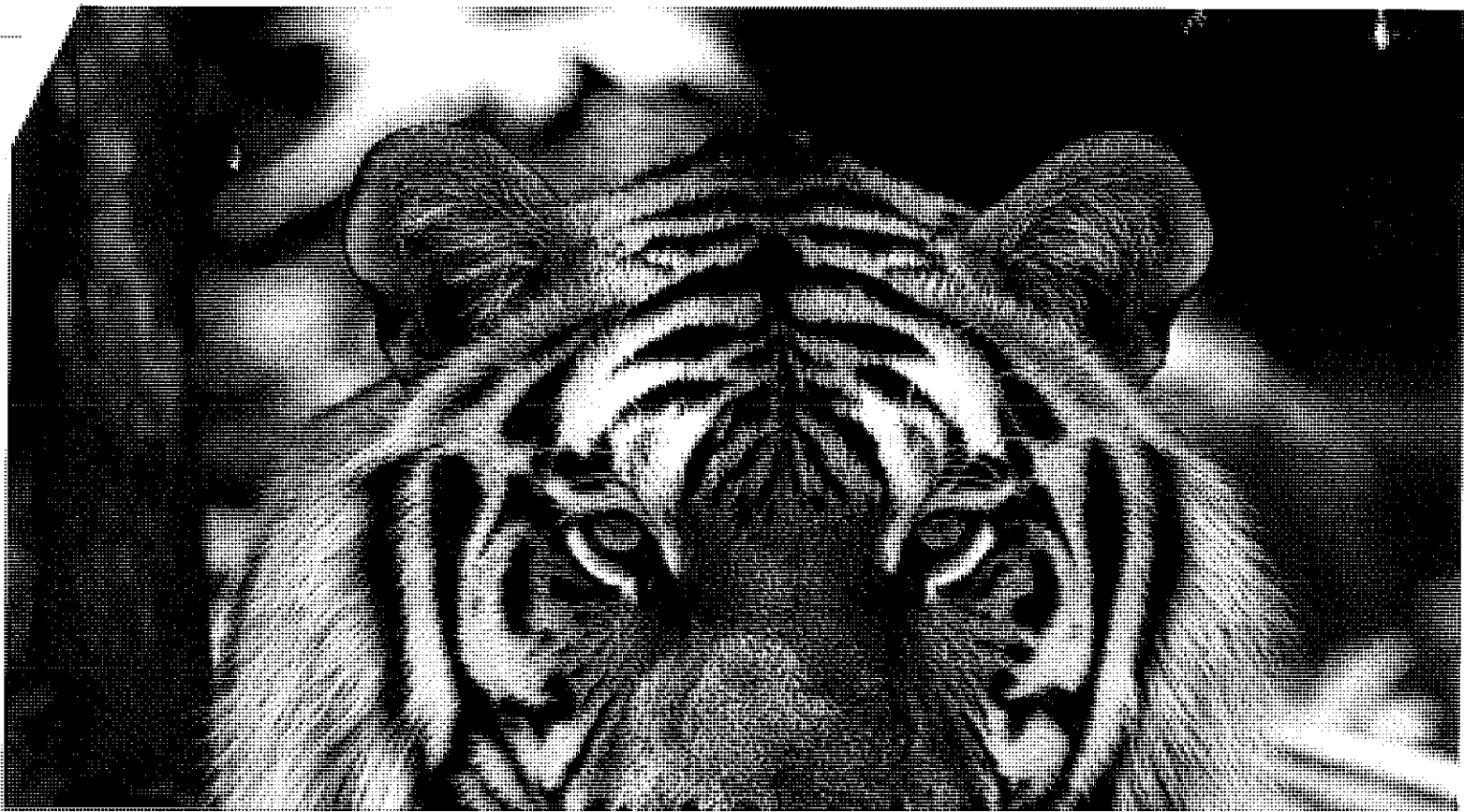


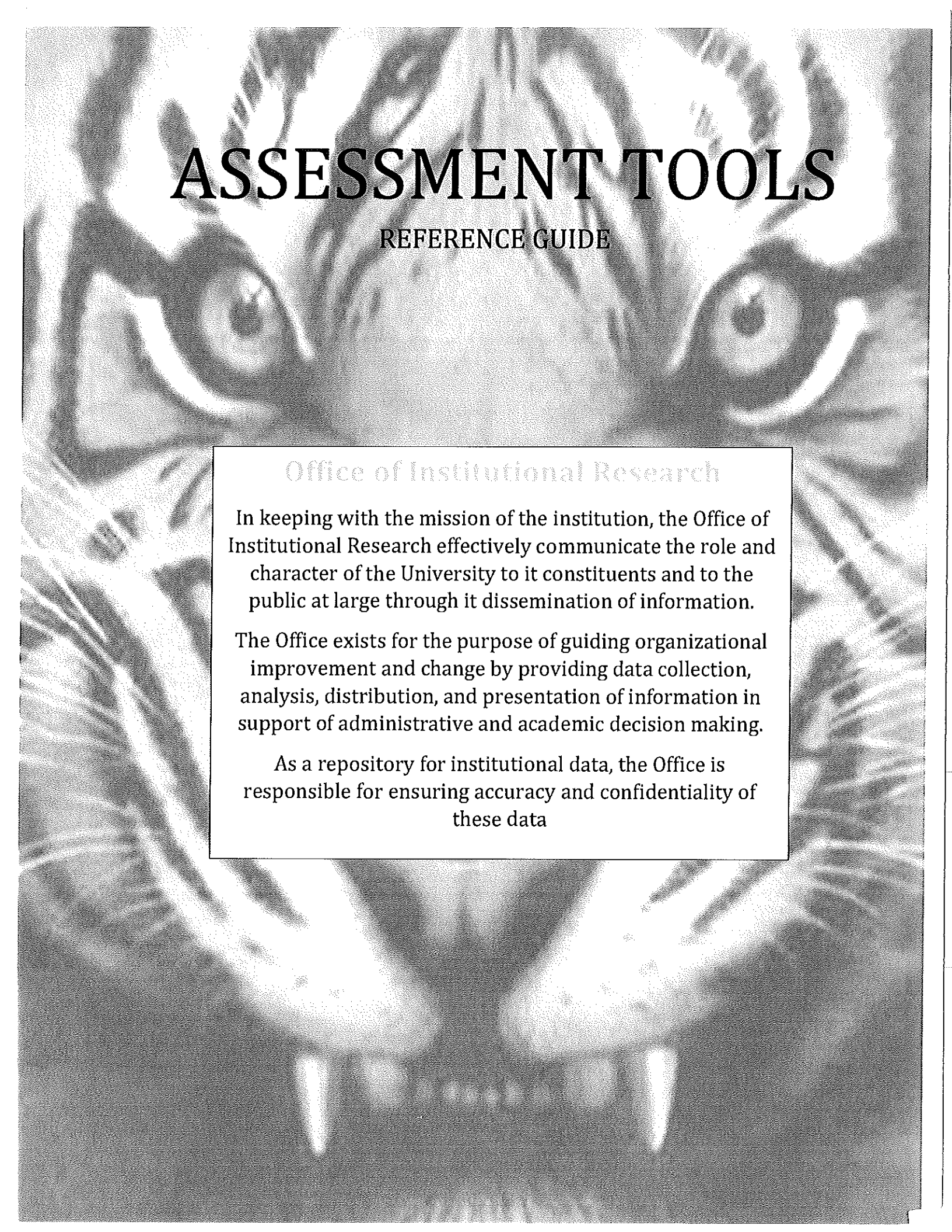


Georgia State University's Student-Centered Crime

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
 - gender identity religion
 - sexual orientation
 - ethnicity national origin disability





ASSESSMENT TOOLS

REFERENCE GUIDE

Office of Institutional Research

In keeping with the mission of the institution, the Office of Institutional Research effectively communicate the role and character of the University to its constituents and to the public at large through its dissemination of information.

The Office exists for the purpose of guiding organizational improvement and change by providing data collection, analysis, distribution, and presentation of information in support of administrative and academic decision making.

As a repository for institutional data, the Office is responsible for ensuring accuracy and confidentiality of these data

(NSSE)
National Survey of Student
Engagement

NSSE (National Survey of Student Engagement) Administered at the end of the year to first year Freshman and Seniors. This survey captures the student's experiences as to their study habits, Campus resources, Curriculum, and Learning opportunities.



NSSE 2017

Administration Summary

Grambling State University

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Administration Summary

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

Population and Respondents

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

Survey completions	First-year	Senior
Submitted population	1,469	757
Adjusted population ^a	1,395	687
Survey sample ^b	1,391	685
Total respondents ^b	188	121
Full completions ^c	101	82
Partial completions	87	39

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.

c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

	First-year				Senior			
	GSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017	GSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017
Response rate	14%	20%	23%	23%	18%	21%	25%	24%
Sampling error ^b	+/- 6.7%	+/- 0.4%	+/- 0.3%	+/- 0.2%	+/- 8.1%	+/- 0.4%	+/- 0.3%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is 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%.

Representativeness and Weighting

The first table at right 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*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see nsse.indiana.edu/html/weighting.cfm

Representativeness

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	65	56	70	56
Full-time	87	82	87	83
First-time, first-year	70	60	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	92	95	82	91
Hispanic or Latino	2	1	2	1
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	1	1	0	1
Other	0	0	0	0
Foreign or nonresident alien	5	3	17	7
Two or more races/ethnicities	0	0	0	0
Unknown	1	0	0	0

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Weighting

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	55	46	59	46
Full-time, male	32	36	28	37
Part-time, female	11	10	12	10
Part-time, male	2	8	2	7

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variable(s) ^a	No	Identified students who completed BCSSE 2016 ^d	N/A
Identified an oversample ^b	No	Customized the report sample ^c	No
Updated to identify ineligible students ^c	No		

- a. Institutions had the option to include additional variables in the population file for oversampling or for *post hoc* analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.
- b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.
- e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey. For details, visit: nsse.indiana.edu/html/customization_options.cfm

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used ^a	No
Incentive offered	No
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	212, 69%

Additional question sets and companion surveys

Topical module(s)	Academic Advising
Consortium	None
BCSSE 2016	No
FSSE 2017	No

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.
- b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	02/08/2017	3%	4%
Reminder 1	02/16/2017	5%	7%
Reminder 2	02/28/2017	9%	13%
Reminder 3	03/06/2017	10%	15%
Final reminder	03/14/2017	14%	18%

Report Customization

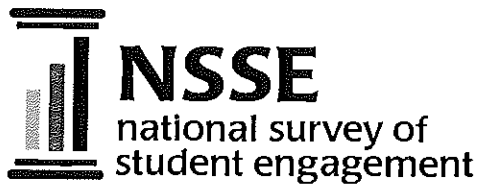
Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	Southeast Public* (default)
Group 2	Carnegie Class (default)
Group 3	NSSE 2016 & 2017 (default)

Comparison groups for additional question set report(s)

Topical Module: Academic Advising	Academic Advising (default)
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NSSE 2018

Administration Summary

Grambling State University

Administration Summary

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

Population and Respondents

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

Survey completions	First-year	Senior
Submitted population	1,577	755
Adjusted population ^a	1,577	755
Survey sample ^b	1,572	753
Total respondents ^b	135	76
Full completions ^c	82	53
Partial completions	53	23

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.

c. Submitted demographic and (if applicable) Topical Module sets.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

	First-year				Senior			
	GSU	Group 1	Carnegie Class	NSSE 2017 & 2018	GSU	Group 1	Carnegie Class	NSSE 2017 & 2018
Response rate	9%	14%	23%	24%	10%	16%	25%	24%
Sampling error ^b	+/- 8.1%	+/- 3.0%	+/- 0.3%	+/- 0.2%	+/- 10.7%	+/- 3.3%	+/- 0.3%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is 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%.

Representativeness and Weighting

The first table at right 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*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see nsse.indiana.edu/html/weighting.cfm

Representativeness

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	67	58	79	57
Full-time	79	79	84	81
First-time, first-year	81	58	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	92	95	85	89
Hispanic or Latino	1	0	0	1
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	4	2	1	1
Other	0	0	0	0
Foreign or nonresident alien	2	2	12	9
Two or more races/ethnicities	0	0	0	0
Unknown	1	0	1	0

a. 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.

Weighting

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	55	46	63	46
Full-time, male	24	33	21	35
Part-time, female	12	11	16	11
Part-time, male	10	9	0	8

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variable(s) ^a	No	Identified students who completed BCSSE 2017 ^d	N/A
Identified an oversample ^b	No	Customized the report sample ^e	No
Updated to identify ineligible students ^c	No		

- a. Institutions had the option to include additional variables in the population file for oversampling or for *post hoc* analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.
- b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.
- e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey. For details, visit: nsse.indiana.edu/html/customization_options.cfm

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used ^a	Yes (0, 0%)
Incentive offered	No
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	169, 80%

Additional question sets and companion surveys

Topical module(s)	Academic Advising
Consortium	None
BCSSE 2017	No
FSSE 2018	Yes

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.
- b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts.

Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	02/27/2018	2%	2%
Reminder 1	03/07/2018	5%	5%
Reminder 2	03/15/2018	6%	6%
Reminder 3	03/20/2018	6%	7%
Final reminder	04/11/2018	9%	10%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	Group 1* (customized, N=5)
Group 2	Carnegie Class (default, N=253)
Group 3	NSSE 2017 & 2018 (default, N=943)

Comparison groups for additional question set report(s)

Topical Module: Academic Advising	Academic Advising (default, N=312)
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(FSSE)
Faculty Survey of Student
Engagement

FSSE (Faculty Survey of Student Engagement) This survey is to complement the FSSE, this is the instructional staff version on student engagement, student interactions, instructional staff organization. Administered at the end of the spring semester.



FSSE 2018

Administration Summary

Grambling State University

Administration Summary

This report provides an overview of your FSSE administration, including details about your sample, response rates, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future FSSE administrations. For more respondent characteristics, see your *Respondent Profile* report.

Population and Respondents

The table at right reports how many faculty at your institution were sampled and how many completed the survey.

Survey completions

Survey population/sample	164
Total respondents	45
Full completions ^a	40
Partial completions	5

a. Submitted all pages for the core survey and topical modules (if applicable).

Faculty Responses

The table at right reports faculty responses on key items from the FSSE survey.

		Count	%
During the current school year, have you taught an undergraduate course?	Yes	40	89
	No	5	11
	Missing	0	0
What is the class level of most students in your selected course section?	Lower division	19	42
	Upper division	16	36
	Other	4	9
	Missing	6	13

Response Rate and Sampling Error

The table at right summarizes the response rate and sampling error for your institution.

Response rate	27%
Sampling error ^a	+/- 12.5%

a. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the sample estimate. For example, if the sampling error is +/- 5.0% and 40% of your faculty reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Survey Options

The options at right were available to customize the content of your FSSE survey.

Administration features

Survey version	U.S. English
Institution logo used in survey	No

Additional question sets

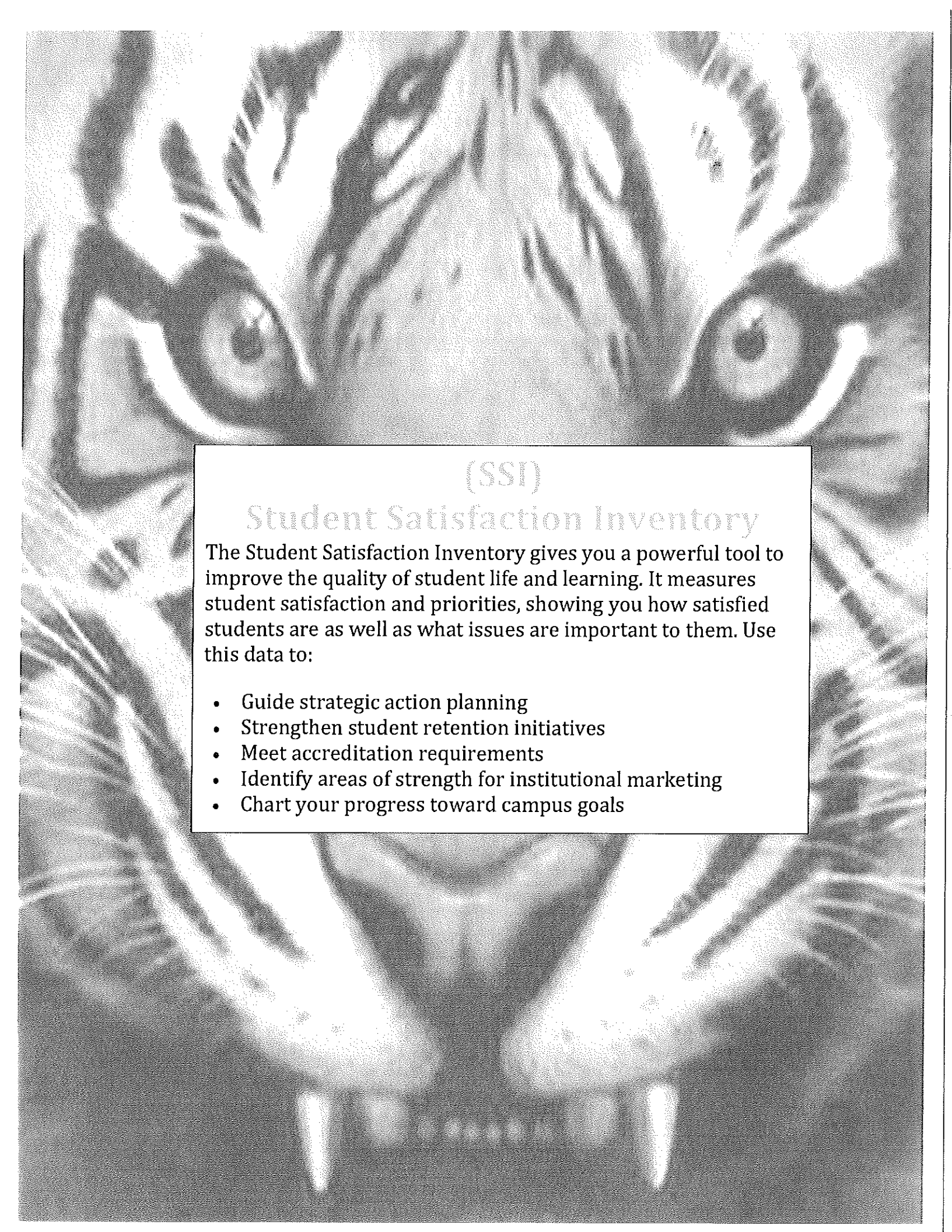
Topical module(s)	None
Consortium	None

Recruitment Messages

Faculty received up to four direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate
Invitation	04/02/2018	7%
Reminder 1	04/11/2018	13%
Reminder 2	04/16/2018	20%
Final reminder	04/19/2018	27%



(SSI)

Student Satisfaction Inventory

The Student Satisfaction Inventory gives you a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, showing you how satisfied students are as well as what issues are important to them. Use this data to:

- Guide strategic action planning
- Strengthen student retention initiatives
- Meet accreditation requirements
- Identify areas of strength for institutional marketing
- Chart your progress toward campus goals

Louisiana System 2017 Composite - SSI - 05/2017

RUFFALO NOEL LEVITZ

Student Satisfaction Inventory Form B

Welcome

Welcome and thank you for administering this Ruffalo Noel Levitz survey. This HTML version of your report contains results of the satisfaction-priorities survey administered on your campus.

Below are short descriptions of the reports you may find within your file. Please refer to the Interpretive Guides (general and survey-specific) delivered with your results for additional details. These documents contain direction on all aspects of your results and can also be found at www.noellelvitz.com/SSIInterpretiveGuides.

As you review and analyze your results, you may consider ordering additional reporting options from Ruffalo Noel Levitz. For more information on these options and applicable fees, please contact Noel-Levitz at 800-876-1117 or at SSI-Tech@noellelvitz.com.

Saving and Sharing Your Reports

We strongly encourage you to save all documents to a safe location on your own computer right away. SafeMail files will remain available within your myNoel-Levitz account for only 90 days.

Save your files on your computer in order to access them again at another time. Once on your computer, the files can be forwarded as attachments to others on your campus or posted to a secured, shared area of your local network.

Electronic reports

The HTML results are delivered to you with reports reflected in a tabulated view. Select the report page by clicking the related tab. Reports are interactive - sorting by column header and expand/toggle options are available to view the data in several ways. Information buttons  can be found in various areas to provide additional information about the data presented.

You may print each of these reports or all of the reports at once. The document(s) will print as you have adjusted each report and as it appears on the screen. Note, however, every time the HTML is opened, it is in the original delivery format. It will not remember the previous sorting.

You may need to allow blocked content to fully review your report.

HTML results*:

- Strategic Planning Overview (not included with all reporting): an executive summary of your strengths and challenges for the first column of data, as well as information on how the two columns of data compare
- Item Report: responses for each individual item on the survey
- Scale Report: responses for the survey scales and the items clustered within the scales
- Summary Report: responses to the summary items on the survey
- Item Percentage Report: reflects the percent of responses for answers 6 and 7 for all items on the survey
- Demographic Report: responses to the demographic items on the survey

*Not all HTML files will include all of these reports and some reports will have different combinations. The report segments are dependent on the standard reporting for the specific survey version and the optional, value-added reporting selected.

Reviewing Your Data

Strategic Planning Overview (if included):

This report provides the best summary of your results for immediate action planning. It lists strengths (high importance and high satisfaction) and challenges (high importance and low satisfaction and/or large performance gap) for the first column of data in your report. It also compares your first column of data to your second column of data and identifies where satisfaction levels are significantly higher or lower, as well as any large differences in importance scores.

For your strengths and challenges, additional indicators are also included. These indicators allow you to easily see if the item is significantly higher in satisfaction (reflected with a plus sign  for significantly greater) or if the item is significantly lower in satisfaction (shown with a minus sign  for significantly less) as compared with your comparison group.

Item Report

This report provides the detailed scores for all items on the survey, including custom defined items you may have chosen to include. You have the option to sort on any of the columns on this screen by simply selecting the column you want to sort on. The first selection will sort in descending order and the second selection will sort in ascending order. Indicators are included in this report with a star  for items that are strengths or a flag  for items that are challenges, as originally listed in your Strategic Planning Overview.

The SD in the Satisfaction column refers to the standard deviation. This is the amount of variability in the responses.

The far right mean difference column reflects the column one satisfaction score minus the column two satisfaction score. The asterisks in this mean difference column indicate statistical significance. The key is as follows:

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

When the second column of data is a national comparison group, the number of student records included in the group is reported at the bottom of the item report. This number also appears at the bottom of the scale report.

Scale Report

This report provides a top line overview of your results and shows the items clustered within the scales or categories on the survey. Collapse and expand by selecting the arrow to the left of the desired scale to see the items within each scale. You can also choose to expand/toggle all scales at one time. You may sort on the scale name, importance, satisfaction, performance gap, and mean difference columns as outlined above.

Indicators are included in this report with a star  for items that are strengths or a flag  for items that are challenges.

Summary Report

The summary report includes the average score for the responses to the summary items on the survey, as well as the percentage of responses for each of the possible indications. These scores provide a bottom line on the experience at your institution.

Item Percentage Report

This is a new way to review your results. The percentage responses may be better understood on your campus than the average scores reported in the other segments of the results. This report provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied." The gap percentage equals the importance percentage minus the satisfaction percentage. The difference column provides the difference between the first column satisfaction percentage and the second column satisfaction percentage for each item. You may sort on any of the columns, as described above.

Indicators are included in this report with a star  for items that are strengths or a flag  for items that are challenges.

Demographic Report

This report provides the overview of the individuals who completed the survey. You can collapse and expand individual demographic populations by selecting the arrow to the left of the desired demographic category. You also have the option to expand all/toggle all demographic categories at the same time. A  indicates the response option that was selected by the majority of survey participants.

Note: These report options are not all included in the target group reporting.

Printing Your Reports

You may print from any of the HTML report pages. The report will print as it appears on your screen. An alternative option for printing your reports is to use the PDF version of your report(s) included with your zipped file; simply open that report and use your local Adobe Reader settings to print the pages.

We know you will find these data to be very valuable. Please contact us at 800-876-1117 or at SSI-Tech@noellevitz.com to let us know how else we can be helpful.

Strengths and Challenges

Strengths	vs. Comparison
21. My academic advisor is knowledgeable about requirements in my major.	
3. The campus is safe and secure for all students.	
40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	
22. This campus provides online access to services I need.	
31. Students are made to feel welcome here.	
16. My academic advisor is available when I need help.	
15. Computer labs are adequate and accessible.	
44. On the whole, the campus is well-maintained.	
Challenges	
23. I am able to register for classes I need with few conflicts.	
41. Tuition paid is a worthwhile investment.	
8. Financial aid awards are announced in time to be helpful in college planning.	
2. Registration processes and procedures are convenient.	

Benchmarks

Higher Satisfaction vs. National Four-Year Publics Form B

21. My academic advisor is knowledgeable about requirements in my major.	
3. The campus is safe and secure for all students.	
36. The quality of instruction I receive in most of my classes is excellent.	
4. The content of the courses within my major is valuable.	
23. I am able to register for classes I need with few conflicts.	
17. There are sufficient courses within my program of study available each term.	
24. I receive the help I need to apply my academic major to my career goals.	
41. Tuition paid is a worthwhile investment.	
28. Security staff respond quickly to calls for assistance.	
40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	
14. Faculty are fair and unbiased in their treatment of individual students.	
22. This campus provides online access to services I need.	
31. Students are made to feel welcome here.	
32. Faculty provide timely feedback about my academic progress.	
16. My academic advisor is available when I need help.	
8. Financial aid awards are announced in time to be helpful in college planning.	
1. The campus staff are caring and helpful.	
15. Computer labs are adequate and accessible.	
25. I am able to take care of college-related business at times that are convenient for me.	
10. My academic advisor helps me set goals to work toward.	
44. On the whole, the campus is well-maintained.	
2. Registration processes and procedures are convenient.	

Higher Importance vs. National Four-Year Publics Form B

28. Security staff respond quickly to calls for assistance.	
31. Students are made to feel welcome here.	
8. Financial aid awards are announced in time to be helpful in college planning.	
15. Computer labs are adequate and accessible.	

Sort on each column to see data from highest to lowest.

Item	Louisiana System 2017 Composite			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
1. The campus staff are caring and helpful.	6.42	5.58 / 1.35	0.84	6.32	5.51 / 1.36	0.81	0.07 ***
2. Registration processes and procedures are convenient.	6.38	5.14 / 1.66	1.24	6.29	4.98 / 1.67	1.31	0.16 ***
3. The campus is safe and secure for all students.	6.62	5.87 / 1.28	0.75	6.50	5.82 / 1.32	0.68	0.05 *
4. The content of the courses within my major is valuable.	6.62	5.69 / 1.39	0.93	6.53	5.53 / 1.40	1.00	0.16 ***
5. Administrators are available to hear students' concerns.	6.37	5.43 / 1.54	0.94	6.20	5.10 / 1.57	1.10	0.33 ***
6. Billing policies are reasonable.	6.28	5.00 / 1.73	1.28	6.20	4.88 / 1.63	1.32	0.12 ***
7. Admissions staff provide personalized attention prior to enrollment.	6.09	5.30 / 1.62	0.79	5.97	5.06 / 1.59	0.91	0.24 ***
8. Financial aid awards are announced in time to be helpful in college planning.	6.43	5.22 / 1.74	1.21	6.19	5.03 / 1.67	1.16	0.19 ***
9. Library resources and services are adequate.	6.29	5.89 / 1.42	0.40	6.12	5.60 / 1.49	0.52	0.29 ***
10. My academic advisor helps me set goals to work toward.	6.41	5.57 / 1.73	0.84	6.28	5.31 / 1.73	0.97	0.26 ***
11. Financial aid counseling is available if I need it.	6.26	5.42 / 1.65	0.84	6.04	5.16 / 1.59	0.88	0.26 ***
12. The amount of student parking space on campus is adequate.	6.17	3.67 / 2.08	2.50	6.13	3.95 / 2.06	2.18	-0.28 ***
13. Living conditions in the residence halls are comfortable.	6.21	4.84 / 1.81	1.37	6.01	4.92 / 1.71	1.09	-0.08 *
14. Faculty are fair and unbiased in their treatment of individual students.	6.49	5.50 / 1.57	0.99	6.39	5.35 / 1.53	1.04	0.15 ***
15. Computer labs are adequate and accessible.	6.42	5.92 / 1.36	0.50	6.24	5.70 / 1.40	0.54	0.22 ***
16. My academic advisor is available when I need help.	6.48	5.82 / 1.56	0.66	6.39	5.51 / 1.61	0.88	0.31 ***
17. There are sufficient courses within my program of study available each term.	6.54	5.38 / 1.67	1.16	6.48	4.97 / 1.76	1.51	0.41 ***
18. Parking lots are well-lighted and secure.	6.28	5.11 / 1.70	1.17	6.09	5.16 / 1.61	0.93	-0.05 *
19. Residence hall staff are concerned about me as an individual.	5.82	4.90 / 1.82	0.92	5.67	4.93 / 1.68	0.74	-0.03
20. Tutoring services are readily available.	6.22	5.74 / 1.45	0.48	5.96	5.45 / 1.46	0.51	0.29 ***
21. My academic advisor is knowledgeable about requirements in my major.	6.65	6.03 / 1.48	0.62	6.53	5.72 / 1.58	0.81	0.31 ***
22. This campus provides online access to services I need.	6.49	5.89 / 1.36	0.60	6.37	5.68 / 1.41	0.69	0.21 ***
23. I am able to register for classes I need with few conflicts.	6.58	5.28 / 1.78	1.30	6.53	5.01 / 1.81	1.52	0.27 ***
24. I receive the help I need to apply my academic major to my career goals.	6.54	5.72 / 1.49	0.82	6.46	5.39 / 1.54	1.07	0.33 ***

Item	Louisiana System 2017 Composite			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
25. I am able to take care of college-related business at times that are convenient for me.	6.42	5.57 / 1.49	0.85	6.31	5.33 / 1.48	0.98	0.24 ***
26. Counseling services are available if I need them.	6.26	5.98 / 1.33	0.28	5.94	5.52 / 1.41	0.42	0.46 ***
27. This institution helps me identify resources to finance my education.	6.33	5.08 / 1.78	1.25	6.15	4.92 / 1.69	1.23	0.16 ***
28. Security staff respond quickly to calls for assistance.	6.50	5.67 / 1.53	0.83	6.28	5.36 / 1.55	0.92	0.31 ***
29. Faculty use a variety of technology and media in the classroom.	5.90	5.63 / 1.47	0.27	5.83	5.55 / 1.39	0.28	0.08 ***
30. There is an adequate selection of food available on campus.	6.11	4.90 / 1.90	1.21	6.03	4.48 / 1.92	1.55	0.42 ***
* 31. Students are made to feel welcome here.	6.49	5.95 / 1.37	0.54	6.30	5.54 / 1.47	0.76	0.41 ***
32. Faculty provide timely feedback about my academic progress.	6.49	5.36 / 1.60	1.13	6.40	5.23 / 1.55	1.17	0.13 ***
33. Admissions counselors accurately portray the campus in their recruiting practices.	6.27	5.60 / 1.53	0.67	6.03	5.21 / 1.54	0.82	0.39 ***
34. There are adequate services to help me decide upon a career.	6.34	5.50 / 1.57	0.84	6.21	5.16 / 1.57	1.05	0.34 ***
35. I seldom get the "run-around" when seeking information on this campus.	6.32	4.89 / 1.93	1.43	6.19	4.81 / 1.79	1.38	0.08 **
36. The quality of instruction I receive in most of my classes is excellent.	6.62	5.61 / 1.43	1.01	6.54	5.47 / 1.42	1.07	0.14 ***
37. There is a strong commitment to diversity on this campus.	6.07	5.81 / 1.46	0.26	5.73	5.42 / 1.48	0.31	0.39 ***
38. I receive ongoing feedback about progress toward my academic goals.	6.30	5.32 / 1.62	0.98	6.20	5.04 / 1.58	1.16	0.28 ***
39. Student disciplinary procedures are fair.	6.33	5.74 / 1.48	0.59	6.10	5.32 / 1.54	0.78	0.42 ***
* 40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	6.50	5.99 / 1.33	0.51	6.41	5.77 / 1.37	0.64	0.22 ***
* 41. Tuition paid is a worthwhile investment.	6.53	5.33 / 1.70	1.20	6.49	5.16 / 1.67	1.33	0.17 ***
42. Students are free to express their ideas on this campus.	6.31	5.75 / 1.50	0.56	6.21	5.50 / 1.49	0.71	0.25 ***
43. Mentors are available to guide my life and career goals.	6.23	5.45 / 1.64	0.78	6.09	5.16 / 1.59	0.93	0.29 ***
* 44. On the whole, the campus is well-maintained.	6.39	5.82 / 1.43	0.57	6.28	5.72 / 1.41	0.56	0.10 ***
45. Student activity fees are put to good use.	6.26	4.66 / 1.94	1.60	6.20	4.66 / 1.82	1.54	0.00
56. Cost as factor in decision to enroll.	6.41			6.31			
57. Financial assistance as factor in decision to enroll.	6.34			6.09			

Item	Louisiana System 2017 Composite			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
58. Academic reputation as factor in decision to enroll.	6.25			6.02			
59. Future career opportunities as factor in decision to enroll.	6.43			6.26			
60. Personal recommendations as factor in decision to enroll.	5.86			5.72			
61. Distance from campus as factor in decision to enroll.	5.77			5.82			
62. Information on the campus Web site as factor in decision to enroll.	5.86			5.50			
63. Campus visits as factor in decision to enroll.	5.56			5.27			

National Group Means are based on 18331 records

*Difference statistically significant at the .05 level

**Difference statistically significant at the .01 level

***Difference statistically significant at the .001 level

Sort on each column to see data from highest to lowest.

Scale / Item	Louisiana System 2017 Composite			National Four-Year Publics Form B			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
Student Centeredness	6.40	5.47 / 1.25	0.93	6.25	5.25 / 1.24	1.00	0.22 ***
Campus Life	6.16	5.01 / 1.48	1.15	6.03	4.84 / 1.42	1.19	0.17 ***
Instructional Effectiveness	6.46	5.59 / 1.13	0.87	6.37	5.41 / 1.10	0.96	0.18 ***
Recruitment and Financial Aid Effectiveness	6.28	5.31 / 1.36	0.97	6.07	5.07 / 1.30	1.00	0.24 ***
Campus Services	6.35	5.77 / 1.09	0.58	6.18	5.46 / 1.08	0.72	0.31 ***
Academic Advising Effectiveness	6.46	5.69 / 1.34	0.77	6.35	5.40 / 1.35	0.95	0.29 ***
Registration Effectiveness	6.42	5.25 / 1.30	1.17	6.34	5.05 / 1.29	1.29	0.20 ***
Safety and Security	6.39	5.03 / 1.30	1.36	6.25	5.06 / 1.23	1.19	-0.03
Campus Climate	6.39	5.61 / 1.13	0.78	6.24	5.39 / 1.11	0.85	0.22 ***

National Group Means are based on 18331 records

*Difference statistically significant at the .05 level

**Difference statistically significant at the .01 level

***Difference statistically significant at the .001 level

Item	Louisiana System 2017 Composite			National Four-Year Publics Form B			Difference
	Importance %	Satisfaction %	Gap	Importance %	Satisfaction %	Gap	
27. This institution helps me identify resources to finance my education.	82%	48%	34%	77%	43%	34%	5%
28. Security staff respond quickly to calls for assistance.	88%	64%	24%	81%	55%	26%	9%
29. Faculty use a variety of technology and media in the classroom.	67%	62%	5%	66%	60%	6%	2%
30. There is an adequate selection of food available on campus.	75%	45%	30%	73%	36%	37%	9%
31. Students are made to feel welcome here.	87%	72%	15%	82%	61%	21%	11%
32. Faculty provide timely feedback about my academic progress.	88%	54%	34%	86%	51%	35%	3%
33. Admissions counselors accurately portray the campus in their recruiting practices.	81%	62%	19%	73%	50%	23%	12%
34. There are adequate services to help me decide upon a career.	83%	58%	25%	79%	48%	31%	10%
35. I seldom get the "run-around" when seeking information on this campus.	83%	47%	36%	79%	43%	36%	4%
36. The quality of instruction I receive in most of my classes is excellent.	91%	60%	31%	90%	58%	32%	2%
37. There is a strong commitment to diversity on this campus.	75%	68%	7%	65%	56%	9%	12%
38. I receive ongoing feedback about progress toward my academic goals.	82%	52%	30%	79%	44%	35%	8%
39. Student disciplinary procedures are fair.	82%	66%	16%	76%	54%	22%	12%
40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	88%	73%	15%	86%	68%	18%	5%
41. Tuition paid is a worthwhile investment.	88%	55%	33%	88%	51%	37%	4%
42. Students are free to express their ideas on this campus.	82%	66%	16%	79%	60%	19%	6%
43. Mentors are available to guide my life and career goals.	79%	58%	21%	75%	49%	26%	9%
44. On the whole, the campus is well-maintained.	84%	69%	15%	82%	67%	15%	2%
45. Student activity fees are put to good use.	81%	39%	42%	79%	38%	41%	1%
56. Cost as factor in decision to enroll.	85%			83%			
57. Financial assistance as factor in decision to enroll.	84%			78%			
58. Academic reputation as factor in decision to enroll.	80%			74%			
59. Future career opportunities as factor in decision to enroll.	86%			81%			
60. Personal recommendations as factor in decision to enroll.	67%			66%			
61. Distance from campus as factor in decision to enroll.	68%			69%			
62. Information on the campus Web site as factor in decision to enroll.	70%			61%			
63. Campus visits as factor in decision to enroll.	62%			55%			

National Group Means are based on 18331 records

 Indicates the response option that was selected by the majority of survey participants.

Gender

Residence Classification

Age

Institution Was My

Ethnicity/Race

Did Transfer Here

Current Enrollment Status

Plan to Transfer

Current Class Load

Organization Memberships

Class Level

Tuition Source

Current GPA

Institution Question

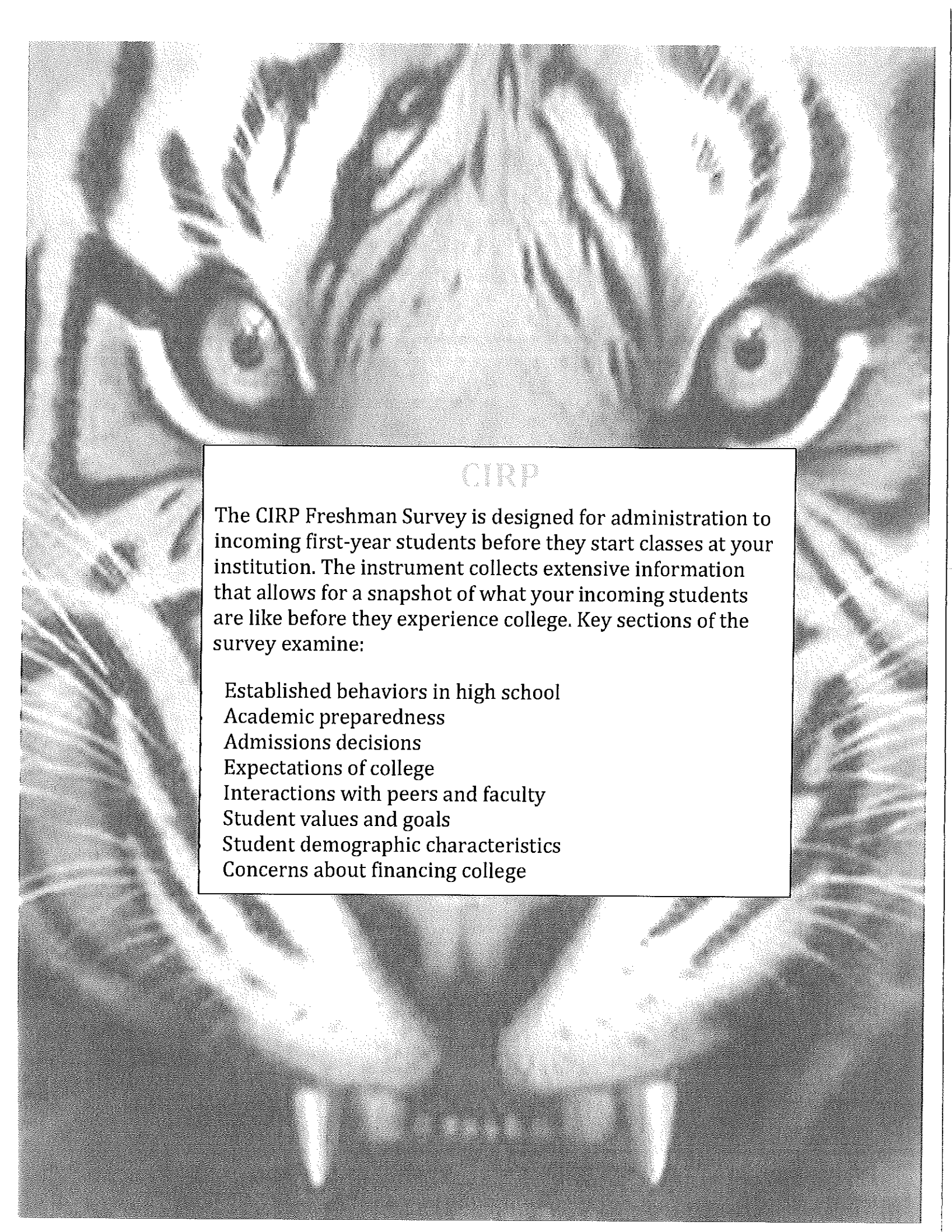
Educational Goal

Institution Question 2

Employment

Group Code

Current Residence



CIRP

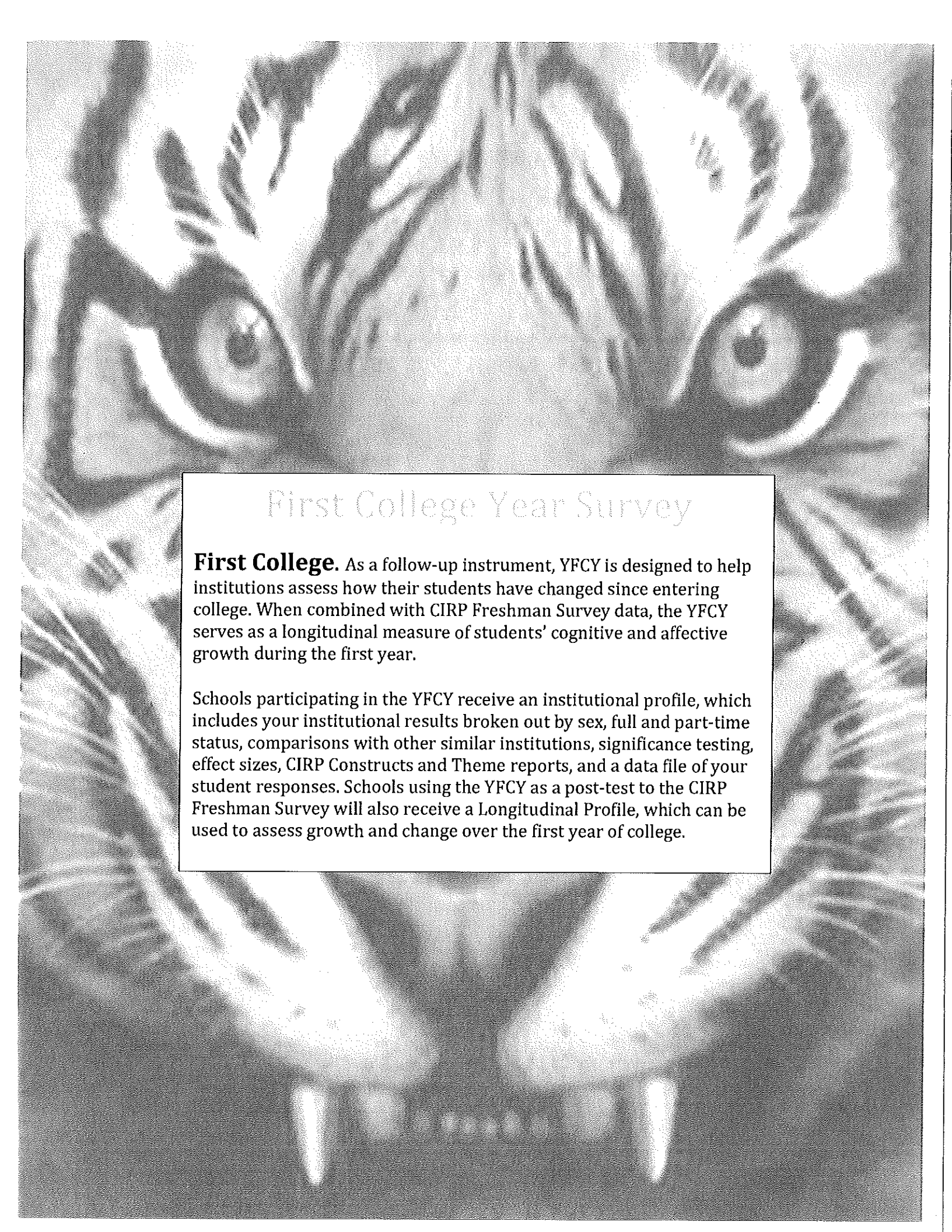
The CIRP Freshman Survey is designed for administration to incoming first-year students before they start classes at your institution. The instrument collects extensive information that allows for a snapshot of what your incoming students are like before they experience college. Key sections of the survey examine:

- Established behaviors in high school
- Academic preparedness
- Admissions decisions
- Expectations of college
- Interactions with peers and faculty
- Student values and goals
- Student demographic characteristics
- Concerns about financing college

Sort on each column to see data from highest to lowest.

This report provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied."

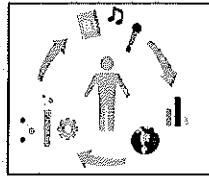
Item	Louisiana System 2017 Composite			National Four-Year Publics Form B			Difference
	Importance %	Satisfaction %	Gap	Importance %	Satisfaction %	Gap	
1. The campus staff are caring and helpful.	85%	59%	26%	83%	59%	24%	0%
2. Registration processes and procedures are convenient.	85%	49%	36%	82%	46%	36%	3%
3. The campus is safe and secure for all students.	91%	70%	21%	87%	70%	17%	0%
4. The content of the courses within my major is valuable.	91%	64%	27%	89%	60%	29%	4%
5. Administrators are available to hear students' concerns.	84%	56%	28%	79%	47%	32%	9%
6. Billing policies are reasonable.	81%	45%	36%	79%	42%	37%	3%
7. Admissions staff provide personalized attention prior to enrollment.	74%	52%	22%	71%	46%	25%	6%
8. Financial aid awards are announced in time to be helpful in college planning.	86%	52%	34%	79%	47%	32%	5%
9. Library resources and services are adequate.	80%	71%	9%	76%	64%	12%	7%
10. My academic advisor helps me set goals to work toward.	84%	63%	21%	81%	56%	25%	7%
11. Financial aid counseling is available if I need it.	80%	57%	23%	74%	49%	25%	8%
12. The amount of student parking space on campus is adequate.	80%	24%	56%	78%	29%	49%	-5%
13. Living conditions in the residence halls are comfortable.	81%	43%	38%	76%	44%	32%	-1%
14. Faculty are fair and unbiased in their treatment of individual students.	88%	60%	28%	85%	56%	29%	4%
15. Computer labs are adequate and accessible.	85%	71%	14%	80%	66%	14%	5%
16. My academic advisor is available when I need help.	87%	70%	17%	85%	61%	24%	9%
17. There are sufficient courses within my program of study available each term.	90%	56%	34%	88%	47%	41%	9%
18. Parking lots are well-lighted and secure.	81%	47%	34%	76%	50%	26%	-3%
19. Residence hall staff are concerned about me as an individual.	67%	43%	24%	64%	44%	20%	-1%
20. Tutoring services are readily available.	79%	65%	14%	71%	57%	14%	8%
21. My academic advisor is knowledgeable about requirements in my major.	92%	75%	17%	89%	68%	21%	7%
22. This campus provides online access to services I need.	87%	70%	17%	85%	65%	20%	5%
23. I am able to register for classes I need with few conflicts.	91%	55%	36%	90%	49%	41%	6%
24. I receive the help I need to apply my academic major to my career goals.	89%	65%	24%	87%	56%	31%	9%
25. I am able to take care of college-related business at times that are convenient for me.	86%	60%	26%	83%	53%	30%	7%
26. Counseling services are available if I need them.	80%	73%	7%	71%	58%	13%	15%



First College Year Survey

First College. As a follow-up instrument, YFCY is designed to help institutions assess how their students have changed since entering college. When combined with CIRP Freshman Survey data, the YFCY serves as a longitudinal measure of students' cognitive and affective growth during the first year.

Schools participating in the YFCY receive an institutional profile, which includes your institutional results broken out by sex, full and part-time status, comparisons with other similar institutions, significance testing, effect sizes, CIRP Constructs and Theme reports, and a data file of your student responses. Schools using the YFCY as a post-test to the CIRP Freshman Survey will also receive a Longitudinal Profile, which can be used to assess growth and change over the first year of college.



Grambling State University CIRP Freshman Survey 2015 Results

First-time, Full-time Freshmen

Grambling State University
N=331

Public HBCU
N=2,813

Higher Education Research Institute, University of California at Los Angeles

INCOMING FIRST YEAR STUDENTS

The CIRP Freshman Survey (TFS) collects important information on what your incoming students are like before they experience college. Key sections of the survey examine:

- College admissions decisions
- Financing college
- High school experiences and behaviors
- Knowledge, skills and abilities
- Expectations for college-major and career
- Expectations for college life

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Civic Engagement
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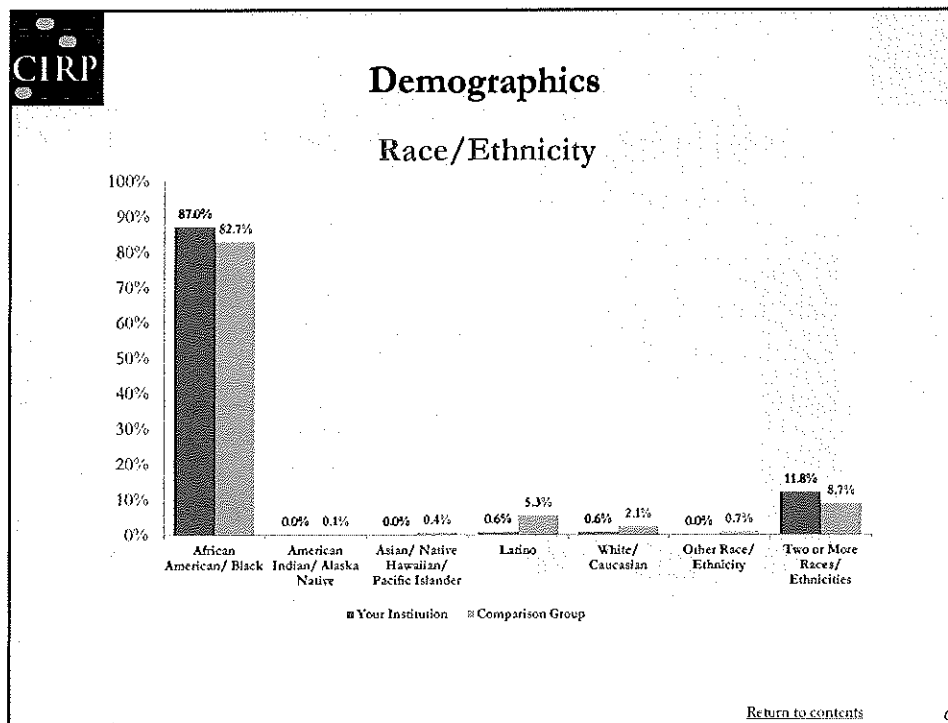
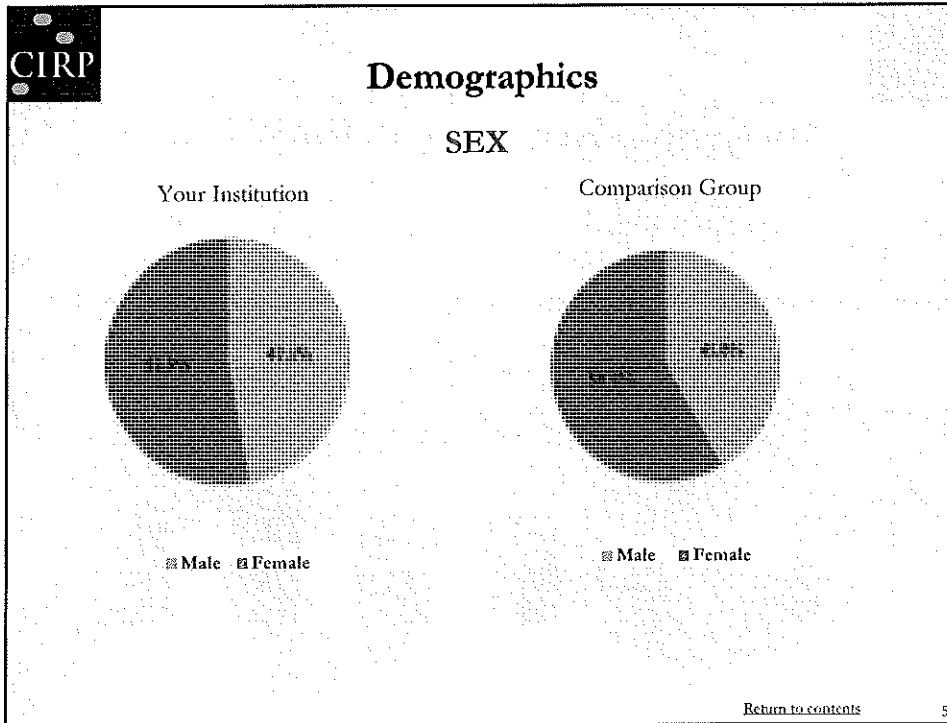
A Note about CIRP Constructs

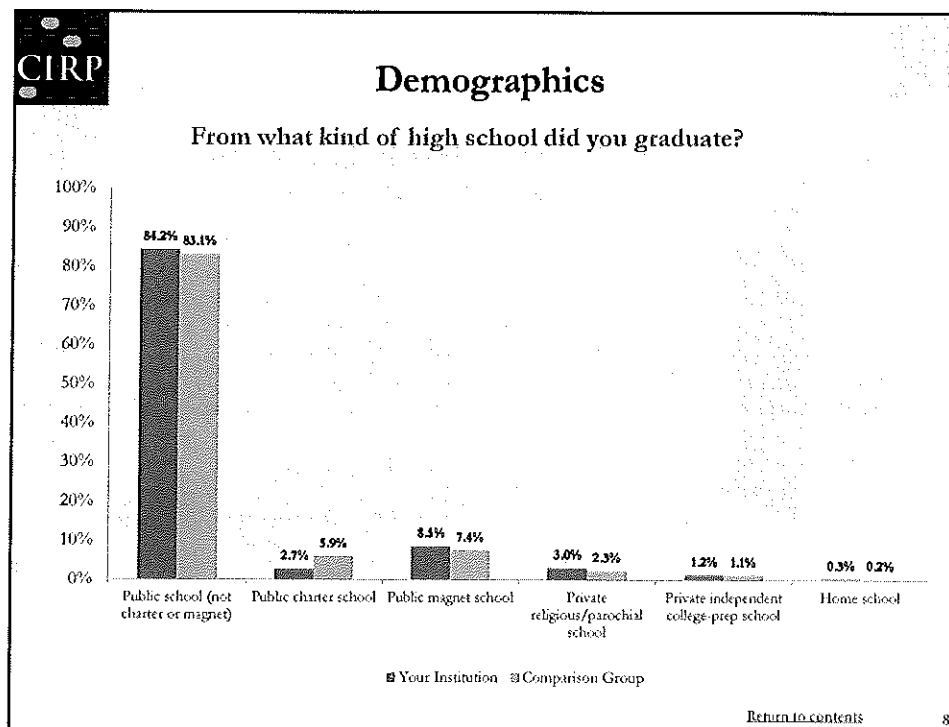
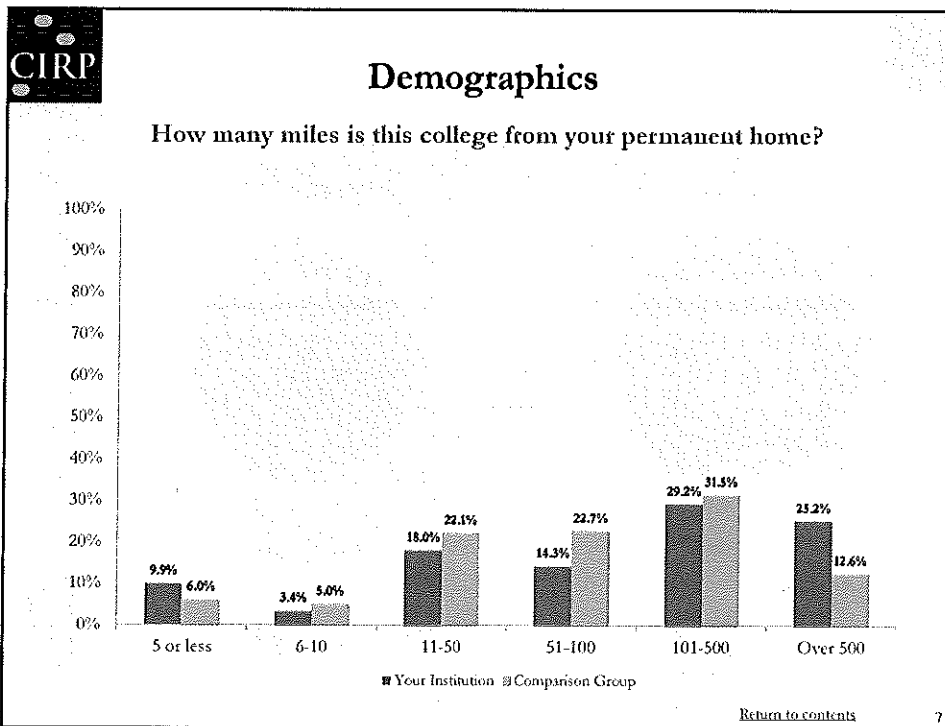
We use the CIRP Constructs throughout this PowerPoint to help summarize important information about your students from the TFS.

Constructs statistically aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students' academic and social development.

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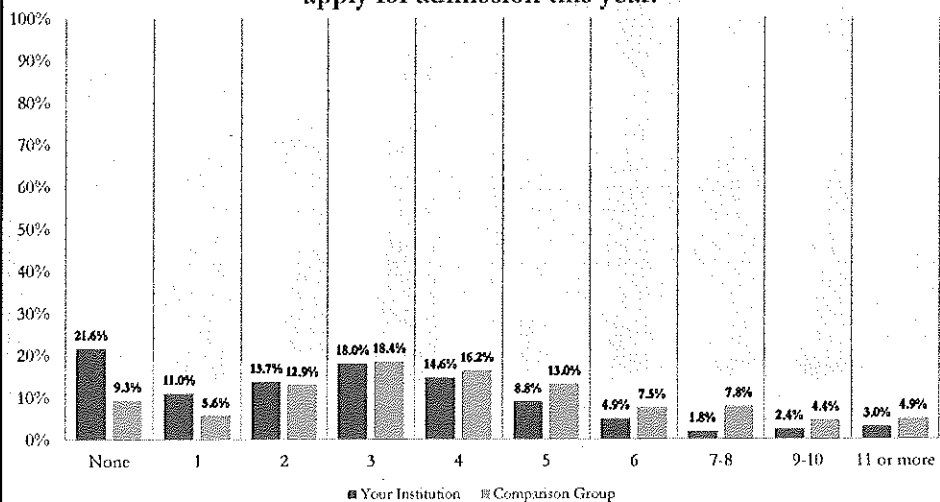
College Admissions Decisions

Many factors impact incoming students' college choice, including the benefits they see in attending college and considerations about which specific college to attend.

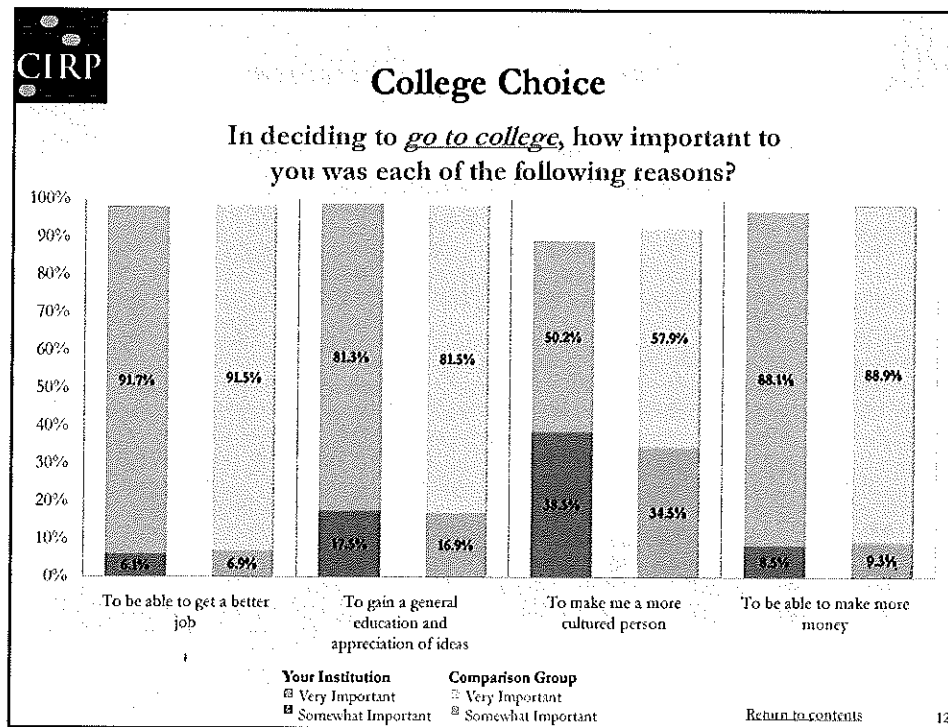
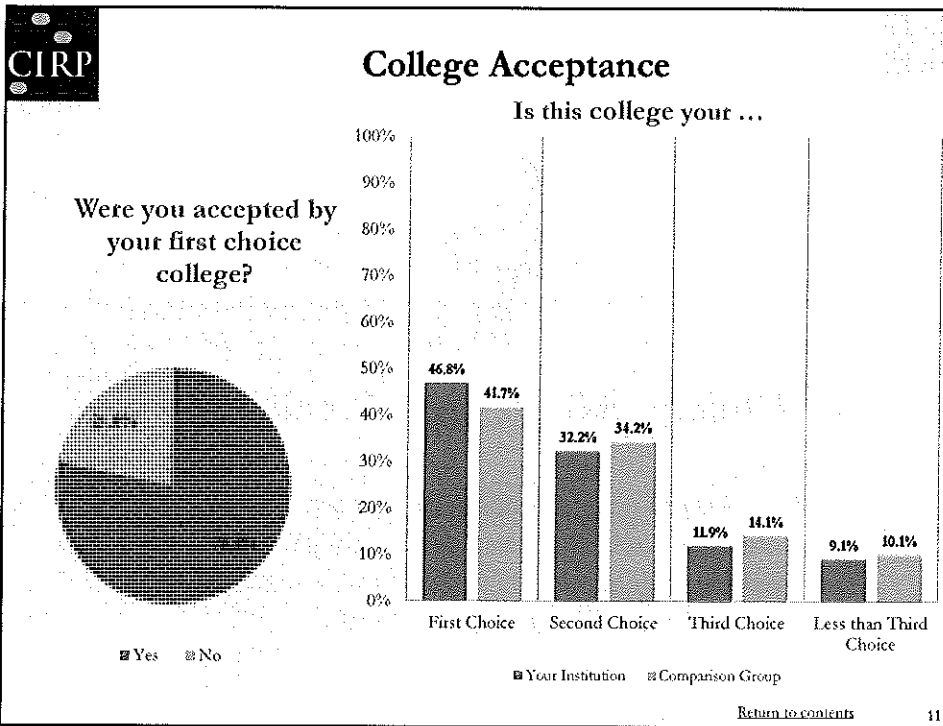
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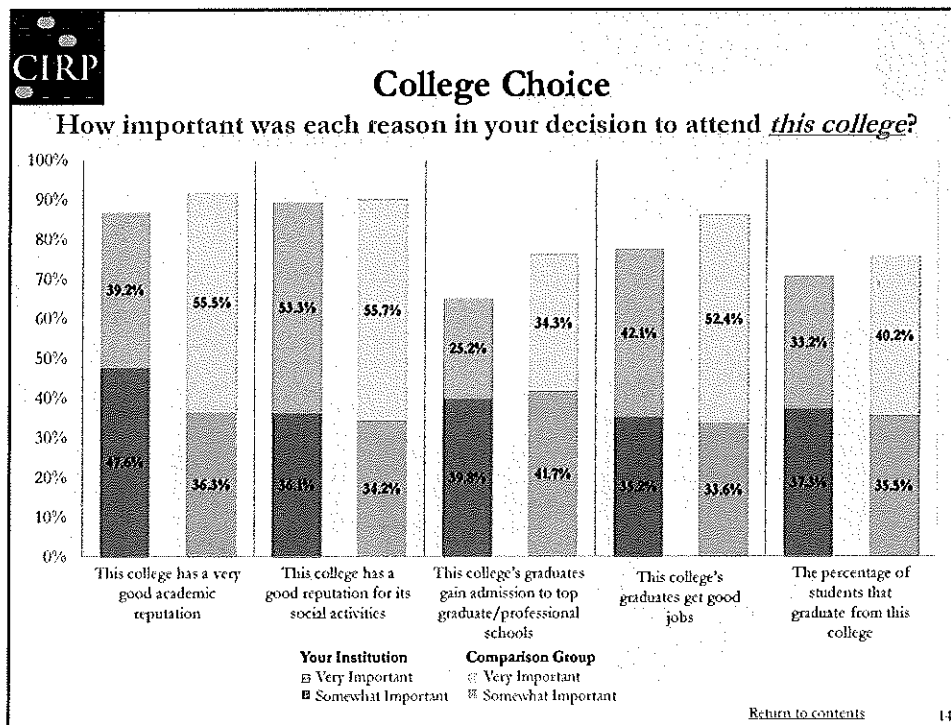
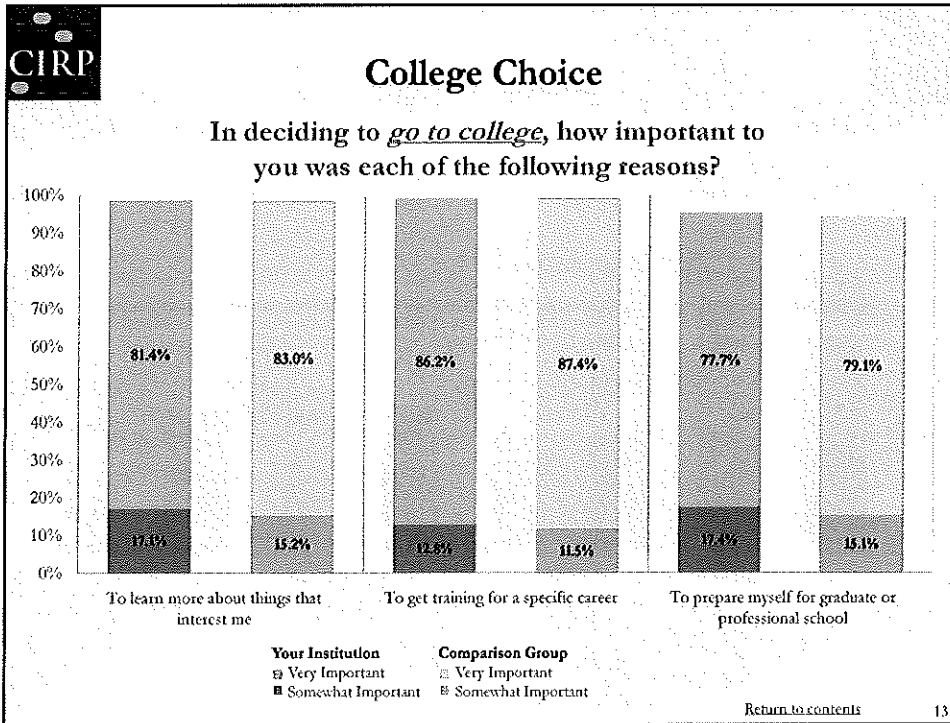
College Admissions Decisions

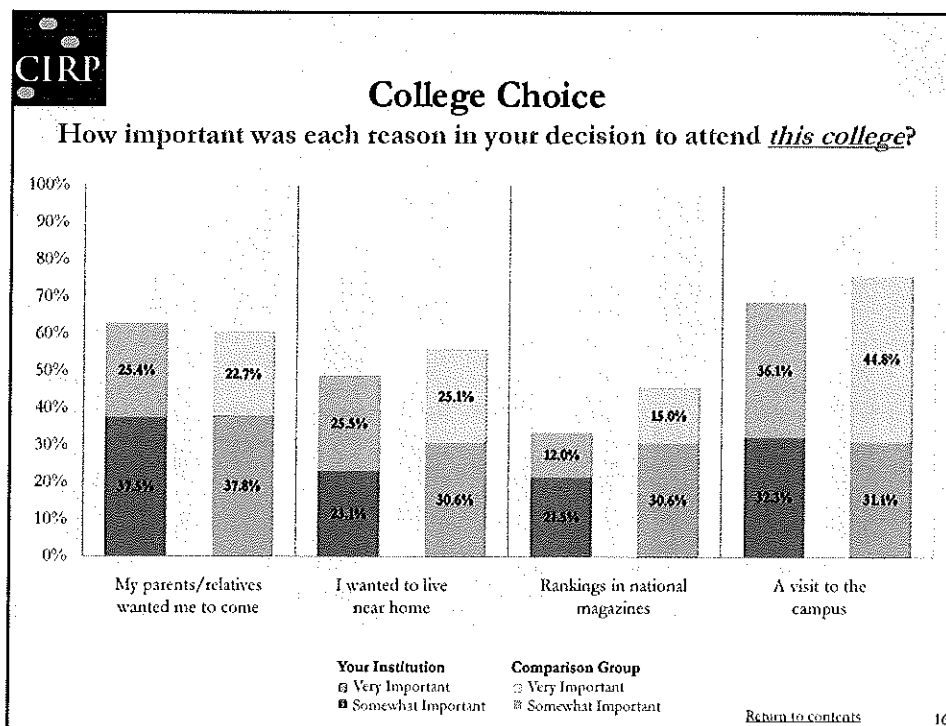
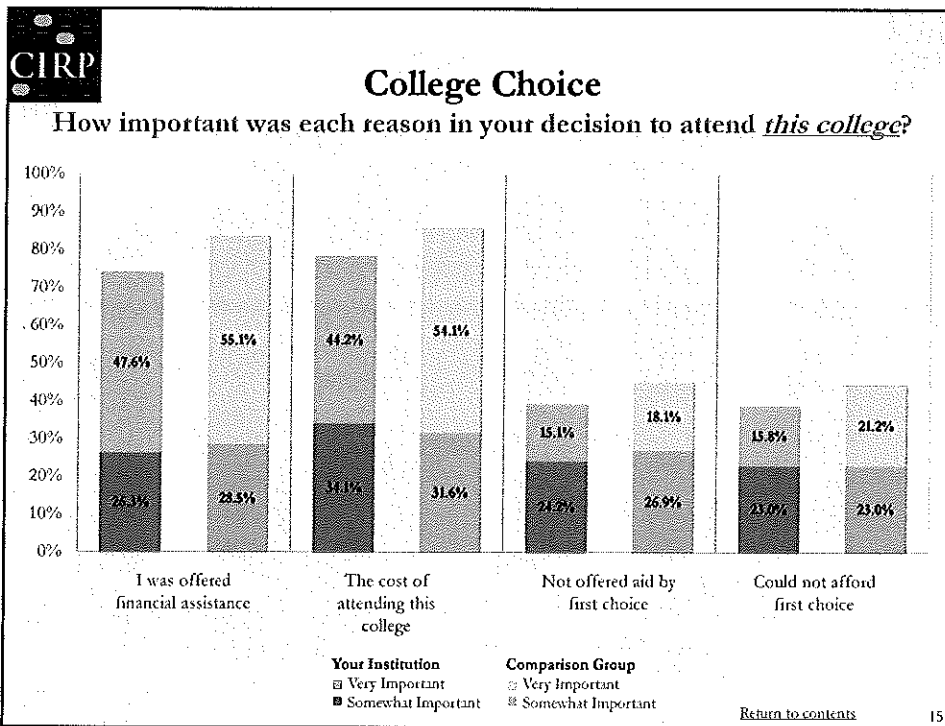
To how many colleges *other than this one* did you apply for admission this year?



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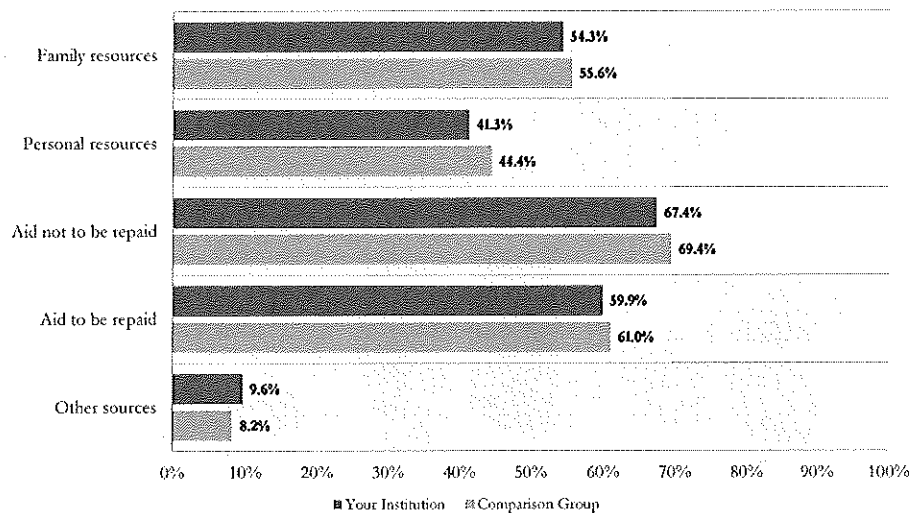
Financing College

Economic factors play an important role in students' decisions about college.

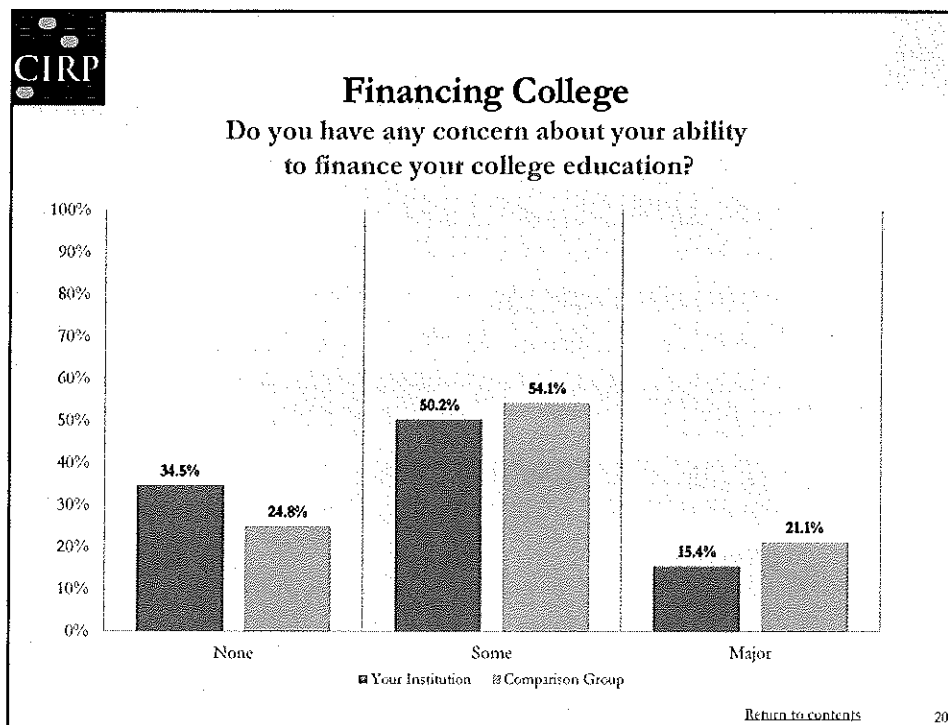
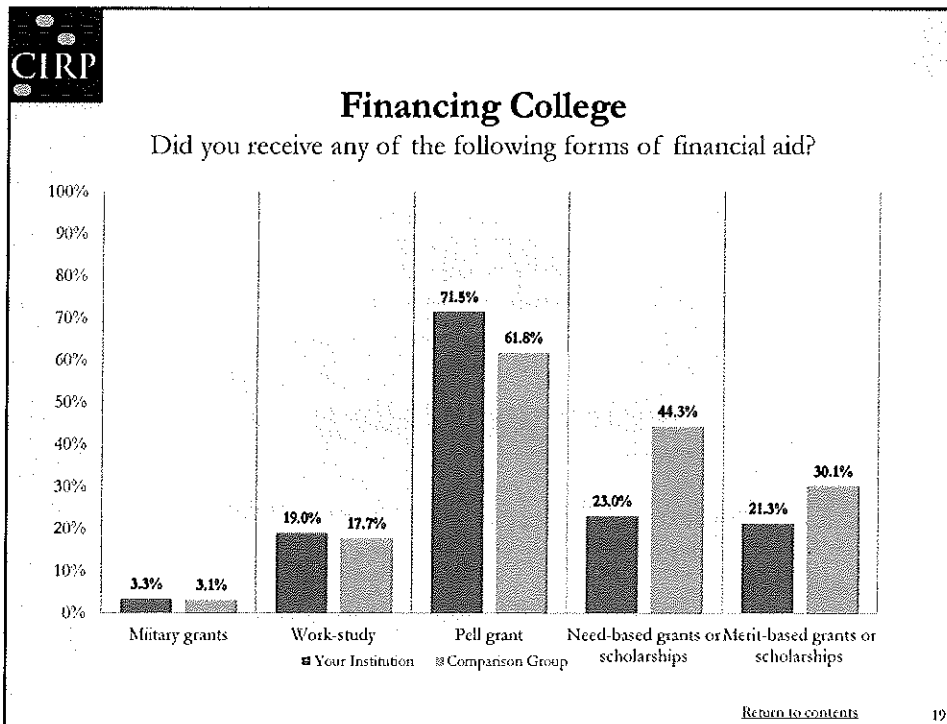
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Financing College

The percentage of students with at least some funds from these various sources.



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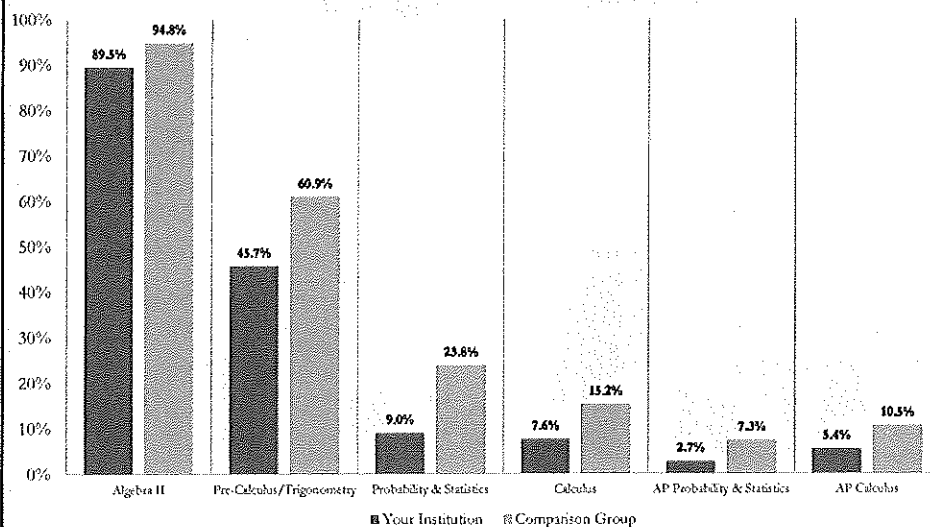
High School Experiences

Understanding students' established behaviors in high school helps foster skills, knowledge and abilities in the curriculum and co-curriculum.

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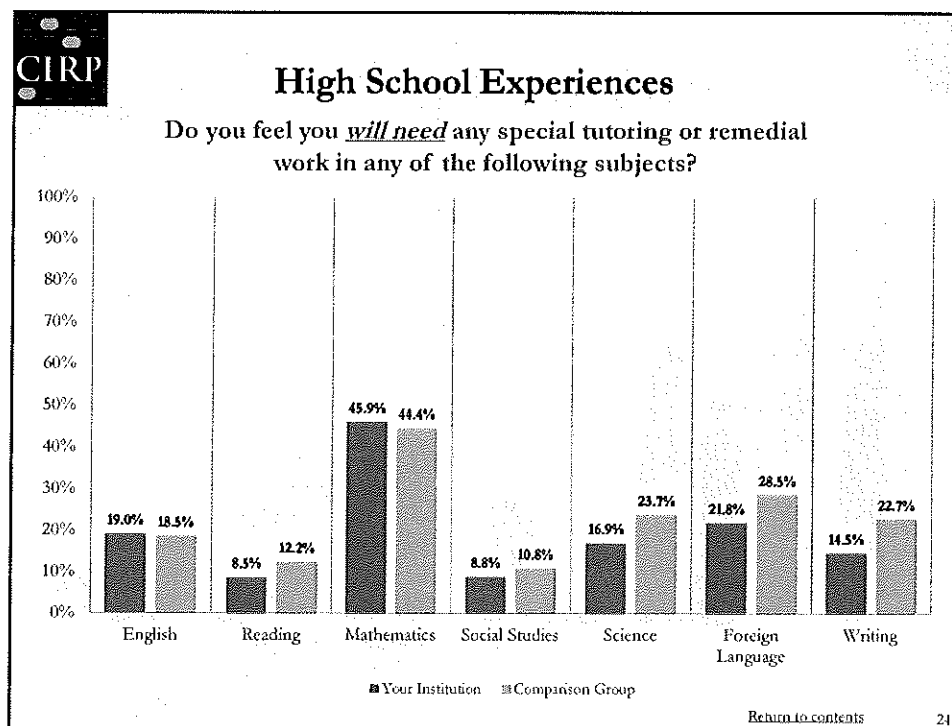
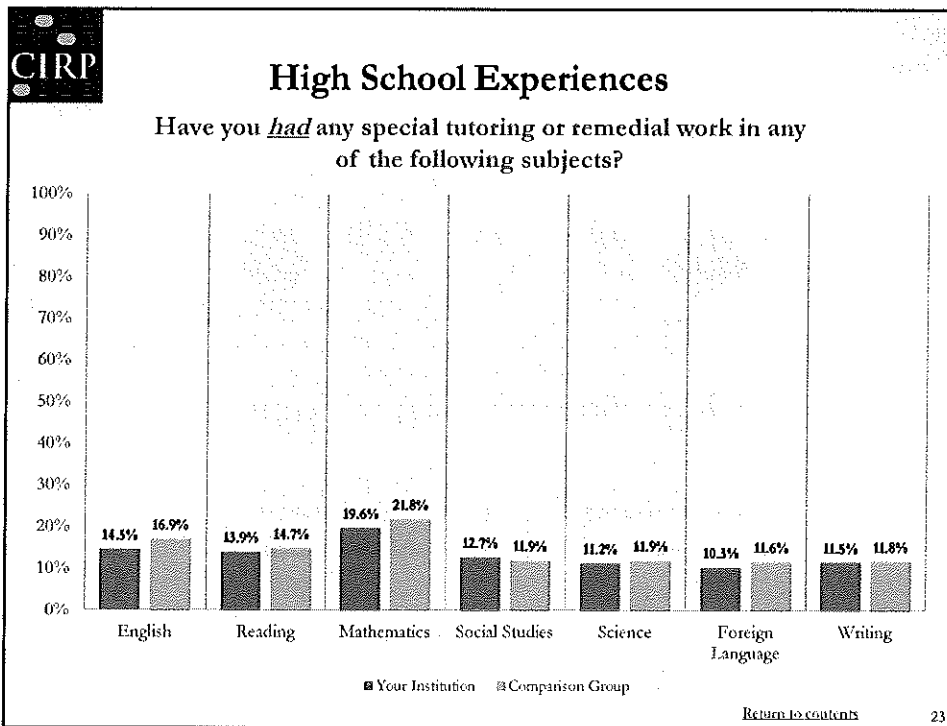
High School Experiences

Please mark which of the following courses you have completed?



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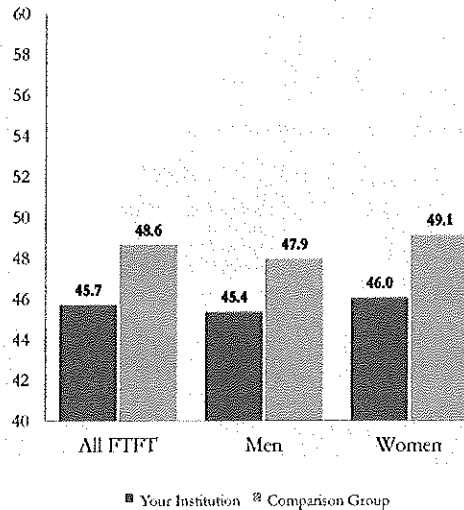
22





Habits of Mind

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.



Construct Items

- Support your opinion with logical argument
- Seek solutions to problems and explain them to others
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Ask questions in class
- Take a risk because you felt you had more to gain
- Seek feedback on academic work
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Revise your papers to improve your writing
- Look up scientific research articles and resources

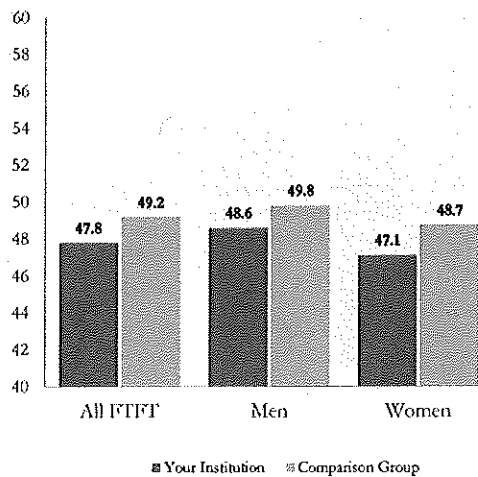
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Pluralistic Orientation

Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.



Construct Items

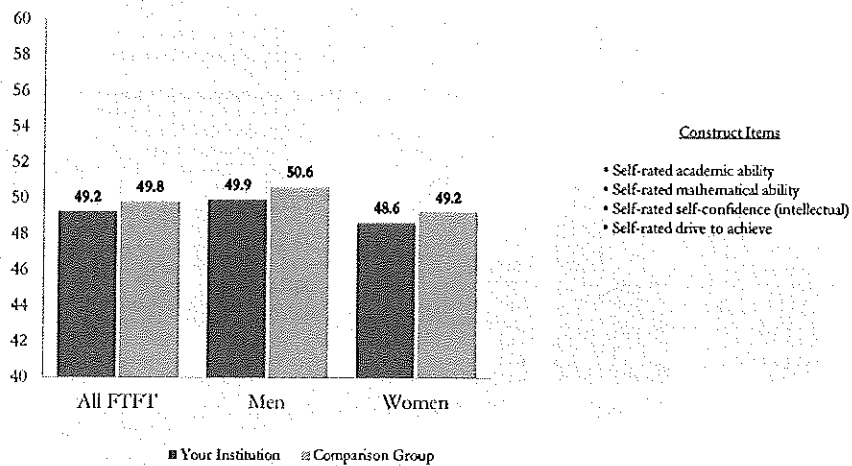
- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective

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Academic Self-Concept

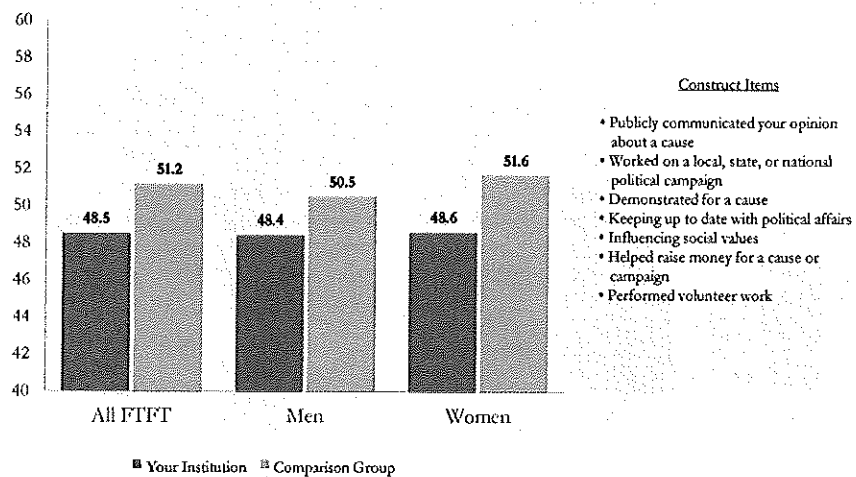
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students' beliefs about their abilities and confidence in academic environments.


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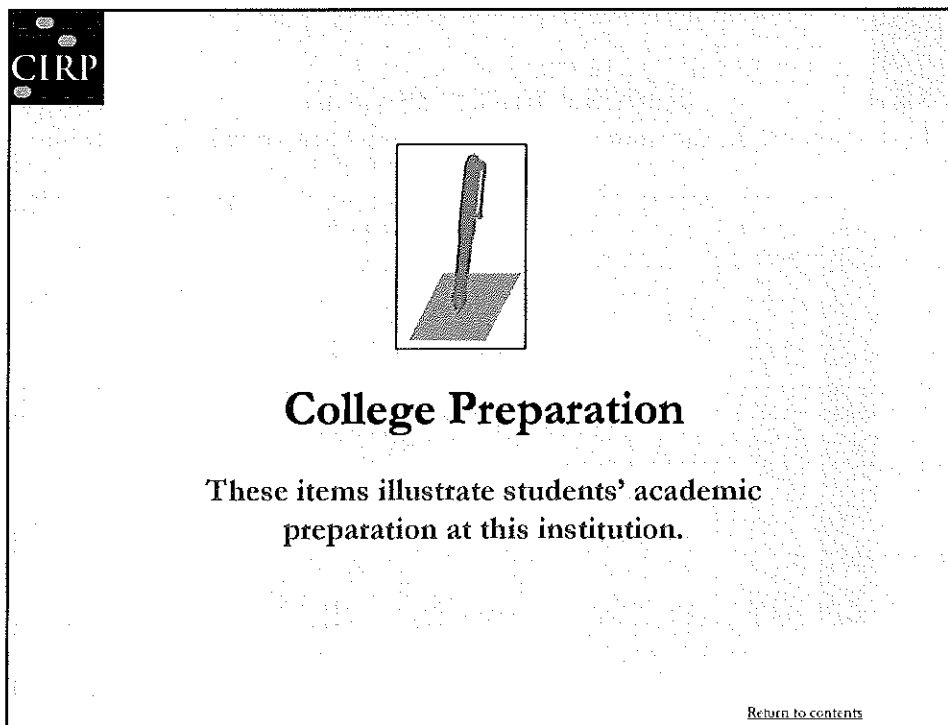
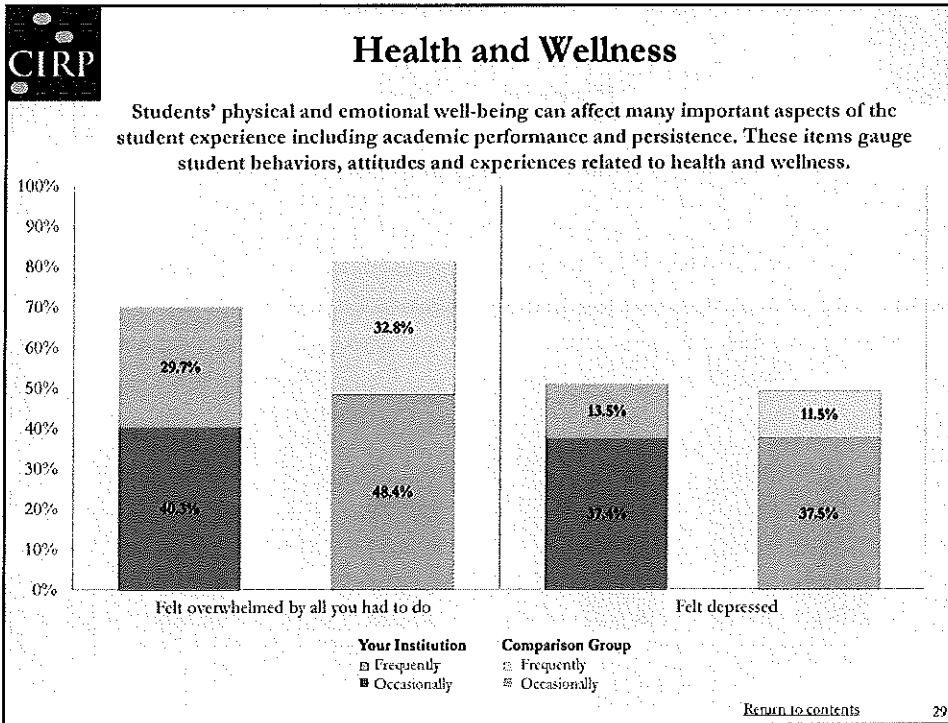
27

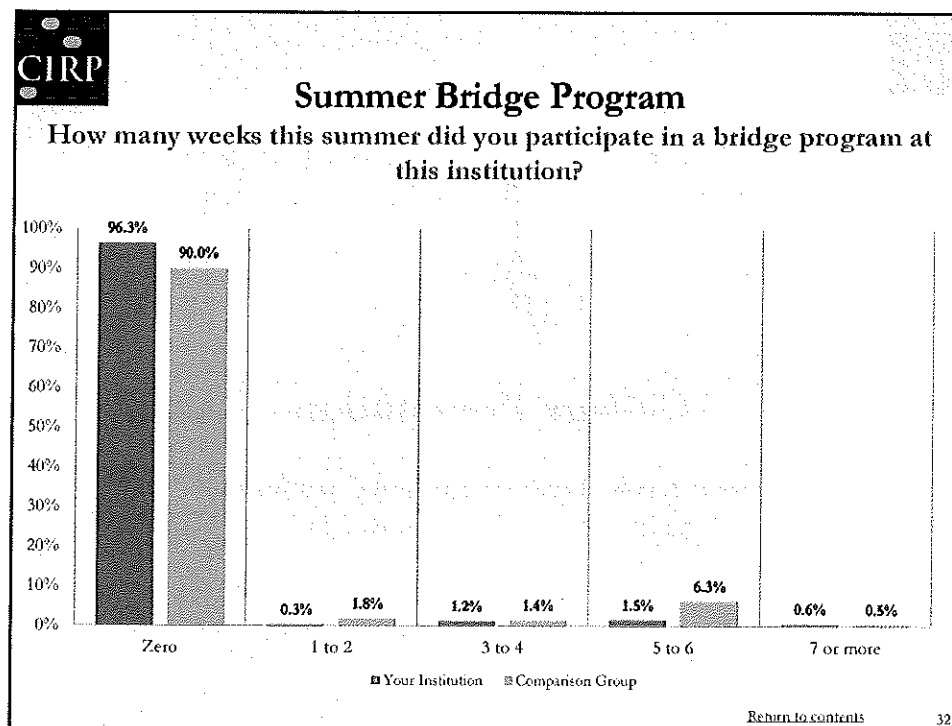
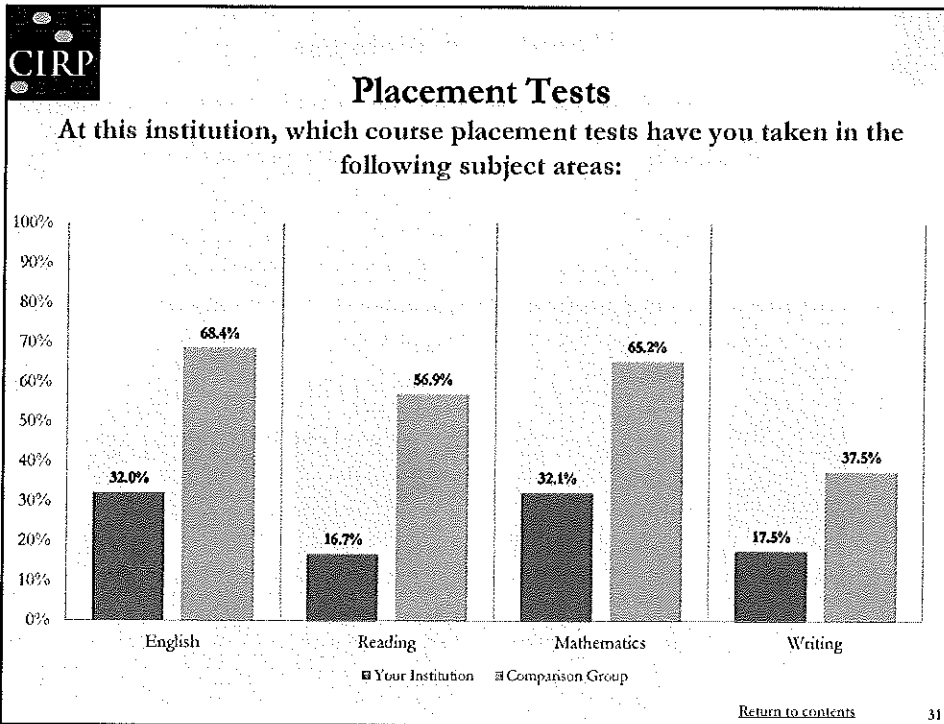
Civic Engagement

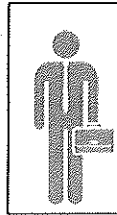
Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral and political activities.


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Expectations for College: Major and Career

Understanding students' intended majors and career aspirations helps them plot an intentional and meaningful course of study.

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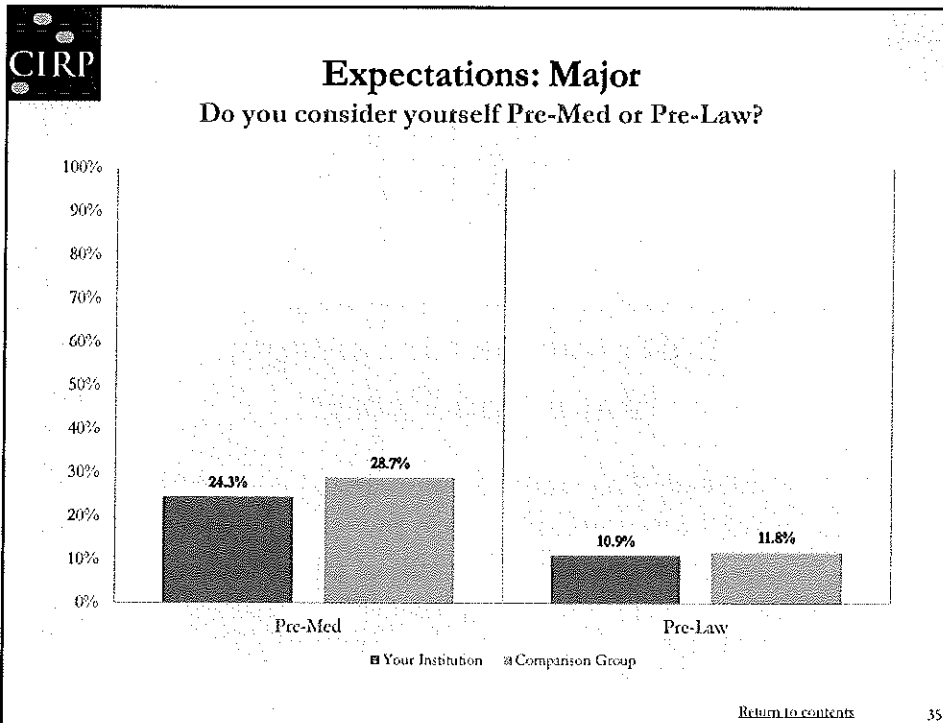
Expectations: Major

Please indicate your intended major.

	<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>		<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>
Agriculture	0.6%	0.9%	Fine Arts	2.6%	3.4%
Biological & Life Sciences	12.3%	11.0%	Mathematics or Computer Science	3.2%	3.2%
Business	17.4%	15.6%	Physical Science	1.6%	1.5%
Education	1.9%	7.0%	Social Science	15.2%	10.9%
Engineering	8.1%	5.0%	Justice and Security	11.0%	7.6%
English	0.6%	0.4%	Library Science	0.0%	0.1%
Health Professions	16.5%	21.4%	Other Non-technical	1.0%	2.0%
History or Political Science	1.3%	2.4%	Undecided	1.6%	2.6%
Arts & Humanities	5.2%	5.0%			

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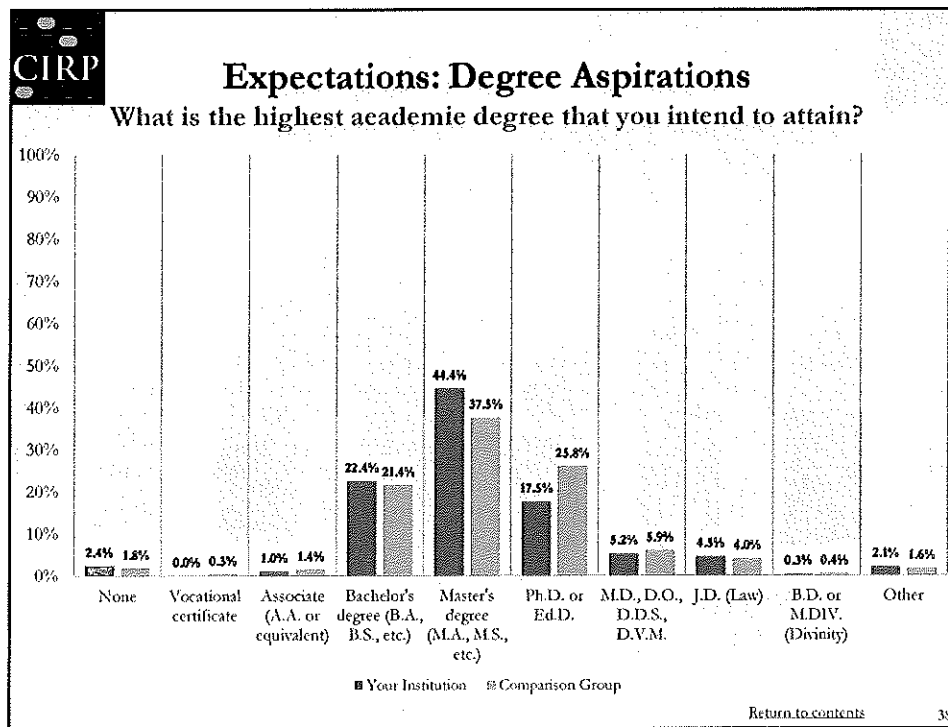
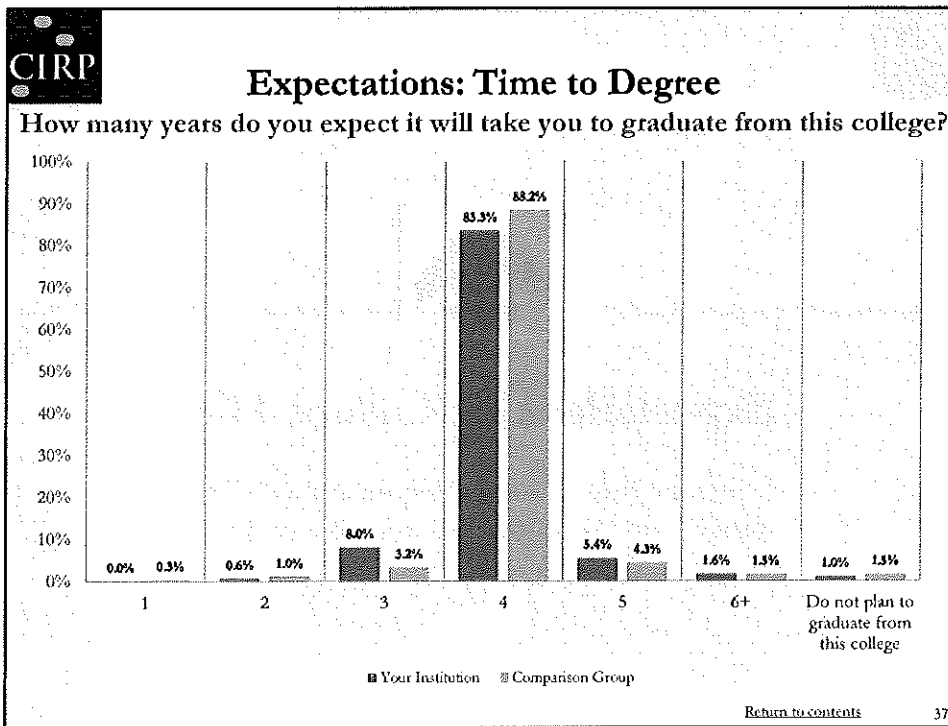
CIRP

Expectations: Career

Please indicate your intended career.

	Your Inst	Comp Group		Your Inst	Comp Group
Agriculture/Natural Resources	0.0%	0.5%	Health Professional	11.1%	12.4%
Artist	4.2%	6.1%	Homemaker/Stay-at-Home Parent	0.8%	1.4%
Business	18.3%	15.2%	Information Technology Professional	2.7%	3.1%
Business (Admin Assistant)	1.1%	0.6%	Lawyer	4.2%	4.8%
Clergy	0.4%	0.5%	Military	1.5%	1.2%
College Faculty	0.0%	0.2%	Nurse	3.1%	7.1%
Communications	4.2%	4.0%	Research Scientist	1.9%	1.2%
Doctor (MD or DDS)	8.8%	8.4%	Service Industry	1.1%	0.8%
Education (elementary/secondary)	1.5%	4.1%	Skilled worker	3.4%	0.9%
Engineer	5.3%	2.7%	Social/Non-Profit Services	2.3%	5.7%
Government	8.0%	5.1%	Other	13.4%	10.4%

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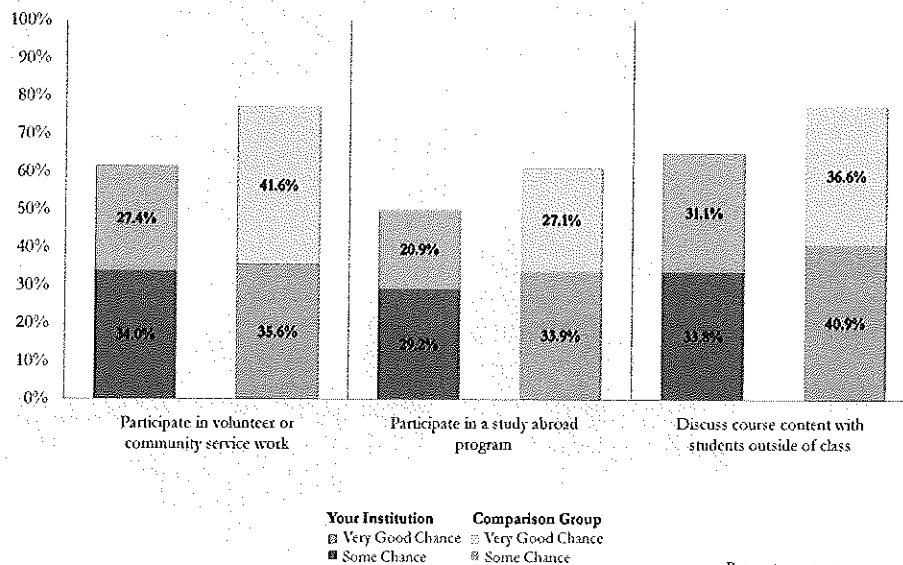
Expectations for College Life

Understanding students' expectations helps provide opportunities for students to grow intellectually, interpersonally and affectively.

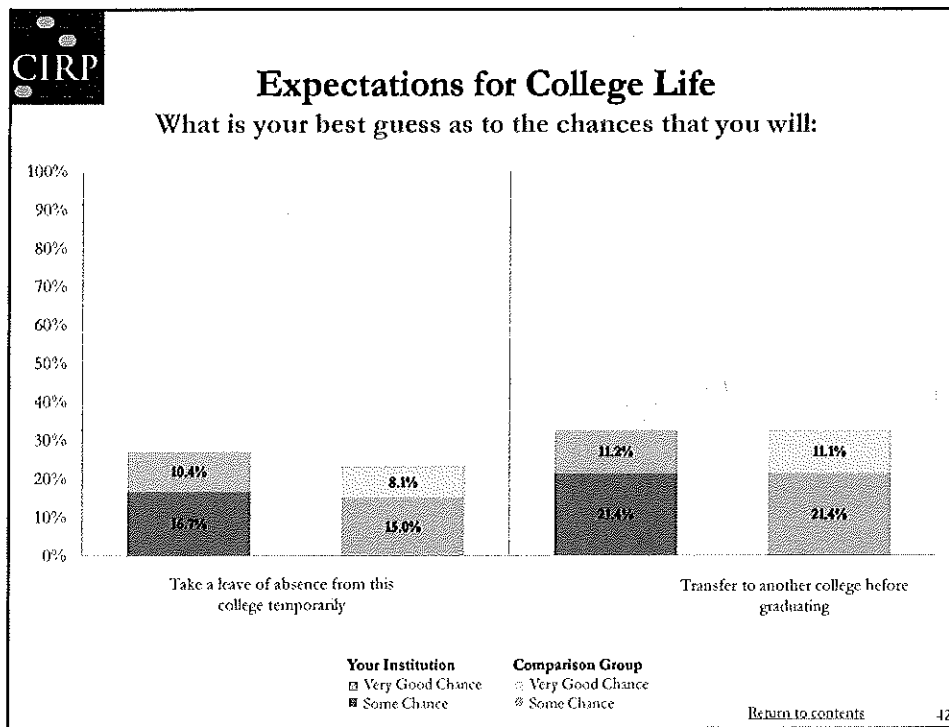
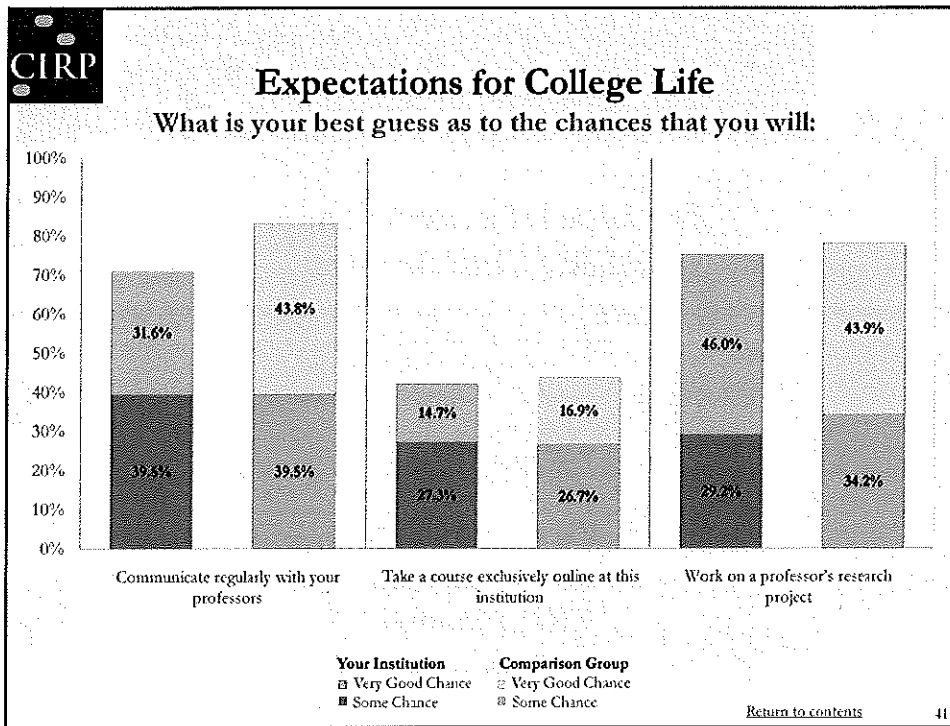
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Expectations for College Life

What is your best guess as to the chances that you will:



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The more you get to know your students,
the better you can understand their needs.

**For more information about
HERI/CIRP Surveys**

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey

Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu

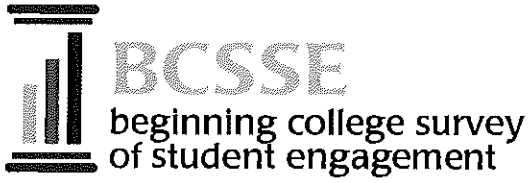
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(BCSSE)
Beginning College Survey of
Student Engagement

BCSSE (Beginning College Survey of Student Engagement)

This survey is to complement the BCSSE, this is the instructional staff version on student engagement, student interactions, instructional staff organization. Administered at the end of the spring semester.



BCSSE Institutional Report

Grambling State University

Guide to Your Report

Students enter your campus with a variety of backgrounds and experiences that relate to their academic engagement and success. The purpose of BCSSE is to provide your campus with valuable and timely information that will allow you to positively impact the first-year experiences of your students.

The *BCSSE Institutional Report 2018* contains three sections that highlight important characteristics related to your incoming first-year class. The first section of this report describes the background characteristics of your first-year students who responded to the survey. The second section contains the frequency distributions for all questions on the survey. Overall results for your institution are presented, as well as results by self-reported high school grades and first-generation status. The third section contains the overall institutional means for nine BCSSE Scales. These scales provide important information regarding high school engagement with quantitative reasoning and learning strategies, as well as expected first-year academic engagement and academic performance. Similar to the frequency distributions, the mean differences are also reported by high school grades and first-generation status. In total, this report provides your institution with the best estimates of your incoming first-year student academic characteristics.

Student Comparisons

As described above, your *BCSSE Institutional Report 2018* contains results by self-reported high school grades and first-generation status. The results are presented by student subgroup to better understand the diversity of student experiences within your campus. This allows you to effectively target important academic resources to the students who are in the most need. Though this report only examines group differences by high school grades and first-generation status, there are many other important subgroups to consider depending on the unique circumstances of your campus. Using your BCSSE and BCSSE-NSSE data, we encourage you to conduct additional analyses to improve first-year student success on your campus. Institutional examples of BCSSE and BCSSE-NSSE data use can be found here:

bcsse.indiana.edu/usingBCSSEData.cfm

BCSSE Reports

Don't forget that this institutional report is one of two reports. BCSSE was designed as a companion to the National Survey of Student Engagement (NSSE). By participating in NSSE in the spring of 2019, you will also receive a *BCSSE 2018-NSSE 2019 Combined Report* that provides a detailed cross-sectional and longitudinal analysis of your first-year students.

Where to Find More Information

To see a sample of the *BCSSE-NSSE Combined Report*, go to: bcsse.indiana.edu. More information about NSSE, including this year's registration deadline, can be found at nsse.indiana.edu.

		Respondents^a	
		<i>Count</i>	<i>%</i>
Number of Surveys Completed		468	100
<i>Mode of Completion</i>			
	Paper	0	0
	Web	468	100
Student Characteristics			
<i>Enrollment Status</i>			
	Full-time	439	99
	Less than full-time	6	1
<i>Gender</i>			
	Man	127	29
	Woman	313	70
	Another gender identity	2	0
	Prefer not to respond	3	1
<i>Race/Ethnicity</i> <i>(Select all that apply)</i>			
	American Indian or Alaska Native	0	0
	Asian	0	0
	Black or African American	407	91
	Hispanic or Latino	1	0
	Native Hawaiian or Other Pacific Islander	1	0
	White	3	1
	Other	1	0
	Multiracial	25	6
	I prefer not to respond	7	2
<i>High School Graduation Year</i>			
	2015 or earlier	39	8
	2016	11	2
	2017	50	11
	2018	363	78
<i>First Generation Status^b</i>			
	Yes	276	62
	No	169	38
<i>International or Foreign National Student</i>			
	Yes	29	7
	No	411	93

a. Student reported characteristics for all BCSSE 2018 respondents.

b. First Generation Status (neither parent or anyone who raised you holds a bachelor's degree).

BCSSE Institutional Report Frequency Distributions

Grambling State University

1.5. During the coming school year, about how often do you expect to do each of the following?

a. Ask another student to help you understand course material

Variable	Scale		Response Options		All Students		Self-Reported High School Grades				First Generation*			
	fyCLastship	EXP_CL	Never	Sometimes Often	Count	%	A- or higher	B+ or lower	Yes	No	Count	%	Count	%
					0	0	0	0	0	0	0	0	0	0
					32	27	34	40	19	54	32	34	15	60
					49	41	43	51	11	31	49	51	7	28
					39	32	8	9	5	14	14	15	3	12
Total					120	100	85	100	35	100	95	100	25	100

1. Variable Name: The variable name as it appears in the left column of the report with the same wording as they appear on the instrument.

2. Variable Scale: The variable name as it appears in the data file and codebook.

3. BCSSE Scale: Indicates which scale includes this item (if applicable)

4. Response options: Presented as they appear on the survey.

5. Institutional Level: Results for each item for the institution overall.

6. Selected Student Comparisons: Results for each item by self-reported high school grades and first-generation status.

7. Count: The actual number of students who answered within each response category.

8. Column Percentage (%): The percentage of students responding to the particular option in each question.

1. **Variables**: The items from the BCSSE survey appear in the left column of the report with the same wording as they appear on the instrument
2. **Variable Name**: The variable name as it appears in the data file and codebook.
3. **BCSSE Scale**: Indicates which scale includes this item (if applicable)
 - HS_QR=Quantitative Reasoning
 - HS_LS=Learning Strategies
 - EXP_CL=Collaborative Learning
 - EXP_SFI=Student-Faculty Interaction
 - EXP_DD=Expected Discussions with Diverse Others
 - EXP_PER=Expected Academic Perseverance
 - EXP_DIF=Expected Academic Difficulty
 - PER_PREP=Perceived Academic Preparation
 - IMP_CAMP=Importance of Campus Environment
4. **Response options**: Presented as they appear on the survey.
5. **Institutional Level**: Results for each item for the institution overall.
6. **Selected Student Comparisons**: Results for each item by self-reported high school grades and first-generation status.
7. **Count**: The actual number of students who answered within each response category.
8. **Column Percentage (%)**: The percentage of students responding to the particular option in each question.

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported													
High School grades													
A- or higher													
B+ or lower													
Yes													
No													
First Generation ^a													
Count													
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Self-Reported

	Variable	Scale	Response Options	All Students		High School grades		First Generation ^a					
				Count	%	A- or higher	B+ or lower	Yes	No				
5. If you completed the SAT and/or ACT, enter your scores below (as best you remember):													
5. If you completed the SAT and ACT Composite Score variable sat_act into categories	sat_act17r	900 or lower 901-1000 1001-1100 1101-1200 1201-1300 1301-1400 1401-1600		92	22	22	17	70	24	58	23	29	19
				125	30	34	26	91	31	82	33	38	25
				142	34	49	37	93	32	79	31	56	36
				48	11	19	14	29	10	22	9	26	17
				8	2	5	4	3	1	5	2	3	2
				6	1	3	2	3	1	4	2	2	1
				1	0	0	0	1	0	1	0	0	0
				422	100	132	100	290	100	251	100	154	100
				Total									
				6. During high school, how many of the following types of classes did you complete?									
a. Advanced Placement (AP) classes	hapcl13	0 1-2 3-4 5-6 7-8 9-10 11 or more		204	47	45	35	158	52	125	48	69	44
				123	28	41	32	82	27	76	29	44	28
				60	14	29	22	31	10	33	13	26	17
				19	4	7	5	12	4	10	4	8	5
				10	2	3	2	7	2	4	2	6	4
				4	1	1	1	3	1	3	1	1	1
				13	3	4	3	9	3	8	3	3	2
				433	100	130	100	302	100	259	100	157	100
				Total									
				b. College or university courses for credit	hdc17	0 1-2 3-4 5-6 7-8 9-10 11 or more		273	62	68	52	204	66
81	18	26	20					55	18	47	18	32	20
32	7	10	8					22	7	17	6	15	9
15	3	7	5					8	3	8	3	7	4
7	2	5	4					2	1	3	1	4	3
4	1	2	2					2	1	4	1	0	0
31	7	13	10					18	6	13	5	14	9
443	100	131	100					311	100	267	100	158	100
Total													
c. International Baccalaureate (IB)	hib17	0 1-2 3-4 5-6 7-8 9-10 11 or more						402	97	117	95	284	98
				4	1	2	2	2	1	4	2	0	0
				2	0	2	2	0	0	1	0	0	0
				1	0	0	0	1	0	1	0	0	0
				3	1	1	1	2	1	0	0	3	2
				0	0	0	0	0	0	0	0	0	0
				3	1	1	1	2	1	3	1	0	0
				415	100	123	100	291	100	255	100	144	100
				Total									

BCSSE 2018 Frequency Distributions

Grambling State University

	Variable	Scale	Response Options	Self-Reported				First Generation ^a				
				All Students		High School grades		Yes		No		
				Count	%	A- or higher	B+ or lower	Count	%	Count	%	
7. During your <i>last year</i> of high school, about how many papers, reports, or other writing tasks of the following length did you complete?												
a. Up to 5 pages	hWRsht		None	48	11	16	12	31	10	26	10	12
			1-2	116	25	33	24	83	26	79	29	33
			3-5	175	38	52	38	123	39	114	42	53
			6-10	77	17	24	18	53	17	35	13	39
			11-15	22	5	6	4	16	5	6	2	16
			16-20	6	1	4	3	2	1	5	2	1
			More than 20 papers, etc.	13	3	2	1	11	3	5	2	7
			Total	457	100	137	100	319	100	270	100	169
b. Between 6 and 10 pages	hWRmd		None	220	50	67	51	152	50	137	53	74
			1-2	106	24	27	20	79	26	69	27	35
			3-5	64	15	20	15	44	14	31	12	28
			6-10	38	9	16	12	22	7	20	8	17
			11-15	8	2	2	2	6	2	3	1	5
			16-20	1	0	0	0	1	0	0	0	1
			More than 20 papers, etc.	1	0	0	0	1	0	0	0	1
			Total	438	100	132	100	305	100	260	100	161
c. 11 pages or more	hWRlng		None	347	81	107	83	239	80	208	82	125
			1-2	50	12	13	10	37	12	30	12	19
			3-5	20	5	4	3	16	5	11	4	8
			6-10	8	2	4	3	4	1	4	2	4
			11-15	2	0	1	1	1	0	1	0	1
			16-20	1	0	0	0	1	0	0	0	1
			More than 20 papers, etc.	1	0	0	0	1	0	0	0	1
			Total	429	100	129	100	299	100	254	100	159

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported

	Variable	Scale	Response Options	All Students		High School grades				First Generation ^a							
				Count	%	A- or higher		B+ or lower		Yes		No					
						Count	%	Count	%	Count	%	Count	%				
8. During your <i>last year</i> of high school, about how many hours did you spend in a typical 7-day week doing each of the following?																	
a. Preparing for class (studying, reading, doing homework, etc.)	hacadpr13		0 hours per week	25	5	7	5	17	5	17	6	8	5				
			1-5 hours per week	251	55	70	50	181	57	151	56	88	52				
			6-10 hours per week	110	24	35	25	75	24	65	24	41	24				
			11-15 hours per week	39	8	16	12	23	7	21	8	17	10				
			16-20 hours per week	14	3	5	4	9	3	9	3	5	3				
			21-25 hours per week	4	1	1	1	3	1	3	1	1	1				
			26-30 hours per week	6	1	0	0	6	2	2	1	4	2				
			More than 30	10	2	5	4	5	2	4	1	5	3				
			Total	459	100	139	100	319	100	272	100	169	100				
b. Working for pay	hwork		0 hours per week	166	37	48	35	118	38	92	35	67	40				
			1-5 hours per week	61	14	17	12	44	14	38	14	22	13				
			6-10 hours per week	46	10	15	11	31	10	26	10	19	11				
			11-15 hours per week	22	5	3	2	18	6	14	5	5	3				
			16-20 hours per week	38	8	13	9	25	8	25	9	12	7				
			21-25 hours per week	41	9	19	14	22	7	26	10	15	9				
			26-30 hours per week	26	6	10	7	16	5	15	6	10	6				
			More than 30	49	11	12	9	37	12	28	11	19	11				
			Total	449	100	137	100	311	100	264	100	169	100				
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	hccurr		0 hours per week	57	12	22	16	35	11	37	14	19	11				
			1-5 hours per week	128	28	30	22	98	31	73	27	48	28				
			6-10 hours per week	75	16	21	15	53	17	45	17	25	15				
			11-15 hours per week	56	12	18	13	38	12	35	13	21	12				
			16-20 hours per week	48	11	12	9	36	11	25	9	23	14				
			21-25 hours per week	26	6	10	7	16	5	15	6	9	5				
			26-30 hours per week	14	3	5	4	9	3	8	3	6	4				
			More than 30	53	12	21	15	32	10	33	12	18	11				
			Total	457	100	139	100	317	100	271	100	169	100				

Self-Reported

				All Students				High School grades				First Generation ^a			
		Variable	Scale	Response Options				A- or higher		B+ or lower		Yes		No	
						Count	%	Count	%	Count	%	Count	%	Count	%
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	hsocial13			0 hours per week	21	5	7	5	14	4	10	4	9	5	
				1-5 hours per week	166	36	55	40	111	35	99	36	60	36	
				6-10 hours per week	114	25	29	21	84	26	68	25	44	26	
				11-15 hours per week	58	13	21	15	37	12	37	14	20	12	
				16-20 hours per week	33	7	11	8	22	7	16	6	15	9	
				21-25 hours per week	20	4	8	6	12	4	13	5	7	4	
				26-30 hours per week	10	2	2	1	8	3	4	1	5	3	
More than 30				35	8	6	4	29	9	26	10	8	5		
Total				457	100	139	100	317	100	273	100	168	100		
9. During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?	hTMread14			Very little	101	22	26	19	74	23	62	23	35	21	
				Some	168	37	56	40	112	35	101	37	60	36	
				About half	127	28	40	29	87	28	79	29	44	26	
				Most	43	9	14	10	29	9	18	7	24	14	
				Almost all	19	4	4	3	14	4	13	5	6	4	
Total				458	100	140	100	316	100	273	100	169	100		
10. During your last year of high school, about how often did you do the following?															
a. Came to class without completing readings or assignments	hunprepard			Never	175	38	72	51	102	32	108	39	62	37	
				Sometimes	218	47	57	41	161	51	125	45	84	50	
				Often	40	9	6	4	33	10	28	10	12	7	
				Very often	26	6	5	4	21	7	14	5	10	6	
Total				459	100	140	100	317	100	275	100	168	100		
b. Prepared two or more drafts of a paper or assignment before turning it in	hdrafting			Never	59	13	24	17	35	11	42	15	15	9	
				Sometimes	187	41	49	35	137	43	108	40	75	44	
				Often	158	35	46	33	111	35	92	34	61	36	
				Very often	53	12	20	14	33	10	31	11	18	11	
Total				457	100	139	100	316	100	273	100	169	100		
c. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	hQRconclud	HS_QR		Never	46	10	11	8	34	11	27	10	18	11	
				Sometimes	168	37	51	36	117	37	100	36	63	37	
				Often	176	38	53	38	122	38	106	39	63	37	
				Very often	69	15	25	18	44	14	42	15	25	15	
Total				459	100	140	100	317	100	275	100	169	100		

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Self-Reported

	Variable	Scale	Response Options	All Students				High School grades				First Generation ^a			
				A- or higher		B+ or lower		Yes		No					
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	hQRproblem	HS_QR	Never	84	18			30	21	53	17	60	22	20	12
			Sometimes	183	40			55	39	128	41	106	39	72	43
			Often	131	29			35	25	95	30	75	27	51	30
			Very often	58	13			20	14	38	12	32	12	25	15
			Total	456	100			140	100	314	100	273	100	168	100
e. Evaluated what others have concluded from numerical information	hQRrevaluat	HS_QR	Never	83	18			21	15	61	19	49	18	29	17
			Sometimes	202	44			64	46	138	44	126	46	70	42
			Often	124	27			38	27	85	27	71	26	50	30
			Very often	47	10			16	12	31	10	27	10	19	11
			Total	456	100			139	100	315	100	273	100	168	100
f. Identified key information from reading assignments	hLSreading	HS_LS	Never	12	3			2	1	9	3	8	3	2	1
			Sometimes	120	26			35	26	85	27	75	28	43	26
			Often	203	45			52	38	150	48	111	41	84	50
			Very often	118	26			48	35	70	22	78	29	38	23
			Total	453	100			137	100	314	100	272	100	167	100
g. Reviewed your notes after class	hLSnotes	HS_LS	Never	15	3			4	3	11	4	8	3	7	4
			Sometimes	150	33			42	30	107	34	93	34	51	30
			Often	177	39			47	34	129	41	106	39	64	38
			Very often	112	25			46	33	66	21	65	24	46	27
			Total	454	100			139	100	313	100	272	100	168	100
h. Summarized what you learned in class or from course materials	hLSsummary	HS_LS	Never	30	7			7	5	22	7	20	7	9	5
			Sometimes	135	30			39	28	96	30	77	28	51	30
			Often	181	40			51	37	129	41	108	39	68	40
			Very often	110	24			42	30	68	22	69	25	40	24
			Total	456	100			139	100	315	100	274	100	168	100
i. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	hRIdivers		Never	78	17			24	17	54	17	51	19	25	15
			Sometimes	168	37			52	37	115	36	104	38	60	36
			Often	134	29			29	21	104	33	76	28	53	32
			Very often	77	17			34	24	43	14	44	16	30	18
			Total	457	100			139	100	316	100	275	100	168	100

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	Variable	Scale	Response Options	All Students		High School grades				First Generation ^a			
				Count	%	A- or higher		B+ or lower		Yes		No	
						Count	%	Count	%	Count	%	Count	%
j. Examined the strengths and weaknesses of your own views on a topic or issue	hRlownview		Never Sometimes Often Very often	37 147 172 95	8 33 38 21	8 41 51 37	6 30 37 27	28 106 120 58	9 34 38 19	24 95 107 48	9 35 39 18	13 48 59 43	8 29 36 26
	Total			451	100	137	100	312	100	274	100	163	100
k. Tried to better understand someone else's views by imagining how an issue looks from their perspective	hRlperspect		Never Sometimes Often Very often	14 123 184 133	3 27 41 29	1 40 50 48	1 29 36 35	13 82 133 85	4 26 42 27	10 82 102 79	4 30 37 29	4 39 72 52	2 23 43 31
	Total			454	100	139	100	313	100	273	100	167	100
11. During your high school years, how involved were you in the following activities at your school or elsewhere?													
a. Performing or visual arts programs (band, chorus, theater, art, etc.)	hinvars		Not at all Very little Some Quite a bit Very much	169 61 70 48 109	37 13 15 11 24	51 20 20 13 35	37 14 14 9 25	118 41 50 34 73	37 13 16 11 23	109 32 42 29 62	40 12 15 11 23	58 26 26 16 43	34 15 15 9 25
	Total			457	100	139	100	316	100	274	100	169	100
b. Athletic teams (varsity, JV, club sport, etc.)	hinvalthl		Not at all Very little Some Quite a bit Very much	89 33 48 42 246	19 7 10 9 54	34 10 10 9 76	24 7 7 6 55	55 23 37 32 170	17 7 12 10 54	55 20 29 23 148	20 7 11 8 54	33 13 18 16 89	20 8 11 9 53
	Total			458	100	139	100	317	100	275	100	169	100
c. Student government	hstugov		Not at all Very little Some Quite a bit Very much	244 69 64 28 52	53 15 14 6 11	64 15 22 13 25	46 11 16 9 18	179 54 42 14 27	57 17 13 4 9	147 44 39 12 32	54 16 14 4 12	93 23 21 13 19	55 14 12 8 11
	Total			457	100	139	100	316	100	274	100	169	100

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Self-Reported

			All Students		High School grades				First Generation ^a			
			Count	%	A- or higher		B+ or lower		Yes		No	
Variable	Scale	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%
12. During your <i>last year</i> of high school, to what extent did your courses challenge you to do your best work?	hchallenge	1 Not at all	13	3	3	2	10	3	9	3	3	2
		2	12	3	1	1	11	3	10	4	2	1
		3	36	8	10	7	25	8	24	9	10	6
		4	83	18	22	16	61	19	39	14	44	26
		5	125	27	41	30	84	26	76	28	42	25
		6	59	13	23	17	36	11	37	14	22	13
		7 Very much	129	28	38	28	90	28	79	29	46	27
		Total	457	100	138	100	317	100	274	100	169	100
13. During the coming school year, about how many hours do you expect to spend in a typical 7-day week doing each of the following?												
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	fyacadpr13	0 hours per week	7	2	1	1	6	2	5	2	2	1
		1-5 hours per week	117	26	34	25	82	26	76	28	37	22
		6-10 hours per week	114	26	29	21	85	27	76	28	37	22
		11-15 hours per week	93	21	34	25	59	19	52	19	40	24
		16-20 hours per week	54	12	21	16	33	11	32	12	22	13
		21-25 hours per week	27	6	9	7	18	6	16	6	11	7
		26-30 hours per week	16	4	4	3	12	4	8	3	8	5
		More than 30	19	4	3	2	15	5	9	3	10	6
Total	447	100	135	100	310	100	274	100	167	100		
b. Working for pay on- or off-campus	fywork	0 hours per week	144	32	40	30	104	34	82	30	59	36
		1-5 hours per week	58	13	16	12	42	14	37	14	21	13
		6-10 hours per week	69	16	23	17	45	15	44	16	24	14
		11-15 hours per week	42	9	11	8	31	10	26	10	16	10
		16-20 hours per week	37	8	14	10	23	7	20	7	16	10
		21-25 hours per week	27	6	12	9	15	5	15	6	12	7
		26-30 hours per week	18	4	7	5	11	4	13	5	5	3
		More than 30	49	11	11	8	37	12	35	13	13	8
Total	444	100	134	100	308	100	272	100	166	100		

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Self-Reported

			All Students				High School grades				First Generation ^a			
Variable		Scale	Response Options		A- or higher		B+ or lower		Yes		No			
			Count	%	Count	%	Count	%	Count	%	Count	%		
c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	fyoccurr	0 hours per week	103	23	29	21	74	24	72	26	29	17		
		1-5 hours per week	90	20	23	17	67	22	58	21	30	18		
		6-10 hours per week	89	20	32	24	56	18	53	19	36	22		
		11-15 hours per week	65	15	19	14	46	15	39	14	25	15		
		16-20 hours per week	44	10	16	12	28	9	25	9	19	11		
		21-25 hours per week	22	5	7	5	15	5	12	4	10	6		
		26-30 hours per week	6	1	0	0	6	2	1	0	4	2		
		More than 30	28	6	9	7	18	6	14	5	14	8		
Total			447	100	135	100	310	100	274	100	167	100		
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	fysocial13	0 hours per week	18	4	7	5	11	4	11	4	7	4		
		1-5 hours per week	160	36	56	42	104	34	102	37	55	33		
		6-10 hours per week	127	29	33	25	93	30	75	27	52	31		
		11-15 hours per week	60	13	18	13	42	14	34	12	26	16		
		16-20 hours per week	34	8	12	9	22	7	23	8	11	7		
		21-25 hours per week	21	5	5	4	16	5	12	4	8	5		
		26-30 hours per week	7	2	0	0	7	2	5	2	2	1		
		More than 30	18	4	3	2	14	5	12	4	6	4		
Total			445	100	134	100	309	100	274	100	167	100		
14. During the coming school year, of the time you expect to spend preparing for class in a typical 7-day week, about how many hours will be on assigned reading?														
fy/TMread17	Very little	25	6	9	7	16	5	18	7	7	4			
	Some	114	26	29	21	83	27	74	27	39	23			
	About half	144	33	44	33	100	33	92	34	50	30			
	Most	110	25	34	25	76	25	60	22	49	29			
	Almost all	50	11	19	14	31	10	28	10	22	13			
	Total	443	100	135	100	306	100	272	100	167	100			
15. During the coming school year, about how often do you expect to do each of the following?														
a. Ask another student to help you understand course material	fy/CLaskhlp	Never	11	2	3	2	7	2	8	3	2	1		
		Sometimes	196	44	58	43	138	45	125	46	71	42		
		Often	174	39	53	39	121	39	105	38	66	39		
		Very often	66	15	22	16	43	14	36	13	30	18		
		Total	447	100	136	100	309	100	274	100	169	100		

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	Variable	Scale	Response Options	All Students		High School grades				First Generation ^a			
				Count	%	A- or higher		B+ or lower		Yes		No	
						Count	%	Count	%	Count	%	Count	%
b. Explain course material to one or more students	fyCLxplain	EXP_CL	Never	17	4	1	1	16	5	11	4	6	4
			Sometimes	165	37	44	33	120	39	109	41	55	33
			Often	188	43	63	47	125	41	104	39	81	48
			Very often	71	16	26	19	44	14	44	16	27	16
Total				441	100	134	100	305	100	268	100	169	100
c. Prepare for exams by discussing or working through course material with other students	fyCLstudy	EXP_CL	Never	10	2	0	0	10	3	6	2	3	2
			Sometimes	112	25	27	20	84	27	79	29	33	20
			Often	207	47	63	47	144	47	113	41	92	55
			Very often	115	26	45	33	69	22	76	28	38	23
Total				444	100	135	100	307	100	274	100	166	100
d. Work with other students on course projects or assignments	fyCLproject	EXP_CL	Never	16	4	2	1	14	5	12	4	4	2
			Sometimes	126	28	32	24	93	30	83	31	42	25
			Often	189	43	65	48	124	41	111	41	76	45
			Very often	112	25	37	27	74	24	65	24	46	27
Total				443	100	136	100	305	100	271	100	168	100
e. Talk about career plans with a faculty member	fySFCareer	EXP_SFI	Never	23	5	3	2	19	6	14	5	8	5
			Sometimes	151	34	48	36	103	33	105	39	46	27
			Often	177	40	54	40	123	40	96	35	79	47
			Very often	93	21	29	22	63	20	57	21	36	21
Total				444	100	134	100	308	100	272	100	169	100
f. Work with a faculty member on activities other than coursework (committees, student groups, etc.)	fySFOtherwrk	EXP_SFI	Never	50	11	8	6	42	14	30	11	19	11
			Sometimes	162	36	53	39	108	35	113	41	47	28
			Often	155	35	48	36	106	34	87	32	67	40
			Very often	78	18	26	19	52	17	43	16	35	21
Total				445	100	135	100	308	100	273	100	168	100
g. Discuss your academic performance with a faculty member	fySFPform	EXP_SFI	Never	25	6	5	4	19	6	15	5	8	5
			Sometimes	162	36	37	27	125	41	114	42	48	28
			Often	164	37	58	43	105	34	87	32	75	44
			Very often	95	21	36	26	59	19	57	21	38	22
Total				446	100	136	100	308	100	273	100	169	100

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Self-Reported

	Variable	Scale	Response Options	All Students		High School grades				First Generation ^a			
				Count	%	A- or higher		B+ or lower		Yes		No	
						Count	%	Count	%	Count	%	Count	%
h. Discuss course topics, ideas, or concepts with a faculty member outside of class	fySFdiscuss	EXP_SFI	Never	44	10	11	8	32	10	25	9	17	10
			Sometimes	174	39	58	43	116	38	113	41	60	36
			Often	159	36	41	30	117	38	94	34	64	38
			Very often	68	15	25	19	43	14	41	15	27	16
			Total	445	100	135	100	308	100	273	100	168	100
i. Prepare two or more drafts of a paper or assignment before turning it in	fydrafting		Never	33	7	7	5	26	8	27	10	5	3
			Sometimes	156	35	47	35	109	36	103	38	53	32
			Often	165	37	50	37	113	37	96	35	67	40
			Very often	89	20	31	23	58	19	47	17	42	25
			Total	443	100	135	100	306	100	273	100	167	100
j. Come to class without completing readings or assignments	fyunprepard		Never	279	63	97	72	181	59	170	62	106	63
			Sometimes	96	22	23	17	73	24	67	24	29	17
			Often	42	9	5	4	36	12	22	8	20	12
			Very often	29	7	10	7	19	6	15	5	14	8
			Total	446	100	135	100	309	100	274	100	169	100
6. During the coming school year, about how often do you expect to have discussions with people from the following groups?													
a. People of a race or ethnicity other than your own	fyDVrace	EXP_DD	Never	29	7	3	2	26	8	18	7	11	7
			Sometimes	145	33	48	36	96	31	95	35	50	30
			Often	155	35	44	33	110	36	87	32	66	39
			Very often	115	26	40	30	75	24	72	26	42	25
			Total	444	100	135	100	307	100	272	100	169	100
b. People from an economic background other than your own	fyDVeconomic	EXP_DD	Never	27	6	4	3	23	8	19	7	8	5
			Sometimes	119	27	40	30	78	25	78	29	41	25
			Often	182	41	49	37	132	43	102	38	78	47
			Very often	114	26	41	31	73	24	73	27	40	24
			Total	442	100	134	100	306	100	272	100	167	100
c. People with religious beliefs other than your own	fyDVreligion	EXP_DD	Never	42	9	10	7	32	10	27	10	15	9
			Sometimes	150	34	47	35	102	33	103	38	47	28
			Often	167	38	53	39	113	37	91	33	74	44
			Very often	86	19	25	19	61	20	52	19	33	20
			Total	445	100	135	100	308	100	273	100	169	100

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	Variable	Scale	Response Options	All Students		High School grades				First Generation ^a			
				Count	%	A- or higher		B+ or lower		Yes		No	
						Count	%	Count	%	Count	%	Count	%
d. People with political views other than your own	fyDVpolitical	EXP_DD	Never Sometimes Often Very often	38 146 178 83 445	9 33 40 19 100	10 46 53 26 135	7 34 39 19 100	28 99 124 57 308	9 32 40 19 100	25 94 103 51 273	9 34 38 19 100	13 51 73 32 169	8 30 43 19 100
Total													
17. During the coming school year, how certain are you that you will do the following?													
a. Study when there are other interesting things to do	cotherint	EXP_PER	1 Not at all certain 2 3 4 5 6 Very certain	9 31 76 146 71 111 444	2 7 17 33 16 25 100	4 5 19 48 22 36 134	3 4 14 36 16 27 100	5 26 56 98 49 74 308	2 8 18 32 16 24 100	6 14 53 90 38 72 273	2 5 19 33 14 26 100	3 17 23 55 32 39 169	2 10 14 33 19 23 100
Total													
b. Find additional information for course assignments when you don't understand the material	cfinfo	EXP_PER	1 Not at all certain 2 3 4 5 6 Very certain	4 18 71 104 85 162 444	1 4 16 23 19 36 100	1 0 22 31 21 60 135	1 0 16 23 16 44 100	3 18 47 73 64 102 307	1 6 15 24 21 33 100	2 13 51 58 49 101 274	1 5 19 21 18 37 100	2 5 20 45 35 61 168	1 3 12 27 21 36 100
Total													
c. Participate regularly in course discussions, even when you don't feel like it	ccourdis	EXP_PER	1 Not at all certain 2 3 4 5 6 Very certain	4 27 97 105 98 114 445	1 6 22 24 22 26 100	0 4 24 35 30 42 135	0 3 18 26 22 31 100	3 23 72 70 68 72 308	1 7 23 23 22 23 100	3 17 70 54 54 76 274	1 6 26 20 20 28 100	1 10 27 50 43 38 169	1 6 16 30 25 22 100
Total													
d. Ask instructors for help when you struggle with course assignments	caskinst	EXP_PER	1 Not at all certain 2 3 4 5 6 Very certain	1 20 50 72 91 208 442	0 5 11 16 21 47 100	0 2 15 20 20 77 134	0 1 11 15 15 57 100	0 18 34 52 71 131 306	0 6 11 17 23 43 100	1 12 34 43 52 131 273	0 4 12 16 19 48 100	0 8 16 29 38 76 167	0 5 10 17 23 46 100
Total													

Self-Reported

Variable	Response Options	All Students		High School grades				First Generation ^a			
		Count	%	A- or higher		B- or lower		Yes		No	
				Count	%	Count	%	Count	%	Count	%
e. Finish something you have started when you encounter challenges	EXP_PER	2	0	0	0	2	1	1	0	1	1
	1 Not at all certain	17	4	2	1	15	5	13	5	4	2
	2	57	13	11	8	45	15	43	16	14	8
	3	90	20	25	19	65	21	51	19	39	23
	4	99	22	32	24	67	22	52	19	47	28
	5	177	40	65	48	111	36	113	41	62	37
	6 Very certain	442	100	135	100	305	100	273	100	167	100
Total		4	1	0	0	4	1	4	1	0	0
f. Stay positive, even when you do poorly on a test or assignment	EXP_PER	22	5	4	3	18	6	14	5	8	5
	1 Not at all certain	51	11	8	6	42	14	32	12	19	11
	2	98	22	30	22	68	22	61	22	37	22
	3	89	20	39	29	50	16	49	18	40	24
	4	181	41	54	40	126	41	114	42	65	38
	5	445	100	135	100	308	100	274	100	169	100
	6 Very certain	4	1	0	0	4	1	4	1	0	0
Total		45	10	18	13	26	8	30	11	14	8
18. During the coming school year, how difficult do you expect the following to be?	EXP_DIF	66	15	17	13	49	16	41	15	25	15
	1 Not at all difficult	134	30	36	27	97	32	81	30	53	31
	2	120	27	41	30	79	26	69	25	50	30
	3	52	12	16	12	36	12	33	12	19	11
	4	26	6	7	5	19	6	18	7	8	5
	5	443	100	135	100	306	100	272	100	169	100
	6 Very difficult	59	13	20	15	38	12	43	16	15	9
Total		58	13	18	13	40	13	34	13	24	14
b. Managing your time	EXP_DIF	108	24	33	25	74	24	65	24	43	25
	1 Not at all difficult	114	26	35	26	79	26	65	24	49	29
	2	58	13	15	11	43	14	30	11	27	16
	3	45	10	13	10	32	10	34	13	11	7
	4	442	100	134	100	306	100	271	100	169	100
	5	59	13	20	15	38	12	43	16	15	9
	6 Very difficult	58	13	18	13	40	13	34	13	24	14
Total		108	24	33	25	74	24	65	24	43	25
a. Learning course material	EXP_DIF	114	26	35	26	79	26	65	24	49	29
	1 Not at all difficult	58	13	15	11	43	14	30	11	27	16
	2	45	10	13	10	32	10	34	13	11	7
	3	442	100	134	100	306	100	271	100	169	100
	4	59	13	20	15	38	12	43	16	15	9
	5	58	13	18	13	40	13	34	13	24	14
	6 Very difficult	108	24	33	25	74	24	65	24	43	25
Total		114	26	35	26	79	26	65	24	49	29
c. Stay positive, even when you do poorly on a test or assignment	EXP_DIF	58	13	15	11	43	14	30	11	27	16
	1 Not at all difficult	45	10	13	10	32	10	34	13	11	7
	2	442	100	134	100	306	100	271	100	169	100
	3	59	13	20	15	38	12	43	16	15	9
	4	58	13	18	13	40	13	34	13	24	14
	5	108	24	33	25	74	24	65	24	43	25
	6 Very difficult	114	26	35	26	79	26	65	24	49	29
Total		114	26	35	26	79	26	65	24	49	29

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported																
High School grades																
First Generation ^a																
		A- or higher				B+ or lower				Yes		No				
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
c. Paying college expenses	cpaycoll	1 Not at all difficult											34	12	23	14
		2											29	11	17	10
		3											52	19	27	16
		4											53	19	43	26
		5											41	15	21	13
		6 Very difficult											65	24	37	22
		Total											274	100	168	100
d. Getting help with school work	cgethelp	1 Not at all difficult											63	23	31	18
		2											55	20	40	24
		3											68	25	45	27
		4											57	21	35	21
		5											19	7	12	7
		6 Very difficult											11	4	6	4
		Total											273	100	169	100
e. Making new friends	cmakefr	1 Not at all difficult											66	24	47	28
		2											42	15	23	14
		3											51	19	34	20
		4											48	18	24	14
		5											30	11	24	14
		6 Very difficult											36	13	17	10
		Total											273	100	169	100
f. Interacting with faculty	cintfac	1 Not at all difficult											70	26	41	24
		2											39	14	31	18
		3											71	26	43	25
		4											48	18	33	20
		5											25	9	14	8
		6 Very difficult											18	7	7	4
		Total											271	100	169	100

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported												
High School grades												
A- or higher												
B+ or lower												
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BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported

			All Students				High School grades				First Generation ^a			
Variable		Scale	Response Options		A- or higher		B+ or lower		Yes		No			
			Count	%	Count	%	Count	%	Count	%	Count	%		
20. How prepared are you to do the following in your academic work at this institution?														
a. Write clearly and effectively		fySGwrite	PER_PREP	1 Not at all prepared	4	1	1	3	1	4	1	0	0	
				2	9	2	6	2	6	2	3	2	2	
				3	80	18	12	63	20	47	17	32	19	
				4	110	25	25	76	25	73	27	37	22	
				5	93	21	21	65	21	55	20	38	22	
				6 Very prepared	149	33	39	95	31	89	32	59	35	
		Total			445	100	100	308	100	274	100	169	100	
b. Speak clearly and effectively		fySGspeak	PER_PREP	1 Not at all prepared	5	1	1	3	1	3	1	2	1	
				2	8	2	6	2	2	3	1	5	3	
				3	68	15	11	53	17	47	17	21	13	
				4	103	23	23	71	23	66	24	36	21	
				5	91	21	20	64	21	50	18	41	24	
				6 Very prepared	168	38	43	109	36	104	38	63	38	
		Total			443	100	100	306	100	273	100	168	100	
c. Think critically and analytically		fySGthink	PER_PREP	1 Not at all prepared	5	1	1	3	1	4	1	1	1	
				2	9	2	7	2	2	6	2	3	2	
				3	64	14	12	48	16	43	16	20	12	
				4	118	27	26	82	27	72	26	46	27	
				5	100	23	21	72	24	59	22	41	24	
				6 Very prepared	147	33	39	94	31	88	32	58	34	
		Total			443	100	100	306	100	272	100	169	100	
d. Analyze numerical and statistical information		fySGanalyze	PER_PREP	1 Not at all prepared	9	2	1	8	3	8	3	1	1	
				2	19	4	3	15	5	11	4	8	5	
				3	88	20	16	66	22	53	19	34	20	
				4	136	31	36	86	28	83	30	53	32	
				5	77	17	16	56	18	45	16	32	19	
				6 Very prepared	114	26	28	75	25	73	27	40	24	
		Total			443	100	100	306	100	273	100	168	100	

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported

	Variable	Scale	Response Options	All Students		High School grades				First Generation ^a			
				Count	%	A- or higher		B+ or lower		Yes		No	
						Count	%	Count	%	Count	%	Count	%
e. Work effectively with others	fySGothers	PER_PREP	1 Not at all prepared	4	1	1	1	3	1	4	1	0	0
			2	15	3	2	1	13	4	12	4	3	2
			3	49	11	9	7	40	13	32	12	17	10
			4	108	24	34	25	73	24	65	24	42	25
			5	89	20	27	20	62	20	51	19	38	23
			6 Very prepared	179	40	62	46	116	38	110	40	68	40
	Total			444	100	135	100	307	100	274	100	168	100
f. Use computing and information technology	cgncomp13	PER_PREP	1 Not at all prepared	5	1	0	0	5	2	4	1	1	1
			2	16	4	4	3	12	4	11	4	5	3
			3	68	15	12	9	56	18	49	18	19	11
			4	110	25	37	27	72	23	68	25	41	24
			5	94	21	32	24	62	20	53	19	41	24
			6 Very prepared	151	34	50	37	100	33	89	32	61	36
	Total			444	100	135	100	307	100	274	100	168	100
g. Learn effectively on your own	cgning	PER_PREP	1 Not at all prepared	2	0	1	1	1	0	2	1	0	0
			2	16	4	1	1	15	5	14	5	2	1
			3	61	14	13	10	48	16	39	14	22	13
			4	86	19	25	19	60	19	59	21	26	15
			5	107	24	34	25	73	24	58	21	49	29
			6 Very prepared	173	39	60	45	112	36	103	37	69	41
	Total			445	100	134	100	309	100	275	100	168	100
21. How important is it to you that your institution provide each of the following?													
a. A challenging academic experience	fyacadexp	IMP_CAMP	1 Not important	2	0	0	0	1	0	2	1	0	0
			2	17	4	3	2	14	5	8	3	9	5
			3	76	17	17	13	59	19	50	18	26	15
			4	140	32	41	31	98	32	83	30	57	34
			5	106	24	37	28	69	22	67	25	39	23
			6 Very important	101	23	35	26	66	21	63	23	37	22
	Total			442	100	133	100	307	100	273	100	168	100

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported

Variable	Scale	Response Options	All Students		High School grades				First Generation ^a			
			Count	%	A- or higher		B+ or lower		Yes		No	
					Count	%	Count	%	Count	%	Count	%
b. Support to help students succeed academically	fySEacad	IMP_CAMP 1 Not important	2	0	0	0	1	0	2	1	0	0
		2	12	3	0	0	12	4	7	3	5	3
		3	38	9	7	5	31	10	25	9	13	8
		4	91	21	24	18	66	22	56	21	35	21
		5	87	20	24	18	63	21	49	18	38	23
		6 Very important	211	48	78	59	133	43	134	49	76	46
	Total		441	100	133	100	306	100	273	100	167	100
c. Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	fySEdiv	IMP_CAMP 1 Not important	6	1	1	1	5	2	6	2	0	0
		2	11	2	2	2	9	3	8	3	3	2
		3	59	13	10	8	48	16	37	14	22	13
		4	101	23	28	21	72	23	65	24	36	21
		5	85	19	33	25	52	17	48	18	37	22
		6 Very important	181	41	59	44	122	40	109	40	71	42
	Total		443	100	133	100	308	100	273	100	169	100
d. Help managing your non-academic responsibilities (work, family, etc.)	fySEnacad	IMP_CAMP 1 Not important	7	2	0	0	6	2	6	2	1	1
		2	16	4	1	1	15	5	8	3	8	5
		3	80	18	18	14	62	20	51	19	29	17
		4	103	23	32	24	70	23	59	22	44	26
		5	90	20	34	26	56	18	48	18	42	25
		6 Very important	148	33	48	36	100	32	102	37	45	27
	Total		444	100	133	100	309	100	274	100	169	100
e. Opportunities to be involved socially	fySEsoc	IMP_CAMP 1 Not important	5	1	1	1	4	1	5	2	0	0
		2	15	3	1	1	14	5	10	4	5	3
		3	58	13	16	12	41	13	39	14	19	11
		4	101	23	24	18	76	25	61	23	39	23
		5	102	23	34	26	68	22	51	19	51	30
		6 Very important	160	36	56	42	104	34	105	39	55	33
	Total		441	100	132	100	307	100	271	100	169	100

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported															
High School grades															
First Generation ^a															
				A- or higher		B+ or lower		Yes		No					
				Count	%	Count	%	Count	%	Count	%				
f. Opportunities to attend campus activities and events	fySEact	IMP_CAMP	1 Not important 2 3 4 5 6 Very important	4	1	3	1	4	1	0	0				
				14	3	14	5	11	4	3	2				
				53	12	38	12	35	13	18	11				
				110	25	84	27	60	22	49	29				
				82	19	53	17	49	18	33	20				
				180	41	116	38	114	42	66	39				
				Total	443	100	308	100	273	100	169	100			
				g. Learning support services (tutoring services, writing center, etc.)	fySEserv	IMP_CAMP	1 Not important 2 3 4 5 6 Very important	1	0	1	0	0	0	1	1
								15	3	14	5	9	3	6	4
								55	12	40	13	38	14	16	10
101	23	74	24					65	24	36	21				
92	21	61	20					46	17	46	27				
179	40	118	38					116	42	63	38				
Total	443	100	308					100	274	100	168	100			
22. Which of the following sources are you using to pay your education expenses (tuition, fees, books, room & board, etc.)?															
a. Support from parents or relatives															
fyparents															
Using															
Not using															
Not sure															
Total															
b. Loans															
fyloans															
Using															
Not using															
Not sure															
Total															
c. Grants or scholarships															
fygrants															
Using															
Not using															
Not sure															
Total															
d. Employment on or off campus															
fyjob															
Using															
Not using															
Not sure															
Total															

BCSSE 2018 Frequency Distributions

Grambling State University

		Self-Reported				First Generation ^a			
		High School grades							
		A- or higher		B+ or lower		Yes		No	
		Count	%	Count	%	Count	%	Count	%
e. Personal savings or other sources		62	47	153	50	126	46	89	53
	fypersonal	57	43	113	37	111	41	60	36
	Using	14	11	41	13	35	13	19	11
	Not using	133	100	307	100	272	100	168	100
	Not sure								
Total		442	100						
23. What do you expect most of your grades will be during the coming year? (Select only one.)									
	fygrades17	0	0	0	0	0	0	0	0
	C- or lower	1	0	1	0	1	0	0	0
	C	2	0	2	1	2	1	0	0
	C+	10	2	8	3	8	3	2	1
	B-	48	11	42	14	26	9	22	13
	B	82	18	69	22	56	20	26	15
	B+	41	9	24	8	30	11	11	7
	A-	134	30	79	25	82	30	52	31
	A	128	29	85	27	71	26	56	33
	A+	0	0	0	0	0	0	0	0
	Grades not used	446	100	310	100	276	100	169	100
Total		446	100						
24. Do you expect to graduate from this institution?									
	fyintgrad	6	1	4	1	5	2	1	1
	No	411	93	286	92	254	92	156	93
	Yes	27	6	20	6	16	6	11	7
	Uncertain	444	100	310	100	275	100	168	100
Total		444	100						
25. Do you know what your major will be?									
	fymajor	24	5	16	5	15	5	9	5
	No	421	95	293	95	260	95	160	95
	Yes, specify:	445	100	309	100	275	100	169	100
Total		445	100						

BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported												
High School grades												
A- or higher												
B+ or lower												
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BCSSE 2018 Frequency Distributions

Grambling State University

Self-Reported

Variable	Scale	Response Options	All Students		High School grades				First Generation ^a			
			Count	%	A- or higher		B+ or lower		Yes		No	
					Count	%	Count	%	Count	%	Count	%
30. Are you an international student or foreign national?	fyinternat	No Yes	411 29 440	93 7 100	125 7 132	95 5 100	284 22 306	93 7 100	251 21 272	92 8 100	159 8 167	95 5 100
Total												
31. What is your racial or ethnic identification?	FYrace	American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander White Multiracial Other I prefer not to respond	0 0 407 1 1 3 25 1 7	0 0 91 0 0 1 6 0 2	0 0 126 1 0 1 4 0 1	0 0 95 1 0 1 3 0 1	0 0 280 0 1 21 1 1 6	0 0 90 0 0 7 0 2	0 0 256 1 0 2 10 1 5	0 0 93 0 0 1 4 0 2	0 0 150 0 1 15 0 2	0 0 89 0 0 9 0 1
32. Regarding your parents (or those who raised you), what is the highest level of education completed by either of them?	fypardegr18	Did not finish high school High school diploma or G.E.D. Attended college but did not complete degree Associate's degree (A.A., A.S., etc.) Bachelor's degree (B.A., B.S., etc.) Master's degree (M.A., M.S., etc.) Doctoral or professional degree (Ph.D., J.D., M.D., etc.) Total	20 129 78 49 90 68 11 445	4 29 18 11 20 15 2 100	42 21 19 25 19 4 134	31 16 14 19 14 3 100	87 56 29 65 49 7 309	28 18 9 21 16 2 100	129 78 49 0 0 0 276	47 28 18 0 0 0 100	0 0 68 90 68 11 169	0 0 40 53 40 7 100

^a First generation is defined as no parent or guardian having graduated with a 4-year college degree.

BCSSE Institutional Report

Mean Scale Scores and Selected Student Comparisons

Grambling State University

BCSSE 2018 Mean Scale Scores and Selected Student Comparisons Grambling State University

BCSSE Scales ^a	Variable	All Students				Self-Reported High School grades			First-Generation ^d Comparisons			
		Mean	SD	N		Means	Tests of mean differences		Means	Tests of mean differences		
						A- or higher B+ or lower	Sig. ^b	Effect size ^c	FG	Non-FG	Sig. ^b	Effect size ^c
Perceived Academic Preparation <i>Student perception of their academic preparation</i>	PER_PREP	43.90	12.30	445		45.89	43.00	*	43.26	44.92		-.14
Importance of Campus Environment <i>Student-rated importance that the institution provides a challenging and supportive environment</i>	IMP_CAMP	44.76	11.81	444		47.65	43.65	***	44.58	45.03		-.04

^a Scale scores are expressed in 0 (minimum) to 60 (maximum) point scales. See the following page for complete scale descriptions and component items.

^b T-test results (2-tailed): * p<.05, ** p<.01, *** p<.001. The smaller the significance level, the less likely that the difference is due to chance.

^c Effect size is the mean difference divided by pooled standard deviation. It indicates the practical significance of the mean difference (effect size .2 is often considered small, .5 is moderate, and .8 is large).

^d First generation is defined as no parent or guardian having graduated with a 4-year college degree.

BCSSE 2018 Mean Scale Scores and Selected Student Comparisons

BCSSE Scales

BCSSE Scales scores were calculated by converting the responses for each item to a 0-60 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

Scale name	Description	Scale items
<i>Quantitative Reasoning (HS_QR)</i>	High school engagement with analysis and numerical information	hQRconclud, hQRproblm, hQRrevaluat
<i>Learning Strategies (HS_LS)</i>	Use of effective learning strategies in high school.	hLSreading, hLSnotes, hLSsummary
<i>Collaborative Learning (EXP_CL)</i>	Expectation to interact and collaborate with peers	fyCLaskhelp, fyCLxplain, fyCLstudy, fyCLproject
<i>Student-Faculty Interaction (EXP_SFI)</i>	Expectation to interact and engage with faculty	fySFcareer, fySFotherwrk, fySFperform, fySFdiscuss
<i>Discussions with Diverse Others (EXP_DD)</i>	Expectation to engage in discussions with diverse others	fyDVrace, fyDVeconomic, fyDVreligion, fyDVpolitical
<i>Academic Perseverance (EXP_PER)</i>	Student certainty that they will persist in the face of academic adversity	cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos
<i>Academic Difficulty (EXP_DIF)</i>	Expected academic difficulty during the first year of college	clearmma, cmanitime, cgethelp, cinfrac
<i>Perceived Academic Preparation (PER_PREP)</i>	Student perception of their academic preparation	fySGwrite, fySGspeak, fySGthink, fySGanalyze, fySGothers, cgncompt13, cgninq
<i>Importance of Campus Environment (IMP_CAMP)</i>	Student-rated importance that the institution provides a challenging and supportive environment	fyacadexp, fySEacad, fySEdiv, fySEnacad, fySEsoc, fySEact, fySEserv

Campus Crime Data Report
Reportable VAWA Offenses
January 1, 2017 through December 31, 2017

Crime Classification VAWA Offenses	Campus		Non- Campus	Public Property	Total	Unfounded
	On-Campus Residential	On- Campus Total				
Stalking A course of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress. Note: the physical location of the course of conduct or portions of it does not matter.	0	0	0	0	0	0
Domestic Violence Includes misdemeanor and felony crimes of violence committed against a victim when the offender is the spouse of the victim, a former spouse of the victim, or an intimate partner of the victim, or has a child in common with the victim. Domestic violence also includes misdemeanor or felony crimes of violence when the victim is a minor subject to the control of the offender, or is an incapacitated individual subject to the control of the offender.	0	0	0	0	0	0
Dating Violence Violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.	4	4	0	0	4	0

Incidents shown in the "On-Campus Residential" category are also included in the statistics shown in the "On-Campus Total" category.



Graduate Diversity Institution Research and

ASSESSMENT:

Six-year graduation rate

Six-year graduation rate of African-Americans

• Six-year graduation rate of Pell recipients

• Doctoral degree recipients

• Time to degree by graduate degree level
for students

• Second year retention rate

• Total Percent of Diverse Students
enrolled

• Recognition of graduate student research (e.g., publications, conference participation, national/
international prizes and awards, etc.)

• Percent of international students enrolled

• Total graduate degree recipients

• Percent of Hispanic students enrolled

• Percent of Louisiana community college trans-
fer students

• Percent of Caucasian students enrolled

• Percent of Native American students en-
rolled



Six-Year Graduation Rates			
Fall Entering Term	First-time Full-time Cohort	Number Graduating	Graduation Rate
2007	1,184	375	31.67%
2008	1,203	377	31.34%
2009	910	357	39.23%
2010	706	250	35.41%
2011	743	261	35.13%

Six-Year Graduation African Americans			
Fall Entering Term	First-time Full-time Cohort	Number Graduating	Graduation Rate
2011	678	245	36%

Six-Year Graduation Rates Pell Grant Recipients			
Fall Entering Term	First-time Full-time Cohort	Number Graduating	Graduation Rate
2011	600	199	33%

First-to-Second Year Retention Rates			
Semester	First-time Full-time Freshmen Entering	Number Returning	Retention Rate
Fall 2011 to Fall 2012	743	503	67.6%
Fall 2012 to Fall 2013	746	509	68.2%
Fall 2013 to Fall 2014	701	472	67.3%
Fall 2014 to Fall 2015	399	275	68.90%
Fall 2015 to Fall 2016	618	372	60.19%
Fall 2016 to Fall 2017	846	575	68.70%

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 2012	6%	86%	0%	0%	1%	3%	1%	0%	3%
Fall 2013	5%	90%	0%	0%	1%	2%	1%	0%	0%
Fall 2014	4%	91%	0%	0%	1%	2%	1%	0%	1%
Fall 2015	4%	91%	0%	0%	1%	2%	1%	0%	1%
Fall 2016	4%	91%	0%	0%	1%	1%	1%	0%	1%
Fall 2017	5%	90%	0%	0%	1%	1%	1%	0%	1%

Degrees Awarded by Level and Gender

Level	Gender	2013-14	2014-15	2015-16	2016-17
Undergraduate	Female	441	377	332	328
	Male	269	223	185	222
	Subtotal	710	600	517	550
Graduate	Female	180	194	162	190
	Male	79	58	52	81
	Subtotal	259	252	214	271
TOTALS	Female	621	571	494	518
	Male	348	281	237	303
	Total	969	852	731	821

Degrees Awarded by Level & Program

LEVEL	DEFINITION	2012-13	2013-14	2014-2015	2015-2016	2016-2017
ASSOCIATE DEGREES						
Associate	Child Development	15	13	8	4	
Total Associate Degrees Awarded		15	13	8	4	
BACHELORS DEGREES						
Bachelors	Accounting	43	43	20	21	20
Bachelors	Applied Music - Performance	8	10	2	4	6
Bachelors	Art	4	7	2	14	6
Bachelors	Biology	49	39	40	38	32
Bachelors	Biology Teacher Education	1	1	0	0	0
Bachelors	Chemistry	6	0	8	4	13
Bachelors	Child Development			5	14	8
Bachelors	Computer Information Systems	23	27	27	11	20
Bachelors	Computer Science	6	8	6	11	11
Bachelors	Criminal Justice	149	134	109	89	103
Bachelors	Drafting Design Technology	4	0	0	0	0
Bachelors	Early Childhood Ed GR PK-3	4	4	6	0	2
Bachelors	Economics	7	5	6	0	2
Bachelors	Electronic Engineering Technology	19	0	0	0	0
Bachelors	Elementary Education GR 1-6	4	10	4	4	3
Bachelors	Engineering Technology, General	0	35	18	14	21
Bachelors	English Education	0	0	0	0	0
Bachelors	English, General	9	16	4	1	2
Bachelors	French	1	0	0	0	0
Bachelors	History	10	14	8	9	8
Bachelors	Hotel/Restaurant Management	5	0	0	0	0
Bachelors	Kinesiology (Health and Phys. Ed)	0	24	40	27	38
Bachelors	Leisure Studies	22	26	25	26	33
Bachelors	Management	59	51	45	34	72
Bachelors	Marketing	23	25	7	10	20
Bachelors	Mass Communication	48	36	40	35	29
Bachelors	Mathematics	4	4	1	3	2
Bachelors	Mathematics Teacher Education	1	0	1	0	0
Bachelors	Music Education	4	5	2	2	0
Bachelors	Music General		3	7	4	7
Bachelors	Nursing	78	60	22	40	0
Bachelors	Organizational Leadership				1	1
Bachelors	Physics	1	1	0	0	0
Bachelors	Political Science	4	4	5	6	6
Bachelors	Political Science (Pre-Law)	0	4	1	0	0
Bachelors	Psychology, General	34	42	57	27	30
Bachelors	Social Science Education	25	0	0	1	0
Bachelors	Social Work	42	36	52	50	45
Bachelors	Sociology	9	8	12	9	10
Bachelors	Special Education	2	1	1	0	0
Bachelors	Spanish	0	1	0	0	0
Bachelors	Theatre	5	13	9	0	0
Total Bachelor Degrees Awarded		728	697	592	513	550

MASTERS DEGREES

Masters	Criminal Justice	64	110	95	84	131
Masters	Curriculum and Instruction	4	7	0	1	3
Masters	Developmental Education	0	0	6	1	3
Masters	Educational Leadership	3	4	0	1	4
Masters	Education Multilevel K-12	0	15	8	6	0
Masters	Elementary Education, Gr 1-6	4	0	0	8	13
Masters	Elementary/Early Childhood Education	4	0	4	0	0
Masters	English & Spec Ed Soc. Science Teacher					1
Masters	Mass Communication	7	12	7	5	2
Masters	Nursing-Family Nurse Practitioner	28	1	0	0	0
Masters	Nursing-Nurse Educator	4	0	0	1	0
Masters	Pediatric Nursing	0	0	0	0	0
Masters	Registered Nurse	0	9	17	12	5
Masters	Public Administration	11	18	18	20	21
Masters	Social Science Education	25	13	20	15	22
Masters	Social Work	27	26	40	33	30
Masters	Special Education	0	2	2	2	2
Masters	Sports Administration	42	34	27	20	24

Total Masters Degrees Awarded

221

181

244

109

76

POST-MASTERS

Post-Masters	Developmental Education	1	0	2	2	1
Post-Masters	Nursing, Family Nurse Practitioner	1	4	1	0	0

Total Post-Masters Degrees Awarded

2

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DOCTORAL DEGREES

Doctoral	Curriculum & Instruction	0	0	0	0	
Doctoral	Educational Leadership & Administration		2	0	0	
Doctoral	Developmental Education	5	2	5	3	9

Total Doctoral Degrees Awarded

5

2

5

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University Total Degrees Awarded

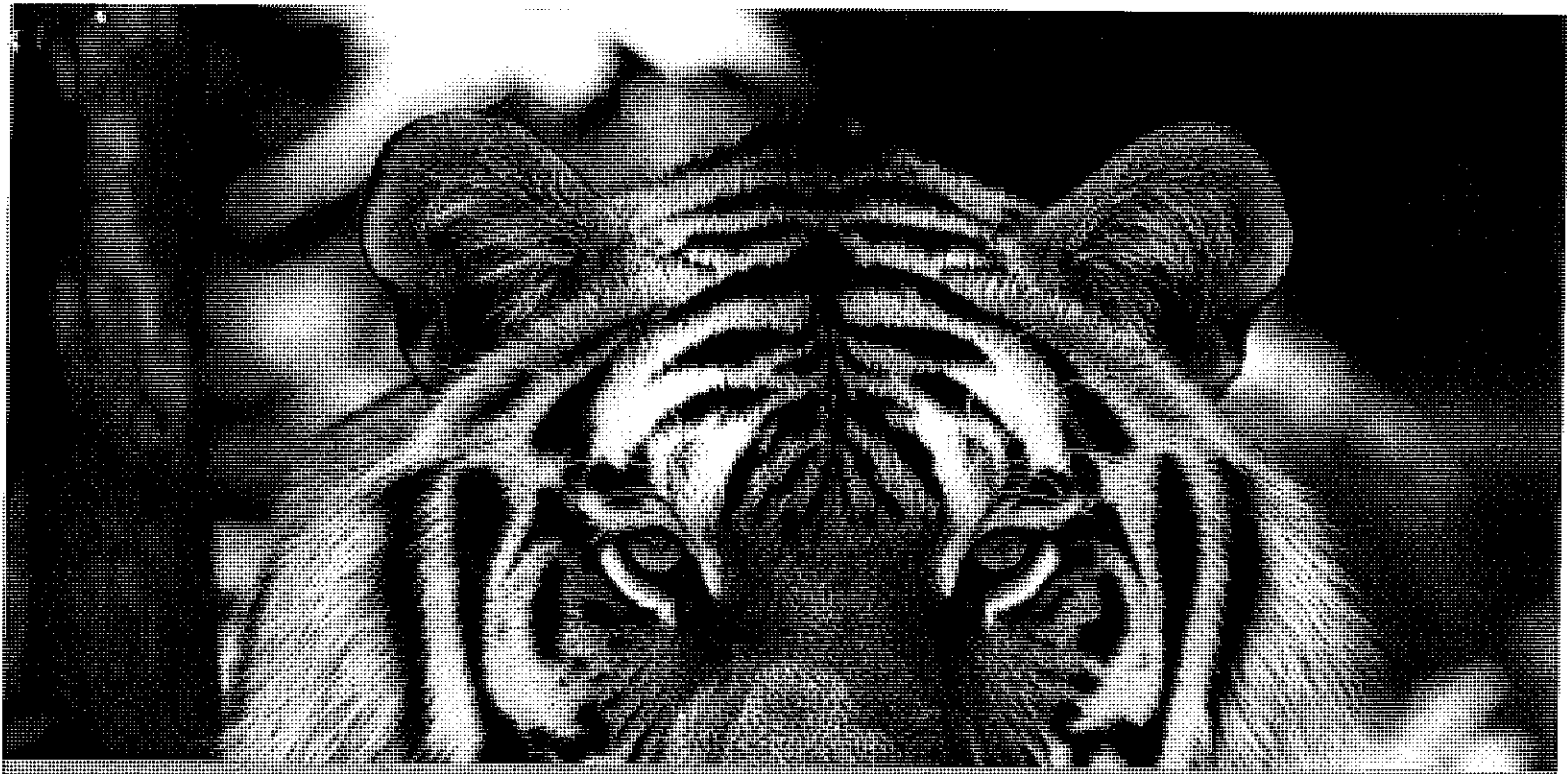
971

949

932

744

821



Faculty: Faculty engaged in Quality Institutional Research, and Service

ASSESSMENT:

- Number of faculty engaged as Principal Investigators in funded research or contracts
- Value (\$K or \$M) of grants and contracts
- Number of scholarly publications and activities per full-time tenured/tenure track faculty
- Value (\$K) of institutional funds budgeted for faculty development
- Number of fellowships, prizes, and awards earned by Grambling faculty
- Number of service-learning projects
- GSU institutional prizes and awards presented to Grambling faculty





Office of Continuing Education and Service-Learning
Number of Service Learning Projects

Semester	# of Students Engaged in Academic Service-Learning Projects	# of Faculty Assigned Approved Academic Service-Learning Projects	Community Service-Learning Projects
2015 Spring Semester	2671	45	1029
2015 Summer Session I	-	-	170
2015 Summer Session II	-	-	157
2015 Fall Semester	3293	27	1028
2016 Spring Semester	1388	27	790
2016 Summer Session I	36	1	171
2016 Summer Session II	37	1	141
2016 Fall Semester	4003	25	1271
2017 Spring Semester	1870	31	584
2017 Summer Session I	24	2	126
2017 Summer Session II	13	1	105
2017 Fall Semester	4894	30	1047
2018 Spring Semester	1926	30	413
Total	20155	220	7032

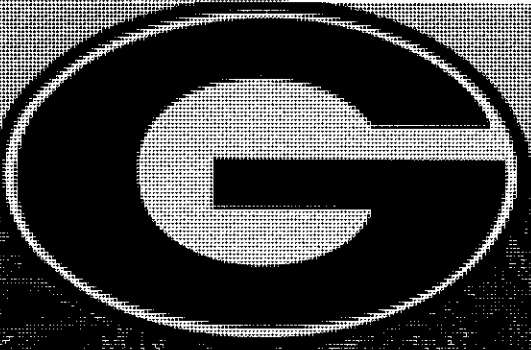


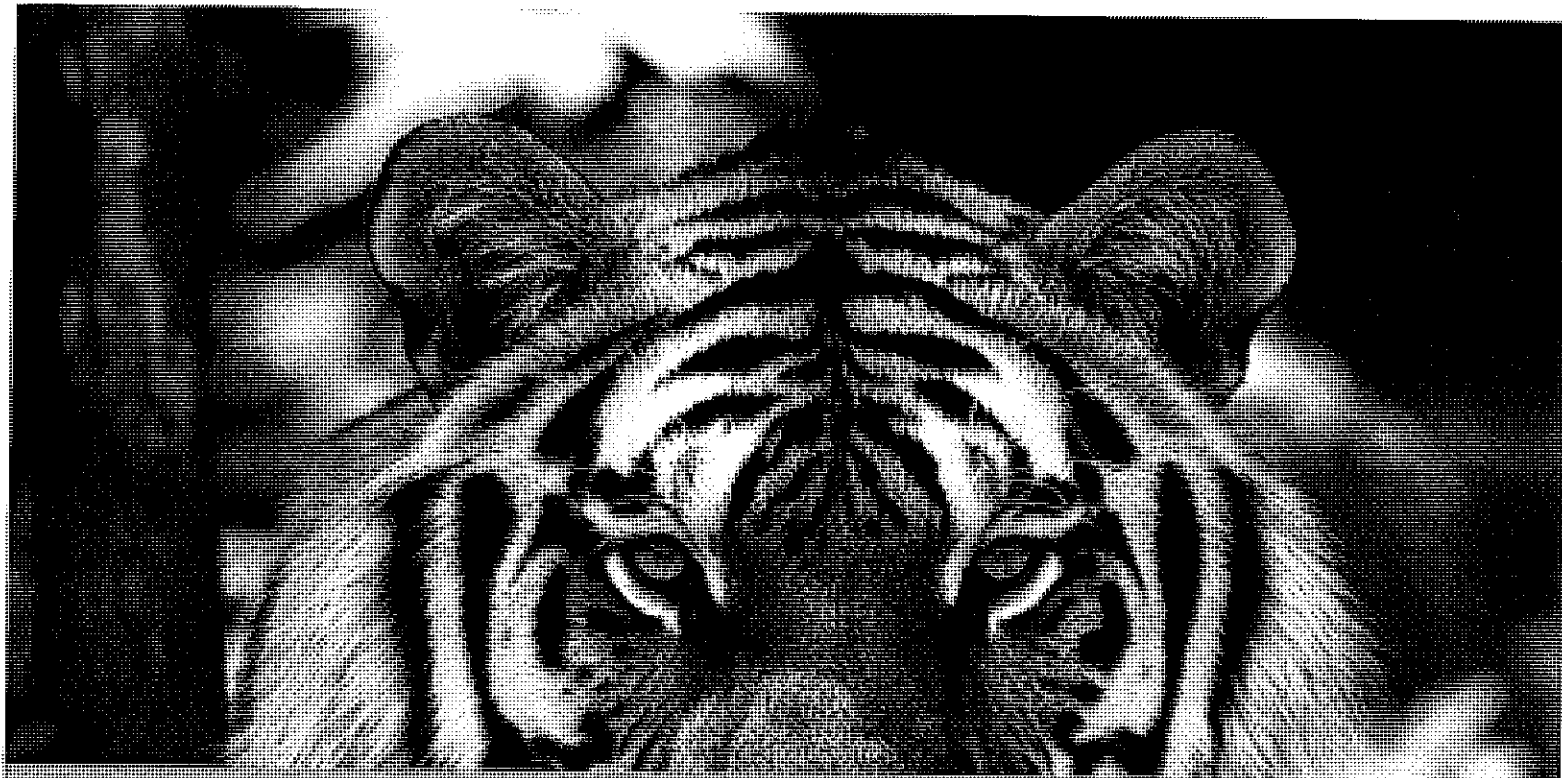
Develop a close relationship with a business and industry and with a school or university in the area.

Strengthen community ties.

ASSESSMENT:

- Number of partnerships with local area public schools (e.g. Monroe, Shreveport, Lincoln Parish)
- Number of partnerships with other Louisiana state public schools
- Number of partnerships with state and federal government agencies
- Number of partnerships with businesses and industries, non-profits, 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



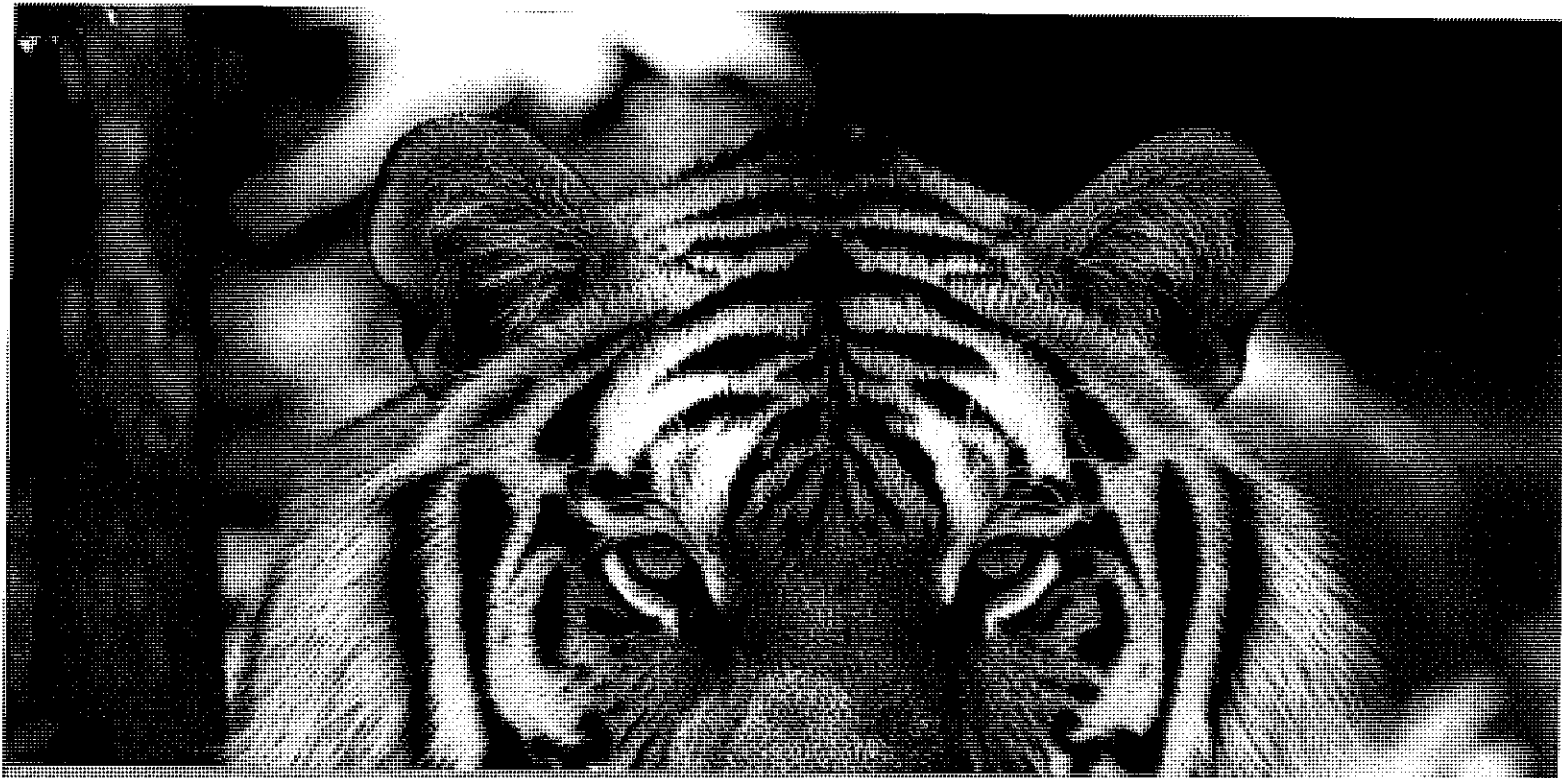


major improvement opportunities that are identified by the assessment.

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
- Annual Custodial Expenditures/ Maintained Space





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

- Documented records of financial improvements;
- Increased donors and philanthropic dollars
- Cumulative Private and philanthropic donations (\$K or \$M)
- Calendar Year Alumni Giving Rate (%)
- Calendar Year Alumni Giving (\$K)
- Value (\$K or \$M) of campaign dollars collected
- Value (\$K or \$M) of campaign dollars pledged
- Increase Athletic Ticket Sales and guarantees in all sports



Goal6: Ensuring Steady Increases in Alumni Gifts, Private Donations and Grant Writing			
Assessment Information		2016 Year	2017 Year
		Total	Total
•	Documented records of financial improvements;		
•	Increased donors and philanthropic dollars	977	1352
•	Cumulative Private and philanthropic donations (\$K or \$M)	\$1,020,915.00	\$1,164,185.00
•	Calendar Year Alumni Giving Rate (%)	2%	8%
•	Calendar Year Alumni Giving (\$K)	\$201,289.00	\$353,856.00
•	Value (\$K or \$M) of campaign dollars collected		
•	Value (\$K or \$M) of campaign dollars pledged		
•	Increase Athletic Ticket Sales and guarantees in all sports		

Source: Office of Institutional Advancement

1: Increase athletic season ticket sales by offer promotional weeks that will allow fans to purchase season tickets a discounted price

- * Reaching out with single game purchasers

- * Offering both small group and large group ticket purchasing options

2: Requiring that most of our sports bring in a certain dollar guarantee dollars each year

- * More sports have scheduled opponents that provided guarantee dollars and/or hotels