instead of class discussions.
- -
- The class lectures were hard to follow
- Lectures

### 20 - Please add any additional comments or suggestions for improving the learning experience in this course.

**Response Rate** 4/21 (19.05%)


- Instructor needs to add industrial relevance in a better manner
- PLEASE MAKE THE TOPICS MORE CLEAR. Less outside lectures or writing session.
- Please make in-class learning more engaging.
- Why are students allowed to audit the class even after the groups have been divided? TAs should be resourceful and interested in the course and its whereabouts. The classes had little to no takeaways and it was difficult to understand the lecture.

Mean of Means Calculations	Mean	Department	All Masters Courses	
Appraisal of Learning	3.93	4.33	4.32	
Course and Instructor Quality	3.50	4.25	4.23	


**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

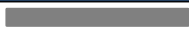
**1 - Thank you for completing an evaluation. Your constructive comments and ratings will be helpful to the faculty for improving this course for future students, helpful to the Duke administration for faculty promotion and awarding teaching-based recognitions, and helpful to other students considering enrolling in this course.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand the purpose of course evaluations.	(1)	16	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/21 (76.19%)					


**2 - The goal of evaluations is to help instructors identify which aspects of the course are most effective and which aspects could be productively changed. Please do your best to focus on the course components and learning environment, and avoid superficial comments that are not relevant to the learning environment (for example, comments about the appearance of the instructors or personal attacks are not helpful or appropriate).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to be constructive.	(1)	17	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
17/21 (80.95%)					

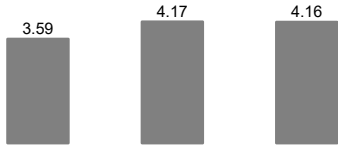




**3 - Prior research has identified biases in course evaluations related to instructor gender, age, race, ethnicity, sexuality, or other aspects of identity. Keep this in mind when reflecting on your course experience, and do your best to minimize the influence of any particular instructor identities on your evaluation.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to avoid potential biases.	(1)	16	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/21 (76.19%)					

**4 - When answering questions that refer to "learning," please consider the relevant aspects of learning that are specific to this course (for example, acquisition of skills and methodology, retention of course content, new ways of thinking, or anything else that the course offered).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand.	(1)	17	100.00%		
				0 25 50 100	
<b>Response Rate</b>					
17/21 (80.95%)					

**5 - Overall Appraisal Give an overall rating for the quality of this course (e.g., content, structure, approach, educational value).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	0	0.00%								
Poor	(2)	2	11.76%								
Adequate	(3)	5	29.41%								
Good	(4)	8	47.06%								
Excellent	(5)	2	11.76%								
				0 25 50 100	Question Department All Masters Courses						
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>All Masters Courses</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>
17/21 (80.95%)	3.59	0.87	4.00	1403	4.17	0.96	4.00	1583	4.16	0.97	4.00



# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

### 6 - Please elaborate on your impressions of the quality of the course.

**Response Rate** 11/21 (52.38%)

- Has good content.
- The assignments, presentations and course structure is really impressive.
- This is the most confusing course I have ever seen. Good Materials but poor understanding. I fail to catch up with the teachers' topics, and the workload is too heavy. Though the guiding materials are uploaded, we are not easy to understand what to do. Is the project management really useful with the MS Project tool? How many companies are still using it? I am quite confused about this.
- In-class tasks should be more collaborative and engaging.
- This class had a great structure and Dr. Requena was very organized. I think she did an amazing job of going over the material and left a lot of room for questions. I also appreciated that the materials were taught directly connected with the PMBOK. I did wish the class was split into two, three hours of PM could get long some days.
- This is a very famous course in Duke MEM for obvious reason. The course content was highly useful and informative. It is directly applicable in real world.
- The course content is elaborate and really interesting simulations of real projects which were very interesting.
- Project Management has helped me understand the backend of managing any project. It helped me to learn key, valuable tools that are used widely in industry.
- Heavy and worth it
- The structure is good, but it was very hard to follow in class.
- The course required us to go through an HBR course pack and a book. Apart from this, the course structure required for students to work in teams of 4-5. My experience with the course was chaotic from the very beginning. There were a lot of changes in the team members which deteriorated the quality of the submitted assignments. To make things worse, the TAs of the course were aloof from what was going on and often times were of no help. This only added to my disinterest in the course. I have never regretted taking any course as much as I hated this. It was very difficult to understand the professor and despite the years of experiences she had, the value add from the lectures was almost nil. Disappointing class in general.

### 7 - Give an overall rating for quality of the instructor (e.g., presentation, knowledge, fairness, responsiveness).

**Dina Requena**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	1	5.88%			3.41	4.32	4.31			
Poor	(2)	1	5.88%								
Adequate	(3)	7	41.18%								
Good	(4)	6	35.29%								
Excellent	(5)	2	11.76%								
				0 25 50 100	Question	Department	All Masters Courses				
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>All Masters Courses</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>
17/21 (80.95%)	3.41	1.00	3.00	1617	4.32	0.88	5.00	1797	4.31	0.90	5.00

### 8 - Please elaborate on your impressions of the quality of the instructor.

**Dina Requena**

**Response Rate** 10/21 (47.62%)

- Is very monotonous. Hard to stay focused for students.
- Although the course curriculum and structure is impressive, I feel that Professor Dina is unable to make an impact with her teaching style. She is technically sound and her knowledge in the subject is quite vast but her way of delivery in lectures is not as ideal as it could be.
- Dina is really nice when we have questions. I can raise my questions and get answered. BUT sometimes I am lost about what she says.
- Dr. Requena is a knowledgeable professor. She was always open to questions, heard our grievances, and made it clear her goal was to teach us. I learned so much because of Dr. Requena, is an amazing teacher.
- Professor has a rich experience in this field. It was clearly reflected in her lectures. Though this was her first time teaching this course which led to some misunderstandings in assignments and grades. Overall it was a good course.
- She has really good knowledge of the subject, very helpful and understanding
- Since, it was the first time of professor to teach project management, initially it felt like things are not going in the right direction (one of the major reasons behind many students dropping this course.) However, with time the delivery mode improved with more interactions during the lecture. And overall I'm satisfied with Professor's teaching.
- Tries passionately to ensure that class remains interactive
- She has immense industry experience but it was really hard to follow what she taught. Her delivery wasn't something I am a fan of.
- She comes laden with tonnes of industry experience but I think her lack of communication skills made the lectures difficult to understand. Not happy with the fact that most of the learning had to happen outside of class, and this made attending the lectures almost useless. She must have been a great professional but I don't think she was a great teacher.

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

9 - Would you recommend this faculty member for a Pratt Teaching Award?												
Dina Requena												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Yes	(1)	4	25.00%		1.75	1.31	1.33					
No	(2)	12	75.00%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
16/21 (76.19%)	1.75	0.45	2.00	1578	1.31	0.46	1.00	1751	1.33	0.47	1.00	
• Overall I heard many students feel the same way as me.												

10 - Self-EvaluationHow many hours per week, on average, did you spend outside of scheduled class (including labs) on this course?												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
3-6 hours per week	(1)	3	17.65%		2.29	1.94	1.98					
6-9 hours per week	(2)	8	47.06%									
9-12 hours per week	(3)	4	23.53%									
12-15 hours per week	(4)	2	11.76%									
15+ hours per week	(5)	0	0.00%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	2.29	0.92	2.00	1392	1.94	1.02	2.00	1572	1.98	1.04	2.00	

11 - How difficult was this course for you?												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Very low difficulty	(1)	0	0.00%		3.35	2.94	2.95					
Low difficulty	(2)	0	0.00%									
Moderate difficulty	(3)	11	64.71%									
High difficulty	(4)	6	35.29%									
Very high difficulty	(5)	0	0.00%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.35	0.49	3.00	1401	2.94	0.91	3.00	1579	2.95	0.92	3.00	

12 - What level of critical thinking did this course require?												
Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Very low	(1)	0	0.00%		3.76	3.61	3.59					
Low	(2)	0	0.00%									
Moderate	(3)	6	35.29%									
High	(4)	9	52.94%									
Very high	(5)	2	11.76%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.76	0.66	4.00	1400	3.61	1.04	4.00	1579	3.59	1.03	4.00	

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95%)

13 - What was your interest level in this course topic at the beginning of the semester?															
Response Option		Weight	Frequency	Percent	Percent Responses	Means									
Very low		(1)	0	0.00%											
Low		(2)	1	5.88%											
Moderate		(3)	5	29.41%											
High		(4)	9	52.94%											
Very high		(5)	2	11.76%											
						0	25	50	100	Question	Department	All Masters Courses			
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median				
17/21 (80.95%)	3.71	0.77	4.00	1403	3.57	1.04	4.00	1583	3.54	1.04	4.00				

14 - What is your interest level in this course topic now?															
Response Option		Weight	Frequency	Percent	Percent Responses	Means									
Very low		(1)	1	5.88%											
Low		(2)	3	17.65%											
Moderate		(3)	4	23.53%											
High		(4)	4	23.53%											
Very high		(5)	5	29.41%											
						0	25	50	100	Question	Department	All Masters Courses			
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median				
17/21 (80.95%)	3.53	1.28	4.00	1404	3.79	1.11	4.00	1584	3.76	1.12	4.00				

15 - How often did you attend class (either live or asynchronously)?															
Response Option		Weight	Frequency	Percent	Percent Responses	Means									
More than 95% of the time		(5)	14	82.35%											
85-95% of the time		(4)	3	17.65%											
75-85% of the time		(3)	0	0.00%											
50-75% of the time		(2)	0	0.00%											
0-50% of the time		(1)	0	0.00%											
						0	25	50	100	Question	Department	All Masters Courses			
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median				
17/21 (80.95%)	4.82	0.39	5.00	1403	4.71	0.69	5.00	1582	4.73	0.67	5.00				

16 - What grade do you expect to receive in this class?															
Response Option		Weight	Frequency	Percent	Percent Responses	Means									
A		(4)	12	70.59%											
B		(3)	5	29.41%											
C		(2)	0	0.00%											
F		(1)	0	0.00%											
Other		(0)	0	0.00%											
						0	25	50	100	Question	Department	All Masters Courses			
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median				
17/21 (80.95%)	3.71	0.47	4.00	1401	3.88	0.34	4.00	1576	3.86	0.37	4.00				

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

17 - Appraisal of Learning												
The readings supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	9	52.94%		4.41	4.39	4.40				
Agree		(4)	6	35.29%								
Neutral		(3)	2	11.76%								
Disagree		(2)	0	0.00%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	4.41	0.71	5.00	1401	4.39	0.82	5.00	1579	4.40	0.80	5.00	

17 - Appraisal of Learning												
The assignments and projects supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	8	47.06%		4.24	4.40	4.40				
Agree		(4)	6	35.29%								
Neutral		(3)	2	11.76%								
Disagree		(2)	1	5.88%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	4.24	0.90	4.00	1390	4.40	0.87	5.00	1569	4.40	0.86	5.00	

17 - Appraisal of Learning												
The class discussions and/or lectures supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	5	29.41%		3.88	4.38	4.38				
Agree		(4)	7	41.18%								
Neutral		(3)	3	17.65%								
Disagree		(2)	2	11.76%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
17/21 (80.95%)	3.88	0.99	4.00	1398	4.38	0.86	5.00	1577	4.38	0.86	5.00	

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

17 - Appraisal of Learning												
I would recommend this course to future students.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	3	17.65%								
Agree		(4)	6	35.29%								
Neutral		(3)	3	17.65%								
Disagree		(2)	3	17.65%								
Strongly disagree		(1)	2	11.76%								
N/A		(0)	0	0.00%								
0 25 50 100												
Response Rate		Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
17/21 (80.95%)		3.29	1.31	4.00	1392	4.23	1.06	5.00	1570	4.21	1.08	5.00

17 - Appraisal of Learning												
The evaluation method (exams, homework, etc.) matched the objectives and content for the course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	7	41.18%								
Agree		(4)	4	23.53%								
Neutral		(3)	4	23.53%								
Disagree		(2)	1	5.88%								
Strongly disagree		(1)	1	5.88%								
N/A		(0)	0	0.00%								
0 25 50 100												
Response Rate		Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
17/21 (80.95%)		3.88	1.22	4.00	1394	4.28	0.95	5.00	1572	4.28	0.95	5.00

17 - Appraisal of Learning												
The evaluation method (exams, homework, etc.) for this course was fair.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	6	35.29%								
Agree		(4)	7	41.18%								
Neutral		(3)	1	5.88%								
Disagree		(2)	2	11.76%								
Strongly disagree		(1)	1	5.88%								
N/A		(0)	0	0.00%								
0 25 50 100												
Response Rate		Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
17/21 (80.95%)		3.88	1.22	4.00	1387	4.28	0.96	5.00	1565	4.26	0.98	5.00

18 - Open-Ended Questions	
What parts of the class were most useful for you? Why?	
<b>Response Rate</b>	8/21 (38.1%)
<ul style="list-style-type: none"> <li>• Assignments</li> <li>• The concept. The only things I found useful is the coursepack and articles introduced.</li> <li>• All the assignments were most useful.</li> <li>• I love the guest speakers. Dr. Requena did an amazing job at bringing in guest lecturers who were very knowledgeable about the week's topic.</li> <li>• The assignments, working with teams was helpful</li> <li>• Assignments</li> <li>• The reports that we had to submit were based on the core concepts.</li> <li>• Tools like Jira, WBS, RBS, etc. will be helpful in a professional setup.</li> </ul>	

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-02: PROJECT MANAGEMENT.EGRMGMT-560-02.  
**Instructor:** Dina Requena \*  
**Response Rate:** 17/21 (80.95 %)

### 19 - What parts of the class were least useful for you? Why?

**Response Rate** 8/21 (38.1%)

- Little to no engagement.
- The discussion and simulation.
- At times, in-class learnings got monotonous.
- This has nothing to do with Dr. Requena, but the Pratt MEM students were the most distracting part of the class. They would constantly be speaking while Dr. Requena was lecturing, I would see them trying to get deadlines pushed, and would not respect people's time by showing up late to class. The students did not take this course seriously and it was a distraction in the course.
- Some material in lecture were too theoretical which might have been given as readings instead of class discussions.
- -
- The class lectures were hard to follow
- Lectures

### 20 - Please add any additional comments or suggestions for improving the learning experience in this course.

**Response Rate** 4/21 (19.05%)

- Instructor needs to add industrial relevance in a better manner
- PLEASE MAKE THE TOPICS MORE CLEAR. Less outside lectures or writing session.
- Please make in-class learning more engaging.
- Why are students allowed to audit the class even after the groups have been divided? TAs should be resourceful and interested in the course and its whereabouts. The classes had little to no takeaways and it was difficult to understand the lecture.

Mean of Means Calculations	Mean	Department	All Masters Courses	
Appraisal of Learning	3.93	4.33	4.32	
Course and Instructor Quality	3.50	4.25	4.23	

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77 %)

**1 - Thank you for completing an evaluation. Your constructive comments and ratings will be helpful to the faculty for improving this course for future students, helpful to the Duke administration for faculty promotion and awarding teaching-based recognitions, and helpful to other students considering enrolling in this course.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand the purpose of course evaluations.	(1)	21	100.00%		
				0 25 50 100	
Response Rate					
21/26 (80.77%)					

**2 - The goal of evaluations is to help instructors identify which aspects of the course are most effective and which aspects could be productively changed. Please do your best to focus on the course components and learning environment, and avoid superficial comments that are not relevant to the learning environment (for example, comments about the appearance of the instructors or personal attacks are not helpful or appropriate).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to be constructive.	(1)	21	100.00%		
				0 25 50 100	
Response Rate					
21/26 (80.77%)					

**3 - Prior research has identified biases in course evaluations related to instructor gender, age, race, ethnicity, sexuality, or other aspects of identity. Keep this in mind when reflecting on your course experience, and do your best to minimize the influence of any particular instructor identities on your evaluation.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I will do my best to avoid potential biases.	(1)	21	100.00%		
				0 25 50 100	
Response Rate					
21/26 (80.77%)					

**4 - When answering questions that refer to "learning," please consider the relevant aspects of learning that are specific to this course (for example, acquisition of skills and methodology, retention of course content, new ways of thinking, or anything else that the course offered).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
I understand.	(1)	21	100.00%		
				0 25 50 100	
Response Rate					
21/26 (80.77%)					

**5 - Overall Appraisal Give an overall rating for the quality of this course (e.g., content, structure, approach, educational value).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	0	0.00%								
Poor	(2)	1	4.76%								
Adequate	(3)	8	38.10%								
Good	(4)	9	42.86%								
Excellent	(5)	3	14.29%								
				0 25 50 100	Question Department All Masters Courses						
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>All Masters Courses</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>
21/26 (80.77%)	3.67	0.80	4.00	1403	4.17	0.96	4.00	1583	4.16	0.97	4.00

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77 %)

### 6 - Please elaborate on your impressions of the quality of the course.

**Response Rate** 13/26 (50%)

- The knowledge is pretty useful and it reminds me many of my previous work experiences
- The content is interesting and will probably help me in my career. I wished it was more towards modern project management (Agile) since it is used everywhere in software companies.
- The quality of the course was good
- Has relevant skills needed for industry specially for PM roles
- The course covers all the content required to become a great PM
- The course content was good. The course covered agile methodologies too and learned a few software.
- A very competitive course.
- I was very excited to join this class however, I was overwhelmed for the majority of it and it turned into a survival mode for me.
- The course definitely is a great addition to my resume/CV, however the course can be well structured, often I was very confused about different evaluation components in the course.
- The course has a lot of material to cover and sometimes it can be overwhelming and a lot. It's a very good course to have but the assignments are a lot and doesn't really help practice good project management or learn the core skills very well. The content is great, the structure can definitely be better as well as approach but it holds immense educational value.
- The course content is vast and informative
- The class material, and especially homework assignments are very interesting and nicely made. The structure of the class can however be chaotic, with a lot of homework. This makes it difficult to learn and truly engage in the assignments, as students are instead just trying to get the assignments submitted.
- As an ECE student, this is my first engineering management course. Therefore, I cannot compare the quality of this course with the quality of other engineering management courses. Overall, I am satisfied with my experience taking this course. I worked closely with my teammates and learned many project management skills. This course teaches textbook knowledge and provides students with opportunities to practice what they've learned.

### 7 - Give an overall rating for quality of the instructor (e.g., presentation, knowledge, fairness, responsiveness).

Dina Requena

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Very poor	(1)	0	0.00%			Question	Department	All Masters Courses			
Poor	(2)	0	0.00%								
Adequate	(3)	7	33.33%	█							
Good	(4)	13	61.90%	█							
Excellent	(5)	1	4.76%	█							
0 25 50 100											
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median
21/26 (80.77%)	3.71	0.56	4.00	1617	4.32	0.88	5.00	1797	4.31	0.90	5.00

### 8 - Please elaborate on your impressions of the quality of the instructor.

Dina Requena

**Response Rate** 12/26 (46.15%)

- Dina is really helpful when answering students' questions. However making the class more interesting and attention-catching is something could be better in the class
- The instructor is really experienced and, therefore, is very relevant to teach this class. I feel like lectures could be more engaging and mixed with more exercises in the middle of the class (to vary the rhythm a bit more).
- Good presentation skills, rich industry exposure than can be seen through the examples she uses
- She has made sure we understand the subject by giving real life example
- Prof Dina is knowledgeable and an expert in project management. However, the delivery of the subject wasn't adequate.
- I believe Dina knows the content of the material in the course. However, she can improve on making her classes more engaging or practical rather than theoretical.
- Prof. Dina holds great amount of expertise in the field of project management, she has made the class more interesting with her industry connections, she has brought various project managers/risk managers from reputed firms like Intel.
- She's a very nice person with good working experience, but I don't believe she conveys the concepts of the class in a memorable manner or a way that helps us understand. The information presented in class isn't as helpful as it should be and I believe since it was her first time taking the course, there will be good improvements in future semesters.
- I felt the course teaching was good, but the assignment and other deliverables were too much and unorganized.
- She is extremely knowledgeable and experienced in the field and is helpful.
- Prof. Dina has got extremely strong experience in the subject matter, but she is not completely there when it comes to delivery. The classes need to be more engaging with relevant discussions, the conversation is bit often one sided when the professor explains the content of presentations.
- She has lots of project management experience from working in the fields. She invited several guest lecturers to speak in our class. This is what I really like about this class. But there is room for her to improve as a college professor.



# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77%)

### 9 - Would you recommend this faculty member for a Pratt Teaching Award?

Dina Requena

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Yes	(1)	6	30.00%		1.70	1.31	1.33					
No	(2)	14	70.00%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
20/26 (76.92%)	1.70	0.47	2.00	1578	1.31	0.46	1.00	1751	1.33	0.47	1.00	

- Dina is willing to help answer students' question at any time. And she gives efficient feedbacks to us to make us know how to improve ourselves
- Good expertise and presentation skills

### 10 - Self-Evaluation How many hours per week, on average, did you spend outside of scheduled class (including labs) on this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
3-6 hours per week	(1)	4	19.05%		2.43	1.94	1.98					
6-9 hours per week	(2)	7	33.33%									
9-12 hours per week	(3)	7	33.33%									
12-15 hours per week	(4)	3	14.29%									
15+ hours per week	(5)	0	0.00%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	2.43	0.98	2.00	1392	1.94	1.02	2.00	1572	1.98	1.04	2.00	

### 11 - How difficult was this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Very low difficulty	(1)	0	0.00%		3.57	2.94	2.95					
Low difficulty	(2)	1	4.76%									
Moderate difficulty	(3)	8	38.10%									
High difficulty	(4)	11	52.38%									
Very high difficulty	(5)	1	4.76%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	3.57	0.68	4.00	1401	2.94	0.91	3.00	1579	2.95	0.92	3.00	

### 12 - What level of critical thinking did this course require?

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Very low	(1)	0	0.00%		3.90	3.61	3.59					
Low	(2)	0	0.00%									
Moderate	(3)	6	28.57%									
High	(4)	11	52.38%									
Very high	(5)	4	19.05%									
					0	25	50	100	Question	Department	All Masters Courses	
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	3.90	0.70	4.00	1400	3.61	1.04	4.00	1579	3.59	1.03	4.00	

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77%)

13 - What was your interest level in this course topic at the beginning of the semester?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	0	0.00%								
Low		(2)	1	4.76%								
Moderate		(3)	3	14.29%								
High		(4)	12	57.14%								
Very high		(5)	5	23.81%								
0 25 50 100						Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	4.00	0.77	4.00	1403	3.57	1.04	4.00	1583	3.54	1.04	4.00	

14 - What is your interest level in this course topic now?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Very low		(1)	0	0.00%								
Low		(2)	2	9.52%								
Moderate		(3)	8	38.10%								
High		(4)	9	42.86%								
Very high		(5)	2	9.52%								
0 25 50 100						Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	3.52	0.81	4.00	1404	3.79	1.11	4.00	1584	3.76	1.12	4.00	

15 - How often did you attend class (either live or asynchronously)?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
More than 95% of the time		(5)	19	90.48%								
85-95% of the time		(4)	2	9.52%								
75-85% of the time		(3)	0	0.00%								
50-75% of the time		(2)	0	0.00%								
0-50% of the time		(1)	0	0.00%								
0 25 50 100						Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	4.90	0.30	5.00	1403	4.71	0.69	5.00	1582	4.73	0.67	5.00	

16 - What grade do you expect to receive in this class?												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
A		(4)	13	61.90%								
B		(3)	6	28.57%								
C		(2)	0	0.00%								
F		(1)	0	0.00%								
Other		(0)	2	9.52%								
0 25 50 100						Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	3.68	0.48	4.00	1401	3.88	0.34	4.00	1576	3.86	0.37	4.00	

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77 %)

17 - Appraisal of Learning												
The readings supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	9	42.86%		4.38	4.39	4.40				
Agree		(4)	11	52.38%								
Neutral		(3)	1	4.76%								
Disagree		(2)	0	0.00%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	4.38	0.59	4.00	1401	4.39	0.82	5.00	1579	4.40	0.80	5.00	

17 - Appraisal of Learning												
The assignments and projects supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	10	47.62%		4.40	4.40	4.40				
Agree		(4)	8	38.10%								
Neutral		(3)	2	9.52%								
Disagree		(2)	0	0.00%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	1	4.76%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	4.40	0.68	4.50	1390	4.40	0.87	5.00	1569	4.40	0.86	5.00	

17 - Appraisal of Learning												
The class discussions and/or lectures supported the objectives of this course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	6	28.57%		4.10	4.38	4.38				
Agree		(4)	12	57.14%								
Neutral		(3)	2	9.52%								
Disagree		(2)	1	4.76%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	0	0.00%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	4.10	0.77	4.00	1398	4.38	0.86	5.00	1577	4.38	0.86	5.00	

**Duke University - Trinity and Pratt Undergraduate Programs**  
**Pratt EGRP Course Evaluations - Fall 2022**

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77 %)

17 - Appraisal of Learning												
I would recommend this course to future students.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	3	14.29%								
Agree		(4)	10	47.62%								
Neutral		(3)	4	19.05%								
Disagree		(2)	2	9.52%								
Strongly disagree		(1)	1	4.76%								
N/A		(0)	1	4.76%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	3.60	1.05	4.00	1392	4.23	1.06	5.00	1570	4.21	1.08	5.00	

17 - Appraisal of Learning												
The evaluation method (exams, homework, etc.) matched the objectives and content for the course.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	6	28.57%								
Agree		(4)	7	33.33%								
Neutral		(3)	4	19.05%								
Disagree		(2)	3	14.29%								
Strongly disagree		(1)	0	0.00%								
N/A		(0)	1	4.76%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	3.80	1.06	4.00	1394	4.28	0.95	5.00	1572	4.28	0.95	5.00	

17 - Appraisal of Learning												
The evaluation method (exams, homework, etc.) for this course was fair.												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly agree		(5)	6	28.57%								
Agree		(4)	9	42.86%								
Neutral		(3)	1	4.76%								
Disagree		(2)	2	9.52%								
Strongly disagree		(1)	2	9.52%								
N/A		(0)	1	4.76%								
					0 25 50 100	Question	Department	All Masters Courses				
Response Rate	Mean	STD	Median	Department	Mean	STD	Median	All Masters Courses	Mean	STD	Median	
21/26 (80.77%)	3.75	1.29	4.00	1387	4.28	0.96	5.00	1565	4.26	0.98	5.00	

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77 %)

### 18 - Open-Ended Questions What parts of the class were most useful for you? Why?

<b>Response Rate</b>	11/26 (42.31%)
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- The in-class assignments are pretty useful for student to quickly review the knowledge we learn in the class
- Case studies were interesting and helped me put myself in the skin of a Project Manager. Simulations were also fun to play and helped me apply the learnings of the class to a specific situation.
- Assignments were very engaging and challenging
- The content and course materials along with the ppt
- Agile methodologies and software like JIRA and MS Project seemed helpful to me.
- The class exercises which were done in the end of the class.
- Some assignments will be most useful in the real world
- The presentations and most importantly the guest speaker series was of great help
- 1) The case studies were very useful and helpful in practicing project management principles and concepts. They were bulky and heavy but good practice nonetheless. 2) The use of MS project and other tools (Jira) was very helpful in understanding how to use them and how they are applicable in real life. 3) The textbook was helpful and informative as well as posted articles and readings. 4) Having the lessons week over week detailed in Sakai and having everything required for that week in one place to click. 5) The quizzes were a good format (I hope Professor can find a way to still keep simple quizzes while tacking the issue of academic integrity of the new cohort) 6) Having guest speakers was very nice and should be continued. 7) Having the 360 evaluations 8) The general format of the class and the syllabus. Also the weightage of the assignments is good. 9) The 2 team presentations are good and valuable part of the course.
- Assignments and class activities provided interesting applications to learnings.
- Practice project management skills by working with teammates and doing case studies because this is what a project manager will be doing when he gets a job.

### 19 - What parts of the class were least useful for you? Why?

<b>Response Rate</b>	11/26 (42.31%)
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- Sometimes too many guest lectures may distract students' attention from the contents we are about to learn
- I feel like the guests that were invited to lecture in class could have shown more enthusiasm and found ways to make it fun for everyone. Sometimes, I feel it was a bit boring since their voice was very monotonic.
- Guest lectures
- The Presentation as project management is more about management and delivery
- The guest speakers were the least useful to me.
- The class exercises had no impact and there was never enough time to do them
- Certain evaluation components seemed a little trivial
- The discussion forums. Not a lot of people engaged there and it wasn't helpful at all and was just extra (unnecessary) work for us. It shouldn't be a graded portion of the course but rather an optional part or a general discussion forum. Those topics can be framed as mini reflections for students to submit as assignments rather than using the discussion forums. Or if they will still be used, finding a way for it to be relevant and engaging. The amount of work the class requires makes it hard to use the discussion forums. Either reduce the assignments/work we have to do so we have time for the discussion forums, or just make them graded reflection assignments out go 10 points on sakai.
- Many assignments
- Some of the guest speakers were not very engaging
- I think the lectures were a bit long and boring. Most of the things we need can be learned by reading the textbook and watching videos/recordings.

# Duke University - Trinity and Pratt Undergraduate Programs

## Pratt EGRP Course Evaluations - Fall 2022

**Course:** EGRMGMT-560-01: PROJECT MANAGEMENT.EGRMGMT-560-01.  
**Instructor:** Dina Requena \*  
**Response Rate:** 21/26 (80.77 %)

### 20 - Please add any additional comments or suggestions for improving the learning experience in this course.

**Response Rate** 9/26 (34.62%)

- Overall, the learning experience in this course has been mainly affected by a lack of organization, deadlines were constantly changed, sometimes we would discover that an assignment existed a few hours before the deadline, because the teacher had never told us about it. For some projects, we also received some necessary information for a project very late in the week, which prevented the team from doing the project earlier, which complicated our schedules a lot. For many assignments, it was also not clear what we were expected to do as a team.
- N/A
- The course needs to be restructured. There are way too many assignments its overwhelming I know the goal was practice makes perfect but I did not get that impact. Most of the time, my groupmates and I did not have enough time to do all the assignments that were given in a week because they were too many. We just rushed through everything.
- The course can do a better job at structuring itself where
- 1) Sakai was very problematic this semester. This needs to be factored in for future semesters and more organized. Sakai needs to be properly setup prior to the beginning of next semester and cleaned up. 2 ) Organization of the class was very poor. I reserve grace for the teaching team knowing that the previous professor of the class left Duke very abruptly, but i hope now that the Professor has taught the class for one semester, that it will be more organized and detailed. For example, instructions in sakai were different than instructions in the PDFs. Information was scattered in different places. The team formation was supposed to have been done after the add-drop period and not before. This caused a lot of commotion and disorderliness. Powerpoint slides were not posted on time, grades were received at a decent enough time but could be better, clearer instructions on assignments would have been appreciated. 3) There should be a better mix of team and individual assignments. I personally was exhausted this semester because everything was team assignments and even though we were 4 in a team, it felt like we were two (i and another student carrying the bulk of the work). There needs to be better equity in assigning work so that every team member is accountable for carrying their own weight. I personally felt like i was in a team with children. Having to instruct them on what to do and when to do it was VERY exhausting. On this note, team formation needs to be done carefully as well. I'm not sure the right way to tackle this, but i firmly believe that having more individual assignments and not just team assignments will not just help test the concepts of the class, but also gauge which students are free loading/free-riding on other students and to test if they are actually learning and growing in the course. The team activities were stressful for that reason for me because i felt like i was doing most of the work and not really getting ideas from the rest of the team. This seriously negatively impacted my learning and enjoyment of the course. I couldn't focus on course concepts because of all the team issues i was having. 4) Class engagement was poor because of professionalism of many students. Since we typically need our laptop for some class exercises, there could be more clarity on when to have laptops out and when not to have them out. Students were doing other things on laptops during the lecture. 5) There needs to be a way to address students who don't put in effort or work based on feedback from their teammates as this dampens the class experience for those who are putting in more hours of effort for good grades but it doesn't show because of the lack of support from their teammates. 6) The semester long project can be broken up into different milestones as opposed to 2 large bulk of work. That way as the course content progresses, we can begin to apply some of those concepts in the semester long project. The presentation format as is good for the course.
- Reduce the excessive workload of too many assignments.
- Allow students more time with the assignments to ensure they can actually explore them.
- I was auditing.
- Both the professor and the TAs are pretty disorganized. At the beginning of the class, they didn't know how to post things properly on Sakai. Later on, they said they are going to open a simulation/quiz at a certain time, but didn't end up opening them on time. An online survey we were supposed to take was faulty. Many things like these happened during the semester, which had a negative impact on our experience taking this course. I think they can try to be more familiar with these things and be more organized.

Mean of Means Calculations	Mean	Department	All Masters Courses
Appraisal of Learning	4.01	4.33	4.32
Course and Instructor Quality	3.69	4.25	4.23