



2022 RETREAT DOCUMENTATION

GOAL 1: Strengthening A Student Culture

Assessment:

- National Survey of Student Engagement (NSSE) Data
- Technology Applications Data Related to Campus Security
- Clery Act Crime Data
- Hate Crime Data by Category of Prejudice
 - Race
 - Gender Identity Religion
 - Gender
 - Ethnicity National Origin Disability



**NSSE 2021 Administration Summary
Grambling State University**

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, and survey customization choices. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table below reports your institution's population sizes, how many students were sampled (whether census administered or randomly selected), and how many completed the survey.

Survey sampling and completion	First-year	Senior
Submitted population	1,213	1,078
Adjusted population Adjusted for ineligible students and undeliverable.	1,213	1,078
Survey sample Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.	1,209	1,075
Total respondents	90	115
Full completions Submitted demographic items and (if applicable) Topical Module sets.	48	64
Partial completions	42	51
Sampling error Or "margin of error," an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "very often" to a particular item, then the true population value is most likely between 35% and 45%.	+/- 9.9%	+/- 8.6%

Population file options

Oversample	No
Updated eligibility of students in population file	No
Customized the report sample	No

Response Rates

The table below summarizes response rates for your institution and comparison groups. For more information see [NSSE's Response Rate FAQ \(https://nsse.indiana.edu/nsse/psychometric-portfolio/responserate-faq.html\)](https://nsse.indiana.edu/nsse/psychometric-portfolio/responserate-faq.html). Comparison group response rates were computed at the institution level (i.e., they do not reflect student-level aggregate results).

First-year	7%	23%	28%	31%
Senior	11%	22%	27%	29%

Representativeness

The table below details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

	First-year respondents (%)	First-year population (%)	Senior respondents (%)	Senior population (%)
Sex				
Female	69	64	77	65
Male	31	36	23	35
Another sex	0	0	0	0
Full-time	90	85	74	76
Race/ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	98	98	83	88
Hispanic or Latino	1	0	1	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	1	0	0	1
Other	0	0	0	0
Foreign or Nonresident alien	0	0	16	9
Two or more races/ethnicities	0	0	0	0
Unknown	0	1	1	1

Notes: NSSE reporting uses weights based on institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. Sex categories may not sum to 100% due to students with unknown gender identity. Race/ethnicity groups are based on the IPEDS categories submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Survey Customization

The information below documents customization options for your NSSE survey and the status of complementary data collection from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used	Yes

Incentive offered

No

Survey version

US Standard

Additional question sets and companion surveys

Topical module(s)

Coping with COVID,
Career and Workforce Preparation

Customized consortium questions

None

BCSSE 2020

No

FSSE 2021

Yes



2022 RETREAT DOCUMENTATION

GOAL 2: Diversifying student enrollment

Assessment:

- Six-Year Graduation Rate
- Six-Year Graduation Rate of African Americans
- Six-Year Graduation Rate of Pell Recipients
- Second Year Retention Rate
- Total Percent of Diverse Students
- Percent of Native American Students Enrolled
- Percent of Caucasian Students
- Percent Hispanic Student Enrolled
- Percent of International Students Enrolled
- Percent of Louisiana Community College Transfer Students
- Total Graduate Degree Recipients
- Doctorial Degree Recipients
- Time to Degree by Graduate Student



First-to-Second Retention Rates			
Semester	First-time Full-time Freshmen Entering	Number Returning	Retention Rate
Fall 2019 to Fall 2020	855	659	77%
Fall2020 to Fall 2021	1,151	798	69%

Source: Student Profile System

Total Graduate Degree Recipients			
Level	Gender	2019-2020	2020-2021
Graduate	Female	182	165
	Male	57	44
	Total	240	209

Source: IPEDS Completers

Total Enrollment by Gender					
Semester	Male	Female	Total	% Male	% Female
2019	1,842	3,390	5,232	35%	65%
2020	1,838	3,600	5438	34%	66%
2021	1,816	3,454	5270	34%	66%

Source: Statewide Student Profile System

Doctoral Degrees Awarded			
	2018-2019	2019-2020	2020-2021
Development Education	9	5	11
Total Doctoral Degrees Awarded	9	5	11

Source: Statewide Student Profile System

Six-Year Graduation Year			
Fall Entering Term	First-time Full-time Cohort	Number Graduating	Graduation Rate
2014	399	168	42%
2015	618	179	29%

Source: IPEDS

Percentage of Headcount Enrollment by Ethnicity									
Semester	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Two or more races	Native Hawaiian or other Pacific Islander	Unknown
2019	3.94%	93.16%	0.17%	0.13%	0.75%	0.99%	0.00%	0.00%	0.86%
2020	2.92%	90.49%	0.15%	0.13%	1.29%	0.75%	0.00%	0.00%	2.30%
2021	2.69%	90.99%	0.11%	0.11%	1.21%	0.74%	0.00%	0.00%	2.18%

Source: Statewide Student Profile System

Headcount Enrollment by Ethnicity									
Semester	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Two or more races	Native Hawaiian or other Pacific Islander	Unknown
Fall 2019	206	4,874	9	7	39	52	0	0	45
Fall 2020	159	4,921	8	7	70	41	107	0	125
Fall 2021	142	4,795	6	6	64	39	103	0	115

Source: Statewide Student Profile System

Degrees Awarded by Level and Gender						
Level	Gender	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Undergraduate	Female	328	334	349	303	385
	Male	222	218	220	207	183
	Subtotal	550	552	569	510	568
Graduate	Female	190	157	206	182	165
	Male	81	69	82	57	44
	Subtotal	271	226	288	239	209
TOTALS	Female	518	491	555	485	550
	Male	303	287	302	264	227
	Total	821	778	857	749	777

Source: IPEDS Completers

Fall 2021 Enrollment by Race & Gender				
Race	Female	Female %	Male	Male %
Asian	5	0.09%	1	0.02%
American Indian or Alaskan	2	0.04%	4	0.08%
Black	3152	59.81%	1643	31.18%
Hispanic/Latino	32	0.61%	32	0.61%
White	20	0.38%	19	0.36%
Nonresident Alien	101	1.92%	41	0.78%
Two or more races	73	1.39%	46	0.87%
Race and Ethnicity Unknown	69	1.31%	30	0.57%
Total Female & Males	3454	65.54%	1816	34.46%

2019-2020 1st-2nd Year Retention Rate						
Race	Females			Males		
	Started 2020	Returned 2020	Retention Rate	Started 2019	Returned 2020	Retention Rate
Asian	1	0	0%	1	0	0
American Indian or Alaskan	2	2	100%	1	1	100%
Black	517	416	80%	314	226	72%
Hispanic/Latino	2	1	50%	3	2	67%
White	2	1	50%	1	1	100%
Nonresident Alien	1		0%	4	4	100%
Race and Ethnicity Unknown	6	5	83%	0	0	0
Two or More Races	0	0	0	0	0	0
Totals	531	425	80%	324	234	72%

2018-2021 1st-3rd Year Retention Rate						
Race	Females			Males		
	Started 2018	Returned 2021	Retention Rate	Started 2018	Returned 2020	Retention Rate
Asian	1	1	100%	0	0	0
American Indian or Alaskan	1	1	100%	1	1	100%
Black	526	297	61%	321	134	42%
Hispanic/Latino	8	6	75%	5	2	4%
Pacific Islander	1	0	0%	0	0	0%
White	2	1	50%	1	1	100%
Nonresident Alien	3	2	67%	0	0	0%
Race and Ethnicity Unknown	0	0	0%	1	0	0%
Two or More Races	20	9	45.00%	5	3	6.00%
Totals	562	317	56.41%	334	141	42.22%

2019-2021 1st - 2nd Year Retention of Pell Recipients						
	Females			Males		
Race	Started 2019	Returned 2021	Retention Rate	Started 2019	Returned 2011	Retention Rate
Asian	0	0	0%	1	0	0%
American Indian or Alaskan	2	2	100%	1	1	100%
Black	444	354	80%	256	184	72%
Hispanic/Latino	1	0	0%	1	0	0%
Pacific Islander	0	0	0%	0	0	0%
White	0	0	0%	1	1	100%
Nonresident Alien	1	0	0%	0	0	0%
Race and Ethnicity Unknown	4	3	75%	0	0	0%
Two or More Races	0	0	0%	0	0	0%
Totals	452	359	79%	260	186	72%

2018-2021 1st-3rd Year Retention of Pell Recipients						
	Females			Males		
Race	Started 2018	Returned 2021	Retention Rate	Started 2018	Returned 2021	Retention Rate
Asian	1	1	100%	0	0	0%
American Indian or Alaskan	1	1	100%	1	1	100%
Black	319	284	89%	124	108	87%
Hispanic/Latino	3	3	100%	2	1	50%
Pacific Islander	0	0	0%	0	0	0%
White	1	1	100%	1	1	100%
Nonresident Alien	0	0	0%	0	0	0%
Race and Ethnicity Unknown	0	0	0%	0	0	0%
Two or More Races	9	9	100%	3	3	100%
Totals	334	299	90%	131	114	87%

Percent of Louisiana Community College Transfers	
Semester	Percentage
Fall 2021	2.81%
Fall 2021	1.01%
Spring 2022	7.04%

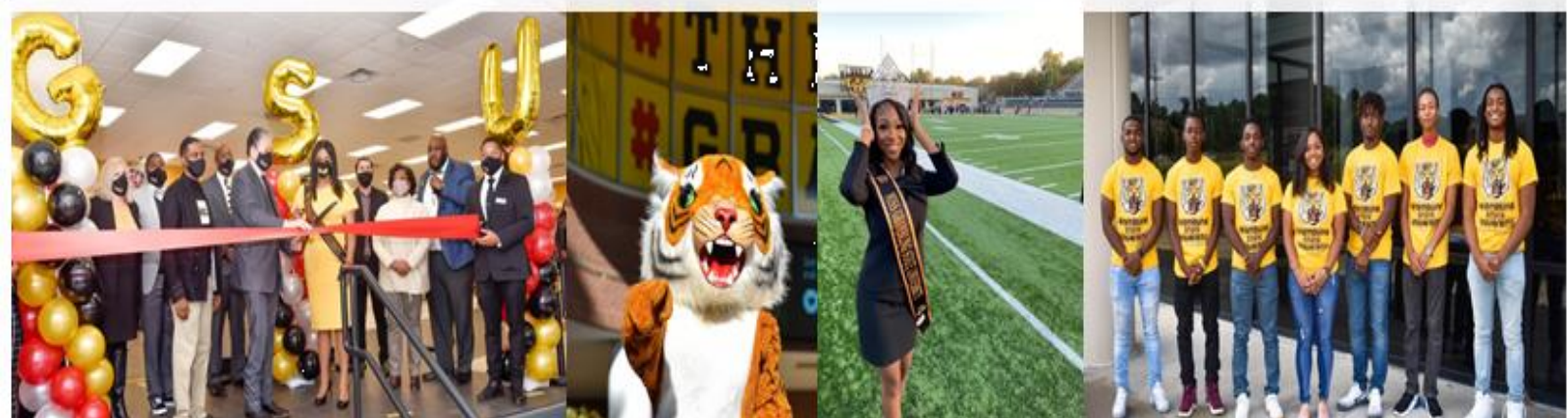
Source: The Office of Admissions

2022 RETREAT DOCUMENTATION

GOAL 3: Providing High-Quality Instruction, Research, and Service

Assessment:

- Number of Faculty Engaged as Principal Investigators in Funded Research or Contracts
- Value (\$K or \$M) of Grants Contracts
- Number of Scholarly Publications and Activities Per Full-Time Tenured/ Tenure Track Faculty
- Number of Fellowships, Prizes, and Awards Earned by Grambling Faculty
- Number of Service-Learning Projects
- GSU Institutional Prizes and Awards Presented to Grambling Faculty



Academic Year 2018-2019	
Number of faculty engaged as Principal Investigators in funded research or contracts	13
Value (\$K or \$M) of grants and contracts	\$1,954,334.46
Academic Year 2019-2020	
Number of faculty engaged as Principal Investigators in funded research or contracts	19
Value (\$K or \$M) of grants and contracts	\$3,047,417.32
Academic Year 2020-2021	
Number of faculty engaged as Principal Investigators in funded research or contracts	11
Value (\$K or \$M) of grants and contracts	\$ 1,999,842.00
Academic Year 2021-2022	
Number of faculty engaged as Principal Investigators in funded research or contracts	6
Value (\$K or \$M) of grants and contracts	\$ 7,581,088.00
Value (\$K) of institutional funds budget for faculty development	\$ 340,924.00

The data is fluid (constantly changing) because students report documentation for prior and current years as they clear for graduation. The number will increase for both years. However, the largest increase will occur in the academic years 2021-2022. Students are still providing documentation for projects completed over the span of their educational careers at the university. These years average a span of 5 to 6 years of data per student.

Service-Learning Projects	
Academic Year 2018-2019	1701
Academic Year 2019-2020	1157
Academic Year 2020-2021	1005
Academic Year 2021-2022	631

Source: The office of Service Learning

The Needs Survey was implemented during the 2019-2020 Academic year. During the 2019-2020 grant year 52 faculty members completed the survey. It is disseminated on an annual basis. During the 2020-2021 grant year 64 faculty members completed the survey.

Areas of interest	Percentage of Faculty
Technology & Teaching	92% are interested
Participate in Monthly Faculty webinars	90% would participate
Intentional oral Communication Teaching Strategies will be a Benefit	94% feel it would be a benefit
Would benefit from travel outside of accreditation	80% feel they would
Funds dedicated to equipment and supplies related to research will positively impact student learning	92% feel it is likely
Topics Selected by Rank According to Faculty	
Creative Works Travel Summer Institute Faculty Externships Designated Faculty Resource Space Routine Brown Bag Collaboration Sessions	

Source: Faculty Professional Development Activity

The category of faculty travel has increased by 68% in funding from the 2017-2018 grant year to the 2020-2021 grant year. A total of 24 travel requests will be supported to include a variety of formats including conferences/workshops, externships, and creative works & research.

Faculty Travel Requests	
Year 1	
2017-2018	
\$8,000 (4 Travels)	
Year 2	
2018-2019	
\$28,000 (14 Travels)	
Year 3	
2019-2020	
\$46,000 (23 Travels)	
Year 4	
2020-2021	
\$22,000 (11 Travels)	
Year 5	
2021-2022	
\$48,000 (24 Travels)	

Source: Faculty Professional Development Activity

The faculty request for funding to pursue doctoral education has increased by 30% since 2017-22018 grant year. As indicated in the chart below, faculty continue to utilize this resource at a growing rate

Funds Awarded for Faculty Pursuing Doctoral Education	
Year 1	
2017-2018	\$40,000 (4 faculty members)
Year 2	
2018-2019	\$30,000 (3 Faculty members)
Year 3	
2019-2020	\$30,000 (3 Faculty members)
Year 4	
2020-2021	\$73,000 (9 Faculty members)
Year 5	
2021-2022	\$52,100 (7 Faculty members)

2022 RETREAT DOCUMENTATION

GOAL 4: Create Partnerships with Business and Industry

Assessment:

- Number of Partnerships with Local Area Public Schools (e.g., Monroe, Shreveport, Lincoln Parish)
- Number of Partnerships With Other State Louisiana Public Schools
- Number of Partnerships With Businesses and Industries, Nonprofit, and Community Organizations
- Number of Partnerships With International Colleges and Universities
- Number of Partnerships With Foreign Governments and Non-governmental organizations
- Number of Partnerships With Multinational Businesses and Industries



Goal 4: Create Partnerships with Business and Industry and Workforce Development and Strengthen External Relations

Partnerships with Local Public Schools	
Grambling State University and Madison Parish School Board MOU	
Grambling State University and Linwood Public Charter School MOU	
Grambling State University and Cedar Creek School MOU	
Grambling State University and Bienville Parish School Board MOU	
Grambling State University and Caddo Parish School Board MOU	
Grambling State University and Claiborne Parish School Board MOU	
Grambling State University and Desoto Parish School Board MOU	
Grambling State University and Jackson Parish School Board MOU	
Grambling State University and Lincoln Parish School Board MOU	
Partnerships with State and Federal Government Agencies	
Environmental Protection Agency	
LOSFA	
Louisiana Economic Department	
Partnerships with Businesses and Industries, nonprofits, and Comm. Org	
Concerned Clergy of Monroe	
Partnerships with other States	
Alliance Agreement with Arizona Board of Regents on behalf of	ASU

Source: Office of Advancement

The Office of Career Services will create 16 partnerships with businesses, industries and workforce development programs during the 2021-2022 Academic Year, in order to strengthen external relations and provide increased internship and full-time opportunities Grambling University students and graduates. The Achievement target will increase 7% annually.

Partnerships with Industries	
Accenture	Kohls
Amazon World Services	Licensing International
Boeing	Mayo Clinic
Boehringer	McAfee
CIA	Morgan Stanley
Cox Communications	National Retail Federation
Dallas Police Department	Peace Corps
Dell	Primergy Solar
Eli Lilly	Smooth Stack-U.S. Department of Labor IT Apprentice Program
Emerson Collective	St. Francis Medical Center
Environmental Protection	U.S. Public Health Service Commission Corps
FBI Beacon Project	Walmart
INROADS	
Jefferies	

The achievement target has been met and exceeded for the 2021-2022 Academic Year. In the table below are 25 partnerships that were created.

Source: The office of Career Services

	2021 Year
Number of partnerships with local area public schools (e.g., Monroe, Shreveport, Lincoln Parish)	9
Number of partnerships with other Louisiana State Public Schools	
Number of partnerships with state and federal government agencies	3
Number of partnerships with businesses and industries, non-profit, and community organizations	25
Number of partnerships with international colleges and universities	
Number of partnerships with foreign governments and non-governmental organizations	
Number of partnerships with multinational businesses and industries	
Number of Internships Opportunities	1,053
Number of Full-Time Jobs	504
Number of Fellowships (1-year opportunity)	28
Number of Cooperative Training (typically 1 or 2 semesters during academic year)	14



2022 RETREAT DOCUMENTATION

GOAL 5: Improving Grambling's Physical and Technological Resources

Assessment:

- Total (\$M) Amount of Deferred Maintenance
- Value (\$K or \$M) of Funds Allocated to Reduce Deferred Maintenance
- Total Technology Cost
- Total Energy Cost
- Annual Facilities Gross Operating Expenditures



Goal 5: Improving Grambling's Physical and Technological Resources

Category	FY 2019	FY 2020	FY 2021 (YTD)	Notes
Total (\$M) amount of deferred maintenance	\$49,500,000	\$51,975,000		Amounts Submitted to UIS in expanded needs report
Value (\$K or \$M) of funds allocated to reduce deferred maintenance				\$444,000(this number changes from year to year)
Total Technology Cost	\$1,436,998	\$1,420,112	\$2,412,618	Total Actuals in Banner 9 for Operating Funds IT Orgs+IT/Expenditures identified by account in the other Operating Funds Orgs
Total Energy Cost	\$1,818,000	\$1,820,284		
Annual Custodial Expenditures /Maintained	\$1,396,485	\$1,248,103	\$1,395,536	
Annual Facilities gross operating expenditures			\$3,507,736	

Data Source: Finance



2022 RETREAT DOCUMENTATION

GOAL 6: Ensuring Steady Increases In Alumni Gifts, Private Donations and Grant Writing

Assessment:

- Documented Records of Financial Improvements
- Increase Donors and Philanthropic Dollars
- Cumulative Private and Philanthropic Donations (\$K or \$M)
- Calendar Year Alumni Giving Rate (%)
- Value (\$K or \$M) of Campaign Dollars Collected
- Value (\$K or \$M) of Campaign Dollars Pledge
- Increase Athletic Ticket Sales and Guarantees in All Sports



Goal 6: Ensuring Steady Increases in Alumni, Gifts, Private Donation and Grant Writing

Calendar Year Alumni Giving Rate (%)	
2018	9%
2019	12%
2020	16%
2021	2-21%

Value (\$K or \$M) of Campaign Dollars Collected	
2019	\$1,161,685
2020	\$1,434,857
2021	No data provided

Source: Office of Advancement

Calendar Year Alumni Giving (\$K)	
2019	\$429,825
2020	\$435,716
2021	No data provided

Value (\$K or \$M) of Campaign Dollars Collected	
2018	\$1,434,857
2019	\$1,444,130
2020	\$1,324,998
2021	No data Provided

Increased Donors and Philanthropic Dollars		
Year	Number of Donors	Dollar Amount
2019	2292	\$1,447,729.75
2020	2527	\$1,978,495.32
2021	1646	\$1,567,308.09

Cumulative Private and Philanthropic donations (\$K or \$M)

Year	Title III	Board of Regents Matching Funds
2019-2020	\$250,000	\$250,000
2020-2021	\$250,000	\$250,000

Athletic Ticket Sales

Ticket Type	2018	2019	2020	2021
Season Tickets	\$212,314.00	\$192,510.00	\$168,115.00	No data provided
Game Tickets (Home Games, State Fair & Bayou Classic)	\$144,156.00	\$1,000,745.00	\$1,016,794.31	No data provided
Game Guarantee	\$987,750.00	\$835,500.00	\$1,093,074.65	No data provided



2018 and 2020

SWOT ANALYSIS AND FINDINGS

Assessment:

- **Strengths**
What do you do well? What unique resources can GSU draw on? What do others see as GSU strengths?
- **Weakness:**
What could GSU improve? Where do GSU have fewer resources than HBCUs? What are others likely to see as weaknesses?
- **Opportunities**
What opportunities are open to GSU? What trends could GSU take advantage of? How can GSU turn our strengths to opportunities ?
- **Threats**
What threats could harm GSU? What is GSU's competition doing? What threats do your weaknesses expose GSU to?



Strengths

What do you do well?

What unique resources can you draw?

What do others see as your strengths?

1. Affiliation agreements with all organizations
2. Relationships- enhanced with corporate, alums, political and industry
3. Implementation of policies and procedures
4. Staffing- key people with knowledge & communication to all segments
5. Better job telling our story-success in the past
6. Leadership
7. Retention and Recruitment
8. Increase in alumni giving
9. Student Involvement/Engagement
10. Residential Life I
11. Safety, Security, Policies and procedures
12. McDall Dining Hall Diversity
13. Technology
14. Institutional Advancement
15. Increase athletic exposure
16. Grambling brand & convocation
17. Close community relations
18. International Brand
19. Nationally recognized service learning component
20. Increasing enrollment as evidence by AY 2017-2018& Fall 2018 projections
21. Communications- increased social-media presence & other media outlets
22. Student Center Focus
23. Championship
24. Building relationships
25. Graduation rate increase

Weakness

What could you improve?

Where do you have fewer resources than others?

What are others likely to see as weaknesses?

1. Staffing/ Training
- 2.Overcoming past perceptions
- 3.Slow alumni giving
- 4.Policies that lack written documentable procedures
- 5.Resources & technological advances (too many manual processes.
- 6.Importance of data collection (databases)
- 7.Communication to alums
- 8.Inadequate funding
- 9.Student Involvement and Engagement
- 10.Difficulty dispersing Alumni Funds (GAP)
- 11.Customer Service
- 12.Transparency
- 13.Facility Infrastructure
- 14.Transition/Recruiting International Student
- 15.Data Collection/Use
- 16.Streets & Landscaping
- 17.General Education Course offering
- 18.Lack of Funding
- 19.Faculty/Staff shortage

Opportunities

What opportunities are open to you?

What trends could you take advantage of?

How can you turn your strengths into opportunities?

1. Willingness & desire of organizations & campus entities to work together
2. Increase data collection
3. Riding off success of athletics
4. Riding off success of innovative academic programs
5. Riding off success of students-internships, fellowships etc.
6. Utilizing the relationship of the president
7. Peer mediation
8. Police department accreditation
9. Professional Development
10. LGBTQ
11. Alumni Support
12. Finance Literacy
13. Development of Sophomore experience program
14. Cybersecurity
15. Student Transportation

16. Aquaculture & Nursery
17. Faculty & Staff giving
18. Internships

19. Job Fairs
20. Career Enhancement
21. Alumni Inclusion
22. Better Utilization of faculty/staff skills
23. Faculty Exchange
24. Study Abroad
25. Junior College Consortium
26. Building relationships with corporate world
27. Local school relationships
28. Public promotion of all sports (social media)

Threats

What threats could harm you?

What is your competition doing?

What threats do your weaknesses expose you to?

- 1.Changing the landscape of higher education
- 2.Funding for higher education
- 3.Staff turnover
- 4.Trust and Transparency

- 5.Cutting of academic programs

- 6.Increased compliance

- 7.Transition
- 8.Social media
- 9.Finacial instability
- 10.Negative portrayal of culture
- 11.Facilities infrastructures
- 12.Student Engagement and Apathy
- 13.Campus Crime

- 14.Lack of Faculty upgrades
- 15.Lack of sufficient wireless network (bandwidth)
- 16.Loss of recruits due to funding and facilities
- 17.Cost of attendance (scholarships)
- 18.Lack of student athletes reaching out telling success stories (technology)