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Graduate Course Student Evaluation of Teaching for Jun-Kun Wang

Spring 2026 ECE 273 - Convex Optimization & Apps (Wang, Jun-Kun)
Section 92571 [A00]

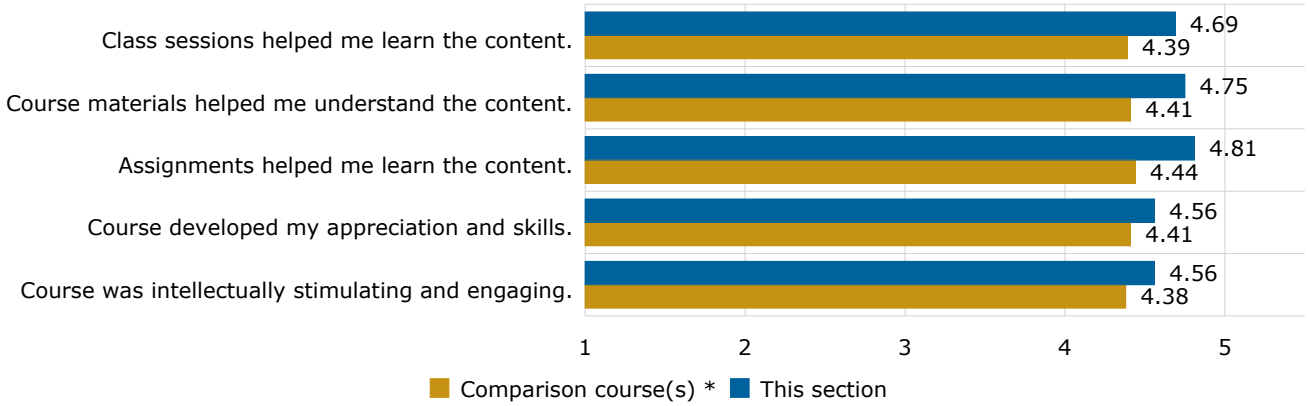
Enrollment: 33
Responses: 17 (51.52% response rate)

SUMMARY RESULTS

** Comparison courses used: All Electrical and Computer Engineering Spring 2026 GR courses*

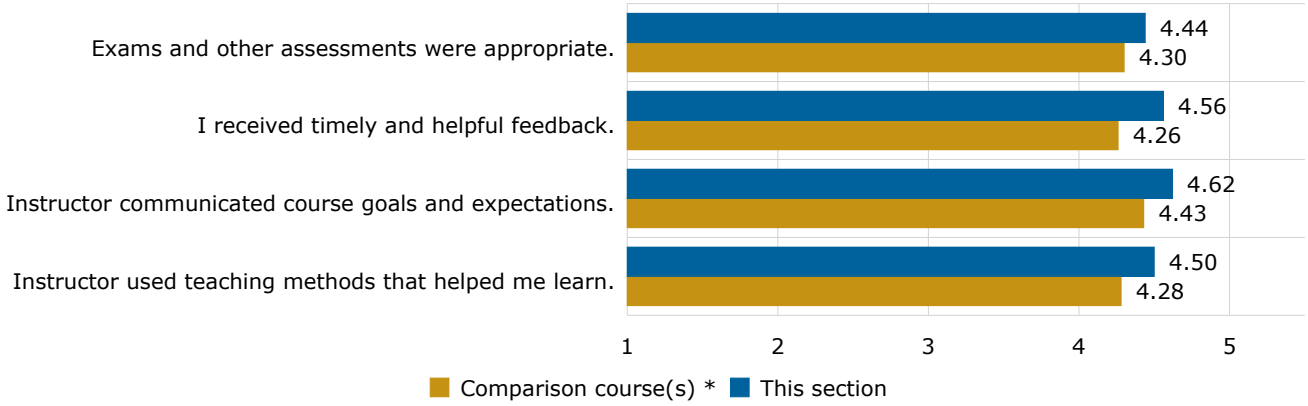
Student Learning

Class Mean: 4.67 (Strongly Agree) **Comparison Mean:** 4.41 (Agree)



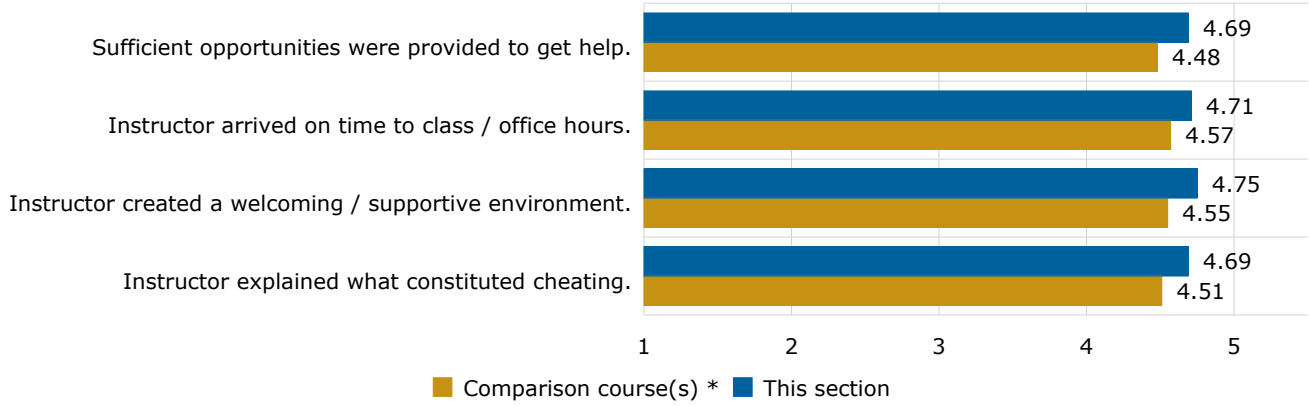
Course Structure

Class Mean: 4.53 (Strongly Agree) **Comparison Mean:** 4.32 (Agree)

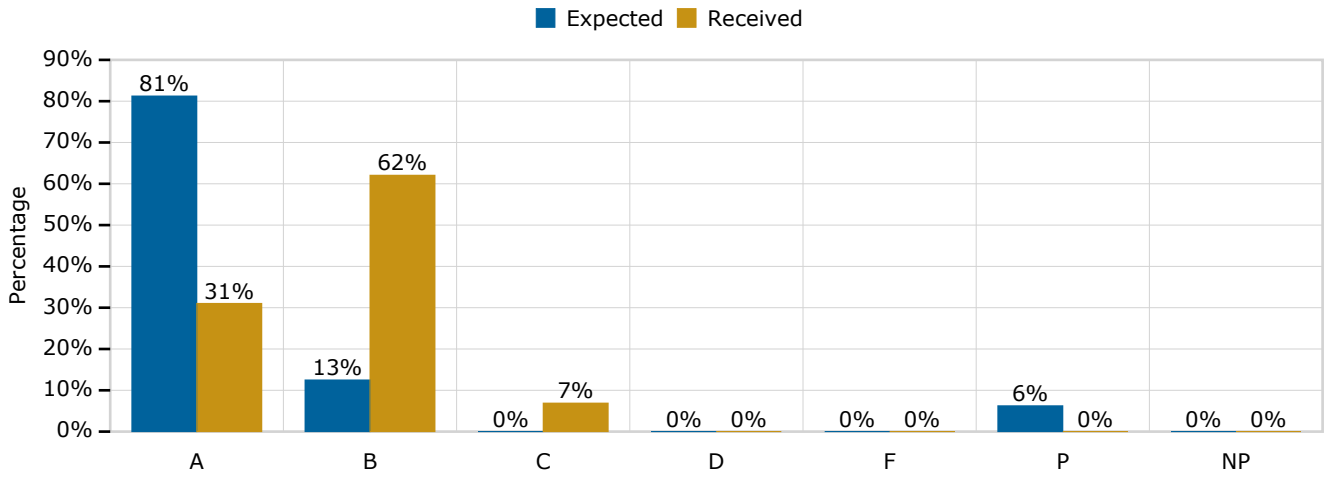


Class Environment

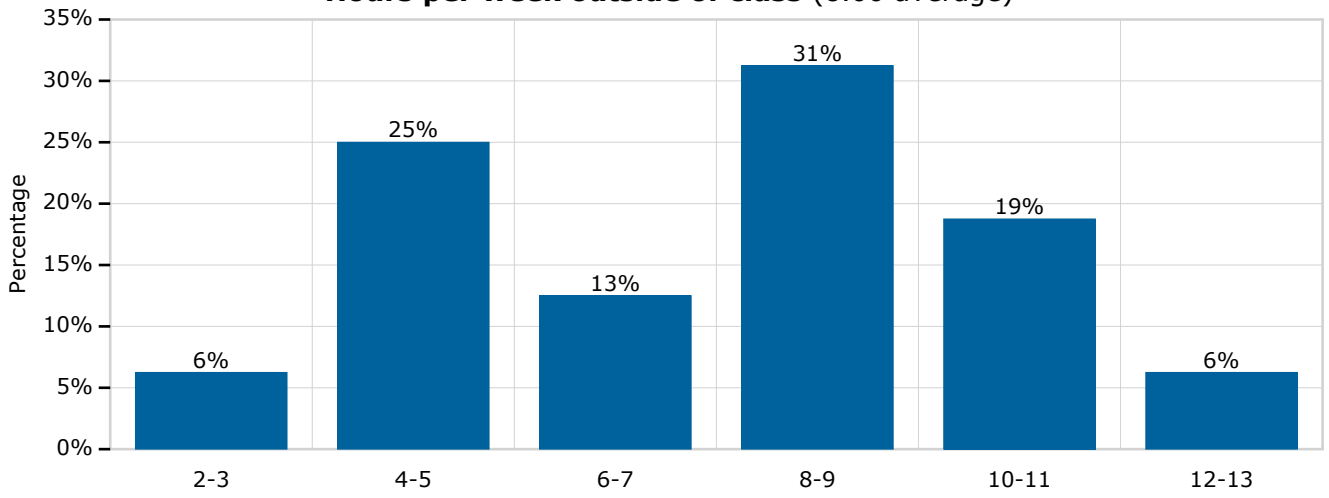
Class Mean: 4.71 (Strongly Agree) **Comparison Mean:** 4.53 (Strongly Agree)



Expected Grade (A- average, 3.87, SET respondents) **vs. Grade Received** (B average, 3.24, all students)



Hours per week outside of class (8.00 average)



DETAILED RESULTS

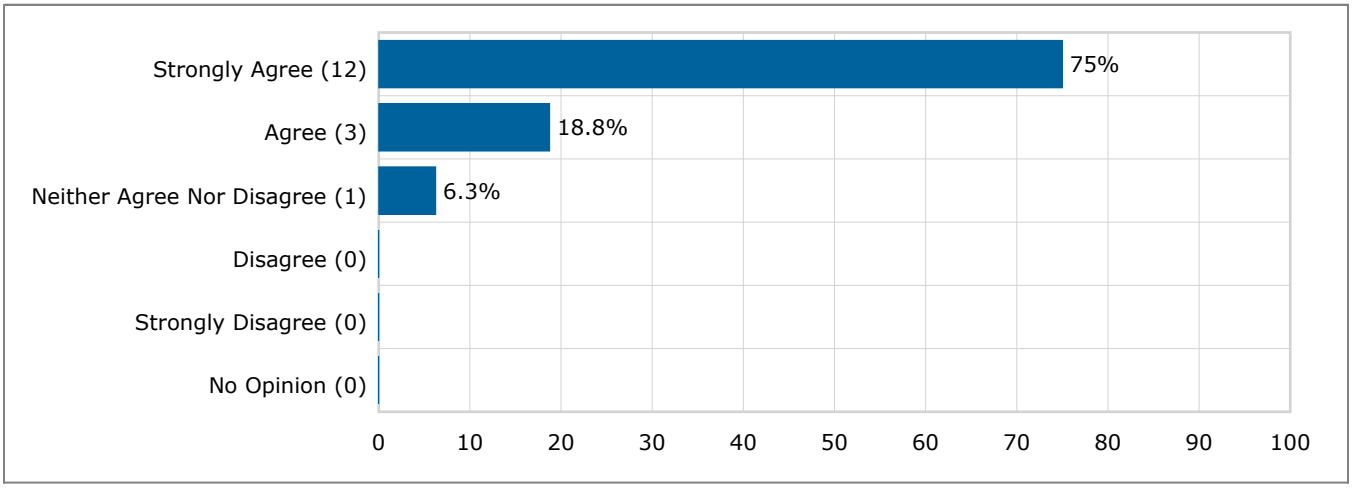
Note: "% Positive" reflects responses of Strongly Agree or Agree; "% Negative" reflects Strongly Disagree or Disagree responses.

Scoring Methodology
A numerical value is assigned to each response in the standard Likert Scale used for evaluations: Strongly Agree (5), Agree (4), Neither Agree Nor Disagree (3), Disagree (2), Strongly Disagree (1). Responses marked "No Opinion/Not Applicable" are excluded from mean calculations.

Student Learning

1. **Class sessions** helped me learn the course content.

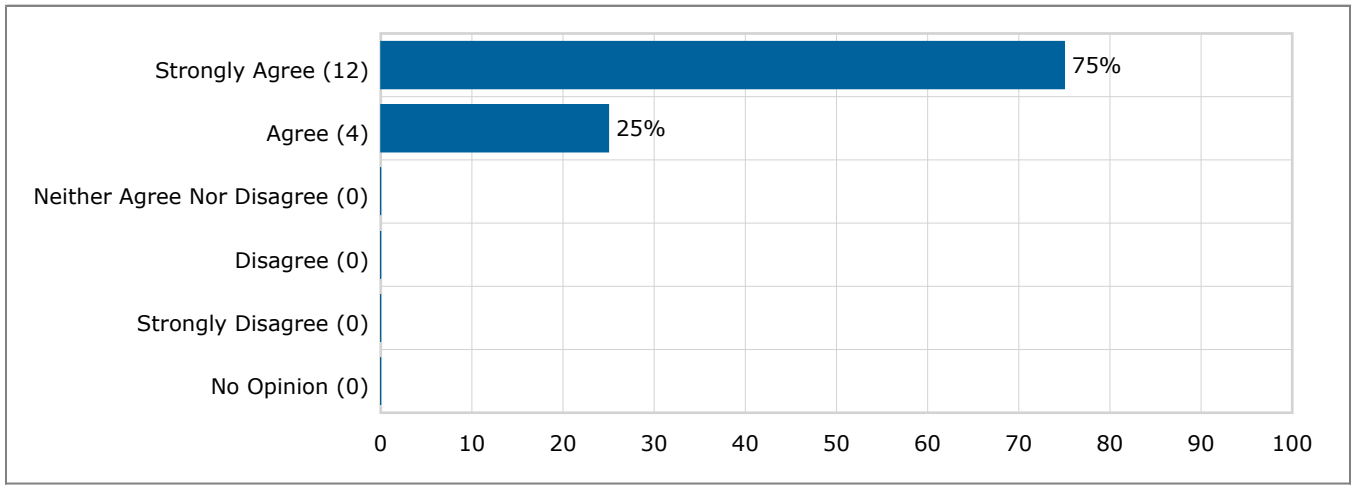
% Positive/Negative	Mean (SD)	Median	Response Count
93.8% Positive	**4.69** ± 0.58 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

2. **Course readings and other course materials** helped me learn course content.

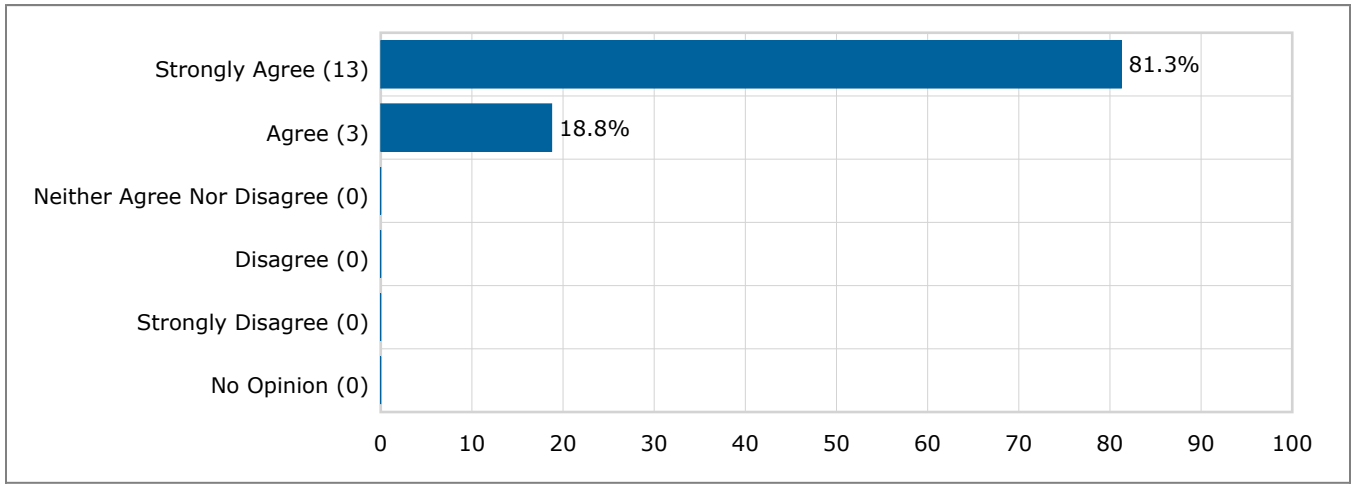
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

3. **Assignments** (homework, projects, etc) helped me learn the course content.

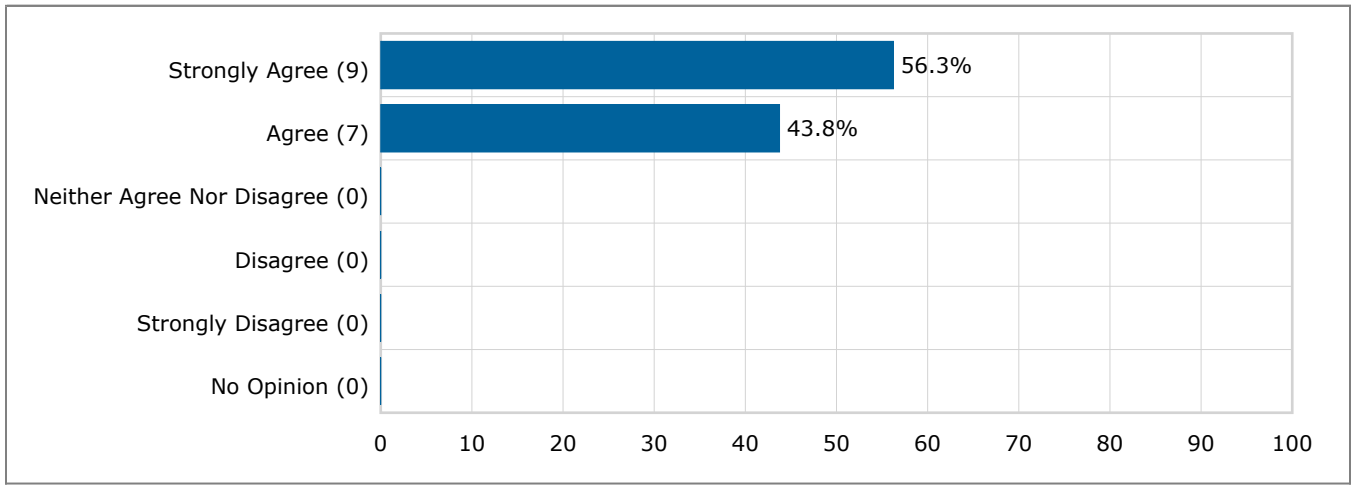
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.81** ± 0.39 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

4. The course **developed** my **appreciation** of and **skills** for the subject.

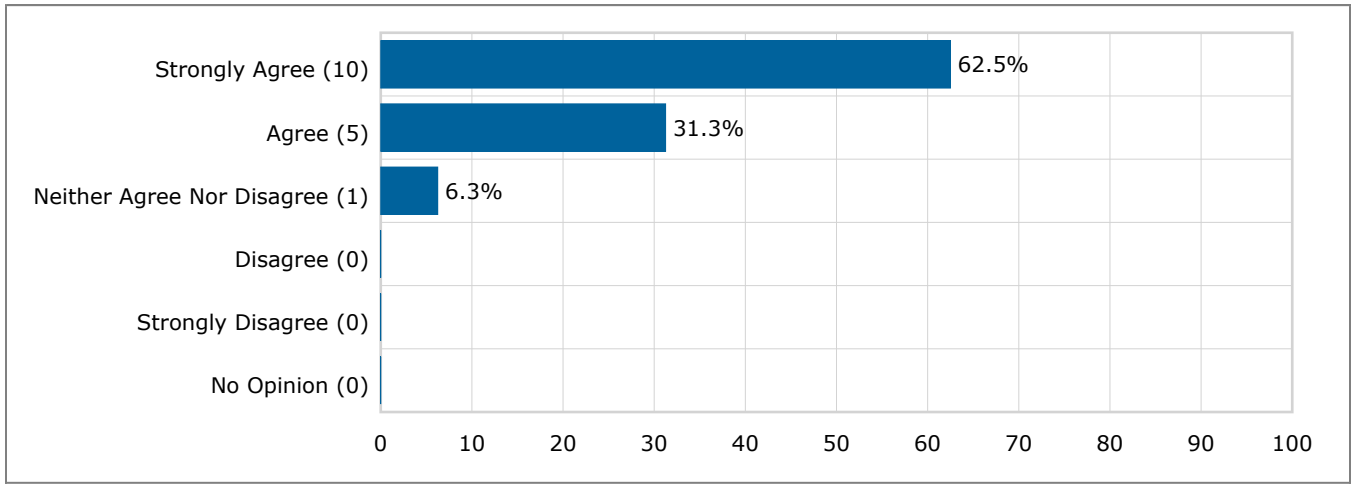
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.56** ± 0.50 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

5. The course was **intellectually stimulating and engaging**.

% Positive/Negative	Mean (SD)	Median	Response Count
93.8% Positive	**4.56** ± 0.61 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)

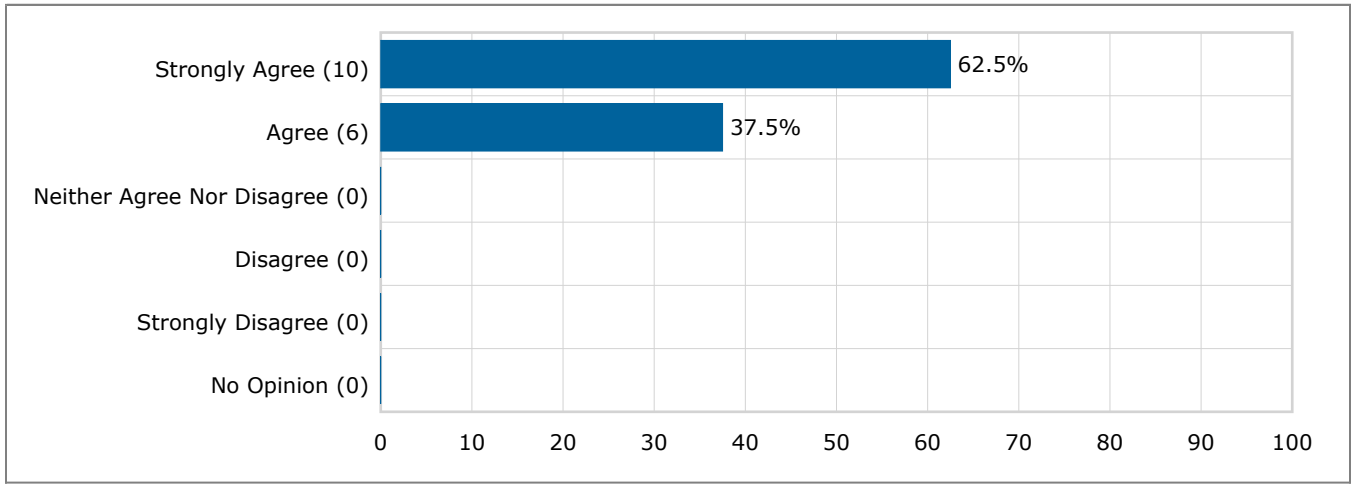


No Response: 1

Course Structure

6. The instructor effectively communicated **course goals**, learning **outcomes**, and **expectations**.

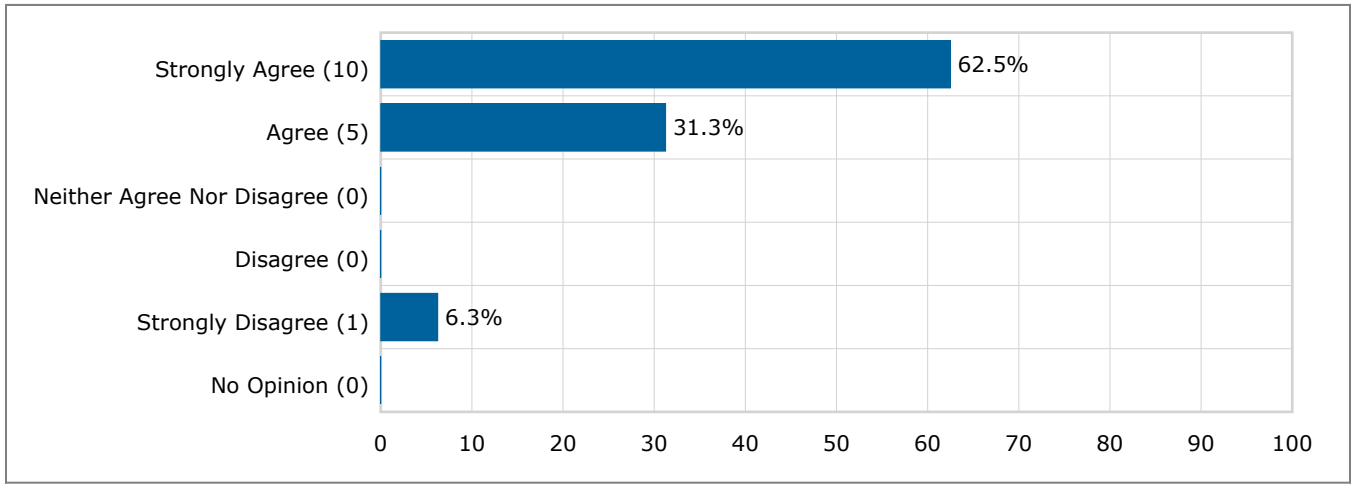
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.63** ± 0.48 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

7. **Exams and other assessments** (essays, projects, etc) were an appropriate measure of course learning outcomes.

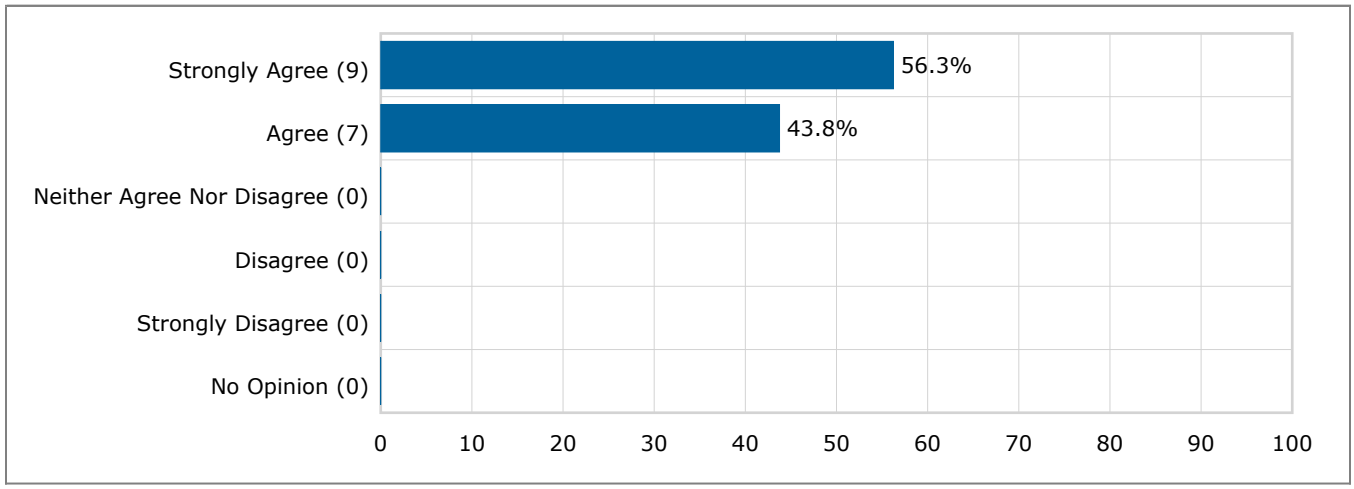
% Positive/Negative	Mean (SD)	Median	Response Count
93.8% Positive 6.3% Negative	**4.44** ± 1.00 (Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

8. I received **timely and helpful feedback** in this course.

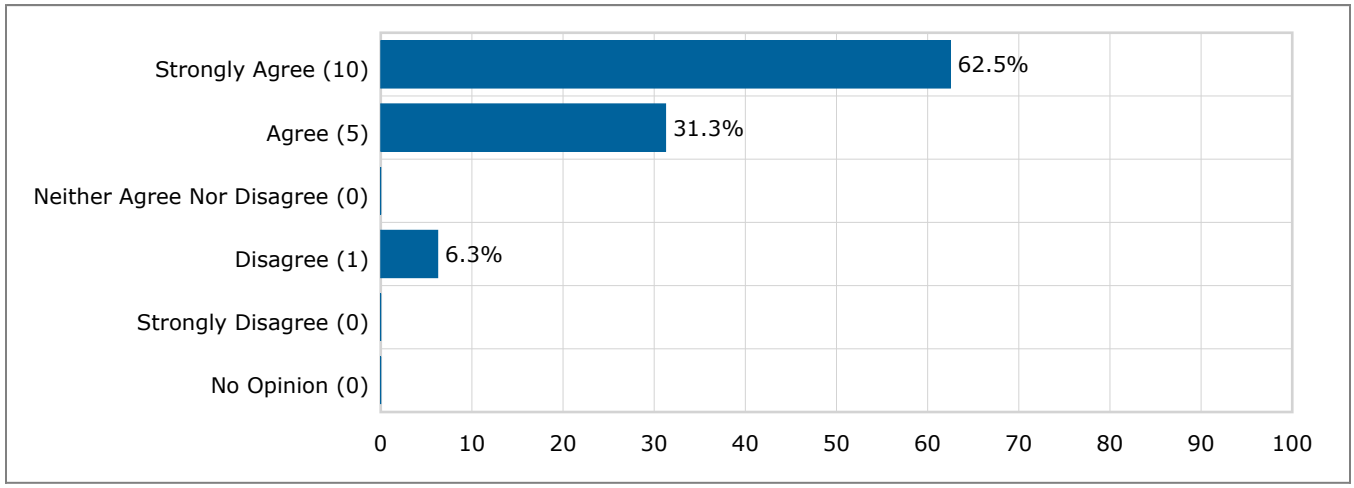
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.56** ± 0.50 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

9. The instructor incorporated **teaching methods** that helped me learn.

% Positive/Negative	Mean (SD)	Median	Response Count
93.8% Positive 6.3% Negative	**4.5** ± 0.79 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)

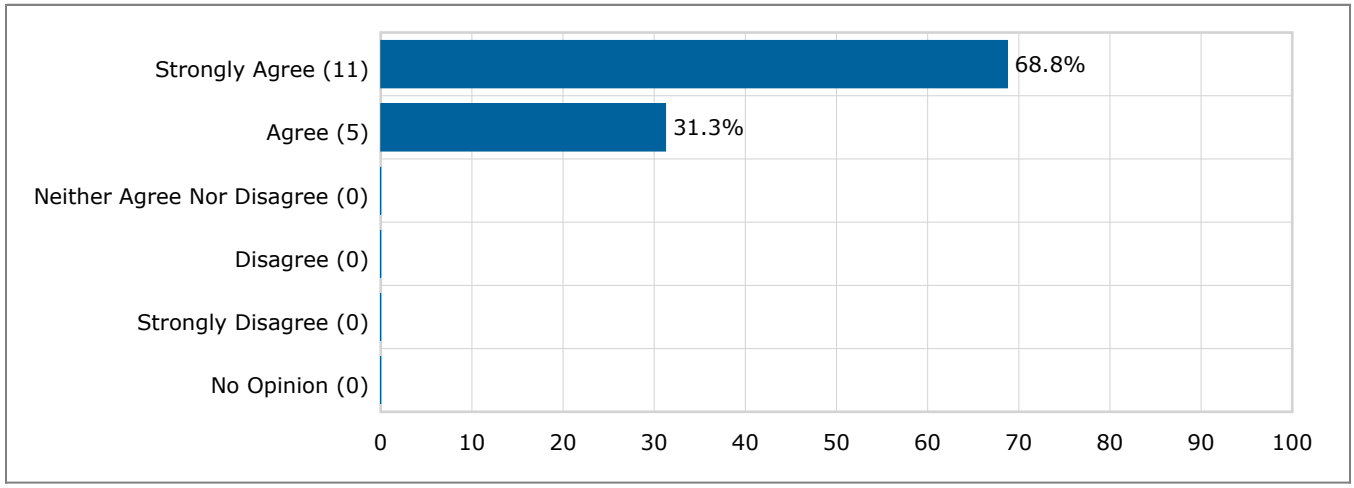


No Response: 1

Class Environment

10. There were sufficient **opportunities offered for me to get help** when needed (e.g. established office hours, discussion section, discussion board, etc).

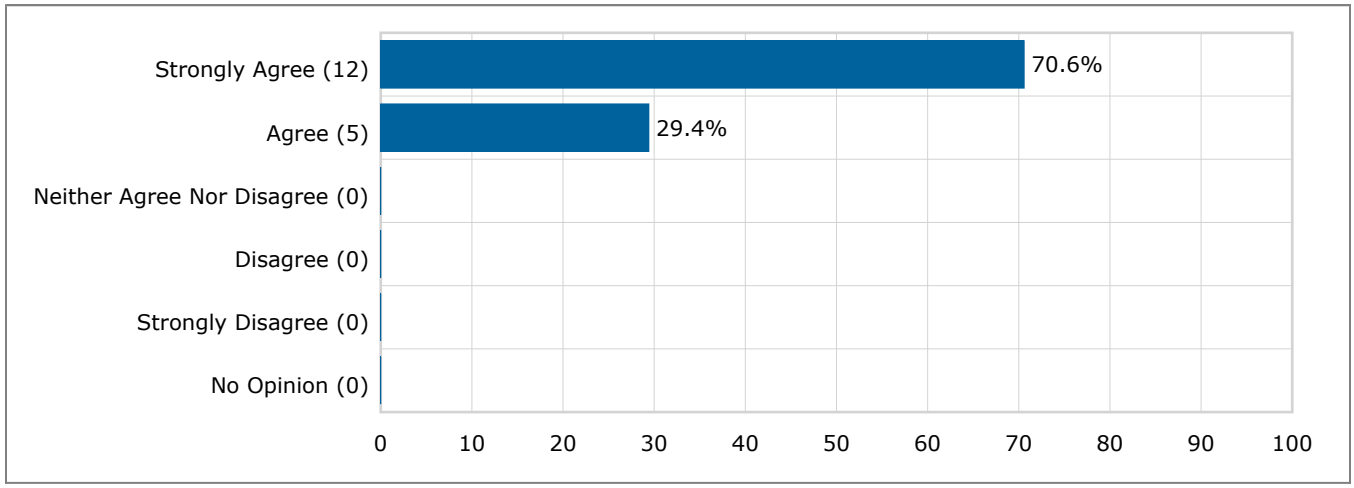
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.69** ± 0.46 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

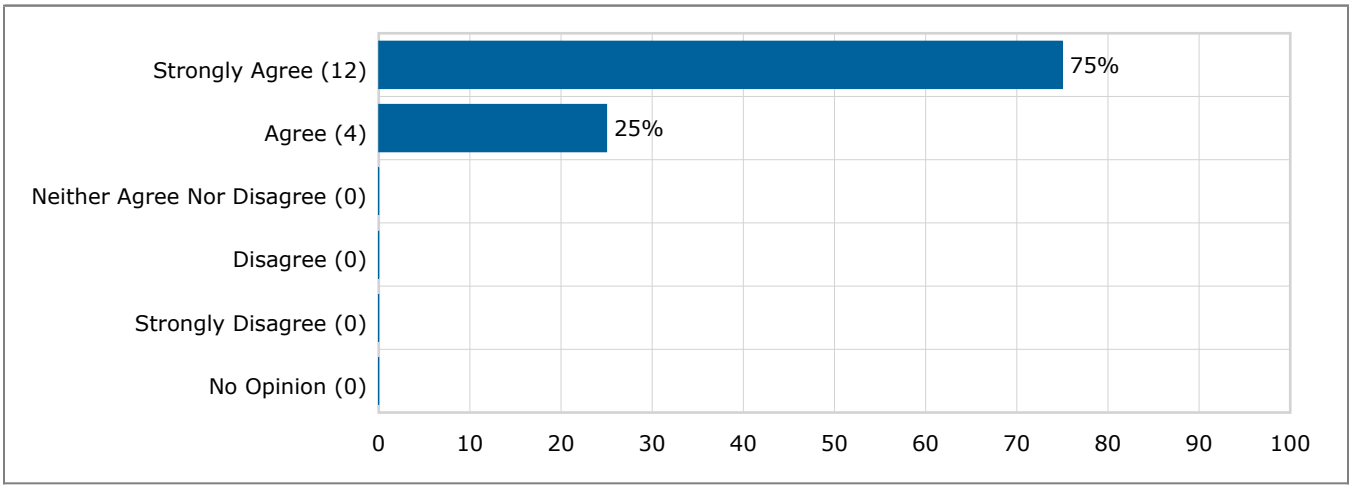
11. The instructor **arrived on time** to class sessions and office hours.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.71** ± 0.46 (Strongly Agree)	5 (Strongly Agree)	17 (100.00%)



12. The instructor created a **welcoming and supportive learning environment** that valued and supported students from all backgrounds and identities.

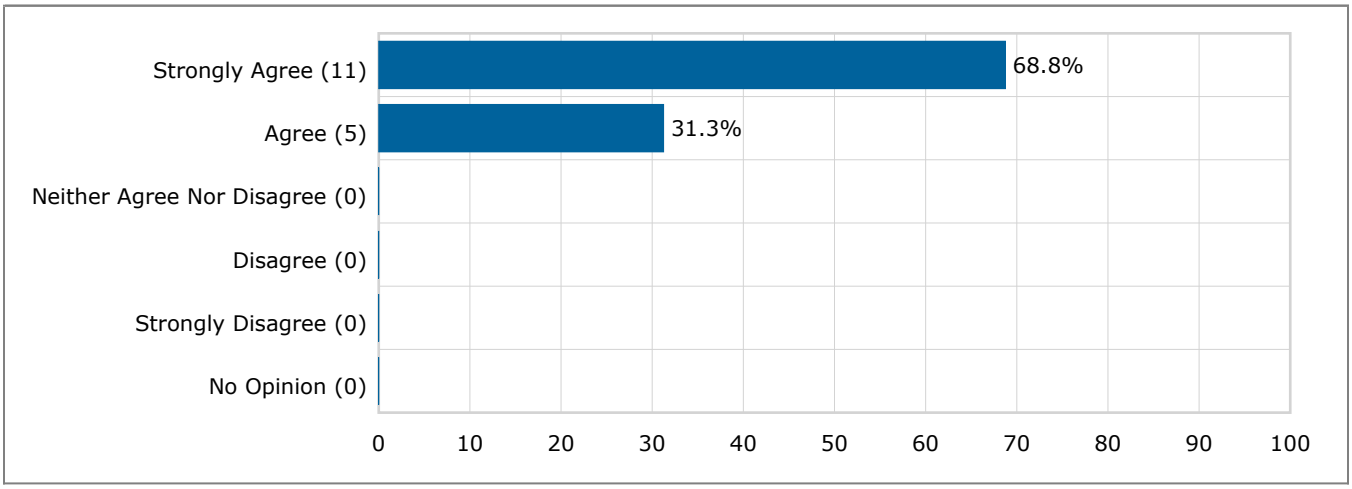
% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.75** ± 0.43 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

13. The instructor explained what constituted cheating in this course and emphasized the importance of **academic integrity**.

% Positive/Negative	Mean (SD)	Median	Response Count
100% Positive	**4.69** ± 0.46 (Strongly Agree)	5 (Strongly Agree)	16 (94.12%)



No Response: 1

Please describe any specific aspects of the course and/or teaching practices that your instructor used that...

14. Please describe any specific aspects of the course and/or teaching practices that your instructor used that particularly helped you to engage with the material, learn the material, and/or develop your own critical perspectives on the material.

> Clear derivation for theorems with notes in detail

> Homework’s . But tricks and special cases were withheld for the midterm.

> Like the lectures and projects!

> My instructor did a great job of giving relevant examples regarding the material he was teaching as well as doing a recap of the last lecture during the beginning of each lecture, which was very helpful.

> the prof

> The scripts

15. Please describe any specific aspects of the course and/or teaching practices that your instructor used that were less helpful for your learning. Optionally you may offer constructive suggestions that might improve their effectiveness.

> nothing much

> NOTHING PARTICULAR

> Overall, my instructor was a great fit for my particular learning style, so I would not have made any adjustments.

> There’s no reason to leave problems on the midterm that involve techniques, tricks, or cases that weren’t in the homeworks. Doesn’t really do anything.

16. Please describe any specific aspects of the course and/or teaching practices that your instructor used that created or interfered with a welcoming learning environment that valued and supported students from all backgrounds and identities.

> created

> Interaction frequently

My instructor was very friendly and welcoming to all students in the class, and he complimented students for speaking up and contributing to the discussion on the material that was being taught which also promoted a welcoming class environment.

The instructor created a respectful and welcoming learning environment. Students were encouraged to ask questions and participate regardless of their background.

Instructor Custom Questions

17. What one concept did you take from this class that will likely shape your future?

GD, SGD

Getting a solid grasp of the fundamentals of convex optimization and optimization theory, in general, will undoubtedly serve me well on any of my future professional engineering endeavors.

I don’t want to take anymore math classes.

Optimization for convex functions are useful in many aspects, and it will help us to solve various problems.

18. General comments about the Instructor's performance. Please keep your comments constructive and professional, abiding by the Principles of Community.

Although the instructor was a little shy at times, the lectures were still very clear and easy to follow. The combination of explanations and board work made the material easier to understand, and the scripts posted after class were very helpful for exam preparation.

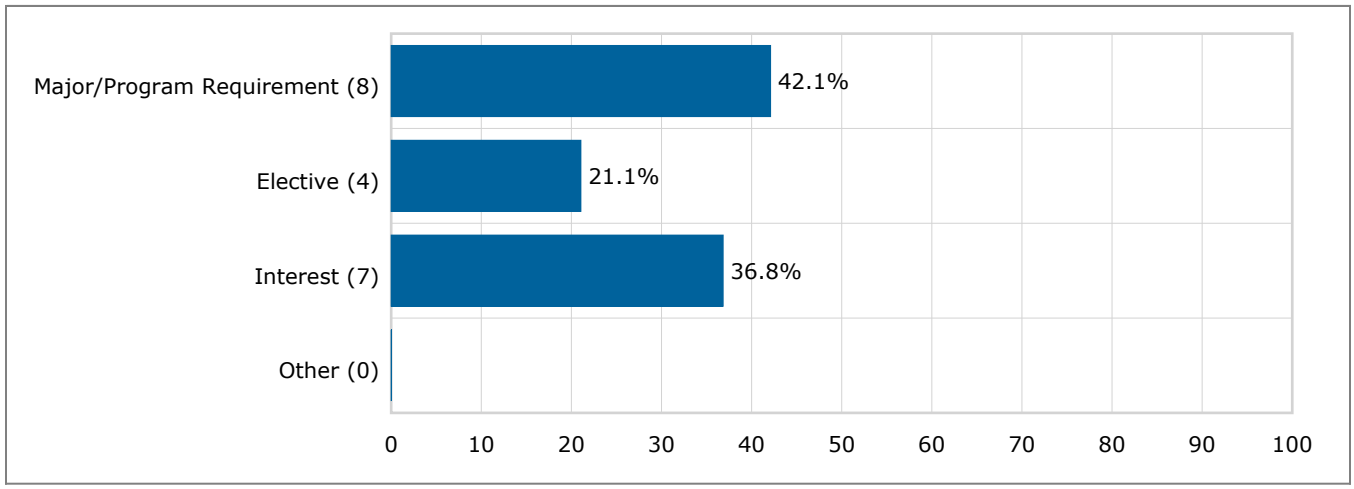
I just feel the topics were largely irrelevant to an engineer. Proving convexity is pretty useless and the Lagragian is good but I don’t think it makes sense to spend better part of the semester on those subjects. At least not for an ECE course. Convexity could’ve been done in two weeks if essentials are focused on instead of a bunch of proofs. Lagragian is good and KKT but that’s again 1-2 weeks top. Then there’s sufficient foundation to go over what engineers actually take the class for: the algorithms. What problem cases are each best for? Etc. I understand that the professor has a background in CS but CS has their own optimization class we can take. And if someone wants to take the proofs-focused version then they can take the MATH version. I don’t see what this version of the course has to offer that’s unique to the ECE department. In all aspects, it’s subpar to the 2 semester version in the MATH department that does what’s tryin to be achieved here but better because there’s more time. I highly recommend that future versions of the course focus on algorithms like ADMM, PDD, RMO, and problem fitting techniques like smoothing or envelopes and whatever else the professor may seem useful but this is the type of focus I’d expect from an ECE course. Rather now it’s just a subpar version of the MATH optimization 2-part course.

Instructor delivers lectures in a clear and well-structured way, effectively conveying the main concepts. The lecture notes are insightful and inspiring, and the class is interactive.

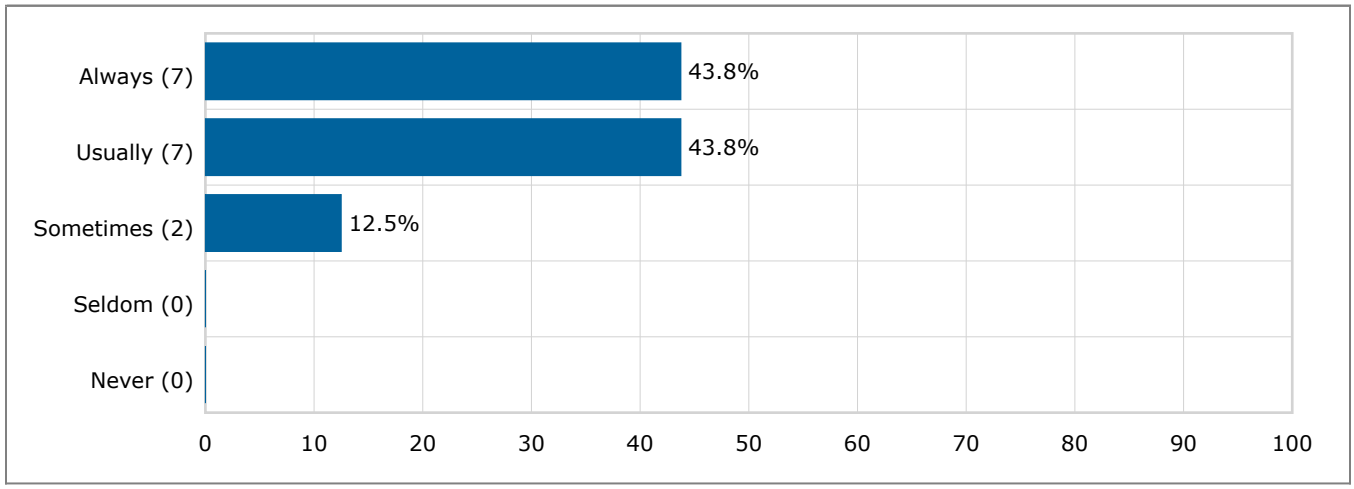
My instructor's teaching style was a great fit for my specific learning style. I enjoyed the way he explained the material and he was also very helpful during office hours helping to reinforce key concepts we are learning as well as explaining more advanced concepts that I was reading up on outside of class.

Student Participation

19. What was/were your reason(s) for taking this course?

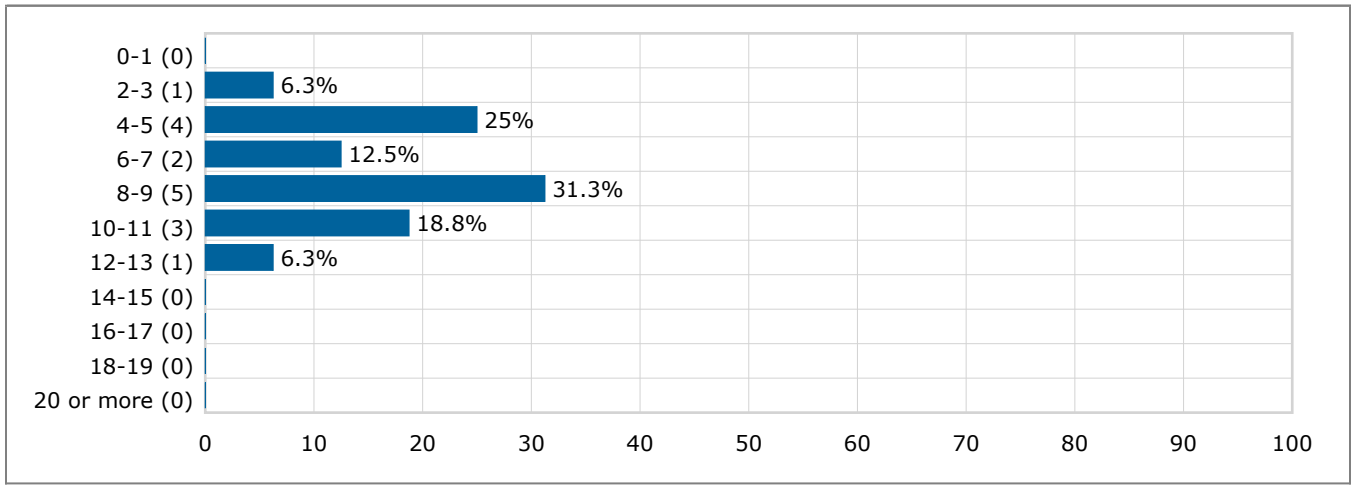


20. How often did you attend class and/or engage with course materials?



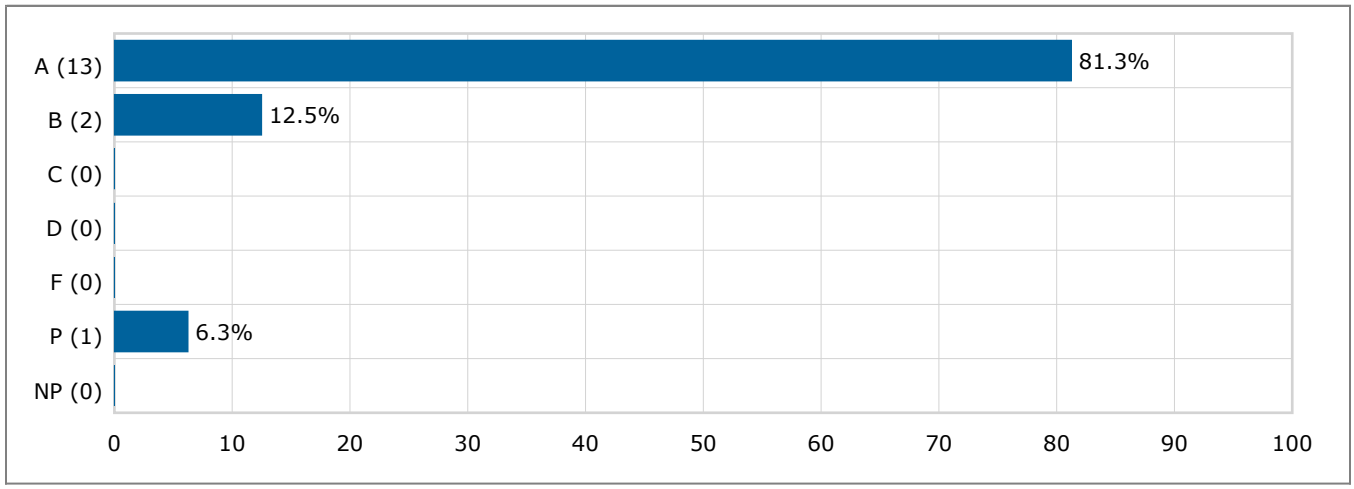
No Response: 1

21. Hours per week of work outside of class



No Response: 1

22. Expected grade in the course



No Response: 1

Additional Feedback

23. Is there anything else you would like to share about your experience in the course?

> I loved this course and felt it was an excellent introduction to optimization theory as well as the rigorous mathematical proofs that form the foundation of this subject matter. ECE 273 should be a required course for any engineering majors, in my opinion, because the concepts are foundational to the field of AI and ML which are having a major impact on our society today... it is important for modern day engineers to have an understanding of these critical technologies.

> NOTHING PARTICULAR

> This is a very helpful lecture.

The data and comments provided in this report are unfiltered and unedited, and do not necessarily reflect the opinions of instructors, the teaching department, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express their opinion.

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As a reminder, you will have an opportunity to provide additional context and/or commentary for campus reviewers as part of your teaching statement at the time of your academic review (subject to applicable academic review procedures, policies, and labor agreements).

If you feel that comments constitute harassment or discrimination, then please file a report with the Office for the Prevention of Harassment and Discrimination (OPHD). Because these comments are provided anonymously, it is unlikely that any action can be taken. However, OPHD will record and review these reports in order to assess whether SET comments are a cause for concern.