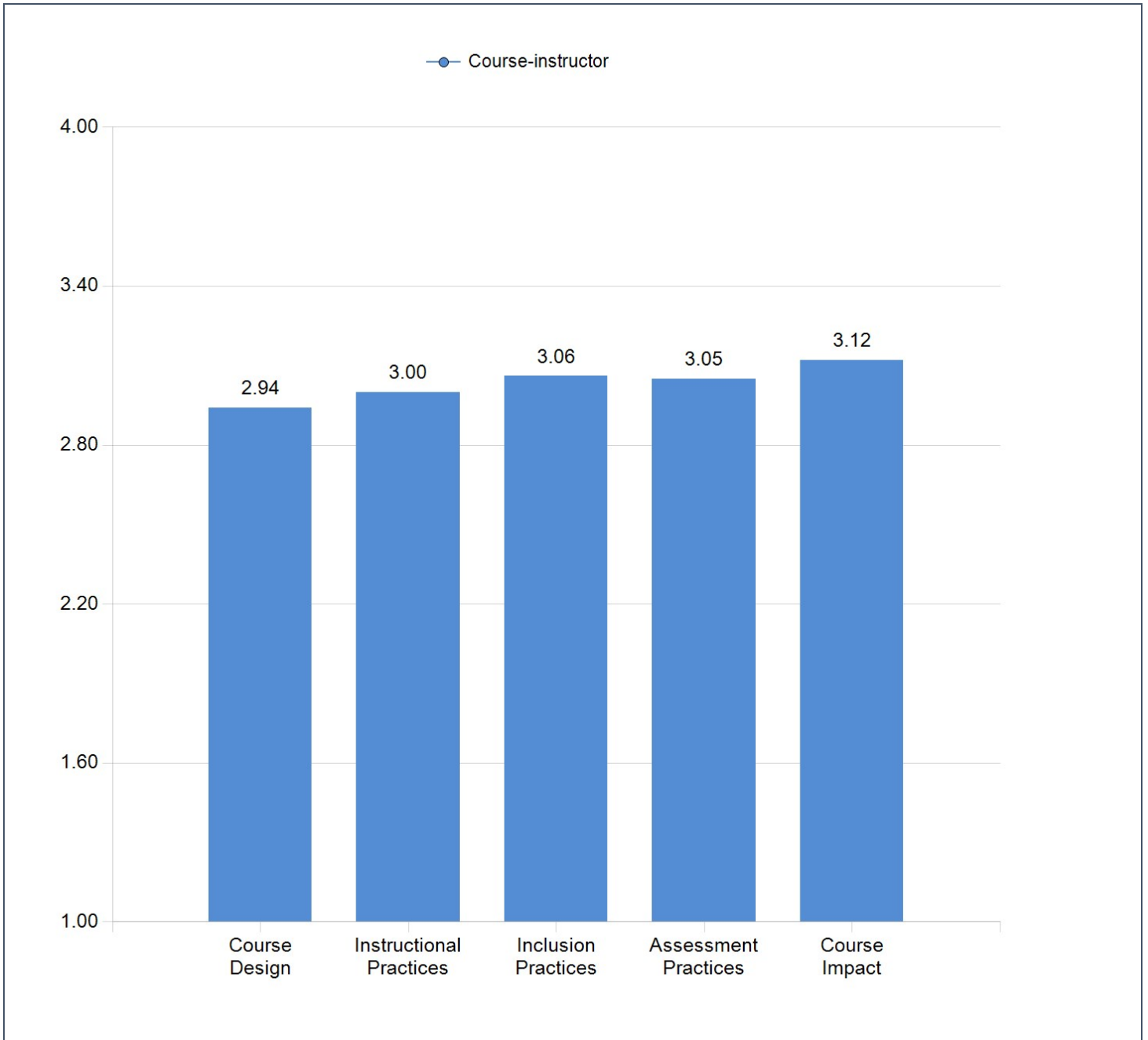**Report Comments**

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Creation Date: **Sunday, January 05, 2020**

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score

Competency	Course-instructor	Standard Deviation
Course Design	2.94	+/-0.84
Instructional Practices	3.00	+/-0.78
Inclusion Practices	3.06	+/-0.68
Assessment Practices	3.05	+/-0.86
Course Impact	3.12	+/-0.78

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	21	3.05	0.80
The course assignments were related to the course objectives.	21	2.67	0.91
I understood what was expected of me in this course.	21	3.10	0.77

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	21	2.52	0.75
The instructor encouraged me to do my best work.	21	3.43	0.60
The instructor encouraged questioning and discussion of course topics from the students	21	3.05	0.74

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	21	3.14	0.65
The instructor used a variety of teaching approaches to meet the needs of all students.	21	2.67	0.86
The instructor was receptive to the expression of diverse student viewpoints	21	3.19	0.60
The instructor demonstrated sensitivity to students' needs and diverse life experiences	21	3.24	0.44

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	20	2.60	0.99
The grades I have received thus far reflect the QUALITY of my performance in the course.	21	3.24	0.70
The criteria for good performance on the assignments or assessments were clearly communicated.	21	3.29	0.78
The instructor's evaluation of my performances was constructive.	21	3.10	0.83

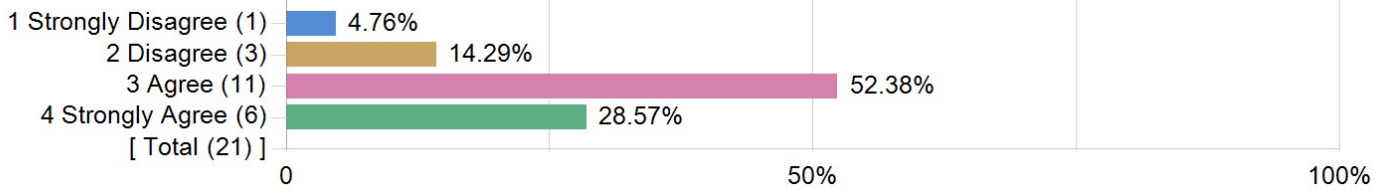## COURSE IMPACT

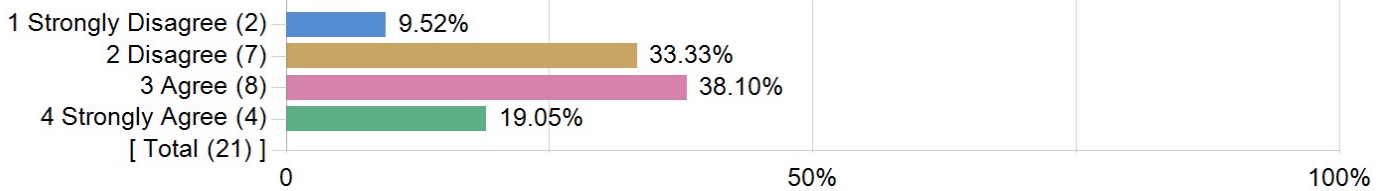|	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	20	3.15	0.81
This course challenged me to think critically and communicate clearly about the subject.	20	3.10	0.79
This course provided me with information that may be directly applicable to my career or academic goals.	20	3.10	0.79

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

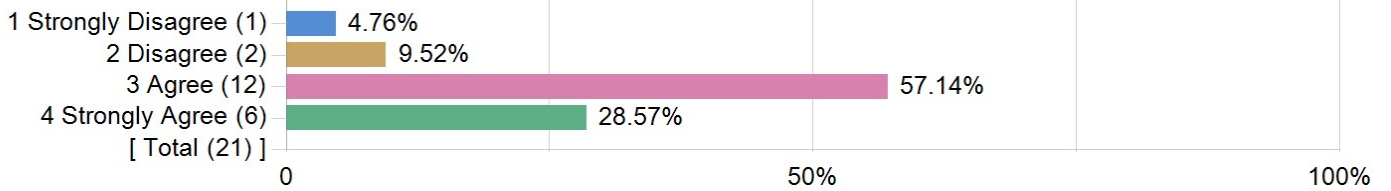|	N	Mean	Std. Deviation
The course objectives were well explained.	21	3.05	0.80
The course assignments were related to the course objectives.	21	2.67	0.91
I understood what was expected of me in this course.	21	3.10	0.77

1. The course objectives were well explained.

1 Strongly Disagree (1)	4.76%
2 Disagree (3)	14.29%
3 Agree (11)	52.38%
4 Strongly Agree (6)	28.57%
[Total (21)]	

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

1 Strongly Disagree (2)	9.52%
2 Disagree (7)	33.33%
3 Agree (8)	38.10%
4 Strongly Agree (4)	19.05%
[Total (21)]	

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

1 Strongly Disagree (1)	4.76%
2 Disagree (2)	9.52%
3 Agree (12)	57.14%
4 Strongly Agree (6)	28.57%
[Total (21)]	

LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

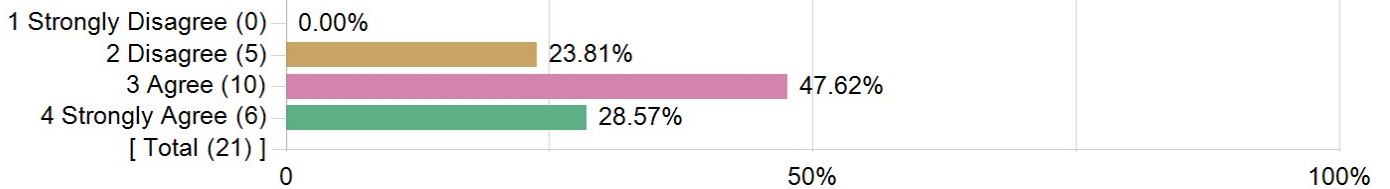|	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	21	2.52	0.75
The instructor encouraged me to do my best work.	21	3.43	0.60
The instructor encouraged questioning and discussion of course topics from the students	21	3.05	0.74

1. The instructor carefully explained difficult concepts, methods, and subject matter.
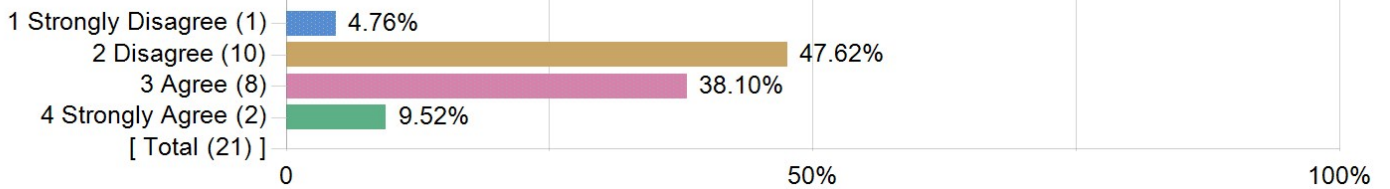
1 Strongly Disagree (1)	4.76%
2 Disagree (10)	47.62%
3 Agree (8)	38.10%
4 Strongly Agree (2)	9.52%
[Total (21)]	

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

1 Strongly Disagree (0)	0.00%
2 Disagree (1)	4.76%
3 Agree (10)	47.62%
4 Strongly Agree (10)	47.62%
[Total (21)]	

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

1 Strongly Disagree (0)	0.00%
2 Disagree (5)	23.81%
3 Agree (10)	47.62%
4 Strongly Agree (6)	28.57%
[Total (21)]	
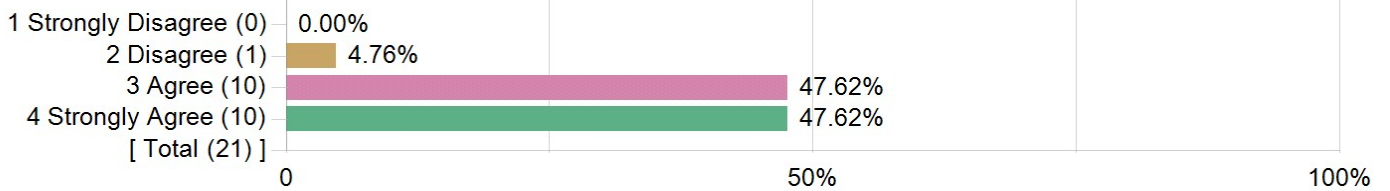
LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

INCLUSION PRACTICES

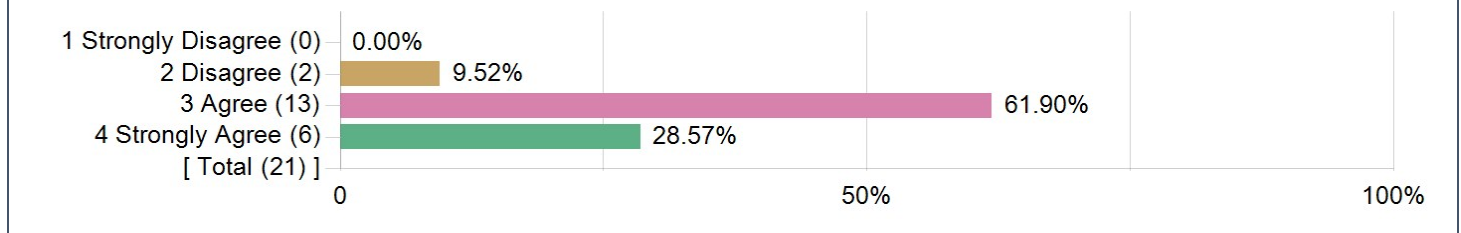|	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	21	3.14	0.65
The instructor used a variety of teaching approaches to meet the needs of all students.	21	2.67	0.86
The instructor was receptive to the expression of diverse student viewpoints	21	3.19	0.60
The instructor demonstrated sensitivity to students' needs and diverse life experiences	21	3.24	0.44

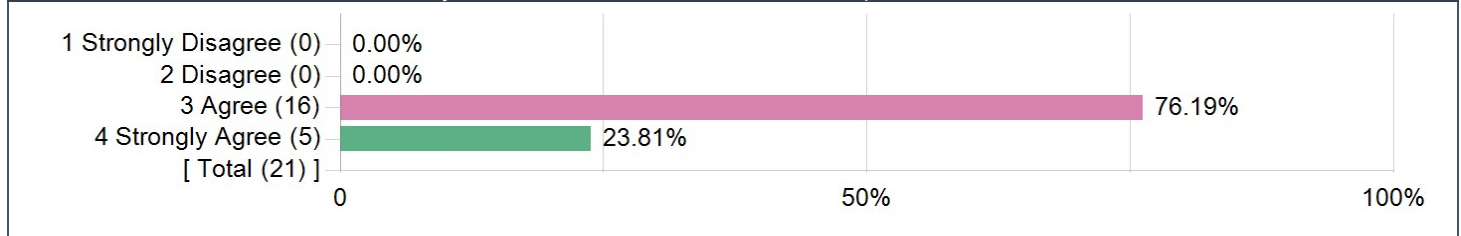**1. The course materials included diverse perspectives OR applications to diverse populations.**

1 Strongly Disagree (0)	0.00%
2 Disagree (3)	14.29%
3 Agree (12)	57.14%
4 Strongly Agree (6)	28.57%
[Total (21)]	

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

1 Strongly Disagree (1)	4.76%
2 Disagree (9)	42.86%
3 Agree (7)	33.33%
4 Strongly Agree (4)	19.05%
[Total (21)]	

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

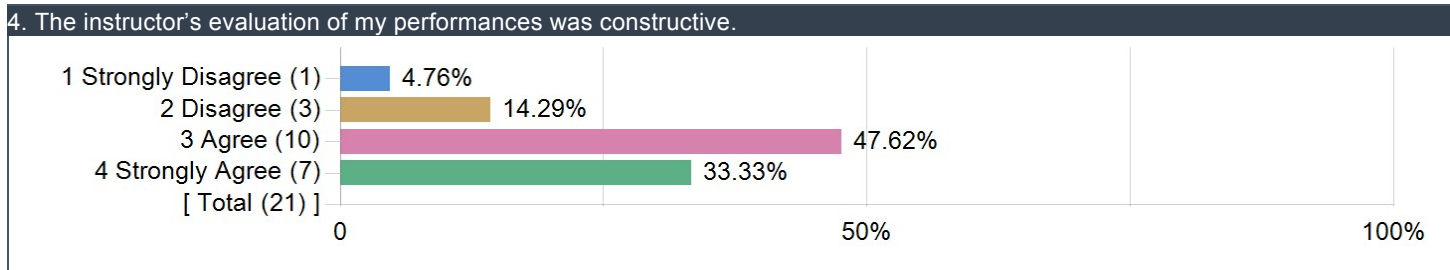|	
1 Strongly Disagree (0)	0.00%
2 Disagree (2)	9.52%
3 Agree (13)	61.90%
4 Strongly Agree (6)	28.57%
[Total (21)]	

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

1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Agree (16)	76.19%
4 Strongly Agree (5)	23.81%
[Total (21)]	
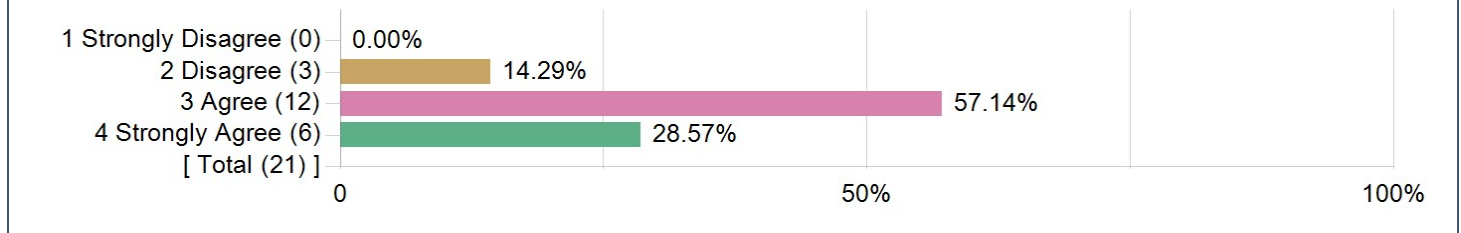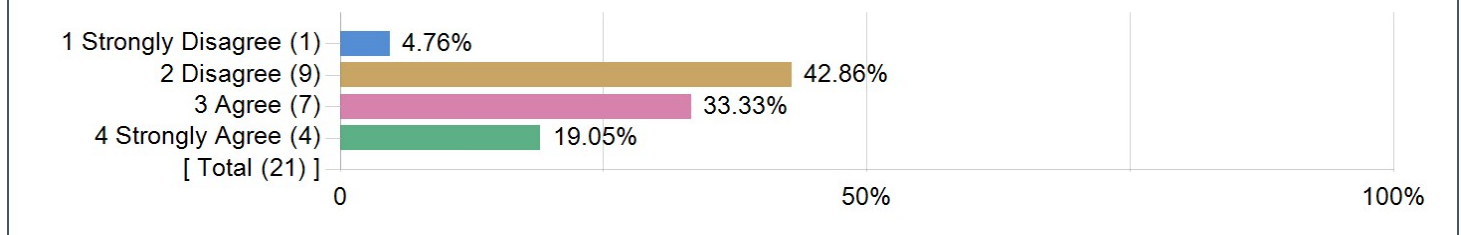
LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	20	2.60	0.99
The grades I have received thus far reflect the QUALITY of my performance in the course.	21	3.24	0.70
The criteria for good performance on the assignments or assessments were clearly communicated.	21	3.29	0.78
The instructor's evaluation of my performances was constructive.	21	3.10	0.83

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

1 Strongly Disagree (3)	15.00%
2 Disagree (6)	30.00%
3 Agree (7)	35.00%
4 Strongly Agree (4)	20.00%
[Total (20)]	

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

1 Strongly Disagree (0)	0.00%
2 Disagree (3)	14.29%
3 Agree (10)	47.62%
4 Strongly Agree (8)	38.10%
[Total (21)]	

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

1 Strongly Disagree (1)	4.76%
2 Disagree (1)	4.76%
3 Agree (10)	47.62%
4 Strongly Agree (9)	42.86%
[Total (21)]	

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

1 Strongly Disagree (1)	4.76%
2 Disagree (3)	14.29%
3 Agree (10)	47.62%
4 Strongly Agree (7)	33.33%
[Total (21)]	

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.	20	3.15	0.81
This course challenged me to think critically and communicate clearly about the subject.	20	3.10	0.79
This course provided me with information that may be directly applicable to my career or academic goals.	20	3.10	0.79

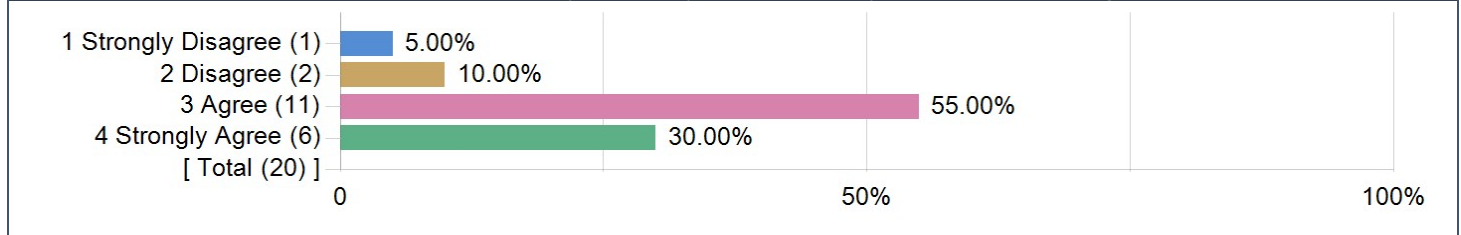### 1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.

1 Strongly Disagree (1)	5.00%
2 Disagree (2)	10.00%
3 Agree (10)	50.00%
4 Strongly Agree (7)	35.00%
[Total (20)]	

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

1 Strongly Disagree (1)	5.00%
2 Disagree (2)	10.00%
3 Agree (11)	55.00%
4 Strongly Agree (6)	30.00%
[Total (20)]	

3. This course provided me with information that may be directly applicable to my career or academic goals.
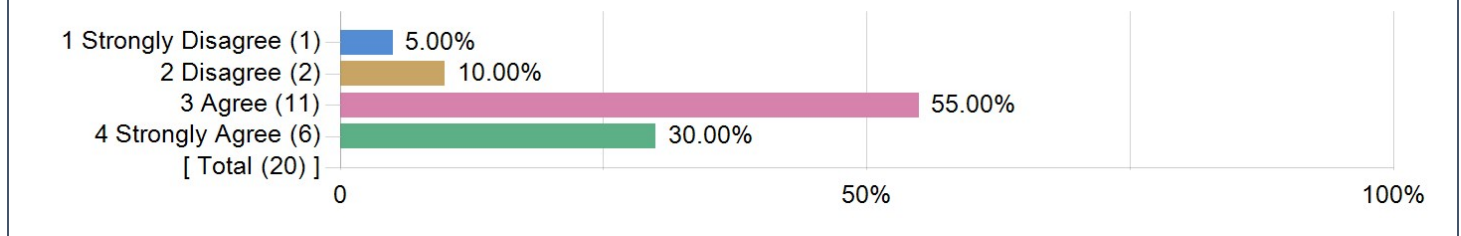
1 Strongly Disagree (1)	5.00%
2 Disagree (2)	10.00%
3 Agree (11)	55.00%
4 Strongly Agree (6)	30.00%
[Total (20)]	

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.
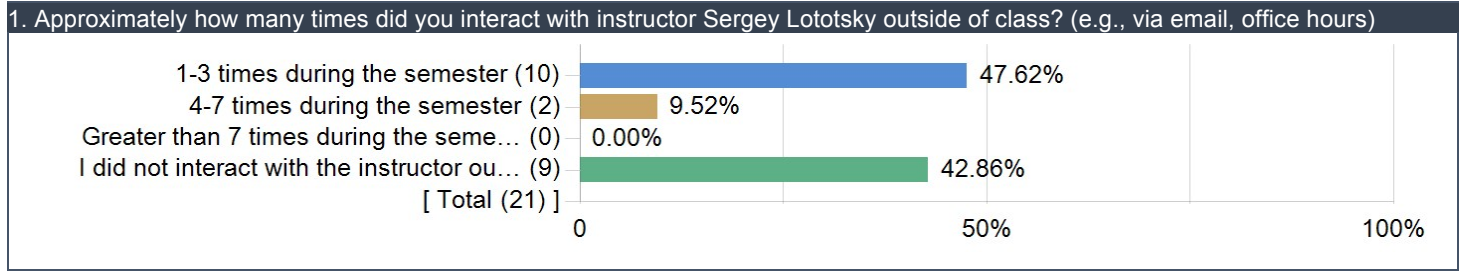
Students
Lectures were never ever helpful. Nothing he lectured was ever on the homework. Nothing on the homework was ever on the exam. Professor was useless.
A lot of the homeworks we completed had questions that we had never covered in lecture. It was somewhat frustrating when we were left to figure these out on our own, without any guidance from our lecture notes. More practice problems related to the questions that were going to be tested would be much appreciated, instead of some of those questions where I felt ill–prepared to answer them.
GREAT PROFESSOR. The best I have seen in school so far.
A lot of lectures did not cover what would be on the homework and exams, a lot of tangents and irrelevant concepts
The assigned homework is a lot more challenging than the materials taught in lecture. The only help way to get good grades on the homework is attending the TA discussions and the TA office hours. The professor teaches on a black chalk board which is very difficult to read at times due to seating placement and poor handwriting. Would recommend to use powerpoint for lecture notes and the white board or chalk board for worked out problems. The homework on blackboard influences the grade too much.
The course objectives were clear and I appreciated that Dr. Lototsky posted notes online. Dr. Lototsky, however, wasn't a very good teacher. I, and most students in the class, stopped attending lectures because it was easier to learn the material in the TA's office hours and in discussion. At, the same time Dr. Lototsky's seems to be a nice interesting guy.
The lectures in this class were very unclear and hard to follow. Additionally the homework assignments were way too long, and did not apply to what was often covered in lecture, or what would be on the midterms. It often felt like the homeworks were just a waste of time.
In general, the lectures were not related to topics covered on exams. The exams were straightforward, and covered topics that should've been covered in the course, but lecture went far beyond what was necessary for the scope of this course and was often confusing and frustrating to listen to. Weekly homework was extremely difficult and posed difficulties even for the TA to complete. While many times reflective of bits of lecture material, items on the HW were not expected to be known for exams and caused unnecessary stress. While, as a student, I'm definitely open to learning things beyond what is required in the course, the amount of information given was simply too much and didn't allow us time to go into detail about the topics in order to make it worth while.
The homework assignments were significantly harder than the tests, and required office hours every single week to figure out how to do the homework
Pretty often, the material covered in lecture was off topic to what would be on the homework and midterms, making it hard to stay engaged or understand what was happening.
I mostly agree, but some of the assignments were focused on going above and beyond the course material that we are required to learn. The professor likes to assign some homework problems that are outside of the scope of the class, but the tests are fair and the TA helps us with the HW
Course material taught in class was not clear and usually too difficult for the scope of the class. A suggested change may be to have clearer teaching on less complex subjects.

University of Southern California

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

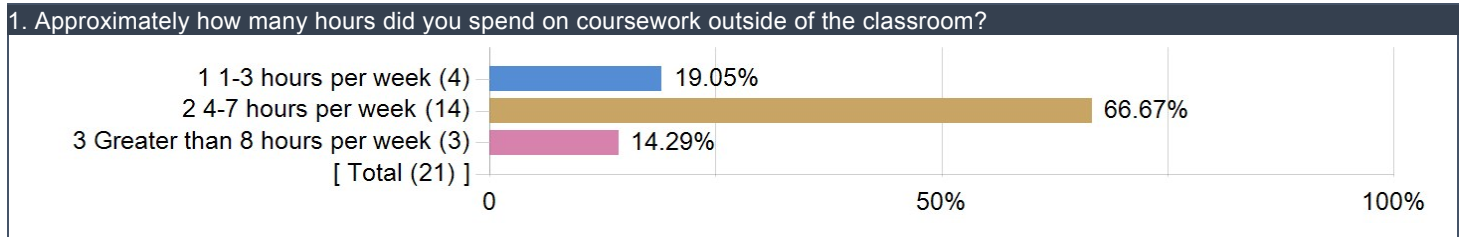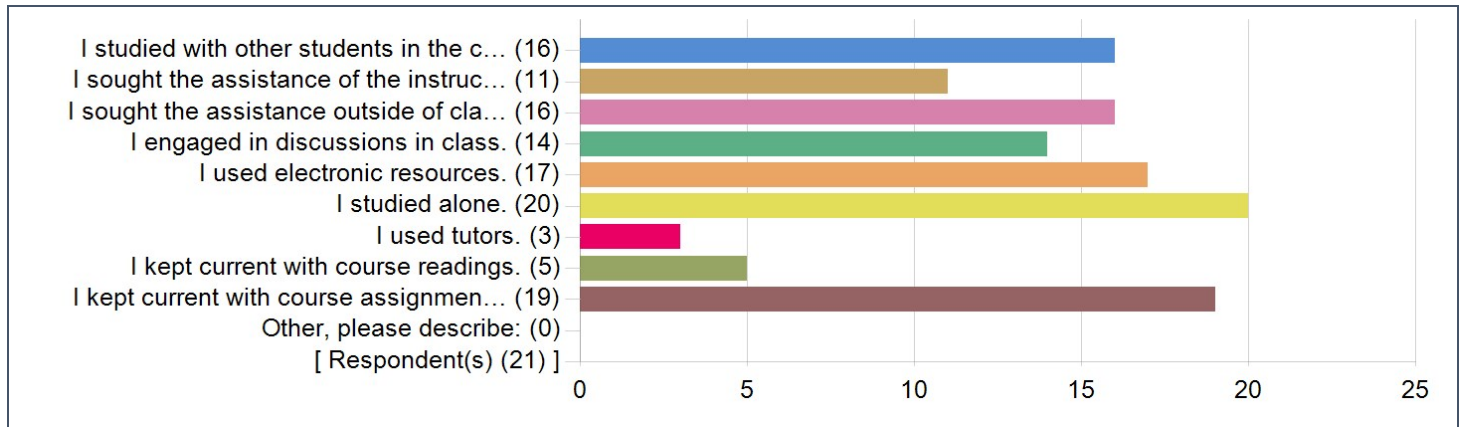| Students |
| --- |
| Worst math professor I have ever had, and I've never made a B in math. |
| Overall, I think breaking down some of the lecture material into more digestible "chunks" would make it so that I was less confused on a lot of the topics we covered. I would leave lectures many times this semester feeling clueless or more confused than before, and it would not be until discussion or JJ's office hours that I would actually start to get a grasp on the topic. Sometimes it felt like we were blazing through such high–level concepts and there was no time to stop and understand what we were actually looking at. |
| focus on content for the course a bit more, most of the students i would say, at least in my section, were not to take any further math courses. |
| I appreciate the math history in lecture, and the in–depth complex math problems you go over. I think this is the one math class where I learned a lot and one that made me confident again in my math abilities. |
| Work out the more challenging homework problems and showing how to set up the computer project during lecture. Discussion should be a supplement for students for extra help on taught material, not for only showing how to work on homework problems since it was not or barely taught in lecture. Focus more on the subject at hand than on extra materials. If lecture notes short for the day, either dedicate the remaining time for homework problems or questions, or dismiss the class early. Using PowerPoint would also be another helpful tool for teaching the class. |
| Math 245 was an interesting class with engaging material and helpful homework. At the same time the lectures were a bit fast paced and hard to follow. |
| A bit more time should be spent on the material we actually need to learn for this class. It might help if the professor understood that for many students this is the last level of math that we will take. |
| Lectures were very confusing most of the time and did not really relate to the homework. When they did relate directly to homework, though, they were very helpful. |
| Thanks professor, your tests were fair for the time constraints and the supplemental topics to further understand the material we went over was really cool. |

STUDENT ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

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

1-3 times during the semester (10)	47.62%
4-7 times during the semester (2)	9.52%
Greater than 7 times during the seme... (0)	0.00%
I did not interact with the instructor ou... (9)	42.86%
[Total (21)]	

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

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

1 1-3 hours per week (4)	19.05%
2 4-7 hours per week (14)	66.67%
3 Greater than 8 hours per week (3)	14.29%
[Total (21)]	

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

I studied with other students in the c... (16)	
I sought the assistance of the instruc... (11)	
I sought the assistance outside of cla... (16)	
I engaged in discussions in class. (14)	
I used electronic resources. (17)	
I studied alone. (20)	
I used tutors. (3)	
I kept current with course readings. (5)	
I kept current with course assignmen... (19)	
Other, please describe: (0)	
[Respondent(s) (21)]	

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

Comments
JJ's office hours. JJ in general.
Discussion period, it helped me to understand the concepts we were covering
Learned the material very well.
Really clarified what the professor discussed in lecture
TA discussions, TA office hours, practice exams, homework (to a certain degree), textbook (to a certain degree)
Solving differential equations and becoming familiar with other tangentially related material which will later arise.
The course gave me a good grasp on the material.
The quizzes and discussion
Discussion
The content itself seemed important and applicable to other aspects of my education in the future.
It's differential equations so it's used all over engineering and it was taught with those applications in mind.
The discussion and the TA
The discussions were very helpful in developing a deeper understanding of concepts. The quizzes were also extremely helpful in exam prep.

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

Comments
The lecture
Some of the lectures felt detached from what we were studying, and I wish they would have related more to things we covered or we would have been given a longer time to understand them.
Professor would go off on tangents for further math that did not pertain to the class
Lectures. They did not talk about what the class was actually supposed to be about, nor anything that was on exams or homework
Close to half of the lectures being unimportant for the course (not helpful for quizzes, homework, project, or exams). Very disorganized lectures (not based on the book and hard to find supplementary materials for the topic).
All aspects of the class were valuable, though it may have been interesting to briefly cover more subjects related to linear control systems, such as root locus.
The lectures were extremely hard to follow. Also I wish the course focused more on creatively solving differential equations rather than teaching us formulas.
The homeworks and lecture
Extra material and computer project (computer project would probably be more valuable if we had learned anything about using computers for math in this course).
the homework took over 7 hours a week in the beginning of the semester
A lot of the material that we did in the homework or learned in lecture didn't show up anywhere on the quizzes or exams.
Sometimes the longer higher level math problems on the homework seemed kind of pointless and long, unless if math was your passion.
Class lectures covered material that was often way out of the scope of the class and were poorly explained
Homeworks were often more difficult than quizzes and tests and seemed largely irrelevant. I did not always feel I learned from these assignments. They weren't unhelpful, but they occasionally felt unrelated.