

University of Nebraska, Lincoln

Other University Programs Spring 2022 Course Evaluations

Course: RAIK-341H-001.1221: HONORS: MARKETING RAIK341H SEC 001 Spring 2022
Instructor: Robert Mackalski *
Response Rate: 18/39 (46.15 %)

Question		1	Mean	Std	Median
I understand that my response will be anonymous and will not include any identifying information.	n	18	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	8	7	0	1	1	4.18	1.13	4.00
	%	47.06%	41.18%	0.00%	5.88%	5.88%			
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	6	7	1	3	0	3.94	1.09	4.00
	%	35.29%	41.18%	5.88%	17.65%	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 feel challenged to learn a lot in this course.	n	12	3	1	1	0	4.53	0.87	5.00
	%	70.59%	17.65%	5.88%	5.88%	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	12	5	0	0	0	4.71	0.47	5.00
	%	70.59%	29.41%	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	11	5	0	1	0	4.53	0.80	5.00
	%	64.71%	29.41%	0.00%	5.88%	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	15	2	0	0	0	4.88	0.33	5.00
	%	88.24%	11.76%	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	15	1	1	0	0	4.82	0.53	5.00
	%	88.24%	5.88%	5.88%	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	11	6	0	0	0	4.65	0.49	5.00
	%	64.71%	35.29%	0.00%	0.00%	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	13	2	1	1	0	4.59	0.87	5.00
	%	76.47%	11.76%	5.88%	5.88%	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	13	3	1	0	0	4.71	0.59	5.00
	%	76.47%	17.65%	5.88%	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	0	0.00%
2	Course Performance Expectations	0	0.00%
3	Course Challenge	1	5.56%
4	Engagement in Assignments or Projects	5	27.78%
5	Course Learning Materials and Tools	2	11.11%
6	Active Learning Opportunities	5	27.78%
7	Quality Interactions with Students	2	11.11%
8	Timely and Useful Feedback for Improvement	1	5.56%
9	Support	0	0.00%
10	Instructor Communication	2	11.11%
11	Other	0	0.00%
0	Not Applicable	0	0.00%

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

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

- Bob knows the exact amount of rigor to give his course where it is possible to succeed while still feeling challenged. He pushed all of us while giving us numerous tools along the way. He also was always willing to offer us support and guidance. He cares so much about his students and he is the kind of professor that you want to make proud.

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

- The lectures are great! Bob is a fantastic lecturer, and he's great at keeping everyone engaged. I feel like I've learned so much from this course, and all of the group and individual projects really contributed to my learning. In terms of strictly course content and engaging lectures, this is one of the best classes I've taken during college.
- Lectures are very engaging and well planned out. They keep my attention for the whole class period, and I often learn a lot from them. It is clear that Bob puts a lot of effort into planning his lessons and it translates to how well we can all understand the material and engage with it.
- Since we work on one large project for the whole semester this is fundamental to the learning opportunities in the class.
- The semester project was extremely engaging and allowed me to learn a ton.
- I felt that the marketing plan was a great way to culminate my semester and utilize all of the things we have learned over the semester. I also thought it was easier to absorb topics when I could relate back to specifically how that concept would apply to our marketing project.

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

- Bob is undoubtedly my favorite lecturer in my last two years of college. He brings an unparalleled energy and excitement to his lectures, and creates slides and exercises that are not only relevant but catered to the class's personality and sense of humor. A great example is his lecture over the hit new Gorilla Man cinematic universe. He was able to teach us about promotion by constantly making the class laugh and provide input throughout the entire lecture. Bob makes me excited to go to class and learn about marketing, and I have a genuine appreciation for his apparent love of teaching.
- This class is incredibly arbitrary. Bob has a great lecturing style, a cool guy and is a good professor but I didn't really feel like we were being measured by a reasonable measuring stick. One hypothesis I have is that he can't give everyone an A, even though everyone in this class would get an A if this was a normal marketing class, so he and the TAs had to find random stuff to use to beat down people. Also, tons of the lectures were Bob presenting his opinions on subjective matters as objective truth. My personal favorite was when he was trying to convince everyone that some ads would share more than others on social media, even though our class unanimously said they wouldn't share those ads. He then refused to discuss his sources instead of admit his data might be outdated. A lot of the lectures were him regurgitating zero to one or memetic theory, which isn't the worst in my view, but kinda boring and he wasn't being two sided enough.

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

- I really appreciate the engaging lectures in this class, I truly feel like I learn each time I attend class, which I can't say a lot about my other classes. Each class day has a clear objective of what we should learn and I really appreciate that. Also, I like the case studies and more fun lectures, they were both educational and enjoyable.
- Participation in class is great. From case studies, to fun activities like Gorilla Man, I always feel engaged in class.
- Bob is one of the best lecturers I have had in college. His class is always engaging and makes sure that everyone is included and participating in the class. The marketing plan is a great way to put everything we have learned into practice and I learned a lot from that project, the case studies, and other various activities in the class.
- I loved every aspect of this class. The hands-on learning experiences that you incorporated in class such as the coffee and chocolate experiences were helpful. I will definitely take the lessons from this class with me throughout the rest of my career.
- The lectures in this course were very engaging and encouraged us to be active participants in our learning.

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

- Bob is a very personable guy who is easy to talk to and learn from. He is a guy I would want to get to know outside of the classroom.
- My work with my team this semester was definitely when I learned the most.

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

- Bob provides great feedback for work submitted and is willing to help you fix any issues you may have on your work to make sure you nail the next assignment.

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

- Bob is very actively engaged in class, for questions, outside of class, in group projects, or basically whenever he is needed. His level of communication with the class is engaging and informs the rest of the class well, requirements are well communicated and questions are fielded with good communication.
- I'm able to text/call the instructor at "almost" any time to ask questions. This allows me to get instant feedback or help.

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

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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	2	11.76%
2	Course Performance Expectations	2	11.76%
3	Course Challenge	1	5.88%
4	Engagement in Assignments or Projects	0	0.00%
5	Course Learning Materials and Tools	1	5.88%
6	Active Learning Opportunities	2	11.76%
7	Quality Interactions with Students	0	0.00%
8	Timely and Useful Feedback for Improvement	0	0.00%
9	Support	0	0.00%
10	Instructor Communication	3	17.65%
11	Other	2	11.76%
0	Not Applicable	4	23.53%

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

- Unfortunately, Bob has made many comments that come across as microaggressions. When learning names, he learned all the students' names except for the students of color. While it's understandable that learning names takes time, Bob did not even make an effort to come close to correct pronunciations three months into the semester (even after the students corrected him several times). When placing pictures of successful young entrepreneurs on his slides early on in the semester, Bob only selected white men. Society does have mostly white men in positions of power, but Bob meant for the slide to be motivational for us to be encouraged to go out and do the same. Representation matters. Having only white men as the model of success should be changed in the classroom. In addition, Bob's participation requirements do not feel inclusive. Women and men have different communication styles (<https://hbr.org/1995/09/the-power-of-talk-who-gets-heard-and-why>), and in-class participation is something men, especially men in Raikes, are generally more vocal about than women. This does not mean women are less engaged, but rather should have additional opportunities to earn full credit for participation, given that participation 20% of our grade.
- I do not believe there is intentional lack of inclusivity in this class environment and Dr. Mackalski has proven to be a great educator. That said, there have been instances of microaggressions occurring in this classroom that have made myself and other students feel uncomfortable. The incidents I am referring to may seem benign to many, but are impactful to the students whom it affects. For example there are times where Dr. Mackalski has unknowingly called students of color by incorrect names of past students of color, and this occurrence happened repeatedly which was a negative experience for both the student in question but also other students who saw this happen repeatedly. In other instances when trying to remember students names, instead of admitting that he could not remember he guessed certain students names and their pronunciations. While getting some ones name wrong is by no means a large offense on its own (it is a normal occurrence), it is important to note the cultural significance of names for many students of color. While it is great that Dr. Mackalski wants to learn our names, and when students actively try to he is willing to hear people out when he is corrected, it is also important to keep in mind how to approach the topic of student names from a culturally sensitive and culturally informed lense. Many students of color are othered in the classroom (generally speaking) due to their names being 'too hard to say'. In this landscape, seeing this occur again and again even in college can be disheartening, lead to disengagement of students, and can lead students to feel less accepted in the classroom. A student who dislikes getting called by the incorrect name may hesitate to participate in order to avoid the discomfort all together. Given the emphasis on participation in this class, and the impact participation has on student grades, I think it is vital to ensure all students feel comfortable in this course. I want to clarify that there is nothing wrong in not knowing how to say someone's name, or not remembering a person's name. The issue most people have is the guessing game and the assumptions made about a person's name. Most, if not all, students have no issues when simply asked, how do I say your name, or can you remind me of your name, etc.

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

- I am torn on Bob's strategy for providing expectations, because on one hand I feel it is not communicated well enough but on the other I know that I can always meet with him to discuss my performance and get a clear answer. One example of bad expectations is the Case Study presentations - it seemed that the vast majority of the class got a 95% on the project, which is by no means a bad grade whatsoever, but this grade did not come with any sort of feedback so the course as a whole does not know why points were deducted. The midterm also had similar issues, where points were often deducted for students omitting information despite it not being clear that the information needed to be included. I also felt that the TAs were largely unhelpful and pointless, for lack of a better word. For example, I had tried on several occasions throughout the semester to message both TAs over Canvas to no response, needing me to go to Bob directly instead.
- Most of the assignments in the class did a great job demonstrating how well I knew the material but there was one exception, the midterm. I thought the midterm was really vague and had little to do with how much you understood the material. The way in which it was graded I didn't think was very fair, as there was no rubric given and no way to show you knew the material.

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

- I think it's just due to the nature of the class but it did not feel like there was a ton of information to digest. Since it is almost purely based on just learning terms and definitions and such it is more difficult to have the application of other classes such as doing problem sets.

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

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

- The topic reflections are kinda wishy washy. His lectures are so good though, I wish he tied more lecture content into the materials.

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

- Sometimes the level of interaction is too much. The banter is nice and appreciated and makes class fun but continuous question asking when students cannot come up with an answer or are struggling for a certain amount of time is difficult to work with sometimes. Also I didn't know what category to put this in, but the small number of grades we receive in the class make every single grade we get stressful, especially participation.
- I wish we had more activities in class to apply what we were learning.

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

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

- At times, Bob seemed conceited and unable to take student criticism. He can be very hard to respectfully argue with if he does not share your opinion and that makes it very discouraging for many people in the class to raise their hands and participate in class discussions, because they don't want to risk having to argue with him in front of the whole class.
- There were a few times when we were told to read case studies the day before we needed to.
- I did not read the course packs before class multiple times because I did not realize that we needed them for class that day or the announcement was the night before and I did not have time to read them. It would be helpful to have an assignment on canvas to read the course packs due on the class day we need them. It wouldn't need to be a turned in and graded thing, but it would really help us know when readings are due so we can be prepared for class.

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

- I can't think of anything drastic that needs to change, but one thing I would appreciate is having more lectures at the end of the year about our Submission 3 project. I appreciated the classes where we had worktime and course content specifically relating to our submission 3, and I think even more of this in-class time would be helpful.
- I think this class should be redesigned specifically for the Raikes School. From my understanding from talking to students taking this course through the CoB, the course content is the same. I don't exactly agree with this decision. This course is taken by students in the Raikes School of Computer Science and Management and I think it should be designed specifically for entrepreneurship and software startups. Most students that take this course here in Raikes will never be in a marketing job where they are marketing a physical product. This course covers the basic topics of marketing for the entire semester, but I think that with Raikes School students, these topics can be condensed into the first few weeks of the semester. We could then move into learning about things like search engine optimization, more content on digital and social media marketing campaigns, and even move into specifics on startup marketing concepts such as making pitch decks, and marketing not only to initial users but also investors. The Raikes School has a large focus on entrepreneurship and computer science and I think that the marketing course required by the Raikes School should be consistent with these focuses and hone in on more specific topics related to marketing software and startups. I would love to discuss this further and even work on building out some of these new topics in the curriculum.

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

- Overall, the class is pretty great.
- Great course!
- This is a great class.
- Frankly, there need to be more professors in the world like Bob. He is compassionate, good-humored, and ridiculously intelligent while always remaining humble.

Question		1	2	3	4
This course is:	n	12	6	0	0
	%	66.67%	33.33%	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	12	6	0	0
	%	0.00%	66.67%	33.33%	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

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Question		1	2	3	4	5
My attendance in this class so far:	n	7	10	0	0	0
	%	41.18%	58.82%	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	16	1	0	0	0
	%	94.12%	5.88%	0.00%	0.00%	0.00%

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