JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2024.Spring Project 2

Course: EN.553.672.01.SP24: Graph Theory
Instructor: Apurva Nakade *
Response Rate: 22/25 (88.00 %)

1 - The overall quality of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	2	9.09%
Good	(4)	11	50.00%
Excellent	(5)	9	40.91%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: Question 4.32 | School Level 4.13 | Department Level 4.15

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
22/25 (88.00%)	4.32	0.65	4.00	10197	4.13	0.97	4.00	1777	4.15	0.98	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	4	19.05%
Good	(4)	6	28.57%
Excellent	(5)	11	52.38%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: Question 4.33 | School Level 4.20 | Department Level 4.23

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
21/25 (84.00%)	4.33	0.80	5.00	11047	4.20	1.00	5.00	1749	4.23	1.00	5.00

3 - The intellectual challenge of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	0	0.00%
Good	(4)	9	42.86%
Excellent	(5)	12	57.14%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: Question 4.57 | School Level 4.26 | Department Level 4.38

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
21/25 (84.00%)	4.57	0.51	5.00	9967	4.26	0.85	4.00	1746	4.38	0.79	5.00

4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	1	4.76%
Good	(4)	11	52.38%
Excellent	(5)	8	38.10%
N/A	(0)	1	4.76%

Percent Responses: 0 25 50 100

Means: Question 4.35 | School Level 4.28 | Department Level 4.30

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
21/25 (84.00%)	4.35	0.59	4.00	9879	4.28	0.95	5.00	1736	4.30	0.92	5.00

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

Response Rate	14/25 (56%)

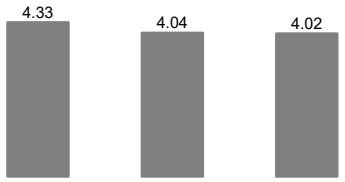
- Parik
- Parik
- Parik
- parik chalise
- Parik Chalise
- Parik
- N/A
- Parik Chalise & Kyle Beatty
- Parik Chalise
- Parik
- Parik Chalise
- Parik Chalise, Kyle Beatty
- Parik chalise
- Parik Chalise

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

Response Option	Weight	Frequency	Percent	Percent Responses
Disagree strongly	(1)	0	0.00%	
Disagree somewhat	(2)	0	0.00%	
Neither agree nor disagree	(3)	3	14.29%	
Agree somewhat	(4)	8	38.10%	
Agree strongly	(5)	10	47.62%	
N/A	(0)	0	0.00%	

0 25 50 100

Means



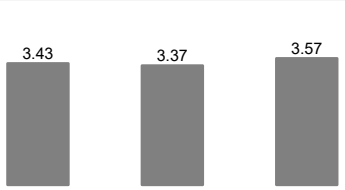
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
21/25 (84.00%)	4.33	0.73	4.00	9817	4.04	1.02	4.00	1722	4.02	1.00	4.00

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

Response Option	Weight	Frequency	Percent	Percent Responses
Much lighter	(1)	0	0.00%	
Somewhat lighter	(2)	0	0.00%	
Typical	(3)	13	61.90%	
Somewhat heavier	(4)	7	33.33%	
Much heavier	(5)	1	4.76%	
N/A	(0)	0	0.00%	

0 25 50 100

Means



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
21/25 (84.00%)	3.43	0.60	3.00	9826	3.37	0.94	3.00	1724	3.57	0.90	3.00

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8 - What are the best aspects of this course?	
Response Rate	10/25 (40%)

- Teacher is very knowledgeable and passionate about topic. Makes class interactive and leaves lot's of time for explanation and clarification.
- Interesting content with relevant homework sets. TAs are very available to help with questions
- Very good.
- the lectures are very good - the professor does not rush through the proof of concepts and is open to any questions from the students.
- The topics are very interesting and the proofs are very fun
- The instructor explains all the topics perfectly, and his passion for the same is clearly evident. The structure of the course is in such a way that you feel like you are solving puzzles all the time. The material of the course is extremely interesting and working on the homework problems helped me think in new ways and learn a lot more than what was taught in class. The final presentations helped me get acquainted with a lot of new topics too
- The concepts are interesting and the course is intellectually challenging. I liked that we covered a broad range of topics that can be applied to many diverse fields.
- lot's of freedom in the final project to study something of interest to you
- Instructor is enthusiastic and lectures are organized, material is explained very clearly. Nice breadth and depth of topics covered for a first course in graph theory. Homework assignments reflect material covered in lectures well and are helpful for further understanding course content. Workload is reasonable. Final project in lieu of final exam was a great added learning experience.
- The best aspects of this course are its material and the lectures. The textbook used is excellent, yet lectures complement it so well. Also, problem sets and exams are in line with what we saw in classes, with a handful of challenging exercises. I really enjoyed this class.

9 - What are the worst aspects of this course?	
Response Rate	8/25 (32%)

- Problem sets can be difficult at times. Too much spectral graph theory.
- Nothing bad.
- I thought that the homeworks were a bit too long to have every week, especially when they are completely proof-based.
- Professor sometimes talks in circles during lecture, sometimes does a proof and then goes "oh wait i forgot this." Homeworks also are very long and take very long to do.
- i don't have anything bad to say about this course :)
- Sometimes the lectures were hard to follow, and revisions would have to be made afterwards.
- not very organized
- I would say that one negative aspect of this course was the need to submit homework at the end of the semester, even though we had a final project to deal with. I believe that the final projects would've been better finished if we focused only on them.

10 - What would most improve this class?	
Response Rate	9/25 (36%)

- Less spectral graph theory
- Already good enough.
- slightly decreasing the length of the homeworks
- More review of linear algebra.
- It would be nice to have bonus questions, just for students to learn more graph theory on their own
- More preparation for lectures, perhaps.
- more organization
- Shorter grading turnaround/faster feedback on submitted homeworks
- The previous comment can be thought of as an improvement to this class.

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	7/25 (28%)

- Nothing.
- pretty much no prerequisites, attendance is quite important
- Assumed background of linear algebra!
- If you are interested in mathematics or in solving puzzles, I would highly recommend this course. There is no assumed background required. There is a homework every week, and you do have to dedicate a good few hours to do it properly
- The professor is nice and willing to help you understand the material. Same can be said about TAs. The homework is doable if you understand the lectures. The grading system is quite evenly distributed between one midterm, one final project, and homework.
- more applied than a typical graph theory course
- Despite being a proof-based math class, there is not much assumed background to take this class. So, if you enjoy discrete math and brain teasers this is a perfect matching (no pun intended.)