USC University of Southern California

Individual Report for Instructor Lototsky (39625-20223 : MATH-407 Probability Theory (39625))

Project Title: **USC Learning Experience Evaluations - Fall 2022**

Courses Audience: **48**
Responses Received: **13**
Response Ratio: **27.08%**

Report Comments

This semester's summary scores reflect a shift to online instruction.

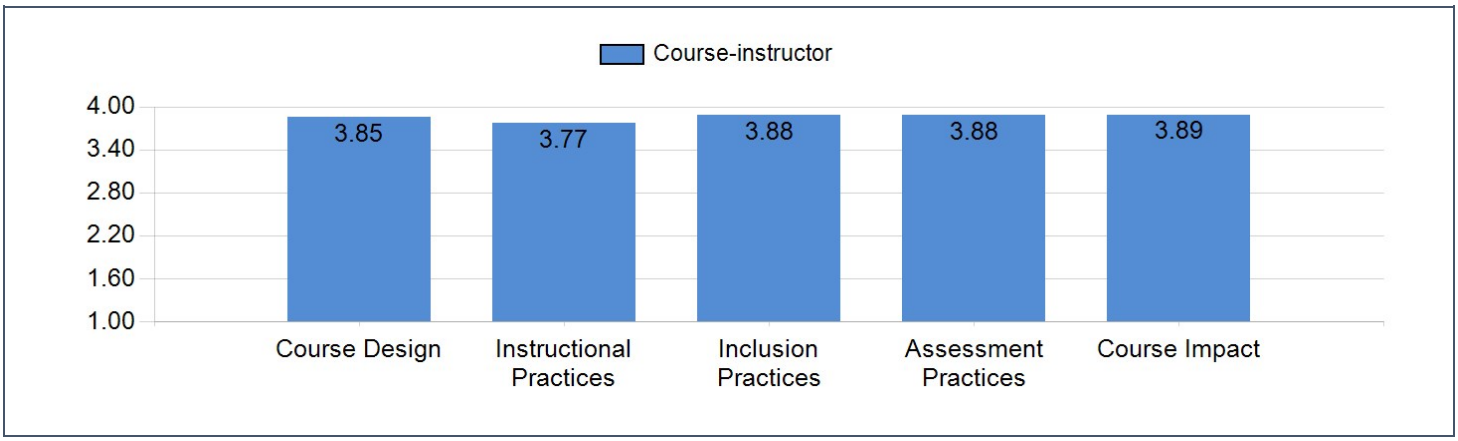
Please download and save a PDF copy of this report

Creation Date: **Sunday, December 25, 2022**

blue®

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.85	+/-0.43
Instructional Practices	3.77	+/-0.48
Inclusion Practices	3.88	+/-0.33
Assessment Practices	3.88	+/-0.33
Course Impact	3.89	+/-0.41

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	13	3.85	0.38
The course assignments were related to the course objectives.	13	3.85	0.55
I understood what was expected of me in this course.	13	3.85	0.38

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	13	3.46	0.66
The instructor encouraged me to do my best work.	13	3.92	0.28
The instructor encouraged questioning and discussion of course topics from the students	13	3.92	0.28

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	12	3.92	0.29
The instructor used a variety of teaching approaches to meet the needs of all students.	13	3.85	0.38
The instructor was receptive to the expression of diverse student viewpoints	13	3.85	0.38
The instructor demonstrated sensitivity to students' needs and diverse life experiences	12	3.92	0.29

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	13	3.85	0.38
The grades I have received thus far reflect the QUALITY of my performance in the course.	13	3.85	0.38
The criteria for good performance on the assignments or assessments were clearly communicated.	13	3.92	0.28
The instructor's evaluation of my performances was constructive.	12	3.92	0.29

COURSE IMPACT

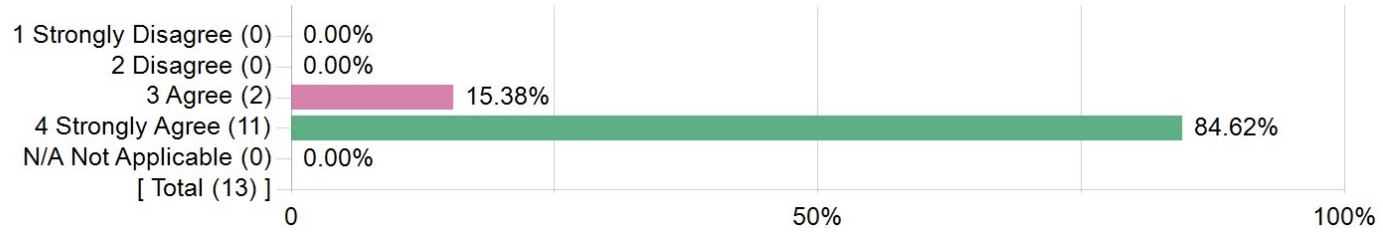
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	12	3.83	0.39
This course challenged me to think critically and communicate clearly about the subject.	10	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	12	3.83	0.58

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

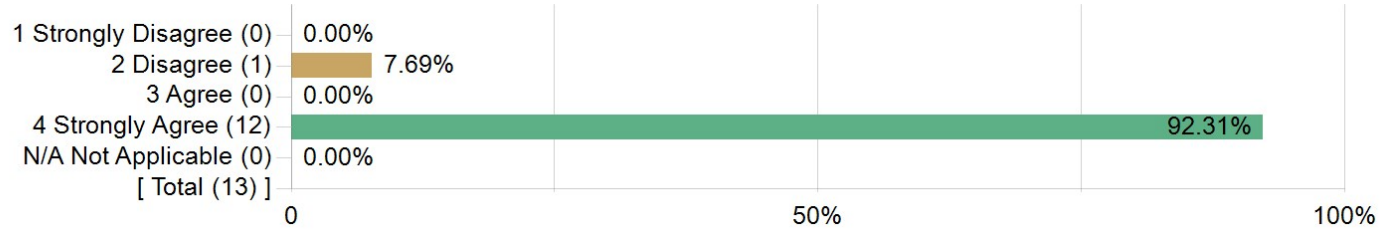
COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	13	3.85	0.38
The course assignments were related to the course objectives.	13	3.85	0.55
I understood what was expected of me in this course.	13	3.85	0.38

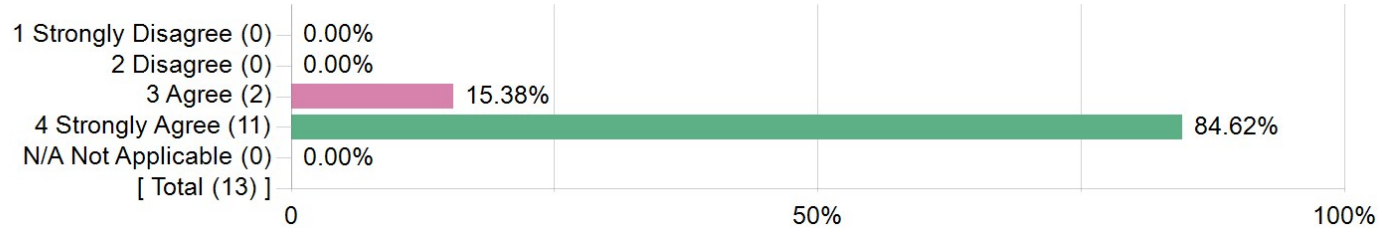
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.

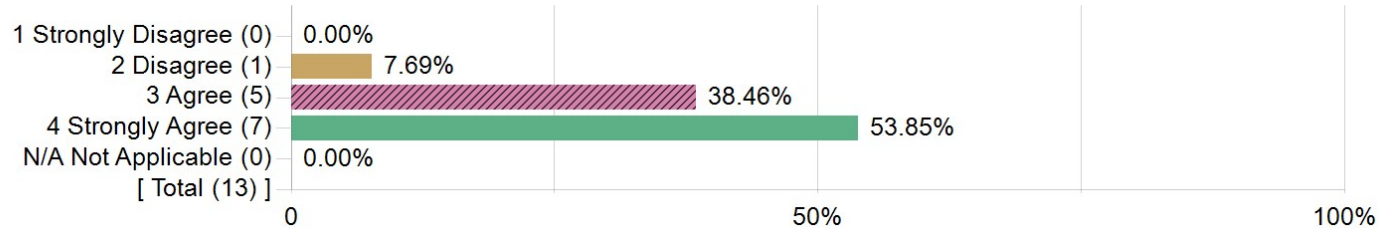


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

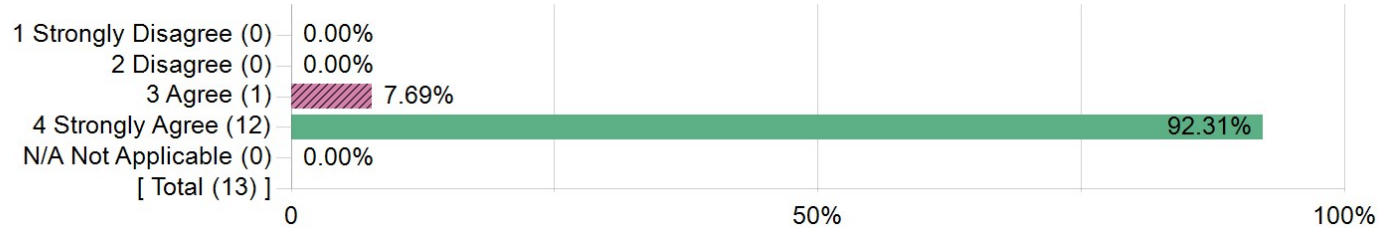
INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	13	3.46	0.66
The instructor encouraged me to do my best work.	13	3.92	0.28
The instructor encouraged questioning and discussion of course topics from the students	13	3.92	0.28

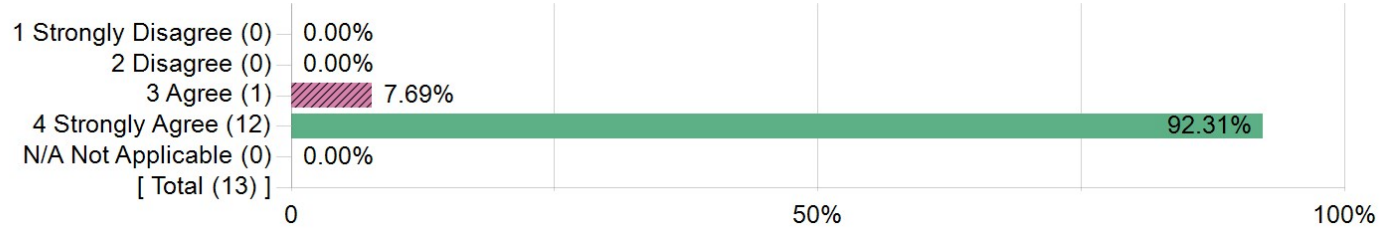
1. The instructor carefully explained difficult concepts, methods, and subject matter.



2. The instructor encouraged me to do my best work.



3. The instructor encouraged questioning and discussion of course topics from the students

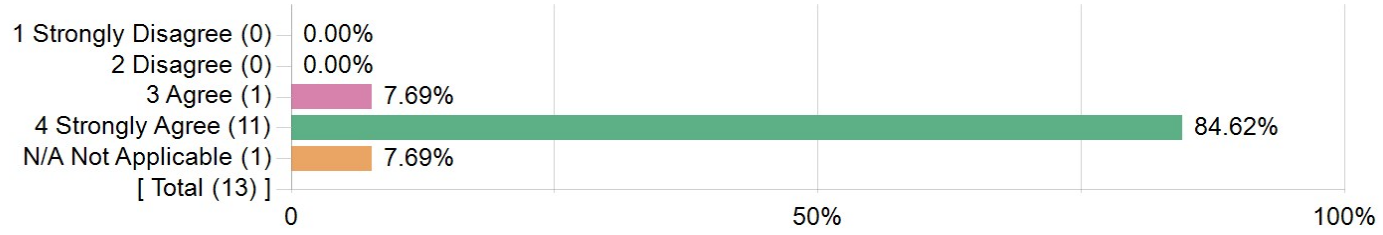


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

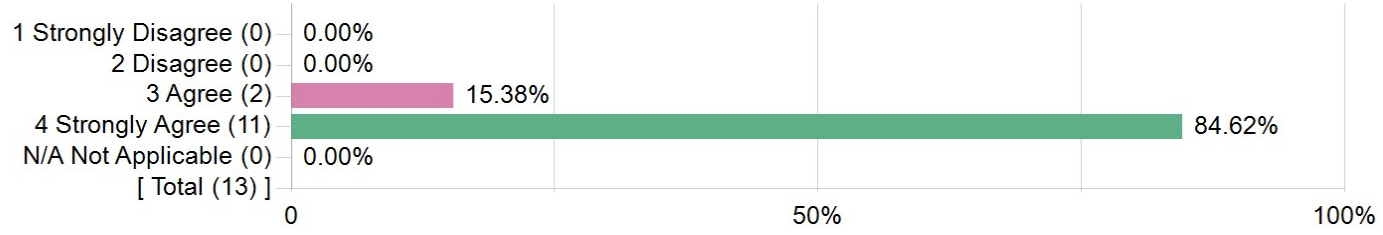
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	12	3.92	0.29
The instructor used a variety of teaching approaches to meet the needs of all students.	13	3.85	0.38
The instructor was receptive to the expression of diverse student viewpoints	13	3.85	0.38
The instructor demonstrated sensitivity to students' needs and diverse life experiences	12	3.92	0.29

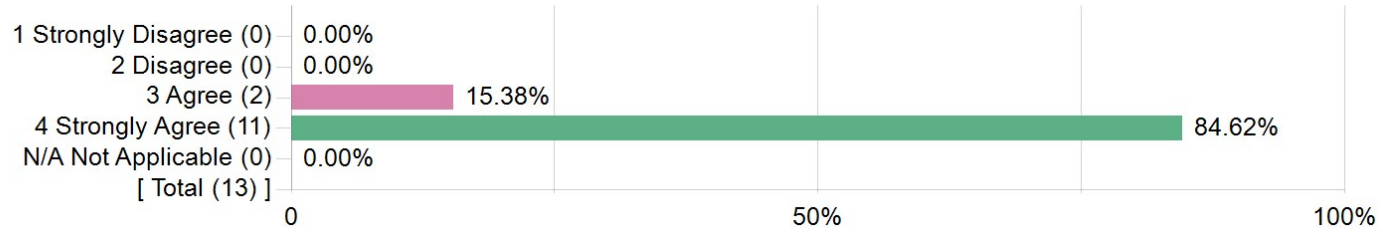
1. The course materials included diverse perspectives OR applications to diverse populations.



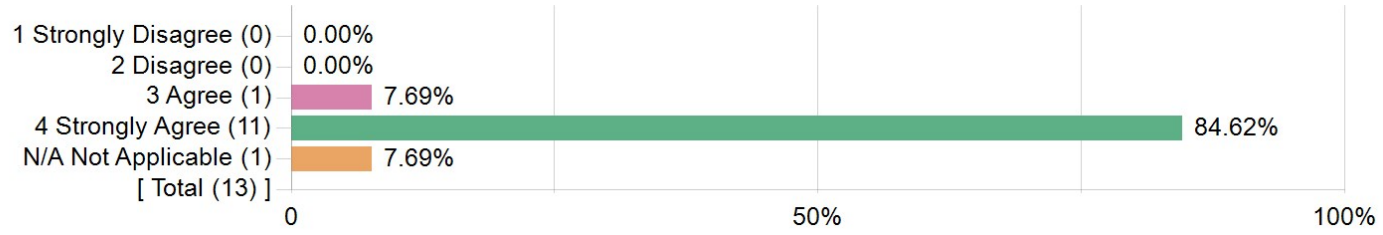
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

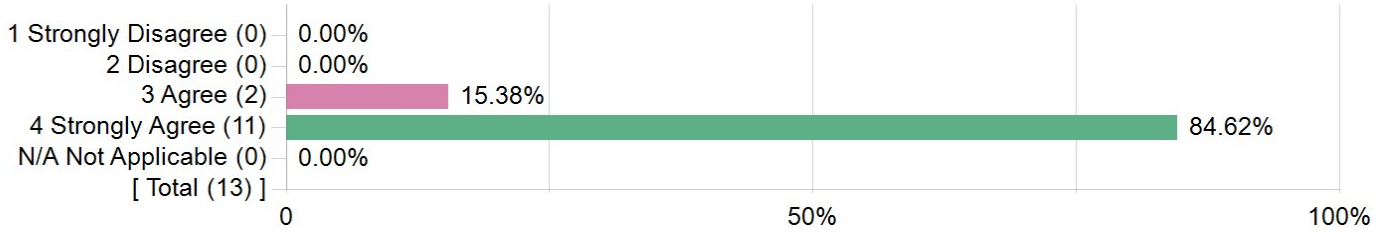


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

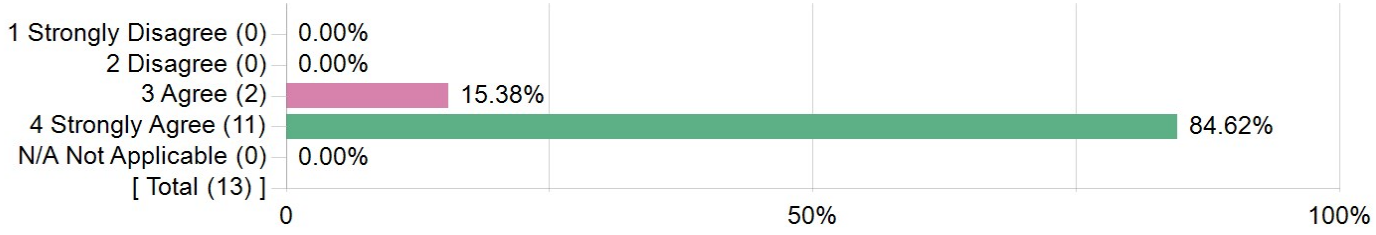
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	13	3.85	0.38
The grades I have received thus far reflect the QUALITY of my performance in the course.	13	3.85	0.38
The criteria for good performance on the assignments or assessments were clearly communicated.	13	3.92	0.28
The instructor's evaluation of my performances was constructive.	12	3.92	0.29

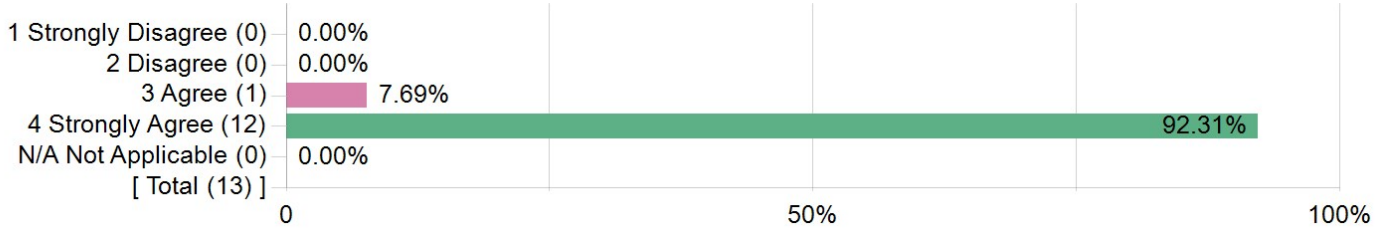
1. The assessments/assignments reflected what was covered in the course.



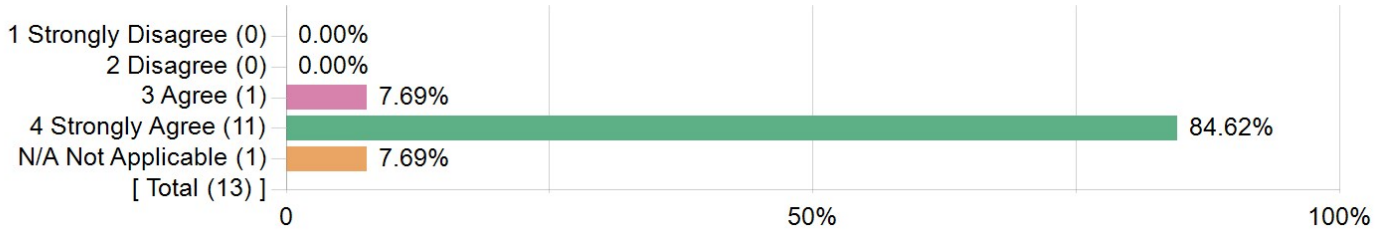
2. The grades I have received thus far reflect the QUALITY of my performance in the course.



3. The criteria for good performance on the assignments or assessments were clearly communicated.



4. The instructor's evaluation of my performances was constructive.

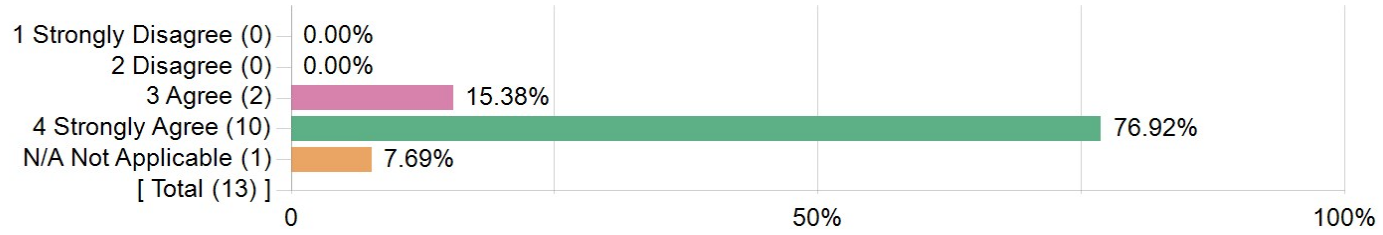


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

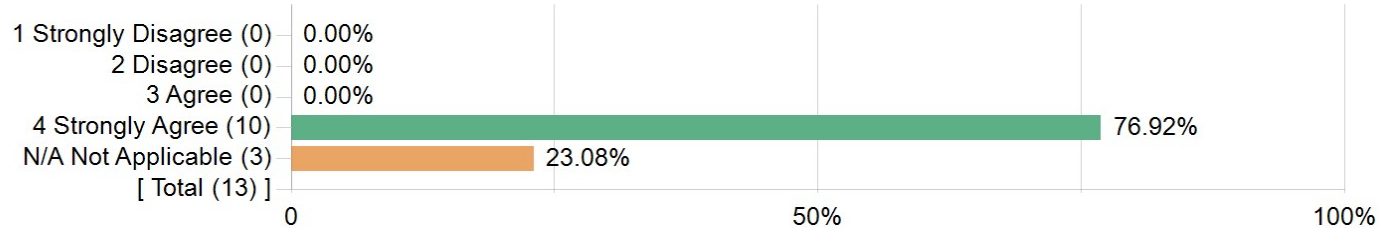
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	12	3.83	0.39
This course challenged me to think critically and communicate clearly about the subject.	10	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	12	3.83	0.58

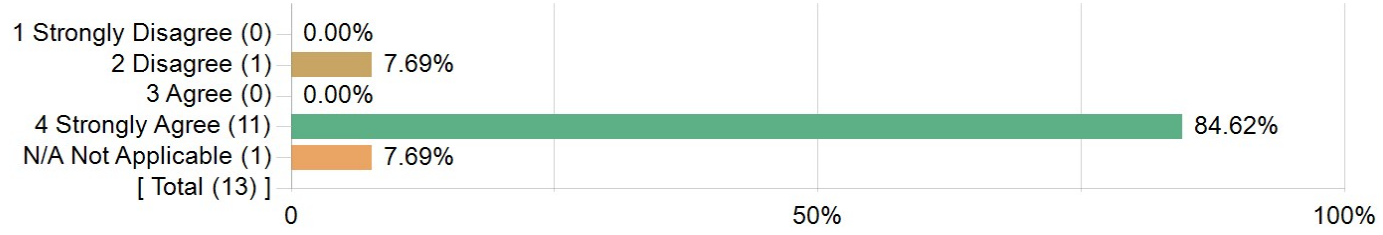
1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



3. This course provided me with information that may be directly applicable to my career or academic goals.



If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Students
It'll be helpful to make the course a little bit more structured, and include more examples when talking about more high–level theoretical material.
Not really related – I'm going into software engineering so I don't think I'll ever really need this content again (but I can understand the inclusion of it in the major).
Since the course assignments and quizzes were administered by the teaching assistant and the midterms were graded by the professor, there was a disconnect between what was expected on the assignments and quizzes versus on the midterms. It would be helpful if there was more communication between the professor and teaching assistant because each had different ways of solving problems and emphasized different areas of the material. Students were confused on what exactly to study for and ended up having to relearn material from both the teaching assistant and professor in order to succeed on all the course work.

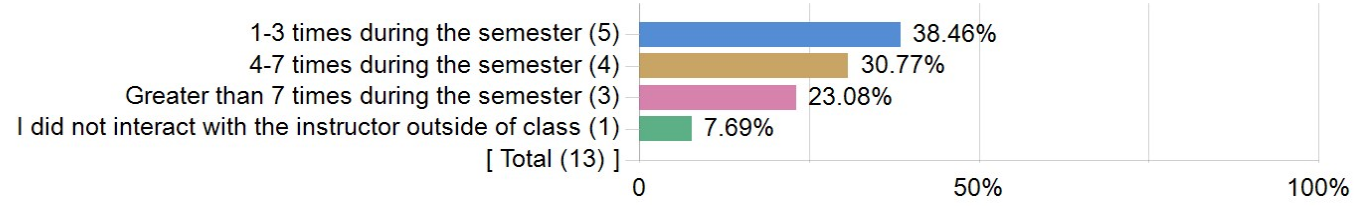
Is there additional information or feedback that you would like to share with instructor Sergey Lototsky ?

Students
Thank you for being a great professor this semester! This class has significantly influenced my decision to continue on with more statistics in my post–undergraduate education as I realized I want to continue learning more.
This class really made me think about the world in a different way, especially with all of the memorable real–life applications of probability theory that you revealed to us. I always used to say that I wouldn't touch probability theory or statistics with a ten–foot pole. Now, I can safely say that given a ten–foot pole broken into three pieces, I could calculate the probability that the three pieces form the sides of a triangle, and that makes me a little more confident. Thank you!
I appreciated the music early in the morning even though the discussion about the composers and music kinda went over my head. Thank you for teaching us this semester!

STUDENT ENGAGEMENT ANALYSIS

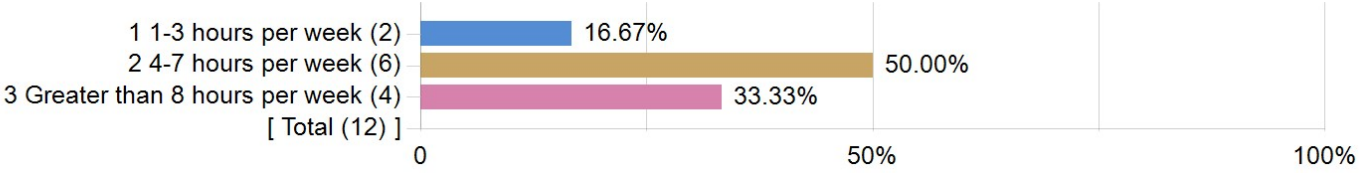
Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Sergey Lototsky outside of class? (e.g., via email, office hours)



Approximately how many hours did you spend on coursework outside of the classroom?

Approximately how many hours did you spend on coursework outside of the classroom?



In what ways have you participated in your learning for this course? (Please select all that apply.)

Please describe the MOST valuable aspect(s) of this course.

Comments
learned not only the knowledge of probability, but also other areas of knowledge
Course assignments are closely related to class materials. Discussion sections are very helpful.
Honestly everything was valuable, but I especially valued the breadth of topics covered in this class (combinatorics, distributions, random variables, conditional probability, expected value, etc.).
You didn't crush us with overly–difficult assignments or exams; instead, you let us build a solid foundation and encouraged us to explore beyond that on our own time. Really, really good way to teach a math class.
Discussion
Learning combinatorics and using real life examples to answer problems
Learning all the concepts about probability theory.

Please describe the LEAST valuable aspect(s) of this course.

Comments
Need more concrete examples during the lectures when more high–level contents are taught.
I feel like the homeworks almost weren't long enough; for some of the computations, it would have been helpful to be 'forced' to practice them a little bit more to get the patterns into my head. That being said, I recognize that a large part of fixing that problem would have been to simply practice on my own, so take it as you will.
Computer project
There was no least valuable aspect
Just those few incredibly difficult homework questions that require looking up the answer to figure out because they are so long and confusing
Least valuable aspect of this course is the computer project, I don’t think it is necessary for learning this course.