**GCSU Current standings.**

* **Authentication**: It does look like authentication is already complete, so we can move forward with Core Data
* **Core Data**: Core Data is a central repository for all data, extracted from a Campus source system (such as an ERP or SIS) and sent to Campus Labs.  This central location will connect to, and populate, Campus Labs tools, with the data required for those tools to function. This is generally the longest part of the technical implementation and takes 6-10 weeks on average (barring any complications). Here are helpful resources on Core Data: [About Core Data](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcampuslabs.zendesk.com%2Fhc%2Fen-us%2Farticles%2F217712088-About-Core-Data&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C9d3969f2d3b64c95ceed08d70c5de6a7%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C0%7C636991469774070575&sdata=f2bVpvAKccvjiK2UdvQBuFPYz%2FTmCNmnnwvprgzJnJE%3D&reserved=0), [Core Data Implementation Guide](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcampuslabs.zendesk.com%2Fhc%2Fen-us%2Farticles%2F115000772748-Core-Data-Implementation-Guide&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C9d3969f2d3b64c95ceed08d70c5de6a7%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C0%7C636991469774070575&sdata=RBfm%2B1GNNvDSp6km2U4U9nbz3BEsSACf3JGTHyLWknM%3D&reserved=0), [Core Data Dictionary](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcampuslabs.zendesk.com%2Fhc%2Fen-us%2Farticles%2F217717278-Core-Data-Dictionary-and-Sample-CSV-files&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C9d3969f2d3b64c95ceed08d70c5de6a7%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C0%7C636991469774080569&sdata=jpa0taTWdsFG8mo4CQ7QDixtXqvrMCkaDbMS6RrTQMs%3D&reserved=0).              
         -**Workflow for Core Data:** Once a time has been set, I will schedule your Core Data call, which will last around 1 hour. This call will provide a thorough overview of the types of files we need, the order in which they need to be imported, and other important pieces of information related to the process. One of my colleagues on the technical implementation specialists team will lead this call and work with your campus throughout this process. I have reached out to the team to see who will be working with your campus. As soon as I know who is assigned, I will reach out with options for us to meet.
* **Timeline**: Based off of your identified timeline during our call, I am creating a suggested timeline for your implementation. This will be sent to you in a separate email. Please note that this is schedule is a rough draft and not set in stone, we can adjust it along the way if need be.
* **Implementation guide**: Please review the Implementation guide found here:  
         [CE IDEA Implementation Guide](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcourseevaluationsupport.campuslabs.com%2Fhc%2Fen-us%2Farticles%2F115006332628-Course-Evaluation-Implementation-Guide-with-IDEA&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C9d3969f2d3b64c95ceed08d70c5de6a7%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C0%7C636991469774080569&sdata=ShVPuP%2F6vINAVp0TEHzxTyg103CL1UUMKA81ieN%2FdJM%3D&reserved=0)         
  It contains all of the necessary information you need to know about the implementation process and where to find additional resources.
* **Next Steps**:

1. Identify Data Manager for Core Data implementation and throughout adoption.

**New feedback forms.**

You get the most robust set of feedback from the Diagnostic Form (formerly the "long form"). Also, it has been shortened from 47 items to only 40 and our research has shown that students will complete both the Diagnostic Form and the Learning Essentials form (formerly the "short form") at essentially the same rate. Please feel free to pass this information along and let me know what questions come up.

In 2015, IDEA completed a multiyear revision process to ensure that the IDEA Student Ratings of Instruction instrument reflects the *current* needs of the higher education community. Users of our legacy system will benefit from a review of the following documents:

* [Diagnostic form change overview](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fq%3Dhttps%3A%2F%2Fwww.ideaedu.org%2FResources-Events%2FFor-Current-Clients%2FDiagnostic-Feedback-Overview%26sa%3DU%26ved%3D0ahUKEwiI6Lv3neLYAhUn5YMKHWdtByAQFggIMAI%26client%3Dinternal-uds-cse%26cx%3D008299334994399521686%3Avcg50pg2t9o%26usg%3DAOvVaw0pKYDU1rZweWe7L6Jln8j_&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848384097&sdata=gJYkRopPymwP7RzIFe3XJA%2FDP2RCTNE06dDhjxTro94%3D&reserved=0)
* [Diagnostic form change crosswalk](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ideaedu.org%2FPortals%2F0%2FUploads%2FDocuments%2FCrosswalks%2FDiagnostic-Feedback-crosswalk.pdf&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848384097&sdata=FHlp3V9MhFFSSvGoPrfjwVZYkgkOf41td0nDWLakHRo%3D&reserved=0)
* [Learning essentials form change overview](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ideaedu.org%2FPortals%2F0%2FUploads%2FDocuments%2FClient%2520Resources%2FDiagnostic-Feedback-change-overview.pdf&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848394091&sdata=TrkoKFEMVoRHolttUl5BLXb0A2CC83IJo%2BgIzu%2BhHVQ%3D&reserved=0)

These highlight the changes that were made to the Diagnostic Form (formerly the "Long Form") and the Learning Essentials Form (formerly the "Short Form"). These changes are detailed in a much more comprehensive manner in our [technical reports](https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ideaedu.org%2FResearch%2FResearch-Technical-Reports&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848394091&sdata=%2FPKQsSDUasVyN%2B2usrvH9c5lh4vZRex5ZqM3%2F%2FdImYA%3D&reserved=0). Faculty and administrators there may also be interested in looking at the revised instruments, which you'll find below:

* [Diagnostic Instrument](https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ideaedu.org%2FPortals%2F0%2FUploads%2FDocuments%2FIDEA-CL%2520SRI%2520Sample%2520Instruments%2FSample-SRI_diagnostic-2016.pdf&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848404085&sdata=Tb459VlsRRvbL%2BHQhH31EGl2QZqY%2B97GGCD97gqZGuk%3D&reserved=0) (40 Questions)
* [Learning Essentials Instrument](https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ideaedu.org%2FPortals%2F0%2FUploads%2FDocuments%2FIDEA-CL%2520SRI%2520Sample%2520Instruments%2FSample-SRI_learning-essentials-2016.pdf&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848404085&sdata=amMh8KIehus7iQlo8lbhzjvVsMHI1tk6XOZBzlLiQ8c%3D&reserved=0) (18 Questions)
* [Teaching Essentials Instrument](https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ideaedu.org%2FPortals%2F0%2FUploads%2FDocuments%2FIDEA-CL%2520SRI%2520Sample%2520Instruments%2FSample-SRI_teaching-essentials.pdf&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848414079&sdata=MBQwjAzXcnB7YUQmItgIF%2FFH3p8RVRvxO3x4%2Bmwe3qE%3D&reserved=0) (12 Questions)
* [Instant Feedback](https://nam03.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ideaedu.org%2FPortals%2F0%2FUploads%2FDocuments%2FIDEA-CL%2520SRI%2520Sample%2520Instruments%2FSample-SRI_feedback.pdf&data=02%7C01%7Cdavid.smith%40gcsu.edu%7C0ec94080663d4b400eb308d70c960894%7Cbfd29cfa8e7142e69abc953a6d6f07d6%7C0%7C1%7C636991710848414079&sdata=boAsF6rHyqN7ECm7ySEaj7VU3aQmUcXQtxjuzCdU8l4%3D&reserved=0) (7 Questions)

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**Diagnostic Feedback Overview**

The Diagnostic Feedback instrument has been updated to reflect the changes in higher education. This 40-item instrument (reduced from 47) includes 19 Teaching Methods, 13 Learning Outcomes, six student and course characteristics and two summative items. A brief summary of changes to the instrument follows:

**Teaching Methods**

Newly added Teaching Methods include:

* Diverse perspectives, Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views);
* Self-reflection, Encouraged students to reflect on and evaluate what they have learned;
* Service learning, Created opportunities for students to apply course content outside the classroom.

In addition, “Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve” and “Explained the reasons for criticisms of students’ academic performance” were synthesized into a new item **“Provided meaningful feedback on students’ academic performance.”**

The following Teaching Methods were removed because they were not highly correlated with student progress on any of the learning objectives:   
 *- Displayed a personal interest in students and their learning   
 - Scheduled course work (class activities, tests, projects) in ways that encouraged  students to stay up- to date in their work   
 - Gave tests, projects, etc. that covered the most important points of the course*   
 **Learning Objectives**

Four new learning objectives were added to the Diagnostic Feedback instrument, which include:

* Diversity, Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures;
* Civic engagement, Learning to apply knowledge and skills to benefit others or serve the public good;
* Quantitative literacy, Learning appropriate methods for collecting, analyzing, and interpreting numerical information.
* Ethical reasoning, Developing ethical reasoning and/or ethical decision making replaced Developing a clearer understanding of, and commitment to, personal values.

 In addition, minor modifications were made to Information literacy by combining  information literacy and lifelong learning items into **Learning how to find, evaluate, and use resources to explore a topic in depth.** Lastly, “Gaining factual knowledge (terminology, classifications, methods, trends)” and “Learning fundamental principles, generalizations, or theories” were synthesized into new item, **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).**

The following Learning objectives were removed. The first two were integrated into “Learning how to find, evaluate, and use resources to explore a topic in depth”; the third was replaced by “Developing ethical reasoning and/or decision making.”   
 *- Learning how to find and use resources for answering questions or solving problems   
 - Acquiring an interest in learning more by asking my own questions and seeking  answers   
 - Developing a clearer understanding of, and commitment to, personal values*

**Student and Course Characteristics**

Two items, “Amount of reading” and “Amount of work in other (non-reading) assignments” were synthesized into one, **Amount of coursework.** Further, background preparation **(My background prepared me well for this course’s requirements),** which is included on the Learning Essentials instrument, has also been added to Diagnostic Feedback; and a new item related to self-efficacy was developed, **When this course began I believed I could master its content.**

The following items were removed from the instrument, because they were less important than other items in either predicting student progress on relevant learning objectives or computing adjusted scores:   
 - I had a strong desire to take this course   
 - I worked harder on this course than on most courses I have taken   
 - I really wanted to take a course from this instructor   
 - As a result of taking this course, I have more positive feelings toward this field of study   
 - The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives   
 - The instructor expected students to take their share of responsibility for learning   
 - The instructor had high achievement standards in this class   
 - The instructor used educational technology (e.g. Internet, email, computer exercises, multi-media presentations) to promote learning

**Variables used in calculating Adjusted Scores**

Mean scores on several items pertaining to student and course characteristics are used in computing adjusted scores on student ratings of learning objectives and the two overall summary measures. The adjustments control for extraneous factors that can affect ratings. They are intended to “level the playing field” between instructors who teach highly motivated students with good work habits and those whose students may be lacking in those characteristics.  **Course Motivation** (I really wanted to take this course regardless of who taught it), **Work Habits** (As a rule, I put forth more effort than other students on academic work),  **class size** and a residual of **Course Difficulty** (Difficulty of subject matter) remain in calculating the adjusted scores. **Background Preparation** (My background prepared me well for this course’s requirements) has been added; whereas Student Effort (I worked harder on this course than on most courses I have taken) no longer plays a role in this calculation.

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