

General Information

History

In 1999, the Board of Regents of the University System of Georgia (USG), in collaboration with its institutions, began developing a fully online set of courses that would allow a student to complete core curriculum courses in Areas A-E for science and non-science majors. eCore became an award-winning, high quality, accessible set of interactive online courses that meet defined learning outcomes. eCore courses may be offered by any USG institution, taken by any USG students, and taught by any USG faculty member. *(From 2000-2006 Factbook)*

Why Collaboration?

eCore serves as a successful example for collaboratively delivering education in the online environment. It has evolved from being a small, early start-up collaboration (the first in the USG), to a growing model studied carefully by other systems. In FY 2010, it became a fully scalable, self-sustaining program marked by high student retention and satisfaction, proven course quality and outcomes, and renewed interest. In FY 2011, eCore has continued on this trajectory.

The hallmarks of its present and future operation are:

Providing increased institutional capacities for full online programs.

While most USG institutions offer online courses, the vast majority of these are unable (due to lack of resources or faculty interest) to offer all areas of the core courses online. Without the full core online, institutions cannot offer full undergraduate

degree programs online, and thus lose students to more expensive, proprietary institutions. Also, institutions that do offer online core courses often require at least one face-to-face meeting in these courses, whereas eCore courses do not.

Key Benefits

- Provides *full* online core curriculum, whereas most institutions are only able to provide some courses.
- eCore is completely self-sustaining, requiring no state appropriations.
- Efficient, scalable and consistent student services, course design and teaching.

Efficient Funding & Model Operations

- Among other (almost 90) collaborative programs across the United States, eCore is one of only a few that is completely self-sustaining, requiring no state appropriations.
- Institutions offering eCore courses receive 20-40 percent (varies based on withdrawals) of eCore tuition dollars, but have no faculty or course development costs; thus these collaborative enrollments are beneficial for affiliate institutions.
- eCore relies on centralized administrative services (unduplicated at institutions). These include course development and revisions, faculty development and support, identification and follow-up of at-risk students, student success initiatives, student orientations, non-technical call center, tutoring services, data analysis, bookstore, and marketing.

Enrollment Management

- eCore course sections are analyzed on a daily basis during the registration periods to provide for the optimum number of course sections. Almost all sections of eCore are managed so that enrollments are sufficient to cover instructional costs. At the same time, less than a dozen students are unable to register for an eCore course due to a course being full in an academic year.
- Institutions delivering courses via eCore are able to successfully utilize eCore for students who need core courses but have no courses available due to excess capacity.