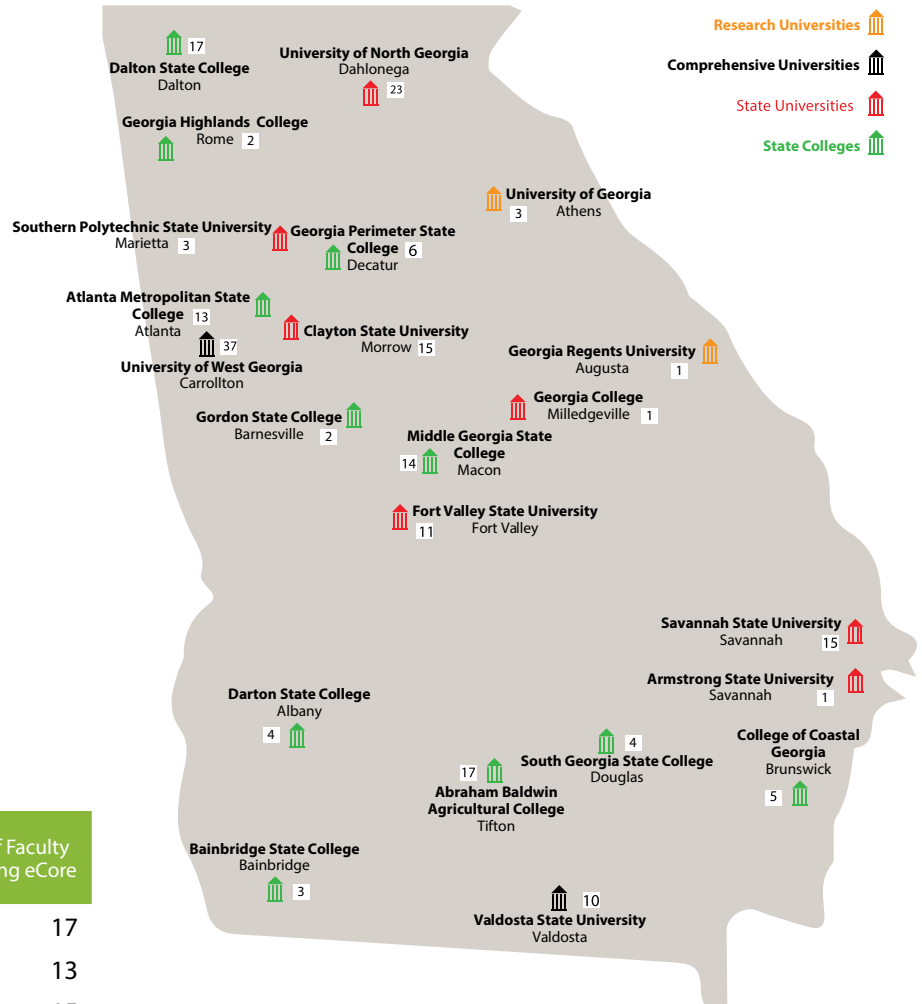


Faculty Information

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 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	17
Atlanta Metropolitan State College	13
Clayton State University	15
College of Coastal Georgia	5
Dalton State College	17
Fort Valley State University	11
Georgia Perimeter College	6
Middle Georgia State College	14
Savannah State University	15
University of North Georgia	23
University of West Georgia	37
Valdosta State University	10

Faculty Who Taught Courses

Instruction

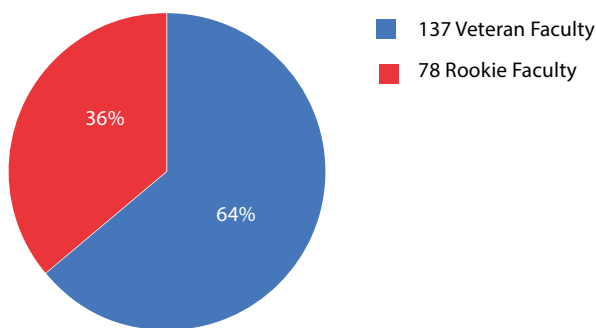
During fiscal year 2015, 215 faculty members taught eCore courses. They represent 26 accredited colleges and universities in the University System of Georgia (see faculty map on previous page).

Number of eCore Faculty	Sections Taught
72	1
78	2
51	3
12	4
1	5
1	6

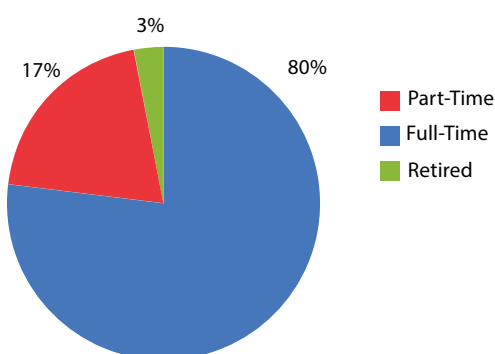
eCore Teaching Experience

Of the 215 faculty members, 137 are veteran faculty and 78 are rookie instructors with FY 2015 marking their first year with eCore. The majority of the faculty members (80%) have full-time status at their institutions, while only 17% are part-time and 3% are retired.

FY 2015 eCore Faculty



FY 2015 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 2015, 131 instructors from 24 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 2015

Summer 2014	25
Fall 2014	35
Spring 2015	71
Total Certified	131

New Certified USG eCore Faculty by Sector in FY 2015

Sector	Institution	Number of Faculty
Research Universities		
	University of Georgia	1
Comprehensive Universities		
	Kennesaw State University	4
	University of West Georgia	19
	Valdosta State University	1
State Universities		
	Albany State University	6
	Armstrong State University	3
	Clayton State University	9
	Columbus State University	7
	Fort Valley State University	2
	Georgia Southern University	1
	Savannah State University	15
	Southern Polytechnic State University*	1
	University of North Georgia	18
State Colleges		
	Abraham Baldwin Agricultural College	5
	Atlanta Metropolitan State College	7
	Bainbridge State College	1
	College of Coastal Georgia	3
	Dalton State College	5
	Darton State College	3
	Georgia Gwinnett College	3
	Georgia Highlands College	5
	Georgia Perimeter College	5
	Georgia Southwestern State University	2
	Gordon State College	4
	Middle Georgia State College	4
	South Georgia State College	3
Total		131

* Began consolidation activities to Kennesaw State University in Spring 2015

New and Revised Courses

Revision and Development

During FY 2015, eight courses were revised by a total of sixteen content experts. An open educational resource replaced the traditional textbook in seven of these courses.

eCore Course Revision FY 2015	Number of Faculty Assigned
CHEM 1211K* – Principles of Chemistry I	2
CHEM 1212K* – Principles of Chemistry II	2
ENVS 2202 – Environmental Science	2
ETEC 1101 – Electronic Technology in the Educational Environment	2
GEOL 1011K – Introductory Geosciences I	2
PHIL 2010 – Introduction to Philosophy	2
PSYC 1101 – Introduction to General Psychology	2
SOCI 1101 – Introduction to Sociology	2

*Indicates course with revisions continuing into FY 2016.

In addition to major course revisions, six new courses began development in FY 2015 with American Literature I and World Literature II being offered for the first time in Fall 2014.

eCore Course Development FY 2015
ART 1100* – Art Appreciation
BIOL 1011K* – Introductory Biology
ENGL 2112 – World Literature II
ENGL 2131 – American Literature I
HIST 1112* – World History II
MUSC 1100* – Music Appreciation

*Indicates course with development continuing into FY 2016.

Assessment of New and Revised Courses


The faculty and instructional designer responsible for each newly developed or revised course perform a 5-Star Review of the course once it is complete. 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. These same faculty members continue to provide consultation throughout the first semester the new course is live in the event that further changes or content specific expertise are required. In addition to this continued collaboration, an alternative faculty member teaching a new or revised course in its first live semester is also asked to submit a 5-Star Review at the end of the term.

Current Initiatives

Course Homepage Updates

In an effort to emphasize the information presented within the News and Calendar widgets, the eCore team redesigned the course homepage beginning Summer 2014. The two-column layout implemented in the Spring was maintained; however, the News and Calendar widgets were moved to the top of each column. Further modifications can be expected during FY 2016.

The Tutor Talk widget was first introduced to all math eCore courses in Fall 2013. During Fall 2014, the widget was also placed on the homepage of each science and Spanish course. The widget allows students to easily access the embedded course tutor.



Need Help? Have a Question?
Chemistry Tutors are conveniently located
INSIDE
of your course.
Post your question(s) [HERE](#).

Course NavBar Updates

Beginning Spring 2015, GoVIEW—eCore’s LMS—was upgraded from version 10.2 to 10.3. Several tools and features were enhanced, but one of the most significant updates was made to the course NavBar. Instead of presenting an individual link for each, course tools were consolidated into cluster menus. This created a more organized look and allowed additional space for custom course links.

Course Resource Additions

Since their initial integration into GoView during FY 2014, Smarthinking and Turnitin have continued to see an increase in usage over time. In Summer 2014, tutorials for Smarthinking and Turnitin were added to the Course Resources folder in each subject area to ensure that students would be able to successfully access and navigate these applications.

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 2015.

FY 2015 eCore Faculty Effectiveness

Overall, the instructor taught this online course effectively.

Answer Options	Response Percent	Response Count
Strongly Agree	61.7%	2535
Agree	24.8%	1019
Neutral	6.3%	260
Disagree	2.7%	121
Strongly Disagree	2.2%	67
Not Applicable	0.3%	11
Answered question		4060
Skipped question		44

Overall Student Course Satisfaction

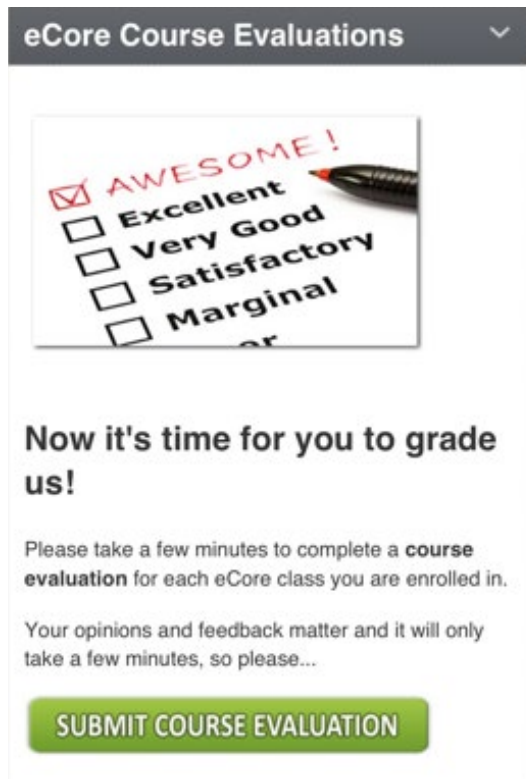
With over 4,000 completed course evaluations for FY 2015, students show an overall course satisfaction of approximately 88% based on 4.41 out of 5.00 points on Likert scoring. The eCore administration surveyed students using an online survey instrument and retrieved results from 18 of the Likert-style 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 FY 2015.

Likert Scores

Course Title	FY 2015
Principles of Chemistry I	4.29
Principles of Chemistry II	3.76
Human Communication	4.13
English Composition I	4.58
English Composition II	4.43
World Literature I	4.32
World Literature II	4.65
American Literature I	4.47
American Literature II	4.60
Environmental Science	4.36
Electronic Technology in the Educational Environment	4.58
Introductory Geosciences I	4.41
World History I	4.42
U.S. History I	4.47
Introduction to Mathematical Modeling	4.62
College Algebra	4.54
Precalculus	4.23
Introduction to Statistics	4.43
Calculus I	4.10
Introduction to Philosophy	4.48
Principles of Physics I	4.50
American Government	4.51
Introduction to General Psychology	4.55
Introduction to Sociology	4.40
Intermediate Spanish I	4.56
Intermediate Spanish II	4.31
Overall Course Satisfaction	4.41

Closing the Loop



Faculty Review of Course Evaluations

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

- A course evaluation (completed by students)
- An instructor evaluation (completed by the eCore Dean)
- An instruction 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 information is not included.

Instructor Evaluations

The instructor evaluation currently includes:

- Three elements from the course evaluation (timeliness of response to students, instructor's commitment to student success 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 engagement with at-risk students

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?

Instructor Evaluation Summary of Themes Results FY 2015

What went well in the class:

- Actively engaged instructor presence in the class
- Dedication in helping students succeed
- Timely discussion posts from students
- Off-topic discussion area for students
- Timeliness of grading and feedback
- Course completion rate
- Addition of multimedia course content
- Instructor helpfulness

What was problematic/ What needs to be improved:

- Student success rate for some course sections
- Email response times
- Students not attending class
- Over-committed and disappearing students
- The textbook
- Instructor presence in discussions
- Low course evaluation completion

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

- Monitor of students more closely during first two weeks of term
- Increase communication with at-risk students
- Make more phone calls to students
- Improve student success rate
- Increase reminders regarding due dates
- Utilize Blackboard Collaborate
- Encourage more students to complete the evaluations
- Change and improve the Welcome Message
- Adjust due dates
- Improve short session math class participation
- Improve clarity on instructions

eCore Faculty Support Survey Fall 2014

In Fall 2014, eCore faculty were invited to participate in a brief online survey regarding their satisfaction with eCore support and professional development. There were 46 eCore faculty who responded to the Fall 2014 survey.

eCore faculty reported 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	100% of respondents agreed or strongly agreed
eCore administration is very "supportive" of students	98% of respondents agreed or strongly agreed
Technical and instructional support received from eCore Instructional Designers is satisfactory	100% of respondents agreed or strongly agreed
Support I receive from the eCore Testing Coordinator is satisfactory	98% of respondents agreed or strongly agreed
Questions and needs are quickly addressed by eCore administrators	100% of respondents agreed or strongly agreed
The Garden of eCore Discussions are helpful to me	78% of respondents agreed or strongly agreed
The Student Success (at-risk) Advisor assigned to my course subject is helpful	93% of respondents agreed or strongly agreed
The Garden of eCore Seminar Yard webinars are useful to me	80.43% of respondents agreed or strongly agreed

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 eCore course. Generally, the mentor and mentee are co-enrolled in each other's courses for review, sharing, and feedback. Mentors are encouraged to review their mentee's section on a weekly basis to help monitor tool usage as new instructors become familiar with the GoVIEW LMS and the assignments and requirements for the specific subject area. At the midpoint of the term, the mentor and mentee complete a formative evaluation in which they rate the overall effectiveness of the mentorship thus far. 41 veteran eCore faculty mentored 78 new faculty members as they taught throughout FY 2015. Spring 2015 produced the largest group of "mentees" with a total of 41 new faculty teaching for the first time. Overall, the courses managed by our mentor-mentee pairings produced positive results for successful course completion (%ABC) and course completion (%No Withdrawals) for eCore students. Our top mentor-mentee pairing results were:

- Introduction to Sociology course with 88.46% ABC success and 96.15% course completion
- American Government course with 83.33% ABC success and 100% course completion

Mentorship Evaluation

Results FY 2015

Mentor's Helpfulness:

- Very Helpful 81%
- Helpful 13%

Mentee's Receptiveness:

- Very Receptive 81%
- Receptive 10%