

Center for Civic Excellence

Preview of IDEA Learning Essentials Instrument Customized for CIVC courses

Listed below are all the questions asked in the IDEA Student Ratings of Instruction for all CIVC courses. Context about the questions is provided in **bold**. Instructions provided to students are in *italics*.

Section 1: Progress on Relevant Objectives

These are standard questions that every student receives in every IDEA evaluation.

Thirteen possible learning objectives are listed, not all of which will be relevant in this class.

Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:

- *No apparent progress*
 - *Slight progress; I made small gains on this objective*
 - *Moderate progress; I made some gains on this objective*
 - *Substantial progress; I made large gains on this objective*
 - *Exceptional progress; I made outstanding gains on this objective*
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
 2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
 3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
 5. Acquiring skills in working with others as a member of a team
 6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
 7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
 8. Developing skill in expressing myself orally or in writing
 9. Learning how to find, evaluate, and use resources to explore a topic in depth
 10. Developing ethical reasoning and/or ethical decision making
 11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
 12. Learning to apply knowledge and skills to benefit others or serve the public good
 13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

The 3-5 IDEA Objectives most closely aligned with program and designation-area student learning outcomes can be found at the following links:

- [Breadth American Institutions](#)
- [Breadth Creative Arts](#)
- [Integrated Breadth Humanities and Communication Literacy](#)
- [Breadth Life Sciences](#)
- [Breadth Physical Sciences](#)
- [Breadth Social Sciences](#)

- [Quantitative Literacy](#)

Section 2: Student Characteristics

These are standard questions that every student receives in every IDEA evaluation.

For the following items, choose the option that best corresponds to your judgment.

- *Definitely False*
- *More False than True*
- *In Between*
- *More True than False*
- *Definitely True*

14. As a rule, I put forth more effort than other students on academic work.
15. I really wanted to take this course regardless of who taught it.
16. My background prepared me well for this course's requirements.

Section 3: Excellent Teacher and Excellent Course

These are standard questions that every student receives in every IDEA evaluation.

17. Overall, I rate this instructor an excellent teacher.
18. Overall, I rate this course as excellent.

Section 4: Qualitative Feedback

These are standard questions that every student receives in every IDEA evaluation. The Qualitative Section has no instruction to students; it just appears on a new page.

19. Comments
20. What aspects of the teaching or content of this course do you feel were especially good?
21. What changes could be made to improve the teaching or the content of this course?

Section 5: Custom Questions related to CIVC Public-facing Outcomes

These are custom questions related to designation area outcomes of the Center for Civic Excellence. These are publicly available in the [Civic Center Assessment Plan](#).

This class fulfills [Designation Area] requirements of General Education in the Center for Civic Excellence, and we would like you to answer a question about your learning in that specific area. Please describe the amount of progress you made in

- *No apparent progress*
- *Slight progress; I made small gains on this objective*
- *Moderate progress; I made some gains on this objective*
- *Substantial progress; I made large gains on this objective*
- *Exceptional progress; I made outstanding gains on this objective*

22. [Public-facing Student Learning Outcome #1]
23. [Public-facing Student Learning Outcome #2]

24. **For QL courses only:** Connecting quantitative skills to future decision-making and civic participation

Section 6: Student Perception of Civic Center Best Practices for Teaching and Learning

These are custom questions associated with best teaching practices of the Center for Civic Excellence. Although good teaching can take many forms, these questions describe practices supported by a broad range of learning scholarship, which can be reviewed in the [Center for Civic Excellence's Best Practices for Teaching and Learning](#).

Describe the frequency of your instructor's teaching procedures:

- *Hardly Ever*
- *Occasionally*
- *Sometimes*
- *Frequently*
- *Almost Always*

The Instructor...

25. Demonstrated the importance of course material to personal, civic, or public life.
26. Created opportunities for students to apply course content to real-world personal, civic, or societal questions.
27. Used course materials and assignments that required students to analyze complex problems using evidence and judgment.
28. Asked engaging questions or used activities that helped students discover answers for themselves.
29. Demonstrated civility by engaging respectfully with diverse perspectives.
30. Fostered a learning environment that gave students practice engaging civilly with diverse perspectives.
31. Assigned coursework that felt challenging but achievable.
32. Fostered a learning environment in which students felt comfortable learning from mistakes.
33. Provided opportunities for students to practice before *major* graded assignments, projects, or tests.
34. Prompted students to connect course material to prior knowledge or earlier course concepts.
35. Asked students to apply course concepts to new or unfamiliar situations.
36. Provided clear instructions and expectations prior to major graded assignments, projects, or tests.
37. Gave timely feedback on student assignments.
38. Prompted students to reflect on what they had learned and where they needed to improve.
39. Communicated that they believed students could succeed in the course.
40. Demonstrated care for students as individuals.

For the following items, choose the option that best corresponds to your judgment.

41. How likely is it that you would recommend this *instructor* to a peer?
42. How likely is it that you would recommend this *course* to a peer?

Section 7: [For Online, Virtual, or Hybrid Courses Only]

These are standard questions that every student in a online, virtual, or hybrid course receives in every IDEA evaluation, regardless of the department or program.

Please rate your level of agreement with the following regarding your online course.

- *Strongly Disagree*
- *Disagree*
- *Agree*
- *Strongly Agree*

43. I understood what the learning objectives and expectations were for this course.
44. The course materials were well organized and easily accessible.
45. The instructor's use of technology contributed to the success of the course.
46. The instructor was actively involved in student learning and responded to questions in a timely manner.
47. There was adequate opportunity to interact with other students.