OIDD612001, BUSINESS ANALYTICS, Spring, 2017 — IANCU, DAN A.

Term	Spring, 2017 (2017A)	Enrollment	58	School	WHARTON
Activity Type	LEC	Eligible	58	Division	WHARTON GRADUATE
Cross Listed Sections	-	Responses	43	Department	OPERATIONS INFORMATION AND DECISIONS
		Response Rate	74%	Subject	OPERATIONS INFO DECISIONS

		Average Ratings				This Instructor Only Worst Rating...Best Rating					Responses
	Question and Scale	Instructor	Section	Course	-	0	1	2	3	4	
1	**Overall quality of the instructor.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.70	3.70	3.46	-	0% 0	0% 0	5% 2	21% 9	74% 32	43
2	**Overall quality of the course.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.58	3.58	3.32	-	0% 0	0% 0	9% 4	23% 10	67% 29	43
3	**Please rate the difficulty of the course.** *Scale: 0 to 4: Easy, Somewhat Easy, Neutral, Somewhat Difficult, Difficult*	2.60	2.60	2.67	-	0% 0	8% 3	40% 16	38% 15	15% 6	40
4	**Instructor was appropriately accessible outside of class time.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.49	3.49	3.46	-	0% 0	0% 0	14% 5	24% 9	62% 23	37
5	**Overall quality of the TA(s), if applicable.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	2.67	2.67	2.39	-	3% 1	11% 4	33% 12	22% 8	31% 11	36
6	**Instructor's ability to communicate the subject matter.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.60	3.60	3.41	-	0% 0	0% 0	8% 3	25% 10	68% 27	40
7	**Value of assigned readings.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	2.83	2.83	2.68	-	6% 2	8% 3	19% 7	31% 11	36% 13	36
8	**Instructor's ability to stimulate student interest.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.40	3.40	3.10	-	0% 0	0% 0	15% 6	30% 12	55% 22	40
9	**Amount learned from this course in terms of knowledge, concepts, skills and thinking ability.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.55	3.55	3.29	-	0% 0	0% 0	8% 3	30% 12	63% 25	40
10	**Please rate the amount of work required for this course.** *Scale: 0 to 4: Very Little, Little, Neutral, Much, Very Much*	2.38	2.38	2.38	-	0% 0	8% 3	57% 23	25% 10	10% 4	40
11	**Would you recommend this course to a major?** *Scale: 0 to 4: No, May Not, Would Consider, Yes, Strongly*	3.58	3.58	3.35	-	0% 0	0% 0	8% 3	28% 11	65% 26	40
12	**Would you recommend this course to a non-major?** *Scale: 0 to 4: No, May Not, Would Consider, Yes, Strongly*	3.23	3.23	2.96	-	0% 0	0% 0	23% 9	31% 12	46% 18	39
13	**To your knowledge, has there been cheating in this course?** *Scale: 0 to 1: Yes, No*	1.00	-	-	-	0% 0	100% 34	- -	- -	- -	34

OIDD612001, BUSINESS ANALYTICS, Spring, 2017   IANCU, DAN A.

Comment Suggestion	
	Prof Iancu does an excellent job teaching an important subject. I really enjoyed the flipped format and found that Prof Iancu was always engaged in helping students grasp the details of modeling. It is clear that Prof Iancu cares about this topic and wants others to utilize the tools he teaches in their professions.
	Professor Iancu excellently implemented the flipped classroom and communicated the subject matter clearly. It was a refreshingly engaging and constructive class and a highlight of the core curriculum experience.
	Best class I ever took at Wharton. The topics were interesting and the skills learned were extremely useful (and impressive). I can definitely see myself using the material I learned
	Professor Iancu is great; I love how he sets up the class!!! One of my favorite classes, I feel like I actually learned useful tactics.
	Helps to sharpen analytical thinking which is more valuable than any piece of information you can memorize. Professor Iancu is able to communicate the concepts in a way that is much simpler than I've ever heard them taught before. This is an intimidating topic, but Prof. Iancu makes it approachable and even makes it seem easy with the tools at our disposal.
	Good class, good teacher, good cases. I think that we sould go deeper in the theoretically knowledge.
	Interesting tools to be used in the future. The cases seemed to be simplified versions of real situations. It would be interesting if we could analyze a real complex model as a reference.
	Excellent professor! Very patient and great design of class practice to grasp the subject matter!
	This course is an excellent way to introduce modeling to anyone. I love the flipped format because I am forced by design to practice modeling 3 hours a week. Iancu is also passionate about teaching and offered to provide help to anyone who needs it. Highly, highly recommend this course who likes learning through experience.
	Amazingly excellent teaching ability with great content. Feel that I acquired tangible excel skills. Highly recommend anyone in MBA program.
	Excellent course with interesting course material and hands-on learning. There is potentially a lot more content to be covered so half semester seems to be a rather short time frame.
	very interesting course and the prof. was very enthusiastic
	This course has the potential to be incredibly effective, and Professor Iancu to be very effective, but there are a few things that could be improved upon. Specifically, Professor Iancu's control of the classroom, the TAs, and the format of the class. 1) Professor Iancu is at an immediate disadvantage because his students faces are hidden behind computer screens. If the ability exists, it would be nice if he could control everyone's computer, keeping them locked during his presentation and only unlocking them when he's ready for us to do the analyses. Because he does not do this, people start on the analysis, typing loudly, distractingly surf the web, or worst of all, chat with their neighbor. 2) TAs: Generally pretty good at answering questions, although I think there needs to be at least TWICE as many TAs in the classroom as their currently are. We don't have enough time in the classroom as it is, and it takes a long time to get a TA to come around and answer questions. Point 3 (below) could also help here. 3) Class format/seating: Send a survey out before the class gauging students experience with Excel, Solver, Crystal Ball. The survey should then be used to seat those with extensive experience next to those with minimal experience. What often happens now is that those with immense experience sit next to each other, cruising through the material, while those with no experience sit together and wait until a TA comes around. With a better seating arrangement, students can learn from their peers, and those with a lot of experience can solidify their knowledge by teaching others (which is one of the best ways to truly learn the material). It would also cut down on the amount of side conversations that exist in the room.
	I started taking the regular "non-flipped" version of this course last semester before dropping after the first few classes. I took this flipped version, and I believe for the subject matter the flipped version works well with a good professor. Professor Iancu did a great job with the format and I believe I learned more because of it.
	na

A fantastic course. The flipped classroom format was amazing- more classes should be like this! Instructor is also very good

Dan was a simply fantastic instructor. So in tune with the subject matter that he can teach it in a simple format.

The course should continue to be taught in "flipped format". Learning was both enjoyable given the hands-on practical application. I would even suggest combining the two sessions per week into one and give an exercise that we can go into in more depth instead of split between the two sessions.

Coming from the military I had zero excel experience prior to this course. The learning curve for me was quite steep. I felt like I learned a lot, but I always felt behind my peers. In the future, it might be helpful to create videos for all the problems we did in class. There were some for the first several modules and they were very helpful. Including videos for all the solutions would allow students that aren't as comfortable with the materials review in a self study format. Sometimes the classroom time wasn't ample enough for people like me, who moved a novice pace. Other than that the course and instructor were great.

I loved the flipped format! Working on the models in class and getting immediate feedback from the prof and TAs was great.

LOVED this class and I would recommend it (taught by Professor Iancu) to any Wharton student, major or non-major in OIDD. I especially loved the flipped classroom style of learning, and cannot state this enough: the ability to do the exercises in class was fundamental to my being able to learn the concepts, especially because this is a quarter-long class with not enough time to get into depth on the topic. I gained so much from this class, and while it was difficult, I found myself engaging with the material and reading and trying exercises on my own to become proficient in this type of modeling. I learned the value of applying the concepts in this class to actual business scenarios because we used in-class real business examples with simplified data every session. It's like a case-based class but for analytics. Furthermore, I truly believe that you need to build models and use a trial-and-error method of learning for business analytics, and I cannot imagine how the traditional lecture style of this section works. This is all a credit to Professor Iancu and the clear work and effort he has put in to making this class truly engaging for students (e.g., recording lectures, uploading additional cheat sheets and handouts, uploading additional practice problems, making himself available at any point outside of class to help students who were struggling). I'm so happy to have him here as a visiting professor and hope that Wharton continues the flipped classroom format moving forward (and hope that we definitely try to poach Prof Iancu from GSB - he's a phenomenal teacher).

OIDD612003, BUSINESS ANALYTICS, Spring, 2017   IANCU, DAN A.

Term	**Spring, 2017 (2017A)**	Enrollment	**57**	School	**WHARTON**
Activity Type	**LEC**	Eligible	**57**	Division	**WHARTON GRADUATE**
Cross Listed Sections	**-**	Responses	**43**	Department	**OPERATIONS INFORMATION AND DECISIONS**
		Response Rate	**75%**	Subject	**OPERATIONS INFO DECISIONS**

		Average Ratings				This Instructor Only Worst Rating...Best Rating					Responses
Question and Scale		**Instructor**	**Section**	**Course**	**-**	**0**	**1**	**2**	**3**	**4**	
1	**Overall quality of the instructor.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.22	3.22	3.46	-	0% 0	0% 0	20% 8	39% 16	41% 17	41
2	**Overall quality of the course.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.05	3.05	3.32	-	0% 0	2% 1	32% 13	24% 10	41% 17	41
3	**Please rate the difficulty of the course.** *Scale: 0 to 4: Easy, Somewhat Easy, Neutral, Somewhat Difficult, Difficult*	2.74	2.74	2.67	-	0% 0	13% 5	21% 8	45% 17	21% 8	38
4	**Instructor was appropriately accessible outside of class time.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.42	3.42	3.46	-	0% 0	0% 0	15% 5	27% 9	58% 19	33
5	**Overall quality of the TA(s), if applicable.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	2.11	2.11	2.39	-	9% 3	23% 8	29% 10	29% 10	11% 4	35
6	**Instructor's ability to communicate the subject matter.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.21	3.21	3.41	-	0% 0	0% 0	21% 8	37% 14	42% 16	38
7	**Value of assigned readings.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	2.53	2.53	2.68	-	3% 1	9% 3	44% 15	21% 7	24% 8	34
8	**Instructor's ability to stimulate student interest.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	2.79	2.79	3.10	-	0% 0	3% 1	37% 14	39% 15	21% 8	38
9	**Amount learned from this course in terms of knowledge, concepts, skills and thinking ability.** *Scale: 0 to 4: Poor, Fair, Good, Very Good, Excellent*	3.03	3.03	3.29	-	0% 0	3% 1	21% 8	47% 18	29% 11	38
10	**Please rate the amount of work required for this course.** *Scale: 0 to 4: Very Little, Little, Neutral, Much, Very Much*	2.37	2.37	2.38	-	3% 1	13% 5	39% 15	34% 13	11% 4	38
11	**Would you recommend this course to a major?** *Scale: 0 to 4: No, May Not, Would Consider, Yes, Strongly*	3.11	3.11	3.35	-	3% 1	3% 1	16% 6	39% 15	39% 15	38
12	**Would you recommend this course to a non-major?** *Scale: 0 to 4: No, May Not, Would Consider, Yes, Strongly*	2.68	2.68	2.96	-	5% 2	11% 4	24% 9	32% 12	29% 11	38
13	**To your knowledge, has there been cheating in this course?** *Scale: 0 to 1: Yes, No*	0.97	-	-	-	3% 1	97% 32	- -	- -	- -	33

OIDD612003, BUSINESS ANALYTICS, Spring, 2017 — IANCU, DAN A.

Cheating Comment	na
	NA
Comment Suggestion	na
	This course seems to sit somewhere in between 'easy enough to cover in one quarter' and 'complex enough to be practically applicable'. It might be more useful as a semester class, where more time could be spent on underlying concepts (not just mechanical application) and more complex problems could be solved so there is greater relevance.
	I liked the flipped classroom format for this course. I think it is the best way to learn to model. Unfortunately, 1.5 hours is not enough to learn the material from the instructor and complete the in-class practice problems. For this reason, this class might best be executed as a 3-hour block of instruction. This would give the professor more time to cover learning objectives and give the students time to practice. I enjoyed the format, but felt like the professor didn't have the time to fully cover and communicate the material.
	I enjoyed the ability to practice/work on problems during class time. It is harder to be engaged/have a good class discussion in the computer lab though, just due to the nature of the space - would love to have more ability to have a better way to facilitate the lecture/discussion portion
	The course was challenging partly because the flipped format is not my preferred method of learning. It seemed to work for many of my classmates but not for me.
	This was a phenomenal and phenomenally useful course. I can think of few I've taken that have as much real-world applicability. Prof. Iancu was a great guide to the material.
	1. Important material 2. I personally struggled with the set up of the course (the flip part). 3. I think going through the models as an entire class together is beneficial. The students who will go ahead and work through it quickly will do so regardless. For me, someone with zero modeling experience - it was hard to just "go work on it for 45 min"....would have learned more if Professor went step by step for the entire class. Others felt this way.
	Excellent class - Flipped Format was a great way to learn and apply the concepts
	I think this course was good in its ability to teach tactical modelling skills related to some aspects of business analytics. However, I think more time should have been given to helping us formulate and plan the problems as well as solving them - ultimately that's the most difficult part of this. In addition I think the homework was too time consuming and often repetitive. Overall I think i learnt a fair amount from this course, but question its usefulness beyond a few scenarios. In addition, the use of computers was very necessary - I can not comprehend how this course can be done without actual modelling on computers.
	The flipped format was a very effective way to teach the class material. Given that, the 3 larger assignments were essential to making sure we really understood what was going on in class in case your in-class partner was carrying more of the weight. Professor Iancu is clearly very knowledgeable in this area and the short class gave us a tip of the iceberg.
	The flipped nature of this class is fantastic. I am not sure how you could better teach the material. A lecture on optimization would do nowhere near as good of a job as actually building models in class. Professor Iancu is extremely knowledgeable and very nice. One of the better classes I have taken while at Wharton.
	Excellent course! Dan is very friendly and cares about students learning.
	Great course. I really enjoyed the Flipped Classroom style. The only issue was that the Lab was a distracting setting for the class; it was difficult to see the professor lecture because of the layout of the room and many students were distracted on Facebook which distracted the whole class. Raelly enjoyed this course
	Great professor, and great practical class!

This course was awesome. I found myself very engaged in the concepts and building out models, which I believe will be quite useful for my future as I build models in my professional career. Because this class is highly unregulated (that is, students can easily float by during the semester without having put forth a lot of work), I found it quite frustrating that some students would disengage and tune out the helpful discussion led by the professor. Towards the end of the semester, it was helpful to freeze the file until lecture was complete. Furthermore, I think further interaction with students would take it to the next level.

3pm class TA's response when asked her a question was: "You should have learned that in a prior class. Check your notes." Then she proceeded to walk away. This is not being an effective TA. Inacu loves teaching and loves the subject matter. Really an ideal teacher. We should keep this guy. Give him tenure!

Really liked the flipped version of this class. Very hands on approach allowed for on-the-job equivalent training and learning. Worked well for me.

- Professor is great - Class concepts are less interesting. Wish I had taken a different class. Having one professor go around and answer 60 students questions in a lab setting is not efficient or scalable

Very hands-on format.

Flipped format worked much better once professor stopped distributing work materials prior to his lecture. In general, I have heard only negative comments for the normal course, and would argue the flipped format works better here.