



**USC** University of  
Southern California

## **Individual Report for Instructor Lototsky (39631-20181 : MATH-408 Mathematical Statistics (39631))**

### **USC Learning Experience Evaluations - Spring 2018**

Project Audience 46

Responses Received 28

Response Ratio 60.87%

#### **Report Comments**

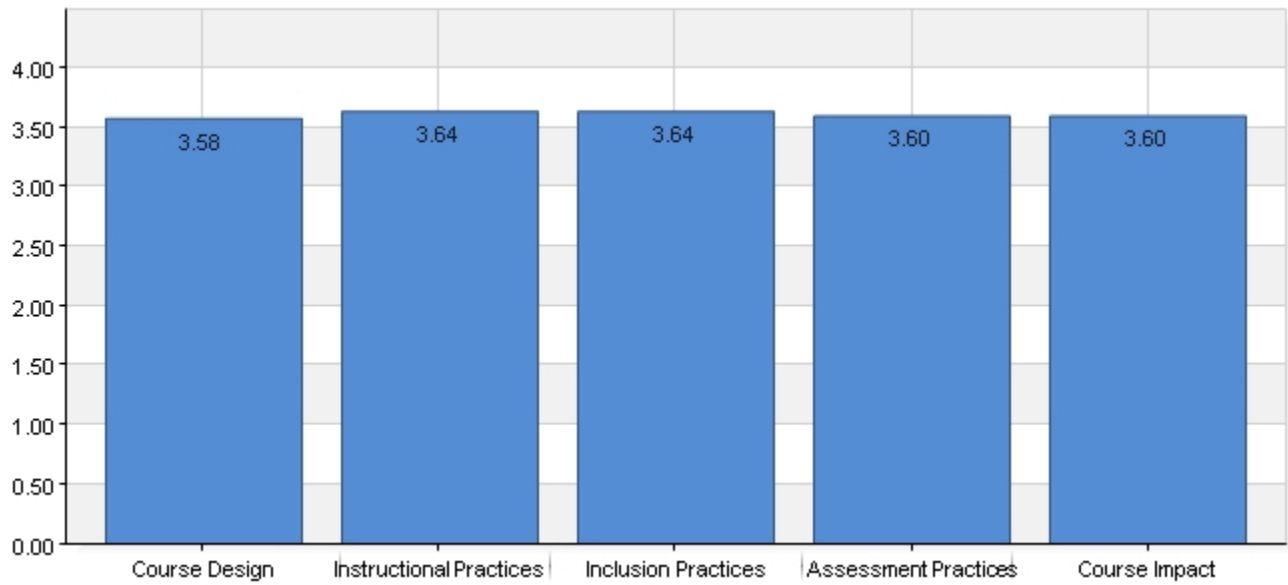
A sample report is available here: <http://oir.usc.edu/wp-content/uploads/2018/05/SAMPLE-REPORT.pdf>.

**Creation Date** Fri, Jun 01, 2018



## Learning Experience Subscale Analysis

### Learning Experience Subscale Analysis



| Competency              | Course-instructor | Standard Deviation |
|-------------------------|-------------------|--------------------|
| Course Design           | 3.58              | +/-0.57            |
| Instructional Practices | 3.64              | +/-0.53            |
| Inclusion Practices     | 3.64              | +/-0.50            |
| Assessment Practices    | 3.60              | +/-0.51            |
| Course Impact           | 3.60              | +/-0.61            |

**COURSE DESIGN**

|   | N  | Mean | Std. Deviation |
|---|----|------|----------------|
| The course objectives were well explained.                    | 27 | 3.59 | 0.64           |
| The course assignments were related to the course objectives. | 27 | 3.52 | 0.58           |
| I understood what was expected of me in this course.          | 27 | 3.63 | 0.49           |

**INSTRUCTIONAL PRACTICES**

|  | N  | Mean | Std. Deviation |
|--|----|------|----------------|
| The instructor carefully explained difficult concepts, methods, and subject matter.      | 27 | 3.52 | 0.64           |
| The instructor encouraged questioning and discussion of course topics from the students. | 26 | 3.69 | 0.47           |
| The instructor encouraged me to do my best work.   | 27 | 3.70 | 0.47           |

**INCLUSION PRACTICES**

|  | N  | Mean | Std. Deviation |
|--|----|------|----------------|
| The course materials included diverse perspectives OR applications to diverse populations. | 27 | 3.67 | 0.48           |
| The instructor used a variety of teaching approaches to meet the needs of all students.    | 27 | 3.63 | 0.56           |
| The instructor was receptive to the expression of diverse student viewpoints.              | 27 | 3.59 | 0.50           |
| The instructor demonstrated sensitivity to students' needs and diverse life experiences.   | 27 | 3.67 | 0.48           |

**ASSESSMENT PRACTICES**

|  | N  | Mean | Std. Deviation |
|--|----|------|----------------|
| The assessments/assignments reflected what was covered in the course.                          | 27 | 3.52 | 0.51           |
| The grades I have received thus far reflect the QUALITY of my performance in the course.       | 27 | 3.63 | 0.49           |
| The criteria for good performance on the assignments or assessments were clearly communicated. | 27 | 3.59 | 0.57           |
| The instructor's evaluation of my performances was constructive.                               | 27 | 3.67 | 0.48           |

**COURSE IMPACT**

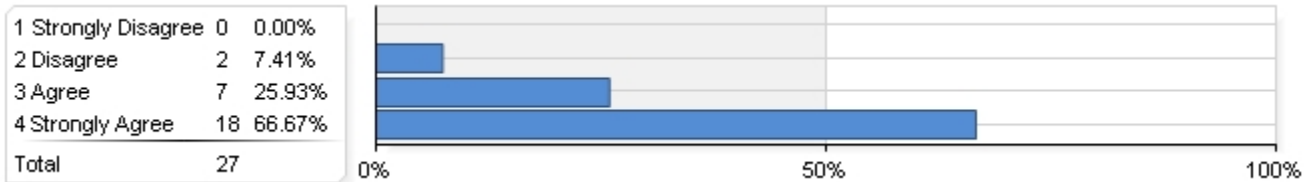
|   | N  | Mean | Std. Deviation |
|---|----|------|----------------|
| I learned a lot from this course. I learned perspectives, principles, or practices from this course that I expect to apply to new situations. | 27 | 3.59 | 0.64           |
| This course challenged me to think critically and communicate clearly about the subject.  | 27 | 3.59 | 0.64           |
| This course provided me with information that may be directly applicable to my career or academic goals.                                      | 27 | 3.63 | 0.56           |

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

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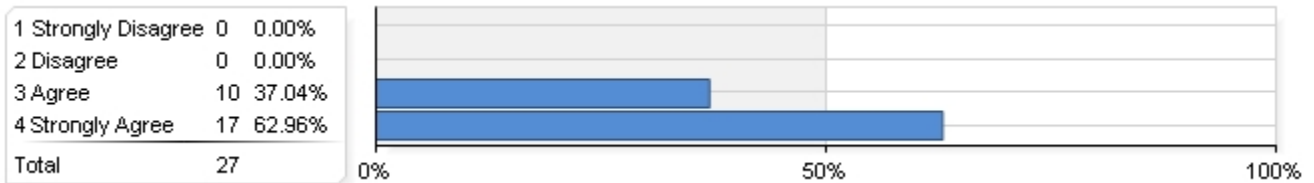
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#### 2. The course assignments were related to the course objectives.



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

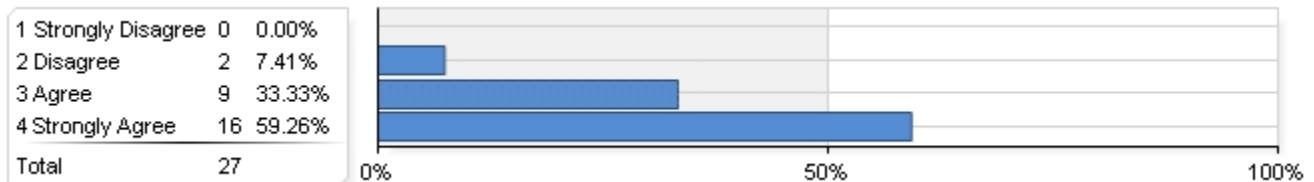


## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

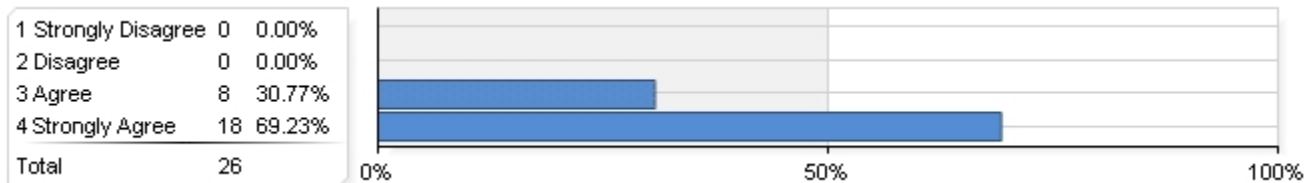
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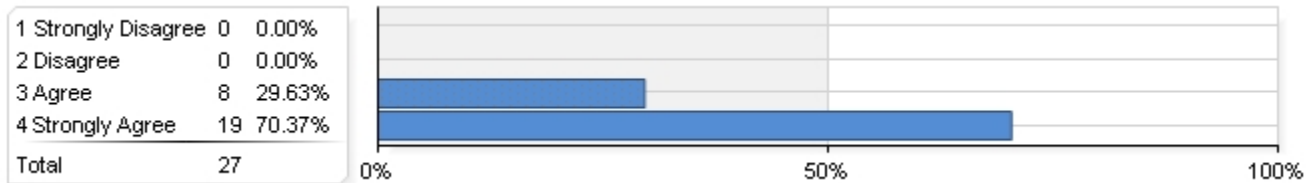
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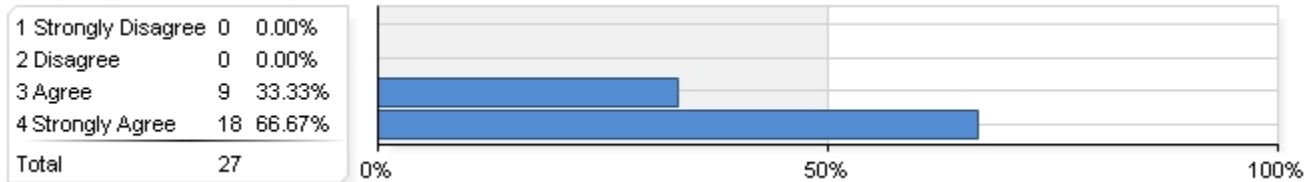


# LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

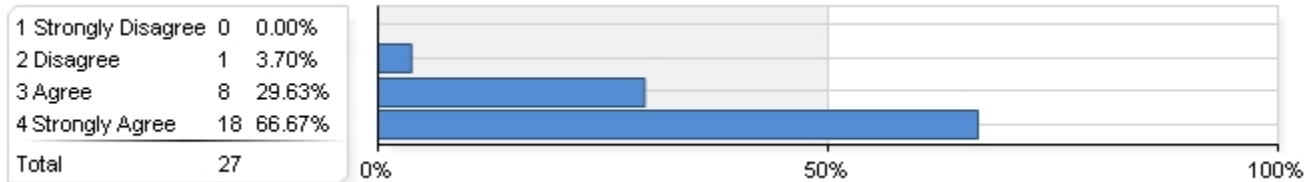
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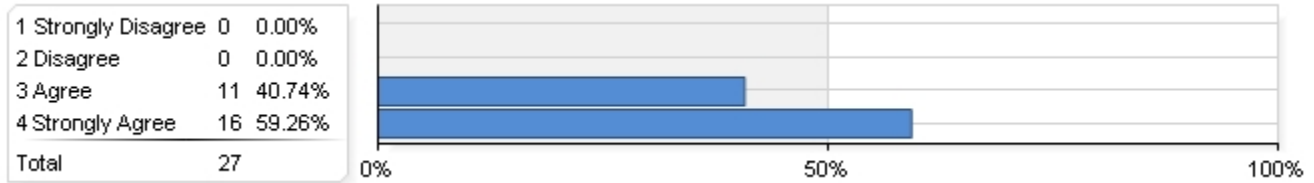
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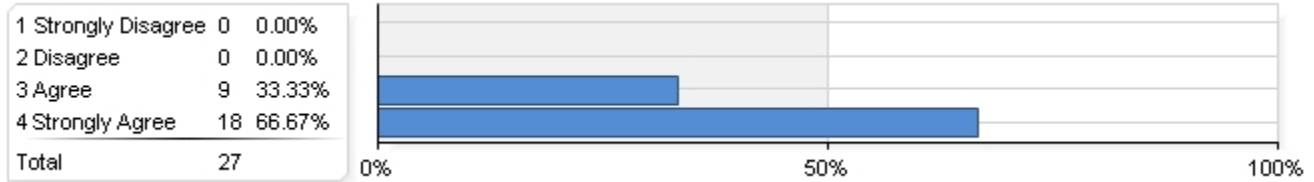
2. The instructor used a variety of teaching approaches to meet the needs of all students.



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



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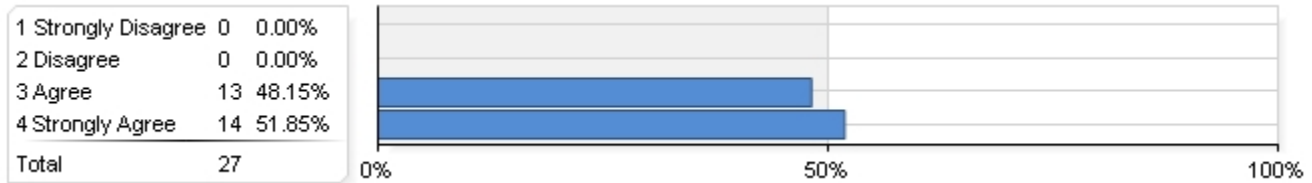


## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

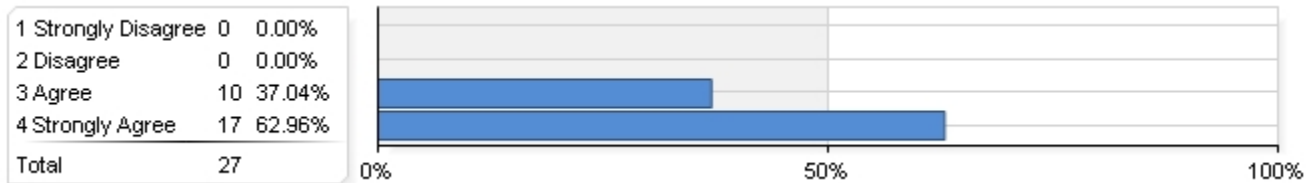
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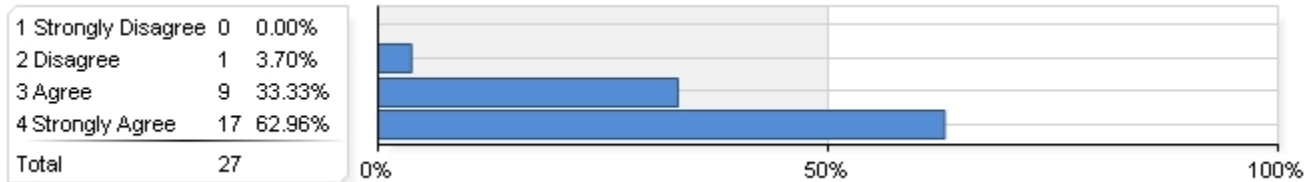
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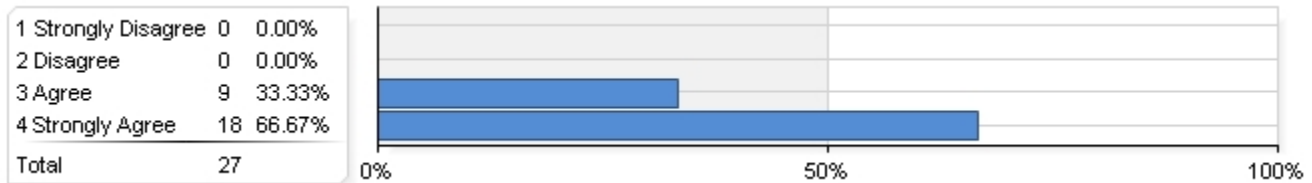
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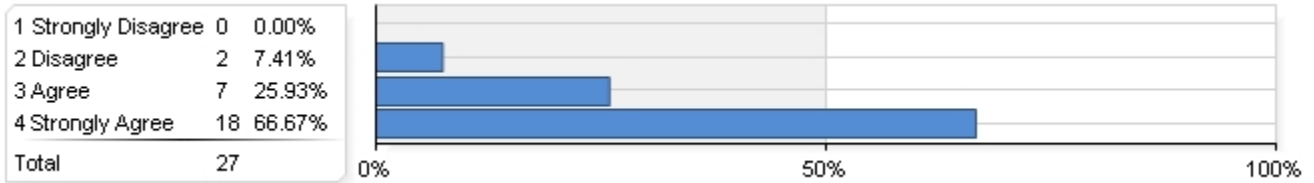


## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

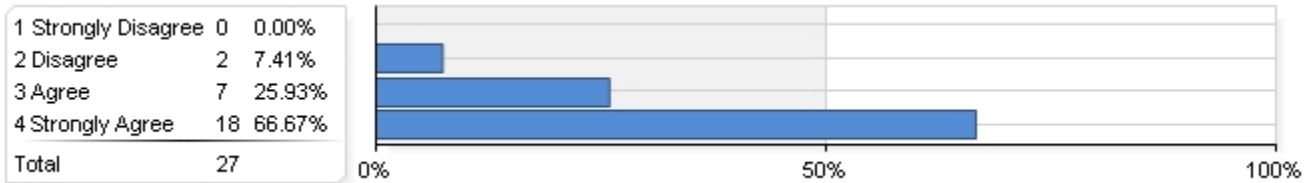
### COURSE IMPACT

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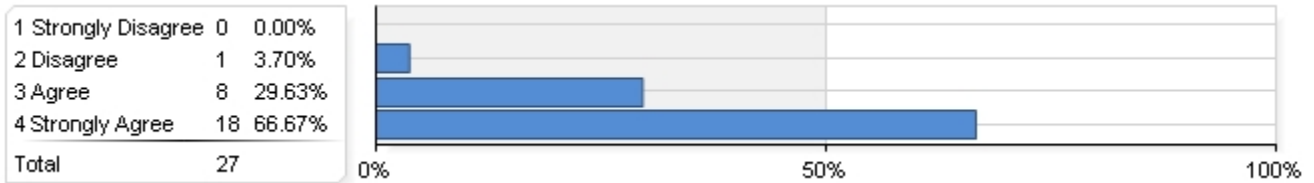
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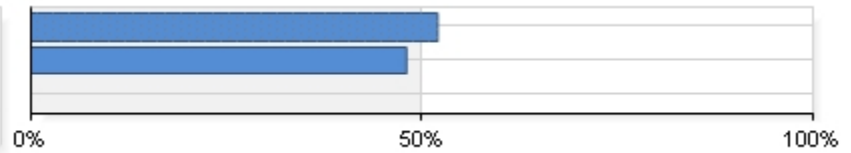




## STUDENT ENGAGEMENT ANALYSIS

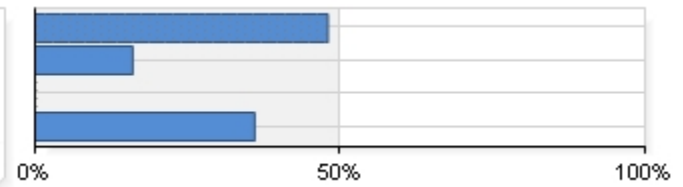
### Hours Spent Doing Coursework Outside of Class

|                                 |    |        |
|---------------------------------|----|--------|
| 1 1-3 hours per week            | 13 | 52.00% |
| 2 4-7 hours per week            | 12 | 48.00% |
| 3 Greater than 8 hours per week | 0  | 0.00%  |
| Total                           | 25 |        |

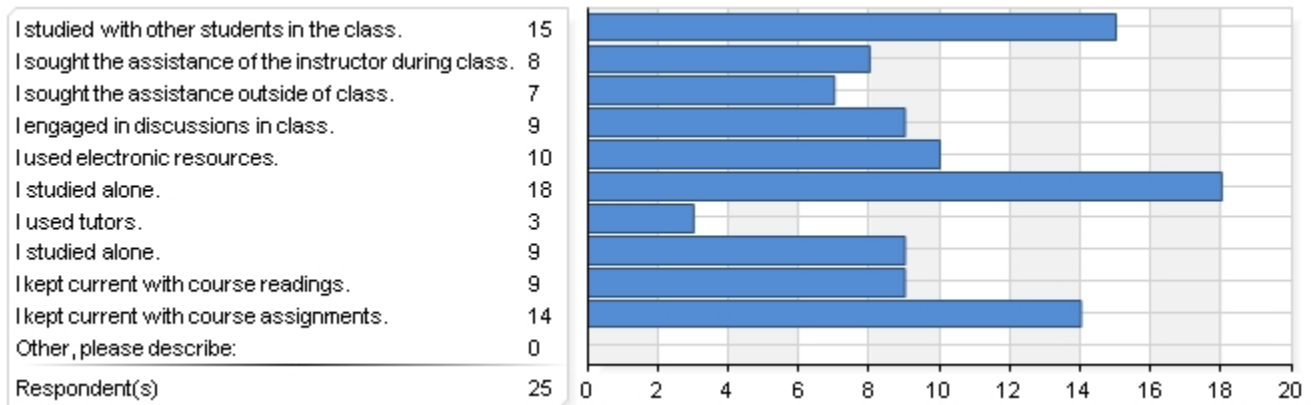


### Number of Instructor Interactions Outside of Class

|   |    |        |
|---|----|--------|
| 1 1-3 times during the semester                           | 12 | 48.00% |
| 2 4-7 times during the semester                           | 4  | 16.00% |
| 3 Greater than 7 times during the semester                | 0  | 0.00%  |
| 4 I did not interact with the instructor outside of class | 9  | 36.00% |
| Total   | 25 |        |



## Student Participation in Learning for the Course



**E. If you disagreed with one of the previous items on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.**

| Comments   |
|--|
| Please make the homework assignments easier to understand or slightly shorter. Most of the time I struggled in this course was due to the homeworks. Please review the practice finals with us in class so that we're not confused about certain problems (correlation coeff and bayesian estimation). Please hold a final review session!!  |
| None   |
| There is nothing that needs improvement  |
| I think the homework was meant to expose us advanced statistical mathematics used in research. However, I know that a good handful of students, including myself, had taken a one basic statistics course before but were very rusty with the concepts. The lecture skimmed over the essential fundamentals such as confidence intervals and hypothesis testing. As a result, we didn't really have the foundation or knowledge to really benefit from the homework. |
| Overall, good explanations of the course material, however at times it was hard to understand what was going on and it was necessary to consult the book or other resources. In some ways, this was intentional, as the instructor encouraged students to check and revisit lecture topics at home.  |
| Make the lecture easy to let students follow   |
| Can get on tangents that are outside the scope of the class which can be hard for the learning environment   |

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

| Comments  |
|---|
| Enthusiastic  |
| Giving us valuable materials outside of the course  |
| Posted his lectures in case students could not make it to class   |
| best math professor I've ever had. Truly cares that the students learn the material, for the sake of learning the material. He does not make things arbitrarily difficult. I got so much out of this class, perhaps the most of   |
| Material was interesting and real world applications were given. Material was presented in an understandable way and a lot of help was given for exams. Professor was open to questions all the time.   |
| Exposed me to interesting material beyond the immediate scope of the class  |
| The ability of the instructor to present the course material in a way so that students who wanted to get more out of the class could truly learn the material, and also so that students who just wanted to get a good grade could do so as well.   |
| Make the exams clear to study and prepare   |
| This was the first math class I've taken since Calc III that felt like it was at an appropriate level of difficulty.  |
| We covered a lot of material in this class and Professor Lototsky did a great job of balancing the theoretical side of mathematical statistics with the applied side. He also brought up numerous interesting topics outside the traditional scope of this class in order to make sure students were getting a well-rounded mathematical education. |

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

| Comments  |
|---|
| Tangents at the beginning of the lectures that had nothing to do with our specific class  |
| None  |
| Nothing comes to mind   |
| n/a   |
| Homework was difficult and sometimes took a very long time to complete.   |
| N/A   |
| Exams were too easy, and often boring. In my view, exams should be a way for students to demonstrate thorough understanding of the material, and not to just memorize how to do certain problems. |
| Make the lecture hard   |

**Is there additional information or feedback that you would like to share with the course instructor?**

| Comments  |
|---|
| None  |
| Nothing comes to mind   |
| Please have him teach more courses. He is extremely effective.  |
| Thanks for a great class! Definitely learned a lot and enjoyed the material!  |
| N/A   |
| Thank you for a great semester! I have grown to appreciate your teaching style and hope to be in one of your classes in the future! |
| None  |