

IT775 Evaluation Summary Commentary
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One comment that I annually make before my IT775 class is that I review all of the previous year's feedback and comments on the annual teaching evaluations to prepare for the upcoming course using feedback from the previous cohort. With four years of feedback, there are several trends I can observe from the student feedback that I, as an instructor, must consider when preparing to teach in the coming year.

- The IT775 course is taught to in-major IT seniors and a few juniors who generally believe that they have done A and B work throughout the semester. I see this as a very positive outcome as I encourage students at the start and at the end of the course to realize where they started and where they are at the end of the course. I expect that they do not know much about database technology. Those that have had some experience do learn quite a bit more than they knew in advance of my course too.
- Students observe that I am passionate about the subject of database technology. Regardless of the size of the class, the ratings are very high in this category.
- My highest rated teaching year was my smallest class size. I suspect that I had a much easier time of learning all of the names of the students in my class, and was able to relate better with each of them, resulting in a higher score. The largest class I have had was the second highest overall rating, probably due to the fact that it was the first time I taught the course and was very dedicated to delivering the course as well as I possibly could. The 2016 course, while second highest in student population, was not rated overall as high as the others, likely due to the course modifications that I introduced that did not work well.
- Students find me very available outside of class. While I am not a full-time instructor, I have had offices in locations that have been across the campus – Hamilton Smith Hall and Morse Hall. While I am not in Kingsbury Hall where the other faculty reside, I am accessible, and offer my students access to my cell phone, email, and office location for in-person meetings almost any time that works in the student's schedule. I find this to be important in getting to know students better, helping them discover their strengths and overcome their weaknesses, and building a better relationship with students. I urge every student to stop in and visit anytime, especially early in the semester, to just check in and let me know where they want to go. Teaching so many IT seniors, I observe than many already have internships or near-full-time jobs by the time they are in my class. Those that do not often have no idea where they want to go next, and the dialogue often leads to ideas and directions that the students tend to follow.