

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