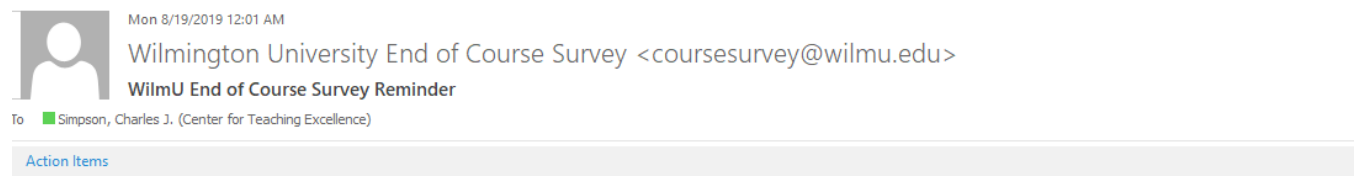




CATS Student Survey- Best Practices in Increasing Student Response Rates:

#1- *Take time to explain how students will access their CATS course surveys.* Students in your course may be new to Wilmington University or unfamiliar with our survey process. At the beginning of the sixth week of block classes, take some time to demonstrate how students access their CATS surveys:

Student access to CATS via their Wilmington University email address:



Charles Simpson

As mentioned in our last email, the end of course evaluations are waiting for your response. Please click on the link below to access your evaluations for this term.

[Login](#) (Note: This link should not be shared with others; it is unique to you.)

Course Evaluations will be available until **8/27/2019 1:00 AM**. Your responses are completely anonymous.

We at Wilmington University value your feedback, and would like to thank you for your participation!

Thank you for your feedback!

The Center for Teaching Excellence at Wilmington University

- A unique link is sent to students via email at the start of the survey period, with reminders provided to non-respondents every three days throughout.
 - Link delivered from coursesurvey@wilmu.edu
 - Addressed to student name, provided by CTE
 - Informs students of survey due date

Student access to CATS from inside of Canvas:

Home

Announcements

Syllabus

Modules

Discussions

Zoom

Grades

My Media

People

Contact an Online Navigator

Assignments

Pages

Files

Outcomes

Quizzes

Collaborations

Online Tutoring

Chat

Student Course Evaluations

Settings

From inside of a current Canvas course site, students will have access to their surveys via the *Student Course Evaluations* menu bar tab.

Upon clicking this tab, students go directly to their course survey dashboard:

My Surveys Student/Respondent ▾

Summer Semester & Block II 2019 End of Course Survey

30702.201930 : Summer 2019 - Organizational Behavior (BBM-301-0)
Business Management
Starts 8/12/2019 1:00 AM - Ends 8/27/2019 1:00 AM
Not Submitted

30042.201930 : Summer 2019 - Computer Applications (CTA-206-0)
Contemporary Technology Applications
Starts 8/12/2019 1:00 AM - Ends 8/27/2019 1:00 AM
Not Submitted

31360.201930 : Summer 2019 - Language and Literacy (MEE-7632-0)
Elementary Studies
Starts 8/12/2019 1:00 AM - Ends 8/27/2019 1:00 AM
Completed on 8/14/2019 9:37 AM

- Pending course surveys appear at the top of the screen, highlighted in blue.
- Completed surveys are shaded gray and moved to the bottom of the screen.



CATS Student Survey- Best Practices in Increasing Student Response Rates:

#2-Replace the social etiquette! Experienced faculty may recall the ease with which students complied with survey requests back in the ‘pencil-and-paper survey’ days. This was likely due to the social etiquette that mandates that when we are asked to do something reasonable in person, most people will agree. To drive response rates with online surveys, faculty should try to replicate this social experience. Spend time during a class meeting to allow students to complete their surveys. This will reduce the chances that survey requests are lost in the shuffle when students are asked to complete their surveys at home on *their own time*.

The image below may be useful in providing in-class time for students to complete their course surveys:

1. Please log on to [myWilmU](#) to complete your CATS survey for our course
2. You may also find a link to the CATS survey via your WilmU student email account. The survey was sent by coursesurvey@wilmu.edu.

The purpose of the CATS Survey is to provide me with feedback I can use to make informed decisions about improving this course.
Please let me know if you have any questions about my usage of survey data. Thank you for your feedback!

A screenshot of the myWilmU sign-in interface. At the top left is the Wilmington University logo. Below it is a green horizontal bar. The text "Sign in to your account" is centered. There are two input fields: the first contains the email address "jane.x.doe@wildcats.wilmu.edu" and the second contains a masked password "*****". To the right of the password field is a yellow "Sign In" button.



CATS Student Survey- Best Practices in Increasing Student Response Rates:

#3- *Explain the value of receiving student feedback* Consider the message we are sending our students. Have we explained the value of student feedback to them? Have we provided examples of how past student feedback has improved our teaching performance? Try to make your references concrete, such as citing how student feedback has:

- Changed an assignment or an assignment details to improve student learning
- Shifted the due dates or deadlines for a given assignment
- Encouraged you to add additional course learning resources or class activities
- Changed the grading criteria for an assignment
- Provided additional feedback for students

For more perspective on how to achieve 100% response rates from students, here is an excerpt from a 2019 CTE interview with Robert Chester, College of Education Adjunct Professor:

Another reading week has passed, which means faculty can now review their student survey feedback for spring block two and semester courses! To help get our students excited to participate in this process we sat down with one of our Response Rate All-Stars, Robert Chester from the College of Education.

Mr. Chester has achieved a response rate of 100% an impressive seven times over the past year! His words of wisdom include the following tips for achieving a response rate of 100%:

When do you discuss student participation and how do you get them so involved in the process?

I start the discussion related to course surveys during Week FIVE. I ask my students if they have heard of the D.P.A.S. (The evaluation system employed by the State of Delaware for classroom teachers). This leading question prompts a discussion on evaluations (both in education and private industry). Why evaluations? – What do we “do” with the results?

The discussion leads to the fact that evaluations are necessary / provide an opportunity for self-reflection / promoting growth (as teachers or business professionals).

I express the importance of our own appraisal system at Wilmington University. Additionally, I describe the teacher evaluation system I used as the Commandant of the Delaware Military Academy (a NJROTC charter high school in Wilmington, Delaware).

I have taught in the College of Education for twenty years. I remind my teacher candidates that all school systems in all states are required to use a similar tool to evaluate teachers to promote positive growth.

How do you overcome student resistance to participate in this process?

Typically individuals only complete tasks in which they see “merit”. College students are the norm rather than the exception. The importance of self-reflection and the opportunity for growth is the constant theme as we discuss the feedback process. I remind students that this is “THEIR OPPORTUNITY” in an “anonymous” format to share concerns and reflect on individual courses at the University. I remind students that the instructor is unable to see their individual comments to protect their privacy and the integrity of the process.

** It is of vital importance to constantly express the need for the evaluation process and the short amount of time required to complete the survey is well worth the investment. If an instructor places little value on the appraisal survey and this message is perceived by his/her students, their response will most likely mirror that of their instructor.*