

# CS 2102-002 Discrete Mathematics - Fall 2019

ENGR (16647)

INSTRUCTORS: Tychonievich, Luther (lat7h)

Respondents: 71 / Enrollment: 138

Summary: CS 2102-002 Discrete Mathematics - Fall 2019 (16647)	
<b>Overall Course Rating</b> CS-2102-002 Mean 4.21 CS-2102-002 Std Dev 0.97 CS-2102-002 Response Count 348  SEAS, 2000-level courses Mean 3.95 SEAS, 2000-level courses Std Dev 1.07 SEAS, 2000-level courses Response Count 16045	<b>Overall Instructor Rating</b> INSTRUCTOR: Tychonievich, Luther Mean 4.56 Std Dev 0.71 Response Count 140  SEAS, 2000-level courses Mean 4.39 SEAS, 2000-level courses Std Dev 0.88 SEAS, 2000-level courses Response Count 6799

~ QUESTIONS AND DETAILS ~ ~ ANSWER MATRICES ~

<b>1. The activities and assignments helped me learn the subject matter.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<b>Results for CS-2102-002</b>								
	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
	70	4.45	0.72	39 (55.71%)	23 (32.86%)	6 (8.57%)	1 (1.43%)	0 (0.00%)	1 (1.43%)
<b>2. There was a reasonable level of effort expected for the credit hours received.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<b>Results for SEAS, 2000-level courses</b>								
	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
	3218	4.13	0.94	1288 (40.02%)	1359 (42.23%)	325 (10.10%)	154 (4.79%)	76 (2.36%)	16 (0.50%)
<b>3. The course materials (such as textbook, readings, or background materials) increased my learning.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<b>Results for CS-2102-002</b>								
	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
	70	4.45	0.72	38 (54.29%)	26 (37.14%)	3 (4.29%)	2 (2.86%)	0 (0.00%)	1 (1.43%)
<b>3. The course materials (such as textbook, readings, or background materials) increased my learning.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<b>Results for SEAS, 2000-level courses</b>								
	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
	3210	4.05	1.04	1238 (38.57%)	1337 (41.65%)	297 (9.25%)	201 (6.26%)	126 (3.93%)	11 (0.34%)
<b>3. The course materials (such as textbook, readings, or background materials) increased my learning.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<b>Results for CS-2102-002</b>								
	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
	69	3.74	1.10	20 (28.99%)	22 (31.88%)	16 (23.19%)	8 (11.59%)	2 (2.90%)	1 (1.45%)
<b>3. The course materials (such as textbook, readings, or background materials) increased my learning.</b> ~ Question Type: Likert ~ <i>contributed by Dean of the School of Engineering and Applied Science</i>	<b>Results for SEAS, 2000-level courses</b>								
	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
	3207	3.69	1.13	805 (25.10%)	1082 (33.74%)	631 (19.68%)	297 (9.26%)	165 (5.14%)	227 (7.08%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

**4. The course material was well organized and developed.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2102-002								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
69	4.03	1.11	30 (43.48%)	19 (27.54%)	10 (14.49%)	6 (8.70%)	2 (2.90%)	2 (2.90%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3204	3.88	1.12	1066 (33.27%)	1269 (39.61%)	420 (13.11%)	264 (8.24%)	170 (5.31%)	15 (0.47%)

**5. The instructor was well prepared for class.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2102-002, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
70	4.38	0.81	37 (52.86%)	24 (34.29%)	5 (7.14%)	3 (4.29%)	0 (0.00%)	1 (1.43%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3401	4.25	0.97	1671 (49.13%)	1026 (30.17%)	340 (10.00%)	137 (4.03%)	80 (2.35%)	147 (4.32%)

**6. The grading policy was fair.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2102-002								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
70	4.36	0.92	40 (57.14%)	19 (27.14%)	6 (8.57%)	3 (4.29%)	1 (1.43%)	1 (1.43%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3206	3.98	1.03	1143 (35.65%)	1280 (39.93%)	439 (13.69%)	237 (7.39%)	95 (2.96%)	12 (0.37%)

**7. The instructor showed respect for students, and created a safe and supportive learning environment.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2102-002, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
70	4.74	0.56	54 (77.14%)	13 (18.57%)	1 (1.43%)	1 (1.43%)	0 (0.00%)	1 (1.43%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3398	4.53	0.74	2094 (61.62%)	891 (26.22%)	208 (6.12%)	50 (1.47%)	22 (0.65%)	133 (3.91%)

**8. What aspects of the course most helped your learning?**

Question Type: Short Answer

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2102-002	
Total	Individual Answers
54	See below for Individual Results

The practice quizzes and the lectures helped answer a lot of questions

Having the practice quizzes before the real thing were a great studying tool!

The lectures were very useful.

Having lab every week helped me make sure that I understood material before we moved on. Additionally, going over the homework in class really helped. Taping the lectures also really helped me study.

I liked that there were consistent weekly assignments to provide you with an understanding of where you stood in the course, or at least for that specific topic.

The practice quizzes were the most helpful for preparing and learning the materials.

Practice quizzes

Professor Tychonievich's lectures were fantastic. His lectures were clear and enjoyable, and he answered questions well. I also appreciated the way the course was segmented- I never felt like I had to cram material or learn it just for the purpose of performing well on an evaluation.

Professor Tychonievich is a great professor. I appreciate how approachable he is and how he encouraged questions in class.

drop quiz every week

Weekly quizzes to have a constant benchmark on where I was and how to improve.

Lectures

The lectures were very engaging and informative. Prof. Tychonievich is an excellent lecturer.

The structure of this course, to not have long form tests, and instead have many short focused quizzes helped me not be quite as anxious as normal, which is always fantastic.

Lectures, practice quizzes

logic and how to think logically

Tychonievich is a very good lecturer and the textbooks were identical to his teaching methods.

weekly quizzes

the quiz and homework set up echos each other and the the structure of the class was well organized. The instructors website really helped in this process

Weekly quizzes and homework helped reinforce subject matter, and good scheduling made sure what we were learning was always clear.

Recorded lectures to be able to rewatch what was discussed in class if I needed to review a certain topic.

The book was great, the american one. Canadian one was okay, but the american one really helped me.

I found when Prof. Tychonievich revisited the assignments after they where been submitted in order to take questions and explain points of confusion helpful

The quizzes

The help from TAs on the Fridays before quizzes was helpful, and Prof. Tychonievich provided plenty of extra practice and study material.

Tychonievich is phenomenal at explaining things

breaking up the midterm into quizzes w/ lots of extra practice

The practice quizzes and textbook.

having weekly quizzes and homework

The prof gives a good, clear explanation on all the topic.

Recorded lectures!

I think the instructor's teaching style and general excitement elevated my learning ability.

Lectures, readings

Practice problems

The weekly quizzes and homeworks

structure: learn and then test each topic

The weekly quizzes and homework assignments encouraged me to learn the material thoroughly and on a consistent basis.

The Friday pre-quiz TA help

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

Practice quizzes/quizzes

Interactions between professor and students

I really like the final's format

Dr. Tychonievich is very willing to discuss further topics and is very knowledgeable of the field

Great lecture.

Fantastic lectures and helpful assignments

PRactice quizzes.

Sometimes the information we had to know for the quizzes and homeworks weren't explicitly covered in lecture or the readings, which made it confusing.

Quizzes were good. I prefer that to exams as retention and study are constant.

quizzes

The weekly quizzes.

I did not go or participate in the course (not proud of this). Going to see if I can manage to pass with just the exam, so I suppose the answer is the recordings and readings.

I loved the weekly quizzes. The class engagement was great as well, and Professor Tychonievich was excellent.

The weekly quizzes

The weekly quizzes

The quiz/quiz answers were very useful.

**9. What changes to the course would most help your learning?**

Question Type: Short Answer

*contributed by Dean of the School of Engineering and Applied Science*

Results for CS-2102-002

Total	Individual Answers
47	See below for Individual Results

Make it more structured.

Having a more structured course in general and having readings that actually supplement the lecture

More in-class examples that are relevant to the quizzes and test material.

weekend homework is sad

I think the TA questioning portion of friday's class was not very helpful. I would prefer more structured lecture or a formal review of the material during this time.

The homework was kind of off topic to what was taught

I would add more lessons to the end of the course and cover more material. Class felt very slow paced and I kept losing focus because I was bored.

Maybe a little more homework?

TAs sometimes could not answer questions

sometimes the online quizzes are glitched

No changes needed.

more consistency in homework/practice quizzes. There were mistakes in practice quiz keys that sometimes led to confusion. Additionally, the homework problems would sometimes be dropped or changed as well.

A more organized course curriculum and lectures.

I would appreciate a less technical or detailed textbook. Often times I felt it moved to fast and just got left behind.

Figuring out the grading system before the class starts. We were told that one of our quizzes would be dropped and then it wasn't and all of a sudden my grade has suffered because of it.

make the grading policy clear from the beginning

Do not change the grading system half way through the semester.

Concentrating more on proofs in case would have been helpful. Particularly the proofs about graphs: we didn't go over many proofs before the quiz, and the quiz was one proof.

i honestly like it the way it is

Maybe watching the professor go through some of the processes and explain his thought processes more as he does proofs.

None

Adding worked out solutions (as opposed to just the answers) would be helpful to better learn the subject matter.

Na

I think the hw assignments and the quizzes should be switched (ie. the current hw's should be the quizzes and the current quizzes should be the hw's).

More practice

For some sections, the homework and the quizzes felt very different.

If the professor was more organized and not made aware he was teaching the class two months beforehand.

Maybe some sort of pre-homework that is not for a grade but relates to material that could be on the upcoming homework, released Friday after the in-class quizzes. Perhaps use questions from the corresponding homeworks of previous years (I am aware this would not have been possible this year, just a suggestion for the future).

concrete syllabus from the beginning - but i figure this will change as he continues teaching :)

Professor Tychonievich is a great guy, but he needs to explain how the grading is going to be done ahead of time.

N/A

Have lecture pertain more to the homework assignments, I feel like sometimes there was a disconnect in difficulty level.

Go into more detail in lectures, sometime homeworks were much more detailed than any of the lecture material.

Less mistakes in the homework.

It would be nice if there were more collaborative assignments.

The homeworks were often frustrating. I don't think it was helpful to not be able to talk to students. I can see why it was individual to prevent copying answers, but would have learned the material better if I could talk to TAs and other students.

I was sometimes confused about what was included in different topics. I wish as we were learning materials it was a little more organized, like this is what you should know about sets etc. Because sometimes I feel like the teacher went on mathematical tangents about a very specific way to use a certain discrete math, but did not necessarily go over all the topics on the quizzes.

Perhaps a bit more focus on how to body of a proof is written, not in terms of the math/logic but in terms of the way we talk about what we do and what it shows.

A single TA office hour location

I can't think of anything off the top of my head that really needs to be changed. The logistics of the course were pretty fantastic.

make a definitive grading policy at the beginning of the semester and stick with it it was frustrating that dropped and excused didn't mean anything at the end of the course

if the syllabus changed less frequently

The homeworks were extremely difficult. I spent a lot of time trying to understand them by rewatching lectures and going through the textbook as well as searching stuff online, and I still wouldn't know how to answer the questions.

Maybe a little bit more software integration

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~																																																
	<p>More coding opportunities. It is a CS class afterall.</p> <p>Maybbbee forced attendance in lecture..</p> <p>Have more examples in class of how to do proofs by contradiction and induction that relate to the general topic being learned that week, in class practice would help a lot.</p>																																																
<p><b>10. The average number of hours per week I spent outside of class preparing for this course was:</b></p> <p>~ Question Type: Multiple Choice ~ contributed by Office of the Provost</p>	<table border="1"> <thead> <tr> <th colspan="6">Results for CS-2102-002</th> </tr> <tr> <th>Total</th> <th>Less than 1 (NA)</th> <th>1 - 3 (NA)</th> <th>4 - 6 (NA)</th> <th>7 - 9 (NA)</th> <th>10 or more (NA)</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>9 (12.86%)</td> <td>43 (61.43%)</td> <td>17 (24.29%)</td> <td>1 (1.43%)</td> <td>0 (0.00%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Less than 1 (NA)</th> <th>1 - 3 (NA)</th> <th>4 - 6 (NA)</th> <th>7 - 9 (NA)</th> <th>10 or more (NA)</th> </tr> </thead> <tbody> <tr> <td>3215</td> <td>226 (7.03%)</td> <td>984 (30.61%)</td> <td>1202 (37.39%)</td> <td>438 (13.62%)</td> <td>365 (11.35%)</td> </tr> </tbody> </table>	Results for CS-2102-002						Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)	70	9 (12.86%)	43 (61.43%)	17 (24.29%)	1 (1.43%)	0 (0.00%)	Results for SEAS, 2000-level courses						Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)	3215	226 (7.03%)	984 (30.61%)	1202 (37.39%)	438 (13.62%)	365 (11.35%)												
Results for CS-2102-002																																																	
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)																																												
70	9 (12.86%)	43 (61.43%)	17 (24.29%)	1 (1.43%)	0 (0.00%)																																												
Results for SEAS, 2000-level courses																																																	
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)																																												
3215	226 (7.03%)	984 (30.61%)	1202 (37.39%)	438 (13.62%)	365 (11.35%)																																												
<p><b>11. I learned a great deal in this course.</b></p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	<table border="1"> <thead> <tr> <th colspan="8">Results for CS-2102-002</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>4.34</td> <td>0.78</td> <td>34 (48.57%)</td> <td>28 (40.00%)</td> <td>7 (10.00%)</td> <td>0 (0.00%)</td> <td>1 (1.43%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="8">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>3206</td> <td>4.12</td> <td>0.95</td> <td>1298 (40.49%)</td> <td>1302 (40.61%)</td> <td>378 (11.79%)</td> <td>160 (4.99%)</td> <td>68 (2.12%)</td> </tr> </tbody> </table>	Results for CS-2102-002								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	70	4.34	0.78	34 (48.57%)	28 (40.00%)	7 (10.00%)	0 (0.00%)	1 (1.43%)	Results for SEAS, 2000-level courses								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	3206	4.12	0.95	1298 (40.49%)	1302 (40.61%)	378 (11.79%)	160 (4.99%)	68 (2.12%)
Results for CS-2102-002																																																	
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)																																										
70	4.34	0.78	34 (48.57%)	28 (40.00%)	7 (10.00%)	0 (0.00%)	1 (1.43%)																																										
Results for SEAS, 2000-level courses																																																	
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)																																										
3206	4.12	0.95	1298 (40.49%)	1302 (40.61%)	378 (11.79%)	160 (4.99%)	68 (2.12%)																																										
<p><b>12. Overall, this was a worthwhile course.</b></p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	<table border="1"> <thead> <tr> <th colspan="8">Results for CS-2102-002</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>4.29</td> <td>0.84</td> <td>34 (48.57%)</td> <td>24 (34.29%)</td> <td>11 (15.71%)</td> <td>0 (0.00%)</td> <td>1 (1.43%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="8">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>3205</td> <td>4.06</td> <td>1.03</td> <td>1303 (40.66%)</td> <td>1212 (37.82%)</td> <td>403 (12.57%)</td> <td>169 (5.27%)</td> <td>118 (3.68%)</td> </tr> </tbody> </table>	Results for CS-2102-002								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	70	4.29	0.84	34 (48.57%)	24 (34.29%)	11 (15.71%)	0 (0.00%)	1 (1.43%)	Results for SEAS, 2000-level courses								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	3205	4.06	1.03	1303 (40.66%)	1212 (37.82%)	403 (12.57%)	169 (5.27%)	118 (3.68%)
Results for CS-2102-002																																																	
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)																																										
70	4.29	0.84	34 (48.57%)	24 (34.29%)	11 (15.71%)	0 (0.00%)	1 (1.43%)																																										
Results for SEAS, 2000-level courses																																																	
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)																																										
3205	4.06	1.03	1303 (40.66%)	1212 (37.82%)	403 (12.57%)	169 (5.27%)	118 (3.68%)																																										
<p><b>13. The course's goals and requirements were defined and adhered to by the instructor.</b></p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	<table border="1"> <thead> <tr> <th colspan="8">Results for CS-2102-002, Tychonievich, Luther</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>4.30</td> <td>0.95</td> <td>39 (55.71%)</td> <td>19 (27.14%)</td> <td>6 (8.57%)</td> <td>6 (8.57%)</td> <td>0 (0.00%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="8">Results for SEAS, 2000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>3393</td> <td>4.29</td> <td>0.86</td> <td>1666 (49.10%)</td> <td>1228 (36.19%)</td> <td>350 (10.32%)</td> <td>109 (3.21%)</td> <td>40 (1.18%)</td> </tr> </tbody> </table>	Results for CS-2102-002, Tychonievich, Luther								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	70	4.30	0.95	39 (55.71%)	19 (27.14%)	6 (8.57%)	6 (8.57%)	0 (0.00%)	Results for SEAS, 2000-level courses								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	3393	4.29	0.86	1666 (49.10%)	1228 (36.19%)	350 (10.32%)	109 (3.21%)	40 (1.18%)
Results for CS-2102-002, Tychonievich, Luther																																																	
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)																																										
70	4.30	0.95	39 (55.71%)	19 (27.14%)	6 (8.57%)	6 (8.57%)	0 (0.00%)																																										
Results for SEAS, 2000-level courses																																																	
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)																																										
3393	4.29	0.86	1666 (49.10%)	1228 (36.19%)	350 (10.32%)	109 (3.21%)	40 (1.18%)																																										

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

**14. The instructor was approachable and made himself/herself available to students outside the classroom.**

Question Type: Likert

contributed by Office of the Provost

Results for CS-2102-002, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
69	4.48	0.58	36 (52.17%)	30 (43.48%)	3 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3388	4.28	0.90	1740 (51.36%)	1062 (31.35%)	438 (12.93%)	104 (3.07%)	44 (1.30%)

**15. Overall, the instructor was an effective teacher.**

Question Type: Likert

contributed by Office of the Provost

Results for CS-2102-002, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
70	4.61	0.57	46 (65.71%)	21 (30.00%)	3 (4.29%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3402	4.14	1.03	1605 (47.18%)	1059 (31.13%)	443 (13.02%)	205 (6.03%)	90 (2.65%)

**16. Please make any overall comments or observations about this course:**

Question Type: Short Answer

contributed by Office of the Provost

Results for CS-2102-002	
Total	Individual Answers
38	See below for Individual Results

Although the material was at times hard to understand, the structure of the course makes it easy to digest the concepts slowly over time.

I learned a great deal in this course, but Prof. Tychonievich did not stick to the expectations he set for the course grading. The system that developed at the end of the course is fair, but it wasn't clearly defined at the beginning of the course.

Professor Tychonievich was an excellent instructor. We didn't have to use Lean and still managed to learn more than the other section that did use Lean. He also made everything seem very simple and I understood almost everything right away. The only thing that I would complain about is that his office hours were at super inconvenient times, so I couldn't go to any. His TAs were obviously smart but had been through the other version of discrete so they were sometimes learning the material along with us and weren't the most helpful. Hopefully this version of discrete gets implemented into the CS curriculum since I've only heard horrible things about using Lean.

Related to various different courses I've taken/am taking right now, was interesting to see how it all came together.

It was kind of a mess but I managed to learn the material

Tough, but worthwhile for a CS major

Weirdest rhetoric class I ever took

This course was enjoyable.

Although a fair course and the material was well taught, there were far too many inexcusable errors made by Luther which made the course somewhat chaotic. In addition, I disagreed with the way the homework questions were designed. They were often poorly worded and ambiguous.

I wish the grading structure was made more clear from the beginning and was consistent.

Good course.

The grading system drastically changed throughout the semester, which was confusing. At the beginning we were able to drop a quiz without it being factored into our grade, but by the end of the semester, dropping the quiz basically meant nothing because you had to retake it in the form of the final. So ultimately, one could not take a single quiz throughout the course, and then master all 6 pages of the final and get an A in the class.

I have nothing worthwhile to say about the course, apologies.

Fantastic course, a great balance of value and difficulty.

Tychonievich is a great lecturer but I feel like he did not have enough time to make lesson plans.

Professor Tychonievich did a great job teaching, he was very engaging and explained things very well. I also really liked the grading format.

Best class of the semester. Other CS courses should follow 2102's grading policy.

Professor Tychonievich is a great guy and really smart, but I wish that he had made his grading policies more clear up front. Essentially told us we could drop a quiz and then backtracked on it later.

More rigorous proofs would be great.

I am unhappy about how the grading system worked out but I'm sure it will be solved for next semester.

Very interesting course. The lectures were great and the subject matter interesting. The grading scheme changed about half way through the course, but I think it was for the better, although it did hurt people who were relying on a dropped quiz. I would like to especially commend Prof. Tychonievich for his office hours. They were very helpful and helped me correct some misconceptions I had.

Wish the syllabus wasn't changed around so much during the semester, would be less stress inducing even though it worked out okay.

Good grading system

He's a brilliant professor and wonderful teacher.

Overall, this course was more of a hassle than it should've been, particularly because the readings had nothing to do with the lecture and the lectures themselves didn't help much with the weekly quizzes.

I would recommend this course to my peers.

What was most helpful and relevant to our quizzes/homework was what was taught in class. I did the textbook readings, but I didn't feel like they helped as much for quizzes.

Please remove the select all questions and multiple choice questions that do not have a correct answer listed. It is unfair. I should not be punished for putting in the effort of trying to guess. Additionally, I didn't think any of the answers listed were correct for some of them, and the question confused my understanding of the concept. Please remove the select all questions and multiple choice questions that do not have a correct answer listed.

Really fair grading policy for this class. Professor Tychonievich introduced some concepts that were really interesting in computer science. Always enjoyed the doodles. Only negative would be that the uploaded materials kept changing (homework problems dropped or changed, practice keys changed), although I understand this is the first time he has taught the course. Reducing the occurrence of these changes would I think be helpful. I recognize that there will be some growing pains since this semester is the first time he is teaching Discrete.

Great instructor who provided plenty of resources to supplement the content of the lectures. The course was structured in an accommodating way and material was interesting.

This course was a fantastic way to bring CS students up to speed in topics relating to mathematics. I had a stronger background than most, but I thought that the material was very well-taught and I appreciated the review!

Great teacher, great class.

The course is rather light and doesn't get far beyond the basics. But within that limited curriculum, the prof teaches very well. Shouldn't be a pre-req at all though.

great course, worth to take

The grading policy was very good

it will be better next semester once Tychonievich has some experience with what he wants to do with it - already it is a very well thought-out course

Since this was a pilot version of this course, we did not know where we were going or how things would be graded for a while, which made things a bit confusing. I imagine this will be better in future courses.

Really cool structure of the course. All around was great... maybe fine tuning the topics and experimenting with the topics would help, but other than that, it was great