

**College of Engineering, Cornell University**  
**Course Evaluation Response Summary**  
**Semester: Fall 2019**      **Course Owner: ORIE**  
**Course: ORIE 4580 Lec 1**      **CID: 10453**  
**Instructor: Schalekamp**  
**76 Responses, 95 Enrolled, 80.00% Response**

Question	Mean	Count	1	2	3	4	5
11. [Course Content] Preparation: How well prepared were you to learn the material in this course? 1. Very under prepared, more pre-requisites needed 2. Under prepared 3. Adequately prepared 4. Over prepared in some areas 5. Over prepared, material largely duplicates pre-requisites	3.08	75	1	10	49	12	3
12. [Course Content] Content Organization: Did the course structure and organization facilitate your learning? 1. Very disorganized, significantly hindered my learning 2. Somewhat disorganized 3. Adequately organized 4. Well organized 5. Very well organized and structured, significantly enhanced my learning	3.40	75	2	9	29	27	8
13. [Course Content] Synthesize & Apply Content: This course challenged me to synthesize ideas, think critically about the content, and apply the material to unfamiliar topics and problems. 1. Not at all 2. Occasionally 3. Every few classes 4. Many classes and assignments 5. Nearly every class and assignment	3.73	75	0	11	14	34	16
14. [Course Content] Examples & Applications: Were the number and variety of examples and practical applications presented appropriate to the course content and for your learning style? 1. No, almost no examples 2. A few, but insufficient number and/or mostly trivial 3. Some, but more or higher quality would have been helpful 4. Yes, including some very good ones 5. Excellent use of examples and applications that significantly increased my understanding of the material	3.77	75	0	5	20	37	13
21. [Course Delivery] Lectures: As a whole, were lectures clear, well-structured, free of significant or frequent errors, and appropriately covered the course content? 1. No, usually poorly done 2. Sometimes 3. Usually adequate 4. Usually good 5. Nearly always very good	3.74	74	0	11	13	34	16
22. [Course Delivery] Context: Did the lecturer motivate the course content and place it in the context of your major or your overall engineering education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly 5. Absolutely	3.78	74	1	8	14	34	17
23. [Course Delivery] Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content? 1. No, generally boring 2. Rarely engaging 3. Generally held my attention 4. Engaging 5. Very engaging and often required actively thinking about material	3.39	74	6	10	20	25	13

31. [Recitation or Discussion Section] Was the section effective in increasing your understanding of, and ability to use, the course material? 1. No, usually poorly done 2. Sometimes 3. Usually adequate 4. Usually good 5. Nearly always very good	3.72	74	1	9	14	36	14
41. [Laboratory Activities] How valuable were laboratory activities in enhancing your learning in this course (e.g., taught specific skills, provided experience with real equipment and data, provided hands-on experience, increased my understanding of the material)? 1. Minimal value 2. Occasional value 3. Moderate value 4. Significant value 5. Very valuable, well worth time spent on them	--	0	0	0	0	0	0
42. [Laboratory Expectations] Lab expectations (goals, tasks, reports, deadlines, etc.) were clear and realistic. 1. Not at all 2. Partially 3. Adequately 4. Usually clear and realistic 5. Almost always very clear and realistic	--	0	0	0	0	0	0
43. [Laboratory Resources] Lab resources (equipment, software, information, instructions, etc.) were sufficient to provide a positive experience. 1. Rarely sufficient, severely detracted from the experience 2. Sometimes sufficient 3. Usually sufficient 4. Almost always sufficient 5. Excellent resources that enhanced the laboratory experience	--	0	0	0	0	0	0
44. [Laboratory Staffing] Support and help, during lab and for lab reports, were sufficient to successfully complete and analyze experiments. 1. Rarely sufficient 2. Partially sufficient 3. Adequate 4. Almost always sufficient 5. Excellent, significantly enhanced the laboratory experience	--	0	0	0	0	0	0
51. [Workload, Resources, Assignments & Assessment] Workload: How many total hours outside of class, per week, on average, did you spend on this course (beyond lecture, recitation or discussion section, and lab sessions)? 1. <3 hours 2. 3-6 3. 7-10 4. 11-15 5. >15 hours	3.01	74	0	21	36	12	5
52. [Workload, Resources, Assignments & Assessment] Workload Value: The time spent on various assignments (homework, lab reports, coding, projects) was reasonable for the amount it improved my understanding of the course content. 1. Little value relative to the time required 2. Some value 3. Reasonable value for the time spent 4. Good value for time spent 5. Excellent value to time ratio	3.58	73	2	4	25	34	8
53. [Workload, Resources, Assignments & Assessment] Resources: How valuable were outside of class-time resources (e.g., readings, videos, online content, course notes) in building your understanding? 1. Minimal value 2. Occasional value 3. Moderate value 4. Significant value 5. Very valuable, well worth the time spent on them	3.49	74	5	6	22	30	11

54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability	3.69	74	2	7	20	28	17
55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely	3.57	74	1	9	23	29	12
61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate, nothing specific to encourage or discourage anyone 5. Actively inclusive, all are fully encouraged to participate and are supported	4.28	74	1	0	6	37	30
62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help	3.93	72	1	5	13	32	21
63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No, violations clearly occurred that were not addressed 3. Not strongly, violations could well have occurred (even if I am not aware of any) 4. Yes, instructor took reasonable steps to maintain academic integrity 5. Yes, academic integrity was clearly and intentionally maintained	4.44	73	0	0	8	25	40
91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 1 = Worse than average 5 = Much better than average	3.78	74	1	5	20	31	17
92. [Comparison to Other Courses] Course: Overall, how does this course compare with other comparable (technical or non-technical, as appropriate) courses you've taken at Cornell? 1 = Poorly, not educational 5 = Excellently, extremely educational	3.64	73	4	3	21	32	13

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**Comments On Course Content**

411: Course content was always relevant and interesting

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729: The first prelim was insanely hard and didn't have much to do with simulation, it was all of the math behind it. It would be better if the focus was more on simulation and less on statistics/probability

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2953: The examples given in class did not adequately represent the content we were suppose to know. It would have been more beneficial to have more examples that accurately represented the type of problems that students themselves could solve.

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3442: Course content was interesting - I liked the use of in-class demos to really drive home the point.

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3523: Super interesting content, although not many examples in lecture.

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4825: The simio portion is unnecessary--it isn't used in industry and we barely used it in the course since the prof. and TA's recommended python for the final project. Learning how to do object-oriented discrete event simulation in python would have been much more useful

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7929: Awesome course, awesome professor

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8550: Good course

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8706: This course is extremely difficult and very unfair to most students. There needs to be more clear examples to help students get through the very rigorous material. I could barely understand any concept and the lecture slides were too difficult and in depth so I primarily had to learn everything myself.

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9577: There was way too much duplicate material to probability and statistics classes.

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9769: The simulation aspects truly help students understand how statistics plays a role in business situations and other real world problems.

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9785: Overall very good and very interesting

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10291: More real world applications, less math formulas wouldve been great

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10487: There was no point in learning a software not provided to students and having a reverse classroom setup.

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10523: Could use less time on Simio and more time on new concepts.

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11924: I have used simulations before but this course gives me a more systematic way of looking at simulation.

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13894: There are too much material flushed in within a semester and I can hardly tell there exist a relation between some different parts of the material. Besides, more concrete example given will be appreciated. It is very hard to develop a correct code just base on pseudocode sometimes.

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**Comments on Course Delivery**

411: Excellent lectures

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729: Frans is GREAT. He's a very interesting and funny guy. I'm glad I took the class with him.

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2641: The lectures were extremely boring, but I thought Frans was much better and more engaging in office hours. He seems to genuinely care about students but the course was extremely difficult.

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2953: Frans is a great professor however the ORIE department needs to work on getting more professors that are like Professor Williams who can actually teach what he knows. Lecture isn't beneficial at all when the professor doesn't know how to communicate the concepts to a younger/less smart audience.

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3442: Course was taught well - I appreciated the occasional jokes to lighten the mood.

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3523: Lectures are pretty boring, I could learn just as much by reading the slides myself. I like that he annotates the slides as he goes

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4825: Flipped classroom portion could have been done better-students with mac's were effectively prohibited from participating since mac's don't have simio and exercizes were usually unnecessary since the lecture videos were effective to begin with

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6419: Some areas seemed to be over-covered.

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7929: Prof Schalekamp has been one of the best lecturers in my experience at Cornell.

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8550: Frans was very fun and engaging

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9577: I found it very difficult to pay attention. Delivery was slow and boring. There was no regard to the fact that we had learned most of the material before.

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9769: Professor Schalekamp is a very nice person and goes through the course content in a slow and meticulous way to ensure students understand the concepts.

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9785: Overall very effective; cool course content and engaging presentation

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10291: Hollister B14 is not great for any kind of engagement

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11924: The lectures are well-organized and the instructor is well-prepared.

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13604: Very boring delivery. Often would just go through lecture slides which made sitting in lecture extremely boring. I attended every class faithfully, but it was clear that the professor was just recycling material handed to him. I don't blame the professor, I blame Cornell for setting the professor up to fail.

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13894: The handwritten notes on the slides can be very hard to read and follows sometimes.

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**Comments on Environment-Academic Integrity**

411: N/A

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9785: Seemed to be very reasonably upheld

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**Comments on Environment-Assistance**

289: no office hours towards the end of the week

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411: N/A

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1750: There should be more help on the project.

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3442: Office hours were generally helpful for my understanding of the material, and Piazza was used well.

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7167: Nighttime office hours, please

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8706: No office hours on Thursday??

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9769: Thhe TAs were very helpful with homework, and specifically the final project! The TAs were very instrumental to our success on the project.

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9785: Overall pretty good, Frans held very helpful office hours

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13894: I hope there can be more office hour adequately distribute throughout the whole week.

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**Comments on Environment-Diversity**

411: N/A

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9785: Overall pretty inclusive

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### Comments on Strengths

411: Excellent professor

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729: Very funny/interesting

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3442: The course gave me a good way to see the practicality of simulation and how I could apply my previous knowledge of statistics and programming to model systems without actually having to run experiments, etc. Professor was engaging!

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4150: I learned a lot in this course.

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9769: The use of Simio helps students apply the concepts of the course to a very intuitive and useful program.

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9785: Interesting course content and interesting projects

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13604: The project was a really positive experience. I enjoyed working with my group mates to solve the problem and write the report. The project was one of my more enjoyable experiences at Cornell.

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13894: Professor is very humorous and always provide some funny jokes to activate the classroom. Besides, we have a lot of coding assignments and use software to carry out the simulation. I really appreciate such setting, which grant me skills I need for the real-world.

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14095: Professor Schalekamp does an incredible job at "dumbing down" difficult concepts. He makes learning fun, and more than that, keeps the students entertained as he goes through lectures.

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14861: I think this class had very engaging content and had a lot of office hours

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**Comments on TA**

411: N/A

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729: Jiayue Wan. He knows everything and is always very clear and explains stuff well.

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4801: damn i dont remember his name but he was fire at office hours shout out the homie

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7810: Jiayue Wan (jw2529@cornell.edu ) was the most helpful TA I've had at Cornell. Extremely kind, understanding, and willing to help. I cannot recommend him enough. He is simply the best. If I hadn't had him in the class I would rate this class EXTREMELY poorly.

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8550: Yuxuan because he was very helpful, on-time, and engaging

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9769: Both Yuxuan and Jiayue are two of the best TAs I have ever had at Cornell. They both ensure that students have a complete understanding of the concepts/content at hand. They also go above and beyond their expectations in providing assistance, specifically on the project they helped my group out tremendously.

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9785: N/A

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13016: I nominate Yuxuan Liu. He was incredibly patient and explained things very well during recitation. I appreciate his efforts during this semester.

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13894: Jiayue Wan

He is good TA who can provide the most appropriate help at the time when you need. He is kind and patient to students' questions. He is not only knowing the material very well but also able to explain it clearly to students. I am glad that I have him for this semester.

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**Comments on the recitation or discussion section**

411: The TA's did not have very good command of the sections. Material reviewed during the sections was said very quietly and almost discreetly.

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729: The quizzes were really hard. I didn't like how I'd get half credit on them when I went to every discussion. It made me think "Whats the point of showing up if I'm just gonna mess up the quiz and not get credit for the hour+ that I'm there."

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2641: We really really rush through recitation problems

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3442: Monday 2:30  
The recitation was a good way for me to deepen my understanding of the material.

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3786: It was just hard to focus in recitation

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4825: TA was fine but structure was a little lacking especially during the beginning of the course-would have been better if we had more time to do problems ourselves and ask questions

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6419: Seemed long and drawn out.

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7929: Well structured recitation

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9441: The Monday afternoon section was run very well! Thank you!

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9577: Went a bit too slow (Friday 2:30)

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9769: The head TAs in the recitations are some of the best TAs I have worked with at Cornell.

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9785: Monday at 2:25 - overall pretty good, but sometimes not very engaging

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11924: Monday/Yuxuan Liu  
The recitation is helpful for me to better master the material. It would be even better if Yuxuan can sometimes speaker louder.

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12013: Jiayue is the man!!

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13016: Monday 2:30 pm recitation. The recitations were extremely helpful. I really appreciate the time that the TAs spent in explaining things thoroughly.

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13604: Quizzes at the end were not included in the syllabus and I received a low grade on the first one for an unexplained reason.

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13894: DIS205 Jiayue

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He is well-educated and knows the material very well. Furthermore, he is passionate about explaining things clearly and thoroughly to students.

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**Comments on Weaknesses**

411: The lab reviews

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729: no

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1750: Easier project or more help on project  
Or teaching more stuff on Simon or project

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2641: Again - I felt very ill prepared for this course given the other stats courses leading up to this.

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3442: Not really - good job!

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4150: Lectures were someone dry given the nature of the course material.

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9769: The expectation of Python proficiency in this course hinders its effectiveness in teaching students the concepts at hand. I believe that the course should either spend more time on teaching students this language or pivot to only Simio as it is easier to learn and provides the same exposure to simulation.

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9785: Homeworks and discussions did not add that much educational value, in my opinion

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10487: Should have office hours more spread out throughout the week.

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13604: This is not directed towards Frans but to the ORIE administration. I am still extremely upset at the ORIE department at Cornell. The majority of my classes were taught by professors who did not develop the course content. They were simply handed a slide deck and told to go up there and speak. This has made lectures a complete waste of time for a majority of my classes. As a senior, if I had known how incompetent the ORIE department was at structuring a curriculum and developing classes I would never have attended Cornell. It is embarrassing and a majority of my ORIE friends feel the same way. The ORIE curriculum is not cohesive and a lot of material is retaught repeatedly. I have been taught probability over 5 times now and it has always been poorly taught. When is Cornell going to realize that you can't teach probability on a slide deck in a dimly lit Hollister basement lecture hall?

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13894: The assignment does not seem quite related to exams. A lot of extra time and effort is required to be paid for the preparation of exams. Aside from that, There are not enough office hour to handle the demmand from students. Other than the above, I would like to say reducing the amount of material needed to be memorized for the exam. I believe being able to solve the questions is more important than memorizing the correct format of doing things. Sometimes, I get stuck in a question is not because I don't know what I should do but the formula.

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14861: I think the simio chapter should be taken out, as it was too brief and it does not have many practical applications. Also, you did even need to utilize simio for the project. Rather, I think there should be more of a focus on object oriented programming in relation to simulation as that is more useful.

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**Comments on workload, resources, assignments, and assessments**

411: Everything seemed pretty fair

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729: The prelim was insanely hard. I was expecting simulations on it, yet none were there. Grading was fair though.

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1750: There should be more emphasis on helping the project

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2641: Simio lectures extremely difficult to watch but beyond that - they might actually be very useful if I could download the software on my computer. People with a Mac (a majority of the class) are at a distinct disadvantage. I think I would have been able to understand Simio much much better if I could have worked along with the tutorial videos and then went to the flipped classrooms and done the exercises with the Professor. Since there were no computers in the flipped classroom, I could not do anything during these sessions. Simio seems like a great tool but it isn't realistic to use a piece of software critical to the course that is not compatible with half of the students' computers.

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3442: Workload was respectable - the exams and assignments really pushed us to make sure we actually understood the underlying material and how to apply it.

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4825: Often inconsistent and unclear grading standards. Particularly at the beginning of the course, I often lost points for fully and correctly answering questions because I did not use the exact method the solutions wanted.

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6047: Project was very time consuming. Having another prelim (instead of the project) would have been better.

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6419: There should be no final if the only additional topic covered since the midterm is simulation. The final project should be worth more and the class should only use python.

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7045: The project took up so much time (although it was a great learning opportunity) that it should have been worth a lot more than 15%

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8550: Fair course; enjoyed it

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9441: I wish we spent less time on Simio and more time on writing simulations in python (or similar).

In reality, we will not have access to simio, so it makes little sense to spend so much time learning how to use it. It is far more likely that we might want to simulate something using python or another easily accessible language, but I feel that too little time was spent focusing on how to design simulations. It might be nice to teach students how to use SimPy.

Writing simulations from scratch in python is difficult, but forces you to go through every single detail of the model you are trying to implement, which I believe is a valuable exercise.

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9769: The assignments were very helpful in understanding the material.

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9785: Some assessments and assignments really didnt seem to accurately represent how much I knew about the material

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10487: Simio was unnecessary.

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13604: There should not be a final exam in this class. The final project was a major undertaking. I'm not sure what we will be tested on in the final that we couldn't just have included in a midterm a little bit later in the semester.

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13894: I don't understand why there is no office hour on the day that HW due. I always get into a dilemma of being unable to ask last-minute questions about assignment when I really need to. The assignments do increase my understanding of the content but I still need to pay a lot of extra time time and effort to prepare myself well enough to handle the exam.

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