USC University of
Southern California

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Individual Report for Instructor Lototsky (39504-20153 : MATH-126 Calculus II (39504))

USC Student Course Evaluations - Fall 2015

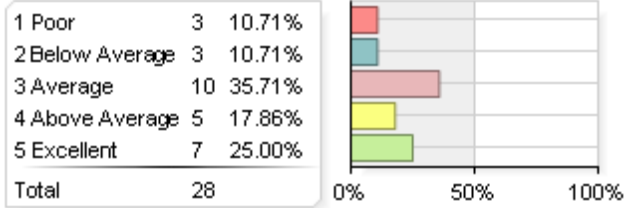Project Audience 36
Responses Received 29
Response Ratio 80.56%
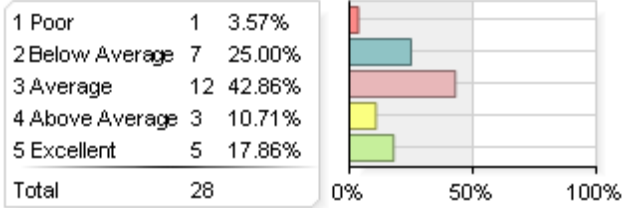
Creation Date   Tue, Jan 05, 2016

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How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.

1 Poor	3	10.71%
2 Below Average	3	10.71%
3 Average	10	35.71%
4 Above Average	5	17.86%
5 Excellent	7	25.00%
Total	28	

Statistics	Value
Response Count	28
Mean	3.36
Median	3.00
Mode	3
Standard Deviation	+/-1.28
Population Standard Deviation	+/-1.26
Standard Error (base on SD)	+/-0.24
Standard Error (base on PSD)	+/-0.24

2. Organized course to achieve those goals.

1 Poor	1	3.57%
2 Below Average	7	25.00%
3 Average	12	42.86%
4 Above Average	3	10.71%
5 Excellent	5	17.86%
Total	28	

Statistics	Value
Response Count	28
Mean	3.14
Median	3.00
Mode	3
Standard Deviation	+/-1.11
Population Standard Deviation	+/-1.09
Standard Error (base on SD)	+/-0.21
Standard Error (base on PSD)	+/-0.21

3. Carefully explained difficult concepts, methods, and subject matter.

1 Poor	8	29.63%
2 Below Average	9	33.33%
3 Average	7	25.93%
4 Above Average	1	3.70%
5 Excellent	2	7.41%
Total	27	

Statistics	Value
Response Count	27
Mean	2.26
Median	2.00
Mode	2
Standard Deviation	+/-1.16
Population Standard Deviation	+/-1.14
Standard Error (base on SD)	+/-0.22
Standard Error (base on PSD)	+/-0.22
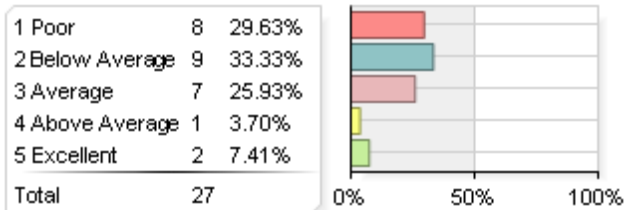
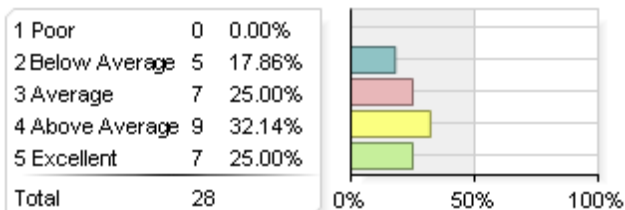### 4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).

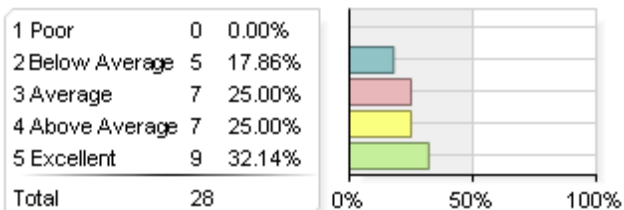|		
1 Poor	3	10.71%
2 Below Average	4	14.29%
3 Average	12	42.86%
4 Above Average	5	17.86%
5 Excellent	4	14.29%
Total	28	

Statistics	Value
Response Count	28
Mean	3.11
Median	3.00
Mode	3
Standard Deviation	+/-1.17
Population Standard Deviation	+/-1.14
Standard Error (base on SD)	+/-0.22
Standard Error (base on PSD)	+/-0.22

5. Was accessible to students (e.g., during office hours, before and after class, etc.).

1 Poor	0	0.00%
2 Below Average	5	17.86%
3 Average	7	25.00%
4 Above Average	9	32.14%
5 Excellent	7	25.00%
Total	28	

Statistics	Value

6. Evaluated student work in fair and appropriate ways.

1 Poor	0	0.00%
2 Below Average	5	17.86%
3 Average	7	25.00%
4 Above Average	7	25.00%
5 Excellent	9	32.14%
Total	28	

Statistics	Value
Response Count	28

7. Was enthusiastic about communicating the subject matter.

Response Count 28
Mean 3.64

1 Poor	1	3.57%
2 Below Average	5	17.86%
3 Average	5	17.86%
4 Above Average	11	39.29%
5 Excellent	6	21.43%
Total	28	
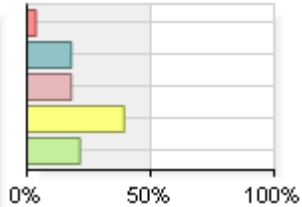
Standard Error (base on PSD) +/-0.20

Statistics	Value
Response Count	28
Mean	3.57
Median	4.00
Mode	4
Standard Deviation	+/-1.14
Population Standard Deviation	+/-1.12
Standard Error (base on SD)	+/-0.21
Standard Error (base on PSD)	+/-0.21

8. Stimulated student interest in the subject matter.

Mean 3.71

1 Poor	7	25.00%
2 Below Average	7	25.00%
3 Average	7	25.00%
4 Above Average	3	10.71%
5 Excellent	4	14.29%
Total	28	
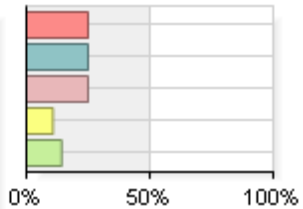
Standard Error (base on PSD) +/-0.24

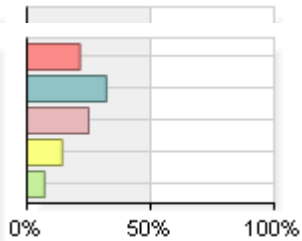| Statistics	Value
Response Count	28
Mean	2.64
Median	2.50
Mode	1, 2, 3
Standard Deviation	+/-1.37
Population Standard Deviation	+/-1.34
Standard Error (base on SD)	+/-0.26
Standard Error (base on PSD)	+/-0.25

How would you rate the instructor's effectiveness on the following items? (continued)
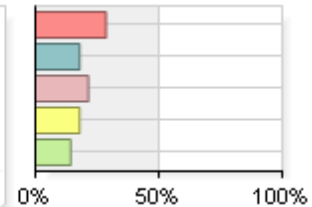
9. Presented subject matter in ways that were

10. Provided students a valuable learning experience.

Overall, how would you rate this instructor?

1 Poor	6	21.43%
2 Below Average	9	32.14%
3 Average	7	25.00%
4 Above Average	4	14.29%
5 Excellent	2	7.14%
Total	28	

1 Poor	8	28.57%
2 Below Average	5	17.86%
3 Average	6	21.43%
4 Above Average	5	17.86%
5 Excellent	4	14.29%
Total	28	

Statistics	Value
Response Count	28
Mean	2.54
Median	2.00
Mode	2
Standard Deviation	+/-1.20
Population Standard Deviation	+/-1.18
Standard Error (base on SD)	+/-0.23
Standard Error (base on PSD)	+/-0.22

Statistics	Value
Response Count	28
Mean	2.71
Median	3.00
Mode	1
Standard Deviation	+/-1.44
Population Standard Deviation	+/-1.41
Standard Error (base on SD)	+/-0.27
Standard Error (base on PSD)	+/-0.27

Overall, how would you rate this course?

1 Poor	4	13.79%
2 Below Average	8	27.59%
3 Average	9	31.03%
4 Above Average	6	20.69%
5 Excellent	2	6.90%
Total	29	
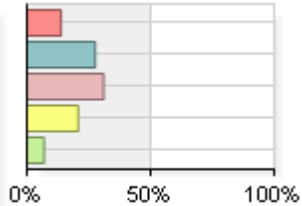
Statistics	Value
Response Count	29
Mean	2.79
Median	3.00
Mode	3
Standard Deviation	+/-1.15
Population Standard Deviation	+/-1.13
Standard Error (base on SD)	+/-0.21
Standard Error (base on PSD)	+/-0.21

What were this instructor's main strengths?

Comment

He was understanding and provided good information on how to pass his class.

Very available to students

Professor Lototsky is pretty good t introducing higher-level skills to solve math problems, which proved to be very useful.

He did seem very enthusiastic about material that went beyond the scope of our class. Some of the problems were a little bit beyond us and were very difficult to get help with, but he was generous about grading. He also did not want us to fail, and I could see that.

His enthusiasm for the subject. Very knowledgeable on matter. Accessibility

He does have enthusiasm for mathematics as shown in his lectures.

He is very knowledgable about the course, and equally as enthusiastic about math

His enthusiasm

Dr. Lototsky was very knowledgeable. He always knew the solutions to all problems and would provide context and more-in-depth examples of theorems and foundations.

he showed passion about the subject matter and was knew his stuff

He was very enthusiastic and well versed in the subject.

He seems to be very interested in calculus

Clearly passionate about class, and at times helped a lot with preparation for exams and challenging students

He did seem to care about the success of his students. He wanted us to do well.

Prepared students well with difficult course material.

He's obviously very intelligent, and when really prodded for answers he can be extremely informative.

His main strengths were his knowledge of the subject matter.

He is very smart.

The professor is very knowledgeable about math. He knows nice tricks and shortcuts that allow students to finish problems quickly and efficiently.

Fashion sense

He was really understanding and helpful.

He is smart, and he seems to know what he is teaching.

He has unique way to solve some tricky maths problems.

How might this instructor improve his or her teaching effectiveness?

Comment

Explain this more carefully rather than rushing everything in an effort to cover everything in one go.

He teaches useless, extraneous information. He does not explain concepts clearly, and the only reason I am doing well in the course is because of my experiences in high school. He also provides homework problems that are much harder than the curriculum demands.

He could be more funny and make the class more active and interesting.

Don't include problems that are beyond the scope of Calculus II or what will be included on the final exam. It is very confusing when trying to figure out what to study.

Try explaining things more thoroughly sometimes perhaps putting things in a simpler manner or explain the steps before final answer instead of just jumping to the final answer and moving on

Actually explaining concepts to the students. For example, when a student asks a question, maybe work through the entire problem rather than just saying the answer again and assuming the students are all also calculus professors.

The problem is he does not know how to adequately explain his topics, and so it is easy to quickly get lost in his work. His homework assignments are equally as difficult, to the point where tutors and even the TA were not able to help us with them. There were even some points where he himself said he doesn't know how to solve this problem. In this regard, it can be very frustrating to go through a class. If he could explain his process better through the lectures, it might be a much different story

Don't introduce everything by presenting the scenario for the math majors, it's very disheartening for the other 75 percent of the class that cannot understand what you are talking about, but might be able to follow the topic if you explained more basically at the beginning. Also the homework so are way to hard and are unreflective of the final material, which is unfair and brings down the class average relative to other classes.

Instead of constantly using variables to explain, try using numbers in examples of different problems or slowly go step by step when explaining how to do something.

he needs to better communicate his ideas to his students and not assume that we all already know the basic steps

Explain concepts more clearly.

Spend more time explaining concepts that are actually relevant to the course
Refrain from overcomplicating topics
If I am supposed to complete a computer project that requires programming knowledge in a course that has no prerequisite for computer programming, I expect some sort of guidance and less vague instructions

Sometimes gives harder work than exists I course, and never really explains the concepts needed, making students more confused than before

Explain the material? Actually teach it? He often skips steps and does not explain then, and when students do have questions he does not answer them and explains them so poorly that it does not help. Just try to be very articulate and explain why he does each step that he does and how he gets from point A to point B. And then he assigns homework problems that are way too difficult for anyone in the math center or for any tutors to figure out. It's ridiculous.

Be able to teach students in a way they can better understand. Seems like he knows the subject matter well himself, but can't communicate that knowledge without skipping steps

He came off as condescending when responding to some questions, and requires a lot of questions to reveal the "shortcuts" to this math that he knows, but of course we're loathe to ask questions because he condescends a little, and that makes us not understand the material, which makes our questions simpler and simpler to him, which makes him want to condescend more...it's a nasty cycle. Ultimately, I wish he were more understanding of the fact that everyone's coming from different math backgrounds when they take calc ii.

He could be a lot more organized with his teaching content. Also, it would have been nice if there were SI sessions or other types of review sessions. He could have also been more helpful and clear with homework content.

Care about his students in any capacity whatsoever.

While he knows how to quickly do problems in his head, he sometimes does not explain his whole though process and it is difficult to keep up with the professor when you are not aware of what he is doing. His shortcuts work, once you understand the fundamentals and basics of the topic.

Maybe if he teaches, I'd have something to say.

They should provide solutions for the problems they give us to solve. We get a huge amount of problems as homework, but we never know the answers for those problems. We do not know if we did right or wrong.

Explain what will be tested in the exam more carefully. More feedback about homework.

Better explanation for methods that he may deem trivial.

Additional comments?

Comment

Overall I give this course excellent grade.

Thank you for teaching us. I liked your enthusiasm although I usually did not understand everything you found interesting.

Great preparation for final!

You made me dislike math.

I did not enjoy taking this course.
I deeply regret not skipping calculus II and moving straight to calculus III. I thought I would play it safe by taking a course that I had already learned in high school, hoping that I would strengthen my calculus skills or perhaps learn something useful. I do not feel that this was the case.
I think I spent a good 20 hours working on the second computer project. I understand that it was intended to be a fun project, but those certainly were not tears of joy streaming from my eyes. I would have preferred spending this time studying or doing extra homework problems to prepare for the final.

Try to explain more in depth concepts and why certain things work in calculus

None

Please do not let him teach this class anymore.

You're awesome, but I don't think you should be a teacher

Great semester. Thank you!