

Course Level Readiness

Of the 24 eCore courses currently offered to Georgia students, 11 have academic prerequisites that require confirmation upon entering the course. The eCore registrar verifies student qualifications for each course upon registration.

eCore Courses with Prerequisites

CHEM I-Principles of Chemistry I and Lab

CHEM II-Principles of Chemistry II and Lab

ENGL 1102-English Composition II

ENGL 2111-World Literature I

ENGL 2132-American Literature II

MATH 1113-Pre-Calculus

MATH 1401-Introduction to Statistics

MATH 1501-Calculus I

PHYS 1211K-Principles of Physics I and Lab

SPAN 2001-Intermediate Spanish I

SPAN 2002-Intermediate Spanish II

Course Preparation

Course preparation studies for pre-requisite and subsequent coursework are an important measurement for overall success of the eCore program.

Currently, there are three 2-course sequences in eCore with a fixed relationship between the pre-requisite and subsequent course:

- CHEM 1211K-CHEM 1212K
- ENGL 1101-ENGL 1102
- SPAN 2001-SPAN 2002

There are four scenarios in taking these 2-course sequences:

- eCore – eCore:
Student can take both pre-requisite and subsequent courses in eCore
- eCore – Campus:
Student can take the pre-requisite course in eCore and subsequent course on campus (face-to-face or online)
- Campus – eCore:
Student can take the pre-requisite course on campus (face-to-face or online) and subsequent course in eCore
- Campus – Campus:
Student can take both pre-requisite and subsequent courses on campus (face-to-face or online)

For course preparation studies, the combinations of eCore – eCore, eCore – Campus, Campus – eCore, and Campus – Campus deliveries are compared for these course sequences.

The following data view is provided by eCore and eCore Affiliates.

Affiliates provided some review data for students who had been identified to take at least one of the 2-course sequence courses within the FY 2013 terms: Summer 2012, Fall 2012, and Spring 2013.

eCore provided the data view for students who completed the full 2-course sequence in eCore.

Data were requested if the affiliate grouping identified was greater than seven students and included only if the affiliate response was greater than seven. Any combined grouping of seven or fewer students is marked as not reported (NR).

Student Performance in CHEM 1211K/1212K, ENGL 1101/1102 and SPAN 2001/2002 in FY 2013

Course Preparation Setting	# Students	CHEM 1211K Percent Success (Grades A-B-C)	CHEM 1212K Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	13	100.00%	92.31%
eCore – Campus	NR	NR	NR
Campus – eCore	NR	NR	NR
Course Preparation Setting	# Students	ENGL 1101 Percent Success (Grades A-B-C)	ENGL 1102 Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	61	100.00%	78.69%
eCore – Campus (UWG Only)	8	100.00%	62.50%
Campus – eCore (UWG & SPSU)	21	100.00%	57.14%
Course Preparation Setting	# Students	SPAN 2001 Percent Success (Grades A-B-C)	SPAN 2002 Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	29	96.55%	82.76%
eCore – Campus	NR	NR	NR
Campus – eCore (UWG Only)	17	100.00%	76.47%

eCore Enrollment and Success by Core Curriculum Area

When eCore was first implemented, policy makers assumed that a student would progress through the entire program, essentially completing all core curriculum courses in Areas A-E through eCore before transferring to an online Bachelors degree program for Area F and major related courses. In monitoring the data over the past four years, the eCore team has identified varying patterns of eCore course registration. A student may take eCore courses as a fully online or hybrid type of course selection, and the student may opt to take eCore classes in junior and senior standing years. eCore also enrolls a few graduate students who come into the program to complete a missing core class.

In the first Fact Book publication, data from Fall 2000 to Spring 2006 (20 semesters) were reviewed to identify student enrollment patterns to better understand how eCore met the students’ needs. At that time, the study analyzed 9,257 records of 5,044 students who completed 281 courses during seven years.

In the 2007- FY 2010 Fact Book (Summer 2006 to Spring 2010, 12 semesters), the study analyzed 17,449 records of 9,209 students.

FY 2011 Fact Book (Summer 2010 to Spring 2011, three semesters), analyzed 5,061 records for 2,804 students.

FY 2012 Fact Book (Summer 2011 to Spring 2012, three semesters), 7,562 records were studied for 4,268 students. Additionally, the new metric of Successful Course Completion (Grade A-B-C) was added and became a standard for future measurement.

For Fact Book FY 2013 (Summer 2012 to Spring 2013, three semesters), 8,296 records have been studied for 4,661 students.

Below are some comparative findings between the data captured in FY 2001-2006, FY 2007-2010, FY 2011, FY 2012, and FY 2013.