

**Course:** EDU 3050 (Spring 2019) - Critical Issues in Higher Ed, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 16/18 (88.89 %)

**1 - What elements of the course and instruction did you find most helpful to the accomplishment of the course's goals?**

<b>Response Rate</b>	16/18 (88.89%)
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- I appreciated the independence that I had in completing my final paper.
- Lectures were well organized and conversation was interesting. Dr. Marsicano was also available and helpful outside of class.
- Great Discussion and flexible topic choice
- the open discussion of readings and higher education issues amongst the class always kept me on my toes. I learned this most in this class than I have in a class at Davidson thus far from just discussion.
- The connection between higher education, college athletics, and the outside world, including policy. Each of these relate to one another on multiple levels. I was able to better understand each aspect of higher education by our class discussions and group projects.
- I enjoyed the discussions and the ability to work towards creating a project that can be presented at a conference.
- The higher education in the news section of the course was helpful to teach me to think on my feet about current policy concerns.
- The way discussion was run was very helpful. Dr. Marsicano facilitated discussion without being overbearing. He also allowed students the space to discuss what was most helpful to our own learning.
- Marsicano is passionate about everything that comes out of his mouth. It is a privilege to be in his class with his contemplative nature of the literature chosen and the ability to hangout with such a person that knows as much as he does.
- Aside from the highly relevant and well organized class structure and syllabus, the consistently high energy that Dr. Marsicano brought to class every week was particularly helpful in staying engaged and actually learning the material.
- Dr. Marsicano's lectures were greatly informative. His examples furthered the discussion. The use of the Liberty Bell rules helped guide the discussion. The readings were interesting, as were our discussions of current issues in higher education.
- The most helpful element of the course was Dr. Marsicano's facilitation of discussion. He really allowed for student's to lead the discussion and develop their own ideas but ensured that the discussion always hit the main points regarding the goal of the day's topic.
- The scholarly and general readings on higher education were fascinating to read. Almost all of the readings were relevant and worthy to read. Dr. Marsicano helped so much with the final paper and was flexible for deadlines.
- The in class discussions were the most helpful. We all had varying levels of knowledge and different backgrounds, so it was very helpful to hear other opinions.
- The professor is so approachable, friendly and knowledgeable. His personality and warmth make his classroom a really fun and interesting place, and I looked forward to our class weekly. The material was also very interesting and engaging.
- We had our paper divided into many sections which made it very manageable

**2 - What elements of the course or instruction did you find least helpful? What changes do you suggest?**

<b>Response Rate</b>	14/18 (77.78%)
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- Class discussion seemed a bit unfocused at times.
- more structure and feedback on assignments
- I wish we had started the major final paper/project earlier in the semester.
- None. Great course and incredible instruction. Love Dr. Marsicano's class.
- Feedback on grades in a timely manner would've been nice, but I understand where you were this semester and you're aware of it anyways.
- One of the benefits of the course was the lack of focus on grades, however, towards the end of this semester this benefit became a bit stressful as students had no idea how our performance was. Maybe a check in mid-way of participation grades or something along those lines would be helpful.
- The amount of reading that we don't necessarily cover all of.
- The readings, while probably deserved for each topic, were a little bit excessive at times. Assigning 8-10 readings in the hope that the class would piece together bits from each of them was a little bit of a reach I think. It was clear each week that of all the assigned readings that there were 2-3 that would serve the greatest purpose and that is what I was focused on. I think directly assigning those more important readings would be more helpful because then the entire class would be able to go deeply in depth with those readings.
- The readings were largely helpful and informative, but often there were too many to complete in depth. Though we were told we didn't need to read each reading deeply and completely, I would have liked to have been able to read all of the readings more closely, which I would have done if there were fewer.
- There was never a "least helpful" aspect to the course because each class was extremely similar. The routine was the exact same every week which I believe lulled students into complacency because it was evident that you did not have to do the readings to participate in the type of discussion we had in this class.
- I cannot think of any changes really besides making sure the class discussion was geared more towards readings as opposed to higher education in the news. I know other students wanted to discuss higher ed in the news and issues relevant to Davidson, but as someone passionate about higher education, not fully discussing some topics was slightly disappointing.
- Towards the end of the course there was more variation in the readings (interviews, video clips, popular sources which weren't as jargon heavy) which helped with the work load. Starting that from day one might have been a good idea. Even then, some of the academic papers were still hard to find, so perhaps highlighting a few important sources or emphasizing which ones might be more insightful would have been helpful.
- I recommend changing the structure of the class slightly to include more assignments rather than just a paper at the end of the course. It was clear that many people didn't do the readings, but a certain incentive structure could perhaps change this--low stake quizzes, moodle reflections, monthly presentations etc. I also felt that the instructor could be more timely in responding to queries, giving feedback etc. I did feel that sometimes it was very difficult to catch a hold of him.
- There were too many readings, and not enough teaching from the teacher. I would like to have heard at least 20 minutes of his own information per seminar

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**3 - What class activities did you find most helpful? Was there anything you thought was not helpful, and could be eliminated? Was there anything you wish the class had done more often?**

<b>Response Rate</b>	15/18 (83.33%)
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- The final paper and course readings.
- Lectures and class conversation were great
- Discussion and debates were very helpful.
- discussion. admission trial.
- Class discussions, but really, education in the news. It jump starts the class and really provides some solid background or context to class related readings or topics we have been discussing.
- Discussion was invigorating!
- Discussion was awesome. The paper concept was fantastic and helpful in preparing for graduate school.
- The college admissions activity is always a hit. Allowing people to role play added a bonus into the a time of the semester that is typically rather stressful. Marsicano knows how to read a room for exactly what the class needs that day and pushed hard on days he knows we can take it. It's a fascinating skill to watch someone have, especially as his student.
- higher ed in the news to start each class was particularly helpful because I generally am not knowledgeable at all about higher ed and so it was a good opportunity to be able to have an "in" to that area of discussion without having to have deep prior knowledge.
- The class discussions were definitely the most helpful, though I really enjoyed our final project.
- I wish we had done more simulations like the affirmative action simulation. I think moving away from talking about articles for the whole class would have been helpful.
- The way class participation was set up with the cues facilitated a engaging and fair discussion. Dr. Marsicano made sure people who raised their hand had a change to speak and that allowed people to speak their mind.
- I liked that we had the option to tweet and jargon bell during class discussions. The times when people were active in the discussion and "tweeting" at each other were some of the most informative and engaging parts of class.
- I recommend more small group work, perhaps even weekly presentations by students on the readings, which break up the weekly discussions. Other pedagogical strategies beyond a big group open discussion every week could also be explored.
- I did like discussion and it helped a lot to understand the readings. I also liked when we watched videos. I wish the class had been divided up into more parts, not just entirely current events then discussion.

**4 - Which course materials (readings, films, homework, listening assignments, flipped lectures, etc.) did you find most and least interesting and/or useful? Are there any that you would drop? Is there anything you think should be added?**

<b>Response Rate</b>	15/18 (83.33%)
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- Most helpful: the reading on the history of higher education and on women's colleges and HBCUS Least helpful: Higher education policy in the news and liberty fund rules
- Found all readings interesting or helpful
- i loved the readings that were from non-journal articles-- they felt more low key and were easier to understand and read through so i could get a better grasp on the topic before i delved into the hard literature.
- Readings and the videos were always interesting. No part of the course ever seemed useless to me. I think we should add and spend some more time on college athletics or something that focuses on policies revolving around college athletics.
- Most of the readings and other materials were helpful! I'm glad we had the option to choose what we wanted to study.
- Sometimes there were too many similar readings per topic so it felt redundant to complete them all.
- The readings while sometimes a lot of them, were very helpful in student understanding of the concept.
- The longer case studies I skimmed over but that was just door to sheer workload in other classes. The news articles and posts are always the most interesting.
- In general this class was very enjoyable and the subject was entertaining to discuss and read about but my interest began to wane because I realized these issues I'm not the most interested in/don't want to spend my career specializing in. This is not to say that anything should be changed, however.
- The final project and the discussions were most interesting.
- The only course materials we had for this class were the readings put online. I think if less readings were assigned, more students would actually read them.
- I loved almost all the readings. A few were long and dry but their significance to the topic at hand was clear. I would drop a few so the class discussion could be more targeted, but there are so many higher ed issues to discuss that it is difficult.
- Not necessarily adding or dropping, but emphasizing one or two important readings would have been helpful, then allowing us to pick from the remaining list.
- I think some of the readings could be revised and updated--if the class conversation is of a more general, anecdotal, current affairs characters-(as it was), then dense, quant. heavy readings are a misfit. The length of the reading list per week was adequate for a seminar class, but many weeks, there were lots of readings on our list that we didn't even address in class at all. Often, I felt I was one of the few people who even did the readings, which was a shame, because they could really add value to our discussions. The professor did do a good job of adding podcasts and op-eds to the syllabus, it should be noted.
- Our material was only readings. I was interested in them. I also enjoyed assigned videos

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5 - I found the course intellectually challenging.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	3	18.75%	■	
Strongly agree	(5)	13	81.25%	■	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

6 - This course stimulated my interest in and engagement with the subject.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	2	13.33%	■	
Strongly agree	(5)	13	86.67%	■	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
15/18 (83.33%)					

7 - Over the course of the semester, I gained a deeper understanding of the subject matter of this course.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	2	14.29%	■	
Strongly agree	(5)	12	85.71%	■	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
14/18 (77.78%)					

**8 - Please use the box below to write comments about your responses to any of the questions on this page:**

<b>Response Rate</b>	7/18 (38.89%)
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- loved this class
- Dr. Marsicano is clearly passionate about higher education and his excitement for the subject made every student feel the same way.
- I am not particularly interested in higher ed, but he allows for opinions to drive the class so often that it makes for a space in which you have to care because your personal experiences matter to the content.
- We discussed very really topics that I would not have been exposed to outside of this class. This class has made me much more aware of higher education in the news and the importance policy has on accessibility. As well, this class really shaped my critical thinking ability and discussion skills. I gained in understanding for the diversity of perspectives that are present and the respect I need to give to them when I make comments.
- As someone who wants to go into higher ed admin, I am so glad I took the class and read scholarly lit on higher ed and worked in a group to write a paper.
- The nature of the topic (Critical Issues in Higher Education) is such that everybody in the classroom had some experience and familiarity with it, by nature of being a student at Davidson. As a result, much of our discussion centered around our own experiences within the Davidson bubble. That experience is valuable, certainly, and should be discussed as it allows us to understand better the institution we inhabit. That being said, I really wished we had probed further into these issues--beyond our own personal experiences and anecdotes. I felt that was slightly lacking in our discussions.
- I did gain a deeper understanding, but it could have been more

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**9 - Stated learning objectives aligned with those actually taught.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	1	6.25%	█	
Somewhat agree	(4)	2	12.50%	█	
Strongly agree	(5)	13	81.25%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

**10 - The course direction and schedule were clear throughout the semester.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	1	6.25%	█	
Somewhat agree	(4)	6	37.50%	██████	
Strongly agree	(5)	9	56.25%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

**11 - Course materials such as assignments and assessments were well prepared.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	6.67%	█	
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	2	13.33%	█	
Strongly agree	(5)	12	80.00%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
15/18 (83.33%)					

**12 - The instructor provided clear guidelines for what I needed to do to complete the course successfully.**

Chris Marsicano

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	5	31.25%	████	
Strongly agree	(5)	11	68.75%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

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13 - The course materials, both readings and in-class presentations/ activities, included multiple points of view when appropriate.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	15	100.00%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
15/18 (83.33%)					

14 - Required preparation materials (readings, films, homework, flipped lectures, etc.) facilitated my learning.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	3	20.00%	████	
Strongly agree	(5)	12	80.00%	████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
15/18 (83.33%)					

15 - Please use the box below to write comments about your responses to any of the questions on this page:	
<b>Response Rate</b>	7/18 (38.89%)
<ul style="list-style-type: none"> <li>• The timeline and grading distribution for the final paper became unclear as more students requested it be changed.</li> <li>• A bit more of a grading structure would have been helpful!</li> <li>• Not having to buy a textbook was so kind. He also knocks syllabus planning out of the park. Cohesive, succinct, and the negotiations he allows with the system he uses is brilliant. Autonomy while maintaining the professor-student dynamic is genius.</li> <li>• The schedule was not always set in stone, but Dr. Marsicano really allowed our voices as students to be heard and let us make decisions about our due dates and syllabus, which I greatly appreciated.</li> <li>• I would have preferred stricter guidelines for the final paper. I appreciated the flexibility Dr. Marsicano gave, but would have liked firmer deadlines because it makes group work move much smoother.</li> <li>• I liked having the ability in the class to tweak the class schedule slightly so the deadlines for the assignment could get done easier.</li> <li>• it was difficult to know how our paper would be graded</li> </ul>	

16 - The instructor's explanations of assignments were clear.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	2	12.50%	██	
Strongly agree	(5)	14	87.50%	██████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

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17 - The instructor's explanation of expectations/evaluation methods were clear.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	2	12.50%	■	
Neither agree nor disagree	(3)	1	6.25%	■	
Somewhat agree	(4)	2	12.50%	■	
Strongly agree	(5)	11	68.75%	■■■■■■■■■■	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

18 - Methods of evaluating reviews, assignments, examinations, and other graded materials were fair and appropriate.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	2	12.50%	■	
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	10	62.50%	■■■■■■■■■■	
Not applicable	(0)	4	25.00%	■■■■	
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

19 - Reviews, assignments, examinations, and other graded materials assessed course content and/or skills as emphasized by the instructor.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	1	6.25%	■	
Strongly agree	(5)	11	68.75%	■■■■■■■■■■	
Not applicable	(0)	4	25.00%	■■■■	
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

20 - I understood how my work was being evaluated over the course of the semester.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	3	18.75%	■■■	
Neither agree nor disagree	(3)	1	6.25%	■	
Somewhat agree	(4)	4	25.00%	■■■■	
Strongly agree	(5)	7	43.75%	■■■■■■■	
Not applicable	(0)	1	6.25%	■	
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

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21 - Feedback on examinations/graded materials was valuable.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	2	12.50%	■	
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	4	25.00%	■	
Strongly agree	(5)	7	43.75%	■	
Not applicable	(0)	3	18.75%	■	
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

22 - I had opportunities to learn how well I was meeting the course requirements throughout the semester.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	3	18.75%	■	
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	3	18.75%	■	
Strongly agree	(5)	8	50.00%	■	
Not applicable	(0)	2	12.50%	■	
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

23 - Graded assignments were returned in time to facilitate improvement on subsequent assignments.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	3	18.75%	■	
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	2	12.50%	■	
Somewhat agree	(4)	1	6.25%	■	
Strongly agree	(5)	6	37.50%	■	
Not applicable	(0)	4	25.00%	■	
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

**24 - Please use the box below to write comments about your responses to any of the questions on this page:**

<b>Response Rate</b>	6/18 (33.33%)
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- I wish i knew around midterm where my grade was falling, like a range or something, because I could guess where it is right now but im not positive
- Verbal comments as well as critical comments were helpful and quickly returned we just did not have many grades....not necessarily a bad thing
- We have received little to no feedback on the paper we have been working on as a group, but this may be due to the fact that we have asked for very little input.
- I have yet to receive a grade in this course.
- Our only grades were class participation and the research paper, and so we didn't have any grades before, but I knew what the expectations for the class were throughout and I knew I could talk to Dr. Marsicano about anything.
- We were not given feedback on our sections even though we were promised it. We emailed many times to get the feedback, and almost never received a response

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25 - The instructor's explanations of course content/material were clear.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	1	6.25%	█	
Strongly agree	(5)	15	93.75%	████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

26 - The instructor was enthusiastic in conducting/teaching the course.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	15	100.00%	████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
15/18 (83.33%)					

27 - The instructor had an engaging way of conducting the class.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	15	100.00%	████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
15/18 (83.33%)					

28 - The instructor conveyed confidence in my potential for success in this course.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	15	100.00%	████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
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29 - The instructor made me feel welcome in seeking help/advice in and/or outside of class.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	16	100.00%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

30 - The instructor was adequately accessible to me during office hours, by email, and/or after class as appropriate.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	1	6.25%	█	
Somewhat disagree	(2)	1	6.25%	█	
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	2	12.50%	██	
Strongly agree	(5)	12	75.00%	████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

**31 - Please use the box below to write comments about your responses to any of the questions on this page:**

<b>Response Rate</b>	9/18 (50%)
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- Dr. Marsicano loves what he talks and teaches about. it is a nice change of pace from other professors I've had experience with at davidson. he also wants us to exceed both at davidson and outside of davidson. I've never had a professor take time out of a group meeting to ask me what i wanted to do after davidson and why and how i was going to do it. AND he gave me tips and advice on how to get where i want to be.
- Dr. Marsicano's enthusiasm about the course was palpable and facilitated class discussion.
- Dr. Marsicano is an absolutely amazing professor and person
- Once again, it has been an honor and a privilege to have Dr. Marsicano as a professor. As a senior getting ready to enter the real world, I could not have met someone who could have played the role he has in my life.
- Dr. Marsicano could not have been more enthusiastic or engaging. He truly cares about this material and about his students, and that is evident in his teaching.
- It is extremely evident how passionate Dr. Marsicano is for higher education and his students. He was always available to chat about this class, higher education, or life in general. He is extremely personable and created a comfortable classroom environment.
- Fantastic professor who was passionate about the content and as a Davidson grad challenged us to work hard. Gave a ton of time for help on the paper and career advice, which was valuable. Class discussion was always engaging.
- Dr. Marsicano very clearly expresses a genuine compassion and support for his students, both in our academic development and in our growth as people even beyond our college experience. The power dynamic in the classroom is very welcoming; from day one we are told we can negotiate the syllabus and adjust anything to fit our needs, and it's clear that he expects us to succeed and respects us as future academic peers. He is both approachable and incredibly knowledgeable, which is a difficult balance to achieve.
- Although he was inviting in making himself accessible, he wasn't actually accessible.

**Course:** EDU 3050 (Spring 2019) - Critical Issues in Higher Ed, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 16/18 (88.89 %)

32 - Students were encouraged to ask questions.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	16	100.00%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

33 - Students received meaningful answers to their questions.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	1	6.25%	█	
Strongly agree	(5)	15	93.75%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

34 - Students were invited to share their ideas and knowledge.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	16	100.00%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

35 - Students were encouraged to express their own ideas and/or question the instructor.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	16	100.00%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
16/18 (88.89%)					

**Course:** EDU 3050 (Spring 2019) - Critical Issues in Higher Ed, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 16/18 (88.89%)

**36 - The instructor created an atmosphere in which it felt okay to make mistakes in this class.**

Chris Marsicano

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	16	100.00%	████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

**37 - Please use the box below to write comments about your responses to any of the questions on this page:**

Response Rate	4/18 (22.22%)
<ul style="list-style-type: none"> <li>• He made the room a group-style thing in a seminar setting of a classroom. If that doesn't scream intentional, I'm not sure what does.</li> <li>• As a primarily discussion based class, student opinions were highly encouraged. This class had some of the liveliest discussions of any class I've ever been in.</li> <li>• This is the most thinking I've ever done in a class.</li> <li>• Relaxed and intellectual class atmosphere where everyone felt welcome to ask and pose questions, both simple and complex, innocuous and controversial, to our classmates and the professor.</li> </ul>	

**38 - The difficulty of this course was:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Extremely easy	(1)	0	0.00%		
Somewhat easy	(2)	4	26.67%	████	
Moderate	(3)	7	46.67%	████████	
Somewhat difficult	(4)	4	26.67%	████	
Extremely difficult	(5)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
15/18 (83.33%)					

**39 - The workload in this course was:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Too light	(1)	0	0.00%		
Appropriate	(2)	15	100.00%	████████████████	
Excessive	(3)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
15/18 (83.33%)					

**40 - The pace of this course, in terms of the amount of material covered in a specific time, was:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much too slow	(1)	0	0.00%		
Somewhat slow	(2)	0	0.00%		
About right	(3)	13	86.67%	████████████████	
Somewhat fast	(4)	2	13.33%	██	
Much too fast	(5)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
15/18 (83.33%)					

**Course:** EDU 3050 (Spring 2019) - Critical Issues in Higher Ed, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 16/18 (88.89%)

**41 - Please use the box below to write comments about your responses to any of the questions on this page:**

**Response Rate** 4/18 (22.22%)

- I wish there was more time just because Dr. Marsicano made the course so interesting
- The reading was a lot.
- As aforementioned, the reading was excessive at times, but the expectations of how we were to skim as much of the reading as we could was made clear.
- Somewhat easy class with the research paper as the only assignment. Readings every week were appropriate for a seminar and didn't have to be read fully. If you wanted to learn more in the class you could but you didn't have to. The research paper made you think and took a lot of time.

**42 - I rate my own commitment to the course as:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very low	(1)	0	0.00%		
Low	(2)	0	0.00%		
Moderate	(3)	4	25.00%	■	
High	(4)	9	56.25%	■	
Very high	(5)	3	18.75%	■	
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

**43 - I rate my level of interest in the subject at the beginning of this course as:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very low	(1)	0	0.00%		
Low	(2)	0	0.00%		
Moderate	(3)	2	12.50%	■	
High	(4)	6	37.50%	■	
Very high	(5)	8	50.00%	■	
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

**44 - I rate my level of interest in the subject at the conclusion of this course as:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very low	(1)	0	0.00%		
Low	(2)	1	6.25%	■	
Moderate	(3)	1	6.25%	■	
High	(4)	6	37.50%	■	
Very high	(5)	8	50.00%	■	
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

**45 - Please use the box below to write comments about your responses to any of the questions on this page:**

**Response Rate** 3/18 (16.67%)

- as the course went along, i realized how passionate i was for higher education. and it made me more confident in my future career of becoming a professor
- He had the ability to make us interested in the topics at hand, especially with us being able to shape the conversation at the beginning of every class with covering education in the news.
- I want to go into higher ed admin and Dr Marsicano and this class has helped me learn more about higher ed, refine my interest, and write a long research paper I can show to potential higher ed employers which is great. Dr Marsicano was enthusiastic, passionate, and amazing.

**Course:** EDU 3050 (Spring 2019) - Critical Issues in Higher Ed, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 16/18 (88.89%)

46 - The grade I expect to receive in this course is:					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(12)	5	31.25%		
A-	(11)	5	31.25%		
B+	(10)	4	25.00%		
B	(9)	0	0.00%		
B-	(8)	0	0.00%		
C+	(7)	0	0.00%		
C	(6)	0	0.00%		
C-	(5)	0	0.00%		
D+	(4)	0	0.00%		
D	(3)	0	0.00%		
F	(2)	0	0.00%		
Pass	(1)	0	0.00%		
I'm not sure	(0)	2	12.50%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					

47 - What was your primary reason for selecting this course? Please select the best answer below.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
General interest/Curiosity/Intellectual Exploration	(1)	11	68.75%		
Ways of Knowing distribution requirement	(2)	0	0.00%		
Language requirement	(3)	0	0.00%		
Cultural diversity requirement	(4)	0	0.00%		
Justice, Equality, and Community requirement	(5)	0	0.00%		
Writing requirement	(6)	0	0.00%		
Major/potential major requirement	(7)	0	0.00%		
Major/potential major elective	(8)	0	0.00%		
Minor/potential minor requirement	(9)	5	31.25%		
Requirement for graduate/professional school	(10)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
16/18 (88.89%)					
• Interested because Marsicano was the professor and my field of work is education.					

**Course:** EDU 3050 (Spring 2019) - Critical Issues in Higher Ed, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 16/18 (88.89 %)

**48 - Please provide any additional comments or feedback that will (1) help the instructor improve the course and/or (2) assist the dean and/or department in assessing the course or evaluating the instructor for tenure/promotion, etc.**

Response Rate	11/18 (61.11%)
<ul style="list-style-type: none"> <li>• I am so blessed to have been enrolled at a time that Davidson brought Marsicano here. I wish he had been here for all four years of my Davidson experience, but two is better than none.</li> <li>• Dr. Marsicano, Thank you for all your time and the effort you put into making not only myself but other students experiences at Davidson worth it. I really appreciate your interest in the topics and how professionally you carry yourself as a young professor. Thanks for a great semester.</li> <li>• Keep doing what you do! You're a fantastic professor, and more importantly, friend. Nothing but praise for you!</li> <li>• He is amazing and is a perfect fit for a Professor at Davidson. This was the class I have felt most engaged in, most accepted in, and most excited about throughout my time at Davidson. It would be a shame for Davidson to lose such an amazing professor after his visiting term is over.</li> <li>• He brings invaluable lessons to the table and the fact that he has chosen to dedicate his brilliance to working with those of us who are the next generation of brilliance is truly an honor. He motivates on the days that are impossible and makes being human feel okay when you're supposed to be a robot in order to cope. He's a shining star among any topic, situation, or debacle.</li> <li>• Dr. Marsicano has truly been one of my best professors (if not the best) that I have had in my time at Davidson, and I have had a lot of great professors. He genuinely seeks to support his students and treat us as adults with opinions and ideas that are worthy of sharing and exploring, but also worthy of being challenged. His enthusiasm is evident and serves to make all of his students engaged in the material being covered. Dr. Marsicano is constantly seeking to further his students and provide us with opportunities we would not otherwise have. In this class, he encouraged all of us to submit our work to academic conferences, which in my entire time at Davidson has never been something that has been promoted to all students in a class I have been in. While truly one of the smartest people I have met, Dr. Marsicano is also not afraid to admit he doesn't know something and will help facilitate deeper learning on whatever that topic is. I honestly cannot say enough good things about Dr. Marsicano; he is a professor who I will always remember and for whom I will always be grateful.</li> <li>• Dr. Marsicano would be a refreshing addition to the education department as he has many connection in the field, is extremely well researched, active in aiding students learn/research/find opportunities in the field of education.</li> <li>• Please keep Dr Marsicano! Davidson needs a professor who can teach Education policy and higher ed. Many students want to work for a college someday or in education policy or general policy and Davidson can't afford to lose him.</li> <li>• I looked forward to this course more than my others every week, because I knew there would always be an engaging discussion and an opportunity to learn. Dr. Marsicano is an excellent professor who cares tremendously about his students, and he clearly values providing the best learning environment for them to defend and challenge their conceptions of educational issues.</li> <li>• The instructor is truly a valuable addition to Davidson; his personality, teaching style and attitude fits very well in an institution like ours, where genuine intellectual curiosity and a love of learning are rampant. I have genuinely looked forward to our seminar every week, and he has a very natural way of pushing students to form their thoughts, make their arguments, and think critically. I only wish the class could have only included a few more ways of fueling engagement and pushing students, and the professor had a little more time on his hands (easy to say, I know).</li> <li>• WONDERFUL passionate professor, but very scattered and nearly impossible to reach. I turned in assignments late because I had questions that were not responded to. It seems like he is a very ambitious professor who bites of more than he can chew. I was pretty frustrated by the end of the course, but I enjoyed class time.</li> </ul>	