## Individual Report for Instructor Lototsky (39760-20181 : MATH-541A Introduction to Mathematical Statistics (39760))

### USC Learning Experience Evaluations - Spring 2018

Project Audience 39
Responses Received 30
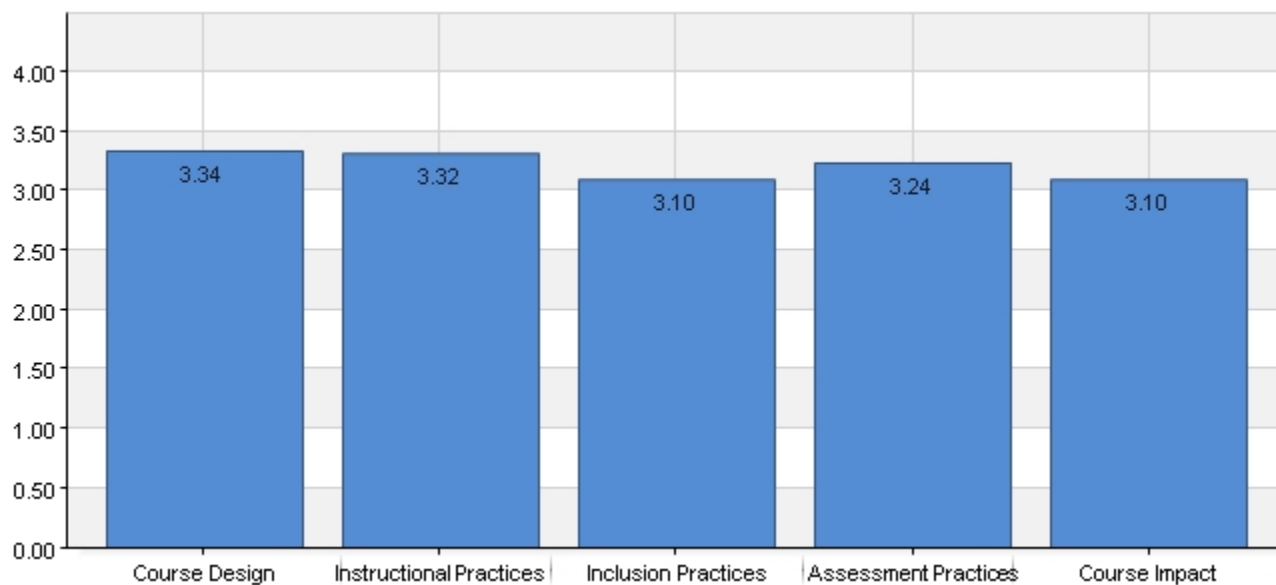Response Ratio 76.92%

**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 | 3.34 | +/-0.85 |
| Instructional Practices | 3.32 | +/-0.93 |
| Inclusion Practices | 3.10 | +/-1.01 |
| Assessment Practices | 3.24 | +/-0.88 |
| Course Impact | 3.10 | +/-1.12 |

## COURSE DESIGN

| | N | Mean | Std. Deviation |
|---|---|---|---|
| The course objectives were well explained. | 29 | 3.31 | 0.89 |
| The course assignments were related to the course objectives. | 29 | 3.48 | 0.63 |
| I understood what was expected of me in this course. | 28 | 3.25 | 1.00 |

## INSTRUCTIONAL PRACTICES

| | N | Mean | Std. Deviation |
|---|---|---|---|
| The instructor carefully explained difficult concepts, methods, and subject matter. | 29 | 2.93 | 1.16 |
| The instructor encouraged questioning and discussion of course topics from the students. | 29 | 3.52 | 0.74 |
| The instructor encouraged me to do my best work. | 29 | 3.52 | 0.74 |

## INCLUSION PRACTICES

| | N | Mean | Std. Deviation |
|---|---|---|---|
| The course materials included diverse perspectives OR applications to diverse populations. | 29 | 3.28 | 0.88 |
| The instructor used a variety of teaching approaches to meet the needs of all students. | 29 | 2.79 | 1.15 |
| The instructor was receptive to the expression of diverse student viewpoints. | 27 | 3.26 | 0.94 |
| The instructor demonstrated sensitivity to students' needs and diverse life experiences. | 29 | 3.17 | 1.00 |

## ASSESSMENT PRACTICES

| | N | Mean | Std. Deviation |
|---|---|---|---|
| The assessments/assignments reflected what was covered in the course. | 29 | 3.34 | 0.81 |
| The grades I have received thus far reflect the QUALITY of my performance in the course. | 29 | 3.14 | 0.88 |
| The criteria for good performance on the assignments or assessments were clearly communicated. | 29 | 3.24 | 0.95 |
| The instructor's evaluation of my performances was constructive. | 29 | 3.24 | 0.91 |

## COURSE IMPACT

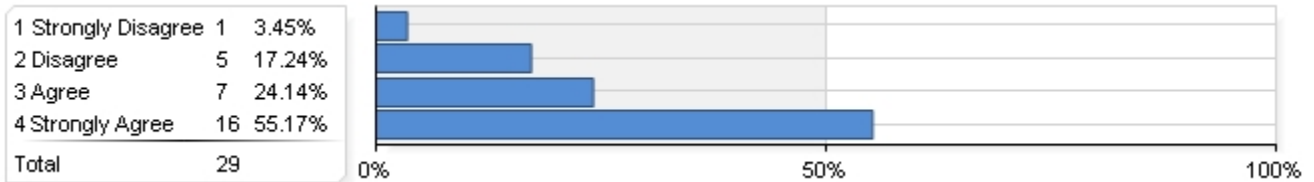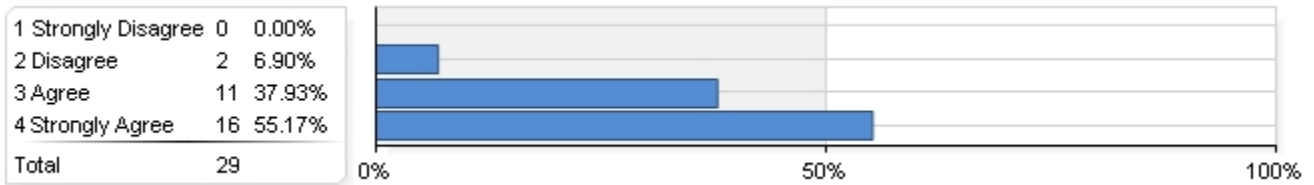| | N | Mean | Std. Deviation |
|---|---|---|---|
| I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations. | 29 | 3.03 | 1.18 |
| This course challenged me to think critically and communicate clearly about the subject. | 29 | 3.21 | 1.05 |
| This course provided me with information that may be directly applicable to my career or academic goals. | 29 | 3.07 | 1.16 |

# LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

## COURSE DESIGN

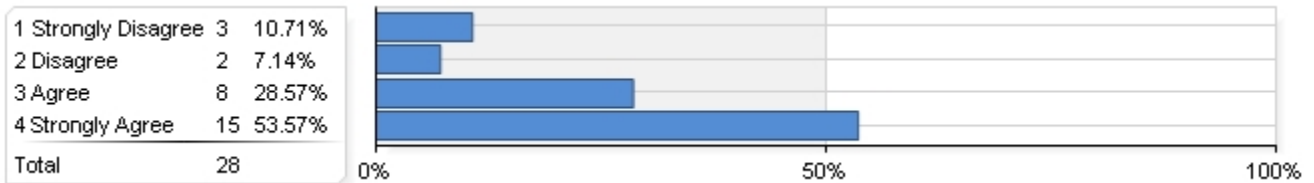| | N | Mean | Std. Deviation |
|---|---|---|---|
| The course objectives were well explained. | 29 | 3.31 | 0.89 |
| The course assignments were related to the course objectives. | 29 | 3.48 | 0.63 |
| I understood what was expected of me in this course. | 28 | 3.25 | 1.00 |

### 1. The course objectives were well explained.

| | | |
|---|---|---|
| 1 Strongly Disagree | 1 | 3.45% |
| 2 Disagree | 5 | 17.24% |
| 3 Agree | 7 | 24.14% |
| 4 Strongly Agree | 16 | 55.17% |
| Total | 29 | |

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

| | | |
|---|---|---|
| 1 Strongly Disagree | 0 | 0.00% |
| 2 Disagree | 2 | 6.90% |
| 3 Agree | 11 | 37.93% |
| 4 Strongly Agree | 16 | 55.17% |
| Total | 29 | |

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

| | | |
|---|---|---|
| 1 Strongly Disagree | 3 | 10.71% |
| 2 Disagree | 2 | 7.14% |
| 3 Agree | 8 | 28.57% |
| 4 Strongly Agree | 15 | 53.57% |
| Total | 28 | |

# LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

## INSTRUCTIONAL PRACTICES

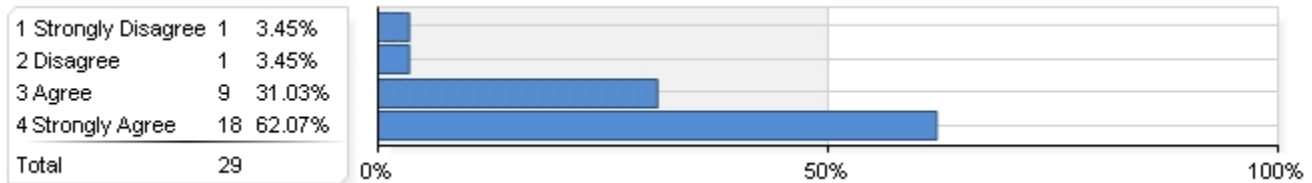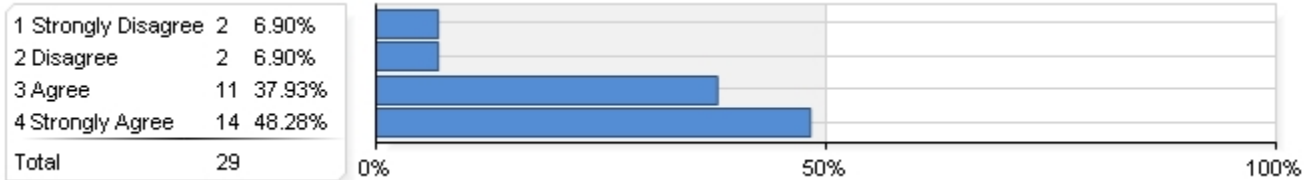| | N | Mean | Std. Deviation |
|---|---|---|---|
| The instructor carefully explained difficult concepts, methods, and subject matter. | 29 | 2.93 | 1.16 |
| The instructor encouraged questioning and discussion of course topics from the students. | 29 | 3.52 | 0.74 |
| The instructor encouraged me to do my best work. | 29 | 3.52 | 0.74 |

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

| 1 Strongly Disagree | 5 | 17.24% |
|---|---|---|
| 2 Disagree | 5 | 17.24% |
| 3 Agree | 6 | 20.69% |
| 4 Strongly Agree | 13 | 44.83% |
| Total | 29 | |

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

| 1 Strongly Disagree | 1 | 3.45% |
|---|---|---|
| 2 Disagree | 1 | 3.45% |
| 3 Agree | 9 | 31.03% |
| 4 Strongly Agree | 18 | 62.07% |
| Total | 29 | |

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

| 1 Strongly Disagree | 1 | 3.45% |
|---|---|---|
| 2 Disagree | 1 | 3.45% |
| 3 Agree | 9 | 31.03% |
| 4 Strongly Agree | 18 | 62.07% |
| Total | 29 | |
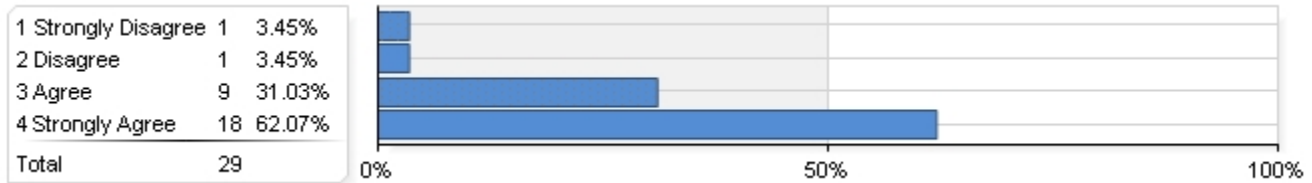
# LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

## INCLUSION PRACTICES

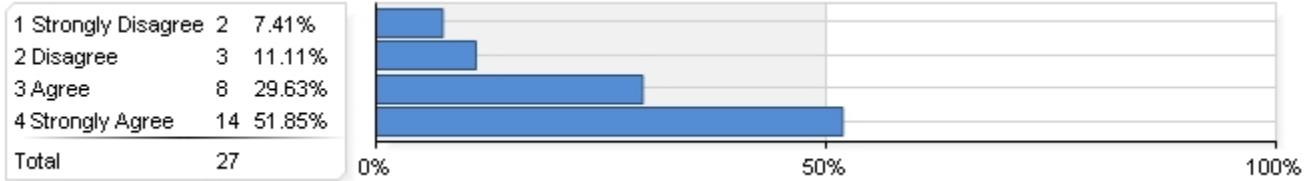|  | N | Mean | Std. Deviation |
|---|---|---|---|
| The course materials included diverse perspectives OR applications to diverse populations. | 29 | 3.28 | 0.88 |
| The instructor used a variety of teaching approaches to meet the needs of all students. | 29 | 2.79 | 1.15 |
| The instructor was receptive to the expression of diverse student viewpoints. | 27 | 3.26 | 0.94 |
| The instructor demonstrated sensitivity to students' needs and diverse life experiences. | 29 | 3.17 | 1.00 |

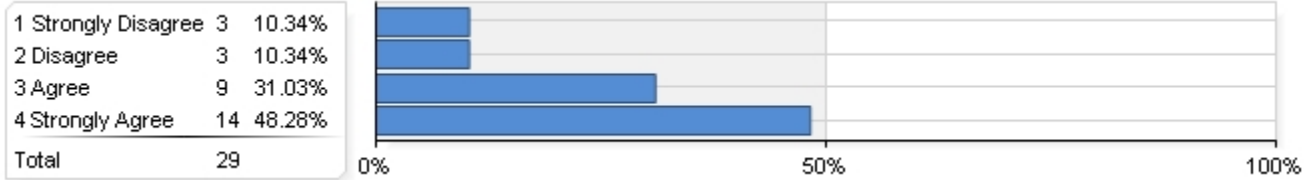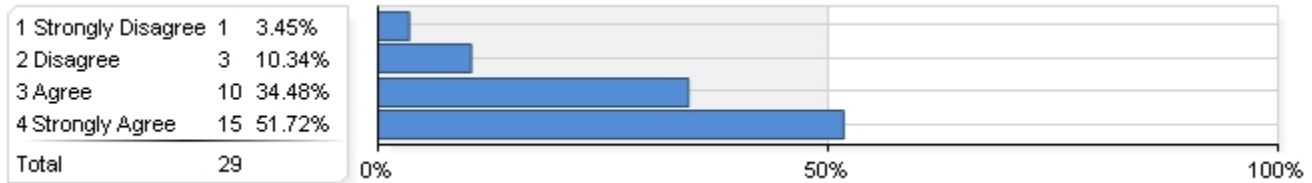1. The course materials included diverse perspectives OR applications to diverse populations.

| 1 Strongly Disagree | 2 | 6.90% |
|---|---|---|
| 2 Disagree | 2 | 6.90% |
| 3 Agree | 11 | 37.93% |
| 4 Strongly Agree | 14 | 48.28% |
| Total | 29 | |

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

| 1 Strongly Disagree | 5 | 17.24% |
|---|---|---|
| 2 Disagree | 7 | 24.14% |
| 3 Agree | 6 | 20.69% |
| 4 Strongly Agree | 11 | 37.93% |
| Total | 29 | |

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

| 1 Strongly Disagree | 2 | 7.41% |
|---|---|---|
| 2 Disagree | 3 | 11.11% |
| 3 Agree | 8 | 29.63% |
| 4 Strongly Agree | 14 | 51.85% |
| Total | 27 | |

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

| 1 Strongly Disagree | 3 | 10.34% |
|---|---|---|
| 2 Disagree | 3 | 10.34% |
| 3 Agree | 9 | 31.03% |
| 4 Strongly Agree | 14 | 48.28% |
| Total | 29 | |
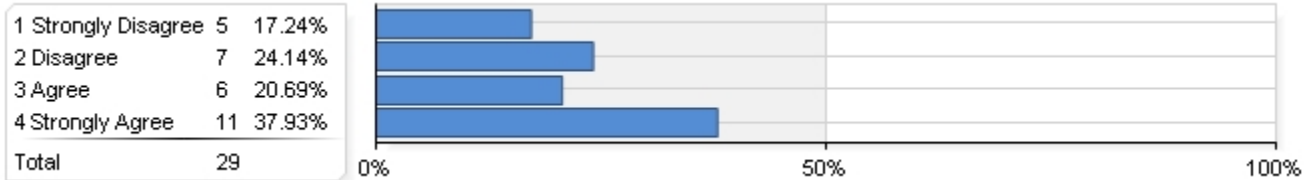
# LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

## ASSESSMENT PRACTICES

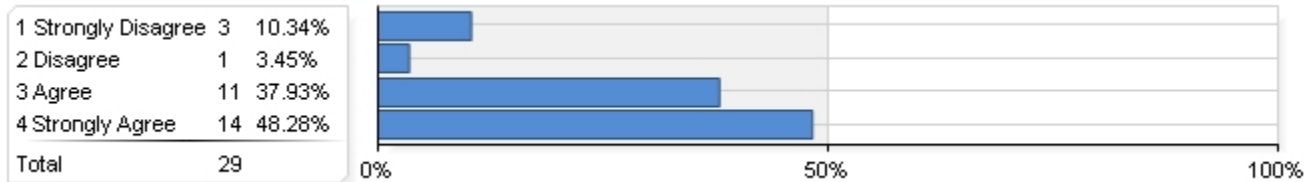|  | N | Mean | Std. Deviation |
|---|---|---|---|
| The assessments/assignments reflected what was covered in the course. | 29 | 3.34 | 0.81 |
| The grades I have received thus far reflect the QUALITY of my performance in the course. | 29 | 3.14 | 0.88 |
| The criteria for good performance on the assignments or assessments were clearly communicated. | 29 | 3.24 | 0.95 |
| The instructor's evaluation of my performances was constructive. | 29 | 3.24 | 0.91 |

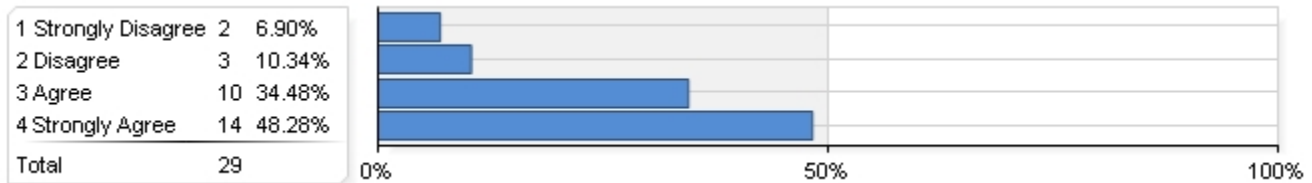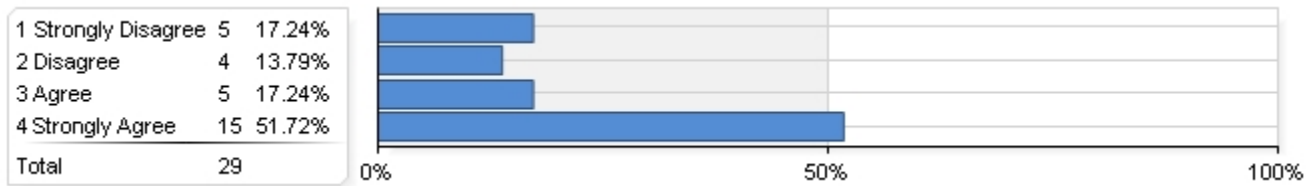### 1. The assessments/assignments reflected what was covered in the course.

| 1 Strongly Disagree | 1 | 3.45% |
|---|---|---|
| 2 Disagree | 3 | 10.34% |
| 3 Agree | 10 | 34.48% |
| 4 Strongly Agree | 15 | 51.72% |
| Total | 29 | |

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

| 1 Strongly Disagree | 1 | 3.45% |
|---|---|---|
| 2 Disagree | 6 | 20.69% |
| 3 Agree | 10 | 34.48% |
| 4 Strongly Agree | 12 | 41.38% |
| Total | 29 | |

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

| 1 Strongly Disagree | 3 | 10.34% |
|---|---|---|
| 2 Disagree | 1 | 3.45% |
| 3 Agree | 11 | 37.93% |
| 4 Strongly Agree | 14 | 48.28% |
| Total | 29 | |

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

| 1 Strongly Disagree | 2 | 6.90% |
|---|---|---|
| 2 Disagree | 3 | 10.34% |
| 3 Agree | 10 | 34.48% |
| 4 Strongly Agree | 14 | 48.28% |
| Total | 29 | |
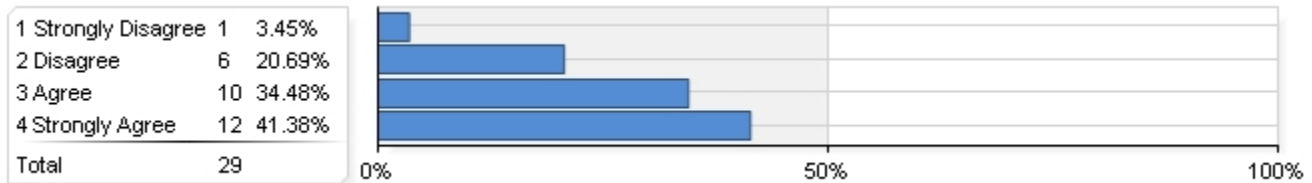
# LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT
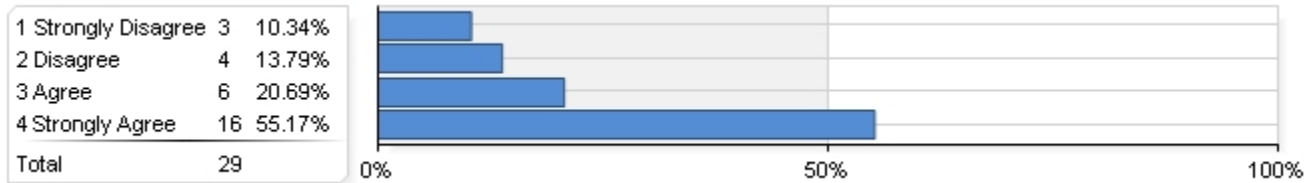
## COURSE IMPACT

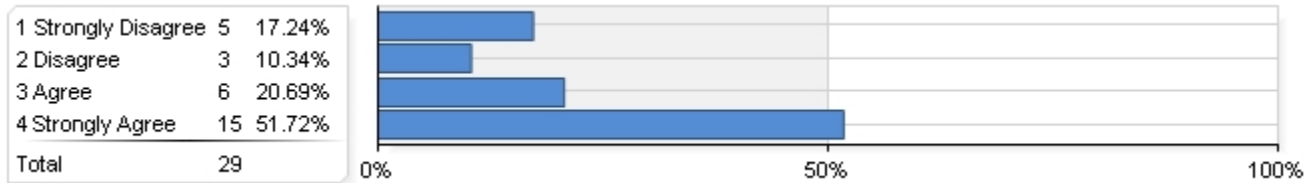| | N | Mean | Std. Deviation |
|---|---|---|---|
| I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations. | 29 | 3.03 | 1.18 |
| This course challenged me to think critically and communicate clearly about the subject. | 29 | 3.21 | 1.05 |
| This course provided me with information that may be directly applicable to my career or academic goals. | 29 | 3.07 | 1.16 |

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

| | | |
|---|---|---|
| 1 Strongly Disagree | 5 | 17.24% |
| 2 Disagree | 4 | 13.79% |
| 3 Agree | 5 | 17.24% |
| 4 Strongly Agree | 15 | 51.72% |
| Total | 29 | |

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

| | | |
|---|---|---|
| 1 Strongly Disagree | 3 | 10.34% |
| 2 Disagree | 4 | 13.79% |
| 3 Agree | 6 | 20.69% |
| 4 Strongly Agree | 16 | 55.17% |
| Total | 29 | |

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

| | | |
|---|---|---|
| 1 Strongly Disagree | 5 | 17.24% |
| 2 Disagree | 3 | 10.34% |
| 3 Agree | 6 | 20.69% |
| 4 Strongly Agree | 15 | 51.72% |
| Total | 29 | |

# STUDENT ENGAGMENT ANALYSIS

## Hours Spent Doing Coursework Outside of Class

| | | |
|---|---|---|
| 1 1-3 hours per week | 5 | 17.86% |
| 2 4-7 hours per week | 9 | 32.14% |
| 3 Greater than 8 hours per week | 14 | 50.00% |
| Total | 28 | |
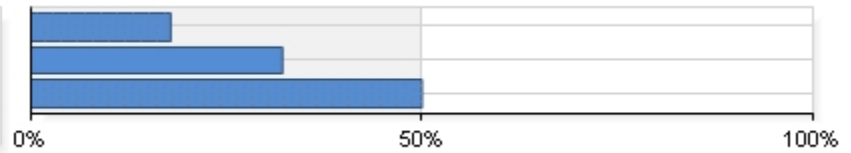
## Number of Instructor Interactions Outside of Class

| | | |
|---|---|---|
| 1-3 times during the semester | 14 | 50.00% |
| 4-7 times during the semester | 11 | 39.29% |
| Greater than 7 times during the semester | 1 | 3.57% |
| I did not interact with the instructor outside of class | 2 | 7.14% |
| Total | 28 | |
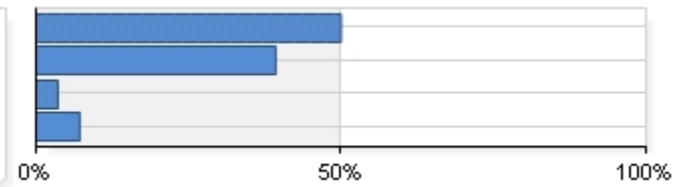
## Student Participation in Learning for the Course

| | |
|---|---|
| I studied with other students in the class. | 20 |
| I sought the assistance of the instructor during class. | 4 |
| I sought the assistance outside of class. | 10 |
| I engaged in discussions in class. | 2 |
| I used electronic resources. | 20 |
| I studied alone. | 16 |
| I used tutors. | 3 |
| I studied alone. | 12 |
| I kept current with course readings. | 14 |
| I kept current with course assignments. | 14 |
| Other, please describe: | 0 |
| Respondent(s) | 28 |

## 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 |
| --- |
| Describe the concepts and theorems step by step, instead of going too fast and assume we know everything. Make the lectures well organized. |
| 1. Please make sure most students understand the lecture contents and please take students' confusion seriously in order to promote students' learning efficiency. There is a huge gap between the professor's expectation and students' degree of comprehension.<br>2. Please explain concepts more carefully, including definitions of new terms, the connections between concepts and the organization of course materials.<br>3. Please make sure the writing on a whiteboard is legible. This will decrease the amount of confusion and misunderstanding. |
| None. |
| Please do not keep talking about the general stuff. Start explaining every concept and theorem will help students understand better. You keep talking about big picture about statistics, which doesn't help at all. Students need to understand basic concept in order to get high level understanding. And also, exams are all from old quals, which has no challenge. Students can memorize the solutions for the quals, and do well in the exams, but this doesn't mean they have a good understanding of the course. |
| Systematic presentation of the material is essential and was lacking in this course. Professor Lototsky tries to impart some curiosity in the topic but doesn't present the material well in lectures to induce curiosity.There should be prepared notes beforehand and clear reading assignments of the book. |
| It's a math course, there is no need for a "variety of teaching approaches." |
| I think the lecture was not well organized. Explanation of the topics was too general to understand specific and clear. Also, the lecture was too general and not helpful to solve the assignments. I could only study with the book. |
| I think overall the course is good, but the way the professor was presenting is made it a bit confusing, maybe it is the reason I am not a native English speaker, i don't understand most of stuff the instructed taught during class, I learned all the material by studying myself, I understand the instructor was the first time teaching this class, I hope next time he could consider more about the background of each student, the prerequisite for this class is simply probability theory, not even linear algreba, or measure theory, therefore, please consider this, the online course I was taking to do the self study, explain the material well without using those, so, please, maybe use some easier way to explain the material. In all, I am still grateful for the great semester, and I will the passion of the instruct. |

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

| Comments |
|---|
| I liked how the homeworks were structured and that we were given a clear schedule and all of the assignments right from the beginning so we knew what to expect. |
| The professor explains every concept clearly. |
| 1. This course is fundamental to my research.<br>2. For students who already take statistics before, this course might stimulate their thinking in research topic proposal. |
| Professor Lototsky goes to great lengths to help prepare his students for the MATH 541a qualifying exam. He clearly communicates his expectations for exams and his homework, though at times long, was fair and came from the topics discussed in lecture |
| The professor tries his best to increase our grades. |
| gain deeper understanding of the statistics.<br>Lecturer is devoted to the course |
| I feel like the course is more suited for people with strong math background or atleast one previous course in statistics. For those people the discussions and digressions of the professor might hold some value and the instructor encourages you to think differently. |
| Dr. Lototsky is great at drawing the big picture to contextualize the different concepts and why they are necessary. He also teaching slightly above my level of understanding, which is challenging in a good way. |
| Assignments were good to practice. |
| I think statistic is important for my future learning, and I appreciate all the knowledge from this course |

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

| Comments |
|---|
| We cannot really understand math if details are not provided |
| I think that the exams were tricky because unless it was a clear copy of a past quals question, it was just a similar quals question, and the quals are supposed to be much harder than the regular exam questions. I think I spent more time trying to memorize solutions than practicing problems that were more relevant to learning, such as the types of problems in the book and assigned for homework. I think a more traditional exam format would have been better. |
| The assignments are so difficult. |
| Without much help from the lectures, students who did not take statistics before have to study mostly on their own. |
| None |
| The time of exam is not enough. |
| Massive material and homework |
| the structure of the course needs refinement to provide explicit instructions to students on what is expected to be known or reviewed before each lecture. most lectures are taught with the assumption that the chapters in the book have been read completely but there is no direction as to what is relevant and most students will feel lost. |
| Dr. Lototsky sometimes goes a way above my head. While that's more often than not my ignorance, but I was expecting measure theory to come up less in the course. |
| The explanation of the lecture and the connection between lecture and assignments. |

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

| Comments |
|---|
| Thank you for this great semester! |
| The professor is very hardworking. |
| None |
| None. |
| Please start changing your teaching style. Otherwise, students learn nothing from this course. This is just a waste of time. |
| Assignment too hard<br>many quals are complicated |
| keep the enthusiasm, introduce more structure and don't be lazy to write on the board. how can students be expected to do well if the instructor is not comfortable writing and presenting the material well. |
| The handwriting was really, really stressful to follow. Since it is the only material from the lecture, handwriting on the board should be larger and much more clear. Even there are lecture notes, the handwriting of them was also not that good to understand. |