College of Engineering, Cornell University
Course Evaluation Response Summary
Semester: Spring 2018   Course Owner: ORIE
Course: ORIE 5310 Lec 1   CID: 10537
Instructor: Schalekamp
9 Responses, 12 Enrolled, 75.00% Response

Question	Mean	Count	1	2	3	4	5
1. How valuable were the assigned readings? 1=taught me little; 5=extremely educational	4.00	6	0	0	2	2	2
2. How valuable were the homework and/or computer assignments? 1=taught me little; 5=extremely educational	4.38	8	0	0	1	3	4
3. How valuable were the laboratories? 1=taught me little; 5=extremely educational	4.57	7	0	0	1	1	5
4. Rate the examinations in this course as a test of your knowledge. 1=too easy, not adequate; 3=adequate; 5=too difficult, not a fair test	4.00	8	0	0	3	2	3
5. Did the lecturer stimulate your interest in the subject? 1=not at all; 5=stimulated great interest, inspired independent effort	3.88	8	0	1	2	2	3
6. Was the lecture presentation organized and clear? 1=disorganized and unclear; 5=very organized and lucid	4.38	8	0	0	1	3	4
7. Was the lecturer willing and able to help you overcome difficulties? 1=was of no help; 5=was very helpful	3.88	8	1	0	2	1	4
8. Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 1=worse than average; 5=much better than average	4.00	8	0	1	1	3	3
9. Was the recitation organized and clear? 1=not at all; 5=very organized, lucid	3.88	8	1	0	1	3	3
10. Was the recitation instructor willing and available to help you overcome difficulties? 1=was of no help; 5=was very helpful	4.00	8	1	0	1	2	4
11. How would you rate the recitation instructor's command of the course material? 1=poor command of material; 5=excellent command of material	4.00	8	1	0	1	2	4
12. What was the overall quality of the recitations and your recitation instructor? 1=worse than average; 5=much better than average	4.00	8	1	0	1	2	4
13. Overall, how does course compare with other technical courses you've taken at Cornell? 1=poorly, not educational; 5=excellently, extremely educational	3.88	8	0	1	2	2	3
14. How many hours each week did you spend on this course outside of class/lab/recitation? 1=less than 2; 2=(2-4); 3=(5-8); 4=(9-15); 5=16 or more	4.00	8	0	0	3	2	3
15. How prepared were you for this course? 1=overprepared, it repeated material; 5=underprepared, course assumed unfamiliar knowledge	3.50	8	0	1	4	1	2
16. Was the code of academic integrity maintained in this course? 1=no, often violated; 5=yes, well maintained	4.38	8	0	0	2	1	5
17. Most important reason for taking this course? 1=field or major requires it; 2=prerequisite for further courses of interest; 3=interest in subject matter; 4=reputation of the course; 5=reputation of the instructor	--	8	1	0	4	1	2

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1. Please comment on the strengths of any aspect of this course (e.g., the lecture, recitation, laboratory, computing, text, homeworks, examinations or course content).

9260: The strength of the class is that we saw many examples of different kinds of problems, form the classic optimization problems to more fun examples as mini video games problems.

I also think the material of this class helps you to tackle many different problems that may arise in a professional level.

11841: No complaints, I enjoyed the course material and I thought the professor did a good job of explaining the material. I thought that the recitations were helpful for doing the homework, and the homework and recitation both generally followed the course material well.

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2. Please comment on the weaknesses of any aspect of this course (e.g., the lecture, recitation, laboratory, computing, text, homeworks, examinations or course content).

9260: In general, I think that the series Opt I and Opt II feels a little bit old, the examples we solve in class are extra simplified. With the computer power that we have now we could solve the same problems but on an semi industrial scale. For example instead on the knapsack problem with 3 variables, we could solve the same for a "real" company. In line with this comment I think this class should include a final project also to get more chance of dealing with more complex problems

Another problem that I see is that there is not an accelerated version (for master students) of opt I and opt II. There could be a single class in which you could cover the great majority of the topics of opt I and II. The current classes feel too much as undergrad courses. Also in general we did not cover robust, stochastic and other more advanced optimization topics. That could be a new class here in Cornell, but it would only make sense with an accelerated opt I and Opt II I think

11841: The professor allowed students to interrupt lecture and ask inane questions too frequently; these students (always the same ones) could sometimes be disruptive to the flow of the course. Taking questions is often important to clarify topics in lecture when many students are confused. However, if only one student is asking many follow ups about one thing in the future, the professor should perhaps suggest that these students discuss their concerns one-on-one after class.