The George Washington University

Spring 2025, EMSE 6420 Uncert. Analysis in Cost Eng Section 10

Instructor: Pan, Weijie (Primary)

	Question Text	N	Avg	EMSE Avg	Sch Avg													
1	Course covered stated objectives	5	5.0	4.7	4.6	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)							
						1 hr or Less	1-2 Hrs	3-4 Hrs	5-6 Hrs	7-8 Hrs	9-10 Hrs	11-13 Hrs	13-15 Hrs	15+ Hrs				
2	Hours per week spent outside class	5				0% (0)	0% (0)	60% (3)	0% (0)	0% (0)	0% (0)	20% (1)	20% (1)	0% (0)				
						Almost Nothing	2	3	4	Great Deal	N/A							
3	How much learned in course	5	5.0	4.3	4.1	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)							
						GenEd	Req	Interest	Teacher	Sched	Advisor	Friend	Other					
4	Primary reasons to take course	5				80% (4)	60% (3)	20% (1)	0% (0)	40% (2)	20% (1)	0% (0)	0% (0)					
						Lect	Discuss	Clickers	Activity	Home Work	Labs	Project	Team work	Present	Guest Lect	Fieldwork	Writing	Other
6	Teaching methods that enhanced learning	5				100% (5)	40% (2)	20% (1)	40% (2)	100% (5)	0% (0)	60% (3)	0% (0)	0% (0)	0% (0)	0% (0)	40% (2)	0% (0)
						Yes	No											
8	Academically prepared to take class	5	1.0	0.9	0.8	100% (5)	0% (0)											
						Memor-izing	Explaining	Synthes-izing	Judgments	Apply Theories	Solve Probs	Thinking	Team work	Reading	Presen-ting	Lab Work	Writing	Other
9	Major aspects of efforts in course	5				60% (3)	80% (4)	80% (4)	60% (3)	60% (3)	80% (4)	40% (2)	0% (0)	40% (2)	0% (0)	0% (0)	20% (1)	0% (0)
						Not at All	2	3	4	Very	N/A							
11	Level of intellectual challenge	5	4.4	3.9	3.9	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	0% (0)							

						Str Disagree	**2**	**3**	**4**	**Str Agree**									
12	Student put forth best effort	5	4.4	4.4	4.3	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)									
						Not at All	**2**	**3**	**4**	**Very**	**N/A**								
15	Instructor knowledgeable about subject	5	5.0	4.8	4.6	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)								
						Low	**2**	**3**	**4**	**High**	**N/A**								
16	Instructor enthusiastic about subject	5	5.0	4.7	4.5	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)								
						Str Disagree	**2**	**3**	**4**	**Str Agree**	**N/A**								
17	Instructor treats students with respect	5	5.0	4.8	4.6	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)								
						Not Fair	**2**	**3**	**4**	**V Fair**	**N/A**								
18	Instructor used fair grading procedures	5	5.0	4.6	4.4	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)								
						Not at All	**2**	**3**	**4**	**Excel**	**N/A**								
19	Instructor provided adequate/ timely feedback	5	5.0	4.4	4.2	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	0% (0)								
						Poor	**2**	**3**	**4**	**Excel**									
20	Overall instructor rating	5	5.0	4.5	4.3	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)									
						Yes	**No**												
24	Professor/ class design engage/ interest in subjects	5	1.0	1.0	1.0	100% (5)	0% (0)												
						Str Agree	**4**	**3**	**2**	**Str Disagree**									
25	Professor utilized active learning techniques	5	5.0	5.0	5.0	100% (5)	0% (0)	0% (0)	0% (0)	0% (0)									
26	Did the course meet your expectations	5	4.8	4.8	4.8	80% (4)	20% (1)	0% (0)	0% (0)	0% (0)									

Text Responses
Use this space for comments on strengths of the course.
Basic skills for building probability models to perform meaningful engineering economic studies, financial feasibility assessments, and cost uncertainty analysis in the planning phase of engineering projects; analytical and closed form equations from probability theory; simulation modeling for problems with structures without closed form equations.
Mathematical and analytical development
Very organized
Use this space to provide suggestions on how to improve this course.
There is a need to shift more focus from the first part of the course, which covers the foundations of probability theory, random variables, and types of distributions, to the second part of the course, which involves modeling through Simtools and @Risk. Strengthening the emphasis on practical modeling applications would equip the students to better tackle the practical problems.
N/A
You indicated that you were academically prepared to take this course, what prepared you for this class (which prior courses, which topics)?
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Courses related to probability, risk management, decision making, and calculus served as helpful prerequisites for this course. They helped as foundation in analytical thinking, quantitative analysis, and structured problem-solving, all of which were essential for this course.
Probability course
What in particular was effective?
@risk platform
The professor consistently demonstrated strong grip over the subject and punctuality. He shared detailed class plans on the day of instruction and provided relevant study material beyond his presentations. By bringing printed problem sheets to class and solving them alongside instruction, he helped students apply concepts effectively. The professor was compassionate and accommodating of individual student circumstances. It was easy to set up appointments even outside office hours for additional support. He also returned graded assignments promptly, providing timely feedback that supported learning.
in-class work