

There were: 28 possible respondents.

	Question Text	N	Avg	PMG T Avg	Sch Avg	GenEd	Required	Interest	Instructor	Schedule	Advisor	Friend	Other					
1	Primary reasons to take course	13				54% (7)	23% (3)	62% (8)	0% (0)	15% (2)	0% (0)	8% (1)	0% (0)					
						Not at All	2	3	4	Completely	N/A							
3	Course covered stated objectives	13	4.2	4.7	4.6	0% (0)	0% (0)	23% (3)	31% (4)	46% (6)	0% (0)							
						Lectures	Discuss	Clickers	Activity	Homework	Labs	Project	Teamwork	Present	Guest Lect	Fieldwork	Writing	Other
4	Teaching methods that enhanced learning	13				62% (8)	62% (8)	8% (1)	54% (7)	62% (8)	0% (0)	54% (7)	69% (9)	31% (4)	100% (13)	8% (1)	31% (4)	0% (0)
						Yes	No											
6	Academically prepared to take class	13	0.9	1.0	0.9	92% (12)	8% (1)											
						1 hr or Less	1-2 Hrs	3-4 Hrs	5-6 Hrs	7-8 Hrs	9-10 Hrs	11-13 Hrs	13-15 Hrs	15+ Hrs				
7	Hours per week spent outside class	13				0% (0)	8% (1)	38% (5)	31% (4)	8% (1)	0% (0)	0% (0)	8% (1)	8% (1)				
						Memorizing	Explaining	Synthesizing	Judgments	Apply Theories	Solve Probs	Thinking	Teamwork	Reading	Presenting	Lab Work	Writing	Other
8	Major aspects of efforts in course	13				15% (2)	77% (10)	54% (7)	38% (5)	38% (5)	15% (2)	62% (8)	85% (11)	54% (7)	38% (5)	0% (0)	62% (8)	0% (0)
						Not at All	2	3	4	Very	N/A							
10	Level of intellectual challenge	13	3.3	4.0	3.9	8% (1)	0% (0)	46% (6)	31% (4)	8% (1)	8% (1)							

						Almost Nothing	2	3	4	Great Deal	N/A							
11	How much learned in course	13	3.7	4.4	4.4	8% (1)	8% (1)	23% (3)	31% (4)	31% (4)	0% (0)							
						Str Disagree	2	3	4	Str Agree								
12	Student put forth best effort	13	4.3	4.6	4.6	0% (0)	0% (0)	15% (2)	38% (5)	46% (6)								
						Not at All	2	3	4	Very	N/A							
15	Instructor knowledgeable about subject (Meli)	13	4.8	4.9	4.8	0% (0)	0% (0)	0% (0)	23% (3)	77% (10)	0% (0)							
						Low	2	3	4	High	N/A							
16	Instructor enthusiastic about subject (Meli)	13	5	4.8	4.8	0% (0)	0% (0)	0% (0)	0% (0)	100% (13)	0% (0)							
						Str Disagree	2	3	4	Str Agree	N/A							
17	Instructor treats students with respect (Meli)	13	5	4.9	4.8	0% (0)	0% (0)	0% (0)	0% (0)	100% (13)	0% (0)							
						Not Fair	2	3	4	V Fair	N/A							
18	Instructor used fair grading procedures (Meli)	13	3.3	4.6	4.6	8% (1)	8% (1)	46% (6)	23% (3)	15% (2)	0% (0)							
						Not at All	2	3	4	Excellent	N/A							
19	Instructor provided adequate/ timely feedback (Meli)	13	3.5	4.6	4.4	8% (1)	15% (2)	31% (4)	15% (2)	31% (4)	0% (0)							

						Poor	2	3	4	Excel- lent							
20	Instructor rating (Meli)	13	4.1	4.6	4.5	0% (0)	0% (0)	38% (5)	15% (2)	46% (6)							

Text Responses

Question: Use this space for comments on strengths of the course.

Excellent teacher!

I thing the professors are very enthusiastic about the course and that's the strongest element of the course from my experience.

The personal experience of the professor, assistant, and guest speakers. The emphasis on recreating a realistic work environment with group work and review and revision.

Loved the guest lectures - as young professionals focused on application over theory this was the perfect format for the class. The professors combination of online and in person lectures also were appreciated and flowed nicely throughout the course. The amount of readings required were not too much and contributed mostly to the course, with a couple of outliers that the professor already has welcomed feedback on. I end this course with far more confidence discussing grassroots with my current clients. I want to reiterate just how useful I found the information and all the lectures. This has been one of my favorite classes to attend because of how well the professor orchestrated it all.

awesome proffesor loved topic, material guest lecturer and liked the project

The guest speakers were very knowledgeable and provided great context. Professor Meli was responsive when students asked for changes to due dates on assignments

The guest speakers were great and taught me so much about various aspects of this topic. Connecting with them has allowed me to build my network in ways I couldnt do on my own. I look forward to seeing how these contacts might help me in the future.

The guest lecturers were very knowledgeable and offered practical info on the topic. Assignments such as podcast listenings were a unique way to learn course material. Both Amy and Jess were approachable and always willing to answer questions.

I liked the group project

Question: Use this space to provide suggestions on how to improve this course.

I was expecting a course more focused on social issues and movements. Instead, it felt as if I was taking a course on corporate lobbying. It was not what I expected. Also, the number of guest lecturers was simply too many and it did not keep us on track with content. Professor Meli has poor time management skills it seemed and it was difficult getting through content.

more weeks 12 or 14 instead of 10

I did not like the fact that my entire grade was contingent upon group assignments and I did not get an opportunity to produce my own work. It was challenging to split up tasks and execute them well but still be held accountable for my colleagues' work product as well. I would recommend less group assignments, and that the assignment has less weight on the overall grade. I would also make adjustments to how grading was done this semester, we were given a lot of busy work with little to no feedback. It was hard to understand your justification for receiving 4.25 out of 5 points on an assignment or discussion post with no feedback at all or a rubric/outline provided for what you needed from us. In many classes I've taken in the past, discussion posts were counted more as participation grades therefore, if you complete the discussion and you have some substance you received full credit. That was not the case the the discussions we had and I would consider doing that in the future. As for the in class assignments I would flesh those out a bit and provide more instructions/feedback so we could understand your rational for grading something that also significantly impacts our overall grade...

Experiment with what course material is better in person, what works well online or asynchronously, and if there are other methods of conveying information for various lessons. There was a ton of good information and not enough time for it all.

The in class group assignments were fine, but the semester long group project was very difficult to complete. Everyone has a different schedule and preferred working method - which is fine - but this holds up academic projects. While I can appreciate undergraduate students needing to learn group dynamics, I already have to manage inexperienced colleagues at work and train new employees frequently. To have to reteach/explain what has already been clearly detailed in the lectures and/or "herd cats" for scheduling is draining. If group work is too important, I have had past professors give individual grades per assignment. Groups outlined who completed what sections and where graded accordingly. While this still has some amount of cooperation and doesnt solve the whole problem, it saves the: its 11:00 PM and one group member has done nothing do I write it for them or feeling like every part has to be written to the best of you combined ability.

Reduce the amount of readings and the number of in-class assignments. Also, possibly consider changing the group assignment, to an individual one. Up until now, my grades have been in the high 90s, and I think that is because I was able to do individual assignments. However, I cant control what a group wants to submit, so my mark has dropped for this course. Maybe change the in-class assignments to group work, and allow people to create their own individual grassroots campaign.

Way too much group work. The fact that a group project was valued at half of our entire grade is not fair. Many teammates contributed little to the project or consistently provided low quality outputs that impacted the grades of the entire team.

the grading of individual activities was a bit harsh, the instructions were kinda generalized and i wasnt sure what the expectations or requirements were

There was too much content, work, and reading in this course. Despite student feedback for changes (the the professors request) only one adjustment was made to the syllabus (removing one small assignment)

Make some of the reading optional (older/dated readings). While the chance to resubmit assignments is a great idea, having 2 deadlines for every assignment made them very time-consuming and meant that most of my time working for this class was on assignments and not learning more through the readings. There wasnt enough time to do it all. The guest speakers were great, but keep them to a strict time limit so we have time to cover other aspects of the class that we are being graded on.

I would highly recommend eliminating/changing many of the reading assignments to shorter, more succinct pieces or incorporating more podcast/ video assignments rather than readings (as many were outdated). Since the course was previously offered over 14 weeks rather than 10, I would also have fewer assignments. Lengthy readings, weekly assignments, online lectures, and the semester-long grassroots project plus weekly revisions all contributed to a massive workload, particularly for an elective course. Aside from one instance, the professor very rarely offered time in class to work on the semester-long project, which resulted in having to stay late nearly every class to touch base on group work. For future classes, it would be useful to have class time to work on this given the size of the assignment. Additionally, grading criteria/feedback comments were, at times, unclear and assignments were not always posted on Blackboard in a timely manner. I would recommend that classwork assignments be completed individually at home, rather than in the last half hour of class.

This course needs way more time. I would try to cut down a bit on the guest speakers and spend more time actually teaching- the lecturers were interesting, but also took away from valuable class time especially since we didnt have that much time to begin with. Also I think since this is supposed to be a graduate level course that it needs to go beyond a grassroots 101 level material. I didnt feel like I learned much at all. Also explaining your grades and why you gave them would be super helpful- sometimes you would give a grade and I wasnt sure why we got that grade. Finally, please please work on your timeliness for posting grades and assignments.

Question: You indicated that you were academically prepared to take this course, what prepared you for this class (which prior courses, which topics)?

-Fundamentals of Political Management

I took several similar courses before this course which prepared me for the writing and presentation elements.

There were no required course, but the initial classes for GSPM set up well for all the other courses.

Having completed most of the my degree program before taking this class meant I was familiar with all general concepts.

prior courses ans knowldge and interest in topic. also outside activism experience in grassroots organizing

My past experiences of grassroots organizing.

