

# Individual Report for Instructor Lototsky (39625-20233 : MATH-407 Probability Theory (39625))

Project Title: **USC Learning Experience Evaluations - Fall 2023**

Courses Audience: **49**  
Responses Received: **7**  
Response Ratio: **14.29%**

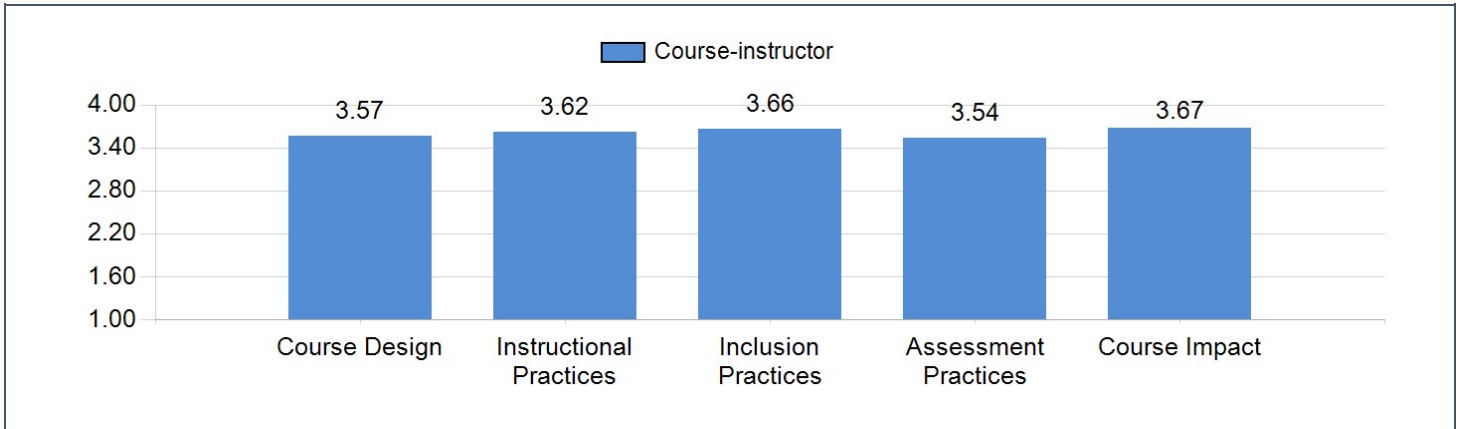
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## Report Comments

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## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.57	+/-0.51
Instructional Practices	3.62	+/-0.50
Inclusion Practices	3.66	+/-0.49
Assessment Practices	3.54	+/-0.51
Course Impact	3.67	+/-0.49

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.57	0.53
The course assignments were related to the course objectives.	7	3.57	0.53
I understood what was expected of me in this course.	7	3.57	0.53

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.43	0.53
The instructor encouraged me to do my best work.	7	3.71	0.49
The instructor encouraged questioning and discussion of course topics from the students	7	3.71	0.49

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	5	3.80	0.45
The instructor used a variety of teaching approaches to meet the needs of all students.	6	3.50	0.55
The instructor was receptive to the expression of diverse student viewpoints	6	3.67	0.52
The instructor demonstrated sensitivity to students' needs and diverse life experiences	6	3.67	0.52

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.43	0.53
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.57	0.53
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.57	0.53
The instructor's evaluation of my performances was constructive.	7	3.57	0.53

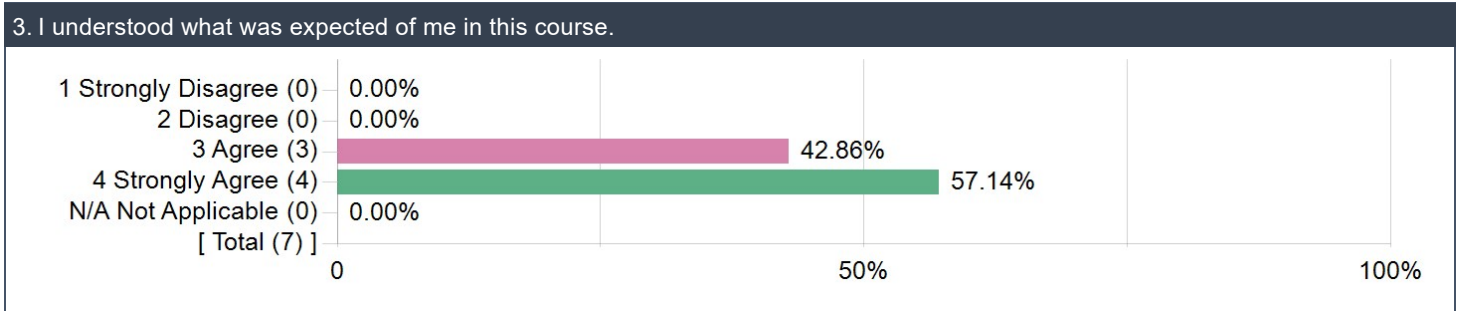
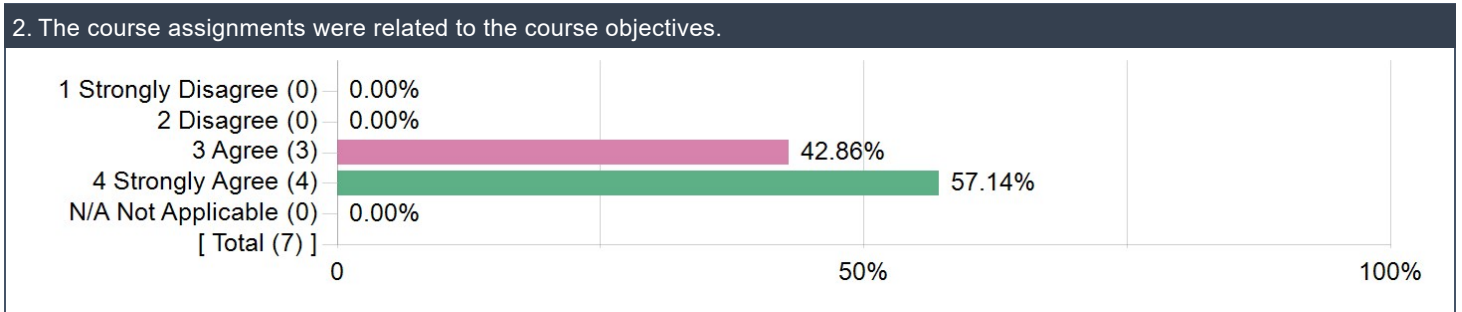
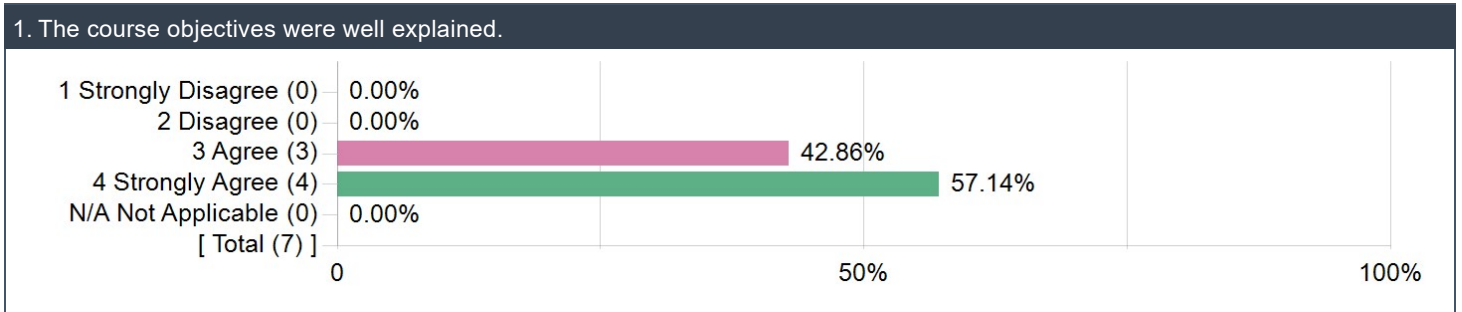
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	6	3.67	0.52
This course challenged me to think critically and communicate clearly about the subject.	6	3.67	0.52
This course provided me with information that may be directly applicable to my career or academic goals.	6	3.67	0.52

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

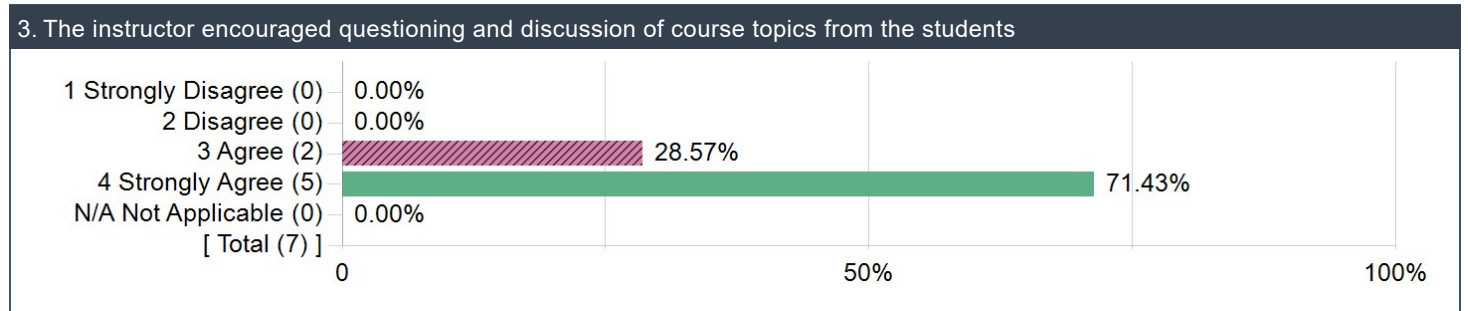
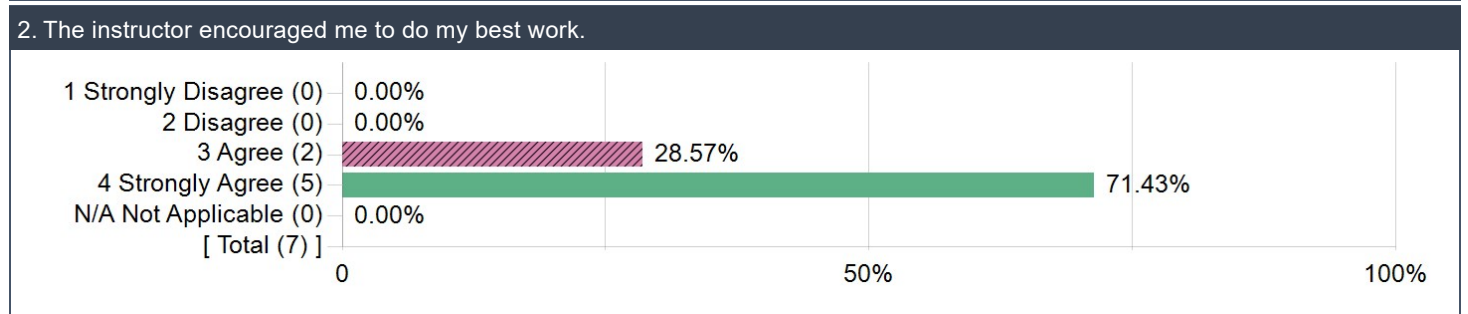
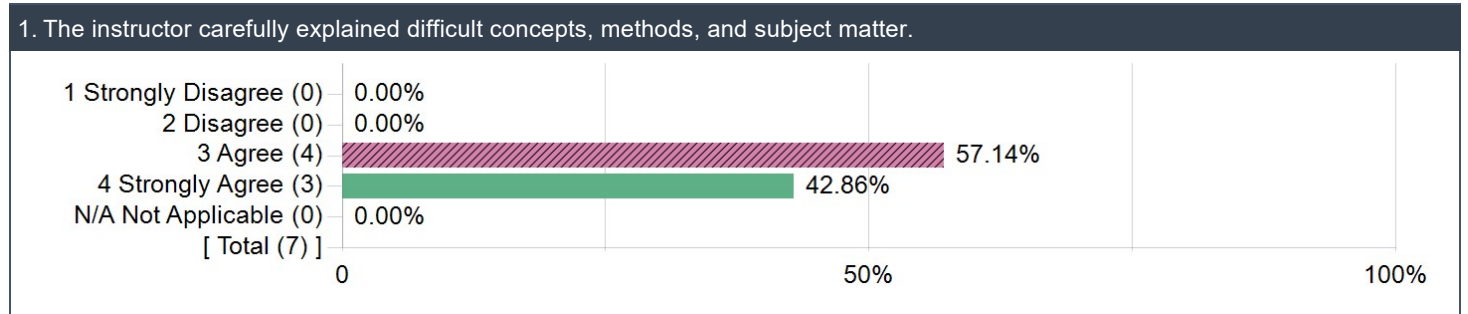
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## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

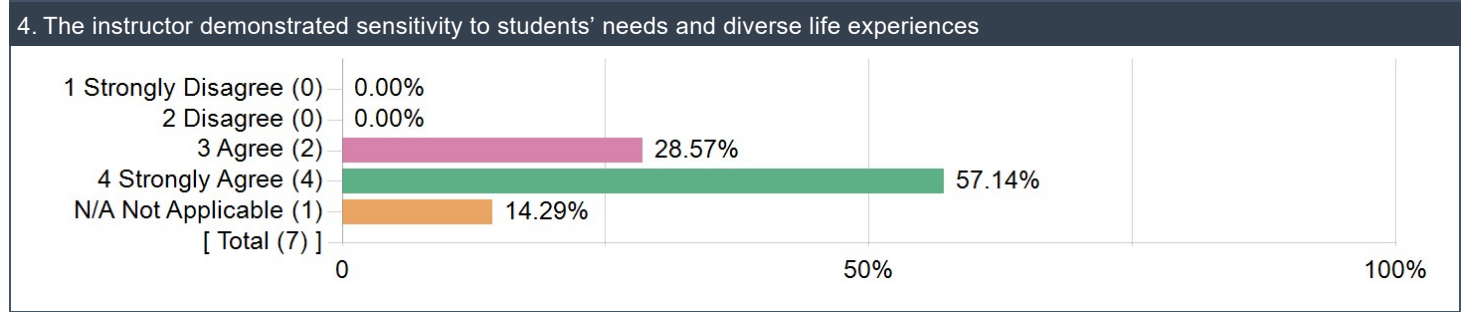
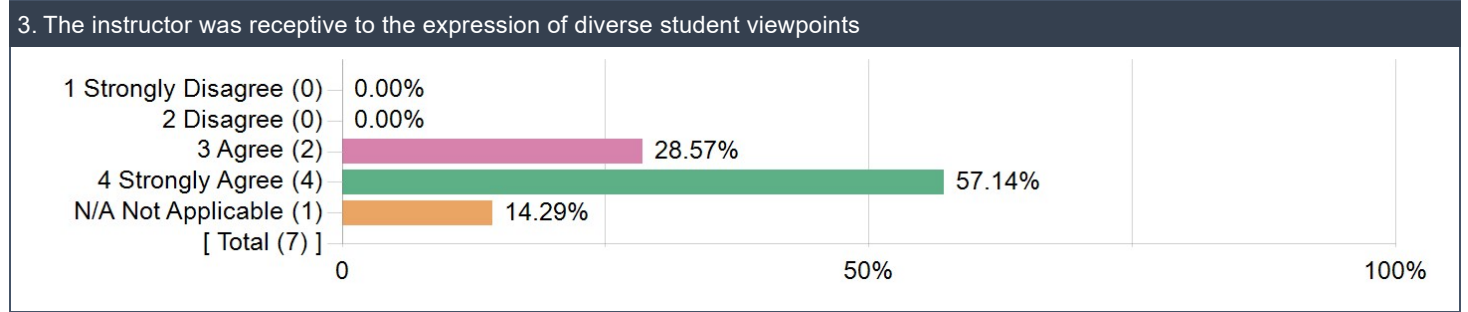
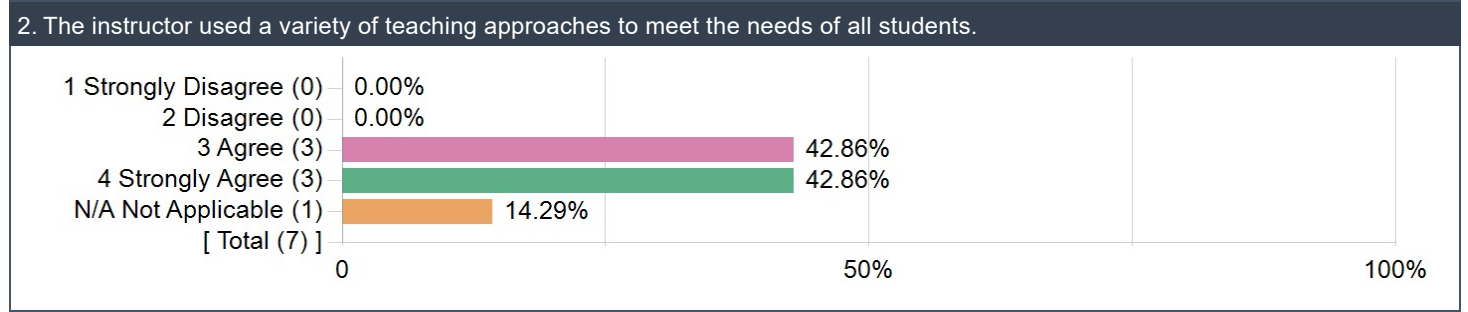
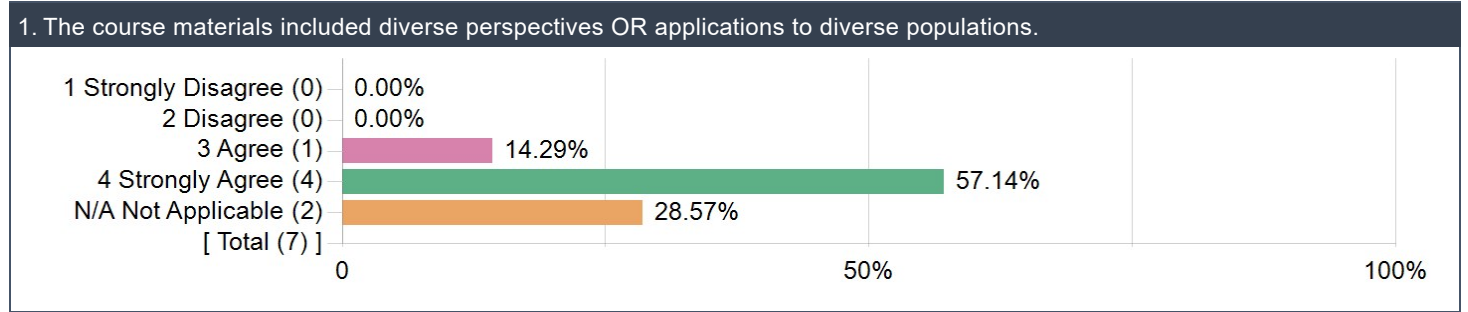
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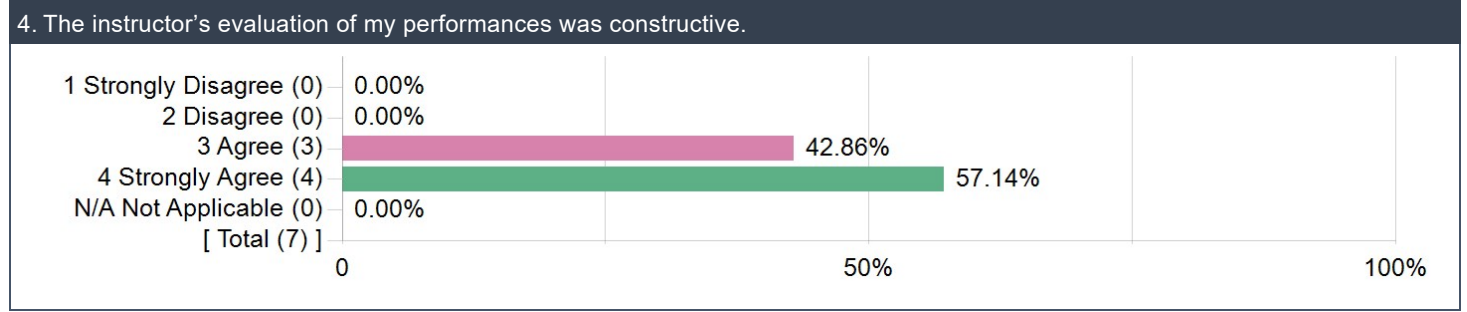
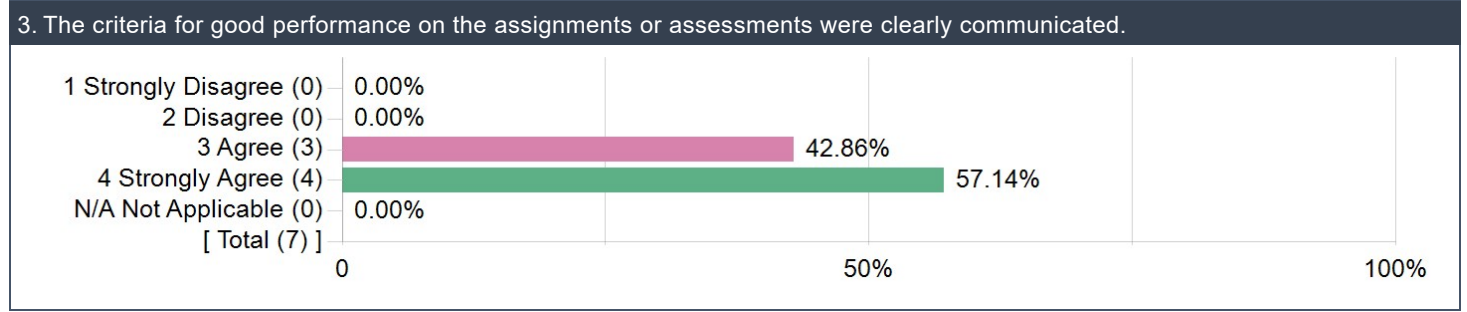
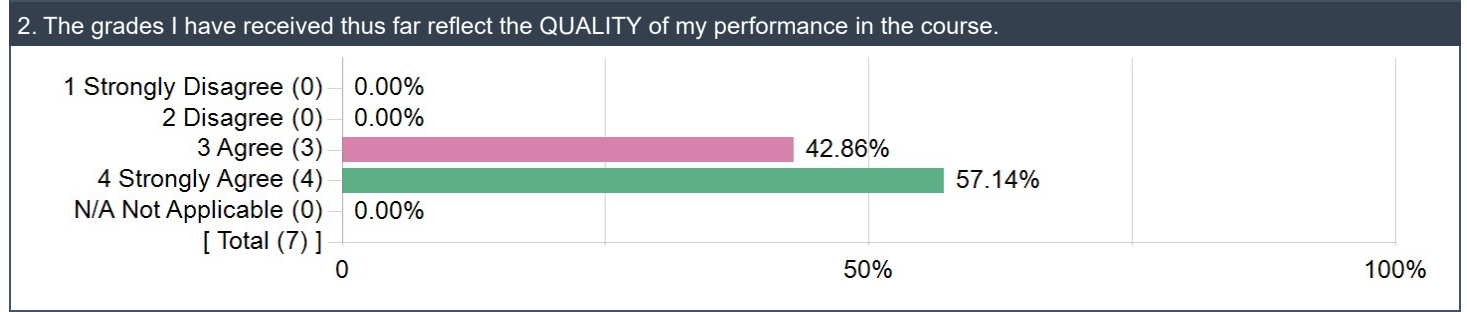
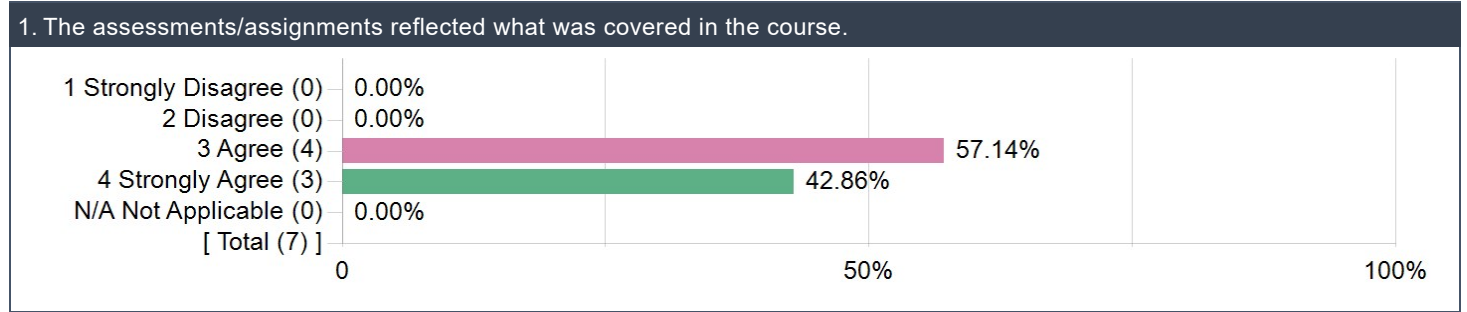
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## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

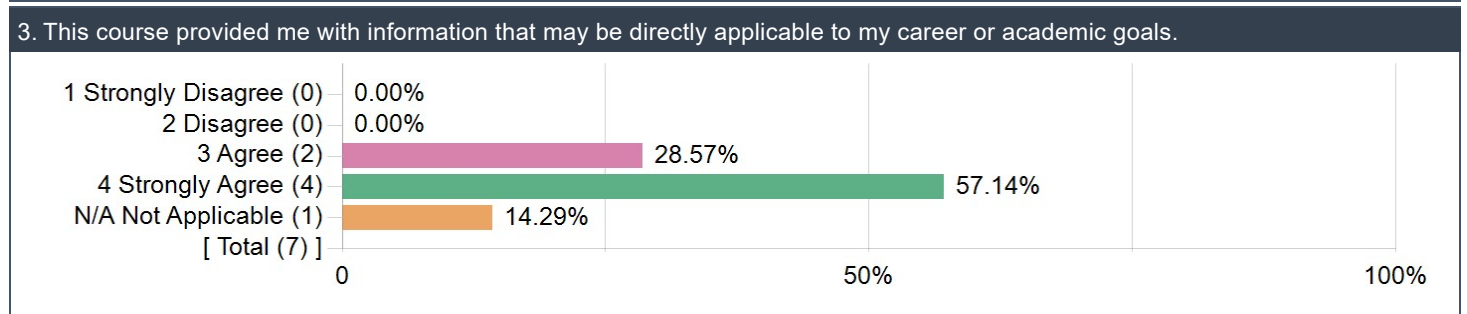
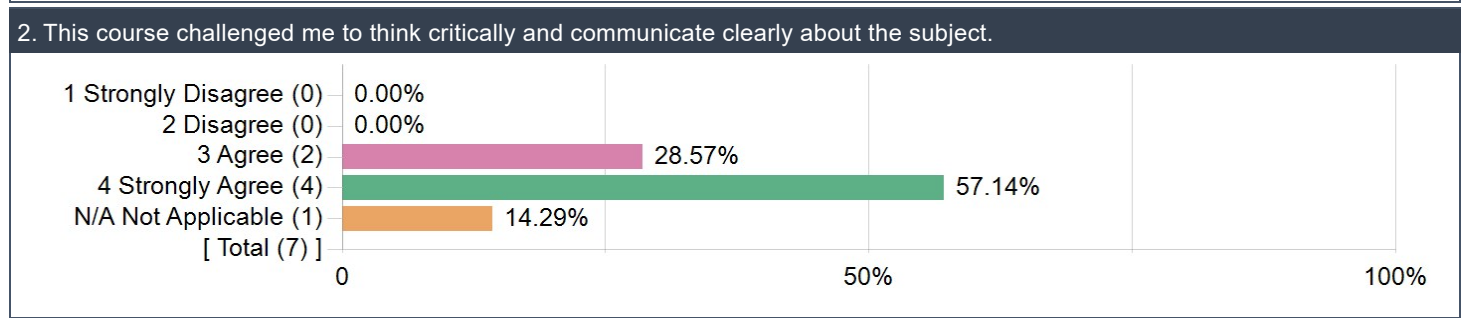
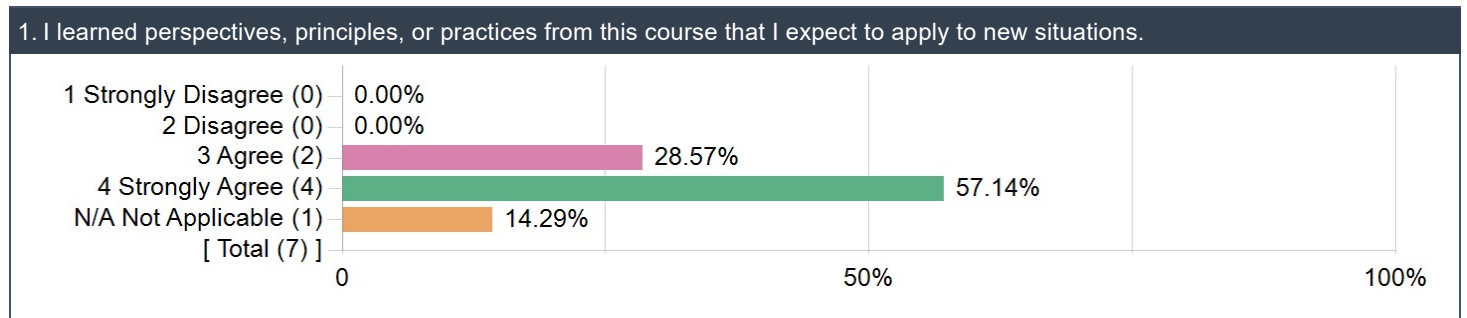
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**Is there additional information or feedback that you would like to share with instructor Sergey Lototsky ?**

**Students**

Sergey cares a lot about his students and goes above and beyond to accommodate their needs. I really appreciate this!

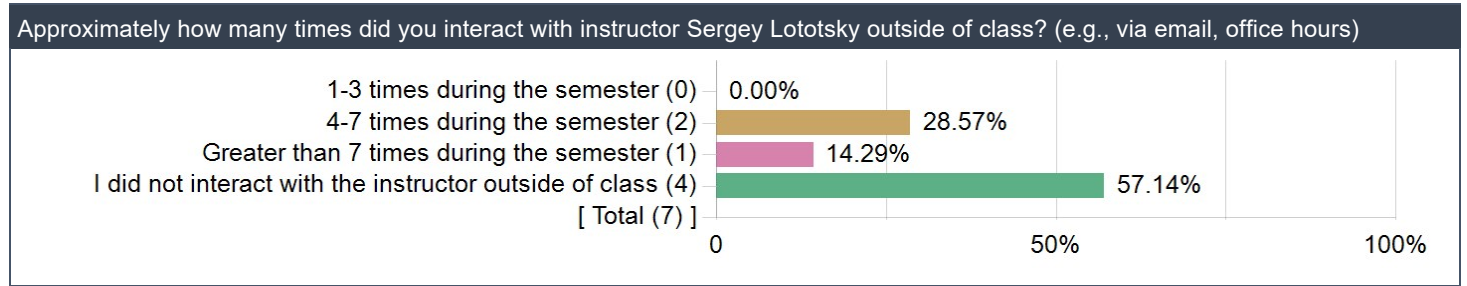
I really appreciate the great enthusiasm that Professor Lototsky has for mathematics, it's very obvious in every single lecture he holds. However, he does like to spend a lot of time teaching about concepts that are often more complicated extensions of the actual concepts that we are learning in class. While those discussions can certainly be very interesting, I often fail to understand many of them, as we haven't had enough time in lecture to actually establish the fundamental concepts that have been introduced to us. This issue is lessened through discussion sections though, since we have more time to actually digest content. However, I would prefer being able to further establish a base during actual lectures, so that homework assignments feel less removed from lecture.

This was one of the most difficult classes I've taken (and will likely ever take for the remainder of my college career) — I struggled tremendously during the first half of the course and genuinely contemplated withdrawing and trying again next semester. I really appreciated that Professor Lototsky reached out to me when he first became aware of my difficulties because I may not have been proactive enough to start the conversation myself. He is easily one of the best professors I've had the pleasure of learning from during my time at USC. He demonstratively cares about ensuring the success of his students so long as they're willing to put in the work themselves.

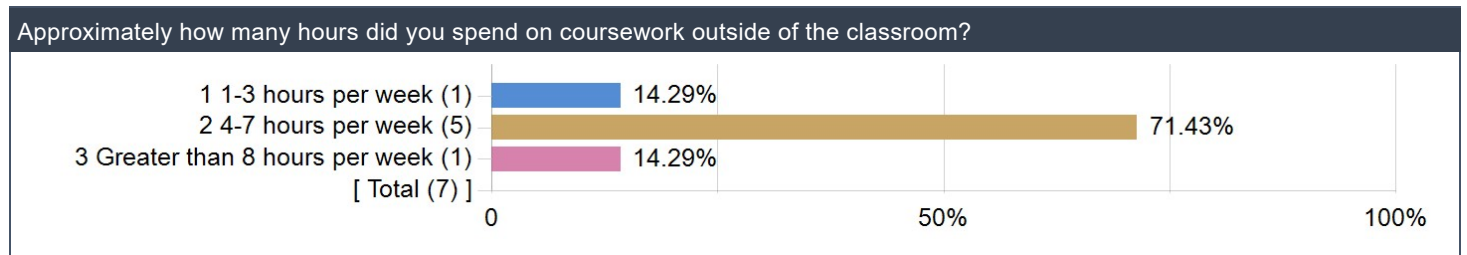
In the past, I have been very easily intimidated by higher-level mathematical concepts, but Professor Lototsky's passion for probability theory and stochastic analysis was genuinely inspiring and made me excited to learn/ask questions. If I had ventured down a different academic path from the one I am currently on and set to complete, I would definitely take another class taught by him. In all honesty, I think he may find it suitable to teach more advanced courses than this one though only because I think a greater proportion of the students would be more engaging with the concepts and appreciative of his supplementary materials.

## STUDENT ENGAGEMENT ANALYSIS

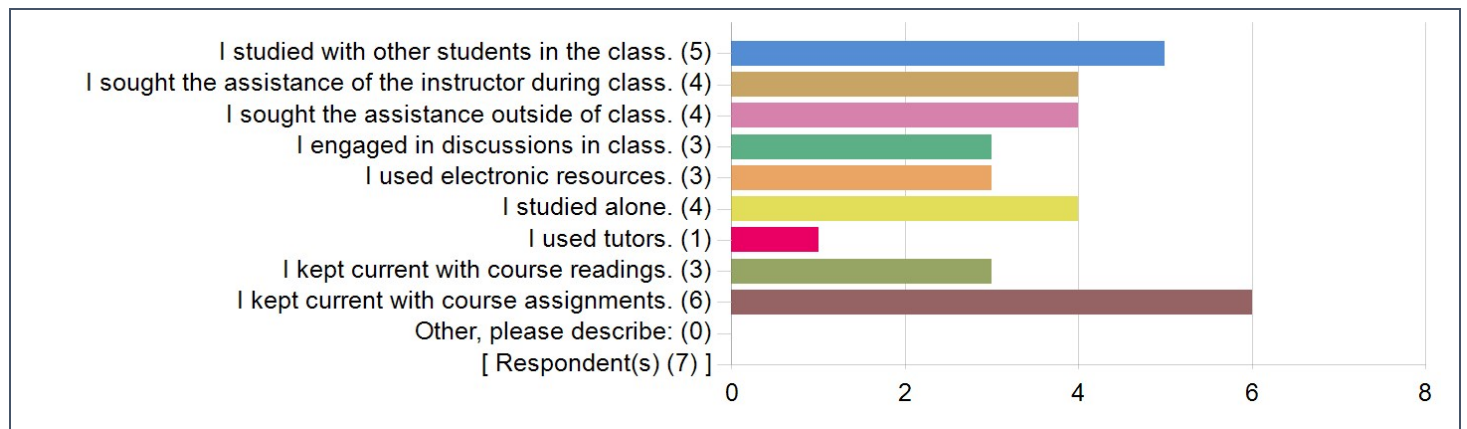
### Number of Instructor Interactions Outside of Class



### 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
The assessments were accurate reflections of the course expectations and material. The lectures explored concepts beyond the scope of this course — it was evident that the professor loved this topic and this is always invigorating/encouraging for students to witness. The TA focused discussion sections around covering specific problems (as opposed to simply regurgitating lectures).

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

Comments
N/A