Spring 2018 eCore RAC Meeting
UWG Newnan Center l Room 133
May 2, 2018

Jeff Linek, Georgia Highlands College

Renva Watterson, Georgia Highlands College

David Jenks, UWG

Richard Baskin, Gordon State Univ

Laura Lynch, College of Coastal Georgia

Philip Bishop, Valdosta State Univ

Charity Bryan, KSU

Pat Chute, Dalton State

Nihal Gunay, eCampus

Adam Wyatt, Augusta Univ

Bryan Davis, Georgia Southwestern St Univ

Irene Kokkala, UNG

Renita Luck, Albany State Univ

Kevin Demmitt, Clayton State Univ

Tina Butcher, Columbus State

Ellen Roberts, Columbus State

Rob Page, South Georgia State College

Amanda Smith, Middle Georgia State Univ

Melanie Clay, eCampus

Jason Huett, eCampus

Jon Sizemore, USG

Stephanie Hollenbeck, eCampus

Brett Miles, eCampus

Michael Pizarek, USG

Jeffrey Galle, USG

Welcome and Introductions/Approval of Old Minutes—Richard Baskin

The meeting was called to order at 10 am, with introduction of guests, approval of the Spring 2018 eCore RAC Meeting Agenda, and approval of the minutes.

Enrollment and General Update—Melanie Clay

Dr. Clay thanked everyone for their support given that eCampus has grown tremendously. The biannual infographic was distributed to all attendees, and there was a brief explanation of MOOCs, dual enrollment numbers, and savings for students provided through the mode of distance education and implementation of OERs. Spring enrollment totals were reviewed and the trends and patterns for enrollment going up about 15% in Fall 2017 versus Fall 2018.

Old Business—Nihal Gunay

Xitracs: The current Xitracs process for academic oversight has significantly reduced the time to process faculty approvals, as demonstrated at UNG. Dr. Gunay thanked Dr. Kokkala for her assistance. Some institutions are still requesting hard copies of documentation, but credentialing for new faculty will be moved into Xitracs.

Knewton: eCore has addressed content alignment in MATH 1113 with the Knewton adaptive learning platform, and the integration with Knewton now transmits grades simultaneously into the courses. In the Fall, three (3) sections showed better success on the proctored exam after using Knewton and all sections had slightly improved ABC rates. eCore is working with Knewton to condense activities to address students perceptions of the workload in those classes. The Knewton pilot also is also employing an embedded teaching assistant who receives weekly reports for courses, identifies struggling students, and communicates with faculty about where interventions are needed; going

forward it is expected that faculty will receive professional development on the Knewton reporting and data interpretation. *Action Item: A request was made to share the data and analysis regarding improved outcomes with Knewton. eCore will run the analytics again at the end of spring and share the data with eCore RAC.*

PHYS 1212K and Spanish OERs: The supersite for Spanish 2001 and 2002 uses a different platform for student activities, and some students experienced issues with access codes that delayed student progress. eCore has created OERs for these courses, developed by 4 subject matter experts , with features comparable to the commercial products. The faculty evaluation of the course revisions have been mostly positive reviews, and some improvements are being made to assignments and videos to include more native speakers. Instructional designers created activities for Spanish OERs and using DuoLingo as a supplement. There is a verbal voice board in D2L and audio is available on discussions. In Summer, we will pilot VoiceThread (asynchronous) in communication and Spanish classes. Audio analysis was in the old Spanish textbook, but faculty is now listening to recordings and providing feedback. Language classes have 17-18 students per class.

Three SMEs have been engaged to work with instructional designers to create an OER for PHYS 2212K. eCore is searching for a lab kit that is aligned with the course content and a homework platform that provides instant feedback and expects to offer the revised course in Spring 2019.

G2C and eCore—Nihal Gunay

 eCore is participating in the system-wide Gateway to Completion (G2C) initiative , and will focus on the following courses: ENGL 1101, MATH 1111, POLS 1101, and PSYC 1101. The G2C data has not been transmitted to eCore yet, but eCore has access to the platform to revise, review, and transcribe classes. Ultimately, the focus is not on grades, but on deepening learning for students. eCore is engaged in design thinking, and identifying key performance indicators. eCore will be reaching out to faculty for input and requests the cooperation of campus leadership. The G2C meeting in Macon addressed best practices which eCore will apply to online instruction. eCore is assessing the need for an IRB approval to cover this work. The student learning gains assessment instrument was developed in 1970, and to maintain validity the wording of the instrument should not be changes. eCore is prototyping an online deployment of the assessment instrument to determine appropriateness for an online setting. Input from institutions was requested. UWG identified that programmatic assessments do not require IRB approval, but if the research goes beyond a programmatic review an IRB would be required. The G2C project and IRB requirements will be coordinated in the System Office by Felita Williams, although individual institutions will exercise oversight and approval. The G2C work at eCore will be guided by a steering committee.

Momentum Year and Impact on Course Offerings—Richard Baskin and Jon Sizemore

The Momentum Year impact on eCore course offerings and appropriate responses are being considered. The identification of the G2C courses resulted from a Critical Course Analysis of eCore data to determine which courses most affected students' graduation trajectories. For eCore, as well as all institutions, English and Math were the most impactful courses. The next two courses identified for eCore were PSYC and POLS. The Critical Course Analysis Tool may also be applicable to analyzing critical

courses in a degree pathway. A very preliminary analysis suggests that eCore courses have a positive effect and improve the likelihood of graduation. Availability of online courses helps student progression in the program of study. Another Momentum Year strategy is the co-requisite model for learning support. eCore is studying how online courses might support a co- requisite model. Adaptive learning might also be a supporting strategy. Momentum Year also engages students in their major by requiring nine credit hours in their academic focus area during the first year. eCore could contribute to this strategy by expand offerings to include the most common courses taken/offered in Area F of the curriculum. An audit of Area F at SGSC found that 70% of Area F courses were also part of the general education curriculum. It was proposed that those common courses should be researched as potential eCore courses. The impact of rigor and the G2C goal of deeping learning was discussed, as well as academic mindset interventions and other supports.

Corequisites for Math and English and Impact on eCore—Richard Baskin and Jon Sizemore
Dr. Huett reported at present eCore is not supporting the co-requisite learning support model, although is participating in discussions on how to design corequisites. Institutions are taking varied approaches so a consortial model may not be appropriate since alignment between the corequisite courses is a critical requirement. Discussion ensued, including feasibility of adaptive learning approaches.

Update on eTuition—Jon Sizemore
The BOR took action to approve tuition at their last meeting. Previously institutions had been advised to plan for a 50% reduction in eTuition differentials for Fall 2018 and complete elimination of eTution differential in Fall 2019. However, the reduction approved by the BOR was typically for approximately 33 percent across institutions. Fiscal Affairs is still studying the issue of graduate eTuition and eTuition for out-of-state residents, as well as the association of eTuition and campus fees. eCore and eMajor tutition rates are not impacted at this time.

BREAK

Last Date of Attendance and Financial Aid—Brett Miles
Financial aid requirements for documenting the last date of attendance was discussed, and the impact of failing grades due to non-attendance on financial aid eligibility. The last date of attendance must be reported as the date the student last participated in the course, which could be the completion of an assignment, quiz/exam, discussion, or an email. Date of last attendance is reported through the INGRESS console, and the last completion/participation activity is documented in the comments (for example, "quiz completed"). If necessary, evidence can be uploaded for audit purposes. Requirements for "active participation" were discussed. Students failing to complete at least 60% of the coursework may be accountable for refunding financial aid.

Lunch and Open Discussion:
General Education Council Update—Kevin Demmitt
Momentum Year strategies are causing institutions to rethink prerequisite requirements in the context of degree pathways. For example Georgia State dropped ENGL 1102 as a prerequisite for taking

literature classes to allow English majors to take more literature classes in their Momentum Year since English students were being driven into other humanities courses without prerequisites. It was observed that eCore suggests ENGL 1102 as a prerequisite to all literature courses, but the determination is made by campuses. Ensuing discussion suggested eCore should note campus prerequisite requirements on the course equivalency charts and disclose them on the website of course descriptions in order to clarify this to students. The Gen Ed council continues to discuss the importance, purpose and depth of the core curriculum, which is not universal among institutions. *ACTION ITEM: Update prerequisite information on course descriptions for literature courses.*

Adding an ECON course to eCore—Richard Baskin
The benefits of offering ECON courses through eCore was discussed with interest by many institutions. It was noted that ECON courses are popular subjects among dual enrollment students. Availability of ECON faculty was discussed as well as implications for AACSB accredited business programs.   A motion to add ECON 2105 passed unanimously.

Equivalency Chart Review and General eCampus Update—Jason Huett
Representatives reviewed their course equivalency chart for their institution and were requested to notify eCore of any issues. The USG eCampus Services documents were reviewed. The relation of eCore and eMajor was discussed, as well as potential for expansion of eMajor programs addressing HDCI.

New Business:
Low Cost/No Cost Designation Update—Jason Huett
Low Cost/No Cost course designations will be a searchable field in the Banner registration system. All eCore courses are "no cost" courses and will appear in search results. Discussion ensued regarding the definition and documentation of the new designations. The "low-cost" designation is below $40, but courses may have other associated fees. All OERs are available to local campuses for free to use in their courses.

Overview of Ongoing eCampus Pilot Projects—Jason Huett
All attendees were provided a handout, titled eCore Pilot Projects, briefly explaining the pilot projects currently in progress. eCampus provides a laboratory to prototype strategies with the potential to increase ABC rates and/or retention. For example, the Knewton prototype improved midpoint grade scores and is being implemented in all MATH 1113 sections, and may expand to additional STEM courses. eCampus is supporting development of a prototype online MATH 1001 corequisite/co-remediation course at GSW. In Spanish, eCampus is continuing a multi-year project to develop OER course materials with media, and piloting a stronger, more robust version of VoiceThread. eCampus is conducting research on effectiveness and satisfaction with online tutoring services.   For the BBA eMajor students, eCampus[is using AdmitHub for AI virtual assistants that respond via text messages to answer students questions, increase engagement, and connect students to appropriate advisors to improve staff efficiency. Twilio is a text messaging tool that can be used to send reminders regarding assignments or if students have not logged in, and it gives students the option to opt out of these service messages. ProctorU UCard is a biometric tool being piloted in eMajor. Representatives were

advised that USG is engaged in an RFP for online tutoring services, and that discussions with etutoring vendors outside of existing contracts are currently disallowed.

Friendly Transfer of Power—Richard Baskin and Robert Page
The service of Richard Baskin as outgoing eCore RAC Chair was recognized. Robert Page, VP of Academic and Student Affairs at South Georgia State College, was introduced as the new eCore RAC Chair. Tina Butcher was unanimously elected as the new eCore RAC Chair-Elect.

Other Updates/Feedback/Questions from Affiliate Partners
A suggestion was accepted to change the name of MATH 1401 from "Introduction to Statistics" to "Elementary Statistics" effective Fall 2019.

Adjourn