

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

ASEN.2017.SummerI

Course: AS.110.302.11.SU17: Differential Equations with Applications Online
Instructor: Apurva Nakade *
Response Rate: 9/11 (81.82 %)

1 - The overall quality of this course is:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%		4.33		4.21	4.36					
Weak		(2)	0	0.00%										
Satisfactory		(3)	1	11.11%										
Good		(4)	4	44.44%										
Excellent		(5)	4	44.44%										
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
9/11 (81.82%)		4.33	0.71	4.00	315		4.21	0.89	4.00	22		4.36	0.66	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%		4.56		4.19	4.55					
Weak		(2)	0	0.00%										
Satisfactory		(3)	1	11.11%										
Good		(4)	2	22.22%										
Excellent		(5)	6	66.67%										
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
9/11 (81.82%)		4.56	0.73	5.00	313		4.19	0.94	4.00	22		4.55	0.67	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	11.11%								
Good				(4)	4	44.44%								
Excellent				(5)	4	44.44%								
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
9/11 (81.82%)		4.33	0.71	4.00	312		4.42	0.71	5.00	22		4.27	0.70	4.00

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)	0	0.00%								
Good				(4)	0	0.00%								
Excellent				(5)	1	11.11%								
N/A				(0)	8	88.89%								
02550100							Question	School Level	Department Level					
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
9/11 (81.82%)		5.00	0.00	5.00	311		4.37	0.89	5.00	22		4.67	0.58	5.00

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

Response Rate 2/11 (18.18%)

- Apurva Nakade
- we didn't have a TA

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

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Disagree strongly		(1)	0	0.00%		4.33		4.00		4.14				
Disagree somewhat		(2)	1	11.11%										
Neither agree nor disagree		(3)	0	0.00%										
Agree somewhat		(4)	3	33.33%										
Agree strongly		(5)	5	55.56%										
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
9/11 (81.82%)		4.33	1.00	5.00	313		4.00	0.97	4.00	22		4.14	0.91	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)	0	0.00%								
Somewhat lighter				(2)	1	11.11%								
Typical				(3)	3	33.33%								
Somewhat heavier				(4)	4	44.44%								
Much heavier				(5)	0	0.00%								
N/A				(0)	1	11.11%								
							0	25	50	100	Question	School Level	Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
9/11 (81.82%)		3.38	0.74	3.50	312		3.69	1.01	4.00	22		3.14	0.85	3.00

8 - What are the best aspects of this course?

Response Rate 9/11 (81.82%)

- It's very application orientation
- Lectures were good and the material was explained well.
- Apurva is a great teacher, he knows how to present content in a succinct and easily absorbable way.
- Awesome instructor
- Professor Nakade presented the material in a concise, easy to understand manner and always promptly answered his email when we had homework questions.
- Office Hours
- Attentive teacher. Small intimate classes.
- The best aspects of the course were the homework. They were based on exactly what we were taught.
- Great teacher with awesome office hours and reasonable homework/quizzes/exams.

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9 - What are the worst aspects of this course?

Response Rate 7/11 (63.64%)

- There is a lot of content covered in a short time.
- None
- The course was fast-paced and had little emphasis on theory, focusing instead on applying the principles to different problems
- Textbook misprints
- Homework due too frequently.
- The worst aspects of this course was the amount of time allotted for the quizzes and some of the final questions. I found that for all of the quizzes I was rushed and made small errors that costed me a lot of points, and for the final I was confused on what some of the questions were asking because we had never seen some of the extensions to the main questions before.
- Feedback timing - we got our homework back just an hour before each quiz.

10 - What would most improve this class?

Response Rate 8/11 (72.73%)

- More theoretical background will be helpful
- Solutions to homeworks and quizzes.
- None
- Nothing really, it was very well done
- Not doing Laplace
- Fewer but longer homework assignments.
- Testing us on questions seen like in the homework.
- Better timing of homework returns.

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 9/11 (81.82%)

- Calc background is important.
- Make sure you have time for homework, there are usually assignments every night which can take some time.
- Lots of homework each week.
- Don't fall behind
- Brush up on integration and partial fractions because you need to know them for the course and it's hard to relearn them once the material is being taught
- It is not too difficult
- Linear algebra should be a prerequisite.
- There is a heavy workload to this course, and office hours are a great help.
- The course is definitely easier than semester differential equations.

12 - Why did you take a course this summer?

Response Rate 9/11 (81.82%)

- Because I want to take more interesting courses next semester.
- I needed to re-take this course since I did not pass during the previous semester. I thought taking only one course would allow me to focus on it better rather than taking it during the next semester.
- Need it to graduate on time.
- Credit count. GPA push
- Made sense time-wise
- Because I had no research/internships lined up, and I wanted to stay active.
- To graduate on time.
- I needed to pass because of the dual degree program I'm in at my college (spelman college) in order to get into engineering school.
- Fulfill course requirements

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13 - Regarding your decision process to take a summer class, what were some of your obstacles/concerns?

Response Rate	9/11 (81.82%)
<ul style="list-style-type: none">• The tuition.• The summer classes are very expensive.• Finding accomodation at Hopkins over the summer, and the speed of the course.• Intensive• Mainly that it's insanely expensive on top of housing costs. It would be better if JHU had housing available or gave a housing stipend to offset some cost for people taking summer classes and living in JHU housing• Affordable housing for the summer Food for the summer Entertainment for the summer The difficulty of taking a class over a single month• If I could work and take the class simultaneously.• My concern was the difficulty level of taking a course at another school I was unfamiliar with, including help from my peers if I had simple questions.• Cost was definitely an obstacle.	

14 - What other courses not currently offered during the summer would you like to see offered?

Response Rate	7/11 (63.64%)
<ul style="list-style-type: none">• Signals and Systems from ECE department.• Art courses.• Probability and Statistics and other math electives• Perhaps some upper level math courses, but that would be difficult to realize• Physics II during the first term• n/a• n/a	