

Technical Capacity of Courses

With new technologies available to users, the Curriculum and Instruction team is faced with a technological collide between original development of eCore course content (i.e. HTML 4.01, Adobe Flash “swf” files, use of Javascript) and the proliferation or demand of mobile and IOS usage to access course content. While the Curriculum and Instruction team recognizes the former PC-centric intent for content delivery, talks are in place for phasing in practices that better suit the development of content geared toward new media (i.e. HTML 5 training for designers, more testing with IOS and Android based applications, and alternatives for animation and presentation of math equations).

eCore Faculty Support Survey Fall 2012

In Fall 2012, eCore faculty were invited to participate in a brief online survey regarding their satisfaction with eCore support and training. There were 35 eCore faculty who responded to the Fall 2012 survey.

Overall, Fall 2012 eCore faculty indicated a high level of satisfaction with the eCore administration and its support services. Specifically:

- 100 percent of the faculty who responded agreed or strongly agreed that the eCore administration is “supportive” of faculty.
- 97 percent agreed or strongly agreed that the eCore administration is “supportive” of students.
- 100 percent agreed or strongly agreed that they are satisfied with the support they receive from the eCore Testing Coordinator and also the eCore Instructional Designers.
- 97 percent agreed or strongly agreed that their questions and needs are quickly addressed by eCore administrators.
- 94 percent agreed or strongly agreed that the Garden of eCore Online Faculty Community’s Seminar Yard webinars are useful.
- 89 percent agreed or strongly agreed that the at-risk advisor assigned to their course subject is helpful.
- Of those who attended the eCore D2L GoVIEW Workshops delivered face-to-face (in Macon, Dalton, or West Georgia), 94 percent agreed or

strongly agreed that the workshop was helpful.

- Of those who attended the 2012 Annual Faculty Meeting, 100% agreed or strongly agreed that the meeting was beneficial.

eCore Faculty Mentorship

After undergoing initial eCore certification, new instructors are paired with an experienced eCore faculty member for the duration of their first term with eCore. This mentorship includes collaboration and pedagogical guidance as the mentee instructs in his/her first term. Generally, the mentor and mentee are co-enrolled in each other’s courses for review, sharing, and feedback. At the end of each term, the mentor and mentee complete a formative evaluation in which they rate the overall effectiveness of the mentorship. Eighteen veteran eCore Faculty mentored 26 new faculty members as they taught throughout FY 2013. Spring 2013 produced the largest group of “mentees” with a total of 12 new faculty teaching for the first time. Overall the courses managed by our mentor-mentee pairings produced positive results for ABC Success and Course Completion for eCore students. Our top mentor-mentee pairing results were:

- World Literature I course with 88% ABC Success and 96% Course Completion
- Intermediate Spanish II course with 79% ABC Success and 100% Course Completion

Mentorship Eval FY 13

- Mentor’s Helpfulness : Very Helpful 85.71%; Helpful 9.52%
- Mentee’s Receptiveness : Very Receptive 91.30%; Receptive 8.70%

Technology Usage for Faculty (TurnItIn)

eCore faculty have found it useful to implement assignment submission policies that include plagiarism analysis through TurnItIn. During FY 2013, 23 faculty utilized TurnItIn. In Spring 2013, the Desire2Learn LMS afforded faculty with integration

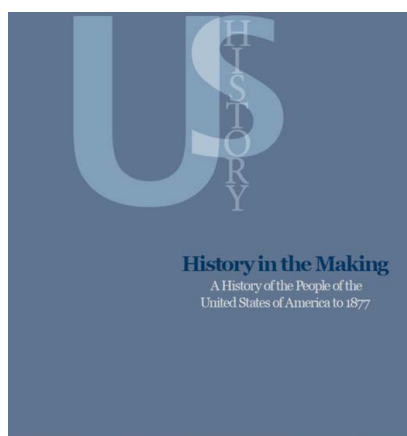
of TurnItIn's Plagiarism Detection feature available from the Dropbox for assignment submissions. While some faculty used the traditional process of using the TurnItIn.com site, several utilized the integrated feature within the LMS to view originality reports. In such cases students were able to stay inside the online course environment to retrieve feedback and more efficiently track their submissions.

Technology Usage for Students (TurnItIn)

There were 1,490 TurnItIn submissions from approximately 493 eCore students in FY 2013. There were 1,484 originality reports generated and accessed for faculty analysis of plagiarism and proper use of citation. The reports can also be viewed by the students and used as a learning tool to improve their writing.

Authoring and Publication of a U.S. History Open Textbook

eCore collaborated with the University System of Georgia Office of Faculty Affairs and the University Press of North Georgia to officially publish the open textbook, *History in the Making: A History of the People of the United States of America to 1877*. In April 2013, USG eCore faculty Cathy Locks, Dr. Sarah Mergel, Dr. Pamela Roseman, and Dr. Tamara Spike authored the open textbook. Students who use the free digital version of the text will pay nothing for the textbook. The price for the print edition will still provide a substantial amount of savings for students taking HIST 2111. The text will initially be implemented into the eCore HIST 2111 course during the Summer 2013 semester.



Textbooks

MBS Direct is the official supplier of textbooks for the University System of Georgia's eCore Program. The students have the option to safely and securely purchase their books through the eCore Virtual Bookstore. MBS Direct offers students the option to sell their used books back with the Guaranteed Buyback program. Also, students have the option to purchase eBooks or rent books.

Furthermore, the University of West Georgia and Abraham Baldwin Agricultural College have partnered with MBS Direct in a program called Book Store to the Rescue which allows students to purchase their books by using the available financial aid bookstore credit.

Since 2009, eCore has worked diligently to curb the cost of books for students. Text options and alternatives were explored during both revision and course analysis throughout the years for GEOL 1011K, CHEM 1211K, CHEM 1212K, ENGL 2111, HIST 2111, and PHYS 1211K. The impact was quite significant as illustrated in the figure below in comparing then (past costs estimates in 2009) and now (current costs estimates 2013). Also, new developments for FY 14 include the incorporation of Open-Textbooks for Calculus, Statistics, and U.S. History.

Average Cost Savings

	FY10	FY11	FY12	FY13
CHEM 1211K	\$ 53	\$ 53	\$ 124	\$ 257
CHEM 1212K	\$ 53	\$ 53	\$ 124	\$ 257
ENGL 2111	\$ -	\$ -	\$ -	\$ 79
GEOL 1011	\$ -	\$ 56	\$ 139	\$ 168
HIST 2111	\$ -	\$ -	\$ 22	\$ 31
PHYS 1211K	\$ -	\$ 73	\$ 77	\$ 78