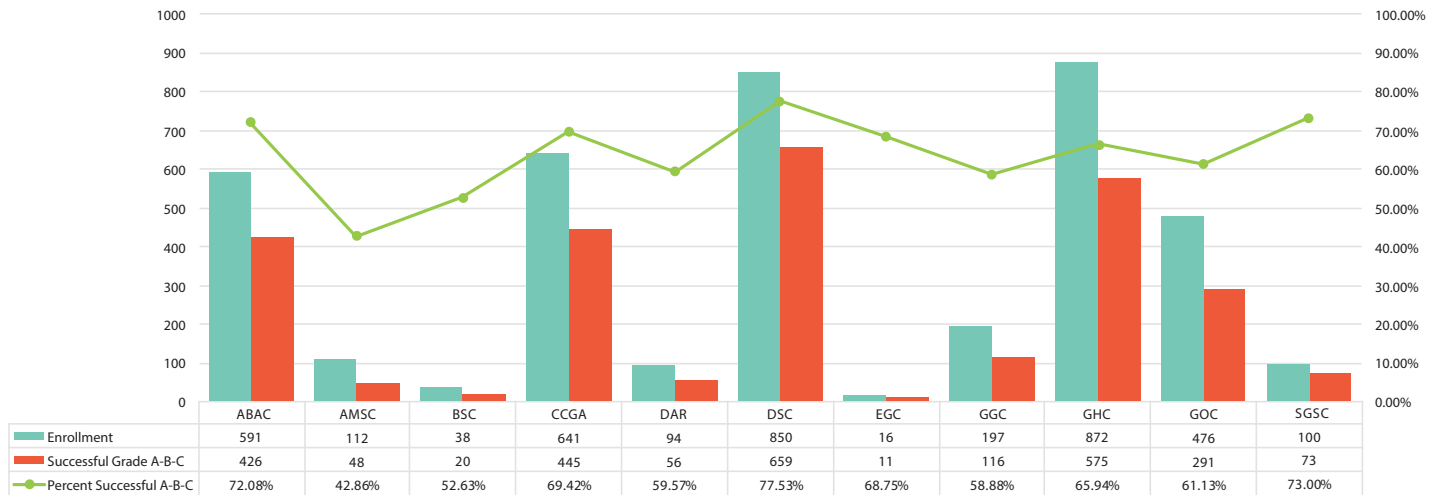
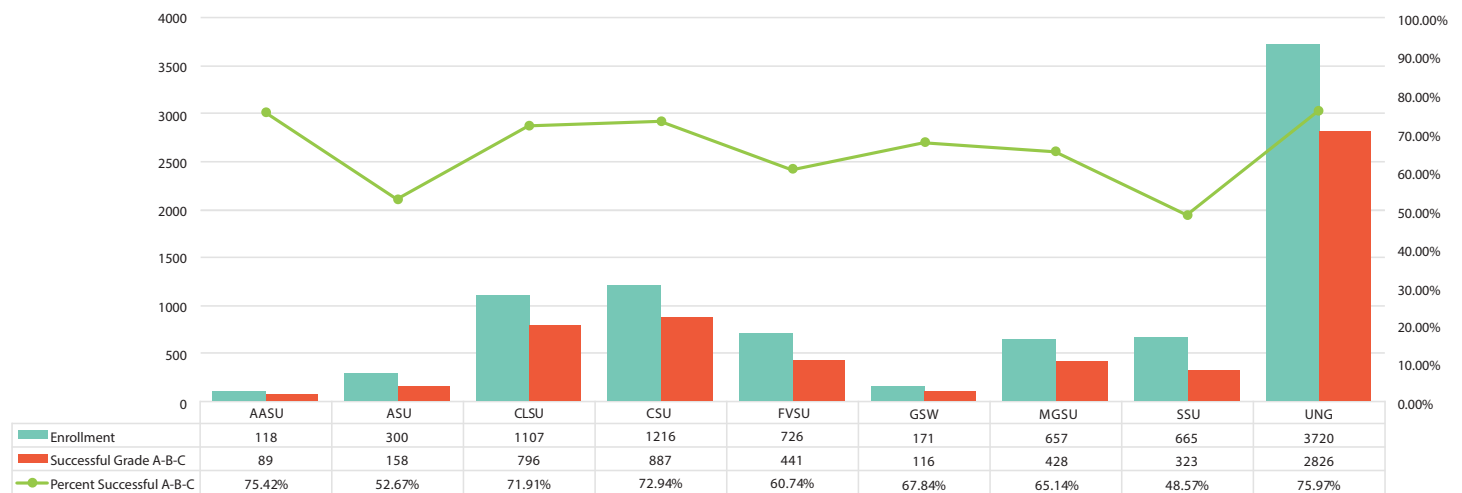


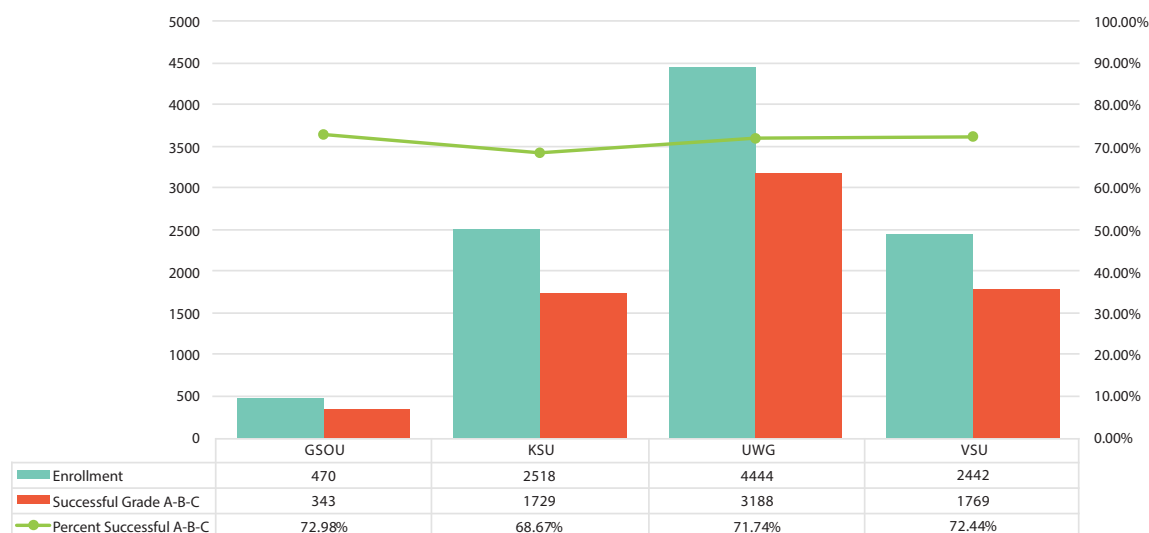
## State Colleges: Enrollment and Success FY 2016



## State Universities: Enrollment and Success FY 2016



## Comprehensive Universities: Enrollment and Success FY 2016



## Student Performance in CHEM 1211K/1212K, ENGL 1101/1102, MATH 1113/1501, and SPAN 2001/2002 in FY 2016

Course Sequence Delivery	# Students	CHEM 1211K	CHEM 1212K
		(Principles of Chemistry I) Percent Success (Grades A-B-C)*	(Principles of Chemistry II) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	37	97.30%	83.78%
eCore – Campus	Masked	--	--
Campus – eCore	17	100.00%	82.35%
Campus – Campus	2752	98.46%	83.39%
Course Sequence Delivery	# Students	ENGL 1101	ENGL 1102
		(English Composition I) Percent Success (Grades A-B-C)	(English Composition II) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	148	100.00%	85.14%
eCore – Campus	86	100.00%	80.23%
Campus – eCore	186	100.00%	77.96%
Campus – Campus	20381	100.00%	83.36%
Course Sequence Delivery	# Students	MATH 1113	MATH 1501
		(Precalculus) Percent Success (Grades A-B-C)*	(Calculus I) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	33	96.97%	60.61%
eCore – Campus	44	97.73%	52.27%
Campus – eCore	17	100.00%	47.06%
Campus – Campus	1672	98.39%	67.70%
Course Sequence Delivery	# Students	SPAN 2001	SPAN 2002
		(Intermediate Spanish I) Percent Success (Grades A-B-C)*	(Intermediate Spanish II) Percent Success (Grades A-B-C)
eCore – eCore (All Affiliates)	48	97.92%	79.17%
eCore – Campus	Masked	--	--
Campus – eCore	21	90.48%	52.38%
Campus – Campus	545	97.43%	89.91%

\* Letter Grade of D can pass onto next course in the sequence

## eCore Enrollment and Success by Core Curriculum Area

When eCore was first implemented, USG policymakers 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 fully online delivery
- 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 in junior and senior standing years
- The student may also be a graduate student who comes into the eCore 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 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.