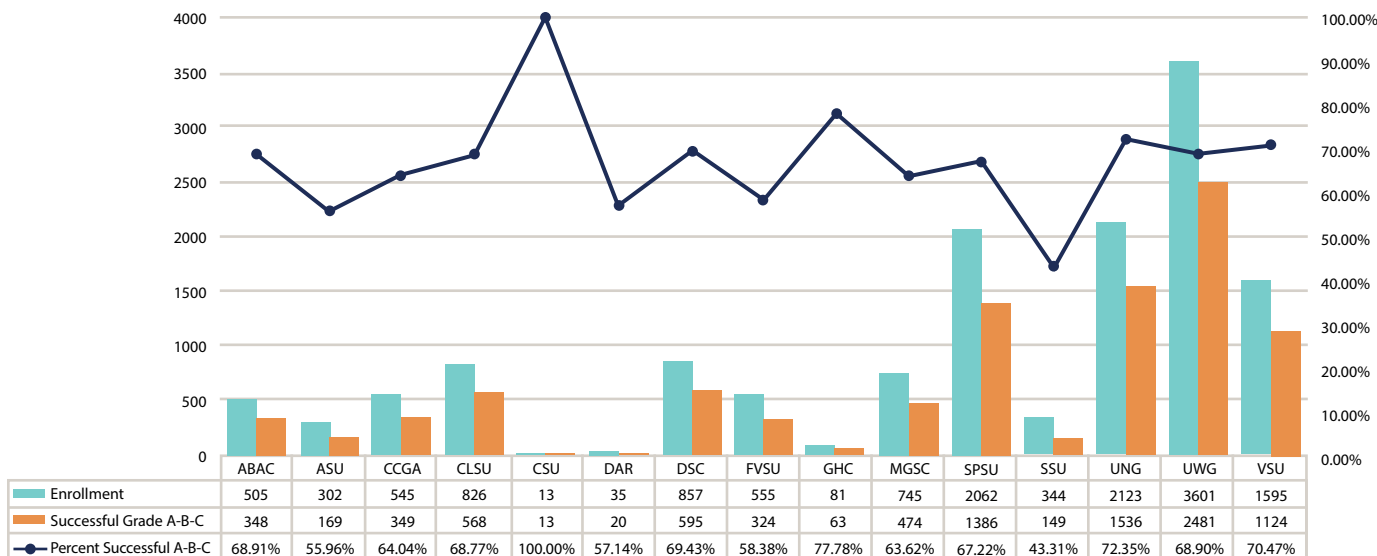


Research Outcomes

Student success is at the core of all eCore classes. Constant tracking of students allows eCore to maintain the highest level of successful student outcomes and to provide the student the greatest chance of success. With strong tracking, the Student Success Team is allowed to monitor students to help guide and nurture them. eCore is constantly striving to increase student success and outcomes.

Overall Enrollment and Success FY 2015



Course Level Readiness

Of the 26 eCore courses currently offered to Georgia students, 13 have academic prerequisites that require confirmation upon entering the course. eCore administration provides Banner course setup to the affiliate institutions before course 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 2112-World Literature II

ENGL 2131-American 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 studies for prerequisite and

Course Preparation

subsequent coursework are an important measure in the overall success of the eCore program.

Currently, there are four 2-course sequences in eCore with a fixed relationship between the prerequisite and subsequent course:

- CHEM 1211K-CHEM 1212K
- ENGL 1101-ENGL 1102
- MATH 1113-MATH 1501 (if the student is a STEM major)
- SPAN 2001-SPAN 2002

There are four delivery options in taking these 2-course sequences:

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

For course preparation studies, the combinations of eCore – eCore, eCore – Campus, and Campus – eCore 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 2015 terms: Summer 2014, Fall 2014, and Spring 2015.

eCore provided the data view for students who completed both courses of the 2-course sequence in eCore.

Data were requested to each affiliate, and the response was posted if the collected data combined to seven or more students. Any combined grouping of seven or fewer students is marked as 'Masked'.

Data were provided by the following eCore affiliates (10): ABAC, CLSU, DAR, DSC, GHC, MGSC, SPSU, UNG, UWG, and VSU.

Student Performance in CHEM 1211K/1212K, ENGL 1101/1102, MATH 1113/1501, and SPAN 2001/2002 in FY 2015

Course Sequence Delivery	# Students	CHEM 1211K (Principles of Chemistry I) Percent Success (Grades A-B-C)	CHEM 1212K (Principles of Chemistry II) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	27	100.00%	85.19%
eCore – Campus	Masked		
Campus – eCore	Masked	100.00%	
Course Sequence Delivery	# Students	ENGL 1101 (English Composition I) Percent Success (Grades A-B-C)	ENGL 1102 (English Composition II) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	115	100.00%	87.83%
eCore – Campus	34	100.00%	85.29%
Campus – eCore	147	100.00%	76.87%
Course Sequence Delivery	# Students	MATH 1113 (Precalculus) Percent Success (Grades A-B-C)	MATH 1501 (Calculus I) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	54	100.00%	51.79%
eCore – Campus	9	100.00%	66.67%
Campus – eCore	17	100.00%	58.82%
Course Sequence Delivery	# Students	SPAN 2001 (Intermediate Spanish I) Percent Success (Grades A-B-C)	SPAN 2002 (Intermediate Spanish II) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	43	100.00%	86.36%
eCore – Campus	Masked		
Campus – eCore	36	100.00%	69.44%

eCore Enrollment and Success by Core Curriculum Area

When eCore was first implemented, USG 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 Bachelor's degree program for Area F and major related courses. In monitoring the data over the past six years, the eCore team has identified varying patterns of eCore course registration:

- The student may take eCore courses as a hybrid of online (eCore), online (local campus), and campus (face-to-face) delivery
- The student may take eCore courses only or as part of a fully online delivery

- The student may also be a graduate student who comes into the eCore program to complete a missing core class
- The student may typically register for one or two eCore courses in a fiscal year

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 FY2007- 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.

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

FY 2014 Fact Book (Summer 2013 to Spring 2014, three semesters), 9,691 records have been studied for 5,611 students.

For Fact Book FY 2015 (Summer 2014 to Spring 2015, three semesters) 14,189 records have been studied for 8,153 students.

Below are some comparative findings of the data captured in FY 2001-2006, FY 2007-2010, FY 2011, FY 2012, FY 2013, FY 2014, and FY 2015.

Question 1: How Many Students Have Taken How Many eCore Courses?

Average number of eCore courses taken per Student?	
FY 2015	1.74
FY 2014	1.73
FY 2013	1.78
FY 2012	1.77
FY 2011	1.81
FY 2007-2010	1.89
FY 2001-2006	1.83

Percent of students taking at least TWO eCore courses?	
FY 2015	40.7%
FY 2014	40.2%
FY 2013	42.2%
FY 2012	42.4%
FY 2011	44.2%
FY 2007-2010	43.7%
FY 2001-2006	41.0%

Number and percent of students taking only ONE eCore course?	
FY 2015	4,836 (59.3%)
FY 2014	3,355 (59.8%)
FY 2013	2,694 (57.8%)
FY 2012	2,457 (57.6%)
FY 2011	1,562 (55.7%)
FY 2007-2010	5,191 (56.4%)
FY 2001-2006	2,969 (58.9%)

Percent of students taking TWO and THREE eCore courses?	
FY 2015	32.1%
FY 2014	31.9%
FY 2013	32.8%
FY 2012	32.7%
FY 2011	34.5%
FY 2007-2010	32.4%
FY 2001-2006	31.0%

*FY 2015 is based on duplicated enrollment of 14,189, an aggregated unduplicated student count by FY of 8153, and an aggregated unduplicated student count by term of 9,804 in total.

DID YOU KNOW?

82.3% of students took one or two ecore classes in FY 2015.

Question 2: How Many Students Have Successfully Completed Courses in Each Core Curriculum Area(Core A-E)?

What Core area is most successful? (Grades A-B-C-D for FY 2001-2011, Grades A-B-C for FY 2012-2015)	
FY 2015	Most Successful: Area B - Institutional Priorities (72.7%) and Area E - Social Sciences (72.4%)
FY 2014	Most Successful: Area E: Social Sciences (70.1%) and Core B: Institutional Priorities (68.8%)
FY 2013	Most Successful: Area B: Institutional Priorities (67.6%)
FY 2012	Most Successful: Area E: Social Sciences (64.0%)
FY 2011	Most Successful: Area E : Social Sciences (64.1%)
FY 2007-2010	Most Successful: Area E : Social Sciences (63.7%)
FY 2001-2006	Most Successful: Area E : Social Sciences

What Core area is least successful? (Grades A-B-C-D for FY 2001-2011, Grades A-B-C for FY 2012-2015)	
FY 2015	Least Successful: Area A - Essential Skills (63.1%) and Area D - Sciences (63.8%)
FY 2014	Least Successful: Area A: Essential Skills (62.5%)
FY 2013	Least Successful: Area A: Essential Skills (56.3%)
FY 2012	Least Successful: Area D: Sciences (55.14%)
FY 2011	Least Successful: Area A: Essential Skills
FY 2007-2010	Least Successful: Area A: Essential Skills (52.6%)
FY 2001-2006	Least Successful: Area A : Essential Skills

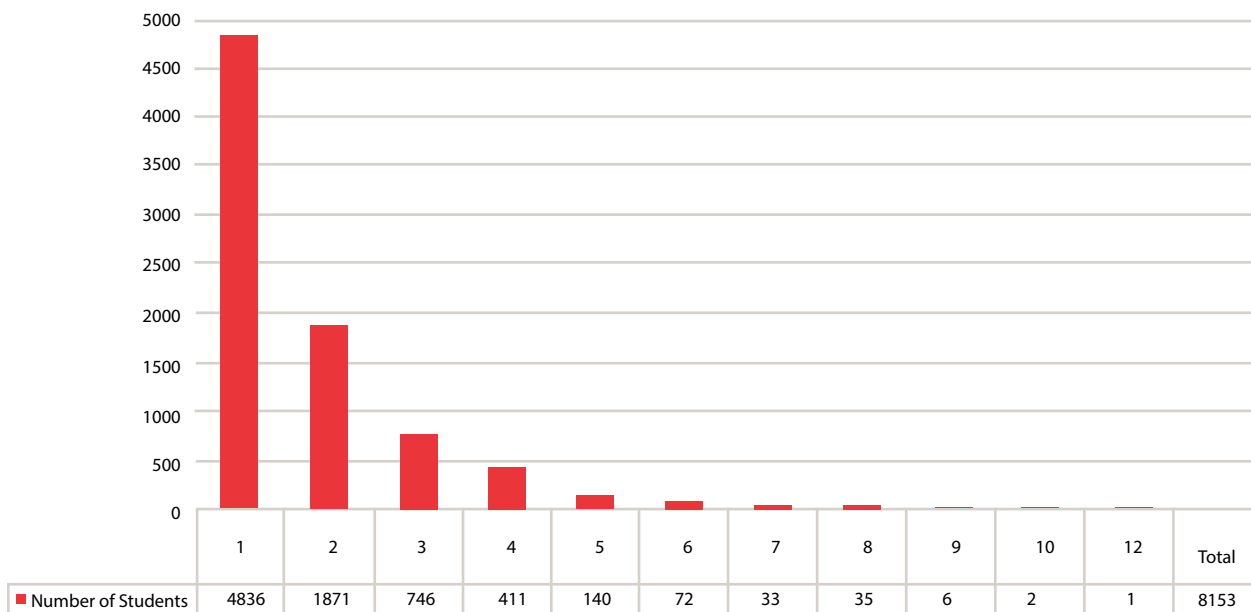
Trend of enrollment and successful completion? (Grades A-B-C-D for FY 2001-2011, Grades A-B-C for FY 2012-2015)	
FY 2015	Upward trajectory for both measurements. FY 2015 ABC% is 67.7%, which is a 1.3 percentage point increase; FY 2015 Enrollment is 14,189, which is a 46.4% increase.
FY 2014	Upward trajectory for both measurements. FY 2014 ABC% is 66.4%, which is a 5.1% increase; FY 2014 Enrollment is 9691, which is a 16.8% increase.
FY 2013	Narrowing somewhat. Grade A-B-C-D Course Completion is 67.5%; Grade A-B-C Success Course Completion is 61.3%
FY 2012	As open-access institutions joined eCore, grade A-B-C-D Course Completion is 65.8%; Grade A-B-C Success Course Completion is 59.7%
FY 2011	Successful completion steady at 67.2%
FY 2007-2010	Gap is narrowing, from 54.0% successful completion in FY 07 to 67.9% in FY 10
FY 2001-2006	Gap is widening between the two measurements

Affiliate with the highest enrollment?	
FY 2015	#1 UWG (25.38%), #2 UNG (14.96%), #3 SPSU (14.53%), and #4 VSU (11.24%)
FY 2014	#1 UWG (24.4%), followed by #2 VSU (13.5%), #3 CLSU (13.3%), and #4 SPSU (13.0%)
FY 2013	#1 Enrollment is UWG (31.0%), #2 Enrollment is CLSU (16.7%); #3 Enrollment is SPSU (14.2%)
FY 2012	#1 Enrollment is UWG (33.7%), #2 Enrollment is CLSU (19.1%); Combined is 52.8% of Total Enrollment
FY 2011	UWG has the highest enrollment, accounting for 53.4% of total eCore enrollment
FY 2007-2010	UWG has the highest enrollment, accounting for 48.5% of total eCore enrollment
FY 2001-2006	CSU (Columbus State) and UWG accounted for nearly 68% of total enrollment

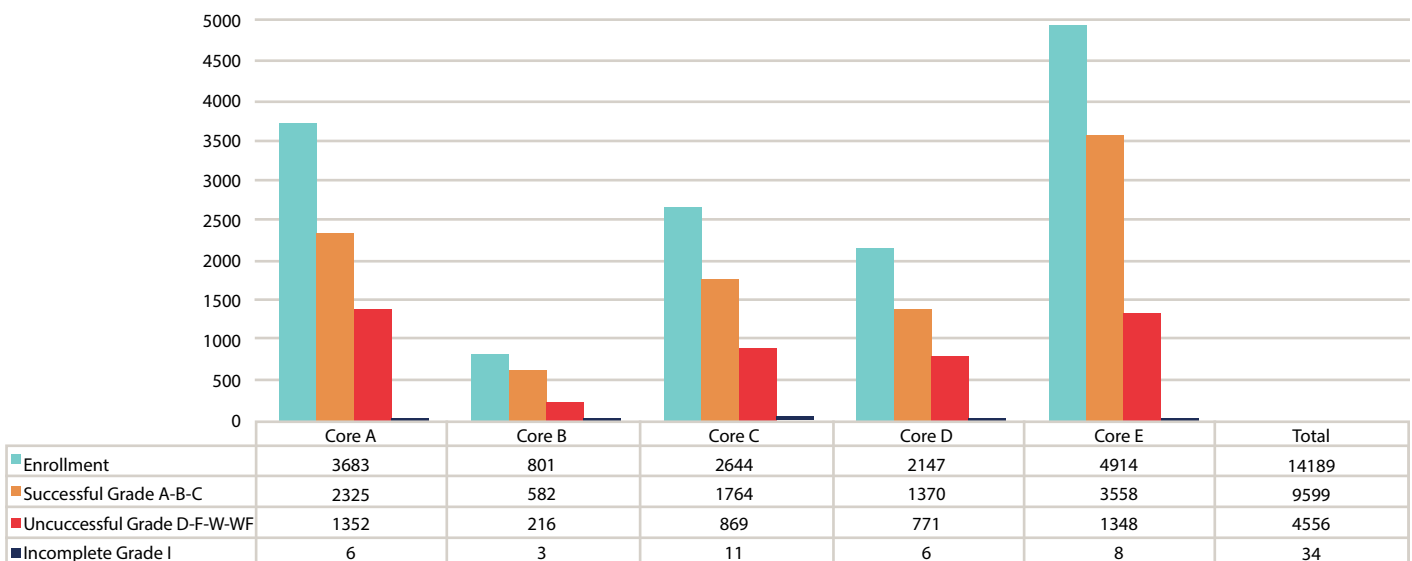
Affiliate with the highest successful completion (Grades A-B-C-D excluding Withdrawals and Incompletes)?

FY 2015	#1 CSU (100%), #2 GHC (88.16%), and #3 UNG (88.08%)
FY 2014	#1 SPSU (87.5%), followed by #2 UNG (84.7%) and #3 DSC (84.4%)
FY 2013	Highest is MGSC with 83.1%, #2 is SPSU with 82.6% (Note - Successful Grade A-B-C #1 MGSC at 64.2%, #2 ABAC at 63.8%, #3 DSC at 63.4%)
FY 2012	Highest is SPSU at 84.9%; UWG at 82.3%; MGSC at 80.3%; VSU at 79.6%.
FY 2011	UWG at 82.9% and SPSU at 80.6%
FY 2007-2010	SPSU, UWG, and VSU all at 80-81%
FY 2001-2006	UWG at nearly 81%

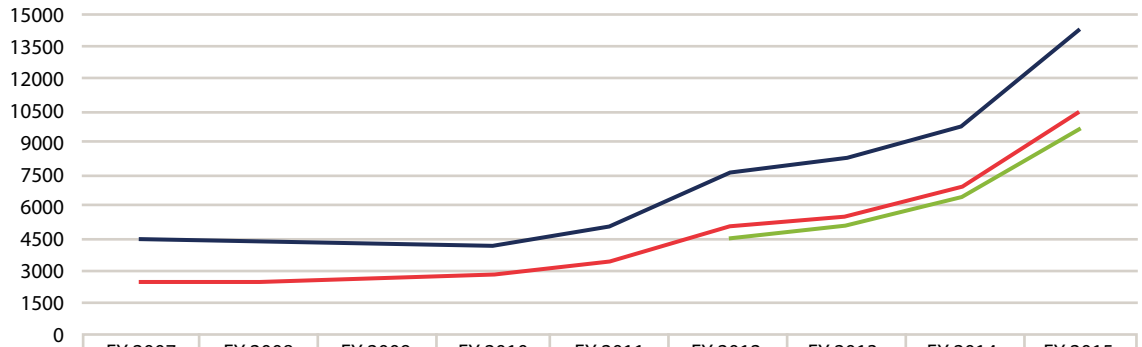
Number of Courses Taken per Student FY 2015



Enrollment and Success by Core Area in FY 2015



Changes in Success Over Time FY 2007 – 2015



	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Enrollment	4548	4379	4289	4233	5061	7562	8296	9691	14189
Grades (A-B-C-D)	2456	2457	2633	2871	3404	4980	5602	6954	10398
Successful Grades (A-B-C)						4515	5082	6434	9599

Fiscal Year	Enrollment	Delta (Yr over Yr)	Grades (A-B-C-D)	Percent Enrollment Success (Grades A-B-C-D)	Delta (Yr over Yr)	Successful Grades (A-B-C)	Percent Enrollment Success (Grades A-B-C)	Delta (Yr over Yr)
FY 2007	4548		2456	54.00%		N/A	N/A	
FY 2008	4379	-169	2457	56.11%	2.11%	N/A	N/A	
FY 2009	4289	-90	2633	61.39%	5.28%	N/A	N/A	
FY 2010	4233	-56	2871	67.82%	6.43%	N/A	N/A	
FY 2011	5061	828	3404	67.26%	-0.56%	N/A	N/A	
FY 2012	7562	2501	4980	65.86%	-1.40%	4515	59.71%	
FY 2013	8296	734	5602	67.53%	1.67%	5082	61.26%	1.55%
FY 2014	9691	1395	6954	71.76%	4.23%	6434	66.39%	5.13%
FY 2015	14189	4498	10398	73.28%	1.52%	9599	67.65%	1.26%