

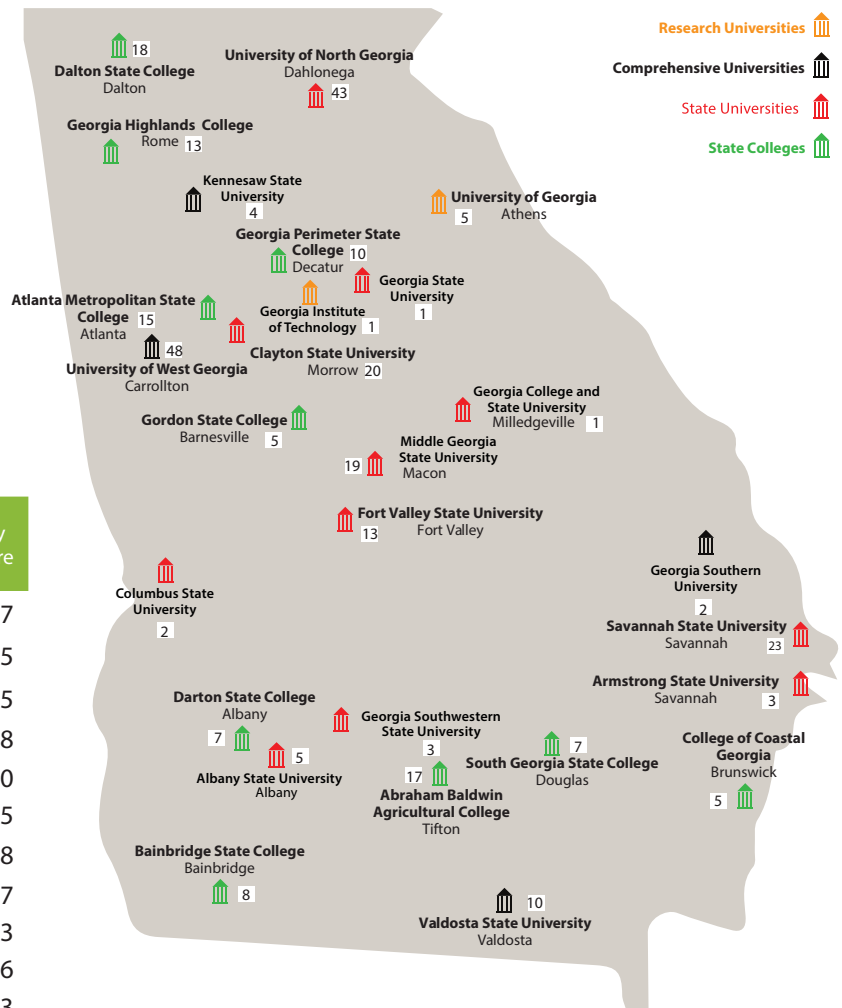
Faculty Information

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. This section seeks to define current processes we have in place to ensure quality eCore instruction and provide 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
Albany State University	5
Atlanta Metropolitan	15
Bainbridge State College	8
Clayton State University	20
College of Coastal Georgia	5
Dalton State College	18
Darton State College	7
Fort Valley State University	13
Georgia Gwinnett College	6
Georgia Highlands College	13
Georgia Perimeter College	10
Gordon State College	5
Middle Georgia State University	19
Savannah State University	23
South Georgia State College	7
University of Georgia	5
University of North Georgia	43
University of West Georgia	48
Valdosta State University	10



Faculty Who Taught Courses

Instruction

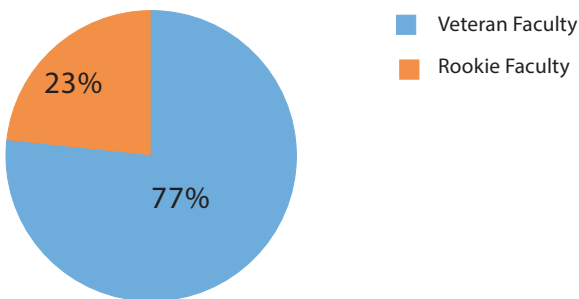
During fiscal year 2016, 320 faculty members taught eCore courses. They represent 26 accredited colleges and universities in the University System of Georgia (see faculty map on previous page).

Number of eCore Faculty	No. of Faculty Teaching eCore Sections Taught
87	1
124	2
77	3
22	4
14	5
1	6

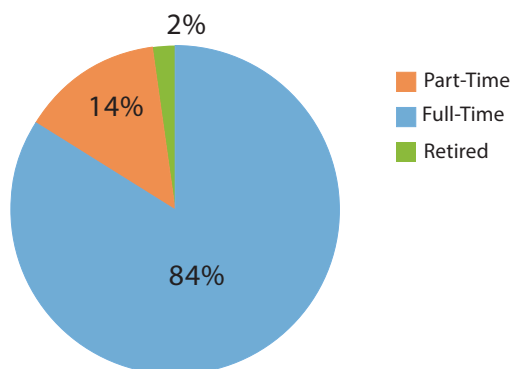
eCore Teaching Experience

Of the 320 faculty members, 213 are veteran faculty and 107 are rookie instructors, with FY 2016 marking their first year with eCore. The majority of the faculty members (84%) have full-time status at their institutions, while only 14% are part-time, and 2% are retired.

FY 2016 eCore Faculty



FY 2016 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 2016, 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)
(This section was updated to provide 15 hands-on activities to help familiarize instructors with the LMS)

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

Number of Faculty Certified for FY 2014

Summer 2015	48
Fall 2015	46
Spring 2016	62
Total Certified	131

New Certified USG eCore Faculty by Sector in FY 2016

Sector	Institution	Number of Faculty
Comprehensive Universities		
	Kennesaw State University	2
	University of West Georgia	48
	Valdosta State University	23
	Georgia Southern University	1
State Universities		
	Albany State University	3
	Armstrong State University	3
	Clayton State University	19
	Columbus State University	1
	Fort Valley State University	9
	Savannah State University	24
	University of North Georgia	45
	Middle Georgia State University	18
	Georgia Southwestern State University	2
State Colleges		
	Abraham Baldwin Agricultural College	20
	Atlanta Metropolitan State College	12
	Bainbridge State College	7
	College of Coastal Georgia	2
	Dalton State College	19
	Darton State College	8
	Georgia Gwinnett College	6
	Georgia Highlands College	12
	South Georgia State College	6
Total		320

New and Revised Courses

Revision and Development

During FY 2016, eight courses were revised by a total of eighteen content experts. Four of the courses adopted a Open Educational Resource for the first time.

eCore Course Revision FY 2016	Number of Faculty Assigned
CHEM 1211K* – Principles of Chemistry I	2
CHEM 1212K* – Principles of Chemistry II	2
ENGL 2111 – World Literature I	2
ENGL 2132 – American Literature II	3
PHYS 1211K* - Principles of Physics I	3
HIST 2111* – Survey of U.S. History I	3
PHIL 2010 – Introduction to Philosophy	1
SOCI 1101 – Introduction to Sociology	2

*Indicates course with revisions continuing into FY 2017.

In addition to major course revisions, four course development projects took place. Work was completed on HIST 1112 with it scheduled for release in Fall 2016. Three other courses, ART 1100, MUSC 1100, and BIOL 1011K, are scheduled for release during FY17.

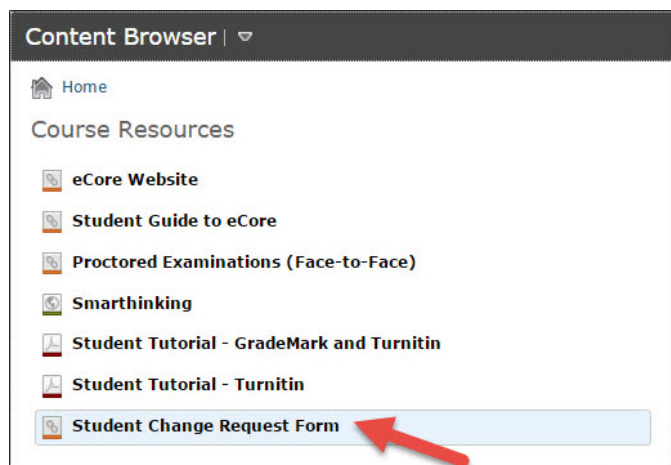
eCore Course Development FY 2016
ART 1100* – Art Appreciation
BIOL 1011K* – Introductory Biology
HIST 1112 – Survey of World History II
MUSC 1100* – Music Appreciation

*Indicates course with development continuing into FY 2017.

Current Initiatives

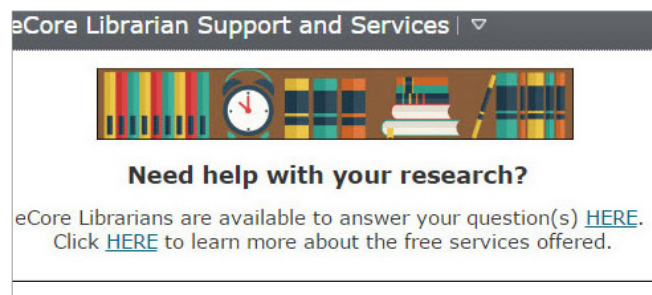
Course Homepage Updates

In an effort to emphasize the information presented and improve navigation, the eCore course homepages are updated to coincide with Learning Management System redesign and to further improve usability. Additional modifications can be expected during FY17.



The Student Change Request Form was added to all courses during the Summer 2015 semester. The form is used by students to report errors or required modifications that they discover while completing their eCore course.

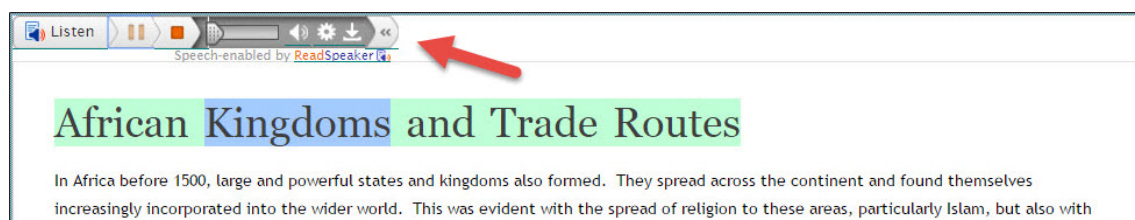
eCore Librarian Support and Services



During the Short Session II of the Fall 2015 semester, Embedded Librarian widgets were put on the course homepages of many eCore course subjects. The Embedded Librarian widget and associated services were added to course homepage in all non-STEM eCore courses during the Spring 2016 semester.

Embedded Librarians provide many different types of resources for student assistance: Discussion boards, video tutorials, links to useful resources for specific subject areas, and live virtual office hours. Embedded Librarians are available to assist students with research, finding appropriate materials, formatting and citation style, finding study aids, and using Microsoft Office Programs.

ReadSpeaker Software Implementation



ReadSpeaker software was integrated within all eCore courses in the GoVIEW Learning Management System during Fall 2015. ReadSpeaker is Universal Design for Learning (UDL) software that enables students to listen to an audio version of the text in the course content while reading along with the highlighted text. With ReadSpeaker, students can download an audio file to listen to the course content at any time.

Advance Organizer in Course Units

The Advance Organizer was updated in each learning module (unit) to include a detailed task list (linked to corresponding activities). Additionally, a new interactive Checklist was added in each unit to help ensure multiple points of access/entry to assignments, quizzes & course requirements, and to promote consistent navigation across all courses within the program. The Organizer enhancements were implemented during the Spring 2016 Short Session II.

Unit 4 Advance Organizer

Objectives

- ⊕ Explain the importance of geography, and how geography has impacted Greek history.
- ⊕ Demonstrate critical thinking skills in reading and writing assignments, including the ability to analyze, synthesize, and interpret primary and secondary sources.
- ⊕ Write well-developed and logically organized analytical essays.

Reading Assignments

- ⊕ [Chapter 5: The Greek World](#)
- ⊕ Supplemental online course materials linked in the content.

Activities

- ⊕ [Unit 4 Self Assessment](#)
- ⊕ [Unit 4 Quiz](#)
- ⊕ [Unit 4 Discussion: The Classical Athenian Democracy](#)
- ⊕ [Unit 4 Essay: Geography and History of Ancient Civilizations](#) (if assigned)

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Organizer Sample from United States History II

Open Educational Resources (OER)

Open Educational Resources (OER) has been an important feature of eCore courses that help reduce out-of-pocket expenses per course for all of our students. OER textbooks are carefully selected by a team of content experts from various resources such as, OpenStax, Saylor Academy, and University of North Georgia OER textbooks. In some courses, several OER textbooks are utilized to satisfy the course learning objectives. We also supplement OER textbooks with in-house content developed by our content experts, scholarly articles, and external websites.

2015-2016 newly developed OER in collaboration with University of North Georgia Press:

- ENGL 2111 – *World Literature I: Beginnings to 1650*, 2016, University of North Georgia Press.
- ENGL 2132 – *Writing the Nation*, 2016, University of North Georgia Press.
- MUSC 1100 – *Understanding Music: Past and Present*, 2016, University of North Georgia Press.
- HIST 1111 – *World History to 1500*, 2016, University of North Georgia Press.
- ART 1101 – *Art: Design, Context, and Meaning*, 2016, University of North Georgia Press.

2015-2016 OER Adoption

- HIST 2111 – U.S History, 2016, OpenStax and The American Yawp, 2016 were added to the originally 2013 adopted textbook *History in the Making: A History of the People of the United States of America to 1877*, 2013, UNG Press.
- CHEM 1211K – *Chemistry*, 2016, OpenStax.
- CHEM 1212K – *Chemistry*, 2016, OpenStax.

In collaboration with University of North Georgia Press, the newly-developed OERs will be implemented a semester after the completion of the OER textbook.

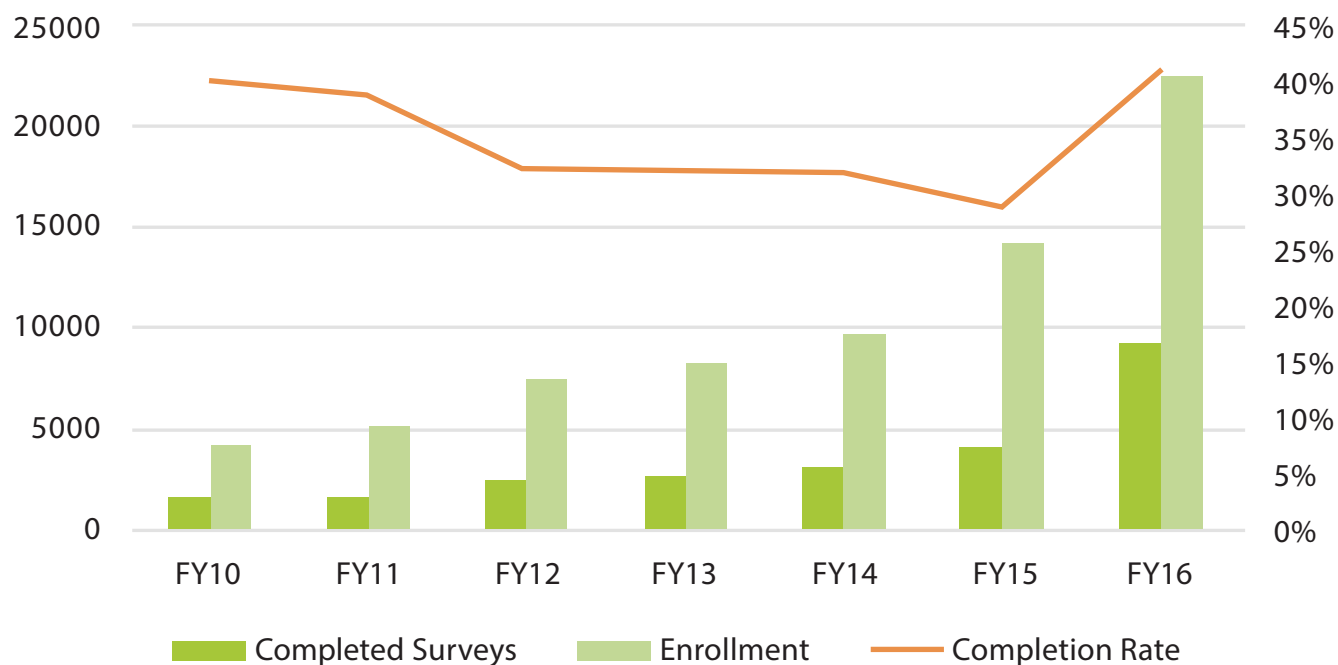
Overall Student Course Satisfaction

With 9,418 completed course evaluations for FY 2016, students show an overall course satisfaction of approximately 87% based on 4.37 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). Approximately 41% of students completed the survey.

Below are the averaged Likert score calculations for the past six fiscal years. A trend analysis is provided at the far right of the table for each of the course subjects. A chart illustrating the completion rate over time follows.

Course	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
CHEM 1211	3.97	3.98	3.78	3.97	4.48	4.29	4.21
CHEM 1212	4.34	4.37	4.25	4.07	4.22	3.76	3.92
COMM 1100	4.16	4.06	4.26	4.32	4.45	4.13	4.32
ENGL 1101	4.30	4.24	4.55	4.43	4.50	4.58	4.44
ENGL 1102	4.21	4.21	4.33	4.38	4.46	4.43	4.48
ENGL 2111	4.15	4.09	4.16	4.15	4.43	4.32	4.53
ENGL 2112	-	-	-	-	-	4.65	4.43
ENGL 2131	-	-	-	-	-	4.47	4.45
ENGL 2132	4.62	4.36	4.54	4.48	4.55	4.60	4.37
ENVS 2202	4.13	4.30	4.49	4.32	4.33	4.36	4.24
ETEC 1101	4.52	4.22	4.39	4.53	4.34	4.58	4.53
GEOL 1011	4.41	4.28	4.39	4.54	4.61	4.41	4.36
HIST 1111	4.21	4.11	4.37	4.27	4.48	4.42	4.41
HIST 2111	4.29	4.34	4.39	4.34	4.44	4.47	4.47
MATH 1101	3.86	3.91	4.49	4.41	4.15	4.62	4.52
MATH 1111	4.35	4.29	4.41	4.43	4.34	4.54	4.45
MATH 1113	4.28	4.15	4.34	4.23	4.39	4.23	4.37
MATH 1401	3.99	3.71	4.22	4.30	4.42	4.43	4.47
MATH 1501	3.87	4.41	4.11	4.23	4.52	4.10	4.14
PHIL 2010	4.35	4.32	4.36	4.37	4.53	4.48	4.44
PHYS 1211	3.85	4.13	4.17	3.86	4.68	4.50	4.26
POLS 1101	4.53	4.33	4.69	4.52	4.47	4.51	4.47
PSYC 1101	4.38	4.47	4.33	4.48	4.35	4.55	4.49
SOCI 1101	4.22	4.23	4.21	4.34	4.54	4.40	4.38
SPAN 2001	3.86	4.41	3.84	4.35	4.35	4.56	4.43
SPAN 2002	4.11	3.37	4.29	4.49	4.39	4.31	4.03
TOTALS	4.21	4.18	4.31	4.33	4.43	4.41	4.37

Completion Rate Over Time



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 2016.

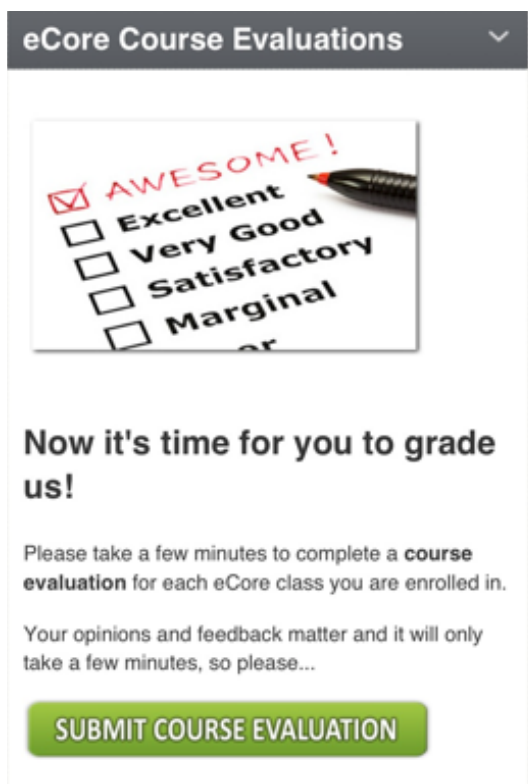
FY 2016 eCore Faculty Effectiveness

Overall, the instructor taught this online course effectively.

Answer Options	Response Percent	Response Count
Strongly Agree	61.7%	2928
Agree	26.5%	1259
Neutral	7.3%	345
Disagree	2.2%	103
Strongly Disagree	2.2%	108
Not Applicable	0.1%	5

Answered question	4748
Skipped question	24

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 Summaries FY 2016

What went well in the class:

- Improved course completion rate
- Multimedia course content and video tutorials
- Increased instructor engagement with students
- Flexibility and “grace periods” for students
- Study guides for proctored exams
- Open content

What was problematic/ What needs to be improved:

- Student success rate for some course sections
- Assignments that are too complex
- Interface of unit content
- Lack of originality and depth in student discussions
- Difficulty with textbook access in some courses
- Too many discussion topics and too many readings
- Small course errors
- Rubrics do not auto-populate to the Grades tool

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

- Improve student success rate
- Increase reminders regarding due dates
- Implement Plagiarism Quiz
- Enhance the Welcome Message
- Adjust due dates
- Produce exam question types that discourage cheating, e.g. open-ended questions
- Reduce difficulty level on some discussion questions
- Reduce number of graded items in short session classes
- Recommend/implement more helpful videos to students

eCore Faculty Support Survey Fall 2015

In Fall 2015, eCore faculty were invited to participate in a brief online survey regarding their satisfaction with eCore support and professional development. There were 108 eCore faculty who responded to the Fall 2015 survey.

eCore faculty reported a high level of satisfaction with the eCore administrative staff and its support services via the Fall 2015 survey. Specific results are outlined in the table below:

Survey Question	Survey Results
eCore administration is very "supportive" of faculty	99% of respondents agreed or strongly agreed
eCore administration is very "supportive" of students	96% of respondents agreed or strongly agreed
Technical and instructional support received from eCore Instructional Designers is satisfactory	99% of respondents agreed or strongly agreed
Support I receive from the eCore Testing Coordinator is satisfactory	99% of respondents agreed or strongly agreed
Questions and needs are quickly addressed by eCore Support Services	100% of respondents agreed or strongly agreed
The Garden of eCore Discussions are helpful to me	73% of respondents agreed or strongly agreed (17% n/a)
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% of respondents agreed or strongly agreed (15% n/a)

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 Brightspace 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. 73 veteran eCore faculty mentored 116 new faculty members as they taught throughout FY 2015. Fall 2015 produced the largest group of "mentees" with a total of 60 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:

- Electronic Technology in the Educational Environment course with 86.32% ABC Success and 98.29% Course Completion
- American Government course with 81.37% ABC Success and 94.97% Course Completion
- 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 2016

Mentor's Helpfulness:

- Very Helpful 87.07%
- Helpful 6.93%

Mentee's Receptiveness:

- Very Receptive 81.37%
- Receptive 14.53%