

eCore Regents Advisory Committee

Fall 2022 Virtual Meeting

November 7, 2022

Committee Attendees:

Dr. Matthew Anderson- ABAC	Dr. Jordan Cofer - GA College & State
Dr. Sarah Kuck- Albany State	Dr. Keith Kelly- Georgia Gwinnett
Dr. Kokila Ravi- Atlanta Metropolitan	Dr. Bryan Davis- GSW
Dr. Corey Vigdor- Augusta	Dr. Ric Calhoun- Gordon
Dr. Raymond Whiting- Augusta	Dr. Brendan Callahan- Kennesaw State
Dr. Laura Lynch- CCGA	Dr. David Jenks- Middle Georgia
Dr. Tim Howard - Columbus State	Dr. Robert Page- South Georgia
Justin Mays- Clayton State	Dr. Irene Kokkala- UNG (Chair)
Dr. Tammy Byron- Dalton State	Dr. Ralitsa Akins- UWG
Dr. Bruno Hicks- Dalton State	Dr. Shani Wilfred- Valdosta State
Terri Brown- East Georgia	Marsha Dukes- Valdosta State
Dr. David Chevalier- East Georgia	Dr. Sudesh Mujumdar- Savannah State
Dr. Asha Warren- Fort Valley	Dr. Bill Vencill - UGA
Dr. Steve Harmon- Georgia Tech	Dr. Michael Galchinsky - Georgia State
Dr. Sarah Coakley- Georgia Highlands	
Dr. Dustin Anderson- Georgia Southern	

System Office Attendees:

Jon Sizemore	Dr. Scot Lingrell
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USG eCampus Attendees:

Dr. Jason Huett	Wesley Steverson
Dr. Melanie Clay	Joe Fernander
Dr. Kelly Steed	Addie Scott
Brett Miles	Ashley Reece
Jessica Blakemore	Dr. Randy Blackmon
Christy Talley Smith	

Minutes recorded by Mickey Jones, USG eCampus

AGENDA

9:15 Sign On to Virtual Meeting: eCampus staff will be online at 9:15 AM to assist with any technical issues or questions related to using the Zoom web conferencing platform. Please check-in before the meeting begins

9:30 Virtual Meeting Begins

- Meeting Guidelines and Tech Check--Jessica Blakemore
- Welcome--Dr. Jason Huett. Notification of Dr. Irene Kokkala stepping in as eCore RAC chair in light of Dr. Dana Nichols' move to USG BOR. Dr. Kokkala will serve as chair for the 2022-2023 year as well as 2023-2024 year. Updates on eCampus Leadership. Meeting called to order

9:35 **Approval of Old Minutes**--Dr. Bryan Davis

- A vote was captured via the meeting's chat function, and was unanimously approved by the majority.

9:40 **eCore Updates**

- Enrollment and General Update--Dr. Jason Huett
 - An eCore enrollment update was presented, revealing an expected decrease in enrollments in Summer 2022 by 2.4 %, with Fall 2022 down approximately 4.6 %.
 - The decrease allows eCampus the opportunity to work more closely with affiliates. Since eCampus is not working to maintain growth, they can also work to leverage eCore for underserved populations to increase enrollments for institutions.
 - This decrease also allows eCampus to look at improving all elements of the organization.
- SalesForce Update-Jessica Blakemore
 - The SalesForce implementation is a system level project spearheaded by eCampus. It will allow eCampus to recruit and refer students to institutions more seamlessly and provide a 360 degrees robust support system. There is a tentative Spring 2023 launch for both Service Cloud and Marketing Cloud functions.
- Academic Coaching Pilot-Brett Miles
 - Starting in Fall 2022, eCore began utilizing an academic coaching model for ECON 2105 (two sections) in order to better meet seat demand for the course. Coaches are qualified to teach the course and vetted by eCore. They work in tandem with the instructor to provide support. There is the potential to use this model in other courses to increase success rates.
- Mindset Learning Project Update-Joe Fernander
 - The Mindset Learning Project began with a pilot in three eCore College Algebra courses and has expanded to include additional eCore courses and USG courses. Observational findings indicate that student mindset shows significant growth throughout the semester with lower-level math courses benefiting the most. There is also indication that female students may benefit from growth mindset intervention more than male students.

- o Next steps include revisions to enhance our focus on growth mindset strategies and expansion into other STEM courses and institutions.
- Virtual Lab Pilot - Michael Harris
 - o The Virtual Lab Pilot began in Fall 2020 in two sections of BIOL 1011K and BIOL 1012K. These sections used a Labster virtual lab in place of a traditional lab kit.
 - o Students in a section with a virtual lab were significantly less likely to withdraw from the section than students in a section with a traditional lab kit.
- FreeCore - Christy Talley Smith
 - o FreeCore offers 100% free online courses and are a creative way to look at new underserved populations. <https://ecore.usg.edu/courses/freecore>
 - o A front end redesign was launched in April 2022 and discussion on expanding offerings including Anatomy and Physiology are on the horizon.
- Tableau Data Dashboard - Joe Fernander
 - o The eCampus Analytics Platform allows the ability to view trends and performance on graded items across time which can be used to inform decisions and potential course revisions. The data is presented in various levels of detail from broad overview performance to detailed quiz question performance data.
 - o Future enhancements include expanding and implementing a cloud-based server solution and utilization of data to create a predictive model as an intervention for at-risk students.
- Course Development & Revisions/An LXD Approach - Dr. Melanie Clay
 - o Focus is on the actual courses themselves. eCore tends to be more rigorous than an average on-line course.
 - o A challenge usually is due to an overcompensation of the volume of information, leading to confusion.
 - o The Learner Experience design helps, as well as faculty surveys and review processes by a faculty member and then a team.
 - o Focusing on the meaningful learning experience and learning something new.
 - o Higher level of student and faculty engagement as well as student success.
 - o Need to make sure the details are to have a multimedia lecture summary, unit quizzes, etc. Most learn something even if they can find the answers somewhere else. As a part of the engagement process, they are still learning.
 - o Assessments are done not only by proctoring but also major projects, smaller homework-type projects etc. (ID verification)

11:00 **USG Update** -- Jon Sizemore

- USG BOR has new leadership, and the system office is in the process of re-working and organizing academic affairs for the USG. Chancellor Purdue is interested in the use of data and dashboards to improve operations within the System Office and for campuses, by making it actionable and continuous. It will be beneficial to all stakeholders to continue to make data driven decisions.
- There have been several campuses that want to know where USG is with the General Education revision. This should be called a Gen Ed “refresh” instead of redesign due to the way that it simplifies and makes it easier for everyone to meet goals.

11:30 **New Business**

- Lab Science Course Objectives - Dr. Kelly Steed
 - eCore added a description of the lab portions for all lab science courses and differentiated lecture/lab learning outcomes beginning in Spring 2023.
- ETEC 1101 - Course Equivalency - Brett Miles
 - eCore will continue to offer ETEC 1101 in short session I and II (limited sections). Recently, per Gen Ed requirements, institutions were notified that ETEC could not count in their Core Area B and must not be offered or marked as an elective. About half of the institutions do not offer it and the others accept it as 2 hr elective credits.
- New Potential eCore Courses - Wesley Steverson
 - Due to institutional requests and capacity for more seating, the following courses were proposed to the committee to move forward with the respective Gen Ed committees:
 - ANTH 1101- Introduction to Anthropology
 - ECON 2106 - Principles of Microeconomics
 - THEA 1100 - Theater Appreciation
 - Dr. Kokkala called for a vote to determine if the courses should be voted in as a block or individually, and the committee determined that the courses should be voted on individually. Each course was discussed individually and approved to move forward. eCore will move forward with Gen Ed.
- Closing the Loop SACSCOC 8.2.b. New Process (Pilot) - Dr. Jason Huett
 - Dr. Huett reviewed the current three-year course revision rotation plan that eCore courses have operated under in the past. Per this plan, eCore presented to the RAC committee courses which would be reviewed in the next term, along with associated data. RAC members were then surveyed to gather their individual feedback, with limited results.

- o eCore will now be using real-time data to determine if a course should be revised, as opposed to the previous rotation. The eCore RAC will continue to provide input on changes - Dr. Steed and Dr. Davis will coordinate to determine how this model will be implemented.
- Affirmation Surveys- Faculty Credentials - Christy Talley Smith
 - o Christy Talley Smith will continue to request review of faculty credentials prior to each term. Credentials will be sent for new eCore faculty and all eMajor faculty. Reviewers or their designees will be required to complete the affirmation survey to indicate affirm or issues.

12:00 Open Discussion

- Equivalency chart review occurs twice per year. Please ensure that the appropriate area(s) are reviewing these.

12:00 Adjourn

Bylaws on new appointments:

Article III. Executive Committee

This RAC has three primary officers-the Chair, Chair-Elect, and Executive Committee Member-at-Large. The Chair of this RAC must be at the rank of VPAA, Associate VPAA, or Assistant VPAA, or other position in senior leadership with faculty rank and a broad oversight for the general education curriculum. The terms of the Chair and Chair-Elect are for one year. The Member-at-Large will serve a three year term. The terms for all offices begin following the spring meeting. The Chair-Elect will become the Chair and the new Chair-Elect will be elected during the spring meeting. The Member-at-Large will be elected every three years at the spring meeting. When an office becomes vacant during a term of service, the Executive Committee will select an appropriate representative to complete the specified term of office.