University of Nebraska, Lincoln
Other University Programs Fall 2020 Course Evaluations

Course:	RAIK-341H-001.1208: HONORS: MARKETING RAIK341H SEC 001 Fall 2020
Instructor:	Robert Mackalski *
Response Rate:	13/31 (41.94 %)

Question		1	Mean	Std	Median
I understand that my response will be anonymous and will not include any identifying information.	n	12	1.00	0.00	1.00
	%	100.00%			

Scale: 1 = Yes

Question		5	4	3	2	1	Mean	Std	Median
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I feel welcome and respected.	n	12	0	0	0	0	5.00	0.00	5.00
	%	100.00%	0.00%	0.00%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I understand course expectations and how my performance is evaluated.	n	2	6	2	0	2	3.50	1.31	4.00
	%	16.67%	50.00%	16.67%	0.00%	16.67%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I feel challenged to learn a lot in this course.	n	7	4	1	0	0	4.50	0.67	5.00
	%	58.33%	33.33%	8.33%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: Course activities effectively promote my learning and interest in the subject.	n	8	4	0	0	0	4.67	0.49	5.00
	%	66.67%	33.33%	0.00%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: The learning tools (e.g. course texts, notes, slides, videos, exams, projects, etc.) support my learning.	n	8	4	0	0	0	4.67	0.49	5.00
	%	66.67%	33.33%	0.00%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I am invited to be an active participant in my learning (either face to face or online).	n	11	1	0	0	0	4.92	0.29	5.00
	%	91.67%	8.33%	0.00%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I have opportunities to learn with and from other students in this course.	n	11	1	0	0	0	4.92	0.29	5.00
	%	91.67%	8.33%	0.00%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: The feedback I receive on my work is useful to me for making changes and improvements.	n	5	5	1	1	0	4.17	0.94	4.00
	%	41.67%	41.67%	8.33%	8.33%	0.00%			

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Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I know where to go for help in this course if, and when, I need it.	**n**	11	1	0	0	0	4.92	0.29	5.00
	%	91.67%	8.33%	0.00%	0.00%	0.00%			
Educational research has identified the elements in the below statements as being important to student learning. For each statement, please select your level of agreement regarding your learning experiences in this course: I find communication with the instructor (e.g. office hours, email, Canvas, etc.) effectively supports my learning.	**n**	10	2	0	0	0	4.83	0.39	5.00
	%	83.33%	16.67%	0.00%	0.00%	0.00%			

Scale: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

Question	What has been beneficial to your learning? From the following list of teaching elements, what is the one thing that has been the most beneficial for your learning in this course so far? After your selection, please provide written comments about the element.	n	%
1	Inclusiveness	1	8.33%
2	Course Performance Expectations	0	0.00%
3	Course Challenge	2	16.67%
4	Engagement in Assignments or Projects	1	8.33%
5	Course Learning Materials and Tools	1	8.33%
6	Active Learning Opportunities	4	33.33%
7	Quality Interactions with Students	0	0.00%
8	Timely and Useful Feedback for Improvement	1	8.33%
9	Support	0	0.00%
10	Instructor Communication	1	8.33%
11	Other	1	8.33%
0	Not Applicable	0	0.00%

You selected 'Inclusiveness'. Please provide written comments on your choice.: Robert Mackalski

• Dr. Mackalski is very open to contributions and participation from every student.

You selected 'Course Performance Expectations'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Course Challenge'. Please provide written comments on your choice.: Robert Mackalski

• Professor Mackalski is very passionate about what he does and is great at effectively presenting the material. I feel like I've learned a lot this semester and enjoy the class even though it is challenging.

• This class was very difficult but pushed me to learn a lot about marketing. I was challenged in good ways that helped me. The assignments required extensive research and forced me to develop a very deep understanding but we also had plenty of time and assistance to ensure that we could perform well on each assignment and presentation.

You selected 'Engagement in Assignments or Projects'. Please provide written comments on your choice.: Robert Mackalski

• The participation aspect of our course grade ensures that everyone is engaged in class assignments, projects, and discussions. One area of improvement for this might be having more insight into how participation works or what our status is. It felt like a little bit of a black box, and since everyone was competing for discussion points it would sometimes lead to overly long discussions because everyone simply wanted to make sure they "participated" rather than genuinely wanting to add something.

You selected 'Course Learning Materials and Tools'. Please provide written comments on your choice.: Robert Mackalski

• Lectures are the best part of the course. Professor is engaging and excited about his topic which makes it easy to learn from and pay attention to.

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You selected 'Active Learning Opportunities'. Please provide written comments on your choice.: Robert Mackalski

• Professor Mackalski does a great job at facilitating student-led discussions. He encourages students to take an active role in driving points of discussion which makes the course a lot more engaging.

• I felt like the lectures were very engaging throughout the semester whether that was the case study or regular lectures

• Bob does a great job allowing for active learning opportunities with the class. He has times in each class where students are broken up into groups to work on a mini project or discuss a topic covered in class. This really allows for me to understand the course material better because I am directly applying what I have learned to a new, low-stakes scenario. Bob also does a great job in allowing for discussion on course topics. I would say that this is one of his greatest strengths as we all go back and forth applying what we have learned as a class.

• Professor Mackalski was very engaging with the students and encouraged everyone to participate and share their opinions and ideas. This is one of the most interactive classes I've had yet in my college career. Every class was full of opportunities to speak and apply the content we'd learned so far.

You selected 'Quality Interactions with Students'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Timely and Useful Feedback for Improvement'. Please provide written comments on your choice.: Robert Mackalski

• Bob provides incredibly thorough feedback on all of our assignments and tests. I found his criticisms to be respectful, yet valid. He is generous with praise. Overall, wonderfully timely and useful.

You selected 'Support'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Instructor Communication'. Please provide written comments on your choice.: Robert Mackalski

• Dr. Mackalski is always available for easily reachable for any questions we have.

You selected 'Other'. Please provide written comments on your choice.: Robert Mackalski

• Bob. Bob rocks. He cares about us and about learning. His feedback is exceptional. It was his first year, so I think he did have some shortcomings like providing good examples, but he also was willing to extend deadlines and be flexible when possible, for the benefit of his students and the quality of his work. Many teachers would be rigid in deadlines, but Bob prioritizes his students and their work, and I truly believe everyone was better off for it. I want to do good work for this class, and if you see the final presentations, you will see a class that feels compelled to do good work, as well. He is always available for questions on his personal number. I honestly wish I had people as devoted, or at least as willing to go above and beyond, as Bob, in many other endeavors of my college education and involvements.

You selected 'Not Applicable'. Please provide written comments on why you selected your choice.: Robert Mackalski

Question	What could use some improvement? From the following list of teaching elements, what is the one thing that could most use some improvement to increase your learning? After your selection, please provide written comments about the element.	n	%
1	Inclusiveness	0	0.00%
2	Course Performance Expectations	7	53.85%
3	Course Challenge	0	0.00%
4	Engagement in Assignments or Projects	1	7.69%
5	Course Learning Materials and Tools	2	15.38%
6	Active Learning Opportunities	0	0.00%
7	Quality Interactions with Students	0	0.00%
8	Timely and Useful Feedback for Improvement	2	15.38%
9	Support	0	0.00%
10	Instructor Communication	0	0.00%
11	Other	0	0.00%
0	Not Applicable	1	7.69%

You selected 'Inclusiveness'. Please provide written comments on your choice.: Robert Mackalski

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You selected 'Course Performance Expectations'. Please provide written comments on your choice.: Robert Mackalski

• All semester Professor Mackalski has joked about a participation spreadsheet. He will commonly say "two points to so-and-so!" when there is a particularly good or funny contribution in class. He follows this up with "I'm just kidding". This implies that he's kidding about tracking this, right? I recently learned that the spreadsheet is a real thing, and now I am absolutely terrified for my grade. I have no metric for how much participation is considered "enough" or "good". If this metric was available, I'm sure some people would use it to just skate by... but many people like myself would try to exceed it and I think everyone in Raikes would at least make an effort to meet it. Spreadsheet aside, our class also feels (and has discussed) the seemingly arbitrary grading process for this class. It is clear that Professor Mackalski spends a lot of time reading and commenting on our work, but we're unsure of how that correlates to grades. I think it would be helpful if throughout the comments there were +1's or -1's to show where points came from or were taken off. The class kind of feels like his current grading is very "Best paper I've ever read! Here's an 85%" while another student's only comment is a star and they get a 90%.

• Two major grades in the class are participation and the main project. Both of these grades have very loose expectations written in syllabus and are graded far too harshly for original expectations. In the case of the project, instructor does not make expectations for what is required in the paper very clear and does not make it clear that communicating with outside of class is required, not recommended, to do well on the project. Would recommend making expectations more clear in future semesters.

• I think it would be helpful for students to let them know where they are standing regarding participation. As of writing this evaluation, I do not have the slightest idea of what grade I will get in this class. A little more transparency here would eliminate a lot of unnecessary stress.

• Most of the projects had good descriptions of what the instructor was looking for but for the overall class, there was a lot of uncertainty in how it was being evaluated such as participation.

• It was sometimes unclear what Dr. Mackalski was expecting from us for our assignments. Additionally, I would have appreciated if he was more clear about how in class performance is graded and how to receive feedback on how we are doing with it.

• Having clear course performance expectations is a lacking area for this marketing class. The discussion points have been poorly done as every student that I know (including myself) has no idea where we are with them in the class. In a class where things are graded low already, with most students not receiving high grades for the midterm/project papers, not knowing where we stand in the course is detrimental to overall student mental health. To improve this in later years, please have an up to date tally or score for students to see how they are doing. Further, I believe the expectations on what responses look like for the midterm were not very clear. I think to improve this, there should be an assignment that is graded for students before the midterm as then they can see what they still need to study and can see your expectations before taking a midterm that is worth a large percentage of their overall final grade.

• Despite the expectation of consistent participation being set forth at the beginning of the year, there still wasn't a clear rubric or anything to help a student assess exactly where they stood in terms of participation. There was an option to meet with Bob to find out relatively where the student stood, but most students do not have the time to meet with every one of their professors constantly, especially when a clear rubric or frequent updates to an assignment on Canvas would be equally as effective. In addition, there were a few times I felt grades took unnecessarily long to get back— mainly presentations, as these take far less time to grade.

You selected 'Course Challenge'. Please provide written comments on your choice.: Robert Mackalski

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You selected 'Engagement in Assignments or Projects'. Please provide written comments on your choice.: Robert Mackalski

• We were strongly encouraged to actively participate in class but we were also told that every comment we made was getting factored into a participation grade for the whole semester. I would have appreciated more clarity and feedback on this portion of the grade. I never knew if I was doing well or not or even how closely each comment was getting tracked.

You selected 'Course Learning Materials and Tools'. Please provide written comments on your choice.: Robert Mackalski

• The content that Bob covers is high quality, but I selected this option because I feel like our time could be utilized better which relates to the pacing of information. Sometimes examples/exercises/etc were a bit long winded and we didn't get around to "the point" of the lesson til the last 5 minutes of class.

• Sometimes lectures weren't exactly packed with information. Marketing isn't as concrete as CS courses, but some discussions didn't seem very relevant or material. Online school isn't ideal for anyone, but we all came into the year with certain expectations laid out for everyone. I don't feel like Bob met his with regard to respecting the split nature of his course. The second half of lectures were never posted online, which isn't great for students who want to keep up but weren't able to make class and depend on those recordings.

You selected 'Active Learning Opportunities'. Please provide written comments on your choice.: Robert Mackalski

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You selected 'Quality Interactions with Students'. Please provide written comments on your choice.: Robert Mackalski

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You selected 'Timely and Useful Feedback for Improvement'. Please provide written comments on your choice.: Robert Mackalski

• We receive minimal feedback on our work on paper as he expects us to reach out to him to receive the rest of his feedback. For example, he put several positive comments on a submission of mine, and no negative, yet still gave a semi-low grade. I recognize my work isn't perfect, but I'd like to know more about why exactly it isn't perfect. Additionally, participation is a major portion of our grade and no feedback is given to us regarding how we're doing until the end of the semester. It felt as though it was just dropped on us at the end, even if it was an accumulation of the whole semester.

• There are only a handful of assignments in the course, so getting a less than stellar grade on an assignment can have a very large impact on your grade. I think the course would be better if there were more smaller assignments with quicker turnarounds to get more timely feedback instead of just 5 assignments, most of which were in the latter half of the semester.

You selected 'Support'. Please provide written comments on your choice.: Robert Mackalski

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You selected 'Instructor Communication'. Please provide written comments on your choice.: Robert Mackalski

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You selected 'Other'. Please provide written comments on your choice.: Robert Mackalski

You selected 'Not Applicable'. Please provide written comments on why you selected your choice.: Robert Mackalski

• Bob was wonderful. The only small criticisms I have on his class are reflective of the strange semester with COVID-19, not on his teaching methods.

Question		1	2	3	4
This course is:	**n**	10	3	0	0
	%	76.92%	23.08%	0.00%	0.00%

Scale: 1 = Required by my major/degree, 2 = Required by my college, 3 = A chosen elective, 4 = Don't know/choose not to answer

Question		1	2	3	4	5
I spend the following average number of hours studying and/or preparing for this course per week:	**n**	0	7	6	0	0
	%	0.00%	53.85%	46.15%	0.00%	0.00%

Scale: 1 = Less than 1 hour, 2 = Between 1-4 hours, 3 = Between 4-7 hours, 4 = Between 7-10 hours, 5 = More than 10 hours

Question		1	2	3	4	5
My attendance in this class so far:	**n**	7	6	0	0	0
	%	53.85%	46.15%	0.00%	0.00%	0.00%

Scale: 1 = I missed 0% of classes, 2 = I missed 1-10% of classes, 3 = I missed 11-25% of classes, 4 = I missed 26-50% of classes, 5 = I missed 51% or more of my classes

Question		4	3	2	1	0
My anticipated grade for this class is:	**n**	10	3	0	0	0
	%	76.92%	23.08%	0.00%	0.00%	0.00%

Scale: 4 = A, 3 = B, 2 = C, 1 = D, 0 = F