

**201310: Fall 2012 Survey
FL 2012 2012**
**Northeastern University
TRACE**
Course: MATH1242 01 - Calculus 2**Department:** MATH**Responsible Faculty:** Ivan Loseu**Responses / Expected:** 22 / 32**Focus:** Overall Results

Course Questions	MATH1242 - 01						--- Comparisons ---				
	Responses		Course		MATH		All				
	[IW]	[IC]	Med.	S.D.	Std. Err.	N	Mean	Pct	Mean	Pct	
All responses are completely anonymous, and participation in the evaluation process is expected. However, you are permitted to opt out of completing this questionnaire by selecting "Opt Out."	22	0	2	0	0	22	2	1.9	76	1.9	62

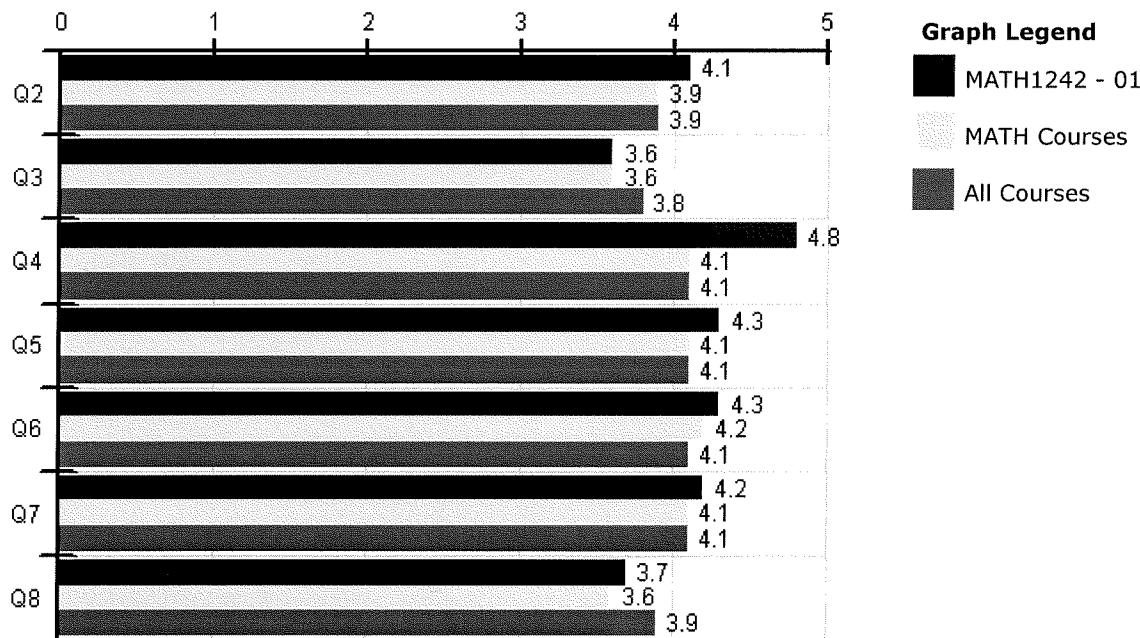
Number of Courses / Survey Responses used for Comparisons: 131 / 2,706 3,095 / 50,973

Responses:

[IW] I will participate=2

[IC] I choose not to participate=1

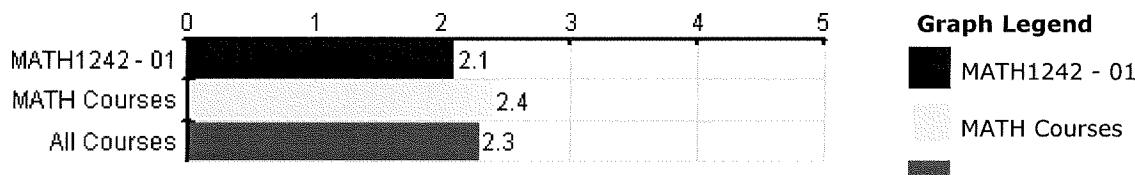
Pct = Percentile Rank (Higher is better)



Course Questions	MATH1242 - 01										--- Comparisons ---			
	Responses					Course					MATH		All	
	[SA]	[A]	[N]	[D]	[SD]	Med.	S.D.	Std. Err.	N	Mean	Mean	Pct	Mean	Pct
Q2 The syllabus helped me to learn.	7	10	3	1	0	4	.81	.18	21	4.1	3.9	68	3.9	63
Q3 The textbook(s) helped me to learn.	6	7	5	3	1	4	1.15	.25	22	3.6	3.6	44	3.8	36
The materials posted online, including Blackboard, helped me to learn.	18	3	1	0	0	5	.52	.11	22	4.8	4.1	96	4.1	95
Q5 The out-of-class assignments and fieldwork helped me to learn.	9	10	3	0	0	4	.69	.15	22	4.3	4.1	72	4.1	60
Q6 The lectures helped me to learn.	10	8	4	0	0	4	.75	.16	22	4.3	4.2	46	4.1	57
The in-class discussions and activities helped me to learn.	7	9	4	0	0	4	.73	.16	20	4.2	4.1	47	4.1	46
Q8 The classroom technology helped me to learn.	3	2	6	0	0	3	.86	.26	11	3.7	3.6	60	3.9	33

Number of Courses / Survey Responses used for Comparisons: 130 / 2,418 3,075 / 44,752

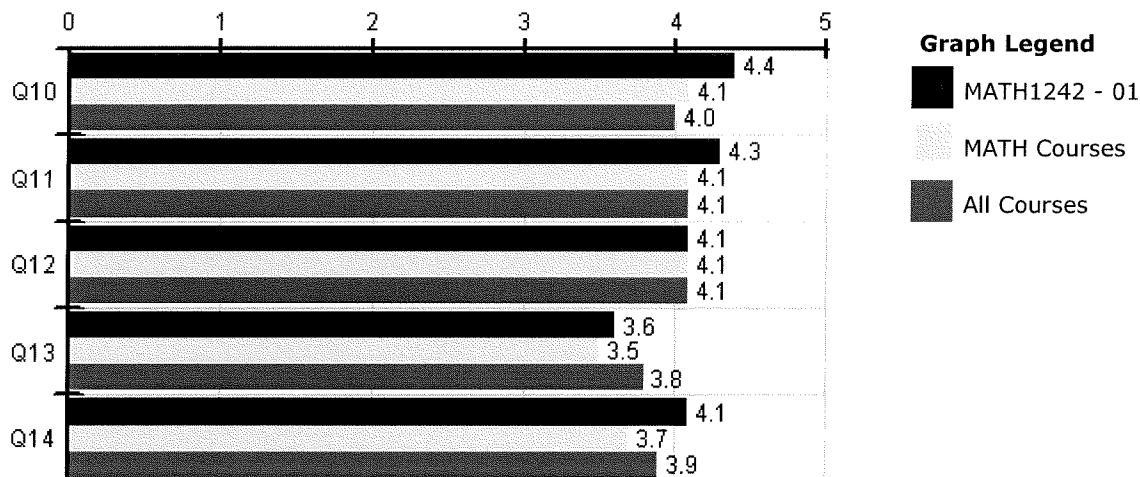
Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct = Percentile Rank (Higher is better)



Course Questions	Responses					Course	Std.	N	MATH		All			
	[A]	[B]	[C]	[D]	[E]				Med.	S.D.	Err.	Mean	Pct	
The number of hours per week I devoted to this course including lectures, discussions, homework, reading, projects, assignments and tests Q9	0	2	5	9	6	2	.92	.20	22	2.1	2.4	25	2.3	45

Number of Courses / Survey Responses used for Comparisons: 131 / 2,481 3,087 / 46,588

Responses: [A] 17-20=5 [B] 13-16=4 [C] 9-12=3 [D] 5-8=2 [E] 1-4=1
Pct = Percentile Rank (Higher is better)



Course Questions	MATH1242 - 01										--- Comparisons ---			
	Responses					Course			Std. Err.	N	MATH		All	
	[SA]	[A]	[N]	[D]	[SD]	Med.	S.D.	Mean			Mean	Pct	Mean	Pct
Q10 I found this course intellectually challenging.	13	5	4	0	0	5	.78	.17	22	4.4	4.1	81	4	80
Q11 I learned a lot in this course.	9	11	2	0	0	4	.63	.13	22	4.3	4.1	63	4.1	58
Q12 I learned to apply course concepts and principles.	8	11	1	2	0	4	.87	.19	22	4.1	4.1	54	4.1	44
Q13 I developed additional skills in expressing myself orally and in writing.	3	5	3	1	1	4	1.15	.32	13	3.6	3.5	62	3.8	33
Q14 I learned to analyze and evaluate ideas, arguments, and points of view.	5	6	3	0	0	4	.74	.20	14	4.1	3.7	84	3.9	61

Number of Courses / Survey Responses used for Comparisons: 131 / 2,460 3,087 / 45,866

Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct = Percentile Rank (Higher is better)

Q15 - Please comment on the strengths of this course and/or ways to improve this course.

Response Rate: 18.18% (4 of 22)

- I'm not terribly good at math, and I struggled during the whole course, but that wasn't because of the professor. Very challenging to me but the lectures and textbooks helped me a great deal.
- The course was less concept-oriented than I would have liked. Typically the algorithm for solution was explained but not concepts or logic behind the process.

- I think the course should be more tailored to a standard Calculus 2 curriculum. I took Calc AB in high school and this course contained much of the same information as AB. I did not learn very much new material.
- strengths were definitely blackboard content. also very neat and organized lecture style, this was always helpful

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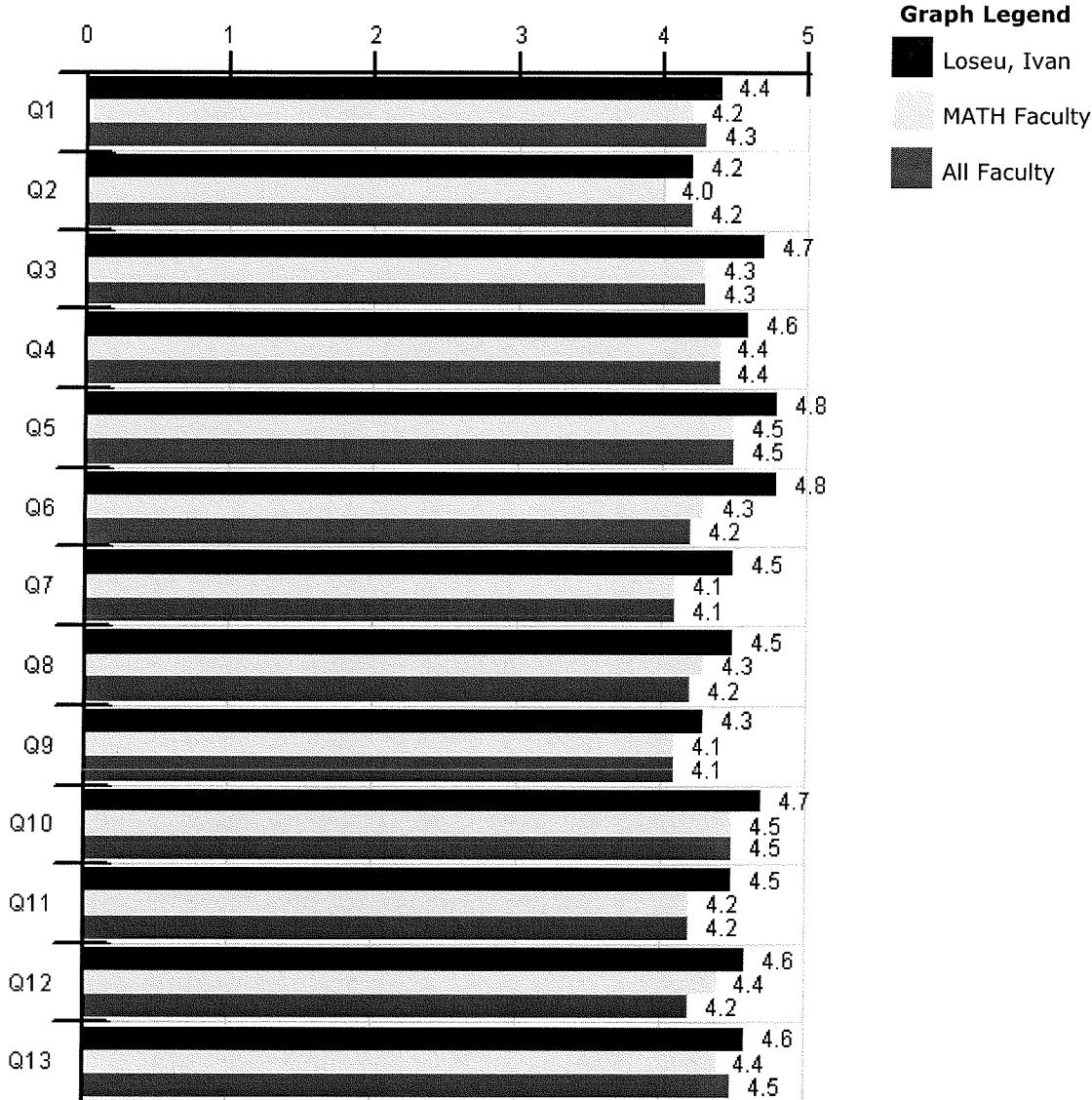
**Northeastern University
TRACE**

Course: MATH1242 01 - Calculus 2

Department: MATH

Responsible Faculty: Ivan Loseu

Responses: 22

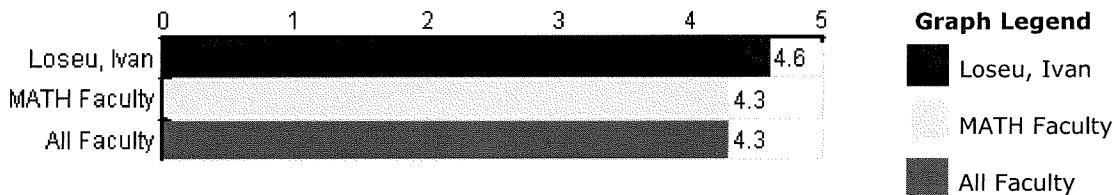


Instructor Questions	Loseu, Ivan			--- Comparisons ---										
	Responses	Individual	MATH	All	N	Mean	Mean	Pct	Mean	Pct				
	[SA]	[A]	[N]	[D]	[SD]	Med.	S.D.	Std. Err.	N	Mean	Pct	Mean	Pct	

Q1	The instructor possessed the basic communications skills necessary to teach the course.	10	11	1	0	0	4	.58	.12	22	4.4	4.2	62	4.3	45
Q2	The instructor clearly communicated ideas and information.	9	9	3	1	0	4	.83	.18	22	4.2	4	56	4.2	39
Q3	The instructor clearly stated the objectives of the course.	15	6	0	0	0	5	.45	.10	21	4.7	4.3	85	4.3	82
Q4	The instructor covered what was stated in the course objectives and syllabus.	15	6	1	0	0	5	.57	.12	22	4.6	4.4	69	4.4	72
Q5	The instructor came to class prepared to teach.	18	3	1	0	0	5	.52	.11	22	4.8	4.5	75	4.5	78
Q6	The instructor used class time effectively.	15	5	0	0	0	5	.43	.10	20	4.8	4.3	84	4.2	85
Q7	The instructor provided sufficient feedback.	13	7	2	0	0	5	.66	.14	22	4.5	4.1	69	4.1	70
Q8	The instructor fairly evaluated my performance.	13	8	0	1	0	5	.72	.15	22	4.5	4.3	64	4.2	65
Q9	The instructor is someone I would recommend to other students.	11	8	2	1	0	4.5	.82	.17	22	4.3	4.1	58	4.1	51
Q10	The instructor treated students with respect.	15	6	0	0	0	5	.45	.10	21	4.7	4.5	67	4.5	67
Q11	The instructor acknowledged and took effective action when students did not understand the material.	12	8	1	0	0	5	.59	.13	21	4.5	4.2	72	4.2	69
Q12	The instructor was available to assist students outside of class.	14	7	1	0	0	5	.58	.12	22	4.6	4.4	69	4.2	75
Q13	The instructor displayed enthusiasm for the course.	14	7	1	0	0	5	.58	.12	22	4.6	4.4	54	4.5	54

Number of Individuals / Survey Responses used for Comparisons: 131 / 2,479 3,388 / 50,281

Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1
Pct = Percentile Rank (Higher is better)



Instructor Questions	Loseu, Ivan					--- Comparis						
	Responses					Individual		MATH				
	[AA]	[UE]	[SE]	[RE]	[NE]	Med.	S.D.	Std. Err.	N	Mean	Mean	Pct
Q14 What is your overall rating of this instructor's teaching effectiveness?	14	6	1	0	0	5	.58	.13	21	4.6	4.3	68

Number of Individuals / Survey Responses used for Comparisons: 133 / 2,485 3,40

R

[AA] Almost Always Effective=5 [UE] Usually Effective=4 [SE] Sometimes Effective=3 [RE] Rarely Effective=2 [NE] Never Effective=1
Pct = Percentile Rank (Higher is better)

Q15 - Describe instructor's strengths, areas for improvement, and any additional comments.

Faculty: Loseu, Ivan

Response Rate: 54.55% (12 of 22)

I am terrible at math but because of Professor Loseu I actually learned a lot. I also liked that he had

- multiple quizzes throughout the semester which helped me stay on top of my work and not get lost like I normally do in math classes.

While I think that Ivan had good intentions I think that he assumed a lot of everyone in the class. The textbook and homework problems were very challenging and often didn't really line up with problems we had done in class. I think that he picked quiz questions that were rather tricky/always seemed to have a catch to them. Quiz averages were often low like 22/30 or so with no scale. Was very useful outside of class. Overall good intentions and wants kids to do well just needs to be a bit more realistic with the material he is presenting. Also needs to slow down in lecture and take the time to go through the steps. We often get answers but are not exactly sure where they came from.

- Awesome professor! He truly cared about his students and wanted them to succeed while still maintaining a rigorous curriculum.

Professor Loseu is a very good professor. I missed a test earlier in this class because of a problem on my commute to class and he offered me a make up date. He responded to concerns in a very timely manner

- and has a good grasp on calculus and how to teach it well. Despite my having struggled through the entirety of the course, I would still recommend him to fellow students. I just wish math came more easily to me.

- Sometimes his explanations were really long winded, all around he explained things thoroughly but a more stripped down approach would have been easier for me to understand.

- Good man, you can tell he really enjoys teaching. Very helpful and very available outside of the classroom during office hours.

The professor spent hours outside of class helping me to understand this difficult subject. He ALWAYS responded to e-mails very promptly and in depth. He is a very helpful teacher as well as very considerate.

- He wants all of the students to do well. Very smart and very willing to explain things multiple times in order to get the point across. Great teacher. Only complaint - we needed more time for the tests!
- Very helpful and prepared for class. Very organized!

- Great prof! Always gives question and answer time. Always explains very clearly and writes everything on the board. Gives excellent exam prep and is always available by email or office hours. Extremely easy to communicate with and a very effective teacher.
- he was very kind and understanding, always prepared and ready to teach, great guy overall, great teacher, please continue with the blackboard material -- VERY HELPFUL
 - One of the best teachers I've had so far
 - Very enthusiastic, wants the students to do well. The practice quizzes always make me feel prepared. His accent is strong and at first I struggled to understand but I soon got the hang of it. Overall great guy