eCore Regents Advisory Committee
Fall 2023 Virtual Meeting
November 6, 2023

Committee Attendees

Dr. Matthew Anderson - ABAC
Dr. Nicholas Urquhart - ABAC
Dr. Rhonda Porter - ASU
Dr. Kokila Ravi – AMSC
Sharon R. Duhart – AMSC
Dr. Marc Austin – AU
Dr. Ray Whiting – AU
Justin Mays - CLSU
Dr. Laura Lynch – CCGA
Dr. Tim Howard – CSU
Dr. Tammy Byron – DSC
Dr. A. Keith Kelly - GGC

Julius Fleshcner – GHC
Dr. Michael Galchinsky - GSU
Dr. Dustin Anderson – GSOU
Dr. Bryan Davis – GSW
Dr. Ric Calhoun – GOC (Gordon State)
Dr. Brendan Callahan – KSU
Dr. David Jenks – MGSU
Dr. Bill Vencill – UGA
Dr. Irene Kokkala – UNG
Dr. Ralitsa Akins – UWG
Dr. Shani Wilfred – VSU

USG eCampus Attendees

Dr. Jason Huett
Dr. Brett Miles
Dr. Sarah Kuck
Addie Scott

Joe Fernander
Dr. Kelly Steed
Dr. Randy Blackmon
Ashley Reece

Michael Harris
Myranda Stephens
Christy Talley
Dr. Daniel Brooks

Minutes Recorded by Mickey Jones, USG eCampus

AGENDA

9:30 AM **Virtual Meeting Begins 9:32 start**
Welcome – Dr. Irene Kokkala

9:35 AM **Approval of Spring 2023 Minutes** – Dr. Irene Kokkala

- Motion to approve by Dr. Tim Howard
- Motion seconded by Dr. Nicholas Urquhart
- A vote was captured via the meeting's chat function, and was unanimously approved by the majority.

9: 40 AM **eCore Updates**
Enrollment – Dr. Jason Huett

Enrollment data was shared. Fall 2023 enrollment is up 17.7% overall from Fall 2022. There is a 6.63% increase in enrollment from calendar year 2022 to calendar year 2023.

Lab Kits Update – Dr. Jason Huett

To fulfill the eCampus mission of providing affordable, accessible courses to students across USG, lab kits will be provided at no additional charge to students in STEM courses beginning in Spring 2024. This will be determined according to budget on a yearly basis.

Artificial Intelligence – Dr. Jason Huett

To align with institutional policies, the [Academic Honesty Policy](#) of the eCore collaborative was updated in Summer 2024 to include language regarding ethical use of artificial intelligence tools in academic work. The emergent policy of partner institutions will be monitored as needed to inform ongoing policy alignment in the eCore cooperative academic arrangement. A survey will be distributed to collect sample AI policy statements from across USG. The SEADS Academic Dishonesty reporting form for faculty is also being updated to recommend that faculty offer students the opportunity to remediate first-offense AI infractions.

Proctored Exam Hybrid Model - Dr. Brett Miles

Testing Centers at four institutions are partnering with eCampus to pilot a proctoring model which allows USG Testing Centers to virtually proctor their students. While 70% of students in the eCore cooperative academic arrangement tested on ground at a USG Testing Center prior to 2020, since 2020 70% of students are choosing online testing options. This pilot helps USG Testing Centers to meet online testing needs of their students while providing a student-focused environment. In Fall 2023, 1,244 proctored exams were scheduled/administered through this pilot, and the model helps institutions retain local administration of student assessments instead of outsourcing proctored exam management. Discussion ensued.

It is an institutional decision whether fees are charged for use of Testing Center services . Other institutions are welcome to join the pilot if interested.

FreeCampus Update (Previously FreeCore) - Dr. Brett Miles

FreeCampus courses are supported by USG eCampus and are delivered in an open online course format, free of charge. FreeCampus classes are non-credit courses. New and revised courses include:

Nursing Support Courses - Spring 2024
Medical Terminology
Medical Mathematics
Fundamentals of Pathophysiology

College Foundations for English Comp & College Math Foundations
Spring 2024 Revision to include ACCUPLACER Content

Health and Wellness - Spring 2024

> Articulation for credit at participating institutions was discussed. No institutions are presently offering a pathway to credit for FreeCampus courses. FreeCampus Courses are not as in-depth as courses offered for credit by institutions.
> Offering FreeCampus in foundational English and math courses is not required but can be suggested to prospective or current students. These are preparatory courses to promote greater student success in institutional credit-bearing courses. The FreeCampus courses should be viewed as pathways to enrollment at one of the USG institutions under the free-to-fee model.

Salesforce Update – Dr. Sarah Kuck

eCampus is transitioning its Student Engagement and Data System (SEADS) from a student success CRM developed in-house, to a Saleforce CRM. Salesforce is the industry-leading CRM product. The first goal in the transition to Salesforce has been to develop a Salesforce support team. The eCampus team automated some of the Student Success Communications in Fall 2023, meeting the anticipated milestone. Effective summer 2024, eCampus will be migrating from SEADS to Salesforce to enable a more up-to-date technology-enhanced platform that will facilitate a holistic view of students. Additionally, forms and reports will be updated and migrated into Salesforce for summer 2024. Training opportunities will begin in the spring of 2024.

> Use of Salesforce Student Success Hub (SSH) was discussed. eCampus is not implementing SSH, but is cooperating with some institutions that are implementing SSH.

New eCore Course Developments – Dr. Kelly Steed

The following new eCore course developments were approved by the eCore RAC and the USG General Education Committee in 2023:
- **ANTH 1102 Introduction to Anthropology:** Initially proposed in February 2023, the proposal was tabled by the Gen Ed Council in order to

coordinate a new common course description with the Anthropology RAC. The proposal was fully approved by the Gen Ed Council in July 2023, but the course was not included in eCore cooperative academic agreements for AY 24. It will be included for AY 25 and will launch in Fall 2024.

- **ECON 2106 Principles of Microeconomics:** Approved by the Gen Ed Council in Spring 2023. Because it is a companion course to ECON 2105, and includes an adaptive learning platform), the development and pilot timeline were accelerated. The new course launched in Fall 2023.
- **THEA 1100 Theatre Appreciation:** Approved by the Gen Ed Council in Spring 2023. The new course is currently in development and will launch in Summer 2024.

Data-Driven Course Revision Process Updates – Dr. Kelly Steed

In collaboration with institutional subject matter experts, the eCore instructional design team is continuing to support data-driven revisions of courses in the eCore cooperative academic arrangement.. An update on major revisions that were approved by the eCore RAC in Spring 2023 was provided.

- ARTS 1100: Complete; Pilot SP 24
- DATA 1501: Complete; Full launch SP 24
- ENGL 1102: Complete; Pilot SP 24
- ENGL 2131: In progress; Pilot SP 24 SSII
- MATH 1101: Complete; Full launch SP 24
- PHIL 2010: Complete; Full launch Fall 23 SSII
- PSYC 1101: Complete; Full launch Fall 23 SSII
- SPAN 2002: Complete; Full launch Fall 23

Discussion of the course revisions ensued. A course revision dashboard is being developed. The dashboard provides an overview of each stage of the course revision. Detailed reports and documentation of action items from each course revision will also be available.

Updated reports will be reviewed by the eCore RAC in Spring 2024. If affiliates need more detailed reports at any time, they may submit a data request using this link: http://www.ecampus.usg.edu/datarequest

Learning Outcome Assessments – Dr. Kelly Steed
Beginning in Fall 2023, Learning Outcomes assessments are now mapped in GoView using the learning management system (LMS)Competencies module.

- LO data was previously manually extracted from the LMS.
- LO reporting is now automated, and can be filtered to provide institution-specific reports with comparative benchmarks.
- Previously, LOs were only assessed in Fall semesters. Going forward, LOs can be assessed each term or session for continuous improvement.
- Linking LOs in GoView allows us to study longitudinal trends and provide improved data to partner institutions.
- LOs are linked in the gradebooks and now provide specific customized reports for each institution.
- Faculty can access Learning Outcome Mastery View directly in the GoView gradebook to monitor student progress on learning outcomes in real time.

End-of-Term Course Reports – Dr. Kelly Steed

Beginning in Summer 2023, new end-of-term course reports were implemented with the following enhancements:

- Consolidated enrollment, student outcomes, and course evaluation data in one HTML-formatted report
- Adjusted ABC rate to reflect unofficial withdrawals with tab listing inactive students' participation dates
- Improved visual presentation of course evaluation data with eCore benchmarks.

10:00 AM **New Business**

Survey of Calculus **- Institutional Request – Dr. Brett Miles**

A USG institution requested that a Survey of Calculus course be considered for offering through the eCore cooperative academic arrangement. Research into this request found the following:

- Only three participating institutions offer this course.
- There is no common course number for the class. The three institutions all offer the course with differing course numbers.
- There is limited enrollment in the course overall.

The initial conclusion was that this is not a high-need course and that the request should be tabled. Feedback from the RAC was solicited, and there was none.

Machine Learning to Identify At-Risk Students – Joe Fernander

A new student risk assessment model is currently in development and undergoing testing this Fall. This new model is based on the k-Means unsupervised machine learning model. This model is connected to data from the Learning Management System (LMS) and is designed to categorize students based on their performance in their current courses.

Five key factors for new student risk assessment model
- average number of LMS sessions per week

- current course average (final calculated grade)
- number of missing assignments or quizzes
- level of engagement with course content
- participation in course discussions

The classification process identifies students who may be at risk academically by comparing their performance in these areas to that of their peers within their course section. The intent of implementing this model is not to replace faculty risk reporting in the SEADS system, but rather as an additional support to students who may be at risk of not passing their course. Students who are determined as "at-risk" will have a case created in Salesforce and will receive support calls, text messages, and emails.

As part of the new student risk model initiative, a student analytics dashboard is being developed in Salesforce. This dashboard will be accessible to all members of the Student Success Team and will empower team members with in-depth insights into students' performance, enabling them to engage in more targeted and effective support conversations.

> Frequency of student success monitoring was discussed. The monitoring algorithm can be run daily and as often as needed.
>
> The risk assessment model is based on the literature in academic journals as well as using some of USG's previous knowledge about student success in online courses.
>
> Implementation will be a multi-year process, and will include ways to provide this data back to faculty for their own assessment.

Instructional Design Updates – Myranda Stephens

Additional institutional reports and data visualizations, such as the course revision timeline are being developed. Data is incorporated at key points throughout the revision process and is also shared with faculty subject matter experts and institutions for review through multiple channels.

HTML Template Updates: there was an update in the LMS e for how HTML code is handled. As a result, course master templates must be updated to display properly in the LMS. .
- Old HTML code sunset date: 7/31/24
- Course updates are 71% complete
- FreeCampus and Non-Credit 40% updates complete
- Using an older copy of a course template at your home institution? Email Michael Harris mlharris@ecampus.usg.edu to determine if you need a copy with updated HTML code.

Two new tools in the LMS:
- Yuja

- ○ Students and faculty can create, share, and store video content in a variety of formats.
  - ○ Supports authentic assessment and experiential learning, particularly in the major project assignment.
  - ○ Highly accurate auto-captioning
  - ○ Robust analytics
- Qwickly Course Tools
  - ○ Instructor access Spring 2024
  - ○ Post announcements in multiple classes at the same time
  - ○ Check and repair broken links

If you would like to request data on course revisions and more, please visit
https://ecampus.usg.edu/datarequest

Curriculum & Instruction Updates – Christy Talley-Smith
- eCampus hosted 452 registered participants at the Annual USG eCampus Faculty Conference (virtual via ZOOM Nov. 2-3, 2023)
  - ○ 13 eHero Award Recipients
  - ○ 27 presentations & sessions
- eCampus has facilitated 7 cohorts of the online USG eCampus Faculty Certification in 2023.
  - ○ 168 new faculty have been certified this year.
- Faculty credentials for new instructors in the eCore cooperative academic arrangement will be emailed to Provosts and designated reviewers such as SACSCOC Liaisons or partner institutions prior to January 8, 2024 start of term.

Faculty Development Updates – Dr. Kelly Steed for Janet Gubbins
Beginning in Spring 2023, a new series of Faculty Deep Dive Discussion events was initiated to provide a forum for expanded academic oversight and to provide focused opportunities for faculty to collaboratively review curriculum in specific courses. The results have been successful, with faculty reporting that the events build community and enhance collaboration. Faculty have a forum to share best practices for their teaching discipline and consult with instructional designers and staff.

Each session is recorded in order to accurately document all suggestions for course improvement from faculty. Specific action items are provided to subject matter experts and course designers for consideration in future course revisions. Follow-up reports were provided in Fall 2023 for all faculty suggestions received in spring 2023 deep dives. If you would like a copy of any Faculty Deep Dive session please reach out to Janet Gubbins or Kelly Steed.

- Spring 2023: 20 discipline-specific events March - May. 126/495 instructors (25% attendance)
- Fall 2023: 25 discipline-specific events August - November. So far: 154/617 instructors (25% attendance)

Core IMPACTS Implementation – Dr. Kelly Steed

Implications of the new USG/BOR Core IMPACTS initiative are being reviewed for the eCore cooperative academic arrangement.

- Using meaningful (as opposed to alphabetical) names for Core IMPACTS areas.
- Establishing systemwide Learning Outcomes and Career-Ready Competencies for each Core IMPACTS area.
- Beginning in Spring 2024, templated syllabus language will be included for each eCore course that explains the core area Orienting Question, Learning Outcomes, and Career-Ready Competencies.
- eCore Equivalency Charts will be updated for AY 25 to align with affiliate institutions re-mapping the core curriculum.
- Ongoing curriculum enhancements to integrate focused content related to Core IMPACTS will continue as eCore courses undergo revisions.
- eCore LO assessments and reporting will be updated to align with systemwide LOs for Core IMPACTS areas.

> There was discussion of alignment of eCore mathematics courses to specific IMPACTS areas. Elementary Statistics and Calculus 1 have been tentatively listed in the Mathematics areas now but can be adjusted in the institutional equivalency chart as needed to be aligned with partner institutions.
>
> Aspects of Career Ready Competencies were also discussed.
> A number of eCore courses already include some element of group work or project in the current course design. The assessment strategy for Core IMPACTS LOs will be developed after incorporating more instructional content related to them. Existing course-level learning outcomes will be evaluated for alignment with Core IMPACTS LOS and CRCs as new course revisions are completed.

Updates/Feedback/New Business from Participating Institutions

None

10:40 AM Open Discussion

> The cycle for sharing SLO assessment reports/ data eCore specific reports was discussed.

Course-level Learning Outcomes will continue to be reported in the Spring. The update allows assessment of a broader variety of activities using items that are directly linked within the LMS.

The timeline for election of officers was discussed.

10:45 AM **Adjourned** by Brett Miles

eCore Bylaws

On who may attend this meeting:

Each member institution will be allowed one representative to be appointed by the institution's VPAA/Provost. The Chief Academic Officer of each Partner Institution appoints as its representative to the membership of the eCore RAC a senior academic administrator with faculty rank who is involved in the operation of the Partner Institution's general education curriculum.

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.