

CATS (Course and Teaching Survey)-Faculty Guide

CATS collects student feedback on the teaching and learning environment at the end of each course. Students rate the frequency in which their instructor used teaching practices known to enhance academic success for adult learners. CATS results can be used by faculty to develop a personal *Pathways to Instructional Excellence (PIE)* action plan.

This guide is provided to help faculty interpret their CATS scores and to take action where needed to develop relevant instructional and technology skills and techniques. CATS items are grouped based on the following factors associated with Wilmington University's academic values and teaching expectations:

- Page #2- Student satisfaction with course and instructor
- Page #3- Career-relevance of course content
- Page #4- Learner-centered instruction
- Page #5- Developing lifelong learners
- Page #6- Providing individual attention to students
- Page #7- Effective feedback
- Page #8- Course design and student behavior

The **WilmU Mean** column provides the historical average score for each item. This column can serve as an aspirational benchmark for faculty. Since student survey scores are generally high, meeting or exceeding these means can be seen as evidence of teaching effectiveness for this item.

The **33rd percentile** column provides a numerical cut-off for scores representing the bottom third of historical CATS data. Faculty who fall near or below this threshold for an item are encouraged to participate in the associated **PIE recommended** workshops or to schedule a confidential teaching consultation with the CTE. Hyperlinks to self-paced workshops are provided where available.

Please contact facultydevelopment@wilmu.edu to schedule a consultation or to discuss your CATS results.




Student Satisfaction Items:

I would rate this course as excellent.

I would rate this instructor as excellent.

Why did we ask? The overall satisfaction items are provided to students as a means of offering a summative score of their experience in the course and their overall rating of excellence in teaching.

CATS-Item	WilmU Mean	33 rd percentile	 PIE Recommendations
I would rate this course as excellent.	4.30	3.79	<p><u>Becoming a Scholarly Practitioner:</u> This foundational workshop introduces new faculty to the art of teaching the Wilmington University way.</p> <p>PYT (Personalize your Course Template): This three week instructor led online course or certified HOT faculty who are interested in learning more advanced technologies to enhance their course templates. Learners enrolling PYT should have completed the prerequisites: HOT training and Gradebook in Canvas training.</p>
I would rate this instructor as excellent.	4.39	3.89	<p><u>The Adult Learner:</u> Foster your skills in designing learning experiences that align with the principles of adult learning theory.</p> <p>PYT (Personalize your Course Template): This three week instructor led online course or certified HOT faculty who are interested in learning more advanced technologies to enhance their course templates. Learners enrolling PYT should have completed the prerequisites: HOT training and Gradebook in Canvas training</p>




Career-Relevance of Course

My instructor related course material to real-life or professional situations and applications.

My instructor provided assignments that allowed students to participate in real-life applications and projects.

As a result of taking this course I feel I have acquired skills or knowledge that will improve my career opportunities.

Why did we ask? Wilmington University faculty are expected to provide students with the tools necessary to be successful in the world and in their profession.

CATS-Item	WilmU Mean	33 rd percentile	 PIE Recommendations
My instructor related course material to real-life or professional situations and applications.	4.46	4.01	<p><u>Icebreakers & Topic Starters:</u> This workshop introduces tools and strategies available to actively engage students in classroom discussions and activities and to enhance the classroom learning process.</p> <p><u>Microsoft PowerPoint:</u> This workshop will provide the basics on how to create a PowerPoint Presentation.</p>
My instructor provided assignments that allowed students to participate in real-life applications and projects.	4.47	4.03	<p><u>Creating Relevant Assessments:</u> Compose innovative assessments that mirror how students will use course content in professional settings.</p> <p><u>Engage with Padlet:</u> This workshop will emphasize using Canvas tools to increase student engagement.</p>
As a result of taking this course I feel I have acquired skills or knowledge that will improve my career opportunities.	4.39	3.92	<p><u>Authentic Learning:</u> This workshop explores the process of identifying real life problems, engaging in student discourse, collaborating on problems, and assessing student work.</p> <p><u>Flip:</u> This workshop is designed to share details about Flip, a voice response tool that works with Canvas Assignments as an External tool.</p>




Learner-Centered Practices

My instructor respected student diversity by welcoming different points of view and perspectives during class discussion.

My instructor was able to encourage students to answer questions and addressed the questions that were asked.

My instructor displayed a personal interest in me and my learning.

Why did we ask? Instructional practices that actively engage students in the learning process lead to enhanced academic achievement. Wilmington University faculty are expected to provide a classroom atmosphere that fosters respect for diverse talents and ways of learning.

CATS-Item	WilmU Mean	33 rd percentile	 PIE Recommendations
My instructor respected student diversity by welcoming different points of view and perspectives during class discussion.	4.47	3.99	<p><u>Communicating Across Cultures:</u> Explore strategies for communicating course expectations with a diverse student population.</p> <p><u>UDL & Accessibility:</u> Explore areas such as creating accessible PDF documents, appropriate font, style, and color choices, video captioning.</p>
My instructor was able to encourage students to answer questions and addressed the questions that were asked.	4.41	3.94	<p><u>The Art of Facilitation:</u> This workshop will offer strategies to engage learners in the learning process and excite them about leading classroom discussions.</p> <p><u>Flip:</u> This workshop is designed to share details about Flip, a voice response tool that works with Canvas Assignments as an External tool.</p>
My instructor displayed a personal interest in me and my learning.	4.29	3.78	<p><u>Learner Centered Instruction:</u> Develop strategies for anticipating and identifying student learning needs.</p> <p><u>Student Polling:</u> This workshop will provide information about utilizing Zoom Polling features.</p>




Developing Lifelong Learners

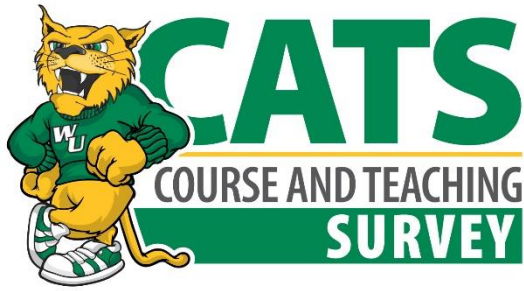
My instructor challenged students to achieve their goals.

My instructor inspired me to develop effective study habits.

My instructor allowed students to display creativity in course projects and assignments.

Why did we ask? Lifelong learning can enhance student understanding of how the world works, find their passion, or increase creativity. Wilmington University faculty are expected to encourage and engage students in the development of critical thinking, creativity, curiosity, and life-long learning practices.

CATS-Item	WilmU Mean	33 rd percentile	 PIE Recommendations
My instructor challenged students to achieve their goals.	4.37	3.90	<p><u>Levels of Assessment:</u> Find out how to use Bloom’s Taxonomy to meet student needs and improve student comprehension.</p> <p><u>Creating and Holding Zoom Office Hours:</u> To offer/arrange meetings with students during the course</p>
My instructor inspired me to develop effective study habits.	4.20	3.68	<p><u>Building Higher Order Thinking Skills:</u> Learn how to use metacognitive strategies to help students assess and reflect on their own learning efforts.</p> <p><u>Canvas Course Analytics:</u> This workshop is to guide you through the analytics of your own course.</p>
My instructor allowed students to display creativity in course projects and assignments.	4.43	3.98	<p><u>Designing Engaging Instruction:</u> Learn how to design and use multiple techniques shown to increase student engagement with course content.</p> <p><u>UDL & Accessibility:</u> Explore areas such as creating accessible PDF documents, appropriate font, style, and color choices, video captioning.</p>




Individual Attention to Students

My instructor welcomed student contact outside of class via holding office hours or responding to phone calls or emails.

My instructor was willing and able to provide help when asked.

My instructor communicated course schedules, assignments, and due dates clearly.

Why did we ask? Wilmington University is especially committed to caring for students as partners in the learning process. Faculty are expected to encourage student-instructor contact through a variety of methods

CATS-Item	WilmU Mean	33 rd percentile	 PIE Recommendations
My instructor welcomed student contact outside of class via holding office hours or responding to phone calls or emails.	4.37	3.89	<p><u>Learner- Centered Instruction:</u> Develop strategies for anticipating and identifying student learning needs.</p> <p>Creating and Holding Zoom Office Hours: To offer/arrange meetings with students during the course</p>
My instructor was willing and able to provide help when asked.	4.44	3.97	<p><u>Fostering Multiple Intelligences:</u> This workshop examines the nine intellectual capacities as identified by Harvard researcher Howard Gardner. He defines these intelligences as the ability to solve problems, fashion products, or provide services that are valued in a culture.</p> <p><u>Zoom:</u> This workshop is designed to help you learn the basics of Zoom, Wilmington University's web conferencing tool.</p>
My instructor communicated course schedules, assignments, and due dates clearly.	4.49	4.02	<p><u>Communicating our Expectations:</u> Create a culture of trust and open feedback with students.</p> <p>Manage your Course: Participants are introduced to the technology tools available to deliver a successful learning experience to students.</p>




Effective Feedback

My instructor posted grades in a timely manner.

My instructor provided me with frequent, prompt, and concrete feedback on my work.

My work was evaluated using clearly stated and communicated criteria.

Why did we ask? The best predictor of student learning is the effectiveness of the feedback provided by faculty. Concrete, timely communication of student progress toward course learning outcomes is a critical component of excellence in teaching.

CATS-Item	WilmU Mean	33 rd percentile	 PIE Recommendations
My instructor posted grades in a timely manner.	4.35	3.84	<p><u>Grading & Effective Feedback:</u> Review the keys to providing students with effective, actionable feedback on their performance.</p> <p>Canvas Gradebook: Learn how to use the Canvas Gradebook and its features.</p>
My instructor provided me with frequent, prompt, and concrete feedback on my work.	4.34	3.83	<p><u>Utilizing Formative & Summative Assessments:</u> Design recursive learning opportunities for students to help enhance their learning and improve performance on major course assignments.</p> <p><u>Feedback Tools in Canvas:</u> Participants learn how to use the Canvas Gradebook feedback features, the DocViewer annotation tool within Speedgrader, and rubric comments.</p>
My work was evaluated using clearly stated and communicated criteria.	4.42	3.95	<p><u>Rubric Design:</u> Participants will construct a course relevant rubric with step-by-step guidance.</p>




Course Design & Student Behavior

Course assignments and materials contributed to my learning.

My instructor provided opportunities for student-student communication and collaboration.

I did the necessary work to prepare for class

Why did we ask? These items are provided to allow students to give overall favorability ratings of the assessments and classroom activities presented during the course. Students are also asked to report on their perception of the level of effort they personally put into their academic success in your course.

CATS-Item	WilmU Mean	33 rd percentile	 PIE Recommendations
Course assignments and materials contributed to my learning.	4.45	4.01	<p><u>Learner Centered Instruction:</u> Develop strategies for anticipating and identifying student learning needs.</p> <p><u>Navigate Library Resources:</u> This session is designed to introduce participants to important services and resources in the Wilmington University Library.</p>
My instructor provided opportunities for student-student communication and collaboration.	4.41	3.96	<p><u>Active Learning Techniques:</u> This session introduces innovative strategies to keep students actively engaged during class.</p> <p><u>Using Groups in Canvas:</u> In this session you will learn how to create groups in Canvas and build a list of strategies, current resources and models to facilitate the design and development of group work in an online course.</p>
I did the necessary work to prepare for class.	4.51	4.13	<p><u>Promoting Academic Integrity:</u> This workshop identifies the foundational values of academic integrity, and provides strategies for upholding them.</p> <p><u>Turnitin: AI Detection:</u> This workshop will discuss the strengths and limitations of the tool and how it can be used in your courses.</p>