



## Complete College Georgia (CCG) Status Report Valdosta State University

### Institutional Mission and Student Body Profile

#### Our Mission:

As a comprehensive institution of the University System of Georgia, Valdosta State University (VSU) is a welcoming, aware, and vibrant community founded on and dedicated to serving our community's rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. As such, the VSU mission consists of three interrelated parts:

- **Student Mission:** To provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.

- **University Mission:**

- To operate the university with a focus toward human, environmental, and financial sustainability while increasing value to our local, regional, national, and international stakeholders.
- To expand opportunities for our students, employees, and varied community members by promoting social justice and service learning.

- **Regional Mission:** To provide our region and our home with the resources and support necessary to develop and sustain a higher quality of living, greater economic and community development, and inspired innovation that nurtures and respects our diverse population and beautiful environment while promoting academic outreach, public and private entrepreneurship, and collaboration with all regional entities.

Valdosta State University fulfills its mission by focusing on inclusion in all aspects of the educational experience.

#### Our Students:

Student Categories	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Undergraduate Students	10,794	10,728	10,291	9,718	9,328
Pell Grant Recipients	4,642	4,978	4,715	4,570	4,374
First Generation	3,253	3,314	3,176	2,870	2,780
Adult Learners	1,365	1,468	1,410	1,454	1,441

Valdosta State University is committed to educating our diverse student population which consists of students from our local, state, national, and international communities. Our commitment to student success over the past year has led to continued partnerships with our technical and two-year institutions to implement our Pathways Program, implementing Centralized Advising, and cross campus collaborations



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to develop both the Faculty and Advisor Portal and Math Placement. These endeavors support student success by eliminating barriers and realigning approaches through increased communication between faculty and student services providers.

### Institutional Completion Goals, High-Impact Strategies and Activities

#### **High Impact Strategy 1: Pathways Programs (Goal 1, Strategy 1.1)**

*CCG Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions*

*CCG Strategy 1.1: Target increases in completion for students traditionally underserved in post-secondary education.*

*VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society*

*VSU Strategy 1.1.2.: Improve access and completion for students traditionally underserved.*

The Pathways Program centers on the priorities of Complete College Georgia, an initiative developed to increase the number of Georgians earning a college degree. These collaborations between Valdosta State University and partner institutions allow students with approved Associates of Applied Science or Associates of Applied Technology degrees to maximize the transfer of credits in order to complete a Bachelor Degree in two years or less.

Pathways students can expect 51 or more transferable credit hours to be applied to one of the two articulated programs: the Bachelor of Science in Organizational Leadership or to the Bachelor of Applied Science in Human Capital Performance. Our ten agreements are with the Technical College System of Georgia, the Community College of the Air Force, Georgia Military College, North Florida Community College, and Central Texas. These articulations not only increase accessibility, but they also expedite completion of a four year degree by the application of prior earned credit to a four year degree from VSU that otherwise would not be granted.

Transferring from one institution to another can be challenging for students. One way VSU has sought to address that challenge has been through an additional partnership with Georgia Military College. Each fall and spring semester, GMC Valdosta invites a team of advisors from VSU to meet with graduating GMC students to discuss transferring and how credits earned at GMC will apply towards a degree at VSU.

<b>Goal</b>	<i>Target increases in access and completion for students traditionally underserved in postsecondary education.</i>
<b>Summary of Activities</b>	<i>During 2014-2015, VSU signed an additional 7 articulations agreements increasing the institution Pathway Partners to 10. The Pathways Program allows students to enroll in one of several programs including the Bachelor of Applied Science in Human Capital Performance and the Bachelor of Science in Organizational Leadership.</i>
<b>Baseline Status</b>	<i>2013-2014: 3 articulation agreements were signed. See Table 4 for Entering Students (adult learners and military) See Table 9 for Degrees Conferred (adult learners and military)</i>



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<b>Interim Measures of Progress</b>	<i>Transfer students from technical colleges increased by 6.5% from Fall 2012 to Fall 2013 and an increase of 11.9% from Spring 2013 to Spring 2014. In the 2014-2015 academic year, 65 students enrolled as a direct result of the Pathways Program. This is nearly double from the 2013-2014 academic year.</i>
<b>Measures of Success</b>	<i>The success of this program will be measured by the number of graduates who complete a degree through the Pathways Program. Three students graduated during the 2014-2015 academic year.</i>
<b>Lessons Learned</b>	<i>Students from the technical college system are looking for ways to continue their education in a way that acknowledges their prior learning and technical knowledge. These partnerships have strengthened recruitment efforts for both traditional students and adult learners.</i>

### **High Impact Strategy 2: Centralized Advising (Goal 4, Strategy 4.3)**

*CCG Goal 4: Provide intentional advising to keep students on track to graduate.*

*CCG Strategy 4.3: Establish criteria for identifying students who may need special interventions in the semester.*

*VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society.*

*VSU Strategy 1.3.1.: Establish a centralized academic advising center for students with 0-30 credits.*

During the 2014-2015 academic year, all freshmen and undecided students regardless of credit hours were advised in a centralized location for the first time in the history of VSU. Advising assignments are based on major, and the average advisor to student ratio for this academic year was 1 to 325. Across advisors, over 1600 students were advised in the new model. The advisors implemented a communication plan to expand communication with applicants in order to facilitate the “hand-off” from applicant to student. Advisors responded to risk factors for individual students. These risk indicators during the semester are identified by faculty who “flag” students in our faculty/advisor portal as at risk for either attendance or course performance. Additionally, advisors began gathering qualitative data currently not being collected in regards to student engagement, motivation, and other issues impacting student success.

Centralized Advising provides first year students with intrusive advising, a proven approach for enhancing student success, that has never been available across the incoming classes at Valdosta State University. To be successful, students need assistance in transitioning into the role of college student, identifying appropriate campus resources, and learning to navigate a college campus. While such strategies are needed, creating a new office that impacts campus culture and process always has challenges. To alleviate some of those challenges, each professional advisor serves as a liaison to an assigned college and works to keep the communication lines open. Another challenge is advisor training and team development. To address these challenges, we partnered with VSU’s Employee and Organizational Development team to facilitate advisor training opportunities and planning retreats.

<b>Goal</b>	<i>Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.</i>
<b>Summary of Activities</b>	<i>During the 2014-2015 academic year, all freshmen and undecided students regardless of credit hours were advised in a centralized location for the first time in the history of VSU. Additionally, the role of advisors at new student</i>



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	<i>orientation evolved to establish the beginning of the relationship through ice breakers and small group communication. Historically advisors only assisted with registration during the day long programming.</i>
<b>Baseline status</b>	<i>Fall 2014 Retention Rate: 69.8% (unofficial awaiting official number from USG Research and Policy Analysis) See Table 19 for 5 year retention data.</i>
<b>Interim Measures of Progress</b>	<i>Centralized Advising triaged student focus based on at-risk indicators developed through the use of data analytics and in response to faculty use of the faculty portal to signal “flags” for attendance or progression challenges. The students with the most or most immediate risk were contacted through email, phone, and the MyVSU portal. See Tables 20-23 for 5 year retention data by risk type and student percentile.</i>
<b>Measures of Success</b>	<i>The university is using first year student retention as a measure of success. The goal for the fall 2014 cohort is a 3% increase in retention from the fall 2013 cohort’s retention rate.</i>
<b>Lessons Learned</b>	<i>The Centralized Advising team is reevaluating the communication plan to determine the most effective means of communication, quantity of communication, and frequency of communication with students with and without risk indicators. Additionally, we have created a method for collecting exit interview data that will be gathered for the first time during the 2015-2016 academic year.</i>

### **High Impact Strategy 3: Faculty and Advisor Portal (Goal 4, Strategy 4.2)**

*CCG Goal 4: Provide intentional advising to keep students on track to graduate.*

*CCG Strategy 4.2: Use predictive analytics to help identify students who are off track and to help students understand their likelihood of success in particular programs.*

*VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society.*

*VSU Strategy 1.3.3.: Encourage utilization of DegreeWorks and Data Warehouse tools.*

During the 2014-2015 academic year, we continued to expand our data warehouse in size and scope to include some of the following: watch list, expanded application access, financial aid data, and registration status.

Faculty members who use the portal are attuned to the attendance patterns of students in their courses and the number of students who are struggling. This attention leads some faculty members to offer additional support to students and/or set a flag for students in academic distress. Additionally, when an instructor sets a flag, this action triggers a series of communication across divisions. A first year student living on campus will receive an email from the Student Success Center to remind the student of tutoring services, an email from the assigned advisor in Centralized Advising requesting the student make an appointment, and a resident assistant will check on the student in the residence halls to verify the student’s wellbeing.

<b>Goal</b>	<i>Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.</i>
<b>Summary of Activities</b>	<i>During the 2014-2015 academic year, we have continued to expand our data warehouse in size and scope to include some of the following: watch list, expanded application access, financial aid data, and registration status.</i>



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<b>Baseline status</b>	<p><i>Fall 2012:</i>  24,420 page views  1375 flags set  See Table 18 for 3 year rates.</p>
<b>Interim Measures of Progress</b>	<p><i>Overall university usage is slightly higher for fall 14 compared to fall 13. This is primarily due to a huge increase in Math flags from 410 to 1,254. Math page views also had a big increase from 4413 to 6098.</i></p> <p><i>23% of students taking a MATH 1000 level course who got a D were flagged  35% of students taking a MATH 1000 level course who got an F were flagged</i></p> <p><i>7% of students taking a BIOL 1000 level course who got a D were flagged  24% of students taking a BIOL 1000 level course who got an F were flagged</i></p>
<b>Measures of Success</b>	<p><i>The university is using numbers of alerts (in-progress grades, absentee) and grade change for in-progress to final grades. Additionally faculty pass rates compared to themselves from years with non-portal use to years with portal use will be assessed.</i></p>
<b>Lessons Learned</b>	<p><i>The majority of flags set are set by faculty members who are part of retention programming efforts such as First Year Learning Communities or Extended Math. The alert system is effective when in use and we must find ways to expand the use for first year students who may not be a part of such programing.</i></p>

### **High Impact Strategy 4: Math Placement (Goal 4, Strategy 4.2)**

*CCG Goal 4: Provide intentional advising to keep students on track to graduate.*

*CCG Strategy 4.2: Use predictive analytics to help identify students who are off track and to help students understand their likelihood of success in particular programs.*

*VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society.*

*VSU Strategy 1.1.3.: Shorten time to degree.*

Math placement levels have been assigned for two academic years. Upon admission to VSU, students are assigned a VSU Math Index (VMI). The VMI is based on students' admission data (SAT score, ACT score, etc.), and it places students in mathematics courses based on these recorded math performances. Fall 2014 an additional level, 1e, was added. Students in level 1e were limited to MATH 1101 or a five day a week extended MATH 1111. The VMI assignments are:

<b>Level 1e</b>	<b>MATH 1101, MATH 1111 Extended</b>
<b>Level 1</b>	<b>MATH 1101, MATH 1111</b>
<b>Level 2</b>	<b>MATH 1101, MATH 1111, MATH 1112</b>
<b>Level 3</b>	<b>MATH 1101, MATH 1111, MATH 1112, MATH 1261, MATH 1113, MATH 1113</b>
<b>Level 4</b>	<b>MATH 1101, MATH 1111, MATH 1112, MATH 1261, MATH 1113, MATH 1113H, MATH 2261</b>



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Students may enter at or below their assigned placement level. Should students desire to start beyond the level assigned by their VMI, they must complete a placement exam and achieve the necessary scores to begin at a higher level math.

The implementation of Math Placement assists the Centralized Advising staff in providing intrusive advising to first time students. Academic Advisors in Centralized Advising can help students building their first semester around the most appropriate math course. Students receive the VMI through the new student portal, and orientation leaders discuss it at orientation. Math placement at VSU has been a successful tool to support course completion.

<b>Goal</b>	<i>Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.</i>
<b>Summary of Activities</b>	<i>The Data Warehouse; Enrollment, Marketing, and Communication; and the Department of Math and Computer Science partnered to identify math placement levels for all incoming students without math credit in order to properly place students in the first math at the college level. The placement scores were provided to the Office of the Registrar to add registration rules to prevent students from taking a math course at a higher level than the assigned level. Placement level was provided to the student in the admissions check list and students are now advised into the appropriate math during orientation. Math and Computer Science complete analysis each semester to verify the level placement indicators are correct. In year two, an additional level was added to the model.</i>
<b>Baseline Status</b>	<i>Math 1111 pass rate in 2011 63% Overall math pass rate in 2009 61.5%</i>
<b>Interim Measures of Progress</b>	<i>The focus course for math placement was Math 1111 in which student enrollment increased from 63% in fall 2011 (prior to math placement) to 71% in fall 2013 (the first term math placement was implemented) to 76% in fall 2014 (with extended VMI levels); Additionally the overall math pass rate has increased from 61.5% in fall 2009 to 76.5% in 2014. See Graph 1 and 2.</i>
<b>Measures of Success</b>	<i>The University is using student pass rates of the first math course taken at Valdosta State University as a measure of success.</i>
<b>Lessons Learned</b>	<i>We must communicate early and often to students regarding math placement levels. The earlier students understand the impact of the placement level, the earlier they are able to take the ALEKS exam. Having this exam completed prior to orientation reduces stress for students when registering for courses. It is also clear math placement is making a positive difference in passing math the first time. We now have two years of data to back up our requirement to share with students and parents who question placement.</i>

### Observations

Of the four high impact practices, math placement has had the greatest impact. We are currently identifying five other gateway courses that have high DFWI rates to participate in the John Gardner Institute. While the use of the faculty portal shows great promise based on the results we have had over the last three years, we need to increase the overall use of the tool. We are rolling out a new version of the



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faculty portal in January. As a part of this endeavor, we will seek to increase faculty use of the tool through marketing and faculty involvement in product testing.

The collaboration across departments for each of our high impact practices shows the strength in team work at VSU. We have leveraged the skills, abilities, and knowledge across divisions and disciplines to impact success. We have collaborated across educational sectors to technical college systems and high schools to increase access, progression, and graduation for underserved populations. Three of our four high impact practices intersect. Increased success in one area has a systematic impact on the other two high impact practices. Our institution can continue to leverage and adapt these four high impact strategies to increase student success outcomes.



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**Appendix:  
Supporting Data and Recommended Metrics from Survey**

**Table 1: 5-year history of one-year retention rates for the institution as a whole.**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014*
Rate	67.0%	67.4%	68.6%	70.6%	69.8%
Number	2,528	2,218	1,935	1,688	1,585

\*as of November 2, 2015 (unofficial awaiting official number from USG Research and Policy Analysis)

**Table 2: 5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible).**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Rate	64.8%	64.0%	66.5%	65.2%	70.1%
Number	1,207	1,132	913	827	746

**Table 3: 5-year history of one-year retention rates for students entering on Learning Support.**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Rate	50.0%	54.1%	60.0%	34.6%	54.5%
Number	30	37	15	26	22

**Table 4: 5-year history of number of entering students, by underserved population**

	2010	2011	2012	2013	2014
Part Time	38	30	38	36	32
Adult Learners	27	34	14	29	14
Military Students	70	81	68	53	58
First Generation	782	720	572	485	441
Low Income	1207	1132	913	851	746
Disability	41	39	43	26	21





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**Table 5: Number of students enrolled in dual enrollment or joint enrollment programs at the institution in each of the past 5 academic years.**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number	22	15	15	35	59

**Table 6: Number of college credits awarded to dual enrollment students or joint enrollment students in each of the past 5 academic years.**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
SCH Earned	232	160	187	258	427

**Table 7: Number and percentage of students completing 30, 60, and 90 or more collegiate credit hours as of the end of the Spring 2014 term.**

Fiscal Year	30 Bucket	60 Bucket	90 Bucket
2010-11	2,203	2,073	1,925
2011-12	2,444	2,190	2,025
2012-13	2,380	2,316	1,940
2013-14	2,181	2,200	2,028
2014-15	2,013	2,157	1,996

**Table 8: 5-year history of number of bachelor's degrees conferred by institution.**

Academic Year	Bachelor's Degree
2010-2011	1655
2011-2012	1662
2012-2013	1729
2013-2014	1739
2014-2015	1742



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**Table 9: 5-year history of number of bachelor’s degrees conferred, by underserved population (see list of underserved populations above).**

	2010	2011	2012	2013	2014
Part Time	1039	1083	1112	1096	1093
Adult Learners	421	390	400	412	416
Military Students	76	76	77	107	101
First Generation	564	554	591	597	617
Low Income	1589	1601	1667	1678	1711
Disability	9	2	2	4	3

	Female	Male
2010	1007	582
2011	982	619
2012	1041	626
2013	1043	635
2014	1081	630

	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multicultural	Native Hawaiian or Other Pacific Islander
2010	8	21	340	18	36	5
2011	6	23	360	25	32	4
2012	4	21	410	28	44	3
2013	4	21	473	30	45	2
2014	6	21	537	37	50	2



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**Table 10: 5-year history of % (and number) of students completing bachelor’s degrees in STEM fields (mathematics, physics, agricultural science, environmental science, chemistry, biology, engineering, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education).**

<b>Fiscal Year</b>	<b>Percent of Bachelor's Awarded</b>	<b>Student Count</b>
2010	7.93%	126
2011	8.24%	132
2012	8.82%	147
2013	7.99%	134
2014	9.59%	164
2015	10.69%	176

**Table 11: 5-year history of % (and number) of students completing bachelor’s degrees in 4 years.**

<b>Cohort</b>	<b>FTFTF</b>	<b>4 Yr. Graduation Rates</b>
Fall 2004	1676	16.7
Fall 2005	1763	17.2
Fall 2006	2001	15.3
Fall 2007	2016	16
Fall 2008	2100	16.6



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**Table 12: 5-year history of % (and number) of students enrolling for 15 or more credit hours per semester (fall semesters).**

<b>UG Students Enrolled in 15 hours--Fall Semesters</b>						
<b>Student Level</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Total</b>
Freshman	1,357	1,137	1,001	806	726	5,027
Sophomore	753	735	709	653	613	3,463
Junior	831	753	733	711	750	3,778
Senior	865	804	813	765	780	4,027
Joint Enrollment	1	1	-	-	-	2
Post-Baccalaureate undergrad degree seeking	37	24	26	32	13	132
Post-Baccalaureate non-degree seeking	-	1	1	1	1	4
Unclassified Undergraduate-Transient	2	4	8	7	6	27
<b>Grand Total</b>	<b>3,846</b>	<b>3,459</b>	<b>3,291</b>	<b>2,975</b>	<b>2,889</b>	<b>16,460</b>

**Table 14: What percentage of first-time, first-semester students are enrolled in block schedules?**

	<b>Students</b>	<b>Percent</b>
Fall 2013	880	52.3
Fall 2014	838	52.9



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**Table 15: For the 2013 – 2014 academic year, percentage of students with declared majors by the beginning of the second semester second year (bachelor’s degree programs).**

Fall	Spring	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Decided	Decided	476	400	298	208	170
	Undecided	75	74	70	63	50
	Not Enrolled	44	44	48	30	17
Undecided	Decided	60	59	66	52	43
	Undecided	1,705	1,501	1,332	1,216	1,203
	Not Enrolled	168	139	120	114	102
Total		2,528	2,217	1,934	1,683	1,585

**Table 16: 5-year history of number of collegiate credits earned at degree conferral for students earning bachelor’s degrees.**

Graduation Term	Bachelors Students	Earned Credit Hours	Average Credits Earned At Graduation	Academic Year Average
Fall 2010	524	72052.03	137.50	138.22
Spring 2011	825	112496.66	136.36	
Summer 2011	294	41323.77	140.56	
Fall 2011	580	80447.36	138.70	138.56
Spring 2012	799	108700.06	136.05	
Summer 2012	289	40932.81	141.64	
Fall 2012	559	77533.01	138.70	138.46
Spring 2013	836	113840.99	136.17	
Summer 2013	281	39486.20	140.52	
Fall 2013	541	73974.21	136.74	137.82
Spring 2014	892	120479.39	135.07	
Summer 2014	288	40793.98	141.65	
Fall 2014	534	72218.10	135.24	136.13
Spring 2015	829	111260.19	134.21	
Summer 2015	301	41821.17	138.94	



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**Table 17: Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.**

Cohort	Fall	Spring	Fall & Spring
Fall 2010	76.9%	75.5%	76.3%
Fall 2011	74.5%	75.7%	75.1%
Fall 2012	78.4%	78.5%	78.4%
Fall 2013	80.3%	80.1%	80.2%
Fall 2014	82.6%	80.1%	81.4%

**Table 18: Faculty Portal Use**

	Fall 2012	Fall 2013	Fall 2014
Page Views	24420	56264	58436
Flags Set	1375	2164	2660

**Table 19: Overall Freshmen Retention by Advising Area in Centralized Advising**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Number	
						Fall 2013	Fall 2014*
College of Education and Human Services	67.3%	73.0%	74.5%	73.8%	-0.6%	196	195
College of the Arts	78.6%	67.5%	78.6%	75.9%	-2.7%	145	170
Biology	59.1%	71.2%	72.6%	69.0%	-3.6%	186	171
College of Nursing and Health Sciences	67.8%	69.6%	72.8%	67.1%	-5.6%	279	280
College of Arts and Sciences	65.2%	63.8%	63.4%	69.4%	6.0%	347	288
College of Business Administration	67.8%	63.3%	66.7%	71.5%	4.8%	201	221
Undecided	68.3%	71.9%	71.1%	63.3%	-7.8%	301	237

\*as of September 9, 2015



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**Table 20: Retention of Students Identified for General Risk by Advising Areas in Centralized Advising**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Number	
						Fall 2013	Fall 2014
College of Education and Human Services	53.2%	57.4%	62.5%	59.6%	-2.9%	48	52
College of the Arts	68.5%	61.2%	67.3%	70.3%	3.0%	52	64
Biology	48.7%	58.6%	61.8%	50.0%	-11.8%	34	26
College of Nursing and Health Sciences	59.8%	61.1%	56.8%	62.7%	5.9%	74	75
College of Arts and Sciences	53.9%	51.5%	52.3%	60.7%	8.4%	88	84
College of Business Administration	59.2%	47.2%	55.8%	68.4%	12.5%	86	79
Undecided	59.7%	61.3%	64.1%	57.1%	-7.0%	117	84

**Table 21: Retention of Students Identified as At Risk for Math by Advising Areas in Centralized Advising**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Number	
						Fall 2013	Fall 2014
College of Education and Human Services	58.2%	64.4%	66.7%	60.0%	-6.7%	66	75
College of the Arts	72.7%	64.3%	71.7%	72.6%	1.0%	60	84
Biology	54.2%	66.0%	63.5%	45.5%	-18.0%	52	44
College of Nursing and Health Sciences	64.5%	59.7%	63.8%	63.0%	-0.8%	116	108
College of Arts and Sciences	58.8%	55.5%	55.3%	64.2%	9.0%	114	109
College of Business Administration	61.5%	50.0%	58.3%	68.0%	9.7%	96	100
Undecided	63.0%	62.3%	65.7%	61.1%	-4.6%	143	108



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**Table 22: Retention of Students Identified as At Risk for Reading by Advising Areas in Centralized Advising**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Number	
						Fall 2013	Fall 2014
College of Education and Human Services	55.0%	25.0%	87.5%	42.9%	-44.6%	8	7
College of the Arts	70.0%	52.6%	62.5%	80.0%	17.5%	8	15
Biology	52.9%	47.1%	33.3%	25.0%	-8.3%	6	8
College of Nursing and Health Sciences	66.7%	57.9%	61.9%	70.0%	8.1%	21	20
College of Arts and Sciences	61.1%	41.0%	65.2%	58.3%	-6.9%	23	24
College of Business Administration	73.3%	56.5%	45.0%	61.9%	16.9%	20	21
Undecided	52.6%	51.2%	66.7%	44.4%	-22.2%	24	18





## Complete College Georgia (CCG) Status Report Valdosta State University

**Table 23: Retention of Students Based on Percentile by Advising Areas in Centralized Advising**

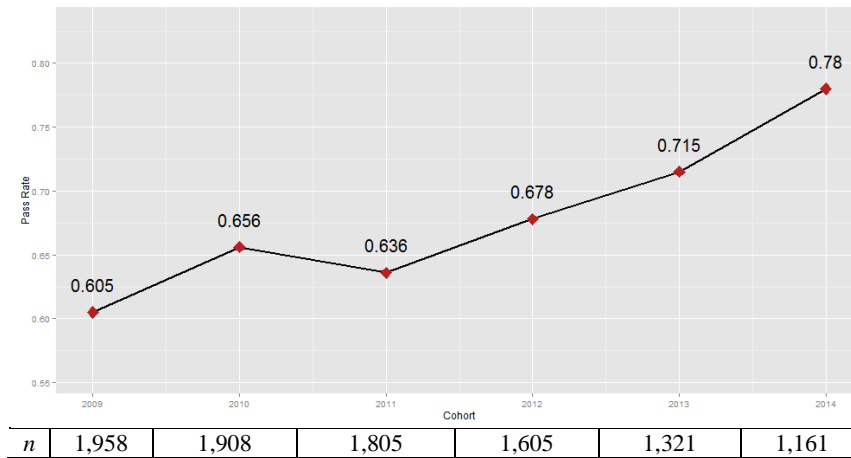
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Number	
						Fall 2013	Fall 2014
<b>0-25th Percentile</b>							
College of Education and Human Services	37.2%	42.2%	42.9%	40.7%	-2.1%	28	27
College of the Arts	64.1%	36.0%	47.8%	40.0%	-7.8%	23	30
Biology	42.0%	47.4%	43.6%	28.1%	-15.5%	39	32
College of Nursing and Health Sciences	42.2%	43.6%	45.1%	33.3%	-11.7%	71	54
College of Arts and Sciences	44.1%	35.4%	28.8%	44.4%	15.6%	104	63
College of Business Administration	51.0%	28.1%	30.9%	49.2%	18.3%	55	61
Undecided	41.6%	42.2%	44.6%	34.7%	-9.9%	74	49
<b>26-50th Percentile</b>							
College of Education and Human Services	67.2%	77.1%	64.3%	72.9%	8.6%	28	48
College of the Arts	86.0%	75.6%	81.3%	85.7%	4.5%	32	42
Biology	62.8%	75.9%	72.5%	62.8%	-9.8%	51	43
College of Nursing and Health Sciences	74.2%	77.3%	77.8%	64.3%	-13.5%	72	56
College of Arts and Sciences	73.7%	76.7%	71.6%	72.7%	1.1%	74	77
College of Business Administration	73.5%	84.6%	81.3%	74.0%	-7.3%	48	50
Undecided	75.8%	74.3%	72.4%	71.7%	-0.7%	76	60
<b>51-75th Percentile</b>							
College of Education and Human Services	81.8%	82.4%	81.5%	75.5%	-6.0%	54	53
College of the Arts	83.3%	72.5%	84.2%	75.6%	-8.7%	38	45
Biology	71.7%	87.8%	80.7%	88.9%	8.2%	57	45
College of Nursing and Health Sciences	79.7%	75.6%	81.5%	75.0%	-6.5%	65	92
College of Arts and Sciences	82.4%	78.3%	74.4%	73.8%	-0.6%	86	65
College of Business Administration	82.0%	78.6%	82.1%	82.3%	0.1%	56	62
Undecided	78.2%	80.7%	79.3%	75.0%	-4.3%	87	72
<b>76-100th Percentile</b>							
College of Education and Human Services	88.1%	83.6%	83.7%	87.9%	4.2%	86	66
College of the Arts	88.7%	85.0%	86.5%	93.9%	7.3%	52	49
Biology	77.1%	87.5%	89.7%	83.7%	-6.1%	39	49
College of Nursing and Health Sciences	78.7%	80.0%	87.3%	83.3%	-4.0%	71	78
College of Arts and Sciences	84.5%	82.5%	88.0%	81.9%	-6.0%	83	83
College of Business Administration	84.2%	85.7%	76.2%	87.0%	10.8%	42	46
Undecided	83.9%	82.3%	89.1%	67.9%	-21.1%	64	53



## Complete College Georgia (CCG) Status Report Valdosta State University

**Graph 1: Overall Math Pass Rate, Fall 2009-2014**

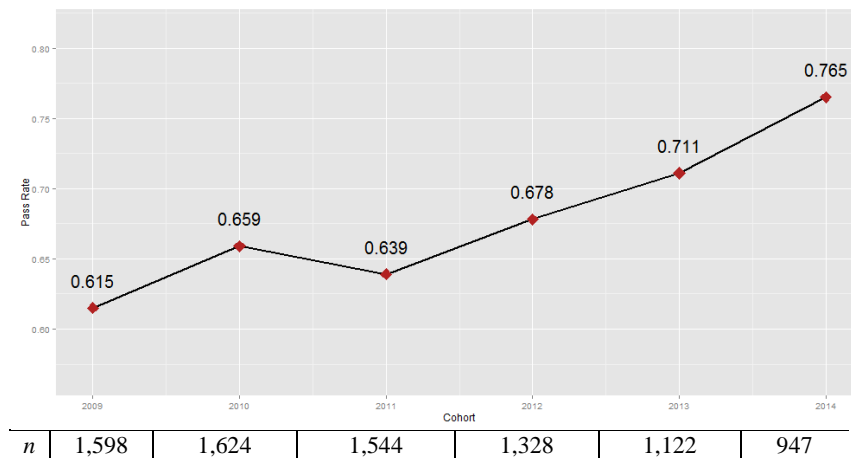
The overall pass rate for these courses for 2014 cohort was 0.780. As shown in the exhibit below the pass rate has been increasing. The 2009 cohort's pass rate was 0.605. The pass rate has increased 0.175 points since 2009 cohort. With the VMI's first year beginning with the 2013 cohort, the pass rate was 0.715, which was an increase of 0.037 points from 2012 cohort. When comparing 2013 and 2014 cohorts, 2014 cohort increased 0.065 points, totaling an increase of 0.102 points within the two years.



*Source: VSU OIR analysis of VSU Data Warehouse, 2015.*

**Graph 2: Math Level I Course Pass Rate, Fall 2009-Fall 2014**

The pass rate for Math Level I courses over the course of the six-years has increased 0.150 points, from 0.615 in 2009 to 0.765 in 2014, as shown in Exhibit 2. The pass rate from the 2012 to 2013 cohort increased 0.033 points. Additionally the pass rate increased 0.054 points from 2013 to 2014, totaling a 0.087 point increase from 2012 to 2014.



*Source: VSU OIR analysis of VSU Data Warehouse, 2015.*