

eCore Regents Advisory Committee

Spring 2023 Virtual Meeting

April 10, 2023

Committee Attendees:

Dr. Matthew Anderson - ABAC	Dr. Keith Kelly - Georgia Gwinnett
Dr. Nickolas Urquhart - ABAC	Dr. David Jenks - Middle Georgia
Dr. Sarah Kuck - Albany State	Dr. Bryan Davis - GSW
Dr. Kokila Ravi - Atlanta Metro	Dr. Ric Calhoun - Gordon
Dr. Brittanni Polidore - Atlanta Metro	Dr. Robert Page - South Georgia
Dr. Corey Vigdor - Augusta	Dr. Irene Kokkala - UNG (Chair)
Dr. Raymond Whiting - Augusta	Dr. Ralitsa Akins - UWG
Dr. Laura Lynch - CCGA	Dr. Shani Wilfred- Valdosta State
Dr. Tim Howard - Columbus State	Dr. Bill Vencill - UGA
Justin Mays - Clayton State	Dr. Michael Galchinsky - Georgia State
Dr. Holley Roberts - GCSU	
Dr. Sarah Coakley - Georgia Highlands	
Dr. Dustin Anderson - Georgia Southern	

USG eCampus Attendees:

Dr. Jason Huett	Joe Fernander
Dr. Melanie Clay	Addie Scott
Dr. Kelly Steed	Michael Harris
Dr. Brett Miles	Addie Scott
Jessica Blakemore	Dr. Randy Blackmon
Christy Talley Smith	Janet Gubbins

Minutes Recorded by Mickey Jones, USG eCampus

AGENDA

9:15 AM **Sign On to Virtual Meeting**

9:30 AM **Virtual Meeting Begins**

- Meeting Guidelines and Tech Check – Brett Miles
- Welcome – Dr. Irene Kokkala

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

- Motion to approve by Dr. Tim Howard
- Motion seconded by Dr. Dustin Anderson

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

9:40 AM **USG Update**

- Per Dr. Sarah Kuck on behalf of Jon Sizemore: System-level Salesforce update: Salesforce is currently being implemented at eCampus and 4 USG institutions throughout this calendar year. Templates developed at one institution will flow to the others and other collaboration opportunities exist.

9:50 AM **eCore Updates**

- Enrollment and General Update – Dr. Jason Huett
 - There is a 3-4 % decline in eCore enrollment which is reflective of overall enrollment declines..
 - To support eMajor Partner Institutions, eCampus is considering more creative ways to attract new students to boost enrollments with degree programs out of eMajor.
 - Following interest from affiliate partners, eCampus is beginning initial exploratory conversations regarding online graduate degrees.
- New Course Developments Approved – Dr. Jason Huett
 - There were 3 courses approved at the Fall 2022 eCore RAC; 2 of them were subsequently approved by the General Education RAC. eCore got helpful feedback from them as well as the Subject Matter RACs.
 - ECON 2106 will pilot Fall 2023
 - THEA 1100 will pilot in Spring 2024 with an anticipated full launch set for Summer 2024.
- ANTH 1102 Proposal Update – Dr. Kelly Steed
 - The Anthropology RAC provided constructive feedback on the eCore course proposal and helped advance the common core description. This includes:
 - Addition of learning outcomes addressing fundamental concepts of human behavior as it relates to culture, adaptation and evolution, demonstrating how long-term evolutionary processes reshaped society, understanding human challenges and applying critical thinking to culturally diverse materials.
 - *eCampus will resubmit the proposal to the General Education Council May meeting.*
- CSCI 1301K Lab Description & Learning Outcomes – Dr. Kelly Steed
 - CSCI SMEs developed a lab course description and designated lab learning outcomes to specify which LOs are addressed in the one-credit-hour labs vs. lecture.

- Closing the Loop New Process (Pilot) – Dr. Kelly Steed
 - First round of Course Analytics Reports were submitted to the eCore RAC for review prior to the Spring meeting as part of the implementation of data-driven curriculum revisions.
 - RAC feedback was documented and is being provided to SMEs and the eCore instructional design team as course-specific action items.
 - Per Dr. Huett on the Closing the Loop process: Course analytic reports allow us to evaluate every assessment and content item in the class and use the data to make informed and timely improvements for courses.

- Labster Virtual Lab Model Pilot & Expansion – Michael Harris
 - USG faculty teaching eCore Biology courses requested exploration of virtual lab kits for BIOL 1011K/1012K to address issues with student retention. Traditional lab kits have been prohibitively expensive. Lab kits have been missing items, and students have also reported shipping delays. Cost concerns, delivery timelines, and low student utilization of lab kit materials have negatively impacted student retention and grades.
 - Labster is more affordable and there are no shipping delays, resulting in improved student engagement and higher grades early in the term. Labster is compatible with Chromebooks which improves engagement for many dual enrollment students. Labster also eliminates safety concerns and issues with disposal of hazardous chemicals.
 - eCampus completed a pilot study of Labster virtual lab kits for BIOL 1011K in 2022. Labster sections were compared to traditional lab kit sections to determine the impact of virtual labs on student retention and success. After results were analyzed, there was a significant improvement in student retention in the Labster sections. Further, students enrolled in BIOL 1011K using Labster had significantly higher median scores on their lab activities ($U = 727, p < 0.001, ES = 0.54$) which contributed to significant differences in final calculated grades ($U = 1217, p = 0.04, ES = 0.23$). There was no effect in BIOL 1012K.
 - eCore will expand Labster to all BIOL 1011K/1012K sections in AY 2024 based on these findings.
 - Discussion ensued regarding hesitancy at some institutions over campus use of virtual labs. It was noted that USG biology faculty teaching in eCore determined that the Labster virtual simulations are appropriate for the non-STEM majors who enroll in eCore lab science courses. The virtual experiments work in Labster, lower costs for students, increase lab safety. The majority of STEM majors do not complete any lab science requirements through eCore. eCore lab sciences are primarily designed for non-STEM majors. Many professional and medical schools are starting to use virtual labs and that number will continue to grow as well.

- Faculty Deep Dive Conversations – Janet Gubbins
 - This initiative invites small groups of USG faculty to discuss specific eCore courses with colleagues in their academic discipline. Faculty share challenges they face and as a team, they brainstorm and promote creative problem-solving.
 - The initial round of meetings had excellent participation and positive survey feedback.
 - Action items from each deep dive discussion are documented by the eCore instructional design team and included in course revisions.

- Growth Mindset Syllabus Proposal [Annotated]– Janet Gubbins
 - eCore is implementing a new standard syllabus template informed by results from the USG MATH 1111 Growth Mindset Learning Project.
 - Syllabus language will be updated to include motivational statements encouraging students to adopt a growth mindset, invest effortful practice in learning course materials, build supportive relationships with faculty and enhance utilization of supplemental resources such as tutoring and faculty office hours. The new syllabus template will launch in Summer 2023.

- ChatGPT & TurnItIn – Janet Gubbins
 - Turnitin AI-detection was enabled on April 4th and embedded in all eCore Assignments requiring a paper submission. Further, for Discussion posts suspected of using AI-generated content or plagiarism, eCore can create a dropbox in which Instructors can submit those discussions for Turnitin AI review.
 - Turnitin AI checker is helpful and reporting a less than 2% false-positive rate, however, is not 100% fail-proof. Instructors may allow first offense plagiarism cases on low-stakes assignments to remediate the assignment by consulting with an embedded librarian and then submitting a new draft of the work. eCampus embedded librarians are developing content for a plagiarism remediation module in GoView that can support students' learning about information literacy.
 - The instructional designers are reviewing all eCore curriculum and making recommendations for strategies to redesign assignments to inhibit AI plagiarism. For example, making the assignment require more personal narratives, application of timely tasks paired with results, or requiring sources from within the last 6 months are strategies that mitigate the usefulness of AI tools.

10:30 AM **New Business**

- SACSCOC eCore Model Narrative – Dr. Bryan Davis

- eCampus collaborated with Dr. Bryan Davis at GSW in Fall 2022 and Spring 2023 to develop a model narrative addressing common SACSCOC standards that all institutions must include in accreditation documentation. The model narrative and sample artifacts are being shared with eCore RAC members and Partner Institutions to support ongoing SACSCOC reaffirmation reviews.
- Model narrative sections address standards that relate to general education learning outcomes, cooperative academic arrangements, academic oversight, and quality assurance for distance education (for example, standards 8.2.b and 10.9).
- eCore Equivalency Chart Audit – Dr. Kelly Steed and Brett Miles
 - A complete audit of the eCore equivalency charts was completed in spring 2023 to address discrepancies in course equivalencies for select eCore courses added since 2016.
 - Some institutions may need to update their academic catalogs and/or submit approval requests for new eCore courses to the General Education Council for courses that were not previously offered at the institution.
 - eCampus will reach out to institutions in summer 2023 to resolve any equivalency chart questions prior to the update of the cooperative academic arrangements for FY 2024.
- Data Informed Processes – Joe Fernander
 - eCampus has created a new Analytics & Research Team focused on data management, applied research, learning analytics, and survey research.
 - Learning Outcome Data Collection Processes: Changed in Fall 2021 to pull LO assessments directly from the Learning Management System (LMS). Beginning in Fall 2023 we will pilot the Learning Outcomes Module in the D2L LMS for advanced reporting where institution-specific reports can be generated and used for accreditation purposes.
 - Embedded Module Surveys: This new survey is embedded in each module of pilot sections of eCore courses and focuses on student perception of learning, organization of the course module, and the time-impact of the module. Since the pilot implementation in Spring 2023, we have received thousands of responses. The instructional design team monitors this data weekly and we are working on comprehensive reports.
- FreeCampus New Developments – Christy Talley-Smith
 - Introduction to Financial Technology (FinTech), Elementary French I Refresher, and Essential Study Skills for College Success will be offered beginning Summer 2023. A complete list of FreeCampus offerings can be found here: <https://ecore.usg.edu/courses/freecore.php>
 - Affirmation Surveys - Faculty Credentials - New eCore and eMajor faculty credentials are emailed to the Provosts at the beginning of each term (including 8-week short sessions). Provosts or designated reviewers should complete the affirmation surveys. Any disputes can be noted via the affirmation survey form.

- Notice: No election of new officers this spring, as this will occur during the Spring 2024 meeting - Dr. Jason Huett

11:00 AM **Open Discussion** - No further business

11:05 AM Motion to Close meeting by Dr. Tim Howard
 Seconded by Dr. Dustin Anderson
 Adjourned by Dr. Irene Kokkala

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.