

Faculty Review of Course Evaluations

The eCore Curriculum and Instruction department provides faculty with three important items for review and reflection of their performance:

1. A course evaluation (completed by students)
2. An instructor evaluation (completed by the eCore Dean)
3. An instructor evaluation survey (completed by the faculty member)

eCore instructors review the results of the evaluations and then complete the Instructor Evaluation Summary survey.

Course Evaluations

Faculty have access to results from both closed and open-ended questions in the course evaluation. Student identification and information are not included.

Instructor Evaluations

The Instructor Evaluation currently includes:

- Two elements from the course evaluation (timeliness of response to students and overall instructor effectiveness)
- Course retention percentages and the average retention for the course subject area
- Discussion quality and participation measures
- Individual ABC success rate and average success rate for the course subject area for review purposes only

Instructor Evaluation Summary

After reviewing both Course and Instructor Evaluations, eCore Faculty are required to reflect and report on their overall effectiveness within the course. The Instructor Evaluation Summary poses the following questions:

- After reviewing your student evaluations, what do you think went well in the class?
- What was problematic? What needs to be improved?
- What do you plan to change next time you teach the course?

Major Findings

In FY 2013, faculty evaluation summaries revealed:

- Increased use of self-tests and study guides
- More supplemental resources such as recorded webinars and audio enhanced PowerPoints
- Use of enhanced D2L grading tools to provide more individual student feedback on assignments and discussion (SP13)
- Greater emphasis on flexibility in terms of late policy and course structure

eCore Faculty Training and Certification

All potential eCore Faculty are required to complete a two-week eCore certification course. During FY 2013, 40 instructors from 15 colleges in the University System of Georgia successfully completed certification through this online asynchronous course. The certification process went through a transition for FY 2013 as a result of the change from the BlackBoard Vista Learning Management System to Desire2Learn. While certification members from the Summer 2012 term trained in the BlackBoard Vista system, members from Fall 2012 and Spring 2013 terms trained in the Desire2Learn system. In addition to structural changes, slight modifications were made to course content to reflect new goals toward student success. The fundamentals in eCore policy, procedure, and pedagogy were constant, and all members were effectively coached and guided in preparation of teaching eCore students. Additionally,