

There were: 17 possible respondents.

Question Text	N	Top Two	Avg	PMGT Avg	PMGT SD	Sch Avg	Sch SD	Generated	Required	Interest	Instructor	Schedule	Advisor	Friend	Other						
1 Primary reasons for taking course	14							29%	7%	79%	36%	36%	0%	29%	0%						
								<b>Not At All</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Completely</b>	<b>N/A</b>								
3 Covered objectives	14	100%	4.8	4.4	0.9	4.6	0.8	0%	0%	0%	21%	79%	0%								
								<b>Lectures</b>	<b>Discuss</b>	<b>Clickers</b>	<b>Activity</b>	<b>Homework</b>	<b>Labs</b>	<b>Project</b>	<b>Teamwork</b>	<b>Present</b>	<b>Guest Lect</b>	<b>Fieldwork</b>	<b>Writing</b>	<b>Other</b>	
4 Contributed to learning	14							93%	100%	0%	86%	86%	0%	57%	71%	79%	93%	0%	64%	0%	
								<b>Yes</b>	<b>No</b>												
6 Academically prepared	14	93%	0.9	0.9	0.3	0.9	0.3	93%	7%												
								<b>1 Hr Or Less</b>	<b>1-2 Hrs</b>	<b>3-4 Hrs</b>	<b>5-6 Hrs</b>	<b>7-8 Hrs</b>	<b>9-10 Hrs</b>	<b>11-13 Hrs</b>	<b>13-15 Hrs</b>	<b>15+ Hrs</b>					
7 Time on coursework outside of class	14							0%	7%	43%	43%	7%	0%	0%	0%	0%					
								<b>Memory</b>	<b>Apply Basic</b>	<b>Organizing</b>	<b>Judge</b>	<b>Apply New</b>	<b>Solve Probl</b>	<b>Thinking</b>	<b>Teamwork</b>	<b>Reading</b>	<b>Present</b>	<b>Lab</b>	<b>Writing</b>	<b>Other</b>	
8 Significant aspects	14							14%	93%	79%	43%	71%	43%	79%	93%	71%	71%	0%	64%	0%	
								<b>Not At All</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very</b>	<b>N/A</b>								
10 Intellectual challenge	14	79%	4	3.9	1.0	4.0	1.0	0%	0%	21%	57%	21%	0%								

									<b>Little</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Lot</b>	<b>N/A</b>						
11	How much learned	14	93%	4.5	4.1	1.1	4.3	1.0	0%	0%	7%	36%	57%	0%						
									<b>Str Disagr</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Str Agree</b>							
12	Did best work possible	14	93%	4.6	4.4	0.8	4.5	0.8	0%	0%	7%	29%	64%							
									<b>Not At All</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very</b>	<b>N/A</b>						
15	Knowledgeable (Meli)	14	100%	5	4.7	0.7	4.8	0.6	0%	0%	0%	0%	100%	0%						
									<b>Low</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>High</b>	<b>N/A</b>						
16	Enthusiasm (Meli)	14	100%	5	4.7	0.8	4.7	0.8	0%	0%	0%	0%	100%	0%						
									<b>Str Disagree</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Str Agree</b>	<b>N/A</b>						
17	Treats students with respect (Meli)	14	100%	5	4.7	0.8	4.8	0.7	0%	0%	0%	0%	100%	0%						
									<b>Not Fair</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Very Fair</b>	<b>N/A</b>						
18	Fair grading (Meli)	14	100%	4.9	4.5	1.0	4.6	0.9	0%	0%	0%	14%	86%	0%						
									<b>Not At All</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Excellent</b>	<b>N/A</b>						
19	Feedback (Meli)	14	100%	4.8	4.2	1.2	4.3	1.1	0%	0%	0%	21%	79%	0%						
									<b>Poor</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Excellent</b>							
20	Overall rating of instructor (Meli)	14	100%	4.9	4.4	1.0	4.4	1.0	0%	0%	0%	7%	93%							

### Text Responses

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

Great class. Lectures, guests, projects and small assignments were all incredibly valuable.

I thoroughly loved the discussions we had and the concepts we explored in this course. The material was incredibly relevant and useful.

This class helps you gain a deep understanding of grassroots strategy. By crafting campaigns set in the real world, you get to work through the steps a real campaign would.

Professor was incredibly knowledgeable and was able to incorporate lessons into the real world.

The content of the class is well prepared and Professor Meli did a great job facilitating the class.

Guest lecturers and in-class discussions/activities were very helpful

There was a great job on the part of Amy to ensure that we were educated on what the requirements were for each project by outlining different methods through presenters, readings, and activities. Overall a fun class and, though it was a lot of work, Amy made it fun and interesting!

It was a very engaging class and applied the things we learned into real-life situations like our grassroots campaign.

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

This is a great course. The only comment I have is not in regards to course content or learning, but classroom dynamics. It can be hard when one or two students really dominate the conversation and interrupt others. This is a hard dynamic to navigate for everyone, but I do think class conversations could have been better if some of this was mitigated.

I would recommend attempting to tie the smaller projects and assignments together with the final project. It may also be beneficial to not do a group project, and instead have students develop their grassroots strategy over the entire semester.

I think this may be a difficult class for those who have not previously taken a strategy course. Maybe a day could be spent discussing the merits of a good strategy, perhaps using some case studies.

More applicable lessons in specific programs used in the field. Very little time spent on learning new methods with currently used programs. Almost nothing we went over could be added to a resume.

I would have liked a bit more on the practical applications of class concepts to political elections rather than just movement-building

N/A

More in class exercises

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

I think my work background, international development minor, and PR masters helped me to be more effective in this class

I've completed the majority of my core required classes, and I have taken Campaign Strategies where I produced my own campaign plan, I felt prepared in terms of work load since we also had to make our own grassroots plan for the semester.

The core classes prepared me for this class.

NA

Political Communication in SMPA

Issue Management

Political Communications, International Lobbying, and personal professional experience

Fundamentals of Political Management & Digital Content Creation

I had no previous work in the field, but Amy did a great job of ensuring that everyone understood the basic concepts before moving forward with the teachings.

Working in the advocacy field