

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 monitors students to help guide and nurture them through taking online courses. eCore is constantly striving to increase student success and outcomes.

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

Course preparation studies for prerequisite and 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 took both prerequisite and subsequent courses in eCore.

- eCore – Campus:

Student took the prerequisite course in eCore and subsequent course on campus (face-to-face or online).

- Campus – eCore:

Student took the prerequisite course on campus (face-to-face or online) and subsequent course in eCore.

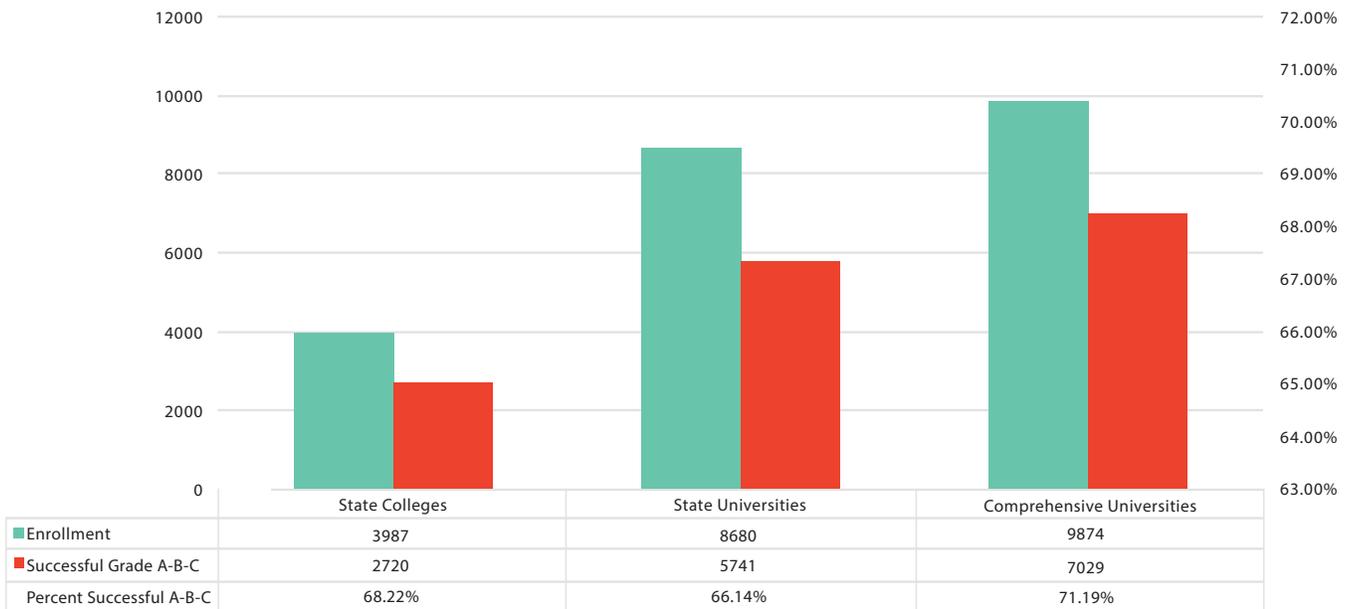
- Campus – Campus:

Student took both prerequisite 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 were compared for these course sequences.

The following data view is provided by USG. This data includes students who were identified to have taken the 2-course sequence courses within the FY 2016 terms: Summer 2015, Fall 2015, and Spring 2016. Data is reported if greater than nine students were in the grouping.

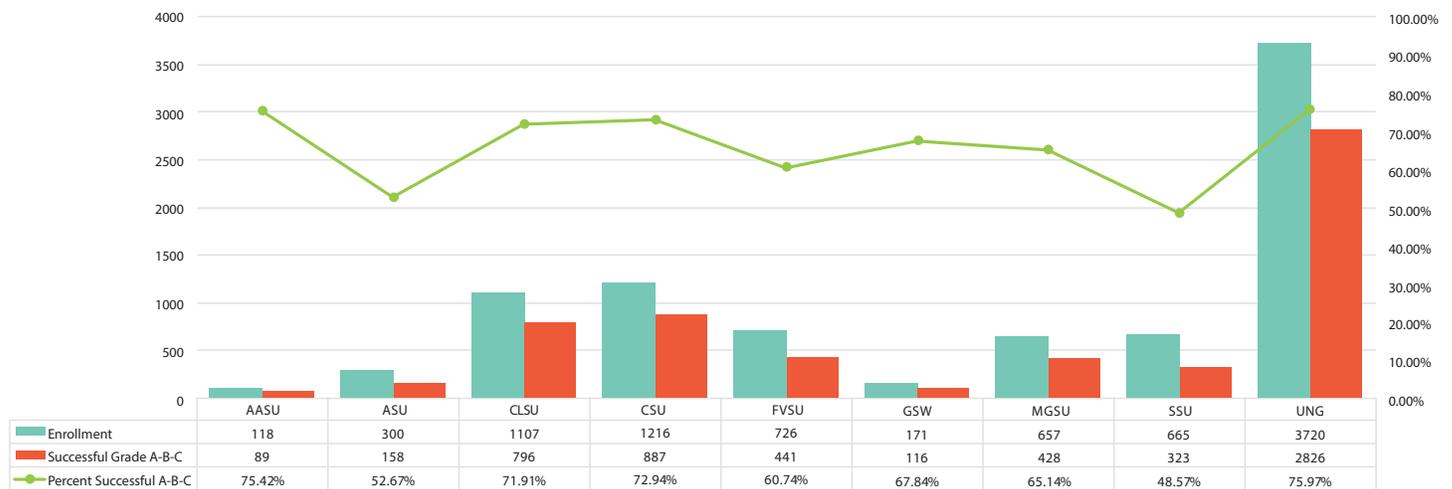
Overall Enrollment and Success FY 2016



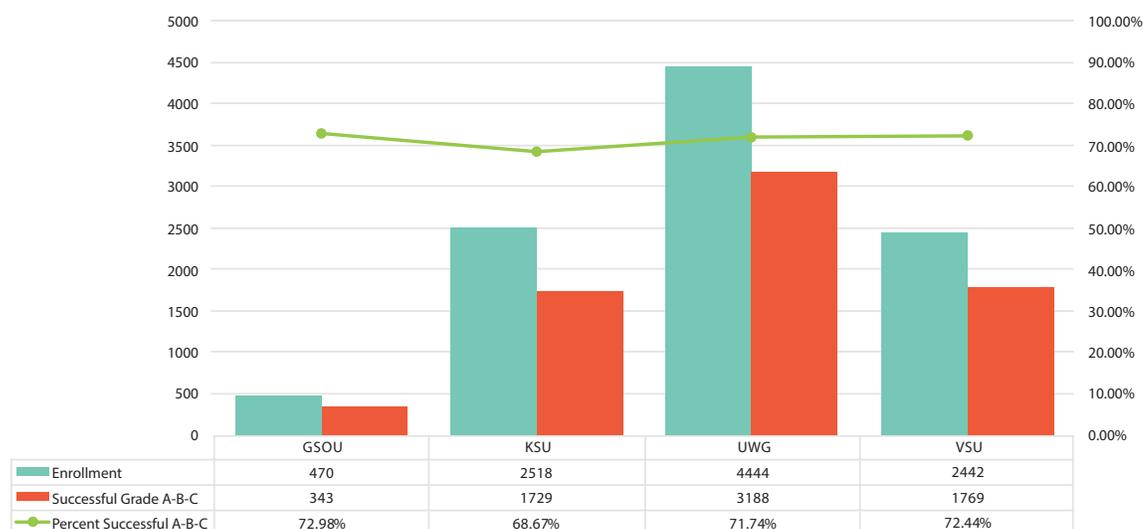
State Colleges: Enrollment and Success FY 2016



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.

For Fact Book FY 2012 (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.

For Fact Book FY 2014 (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.

For Fact Book FY 2016 (Summer 2015 to Spring 2016, three semesters) 22,541 records have been studied for 13,062 students.

Below are some comparative findings between the data captured in FY 2001-2006, FY 2007-2010, FY 2011, FY 2012, FY 2013, FY 2014, FY 2015 and FY 2016.

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

Average number of eCore courses taken per Student?	
FY 2016	1.73
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 2016	40.9%
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 2016	7,717 (59.1%)
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 2016	32.6%
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%

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 2016	Most Successful: Social Sciences (75.8%)
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 2016	Least Successful: Math and Science (64.3%)
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 2016	Upward trajectory for both measurements. FY 2016 ABC% is 70.2%, which is a 2.45 percentage point increase; FY 2016 enrollment is 22,541, which is a 58.8% increase.
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.

Note: eCore courses are no longer being reported at core area.

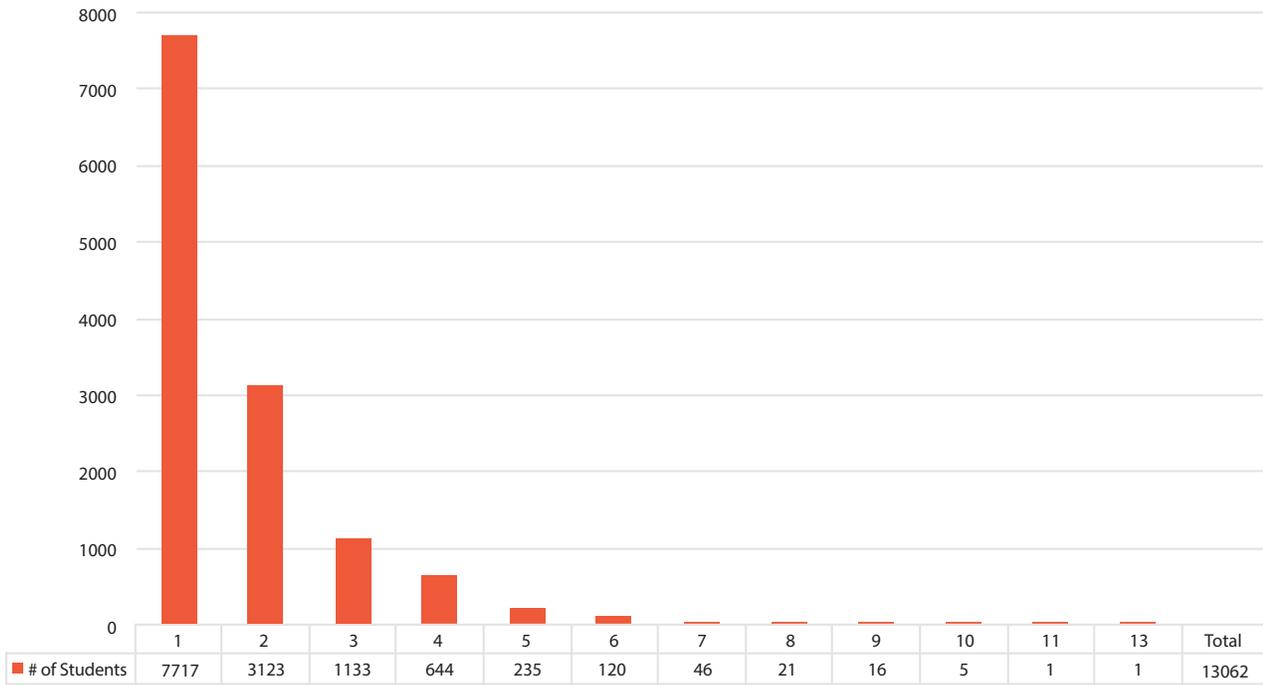
Affiliate with the highest enrollment?

FY 2016	UWG (19.72%), #2 UNG (16.50%), #3 KSU (11.17%), and #4 VSU (10.83%)
FY 2015	UWG (25.38%), #2 UNG (14.96%), #3 SPSU (14.53%), and #4 VSU (11.24%)
FY 2014	UWG (24.4%), followed by #2 VSU (13.5%), #3 CLSU (13.3%), and #4 SPSU (13.0%)
FY 2013	Enrollment is UWG (31.0%), #2 Enrollment is CLSU (16.7%); #3 Enrollment is SPSU (14.2%)
FY 2012	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

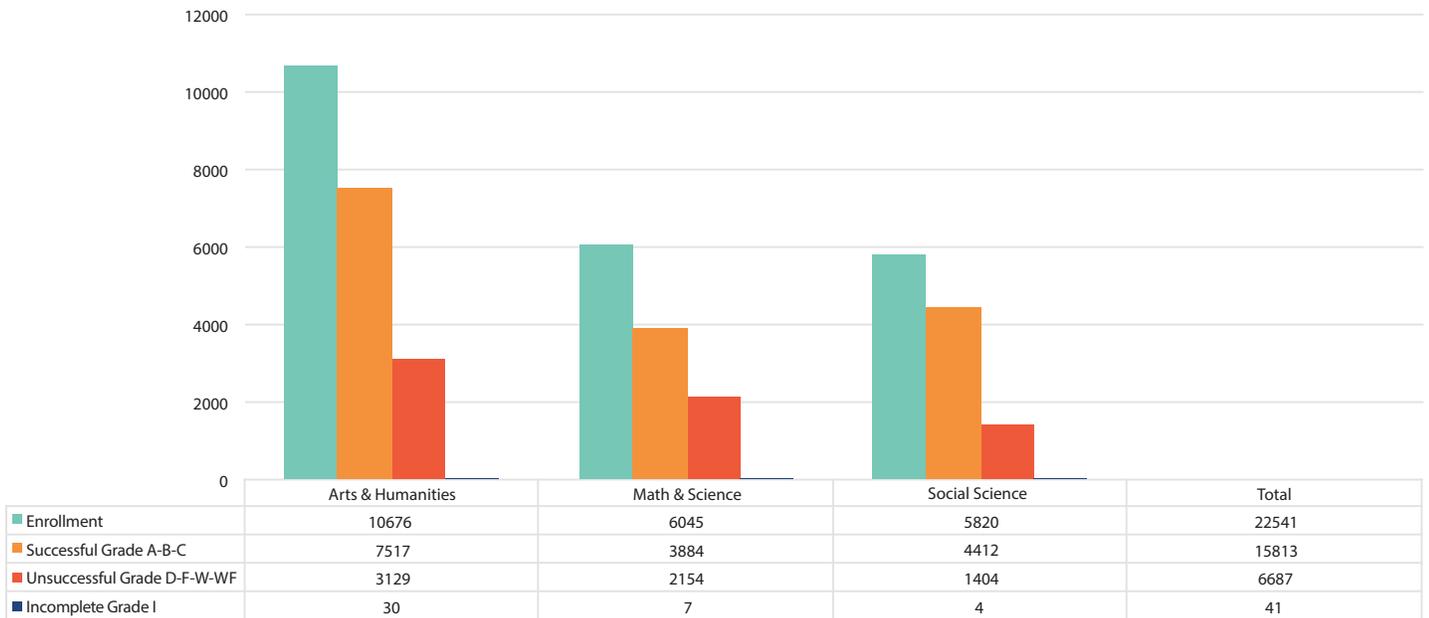
Affiliate with the highest successful completion (Grades A-B-C-D excluding Withdrawals and Incompletes)?

FY 2016	GSW (88.59%), #2 UNG (87.51%), and #3 CLSU (87.21%)
FY 2015	CSU (100%), #2 GHC (88.16%), and #3 UNG (88.08%)
FY 2014	SPSU (87.5%), followed by #2 UNG (84.7%) and #3 DSC (84.4%)
FY 2013	Highest is MGSU with 83.1%, #2 is SPSU with 82.6% (Note - Successful Grade A-B-C #1 MGSU 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%; MGSU 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%

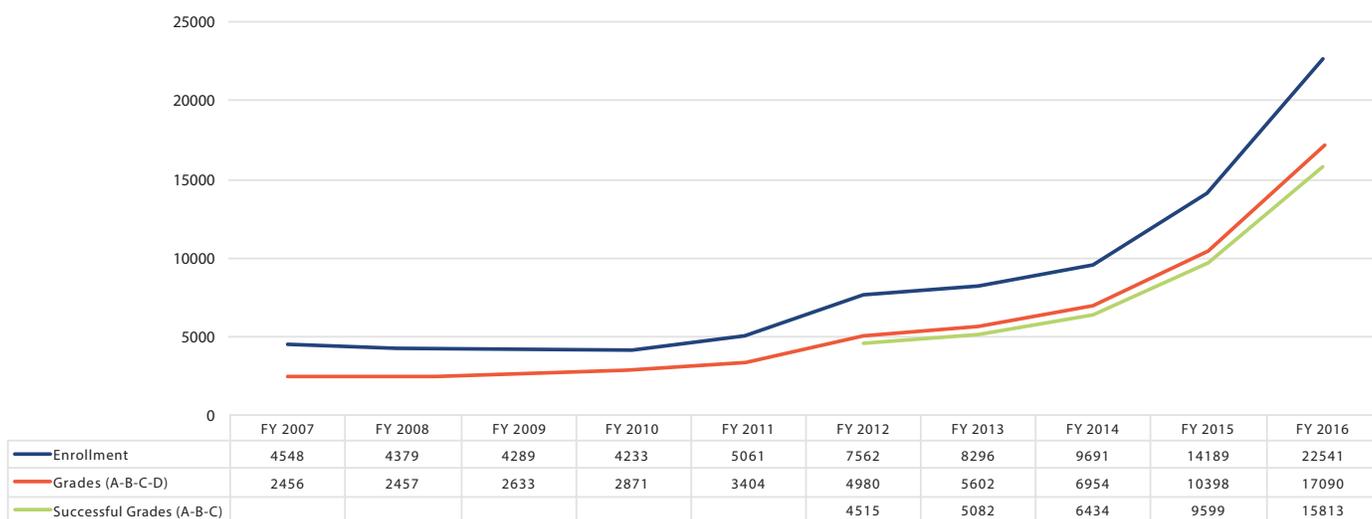
Number of Courses Taken per Student FY 2016



Enrollment and Success by Core Area in FY 2016



Changes in Success Over Time FY 2007 – 2016



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%	-1.4	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
FY 2016	22541	8262	17090	75.82%	2.54	15813	70.15%	2.5