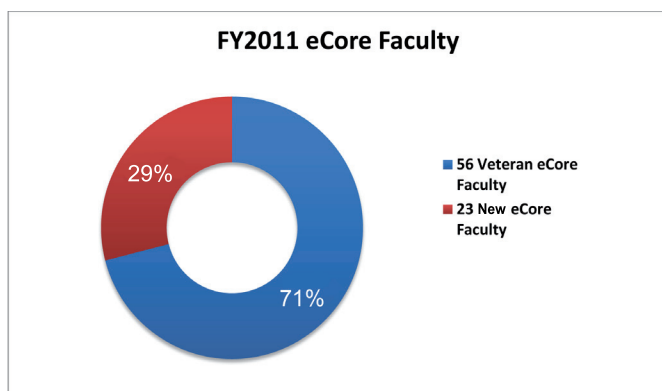
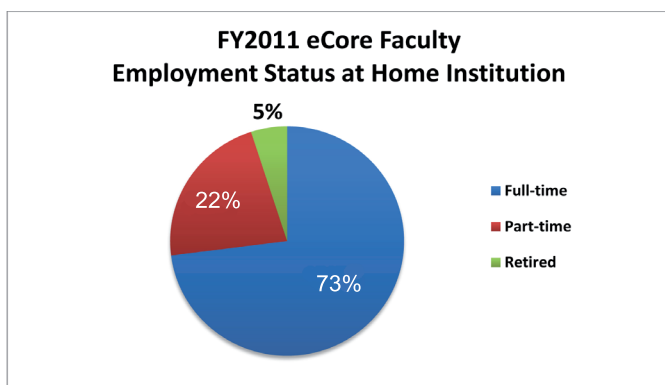


eCore Teaching Experience

When the online curriculum began in FY 2001, it started with 16 faculty members who were all teaching eCore for the first time. The number of professors and their online teaching experience has increased over time. During FY 2011, the eCore faculty pool consisted of 79 qualified active faculty members who are well-versed in their subject areas. Of the 79 faculty members, 56 were veteran faculty members and twenty-three were first-time eCore faculty during the 2011 academic year.



Out of 79 eCore instructors: 56 were full-time at their home institutions, 19 were part-time, and 4 were retired during FY 2011.



Current Initiatives

Mentorship Program

Under the new administration of the University of West Georgia during FY 2010, during each academic term new professors are paired with experienced professors who are able to share their knowledge and assistance in their respective subject matter. The two collaborate throughout the semester to address any questions, concerns or other issues that may arise. Both the mentor and mentee can access the other faculty member's course in order to receive necessary

feedback and ideas for improvement. Since UWG has accepted responsibility for eCore, it has brought on 43 new faculty members. Of the 23 instructors who were new to eCore in FY 2011, five participated in the mentoring program as "mentees" in Summer 2010 and three faculty members participated in Fall 2010. For Spring 2011, 15 faculty members participated.

Mentorship Evaluation for FY 11:

- Mentor's Helpfulness :
Very Helpful 59.26%
Helpful 24.07%
Very Receptive 67.78%
- Mentee's Receptiveness :
Very Receptive 67.78%
Receptive 7.78%

Strategic Instructional Technology

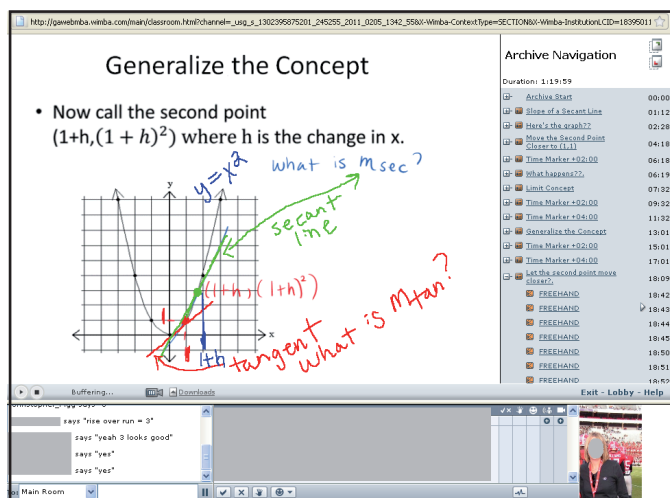
Wimba Classroom and Pen Tablets

In the Fall of 2010, eCore piloted a technology strategy for Math courses to use Wimba Classroom in conjunction with Wacom Bamboo pen tablets. Select eCore Mathematics instructors were provided with Bamboo tablets. Those participating faculty attended a virtual presentation explaining best use of the tool, along with a demonstration, and received a stipend to test using the tool along with Wimba Classroom in a minimum of four live and/or recorded/archived sessions for students. When the archives were reviewed and feedback received from the faculty, results showed that using pen tablets in conjunction with Wimba Classroom worked well. One professor discovered through the pilot that using her PC tablet instead of the Bamboo worked better for her.

Wimba sessions were utilized for office hours for addressing student concerns as well as on-the-spot demos for clarity of course topics. Sessions were also conducted as live, formal and structured facilitation and demonstration of course content and were archived for students unable to attend. Other sessions were purposely archived without an audience and served strictly as demonstration

and step-by-step instruction on how to work out problems. For example, one instructor decided to produce archived instructional videos in conjunction with Camtasia. Those videos are being implemented in all Pre-Calculus course modules for the first time during the summer 2011 term.

For the future, eCore is planning to further expand the benefits of multimedia and a multisensory approach into eCore courses. For FY 2012, eCore has already begun working with instructors to produce introductory videos into their courses. Additionally, eCore will continue to work with subject matter experts and instructors to determine the most effective technologies and to add instructional videos into the eCore MATH courses.



MATH1501 Calculus Instructional Session via Wimba Classroom Incorporating Bamboo Wacom Tablet

Materials Cost Awareness

eCore is aware of the costs of texts and materials for the eCore courses. On a small scale, eCore works to evaluate ways to make the most of resources available for students so that they can settle more smoothly into their courses with less financial burden. The eCore Curriculum & Instruction department has implemented the following initiatives:

- The use of previously-owned and ebook options, if applicable, for course texts
- Practice of updating required texts only when necessary for pedagogical improvements in course or when old version is out of print

- Course revision with specific mission to reduce costs and analyze efficiency of use of text and materials; option of revising courses without required texts

Effectiveness of Faculty Instruction

End-of-Semester Student Course Evaluations

Two weeks prior to the end of each semester, eCore students are issued the eCore Course Evaluation. This online survey links directly on the course homepage and gauges students' satisfaction or dissatisfaction with their professor, their course, and their overall experience with eCore while taking online classes. Aggregate survey results for FY 2011 can be found at <http://ecore.usg.edu/admin>. Within the online survey students are prompted to respond to the following statement: "Overall the instructor taught this online course effectively." The table below shows the 2011 academic year's results for this question. Overall, more than 77% of students agreed that eCore instructors taught the course effectively.

Answer Options	Response Percent	Response Count
Strongly Agree	48.77%	902
Agree	28.33%	543
Neutral	9.73%	206
Disagree	8.63%	186
Strongly Disagree	4.50%	97
Not Applicable	0.03%	1
TOTAL	100%	1935

*Responses to survey item statement, "Overall the instructor taught the course effectively" for FY 2011

Formative Evaluations

In Spring 2011, eCore initiated a push for faculty to consider formative evaluations within their course to prompt course improvement during the term. While some faculty had already practiced this strategy, the eCore Instructional Designer educated and reminded faculty of the potential benefits of this type of measure. Of 72 faculty teaching eCore courses, 28 attempted a formative activity at the midpoint of the term; 11 performed the assessment in survey format and 17