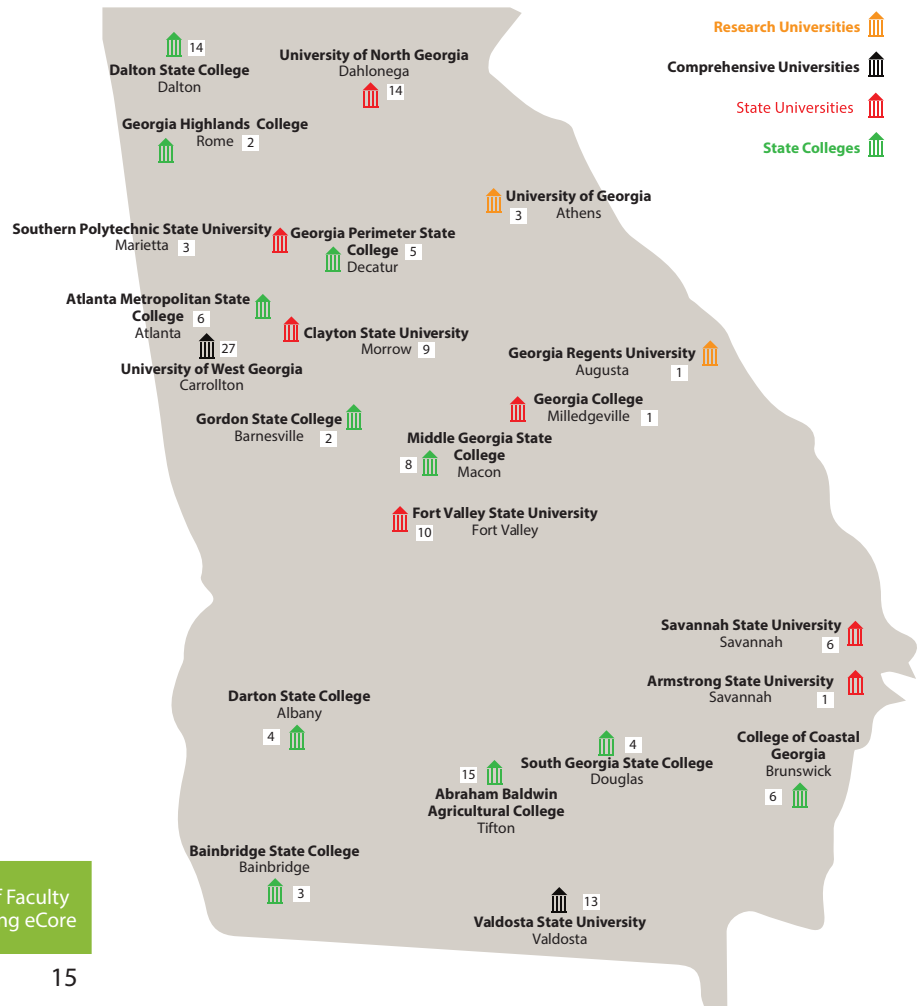


Faculty Information

Through enrollment and faculty management, eCore provides statewide quality online courses. Faculty are a critical part of eCore’s consistent success. The Faculty Information section provides an overview of data, activities, and results related to course instruction and curriculum. The Curriculum and Instruction Department manages and supports eCore faculty and oversees course design and development. The information in this section should inform the reader of current processes that are set in place to ensure quality in eCore instruction, as well as some facts about our instructors.

Faculty Map



Institutions with Five or More eCore Faculty

Institution	No. of Faculty teaching eCore
Abraham Baldwin Agricultural College	15
Atlanta Metropolitan State College	6
Clayton State University	9
College of Coastal Georgia	6
Dalton State College	14
Fort Valley State University	10
Georgia Perimeter College	5
Middle Georgia State College	8
University of North Georgia	14
Savannah State University	6
University of West Georgia	27
Valdosta State University	13

Faculty Who Taught Courses

Instruction

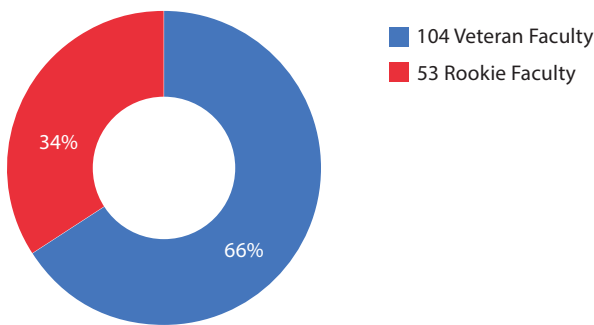
During fiscal year 2014, 157 faculty members taught eCore courses. They represented 22 accredited colleges and universities in the University System of Georgia (see faculty map above).

Number of eCore Faculty	Sections Taught
64	1
71	2
18	3
3	4
1	5

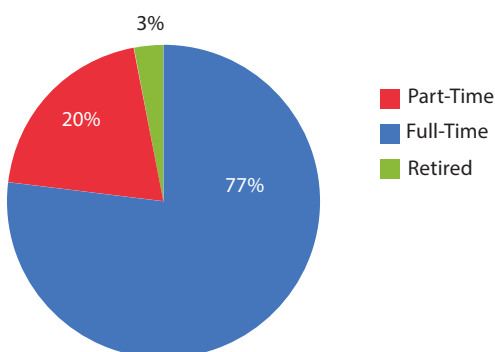
eCore Teaching Experience

Of the 157 faculty members, 104 were veteran faculty and 53 were rookie instructors with FY 2014 marking their first year with eCore. The majority of the faculty members (77%) have full-time status at their institutions, while only 20% are part-time and 3% are retired.

FY 2014 eCore Faculty



FY 2014 eCore Faculty Employment Status at Home Institution



eCore Faculty Training and Certification

All potential eCore Faculty are required to complete a two-week eCore certification course. During FY 2014, 69 instructors from 18 colleges in the University System of Georgia successfully completed certification through this online asynchronous course. The fundamentals in eCore policy, procedure and pedagogy were covered; and all members were effectively coached and guided in preparation of teaching eCore students. Additionally, each new faculty member was provided with a DEMO course specific to his/her subject area in which guided tasks could be completed and course content could be reviewed. At the end of the certification, all faculty were provided with an opportunity to attend and interact in the live wrap-up webcast.

Online Course Content for Faculty Certification Program:

Module 1: eCore Philosophy & Expectations (3 days)

Module 2: Course Completion, Student Success & You (3 days)

Module 3: Assessments, Evaluations & Exams (2 days)

Module 4: Online Teaching Strategies (4 days)

Module 5: eCore Proficiency (3 days)

eCore Faculty Certification Wrap-Up Webinar: Blackboard Collaborate session (1 day)

Number of Faculty Certified for FY 2014

Summer 2013	15
Fall 2013	31
Spring 2014	23
Total Certified	69

Certified USG eCore Faculty by Sector in FY 2014

Sector	Institution	Number of Faculty
Research Universities		
	Georgia Regents University	1
Comprehensive Universities		
	Kennesaw State University	1
	University of West Georgia	11
	Valdosta State University	5
State Universities		
	Albany State University	1
	Clayton State University	4
	Savannah State University	10
	Southern Polytechnic State University	1
	University of North Georgia	9
State Colleges		
	Abraham Baldwin Agricultural College	5
	Atlanta Metropolitan State College	6
	College of Coastal Georgia	2
	Dalton State College	2
	Darton State College	1
	Georgia Gwinnett College	2
	Georgia Perimeter College	1
	Gordon State College	2
	Middle Georgia State College	5
Total		69

Revised Courses

Revision and Development

During FY 2014, ten courses were revised by a total of twenty content experts.

eCore Course Revision FY 14	Number of Faculty
COMM 1100 - Human Communication	2
ENGL 1101 - English Composition I	2
ENGL 1102 - English Composition II	2
MATH 1101 - Mathematical Modeling	2
MATH 1111 - College Algebra	2
MATH 1113 - Pre-Calculus	2
MATH 1401 - Introduction to Statistics	2
MATH 1501 - Calculus	2
PHYS 1211K - Principles of Physics I and Lab	2
POLS 1101 - American Government	2

Assessment of New and Revised Courses

Faculty and the instructional design team perform a 5-Star Review of new and revised courses, once they are developed. Faculty teaching a new or revised course in its first live semester are also asked to submit a 5-Star Review at the mid-point of the semester. The 5-Star Review is an assessment of whether the course meets the highest standards of widely-recognized principles of good practice in five areas: Course Introduction and Information; Learning Materials/Content; Assessment and Evaluation; Instructional Design and Interaction; Course Technology, Innovation, and Accessibility.

Current Initiatives

SMARTHINKING and GoVIEW Integration

A Smarthinking icon was added to all eCore courses in Spring 2014. The icon was linked to the main Smarthinking page initially and then later updated to include the integrated login page link. Smarthinking provides free tutoring to eCore students.



Course Homepage Updates:

The eCore Course homepage was redesigned to be more mobile friendly in Spring 2014. The number of columns displayed was reduced from 3 to 2 and all widgets were repositioned to maximize visibility on a variety of mobile devices.

A Tutor Talk widget was added to all MATH eCore courses in Fall 2013. The Tutor Talk widget provides quick access to the Tutor Discussion forum in courses.

Faculty Information

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 resell their used books with the Guaranteed Buyback program. Students also have the option to purchase eBooks or rent books.

Furthermore, the University of West Georgia and Abraham Baldwin Agricultural College 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.

The following courses were redesigned to incorporate Open-Textbooks. Open Educational Resources (OER) are course resources that are accessible inside the course at no cost, unless a printed copy is ordered: ENGL1101, ENGL1102, ENGL2112, ENGL2131, ETEC1101, HIST2111, MATH1101, MATH1111, MATH1113, MATH1401, MATH 1501, POLS1101, and SOCI1101.

Average Cost Savings

	FY14	REASON
CHEM 1211K	\$110.00	Different Lab Kit
CHEM 1212K	\$110.00	Different Lab Kit
COMM 1100	\$41.50	eBook Offering
ENGL 1101	\$83.60	OER Adoption
ENGL 1102	\$85.65	OER Adoption
ENGL 2111	NA	<i>Future</i>
ENGL 2132	NA	<i>Future</i>
ENVS 2202	NA	<i>Future</i>
ETEC 1101	\$90.75	eBook Offering
GEOL 1011K	NA	<i>Future</i>
HIST 1111	\$48.13	eBook Offering
HIST 2111	\$45.10	OER Adoption
MATH 1101	\$230.63	OER Adoption
MATH 1111	\$189.83	OER Adoption
MATH 1113	\$154.50	OER Adoption
MATH 1401	\$111.00	OER Adoption
MATH 1501	\$177.00	OER Adoption
PHIL 2010	\$76.08	eBook Offering
PHYS 1211K	\$157.94	OER Adoption
POLS 1101	NA	<i>Future</i>
PSYC 1101	\$81.25	eBook Offering
SOCI 1101	NA	<i>Future</i>
SPAN 2001	NA	<i>Future</i>
SPAN 2002	NA	<i>Future</i>

Effectiveness of Faculty Instruction

In the eCore Course Evaluation that is provided at the end of each semester, students were asked whether the instructor taught the online course effectively. The table below shows results for FY 2014.

FY 2014 eCore Faculty Effectiveness

Overall, the instructor taught this online course effectively.

Answer Options	Response Percent	Response Count
Strongly Agree	62.5%	1900
Agree	26%	789
Neutral	6.5%	198
Disagree	2.7%	82
Strongly Disagree	2.2%	67
Not Applicable	0.1%	4
Answered question		3040

DID YOU KNOW?

eCore implemented open textbooks (available free online to students) into ten courses during FY 2014.

There were 27 Seminar Yards held during FY 2014, which included two Turnitin webinars to promote the improvement of student writing.

eCore's LMS, GoVIEW Powered by Desire2Learn, was upgraded to version 10.2 beginning Spring 2014. While the overall functionality remained the same, several tools and features were enhanced.

The open-text utilized by eCore's Calculus course was customized specifically for eCore students.

Overall Student Course Satisfaction

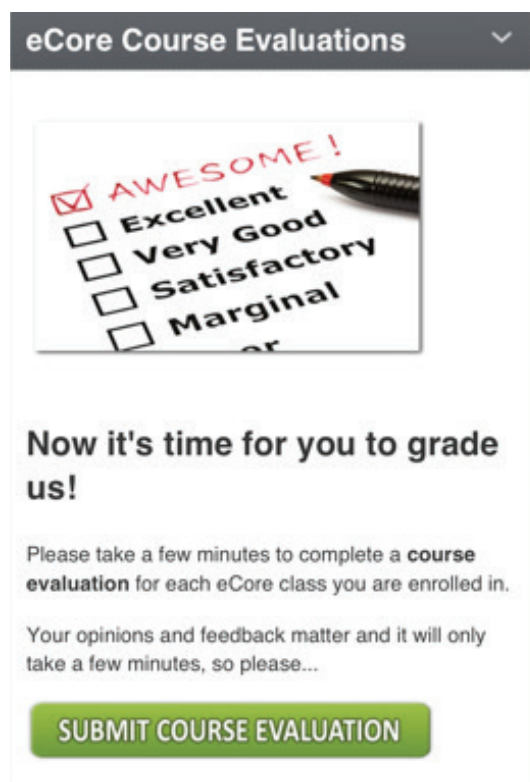
With more than 3000 completed course evaluations for FY 2014, students showed an overall course satisfaction of approximately 89% based on 4.44 out of 5.00 points on Likert scoring. The eCore administration surveyed students using an online survey instrument and retrieved results from 20 of the Likert-style questions for analysis. The response options were based on a five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

Below are the averaged Likert score calculations for the past five fiscal years. A trend analysis is provided at the far right of the table for each of the course subjects.

Likert Scores

Course Title	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
American Government	4.53	4.33	4.69	4.52	4.47
American Literature II	4.62	4.36	4.54	4.48	4.55
Calculus I	3.87	4.41	4.11	4.23	4.52
Chemistry I	3.97	3.98	3.78	3.97	4.48
Chemistry II	4.34	4.37	4.25	4.07	4.22
College Algebra	4.35	4.29	4.41	4.43	4.34
Elect. Tech. in the Educ. Env.	4.52	4.22	4.39	4.53	4.34
English Composition I	4.30	4.24	4.55	4.43	4.50
English Composition II	4.21	4.21	4.33	4.38	4.46
Environmental Science	4.13	4.30	4.49	4.32	4.33
Geosciences I	4.41	4.28	4.39	4.54	4.61
Human Communications	4.16	4.06	4.26	4.32	4.45
Intermediate Spanish I	3.86	4.41	3.84	4.35	4.35
Intermediate Spanish II	4.11	3.37	4.29	4.49	4.39
Mathematical Modeling	3.86	3.91	4.49	4.41	4.15
Philosophy	4.35	4.32	4.36	4.37	4.53
Physics I	3.85	4.13	4.17	3.86	4.68
Pre-Calculus	4.28	4.15	4.34	4.23	4.39
Psychology	4.38	4.47	4.33	4.48	4.35
Sociology	4.22	4.23	4.21	4.34	4.54
Statistics	3.99	3.71	4.22	4.30	4.42
U.S. History I	4.29	4.34	4.39	4.34	4.44
World History I	4.21	4.11	4.37	4.27	4.48
World Literature I	4.15	4.09	4.16	4.15	4.43
Overall Course Satisfaction	4.20	4.18	4.31	4.33	4.44

Closing the Loop



Faculty Review of Course Evaluations

The eCore Curriculum and Instruction department provided 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 reviewed the results of the evaluations and then completed the Instructor Evaluation Summary survey.

Course Evaluations

Faculty had 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 for FY 2014 included:

- 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 percentage 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 were required to reflect and report on their overall effectiveness within the course. The Instructor Evaluation Summary for FY 2014 posed 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?

Instructor Evaluation Summary**Results FY 2014****What went well in the class:**

- Response time to email
- Commitment to success
- Course was taught effectively
- Effective communication with students
- Engagement during discussions
- Live office hours and study sessions

What was problematic/ What needs to be improved:

- Overall student success rate
- Failure/Retention rate
- Late discussion posts
- Feedback for discussion posts need to be more detailed
- Students not attending class

What do you plan to change next time you teach the course:

- Better communication with at-risk students
- Improve student success rate
- Encourage more follow-up on discussion boards
- Increase reminder emails and discussion postings regarding due dates
- Timely communication
- Use videos more during lectures

eCore Faculty Support Survey Fall 2013

In Fall 2013, eCore faculty were invited to participate in a brief online survey regarding their satisfaction with eCore support and training. There were 65 eCore faculty who responded to the Fall 2013 survey.

Overall, Fall 2013 eCore faculty indicated a high level of satisfaction with the eCore administration and its support services. Specific results are outlined in the table below:

Survey Question	Survey Results
eCore administration is very "supportive" of faculty	94% of respondents agreed or strongly agreed
eCore administration is very "supportive" of students	97% of respondents agreed or strongly agreed
Technical and instructional support received from eCore Instructional Designers is satisfactory	95% of respondents agreed or strongly agreed
Support I receive from the eCore Testing Coordinator is satisfactory	94% of respondents agreed or strongly agreed
Questions and needs are quickly addressed by eCore administrators	97% of respondents agreed or strongly agreed
The Garden of eCore Discussions are helpful to me	77% of respondents agreed or strongly agreed
The at-risk advisor assigned to my course subject is helpful	91% of respondents agreed or strongly agreed
The eCore face-to-face annual meeting in Macon or West Georgia was helpful to me	97% of respondents agreed or strongly agreed
The Garden of eCore Seminar Yard webinars are useful to me	80% of respondents agreed or strongly agreed

eCore Faculty Mentorship

After undergoing initial eCore certification, new instructors were paired with an experienced eCore faculty member for the duration of their first term with eCore. This mentorship included collaboration and pedagogical guidance as the mentee instructed in his/her first term. The mentor and mentee were co-enrolled in each other's courses for review, sharing, and feedback. At the end of each term, the mentor and mentee completed a formative evaluation in which they rated the overall effectiveness of the mentorship. There were 30 veteran eCore faculty who mentored 53 new faculty members as they taught throughout FY 2014. Spring 2014 produced the largest group of "mentees" with a total of 26 new faculty who taught for the first time. Overall, the courses managed by eCore faculty mentor-mentee pairings produced positive results for ABC success and Course Completion for eCore students. The top mentor-mentee pairing results were:

- English Composition II course with 91.67% ABC Success and 100% Course Completion
- World Literature I course with 91.30% ABC Success and 100% Course Completion

Mentorship Evaluation Results FY 2014	
Mentor's Helpfulness:	
• Very Helpful	84%
• Helpful	16%
Mentee's Receptiveness:	
• Very Receptive	85%
• Receptive	11%

Technology Usage for Faculty (TurnItIn)

eCore faculty found it useful to implement assignment submission policies that included plagiarism analysis through TurnItIn. During FY 2014, 20 faculty utilized TurnItIn. The Desire2Learn LMS provided faculty with integration of TurnItIn's Plagiarism Detection and prevention feature available from the Dropbox for assignment submissions.

Technology Usage for Students (TurnItIn)

There were 780 TurnItIn submissions from approximately 291 eCore students in FY 2014. There were 780 originality reports generated and accessed for faculty analysis of plagiarism and proper use of citation. The reports were available to students and used as a learning tool to improve their writing.



Things are Growing in The Garden of eCore!

The Garden of eCore Faculty Community housed online in the D2L GoVIEW Learning Management System continues to provide an active space for eCore faculty collaboration and development. The Garden of eCore hosted a multitude of lively, practical, whimsical and meaningful discussions in the various Discussion forums such as the Subject Nests and the Secret Hedge. During the FY 2014 academic year, eCore Curriculum & Instruction implemented a new discussion forum entitled "Ask the eCore Faculty Ambassador." Faculty may post anonymously in the forum to get feedback from an experienced eCore faculty about procedures and best practices.

Synchronous online meetings in the Seminar Yard using webconferencing tools (Wimba Classroom/ BB Collaborate) were routinely held for continued professional development of faculty. Seminar Yard sessions unveiled best practices and strategies for teaching and navigating with tools in the D2L GoVIEW Learning Management System. Other Seminar Yard sessions topics were Attendance Verification, Final Grade Reporting, Engagement and Reporting of At-Risk Students and a Fall Orientation for eCore Faculty. Upon recent review of the community, 97% of the faculty visited the Garden of eCore Faculty Community during the academic year.