

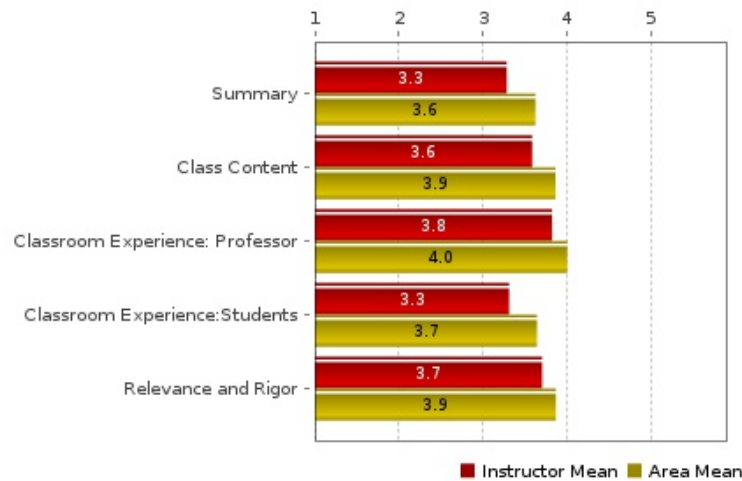
Teaching Evaluation Summary (2011-12 GSB Winter)

Ratings Summary

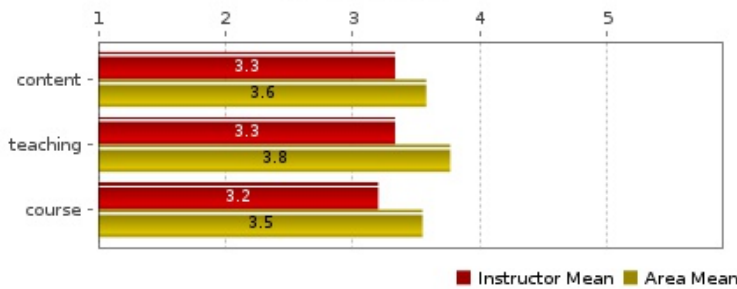
Instructor: Iancu, Dan
 Subject: OIT
 Catalog & Section: 247, 01

Course Title: MODELNG QUANT ANALYSIS-ACC
 Enrollment: 19 Responses Incl Declines: 15
 (Declined: 0)

Elements of Instruction

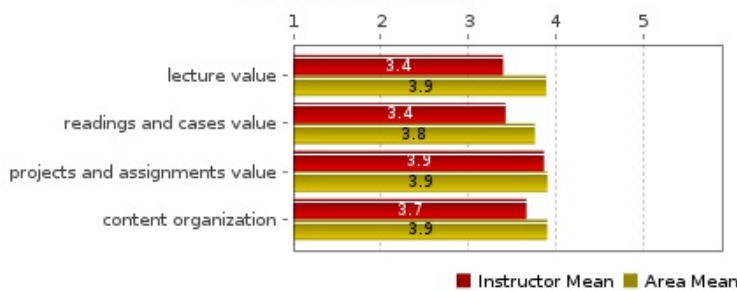


Summary



| | Response Rate | Mean | Median | Std Dev | Exceptional | Very Good | Good | Fair | Poor |
|----------|---------------|------|--------|---------|-------------|-----------|------|------|------|
| content | 78% | 3.3 | 4 | 0.9 | 0 | 9 | 2 | 4 | 0 |
| teaching | 78% | 3.3 | 4 | 0.9 | 0 | 8 | 5 | 1 | 1 |
| course | 78% | 3.2 | 3 | 0.9 | 0 | 7 | 5 | 2 | 1 |

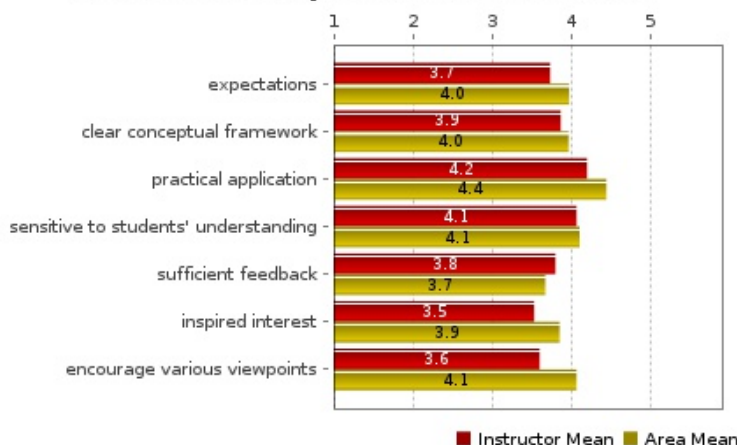
Class Content



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 | -1.0 |
|--------------------------------|---------------|------|--------|---------|-----|-----|-----|-----|-----|------|
| lecture value | 78% | 3.4 | 4 | 0.9 | 0 | 9 | 4 | 1 | 1 | 0 |
| readings and cases value | 73% | 3.4 | 4 | 1.1 | 2 | 6 | 3 | 2 | 1 | 0 |
| projects and assignments value | 78% | 3.9 | 4 | 0.9 | 3 | 9 | 1 | 2 | 0 | 0 |
| content organization | 78% | 3.7 | 4 | 0.8 | 2 | 7 | 5 | 1 | 0 | 0 |

Scales:
 5.0 - Strongly Agree; 4.0 - Agree; 3.0 - Unsure; 2.0 - Disagree; 1.0 - Strongly Disagree; -1.0 - NA;

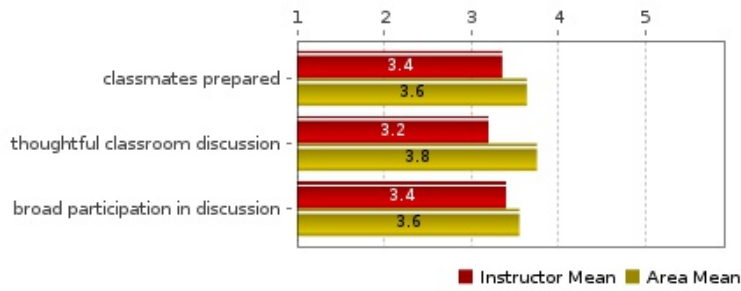
Classroom Experience: Professor



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 |
|--------------------------------------|---------------|------|--------|---------|-----|-----|-----|-----|-----|
| expectations | 78% | 3.7 | 4 | 0.8 | 2 | 8 | 4 | 1 | 0 |
| clear conceptual framework | 78% | 3.9 | 4 | 0.6 | 1 | 12 | 1 | 1 | 0 |
| practical application | 78% | 4.2 | 4 | 0.8 | 5 | 9 | 0 | 1 | 0 |
| sensitive to students' understanding | 78% | 4.1 | 4 | 1.1 | 7 | 4 | 2 | 2 | 0 |
| sufficient feedback | 78% | 3.8 | 4 | 1.0 | 4 | 6 | 3 | 2 | 0 |
| inspired interest | 78% | 3.5 | 4 | 0.7 | 0 | 10 | 3 | 2 | 0 |
| encourage various viewpoints | 78% | 3.6 | 4 | 0.8 | 1 | 9 | 3 | 2 | 0 |

Scales:
 5.0 - Strongly Agree; 4.0 - Agree; 3.0 - Unsure; 2.0 - Disagree; 1.0 - Strongly Disagree;

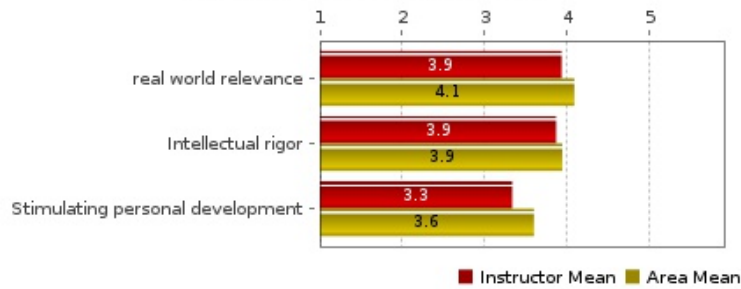
Classroom Experience: Students



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 | 0 |
|------------------------------------------|---------------|------|--------|---------|-----|-----|-----|-----|-----|---|
| classmates prepared | 73% | 3.4 | 4 | 0.8 | 0 | 8 | 3 | 3 | 0 | 0 |
| thoughtful classroom discussion | 78% | 3.2 | 3 | 0.8 | 0 | 6 | 6 | 3 | 0 | 0 |
| broad participation in discussion | 78% | 3.4 | 4 | 0.9 | 1 | 7 | 4 | 3 | 0 | 0 |

Scales:
5.0 - Strongly Agree; 4.0 - Agree; 3.0 - Unsure; 2.0 - Disagree; 1.0 - Strongly Disagree;

Relevance and Rigor



| | Response Rate | Mean | Median | Std Dev | Very High | High | Moderate | Low | Very Low |
|-----------------------------------------|---------------|------|--------|---------|-----------|------|----------|-----|----------|
| real world relevance | 78% | 3.9 | 4 | 0.9 | 5 | 5 | 4 | 1 | 0 |
| Intellectual rigor | 78% | 3.9 | 4 | 0.8 | 3 | 8 | 3 | 1 | 0 |
| Stimulating personal development | 78% | 3.3 | 3 | 0.9 | 2 | 4 | 6 | 3 | 0 |

| enrolled | Career interest | background | preparation time | classes missed | quantitative background |
|------------|--------------------------------------|--------------|------------------|----------------|-------------------------|
| MBA 1 100% | Directly related to my career 89% | Slight 20% | 0-2 hours 27% | 0 80% | Slight 7% |
| MBA 2 0% | Not directly related to my career 0% | Moderate 73% | 2-4 hours 20% | 1 20% | Moderate 47% |
| Sloan 0% | Not sure 11% | Extensive 7% | 4-6 hours 40% | 2 0% | Extensive 47% |
| PhD 0% | | | 6-8 hours 7% | 3 0% | |
| Other 0% | | | 8 hours 7% | 4 0% | |

1. Comments

Provide comments about the course, positive and negative, to be posted on the Course Unofficial Website where it can be seen by the entire GSB community (non-required courses only).

- Just put your head down and do it, if this is required. It's relatively painless and 2 credits.
- The material is very practical (basically an excel modeling class where you learn advanced techniques like solver, linear optimization, and monte carlo simulation)

Dan is a genuinely nice guy who is really into the material, and really cares about his students seeing the relevance of the material and understanding the concepts. As far as professors I've had thus far at the GSB, Dan definitely cares more about his teaching than most as evident by his constant effort to get feedback and improve the class.
- The course has some interesting and relevant material and Professor Iancu is dedicated and fairly engaging. He does a good job trying to make homework and discussions relevant across a wide range of industries/topics.
- As someone with only a slight-to-moderate quant background, I found this class pretty challenging. However, I also found it practical and interesting, and Dan is very good about providing extra help (in office hours) to those who don't understand certain concepts.
- Great Course - very interesting and useful.

- If you are at all wavering between accel and advanced, definitely take advanced.
- Iancu is great and very open/responsive to feedback. Material was good and appropriate for my background (PE). My biggest complaint about this course was the final exam which was massive and way, way too long.

I'd highly recommend the class but the final this year was just absurd.

Provide comments about the course, positive and negative, to be seen by the instructor only. Constructive comments on how to improve the course are encouraged.

- The one big thing about how the course could be improved is to not structure these as 1hr45min lectures. I think the same material could be covered in 1hr or 75min classes and the students could be held to a much higher level of participation and engagement and the class discussions could be more dynamic and interesting in this format.
- I already wrote up detailed comments in my last survey, both positive and constructive. As my rankings show, I really enjoyed this course and thought that it was very practical. I hope to participate in a follow-up course (assuming one is offered) next year. Nice job with everything, Dan.
- Great course - thank you. I enjoyed it.

The final, however, was ridiculously long. I understand the material quite well and was able to solve the problems but it took over 10 hours or more. There has got to be a more time effective way to evaluate learning.
- I really appreciated your dedication to feedback and constantly aiming to improve the course in real time for your students. That said, I think after this course is over most students will only remember the ridiculous final that took 10 hours to complete.
- Really enjoyed the class and found it very interesting. As I've stated before, I found the the professor's enthusiasm a big plus. Content difficult was right on target.

As I noted above, the final exam needs to be shortened. I think you could test the same skills without asking people to construct and explain models (which is, any way you look at it, a very time consuming exercise). Compared to the advanced class, our difficulty level and length was in no way commensurate with the kind of grading curve we are going to be subjected to.

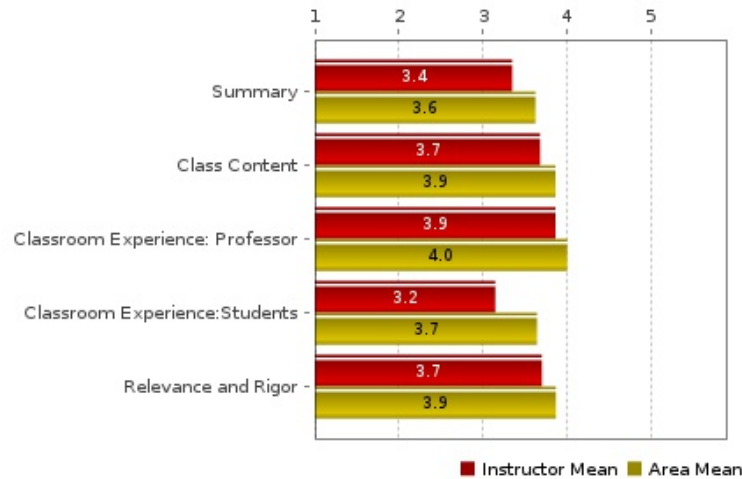
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Ratings Summary

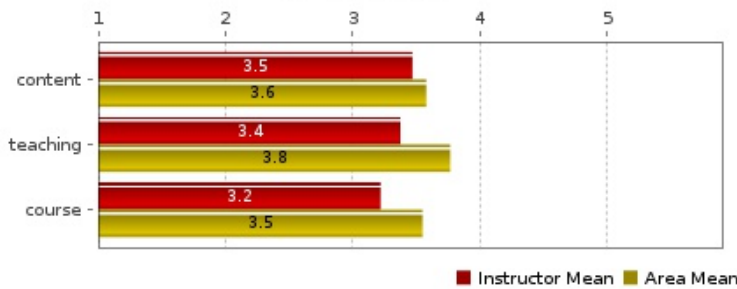
Instructor: Iancu, Dan
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Course Title: MODELNG QUANT ANALYSIS-ACC
 Enrollment: 47 Responses Incl Declines: 33
 (Declined: 0)

Elements of Instruction

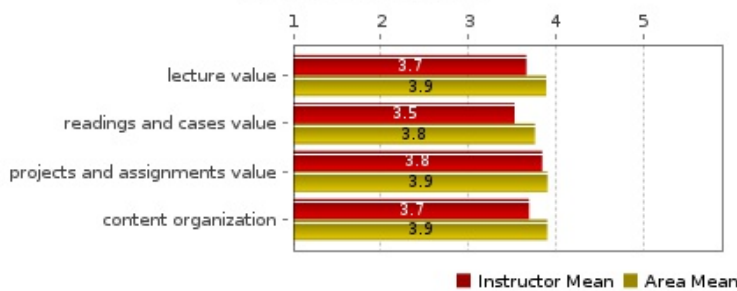


Summary



| | Response Rate | Mean | Median | Std Dev | Exceptional | Very Good | Good | Fair | Poor |
|----------|---------------|------|--------|---------|-------------|-----------|------|------|------|
| content | 68% | 3.5 | 4 | 0.9 | 2 | 18 | 6 | 5 | 1 |
| teaching | 68% | 3.4 | 4 | 1.1 | 4 | 14 | 6 | 6 | 2 |
| course | 68% | 3.2 | 4 | 1.1 | 2 | 14 | 8 | 5 | 3 |

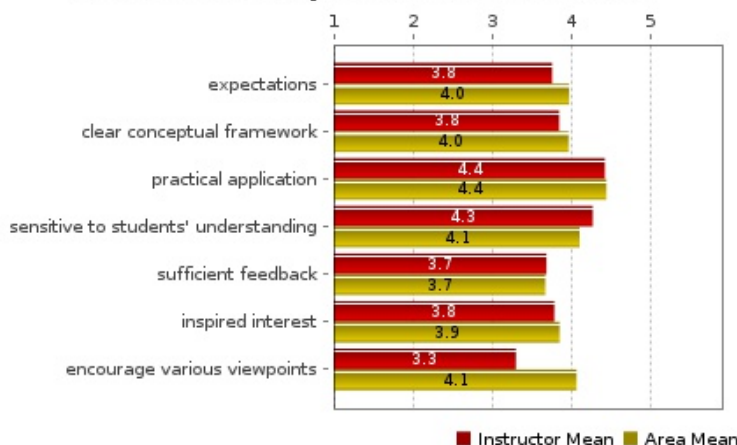
Class Content



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 | -1.0 | NA |
|--------------------------------|---------------|------|--------|---------|-----|-----|-----|-----|-----|------|----|
| lecture value | 70% | 3.7 | 4 | 1.2 | 9 | 14 | 2 | 6 | 2 | 0 | 0 |
| readings and cases value | 70% | 3.5 | 4 | 1.0 | 4 | 16 | 7 | 3 | 2 | 1 | 0 |
| projects and assignments value | 70% | 3.8 | 4 | 0.9 | 5 | 22 | 3 | 2 | 1 | 0 | 0 |
| content organization | 70% | 3.7 | 4 | 1.1 | 7 | 16 | 4 | 5 | 1 | 0 | 0 |

Scales:
 5.0 - Strongly Agree; 4.0 - Agree; 3.0 - Unsure; 2.0 - Disagree; 1.0 - Strongly Disagree; -1.0 - NA;

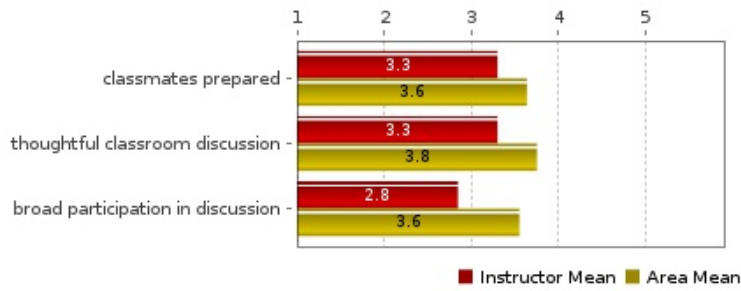
Classroom Experience: Professor



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 | 0 |
|--------------------------------------|---------------|------|--------|---------|-----|-----|-----|-----|-----|---|
| expectations | 70% | 3.8 | 4 | 0.8 | 6 | 15 | 10 | 2 | 0 | 0 |
| clear conceptual framework | 70% | 3.8 | 4 | 1.0 | 9 | 14 | 6 | 4 | 0 | 0 |
| practical application | 70% | 4.4 | 5 | 0.8 | 18 | 13 | 1 | 0 | 1 | 0 |
| sensitive to students' understanding | 70% | 4.3 | 4 | 0.8 | 15 | 13 | 4 | 1 | 0 | 0 |
| sufficient feedback | 68% | 3.7 | 4 | 1.2 | 10 | 9 | 9 | 1 | 3 | 0 |
| inspired interest | 70% | 3.8 | 4 | 1.2 | 10 | 14 | 4 | 2 | 3 | 0 |
| encourage various viewpoints | 70% | 3.3 | 3 | 1.1 | 5 | 10 | 10 | 6 | 2 | 0 |

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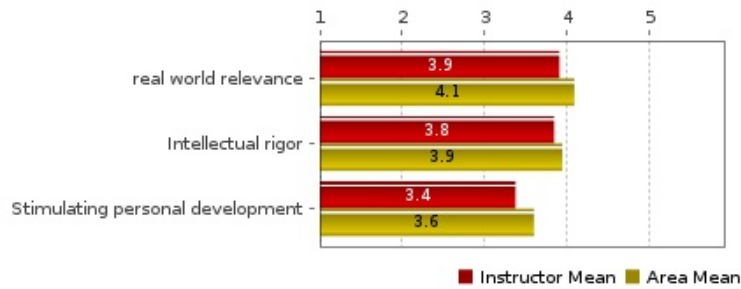
Classroom Experience: Students



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 |
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| classmates prepared | 70% | 3.3 | 3 | 0.9 | 2 | 13 | 12 | 5 | 1 |
| thoughtful classroom discussion | 70% | 3.3 | 3 | 0.8 | 2 | 12 | 13 | 6 | 0 |
| broad participation in discussion | 70% | 2.8 | 3 | 1.0 | 1 | 8 | 11 | 11 | 2 |

Scales:
5.0 - Strongly Agree; 4.0 - Agree; 3.0 - Unsure; 2.0 - Disagree; 1.0 - Strongly Disagree;

Relevance and Rigor



| | Response Rate | Mean | Median | Std Dev | Very High | High | Moderate | Low | Very Low |
|-----------------------------------------|---------------|------|--------|---------|-----------|------|----------|-----|----------|
| real world relevance | 68% | 3.9 | 4 | 1.1 | 11 | 13 | 3 | 4 | 1 |
| Intellectual rigor | 68% | 3.8 | 4 | 1.0 | 9 | 13 | 7 | 2 | 1 |
| Stimulating personal development | 68% | 3.4 | 4 | 1.2 | 7 | 9 | 8 | 5 | 3 |

| enrolled | Career interest | background | preparation time | classes missed | quantitative background |
|------------|--------------------------------------|---------------|------------------|----------------|-------------------------|
| MBA 1 100% | Directly related to my career 91% | Slight 24% | 0-2 hours 27% | 0 82% | Slight 9% |
| MBA 2 0% | Not directly related to my career 0% | Moderate 64% | 2-4 hours 48% | 1 12% | Moderate 48% |
| Sloan 0% | Not sure 9% | Extensive 12% | 4-6 hours 9% | 2 6% | Extensive 42% |
| PhD 0% | | | 6-8 hours 12% | 3 0% | |
| Other 0% | | | 8 hours 3% | 4 0% | |

1. Comments

Provide comments about the course, positive and negative, to be posted on the Course Unofficial Website where it can be seen by the entire GSB community (non-required courses only).

- Should be 2-3 lectures class, can be merged with some other optimization course. This class shouldn't exist as a compulsory course.
- if you dont have any background then be ready to put in few hours!
- Professor Iancu was awesome. I love the course and would recommend it to everyone. The skill set learned is very useful. My only feedback is that this class should be a ONE quarter class instead of half a quarter. Half a quarter is really to short for such content...and it is a fun clas.
- This is a fantastic course. Wish it was a full-quarter course (and D&D could become a 2-credit course). Super-relevant to work, life and retirement planning.
- Professor Iancu is new but very good and committed.
- Iancu is a new faculty member, but he really shined in this short class. He knows the material cold and was very amenable to adapting the course to fit our needs with the help of feedback surveys after each class. I may be in the minority, but I actually wish this class was a full quarter. Yes, this class was mostly "fun with Solver" but the underlying rationale dealt with understanding the power of linear optimization. Iancu really tied theory well to the exercises, which provided a good framework for what we were doing rather than a "fun with Solver" hodgepodge. For an accelerated class, the pace and workload was a little on the easy side, but that's not worth complaining about.
- I really enjoyed this class! The professor was especially engaging and encouraging. He was very in tune with what the students needed, and it was clear his highest priority there was our learning. Clear, fun, good pace.
- I really liked this course. Iancu is an excellent professor and a really nice guy. He consistently attempted to make the class interesting and relevant. He also had reasonable expectations from students. Him and Jenter are the best professors I've had this year.
- Apparently this was the first time OIT 247 was offered in its current form. This class is a pretty substantial amount of work. You're asked to prepare at least one assignment for every class (and to be ready for cold calls about it), and to "study" at least one other. That's in addition to weekly homework's, so you're supposed to be building, on average, about 7 models a week. By week 2, most students weren't even bothering with the "study" models anymore. It's an interesting course, and if you like tinkering with building models in Excel and running Solver, you'll have some fun with parts of it. If that doesn't sound the least bit exciting, take Base, because it's quite a bit less work. (We had a Part A and B for our turn-in homeworks; Part B was Accelerated-only). Overall, I enjoyed the course, and while the material isn't hard per se, it probably will be time-intensive for people without a ton of linear programming and optimization experience.
- Good class, but assignments take a significant amount of time. The final take-home exam takes 15 hours to complete.
- A lot of the modeling felt rather esoteric at times; after 2 years working in consulting I feel like I already checked the box on modeling skills, and wasn't quite sure why this course is included in the curriculum, with the exception of students with non-traditional backgrounds taking it.
- I feel teaching Excel via lecture is terrible. There's very little "theory" that needs to be taught. I did learn some things, but I believe I could have learned a similar amount of course material if I skipped every lecture and instead just did the homework assignments. Class itself was relatively painful since if you did the assignments prior, the assignment would just be reviewed. This added to the general uselessness I felt about the class. Finally, the final was a ~8 hour exercise which was a painful way to spend the weekend after midterms. I should say I like Iancu, but I just think the course is not designed well.
- Dan is a fantastic teacher who really cares about what he is teaching. He has a talent for explaining quite difficult topics, but also knows to pull back when the topics are too technical and/or purely theoretical. Has a great ability to explain how topics are useful in practice. I got a lot out of this class. I previously had no idea how powerful some of these techniques could be.
- Professor is new but very diligent, like him a lot.
- Interesting applications to real-world problems.
- To Iancu's credit, this is an incredibly difficult course to teach and he did as good of a job as could be expected. The final exam was brutally long -- ~12 hours long

Provide comments about the course, positive and negative, to be seen by the instructor only. Constructive comments on how to improve the course are encouraged.

- Should be 2-3 lectures class, can be merged with some other optimization course. This class shouldn't exist as a compulsory course.
- reduce the syllabus a little bit or increase the time.
- Professor Iancu - I really love your class and feel a little sad that it is ending. I like the structure you have set up

for the class, your quick responses to Piazza and emails and the materials covered.
Thanks so much for a good course!

- Professor Iancu is new but very good and committed. Thanks for a great semester.
- Prof. Iancu, I really think you did a great job with this class. It is a tough class to teach given our varied backgrounds and interests in modeling, but I thought you tied the theory of optimization well with the practical assignments. I wish this course had been a full quarter! However, for an accelerated level class, I do think the pace and coverage of topics could have been faster. The vast majority of our core courses go at a fast pace, so don't be afraid to push us harder - we are used to it! That way, you could potentially get to simulation-optimization even in a half-quarter course. Keep up the good work! I hope to take another class with you in the future.
- I really enjoyed this class! The professor was especially engaging and encouraging. He was very in tune with what the students needed, and it was clear his highest priority there was our learning. Clear, fun, good pace.
- I really enjoyed your class. I plan on looking into more of your classes.
- The number of cases to prepare and study was simply too big. If you want to keep them in the curriculum, then label the study ones as "optional." It's just not reasonable to expect people to do that much work in the busy winter quarter with everything else that's going on. I don't think the "study" ones enhanced the learning all that much either.

Also, the final exam is considerably harder than the homework assignments. I don't know if that's by design, but I gather that we're all spending much more than the estimated 9-10 hours on it.

There was also a bit of disconnect between the TAs and the in-class statements about how homework would be graded. It's not worth going into here, but it was frustrating to do one thing and, because it wasn't in sync with how the grader was reading things, to get docked points.

However, those are just quibbles about implementation. I actually enjoyed the course -- a lot. Probably my favorite course at the GSB so far. I wish it were a full term rather than a half term.
- Good class, but I think you can teach the same principles with simpler assignments that would still demonstrate whether students understand the subject. The final exam took too much time (more than you had said) and again in some points there was no need to complicate things when a simpler version could have assessed our understanding.
- Thank you for being so dedicated to taking students' feedback and improving on it!
- Great enthusiasm and practical knowledge. My best professor this quarter by far. I really appreciated how sensitive you were to feedback and how you adapted the course dynamically based on the feedback received. One small piece of criticism is that I felt that we covered a few things only in passing (like transforming non-linear equations into linear constraints), but then some of these came out on the exam and I felt largely unprepared for them.
- I thought this was a great course with a high amount of potential real world relevance. However, the format was such that it made learning really difficult - this should be done in a lab format where students follow along with the modeling exercise. Watching someone demonstrate excel is not only tremendously boring, but it is tremendously ineffective, because people frankly just stop paying attention. I wanted to get more out of this class than I did, and I thought that the content and teaching and intention was all really good, but I found it really painfully hard to follow.
- Final exam was way too long as compared to the assignments
- I think that the lecture notes could be highly improved. Given the course content was more difficult, I often reviewed lecture notes following class to make sure I understood the items discussed from that day, but I often found following the notes to be difficult. The more you can put in the notes vs. rely on saying aloud, the better. Also, I think the course needs to better integrate conceptual frameworks with 'doing' in Excel. I had a hard time making the bridge sometimes.

- Good professor -- he clearly is passionate about the content. Good at explaining concepts. I wish the course incorporated more practical applications, and I wish Dan provided more anecdotes from his own experience. I would have found both valuable.
- I found this course to be basic. On seeing the advanced course material, perhaps advanced course material should have been taught as accelerated.
- I thought the class was great! I really enjoyed the crystal ball part and wish we would have spent more time there and less time focusing on basic excel stuff at the beginning.
- I very much enjoyed taking this class. I feel that my modeling skills have been seriously improved by the course, and I appreciated the course structure and approach. I do wish we could have moved a lot faster to cover even more material, but I understand that this is not reasonable given the nature of the class and the various backgrounds of the students.
- Content was not relevant to many jobs. A class in basic excel modeling would have been far more relevant. This class should be combined with D&D to help provide more background and context for both courses.

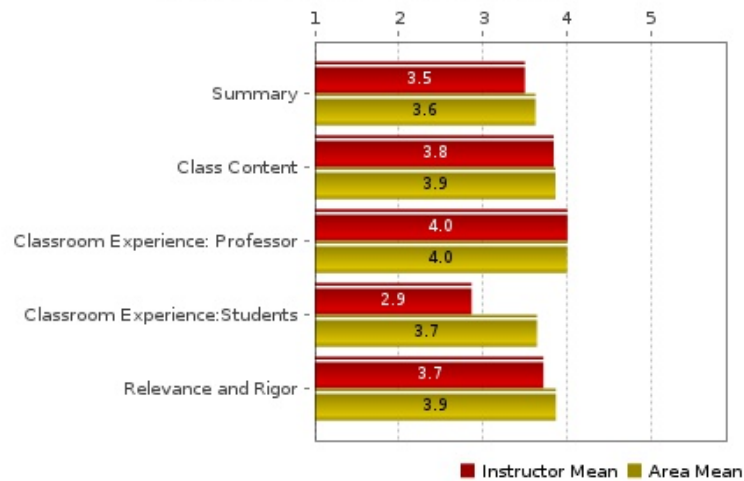
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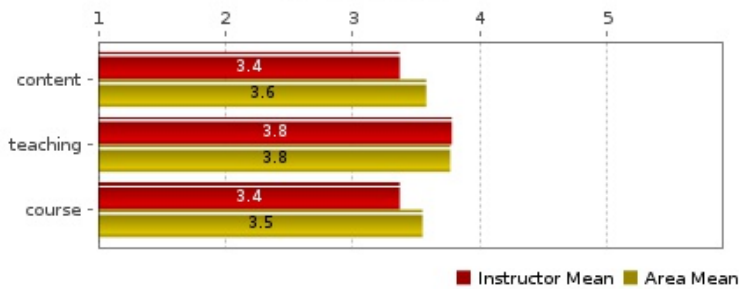
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Elements of Instruction

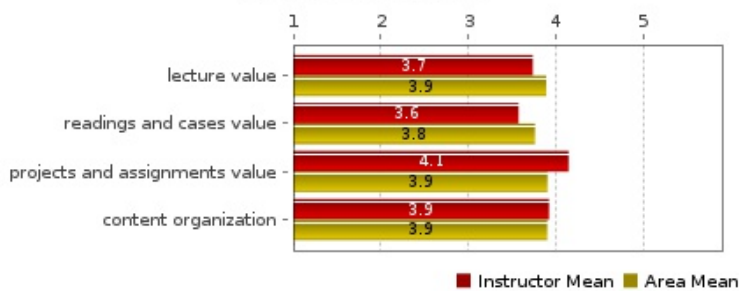


Summary



| | Response Rate | Mean | Median | Std Dev | Exceptional | Very Good | Good | Fair | Poor |
|----------|---------------|------|--------|---------|-------------|-----------|------|------|------|
| content | 57% | 3.4 | 3 | 1.0 | 3 | 10 | 9 | 4 | 1 |
| teaching | 57% | 3.8 | 4 | 1.0 | 9 | 6 | 9 | 3 | 0 |
| course | 57% | 3.4 | 3 | 1.0 | 4 | 8 | 10 | 4 | 1 |

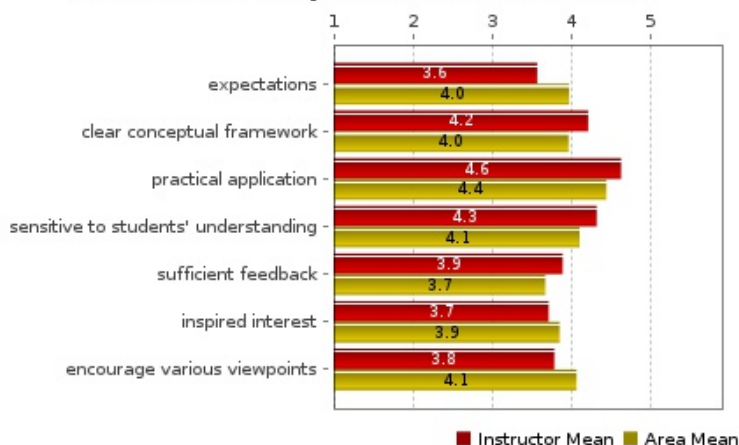
Class Content



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 | -1.0 | NA |
|--------------------------------|---------------|------|--------|---------|-----|-----|-----|-----|-----|------|----|
| lecture value | 57% | 3.7 | 4 | 1.0 | 5 | 15 | 2 | 5 | 0 | 0 | |
| readings and cases value | 57% | 3.6 | 4 | 0.7 | 2 | 13 | 9 | 2 | 0 | 1 | |
| projects and assignments value | 57% | 4.1 | 4 | 0.7 | 8 | 16 | 2 | 1 | 0 | 0 | |
| content organization | 57% | 3.9 | 4 | 0.8 | 6 | 15 | 4 | 2 | 0 | 0 | |

Scales:
 5.0 - Strongly Agree; 4.0 - Agree; 3.0 - Unsure; 2.0 - Disagree; 1.0 - Strongly Disagree; -1.0 - NA;

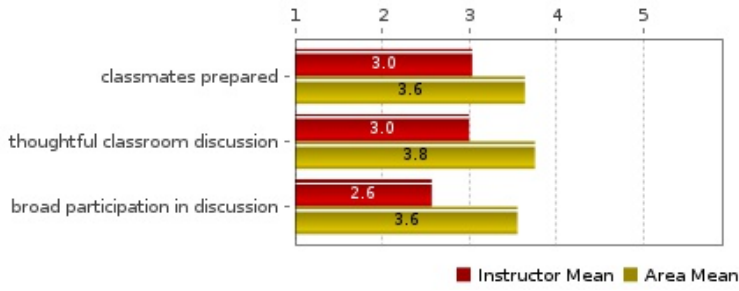
Classroom Experience: Professor



| | Response Rate | Mean | Median | Std Dev | 5.0 | 4.0 | 3.0 | 2.0 | 1.0 |
|--------------------------------------|---------------|------|--------|---------|-----|-----|-----|-----|-----|
| expectations | 59% | 3.6 | 4 | 0.9 | 4 | 12 | 8 | 4 | 0 |
| clear conceptual framework | 59% | 4.2 | 4 | 0.7 | 9 | 17 | 1 | 1 | 0 |
| practical application | 57% | 4.6 | 5 | 0.5 | 17 | 10 | 0 | 0 | 0 |
| sensitive to students' understanding | 59% | 4.3 | 4 | 0.7 | 13 | 11 | 4 | 0 | 0 |
| sufficient feedback | 59% | 3.9 | 4 | 0.9 | 8 | 11 | 7 | 2 | 0 |
| inspired interest | 59% | 3.7 | 4 | 1.0 | 7 | 10 | 7 | 4 | 0 |
| encourage various viewpoints | 59% | 3.8 | 4 | 1.1 | 9 | 8 | 8 | 2 | 1 |

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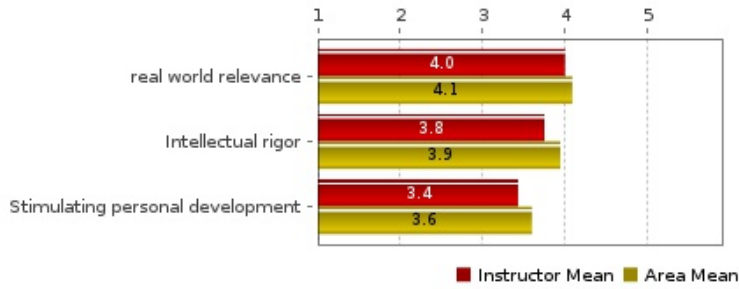
Classroom Experience: Students



| | Response Rate | Mean | Median | Std Dev | 5.04.03.02.01.0 |
|-----------------------------------|---------------|------|--------|---------|-----------------|
| classmates prepared | 59% | 3.0 | 3 | 1.0 | 1 9 10 6 2 |
| thoughtful classroom discussion | 59% | 3.0 | 3 | 0.9 | 1 7 13 5 2 |
| broad participation in discussion | 59% | 2.6 | 2 | 1.0 | 1 5 7 11 4 |

Scales:
5.0 - Strongly Agree; 4.0 - Agree; 3.0 - Unsure; 2.0 - Disagree; 1.0 - Strongly Disagree;

Relevance and Rigor



| | Response Rate | Mean | Median | Std Dev | Very High | High | Moderate | Low | Very Low |
|----------------------------------|---------------|------|--------|---------|-----------|------|----------|-----|----------|
| real world relevance | 59% | 4.0 | 4 | 1.0 | 10 | 11 | 5 | 1 | 1 |
| Intellectual rigor | 59% | 3.8 | 4 | 0.9 | 7 | 10 | 8 | 3 | 0 |
| Stimulating personal development | 59% | 3.4 | 4 | 1.1 | 5 | 9 | 9 | 3 | 2 |

| enrolled | Career interest | background | preparation time | classes missed | quantitative background |
|-----------|--------------------------------------|--------------|------------------|----------------|-------------------------|
| MBA 1 96% | Directly related to my career 81% | Slight 32% | 0-2 hours 18% | 0 59% | Slight 0% |
| MBA 2 4% | Not directly related to my career 0% | Moderate 61% | 2-4 hours 57% | 1 37% | Moderate 46% |
| Sloan 0% | Not sure 19% | Extensive 7% | 4-6 hours 21% | 2 4% | Extensive 54% |
| PhD 0% | | | 6-8 hours 4% | 3 0% | |
| Other 0% | | | 8 hours 0% | 4 0% | |

1. Comments

Provide comments about the course, positive and negative, to be posted on the Course Unofficial Website where it can be seen by the entire GSB community (non-required courses only).

- Prof tries really hard to make sure people are engaged and learning. Not his fault that no one cares and the format of the class isn't ideal for teaching modeling.
- I really enjoyed this class. OSM is better (and more relevant) than most people give it credit. Iancu is a great Professor - take Accelerated to be with him because course load is manageable and more interesting. I wish class discussion had been more robust but people were quiet.
- Iancu is just starting out, but he did a good job. The class is a bit boring, but I really liked it because I think I'll use it all the time in my career.
- Good course, but not sure of the value added as opposed to the base course. Prof. Iancu is engaged and manages the class environment well. I like that he encourages participation from multiple students.
- Iancu gets an A for effort but unfortunately the nature of the material makes it hard to have stimulating class experiences. Accelerated level has such a disparity in prior excel knowledge that class can be painfully slow for some people.
- Despite having a background in consulting, I did learn quite a few new things in this modeling course. Prof. Iancu explains the concepts very clearly; if you want to make the most of it you'll have to spend a good 60-90 mins preparing each class, but the fact that the Excel templates for the problems are provided, allow you to focus on what really matters and not waste time setting up the entire assignment. Really happy to have taken this course with Prof. Iancu
- Very useful and interesting course. Prof. Iancu did a great job explaining how these tools can be used to solve real-life, relevant business problems.
- This class should be an elective for those who are interested in this kind of pricing/modeling. For almost everyone else, it's essentially worthless -- it's not something we'll ever have to do again, especially not with this particular software (will probably do Monte Carlo directly in Excel instead), and none of us will remember the details going forward.
- Professor Iancu is great. He has been put in a tough spot--teaching a class that most students...well..hate. But, because he cares about students so much and is quite smart somehow we walked away liking him a lot despite the class content. The class could be improved by making the substance more relevant--linear modeling could be taught in a week and crystal ball in a week then it would be helpful to borrow from the DeMarzo class to focus on more relevant statement modeling.
- Dan Iancu is a great guy - he was very accessible when you asked him to stay after class. His lectures were a bit slow moving and the material itself is really dry. This was a required course, and if I could have dropped it, I would. It was offensive how long and tedious the final exam was; it was a waste of time that wasn't particularly challenging for its conceptual difficulty, just a ton of actual work to do
- Great course, good professor who explains concepts well and cares about student learning, practical cases where you can learn to optimize real world operational problems.
- Though modeling can be painful, I found the class very helpful. Professor Iancu was also clearly very passionate about the subject and his dedication to preparing for the class shone through to inspire student interest.
- I thought the course was great. Enjoyed learning modeling, and thought both linear optimization and crystal ball had real world applications. There is real work to be completed, so set aside enough time, but I found it rewarding
- Great teacher, extremely useful class!

Provide comments about the course, positive and negative, to be seen by the instructor only. Constructive comments on how to improve the course are encouraged.

- Maybe this class should be taught as all labs instead of class lectures. While there were optional labs, most people didn't attend them because of other obligations. However, this is probably a more useful forum for learning this material. Also, the policy of no collaboration for homework is difficult. Since most people don't go to labs and don't understand the material during class, working through homework together is another method to actually learn how the concepts work. Most students use this as an opportunity to learn from their peers, not to cheat.
- Thanks for always soliciting feedback and staying patient with the class. I really learned a lot (and hopefully will use it in the real world). Enjoyed the class.
- I liked the course, I think everyone should know how to perform simulations and models. The class itself was a little boring, because it was re-hashing the assignments, which I understood. I'm not sure how to solve this problem, because not everyone understands the material, but it definitely needs some work.
- Overall, the course was very valuable. The assignment submission process needs to be improved, though. It was very unclear what was expected in homework submission. I submitted the Excel file of my model, assuming

that the formulas and constraints would be obvious, but was penalized for not writing out explanations of what went into each step. Please make this very clear up front for next time.

- Really need to re-think course description and selection for accelerated. There was such a wide dispersion of prior experience in the class that it was at times excruciating for many people with prior knowledge, while still too fast for basic excel users. The concepts aren't crazy difficult, but applying them across such a disparity in prior excel experience is very difficult to do in the classroom.
- I really enjoyed this course: I feel I have learnt a lot of useful things, and found the pace very appropriate. Two things were much appreciated: the continuous reference to "what this is used for in real life", and the fact that the templates were provided for most of the homework - it saved us a lot of time and allowed us to focus on what really matters. For the future, it might be worth considering further references to how the public sector (and not business only) may use these methodologies...? Thanks!
- I thought it was great that you surveyed us every class and actually adjusted the class to better suit our needs. I found the course and your instruction to be super interesting and practical. I also very much appreciate your willingness to stay after class to answer my questions (and also your responsiveness to the questions on Piazza).
I think the only issue with the course was that a lot of students were not prepared or distracted in class because of their laptops. It is a tough issue since everyone is very busy this quarter and laptops enhance the experience for those of us who show up and pay attention. I normally don't care if others are not paying attention as it normally only hurts themselves, but I felt that in some instances it caused the class to be slower and prevented us from getting into some more interesting application and advanced topics which should be expected in an Accelerated level course. If people don't want to challenge themselves or don't find it relevant enough for what they want to do after school, that is what Base is for.
Thanks for a great class! I really enjoyed it and wish it was a full quarter.
- As an instructor, you do a fantastic job -- thank you so much for trying so hard. This course content is really tough to get people interested in, so I applaud your efforts. I think you can be more demanding in the future and cold call more, because many of the people in the class never did any of the preparation. It's just not applicable at all to so many of us, it's hard to teach this as a required course -- in my opinion, it should be an elective for those people who are interested in this kind of modeling (I know many people agree with me). The other thing you should REALLY do if you want people to pay attention and come to class better prepared: schedule this class in the SECOND half of the quarter, NOT the first half. During the first half, we are all focused on recruiting and interviews and many of us are flying bi-coastally on a weekly basis. I couldn't afford to put any time into this class at all because I was too consumed by my interview schedule (which is clearly what I'm going to prioritize... job before grades). So, do yourself and everyone a favor if you really want us to learn this, and give us a fair chance to learn it by scheduling it in the second half of winter quarter when many of us are done with interviews.
- The leap between homework assignments and the final exam was way too big. We should have been able to get more practice doing hw assignments similar to exam (setting up the problem ourself in excel, making complicated nonlinear models linear, etc)
- Only recommendation which hopefully will automatically get better once the class is offered again is that the homework often was updated - e.g. printed homework numbers and latest versions were different, which made it hard to follow along in class to the excel demonstrations as it was unclear if I had made an error or if it's because numbers were different. Would go through and make sure homework, assignments, and tests are error free.
- 1) Really liked course and found it valuable. Wish that it was a full trimester.
2) Think there should be more classes on this type of analysis. Supply chain management, logistics, etc. Seems like there's only Pricing and Revenue Optimization. Feel like learning to manage a supply chain is critical to being a manager
3) Thought the teacher tried hard and clearly knew the material. Also, thought he started in a tough place since few people seemed interested in the subject matter. Having said that, his approach didn't encourage participation or require preparation. I would NOT spend time at the beginning summarizing the background of the case (since this dis-incentivized people to read the case), and I would cold call to make people read and prepare. My 2 cents
- Rock on!
- I thought Professor Iancu did a wonderful job with a hard topic. The course overall is very useful and I really appreciate how receptive Professor Iancu is to feedback and how open he is to changing the course content. However, it's very hard to stay engaged talking about Excel for close to 2 hours. Perhaps doing more in class exercises in small groups would be helpful.
- I'm not sure the integration of Crystal Ball was valuable given the short course timeline. I also didn't find lectures very engaging and think they could have been made optional. The final exam is excessively long.
- Professor,
Overall, I liked the course and think that some of the modeling techniques we learned could potentially be really beneficial for myself and a lot of the class in our future professions. My only complaint concerns the final exam. I personally spent over 12 hours on the test which I think is really excessive. Honestly, I think that a lot of the questions were complex to the point of going beyond what we learned in class and being unnecessarily tedious.
- I would have liked to see more applications of simulations of discounted cash flow, and more complex applications of crystal ball.