

# JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

## ASEN.2025.Spring Project 2

**Course:** EN.553.171.01.SP25: Discrete Mathematics  
**Instructor:** Apurva Nakade \*  
**Response Rate:** 8/8 (100.00 %)

### 1 - The overall quality of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%		4.25	4.24	4.14				
Weak				(2)	0	0.00%								
Satisfactory				(3)	0	0.00%								
Good				(4)	6	75.00%								
Excellent				(5)	2	25.00%								
N/A				(0)	0	0.00%								
							02550100	Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
8/8 (100.00%)		4.25	0.46	4.00	11051		4.24	0.92	4.00	1839		4.14	0.99	4.00

### 2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option				Weight	Frequency	Percent	Percent Responses	Means					
Poor				(1)	0	0.00%							
Weak				(2)	0	0.00%							
Satisfactory				(3)	0	0.00%							
Good				(4)	2	25.00%							
Excellent				(5)	6	75.00%							
N/A				(0)	0	0.00%							
							02550100	Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level	Mean	STD	Median
8/8 (100.00%)		4.75	0.46	5.00	11837		4.31	0.94	5.00	1828	4.19	1.05	5.00

### 3 - The intellectual challenge of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means					
Poor				(1)	0	0.00%							
Weak				(2)	0	0.00%							
Satisfactory				(3)	4	50.00%							
Good				(4)	3	37.50%							
Excellent				(5)	1	12.50%							
N/A				(0)	0	0.00%							
02550100								Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level	Mean	STD	Median
8/8 (100.00%)		3.63	0.74	3.50	10778		4.30	0.84	4.00	1808	4.37	0.80	5.00

### 4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means					
Poor				(1)	0	0.00%							
Weak				(2)	0	0.00%							
Satisfactory				(3)	2	25.00%							
Good				(4)	3	37.50%							
Excellent				(5)	2	25.00%							
N/A				(0)	1	12.50%							
02550100								Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level	Mean	STD	Median
8/8 (100.00%)		4.00	0.82	4.00	10685		4.29	0.94	5.00	1791	4.27	0.92	5.00


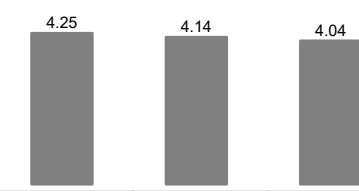
Course: EN.553.171.01.SP25: Discrete Mathematics  
Instructor: Apurva Nakade \*  
Response Rate: 8/8 (100.00 %)

5 - Please enter the name of the TA you evaluated in question 4:


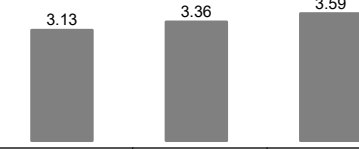
Response Rate 5/8 (62.5%)

- Spencer Huang
- Spencer Huang
- Spencer Huang
- Spencer
- Li

6 - Feedback on my work for this course is useful:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Disagree strongly		(1)	0	0.00%										
Disagree somewhat		(2)	0	0.00%										
Neither agree nor disagree		(3)	0	0.00%										
Agree somewhat		(4)	6	75.00%										
Agree strongly		(5)	2	25.00%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
8/8 (100.00%)		4.25	0.46	4.00	10591		4.14	0.98	4.00	1764		4.04	0.96	4.00

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Much lighter		(1)	1	12.50%										
Somewhat lighter		(2)	0	0.00%										
Typical		(3)	4	50.00%										
Somewhat heavier		(4)	3	37.50%										
Much heavier		(5)	0	0.00%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
8/8 (100.00%)		3.13	0.99	3.00	10624		3.36	0.93	3.00	1780		3.59	0.91	3.00

8 - What are the best aspects of this course?

Response Rate 3/8 (37.5%)

- The interesting topics taught.
- The classes are very well taught
- The course has a good flow of knowledge connected to each others.

9 - What are the worst aspects of this course?

Response Rate 2/8 (25%)

- The amount of homework.
- I think the TA sections are weirdly timed. Having them to start the homework instead of a place for asking questions about the homework which i have almost finished is weird.

10 - What would most improve this class?

Response Rate 2/8 (25%)

- The difficulty of the homework should be reduced.
- Im not sure how useful zybooks are, it can be a good intro, but it seems like a little bit of a time waste

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**Response Rate:** 8/8 (100.00 %)

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	2/8 (25%)
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- The grading is a little strict, and there is quite a bit of homework to do every week. The content, although, is interesting.
- Very good teaching

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## ASEN.2025.Spring Project 2

**Course:** EN.553.171.02.SP25: Discrete Mathematics  
**Instructor:** Apurva Nakade \*  
**Response Rate:** 17/17 (100.00 %)

### 1 - The overall quality of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%		4.35	4.24	4.14				
Weak				(2)	0	0.00%								
Satisfactory				(3)	3	17.65%								
Good				(4)	5	29.41%								
Excellent				(5)	9	52.94%								
N/A				(0)	0	0.00%								
							02550100	Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
17/17 (100.00%)		4.35	0.79	5.00	11051		4.24	0.92	4.00	1839		4.14	0.99	4.00

### 2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%								
Weak				(2)	0	0.00%								
Satisfactory				(3)	1	6.25%								
Good				(4)	7	43.75%								
Excellent				(5)	8	50.00%								
N/A				(0)	0	0.00%								
							0	25	50	100	Question	School Level	Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
16/17 (94.12%)		4.44	0.63	4.50	11837		4.31	0.94	5.00	1828		4.19	1.05	5.00

### 3 - The intellectual challenge of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%								
Weak				(2)	0	0.00%								
Satisfactory				(3)	1	6.25%								
Good				(4)	8	50.00%								
Excellent				(5)	7	43.75%								
N/A				(0)	0	0.00%								
02550100								Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
16/17 (94.12%)		4.38	0.62	4.00	10778		4.30	0.84	4.00	1808		4.37	0.80	5.00

### 4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means					
Poor				(1)	0	0.00%		4.40	4.29	4.27			
Weak				(2)	1	6.25%							
Satisfactory				(3)	1	6.25%							
Good				(4)	4	25.00%							
Excellent				(5)	9	56.25%							
N/A				(0)	1	6.25%							
02550100								Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level	Mean	STD	Median
16/17 (94.12%)		4.40	0.91	5.00	10685		4.29	0.94	5.00	1791	4.27	0.92	5.00

## ASEN.2025.Spring Project 2

**Course:** EN.553.171.02.SP25: Discrete Mathematics

**Instructor:** Apurva Nakade \*

**Response Rate:** 17/17 (100.00 %)

**5 - Please enter the name of the TA you evaluated in question 4:**

Response Rate	11/17 (64.71%)
<ul style="list-style-type: none"><li>• Zhi Yang Li</li><li>• Zhiyang Li</li><li>• Zhiyang Li</li><li>• Zhiyang</li><li>• James Ritter</li><li>• Zhiyang Li</li><li>• Zhiyang Li</li><li>• Zhiyang Li</li><li>• Spencer Huang</li><li>• Nan Chen</li><li>• Spencer</li></ul>	

**6 - Feedback on my work for this course is useful:**

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Disagree strongly		(1)	0	0.00%		4.38		4.14		4.04				
Disagree somewhat		(2)	0	0.00%										
Neither agree nor disagree		(3)	0	0.00%										
Agree somewhat		(4)	10	62.50%										
Agree strongly		(5)	6	37.50%										
N/A		(0)	0	0.00%										
02550100						Question		School Level		Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
16/17 (94.12%)		4.38	0.50	4.00	10591		4.14	0.98	4.00	1764		4.04	0.96	4.00

**7 - Compared to other Hopkins courses at this level, the workload for this course is:**

Response Option		Weight	Frequency	Percent	Percent Responses	Means										
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Somewhat lighter		(2)	1	6.25%												
Typical		(3)	6	37.50%												
Somewhat heavier		(4)	8	50.00%												
Much heavier		(5)	1	6.25%												
N/A		(0)	0	0.00%												
					0	25	50	100	Question		School Level		Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median		
16/17 (94.12%)		3.56	0.73	4.00	10624		3.36	0.93	3.00	1780		3.59	0.91	3.00		

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## ASEN.2025.Spring Project 2

**Course:** EN.553.171.02.SP25: Discrete Mathematics

**Instructor:** Apurva Nakade \*

**Response Rate:** 17/17 (100.00 %)

### 8 - What are the best aspects of this course?

**Response Rate** 8/17 (47.06%)

- Content is useful and super applicable. Chances for resubmissions on homework.
- One of the best aspects of this course is our professor's exceptional teaching. The textbook can be limited and sometimes hard to understand, but our professor always explains difficult concepts in a way that is clear, logical, and easy to grasp. He chooses his words carefully and teaches with precision and structure. His notes are also well-organized and easy to follow. Most importantly, he is extremely patient and always willing to help—whenever students have questions, he responds with kindness and enthusiasm.
- I think that if I missed some of the lecture I could review it just by going through zybooks or reviewing lecture notes.
- Dr. Nakade is an amazing professor and really good at teaching the class. He moves at a great pace and is very knowledgeable, and also provides great examples. The exams are fair and homework is hard but makes you learn and definitely not impossible.
- Supportive TA, Professor explains very well, tests were fair
- The instructor is top notch and everything about this course is structured with student success in mind. #1. Having a zoom open and recording all lectures is a valuable resource for the students' #2. Having section being devoted to starting the homework helps student who would have trouble beginning an assignment and gives them direct access to the TA to ask questions in case they can't make it to office hours. Additionally encouraging students to work with new people each week is a great way to foster relationships between students and make it easier to form study groups #3. Having regades for all the homeworks encourages students to take note of what they didn't understand and actively work on improving those skills since it is incentivised grade wise #4. Suggestions for exam prep posted on canvas were very clear and helpful and doing a full practice exam in section is also very helpful towards preparing students #5. Grading on all exams was very quick #6. The instructor asks many questions to the class as he teaches which keeps students engaged and focused #7. The instructor is supportive of students who are struggling and works with them to help them meet their goals for the course
- I really enjoyed the practice he gave us before the exams. The exams themselves were also very fair.
- Great and interesting content. Good TA Good Prof.

### 9 - What are the worst aspects of this course?

**Response Rate** 8/17 (47.06%)

- Problem sets and homework can be pretty difficult. Exams are sometimes graded harshly.
- One of the more challenging aspects of the course was the support from the teaching assistants. At times, their explanations of assignment-related questions lacked clarity and did not fully address the underlying concepts. Some responses were vague, and on a few occasions, even incorrect. Additionally, there were grading inconsistencies—points were deducted in situations where the answers were arguably valid but presented in a different form that may not have been recognized or understood by the TAs.
- The grading policy. You should give points for attempting a problem. To what extent is the only matter because I feel like if I did well on the rest of the questions but I provided a full fledged proof for something, giving me 0 lowkey sucks. Like if I got 3/4 questions completing correct, getting a C is not super representative of my understanding of the content especially given that some questions had multiple parts. Like I messed up, you could've at least given me 1 point for trying. Ignore me I'm just a little irked because I studied really hard for a midterm and did poorly because I misread a question but did everything else right.
- N/A
- Wish that Midterm 3 wasn't so close to finals, the 50 min class times for tests seemed a bit short, prof would sometimes use phrases like "oh, thats easy" which could come across wrong to students sometimes
- The homeworks are so hard and I genuinely have never hated a topic more than discrete math. Great teacher though, just exceedingly not for me topic wise.
- I felt that there could have been a few more simpler questions on the homework. I don't mean making the more challenging questions into simpler ones, but adding one or two quick questions just to start getting down the basic concepts, such as induction, counting, or different proof techniques.
- Exam instructions were unclear. Grading was somewhat ambiguous.

### 10 - What would most improve this class?

**Response Rate** 8/17 (47.06%)

- Homework that is more like the exam questions.
- It would be very helpful if the TAs could be more careful and responsible when deducting points on assignments. More thoughtful grading would help ensure fairness and reduce confusion for students.
- Make class attendance mandatory + change the grading policy for tests please.
- N/A
- Midterm spacing better, more time for tests
- Less difficult homeworks
- I do not have any suggestions on what would improve this class other than what has been stated in responses to other prompts.
- More practice questions that related to the exam.

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Instructor: Apurva Nakade \*  
Response Rate: 17/17 (100.00 %)

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	7/17 (41.18%)
<ul style="list-style-type: none"><li>• It's fun but be ready to put in some work. I like it more than other math classes though because you learn logic and proof writing.</li><li>• Professor Apurva Nakade's Discrete Mathematics course is truly one of the best! You'll not only learn a great deal of math, but also develop valuable ways of thinking and problem-solving. That said, the assignments can be quite challenging and time-consuming—you'll need to invest a lot of effort. However, it's absolutely worth it and it will benefit you far beyond just the classroom.</li><li>• Read questions correctly.</li><li>• Since this course is basically an entirely new branch of mathematics, there's not much knowledge required in advance and it doesn't relate too much to other topics. The grading system is very fair and gives you leniency on things like a missed homework. Dr Nakade actually cares about students' understanding which sometimes feels rare at Hopkins.</li><li>• IT IS PROOFS IT IS PROOFS IT IS NOT REGULAR MATH IT IS PROOFS PLEASE TRY PROOFS BEFORE TAKING THE CLASS BECAUSE THEY ARE NOT FOR EVERYONE</li><li>• This is a proof based course. The homework can be length, so don't take it with other courses whose homework is also longer than usual.</li><li>• N/A</li></ul>	