

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

ASEN.2025.Fall Project 2

Course: EN.553.171.02.FA25: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 22/24 (91.67 %)

1 - The overall quality of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Poor				(1)	1	4.55%		4.36		4.22		4.25			
Weak				(2)	0	0.00%									
Satisfactory				(3)	3	13.64%									
Good				(4)	4	18.18%									
Excellent				(5)	14	63.64%									
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	
22/24 (91.67%)		4.36	1.05	5.00	12417		4.22	0.94	4.00	2036		4.25	0.89	4.00	

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	1	4.76%		4.48	4.27	4.30				
Weak				(2)	0	0.00%								
Satisfactory				(3)	2	9.52%								
Good				(4)	3	14.29%								
Excellent				(5)	15	71.43%								
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
21/24 (87.50%)		4.48	1.03	5.00	14721		4.27	0.95	5.00	2121		4.30	0.93	5.00

3 - The intellectual challenge of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%		4.38						
Weak				(2)	0	0.00%		4.27						
Satisfactory				(3)	4	19.05%		4.38						
Good				(4)	5	23.81%								
Excellent				(5)	12	57.14%								
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
21/24 (87.50%)		4.38	0.80	5.00	12160		4.27	0.85	4.00	1995		4.38	0.81	5.00

4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	2	9.52%								
Weak				(2)	2	9.52%								
Satisfactory				(3)	3	14.29%								
Good				(4)	3	14.29%								
Excellent				(5)	10	47.62%								
N/A				(0)	1	4.76%								
							0	25	50	100	Question	School Level	Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
21/24 (87.50%)		3.85	1.42	4.50	12045		4.27	0.93	5.00	1972		4.28	0.93	5.00

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Response Rate: 22/24 (91.67 %)

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Response Rate: 22/24 (91.67 %)

8 - What are the best aspects of this course?

Response Rate 13/24 (54.17%)

- Pattern recognition
- I found that the course is very cumulative and as long as I retain the learning throughout the semester, the exams are very fair and doable.
- The best aspect of this course is the ability to interact and learn from the professor and TA's directly. Office Hours are always open and welcoming.
- Very engaging lectures where concepts build upon one another.
- Apurva Nakade is a great instructor.
- Office hours were very helpful for me, and Professor Nakade did a great job explaining difficult concepts.
- I think the class is structured well, the zybooks is helpful (but do not like the price), and the practice tests are nice even though they do not correlate with the exams at all.
- I like the office hours a lot. Professor Nakade really wants us to learn, and my TA explained concepts really well. I also like that the homework is harder than the midterms, so what's on the midterm isn't as difficult.
- The material is a range of topics that are fascinating and a solid overview of the AMS major. It was challenging but made me excited for future classes in AMS!
- You can really know if you are interested in math or not.
- Professor is really good with answering questions. I'm forced to think a lot.
- I like the professor's lecture notes. It is very organized and makes the course content very logical to understand.
- The best aspects of this course is the professor and the lectures which make learning discrete math very simple.

9 - What are the worst aspects of this course?

Response Rate 15/24 (62.5%)

- Lack of diverse topics
- Sometimes, the class feels slow paced, but otherwise the course is fine.
- I hate everything about this course, the instructor doesn't allow use of computers in class
- The course is very challenging and the textbook part of the course is difficult, as topics that are not a part of the course are often presented.
- Hard, not a lot of feedback and not a lot of time in between
- My only critique is that the provided practice sets for the midterms were easier than the actual midterms and gave a false sense of confidence.
- The exams are difficult to finish in the time given.
- I felt that the assignments took a lot more time than the assignments for some of my other courses.
- The TA was entirely unhelpful and unprepared. When someone would ask a question he would shrug and say 'idk'. Also was rude and would interrupt students.
- I think practice tests should align more with what is actually on the midterm. I would also love for there to be more proof practice problems.
- The worst aspect of this course is that the topics are very hard to learn in a short amount of time. It takes several repetitions over a long amount of time to really understand the topics, and even with office hours, practice, etc. I did not feel prepared for exams.
- No worst parts.
- Personally, I don't think this subject applies to what I'll be needing in the future.
- N/A
- The worst aspects of this course were having the written and online homeworks due on the same day.

10 - What would most improve this class?

Response Rate 13/24 (54.17%)

- Greater focus on applications of skills
- More optional homeworks in addition to the required homework each week would be very helpful in preparing for exams.
- More detailed step by step examples rather than just going through it
- Let the practice sets for the midterm better reflect the difficulty of the midterms.
- What we go over in ta section being done in the same way we learn in class.
- We received lots of practice worksheets for the counting topic. I think it would have also been helpful to receive worksheets for each of the other topics too, such as induction.
- Better TAs, more accurate practice tests. A practice test that is harder than the exam is better than one that is way easier.
- More practice problems.
- I think more focus on solving proofs, as this is the most difficult aspect of this course. The short-answer material is easier to pick up/learn on your own, but patterns/tricks in proofs is very difficult to learn.
- No need to improve.
- I don't have an exact comment about what can be improved.
- N/A
- I would suggest not having a final midterm and a final exam that do not cover any new topics and are so close in time span to each other.

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Response Rate: 22/24 (91.67 %)

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	13/24 (54.17%)
<ul style="list-style-type: none">• Lots of pattern recognition and practice is needed to succeed• There is a textbook reading each week, but it is not long. No background is really necessary.• Grading system doesn't benefit that much• lectures are really valuable so do prioritize them.• The exam scores may be low but homework is curved.• Prospective students should know to attend office hours regularly and to ask questions. I would also like them to consider taking this course before any other AMS courses (i.e. taking Discrete after the calculus sequence), as this course would have helped me a lot if I had taken it before classes like Probability instead of at the same time.• Take the AMS specific one, then you don't need to pay 90 dollars.• You should definitely prepare for the class before taking it, as in watching some YouTube videos and getting familiar with proofs. Also, practice proofs a lot.• This class was challenging with no previous background in proofs/logic.• If you want to know if you are suitable for declaring a math major, just take the course.• It's quite logic based, quite some writing as well.• It does not require much math background.• The grading system for this course is very kind to students and the exams are very fair.	

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ASEN.2025.Fall Project 2

Course: EN.553.171.01.FA25: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 21/21 (100.00 %)

1 - The overall quality of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%								
Weak				(2)	1	4.76%								
Satisfactory				(3)	0	0.00%								
Good				(4)	12	57.14%								
Excellent				(5)	8	38.10%								
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
21/21 (100.00%)		4.29	0.72	4.00	12417		4.22	0.94	4.00	2036		4.25	0.89	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%		4.48	4.27	4.30				
Weak				(2)	1	4.76%								
Satisfactory				(3)	0	0.00%								
Good				(4)	8	38.10%								
Excellent				(5)	12	57.14%								
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
21/21 (100.00%)		4.48	0.75	5.00	14721		4.27	0.95	5.00	2121		4.30	0.93	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)	2	9.52%								
Good				(4)	10	47.62%								
Excellent				(5)	8	38.10%								
N/A				(0)	1	4.76%								
02550100								Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
21/21 (100.00%)		4.30	0.66	4.00	12160		4.27	0.85	4.00	1995		4.38	0.81	5.00

4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means					
Poor				(1)	1	4.76%							
Weak				(2)	1	4.76%							
Satisfactory				(3)	2	9.52%							
Good				(4)	9	42.86%							
Excellent				(5)	7	33.33%							
N/A				(0)	1	4.76%							
02550100								Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level	Mean	STD	Median
21/21 (100.00%)		4.00	1.08	4.00	12045		4.27	0.93	5.00	1972	4.28	0.93	5.00

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Course: EN.553.171.01.FA25: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 21/21 (100.00 %)

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

Response Rate	16/21 (76.19%)
<ul style="list-style-type: none">• Rongrong Yan• Ronrong• Rong Rong Yan - awesome TA!• Rong Rong• idk• rongrong• Rong Rong• Rongrong Yan• Rongrong• Rong Rong• Ronglong• Rongrong Yan• Rongrong Yan• Rongrong• Rongrong• Rongrong Yan	

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

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Disagree strongly				(1)	1	4.76%									
Disagree somewhat				(2)	2	9.52%									
Neither agree nor disagree				(3)	3	14.29%									
Agree somewhat				(4)	9	42.86%									
Agree strongly				(5)	6	28.57%									
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	
21/21 (100.00%)		3.81	1.12	4.00	11938		4.15	0.98	4.00	1951		4.16	0.94	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)	2	9.52%									
Typical				(3)	9	42.86%									
Somewhat heavier				(4)	8	38.10%									
Much heavier				(5)	2	9.52%									
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	
21/21 (100.00%)		3.48	0.81	3.00	11959		3.34	0.96	3.00	1954		3.51	0.87	3.00	

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Response Rate: 21/21 (100.00 %)

8 - What are the best aspects of this course?

Response Rate 13/21 (61.9%)

- Apurva is a great teacher, and the course is well-structured.
- interactive textbook
- TA is very helpful, professor gives good examples during class, homework is curved
- Nakade teaches well. many problems in the HW are elegant
- This course is a great introduction to mathematics, and the content timeline is well-structured.
- Classes are easy to follow, and concepts are explained well. TA sections being used for review and work time on problem sets are very helpful. Also really appreciate that midterms are during class time.
- The range of topics is very interesting.
- Prof Nakade and the TAs are great, their office hours helped a lot in understanding course content and getting through homework
- taught me to think about mathematics in a new way, and was very challenging in a good way.
- The opportunity to redo missed homework questions is helpful for learning.
- The best aspects of the course has to be the content covered and the professor. Learning how to do well developed proofs and other branches of mathematics was lots of fun. Each lecture was interesting and presented in a very approachable way. The professor for this course was one of my favorites here at Hopkins thus far.
- Great organized lectures
- The professor that taught this course was wonderful; he was extremely open and helpful in understanding the course material. He adjusted the course schedule and gave sufficient practice material, which was very helpful. I would highly recommend this professor for future courses.

9 - What are the worst aspects of this course?

Response Rate 12/21 (57.14%)

- The Zybooks are much easier than the material that is on the quizzes, so it is hard to find quality practice questions similar to the quiz on items other than just the homework.
- NA
- weekly problem sets are time consuming and feels much harder than material in class, practice tests are also a lot easier than the actual midterms so it's difficult to prepare for them.
- Zybook is cancerous
- zyBooks. zyBooks. zyBooks. zyBooks. zyBooks. zyBooks. I hate zyBooks. Just assign a textbook so that we can find a pdf online don't have to pay for an "interactive" textbook that, in my opinion, misleads people's confidence as to their readiness to tackle real problems.
- Sometimes problems aren't worded the best but this isn't a huge problem.
- A lot of the homework can be very tedious.
- Homework assigned on the same night as the midterms, and having a final on top of three midterms. It just seems like a lot to me :.]
- exams were very difficult, and homework was graded strictly.
- The worst aspects of the course were probably the online textbook readings. However, those weren't even that bad, they just felt busy work sometimes.
- ZyBooks textbook sometimes did not reflect content needed for the course and used different notation.
- The exams were too difficult in comparison to both the time given to complete them and the practice material; it would have been helpful to have more appropriate material to practice.

10 - What would most improve this class?

Response Rate 9/21 (42.86%)

- There isn't anything I can think of that would improve this class.
- easier ;)
- having easier/less questions on the midterm as the midterms feel a little rushed and not enough time to think through the problems
- Pretty good already, just don't like zybook
- No more zyBooks, as well as answer keys for the homeworks rather than just feedback. Especially for an intro proofs course, I would've found it beneficial to have answer keys for homework questions to get a better feel for proof structures as I learn math especially well when I get a feel for how people more skilled in the course (like professors and TAs) tackle proofs. While this is done in lecture, the proofs in lecture aren't difficult and the difficulty of the homework questions would've been a great opportunity to learn how to use proof techniques on non-trivial proofs.
- Either getting rid of the final, or getting rid of the last midterm. It's weird that it's a midterm on the second to last day of classes.
- more out of class guidance
- I would probably just get rid of the required online readings, but instead provide other examples done by the professor online to give a sense of what's expected. This would be especially helpful when learning new proof techniques, so students can get a sense on the formatting.
- As mentioned above, having more appropriate practice material for exams to better prepare and understand the content difficultly that may be tested.

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Response Rate: 21/21 (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	9/21 (42.86%)
<ul style="list-style-type: none">• The first few weeks of material are very important to the rest of the class, make sure to have a thorough understanding at the beginning, because it will ramp up very quickly.• Exams slightly harder than expectations• weekly problem sets take a lot of time, grading system is a little harsh considering the difficulty of exams• Homework is a big % of your grade• Great course, it uses zyBooks though.• The homeworks can be bad but overall the course is interesting• Don't forget Zybooks :.]• it will challenge you to think in a new way, but is very interesting if you enjoy math.• This course is lots of fun and very approachable. Overall, only good things to say about it.	