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Office of Institutional Effectiveness, Research, and Planning
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Campus Climate Survey

Summary Report
Fall 2018

Mission: Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), educates and empowers students to lead their communities and change the world.

Campus Climate Survey

- Developed by the Office of Institutional Effectiveness, Research, and Planning (OIERP) in collaboration with key administrators and faculty

- Objective: To assess the climate of Lincoln University students, faculty and staff. Studies have shown that inclusive and respectful campus communities improve the learning environment for students and the working environment for faculty and staff

- Target population: Fall 2018 faculty, staff and students

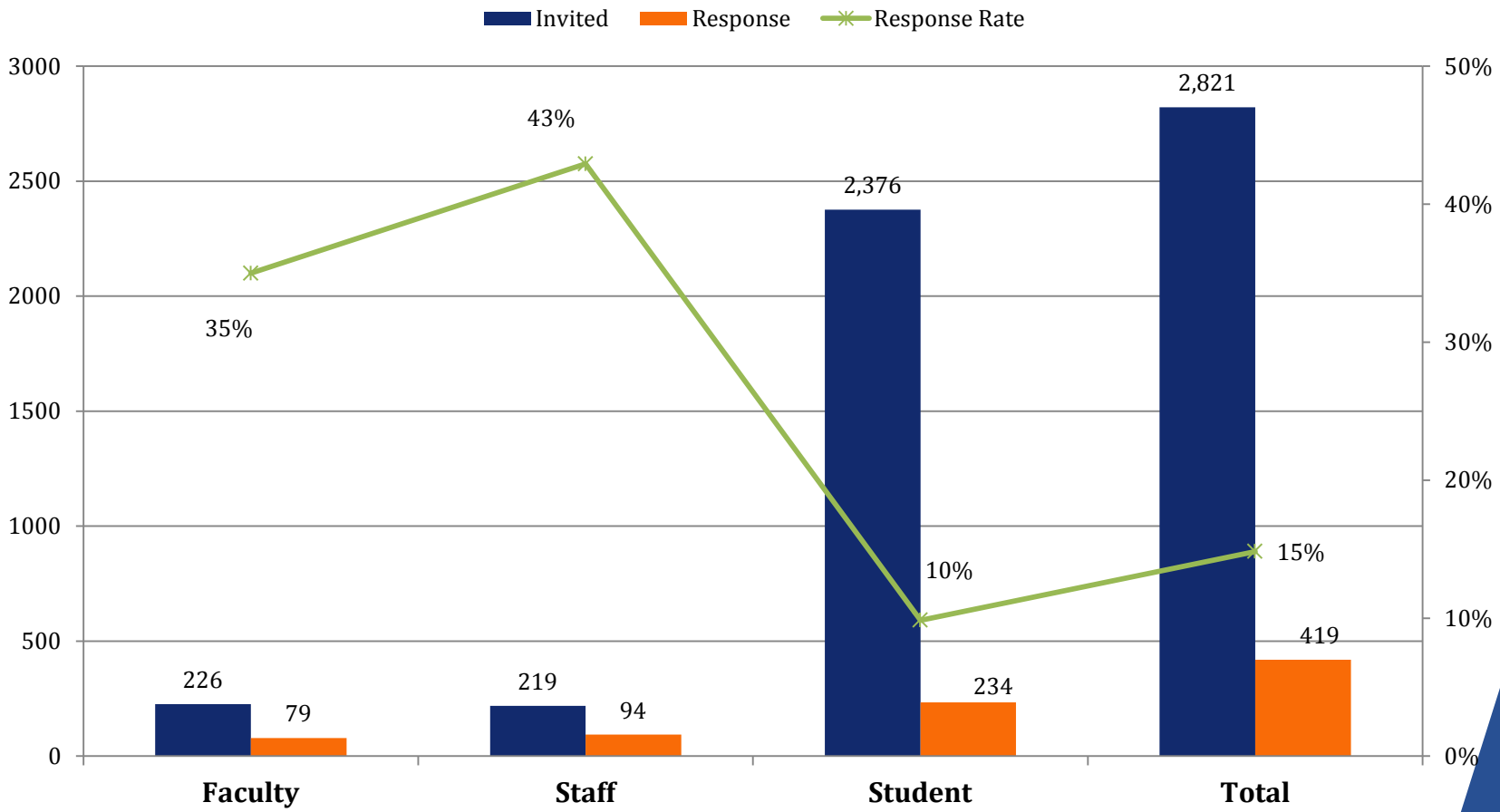
- Administration timeframe: October 11- November 26, 2018

- Survey questions: Align with the strategic themes of the Strategic Plan 2018 and will provide baseline data regarding Lincoln University's campus climate.

Response Rate

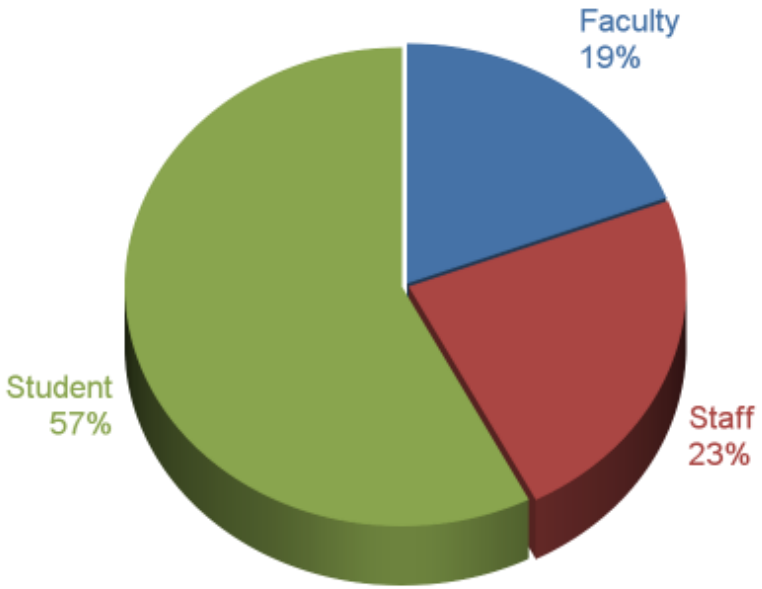
- 2,821 faculty, staff and students invited to participate
- 419 responses received
- 15% overall response rate (corresponds to 95% confidence that responses are within +/- 5 % points of the overall population)

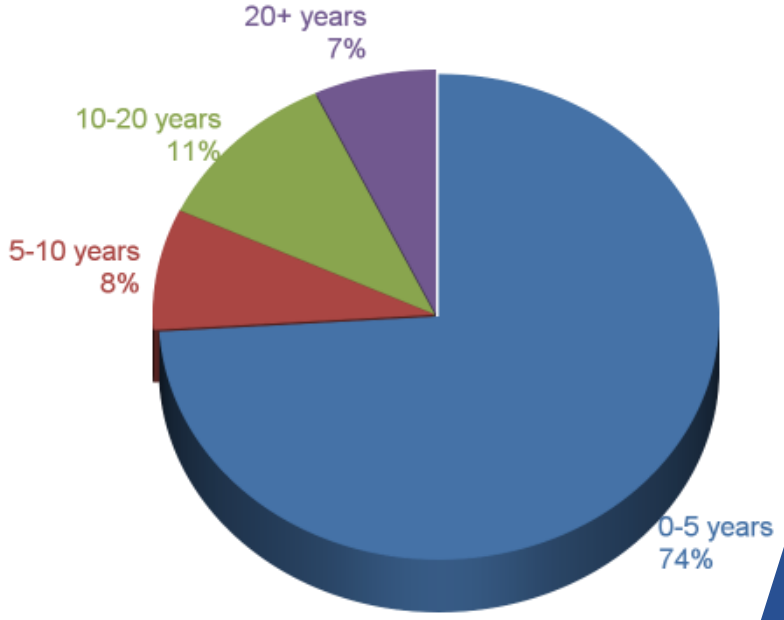
Response by primary relationship with the institution:



Primary Relationship with Institution

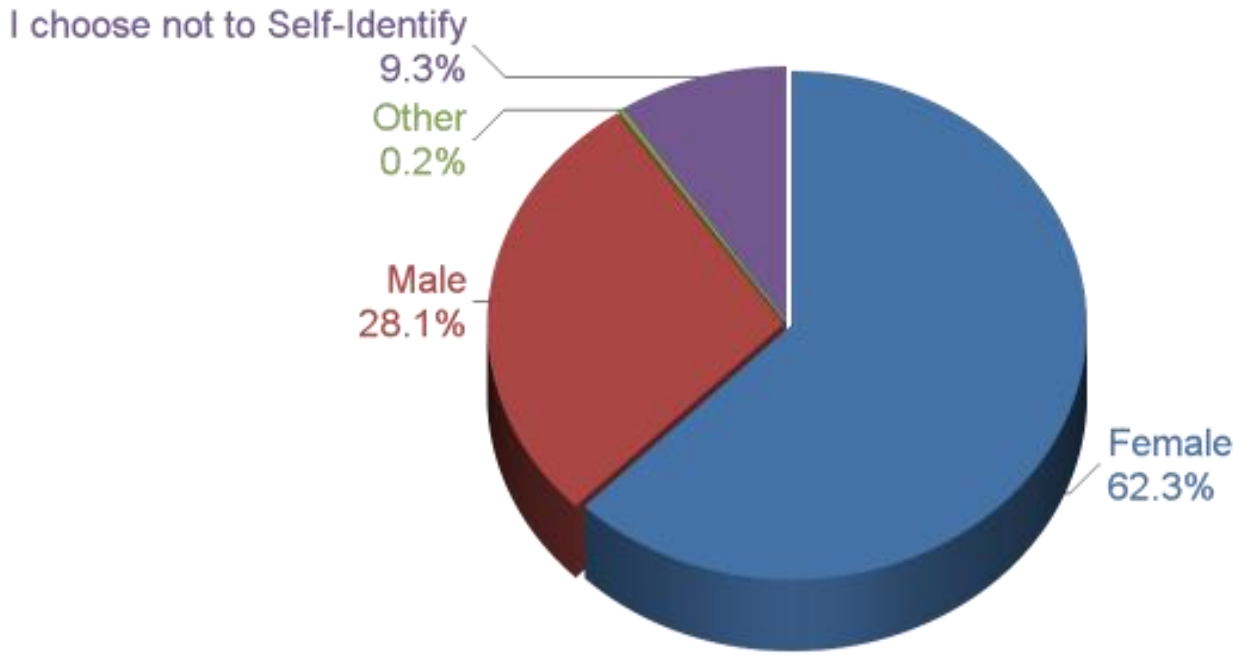
- Students provided 57% of responses
- 74% of responses from those with 0-5 years at/with the institution





Gender Distribution

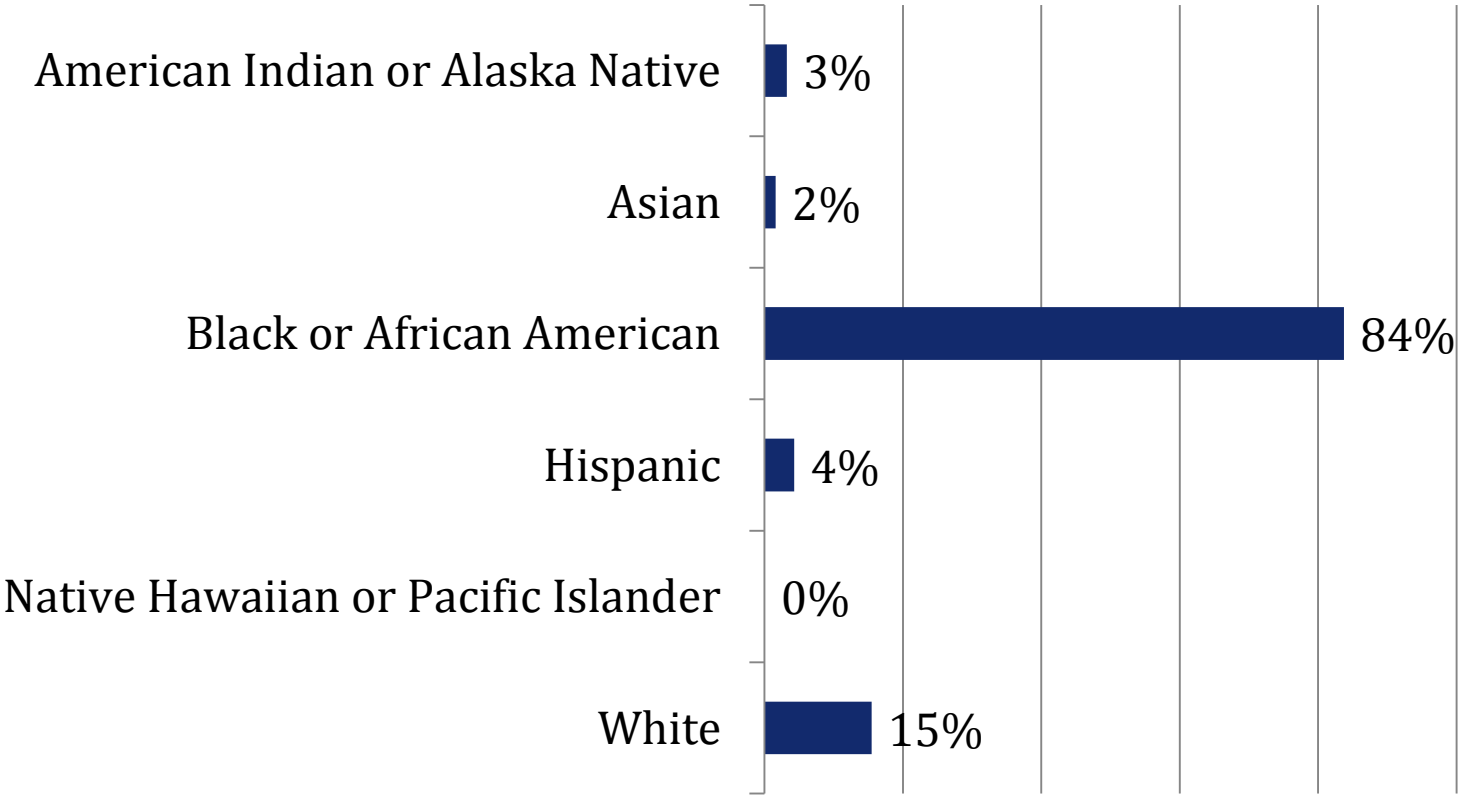
- Over 60% of the respondents identified as Female



Race/Ethnicity

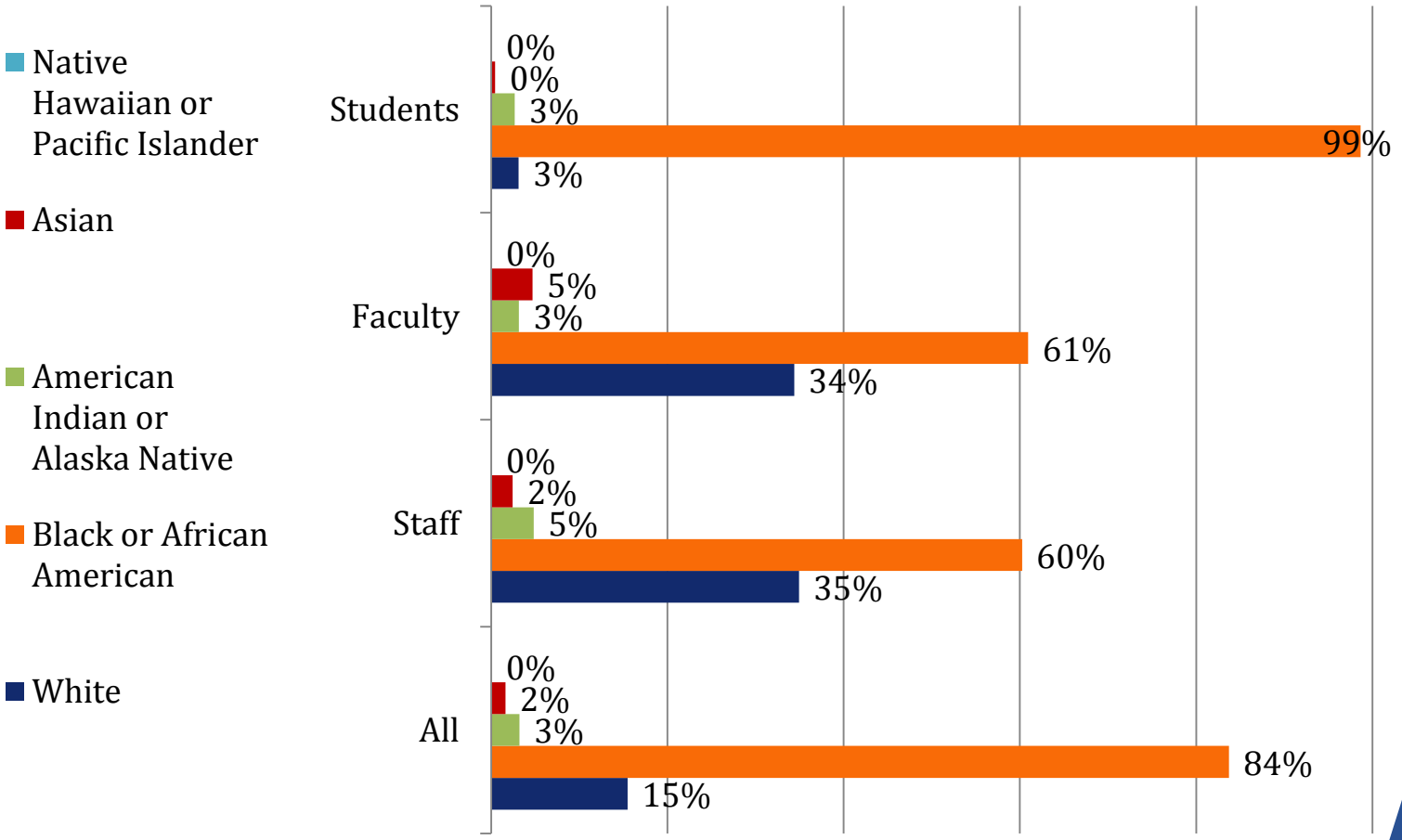
- 84% Black or African American
- 15% White
- < 5%: Hispanic, American Indian/Alaska Native, Asian

NOTE: Respondents could choose Hispanic/Not Hispanic and one or more races



Race by Type

- Faculty and Staff respondents have similar percentages



General Information regarding Survey Data

- Agree category: is a combined total of “strongly agree” and “somewhat agree” responses
- Disagree category: is a combined total of “strongly disagree” and “somewhat disagree” responses
- Agree and Disagree responses may be disaggregated on multiple slides by:
  - Type and Race
  - Type and Gender
- Race was filtered by Black response or Black not chosen. Black not chosen, resulted in blank responses included in “Not Black” category
- No Gender/other: is a combined total of the gender choices of “Prefer not to specify” and “other”
- Student-No Gender/other : the number of responses are too low to report
- Student-Not Black: the number of responses are too low to report

Survey Counts

- **Type and Race**

Type	Faculty	Staff	Student	No Type	Total
Black	38	48	223	2	311
Not Black	26	35	3	0	64
Blank (included in Not Black for analysis)	15	11	8	10	44
Total	79	94	234	12	419

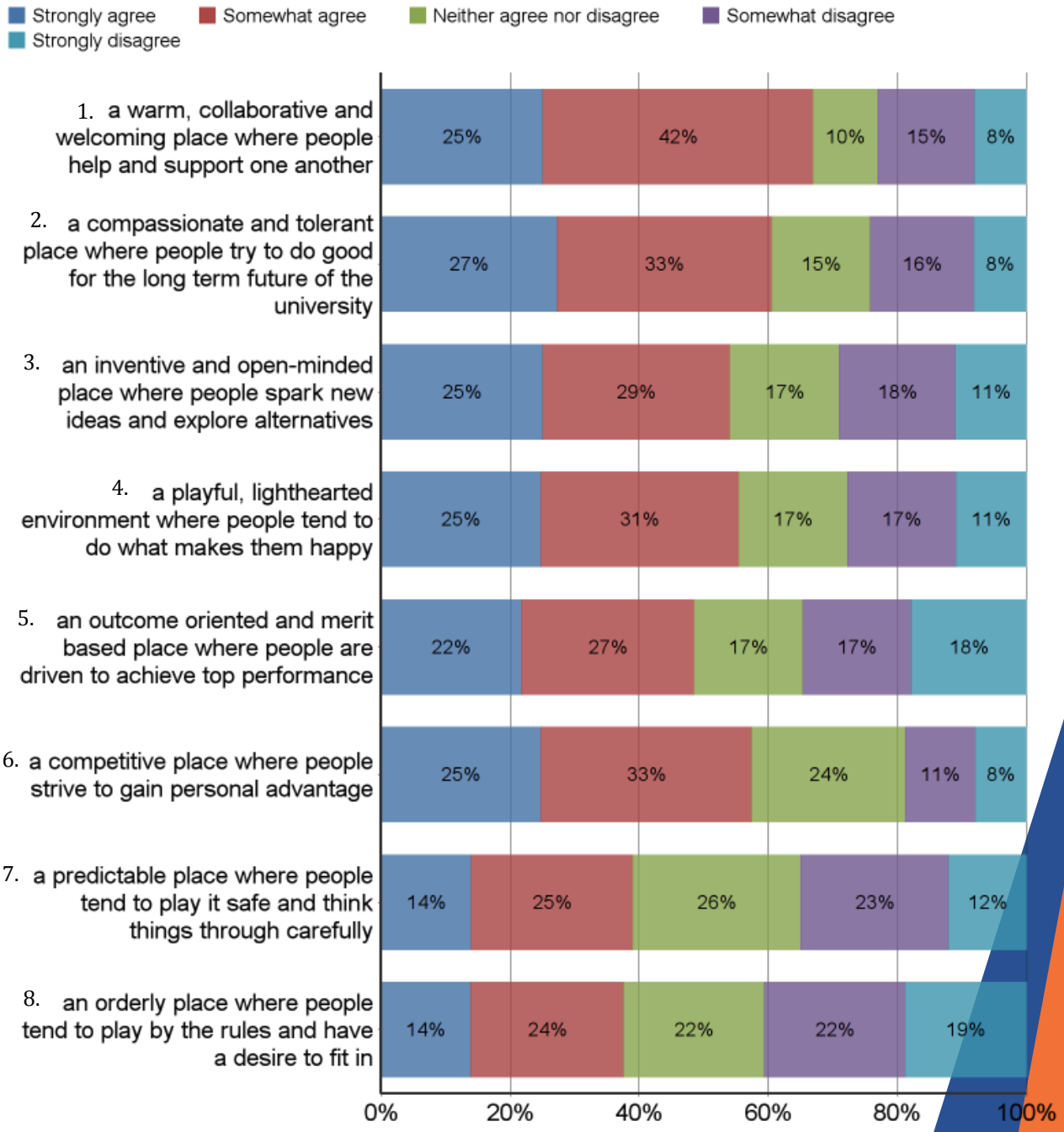
- **Type and Gender**

Type	Faculty	Staff	Student	No Type	Total
Female	33	47	173	2	255
Male	31	26	58	0	115
No Gender/Other	14	19	3	10	46
Blank	1	2	0	0	3
Total	79	94	234	12	419

- **No Gender:** 16 who chose No Gender/Other or gender is blank, also did not identify race
- **No Type, Race or Gender:** 10 did not provide type, race or gender (blank or No Gender/other choice)

Lincoln is…

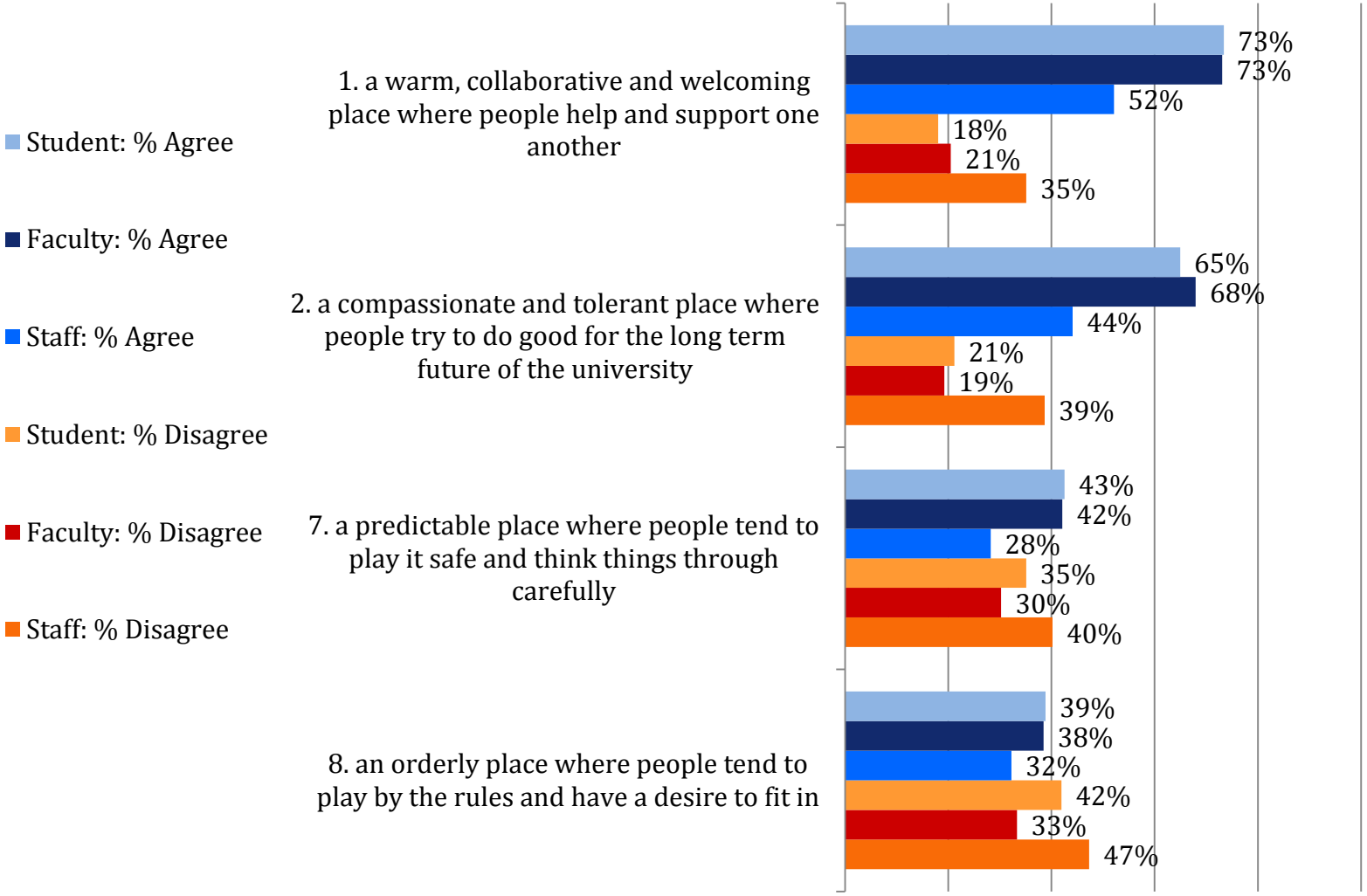
- Over 60% Agree:
  - warm, collaborative (choice 1)
  - compassionate and tolerant (choice 2)
- 35% or more Disagree:
  - outcome oriented (choice 5)
  - predictable (choice 7)
  - orderly descriptions (choice 8)



Lincoln is… by Type

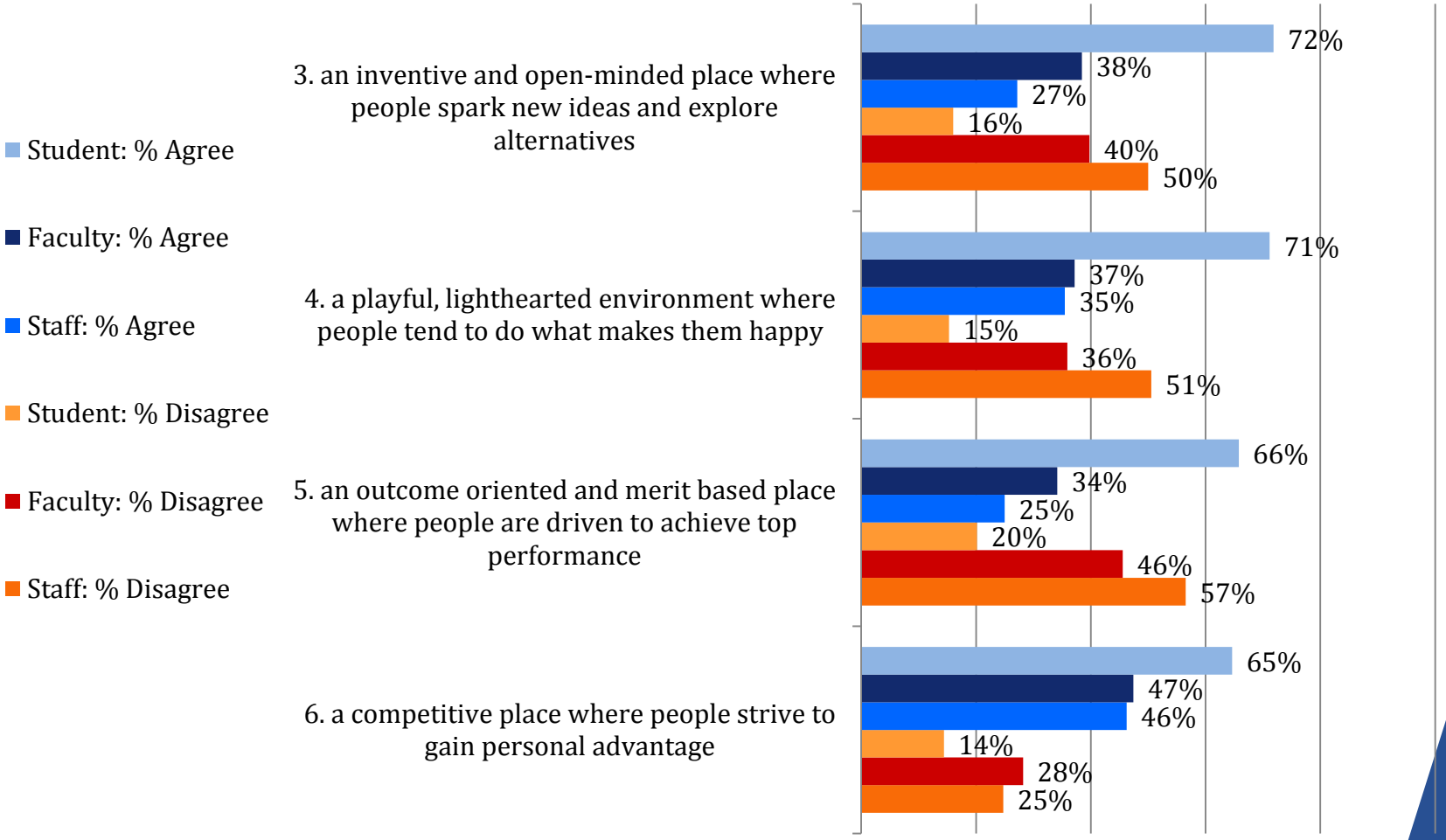
NOTE: Choices 3-6 on next slide

- Choices 7 & 8: have similar responses across respondent types
- All choices, except 6: Staff % Disagree is higher than either Faculty or Students



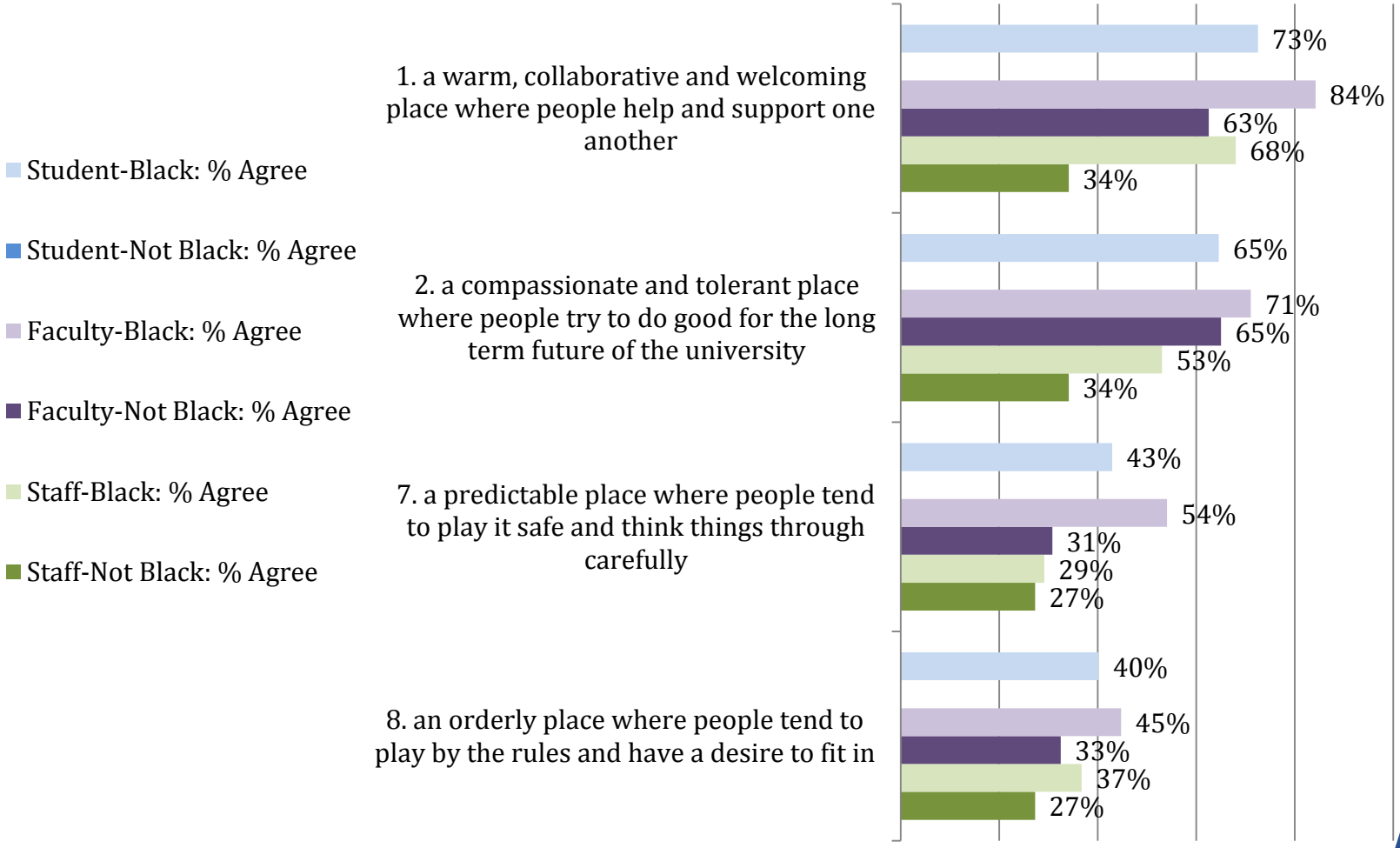
Lincoln is… by Type (cont'd)

- Choices 3, 4, 5 & 6: Students % agree is higher than Faculty or Staff



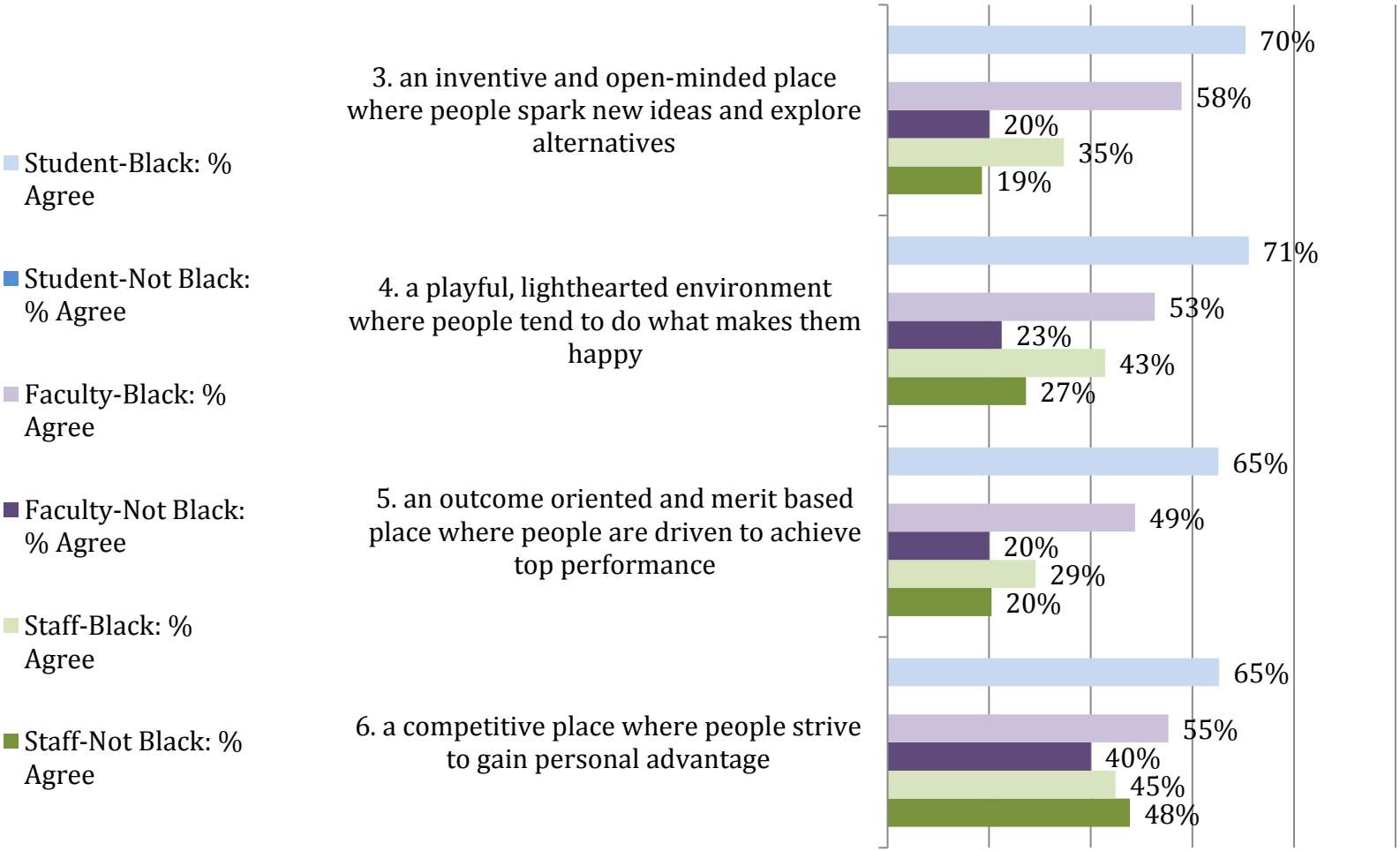
Lincoln is…by Type and Race: Agree

- Faculty-Black % Agree is higher than other types/race categories
- Staff-Not Black % Agree is lower than other types/race categories



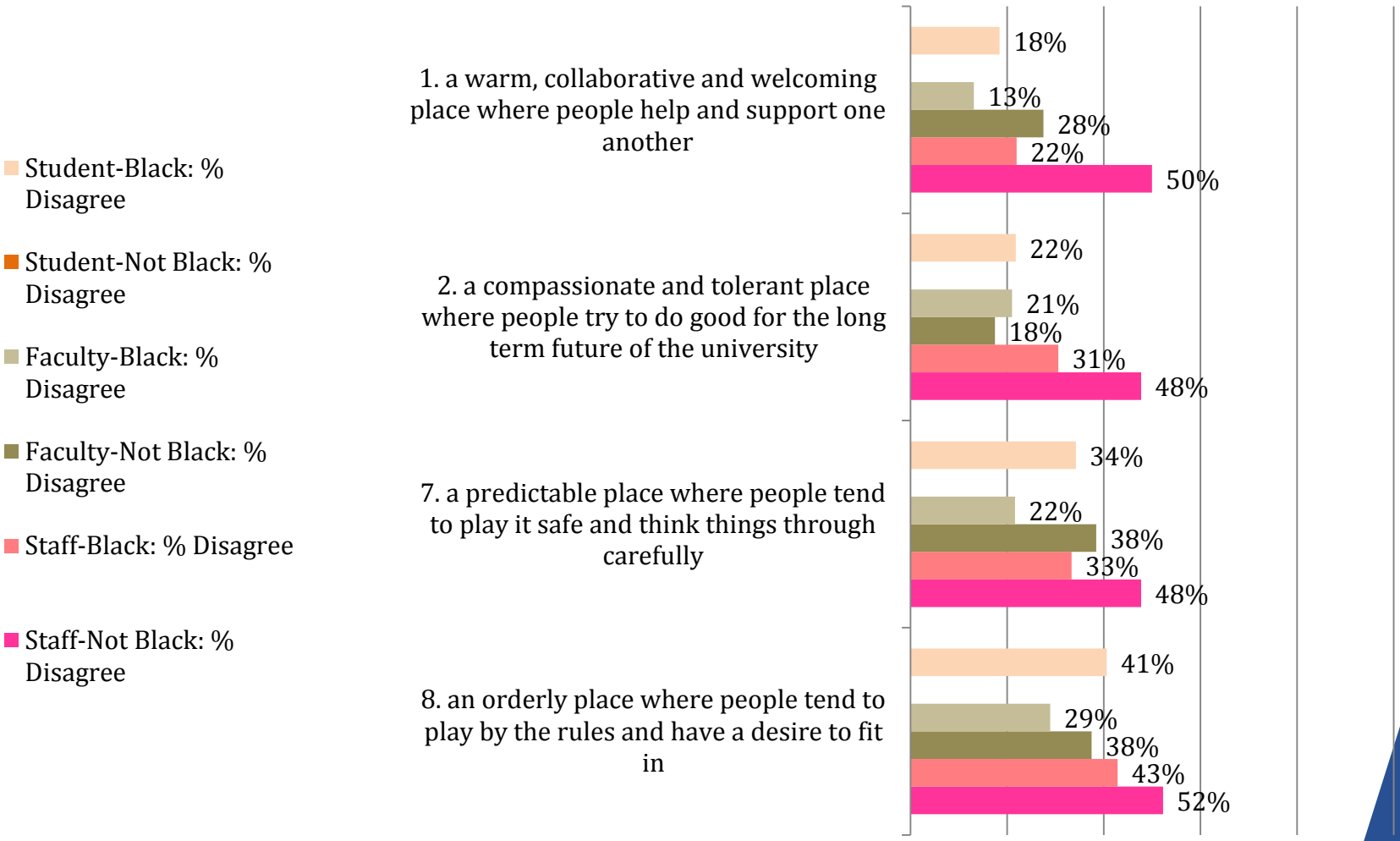
Lincoln is…by Type and Race: Agree (cont'd)

- Choices 3, 4 & 5: Faculty-Not Black & Staff-Not Black % Agree is less than other types/race categories
- Choices 3, 4 & 5: ~30% difference between Black/not Black Faculty



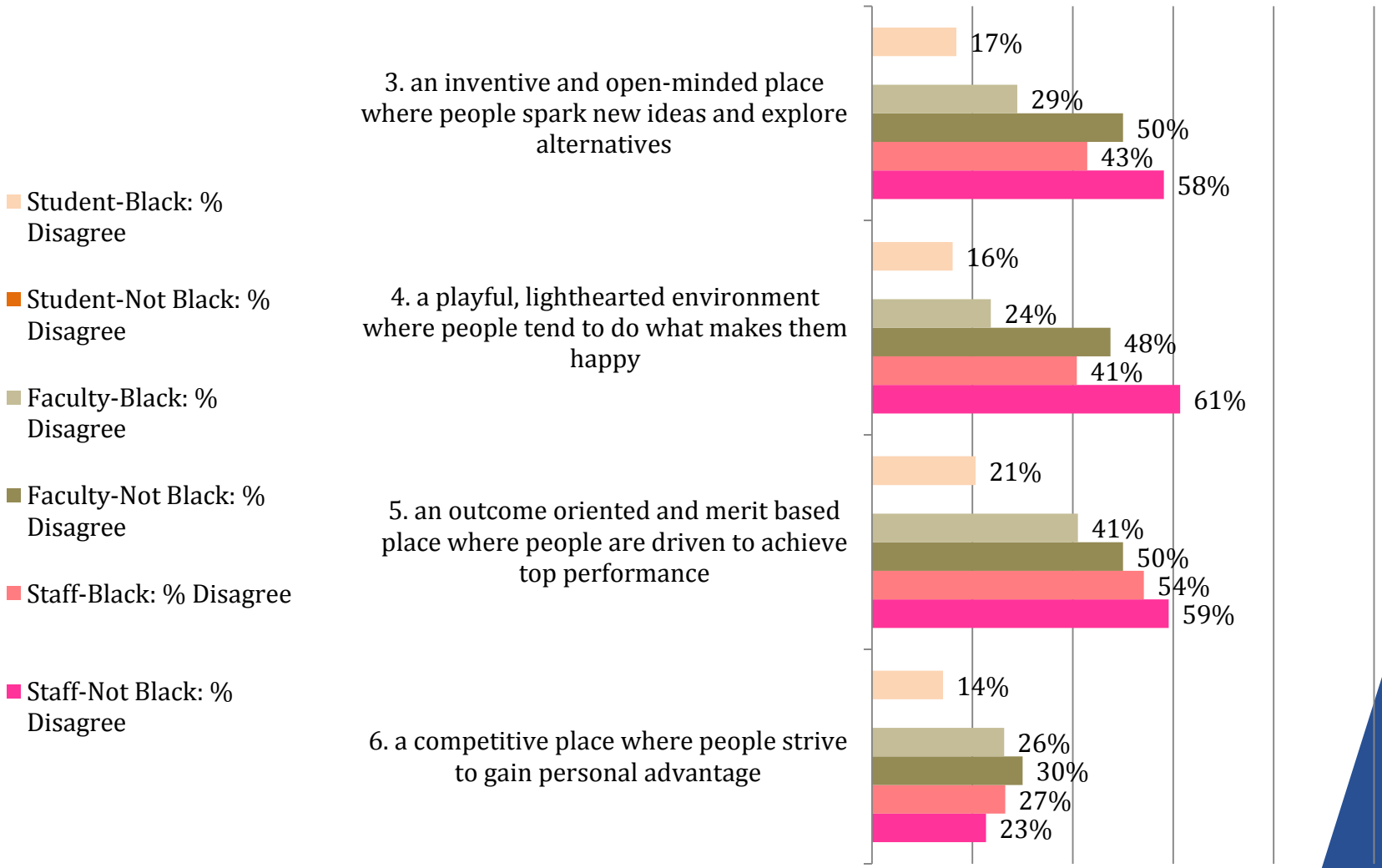
Lincoln is…by Type and Race: Disagree

- Staff-Not Black % Disagree is higher than other types/race categories



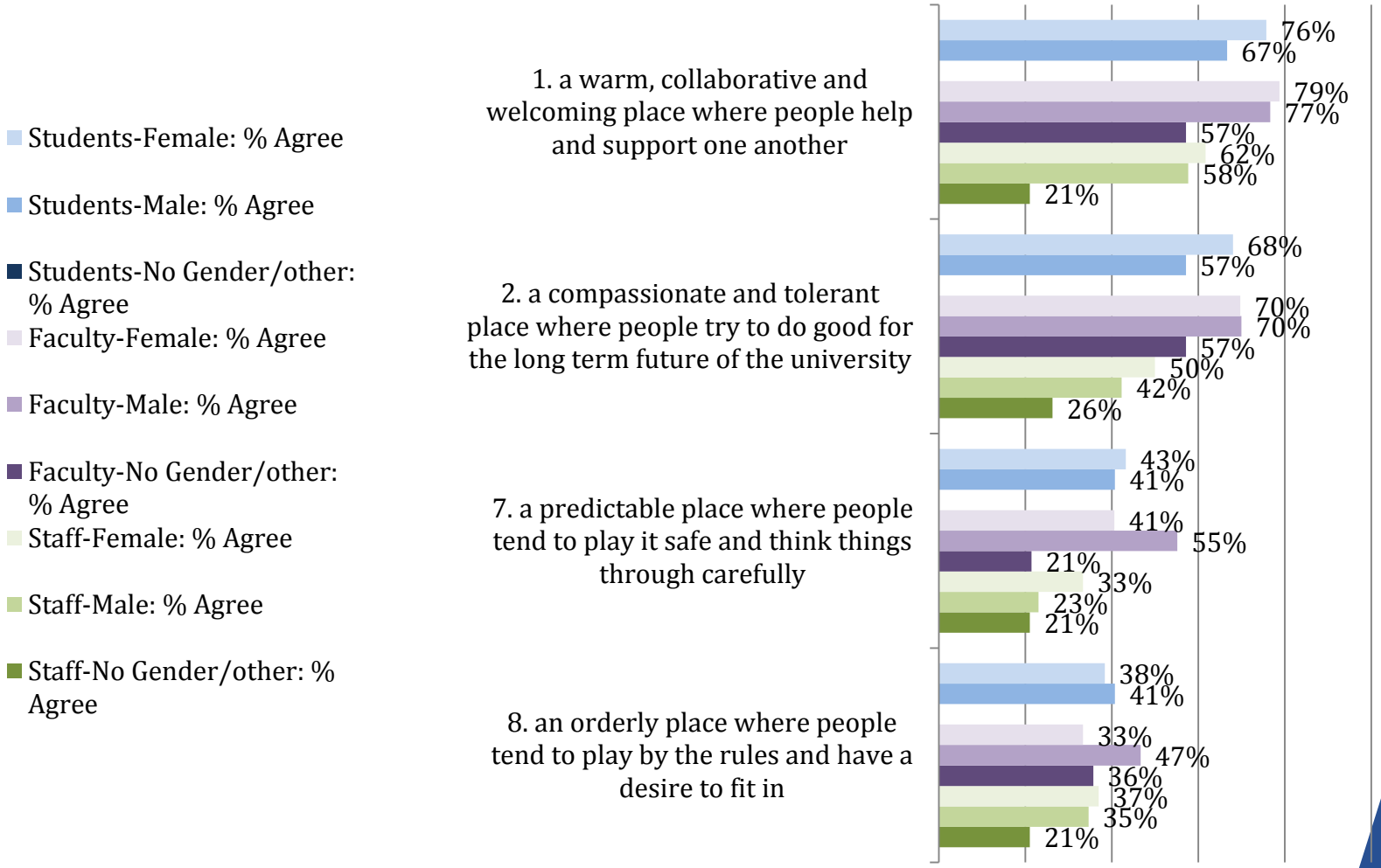
Lincoln is…by Type and Race: Disagree (cont'd)

- Choices 1, 3, 4 & 7: Faculty-Not Black & Staff-Not Black % Disagree is higher than other types/race categories



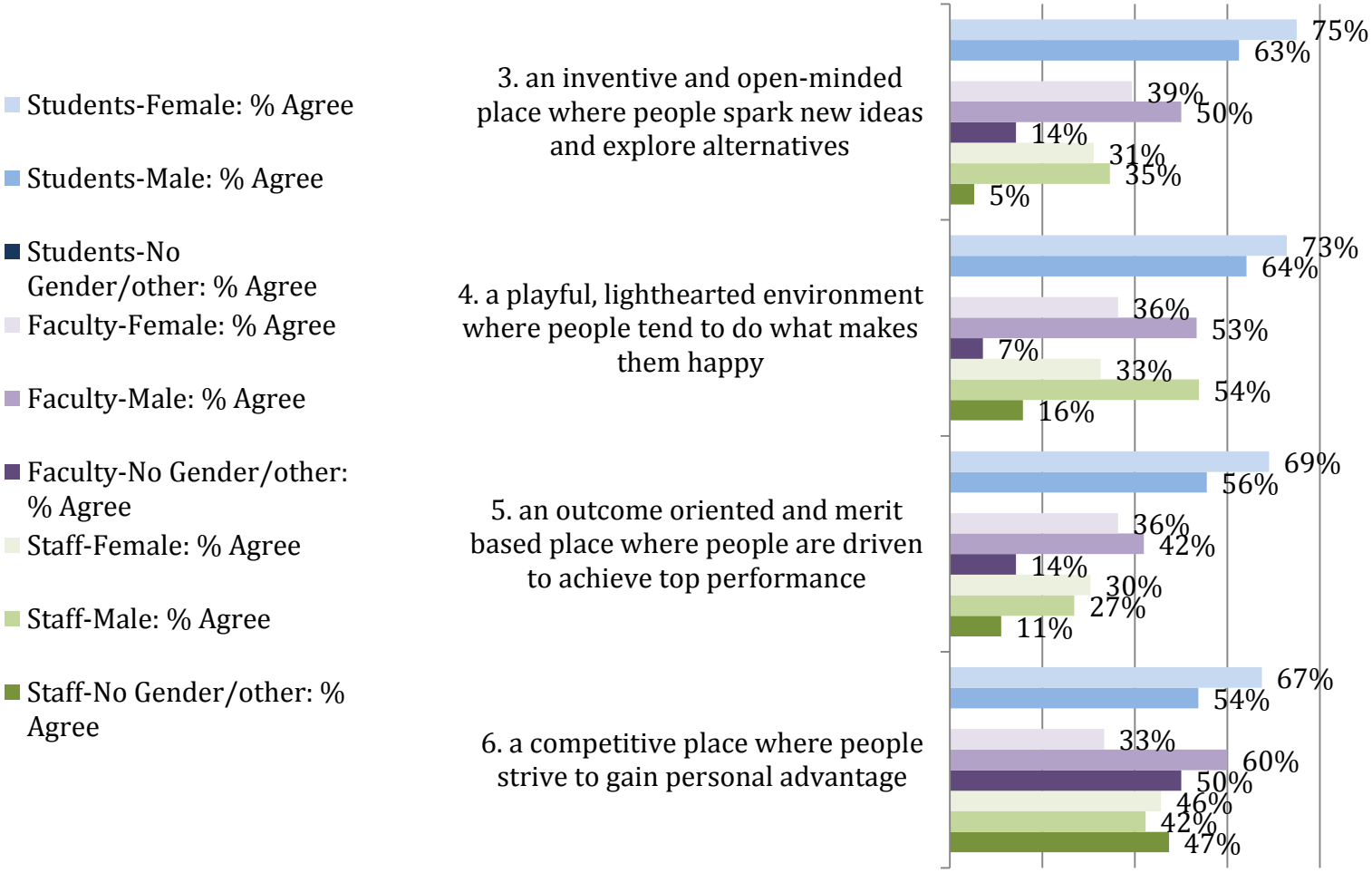
Lincoln is…by Type and Gender: Agree

- Choices 1, 2, 3, 5 & 8: Staff: No Gender/other % Agree response is lower than other types/genders
- All Choices, except 6 & 8: Faculty No Gender/other % Agree response is lower than other Faculty (female or male)



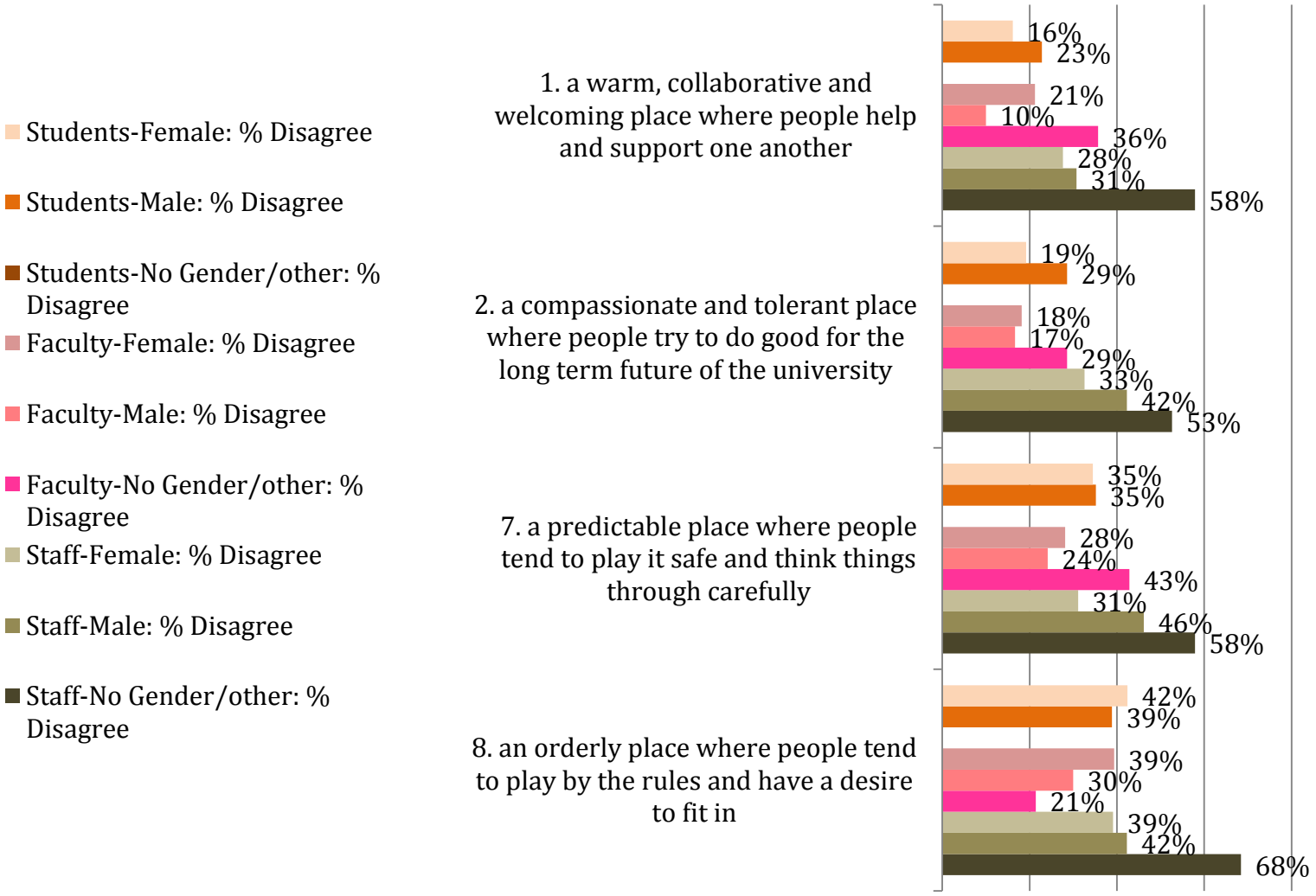
Lincoln is…by Type and Gender: Agree (cont'd)

- Choice 4: % Agree for Faculty & Staff varies ~ 20% between genders
- Choices 1, 2, 3, 5 & 8: Staff: No Gender/other % Agree response is lower than other types/genders
- All Choices, except 6 & 8: Faculty No Gender/other % Agree response is lower than other Faculty (female or male)



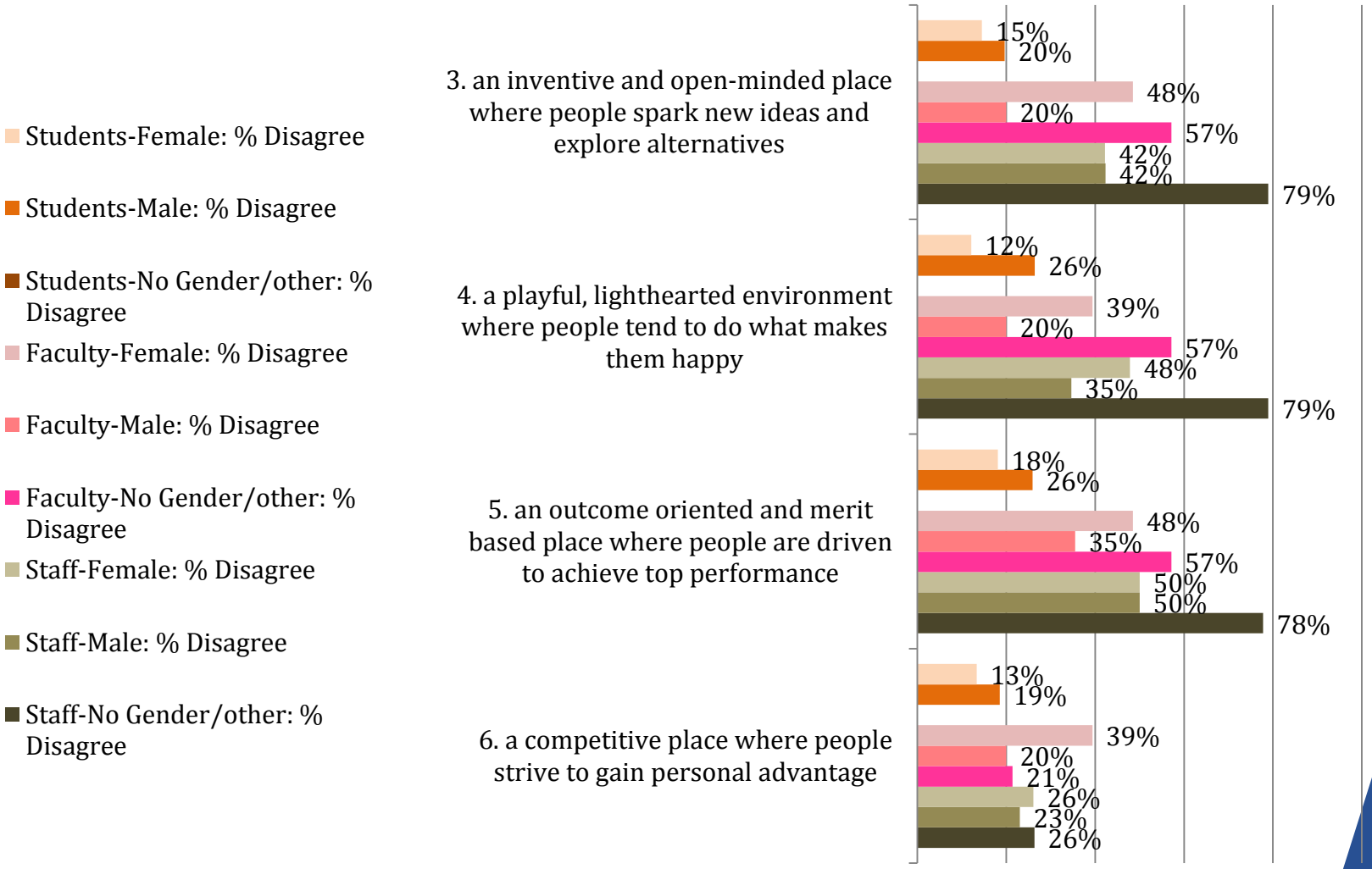
Lincoln is…by Type and Gender: Disagree

- Staff-No Gender/other % Disagree response is higher than other types/genders (except choice 6)



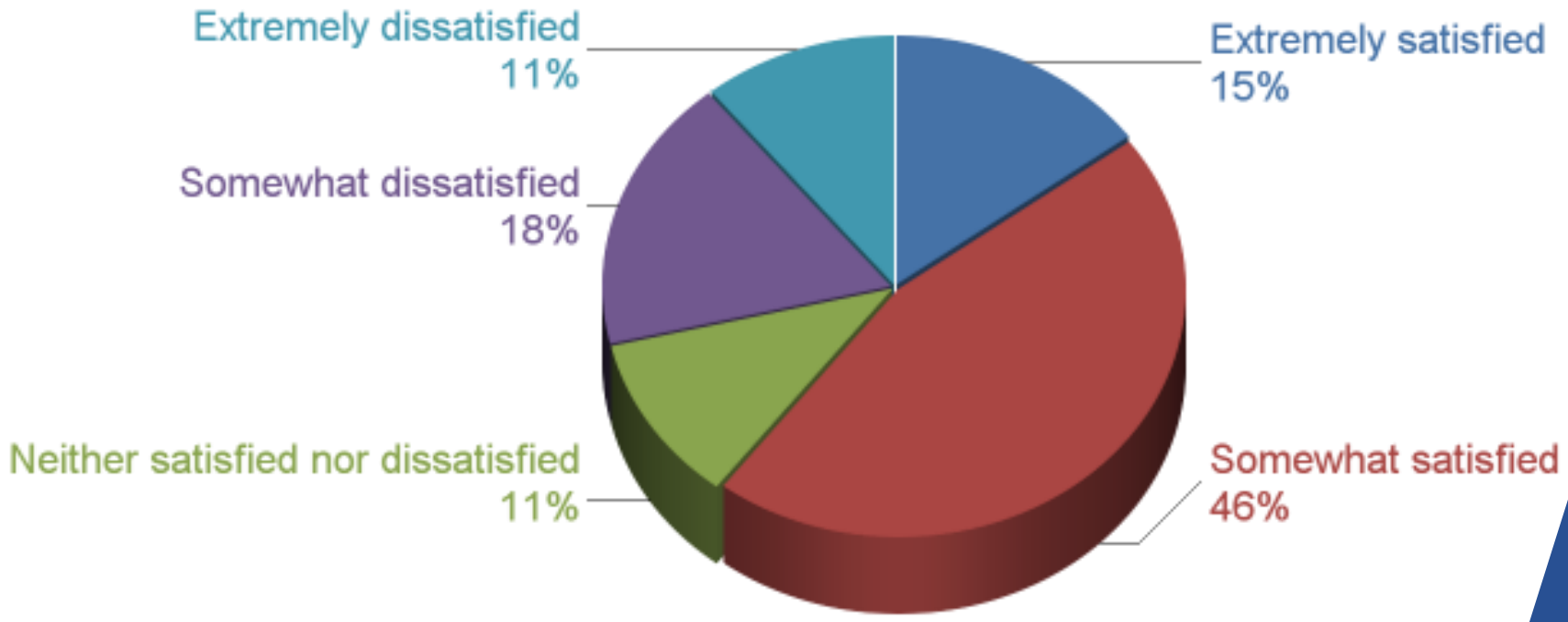
Lincoln is…by Type and Gender: Disagree (cont'd)

- Choices 3-6: % Disagree for Faculty varies between genders
- Choices 3, 4 & 5: % Disagree is higher for No gender/other



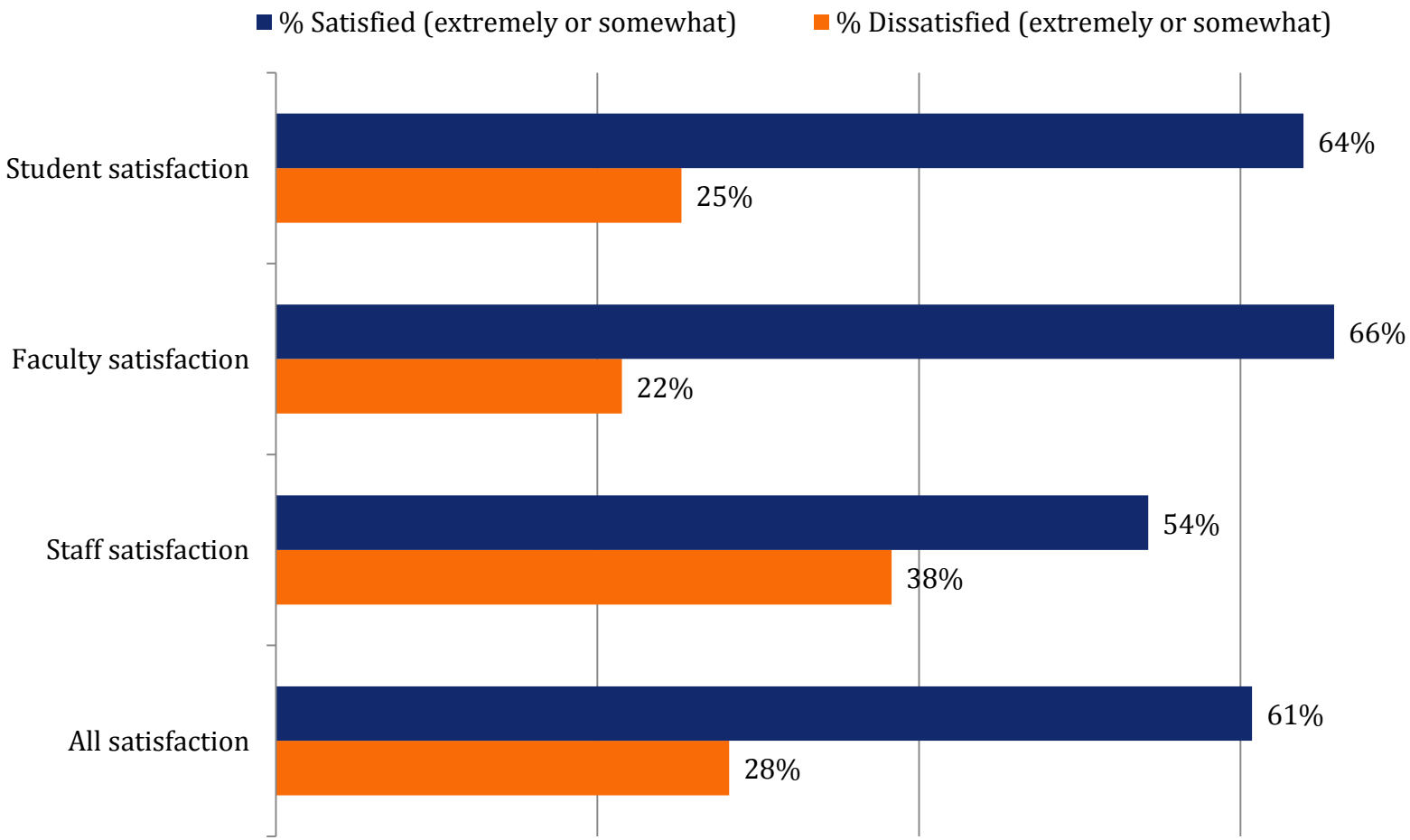
Satisfaction with Experience at Lincoln

- 61% are satisfied (extremely or somewhat) with their experience (social, academic, financial, professional)



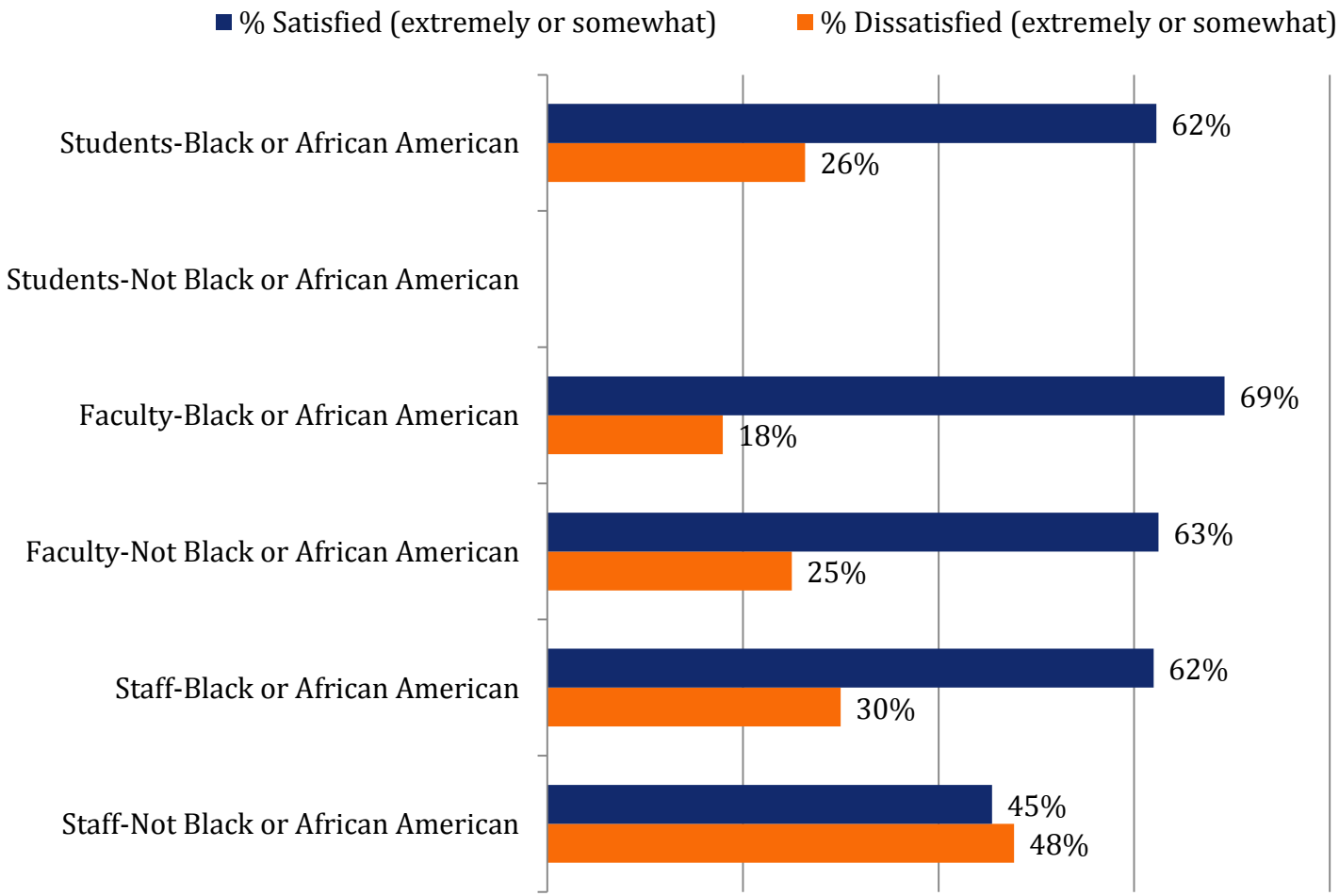
Satisfaction by Type

- Students and Faculty: % Satisfied is higher than Staff
- Staff: % Dissatisfied is higher than Students or Faculty



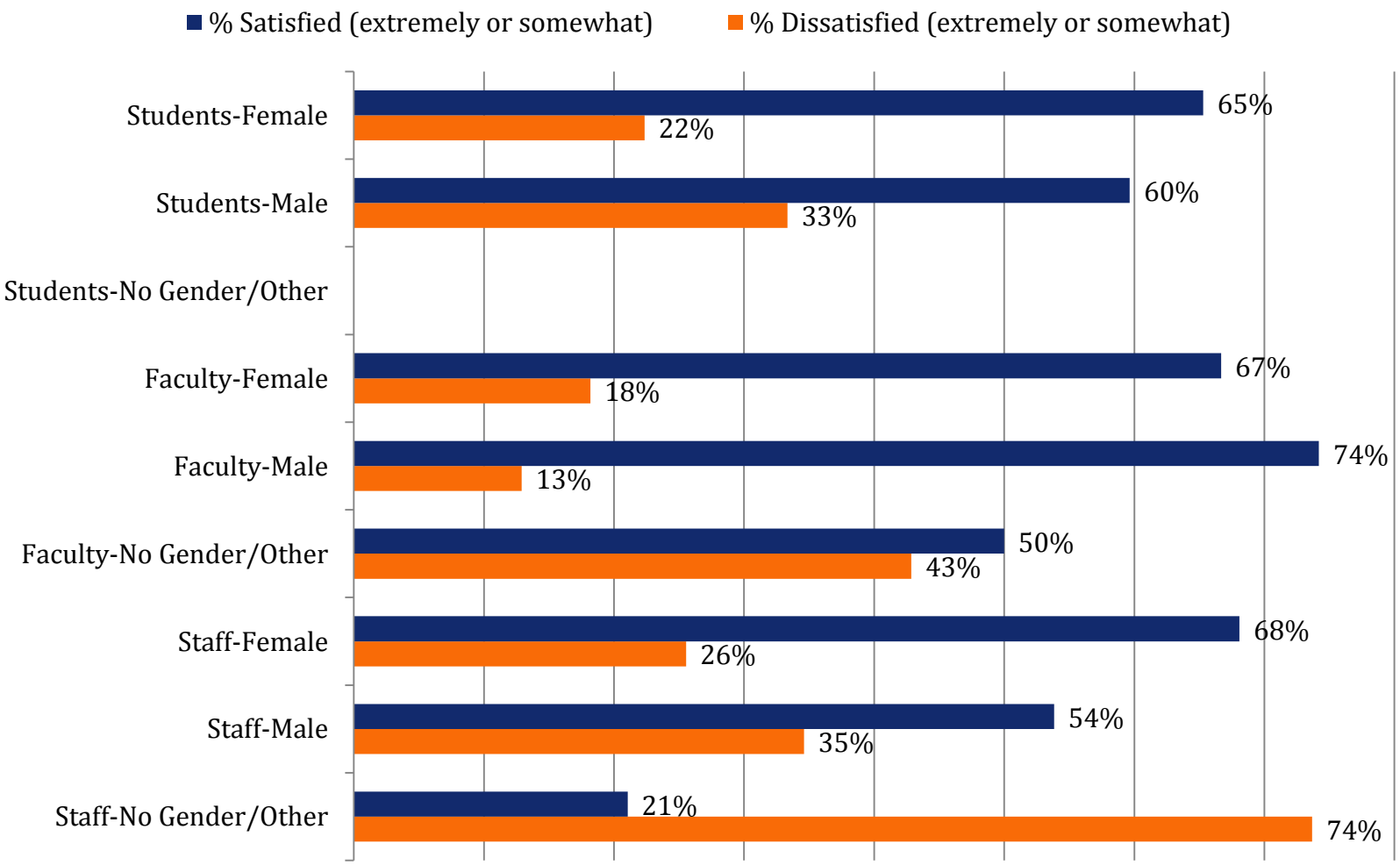
Satisfaction by Type and Race

- Approximately 60% satisfied for all but Staff-Not Black
- Staff-Not Black response is approximately 50% for satisfied and dissatisfied



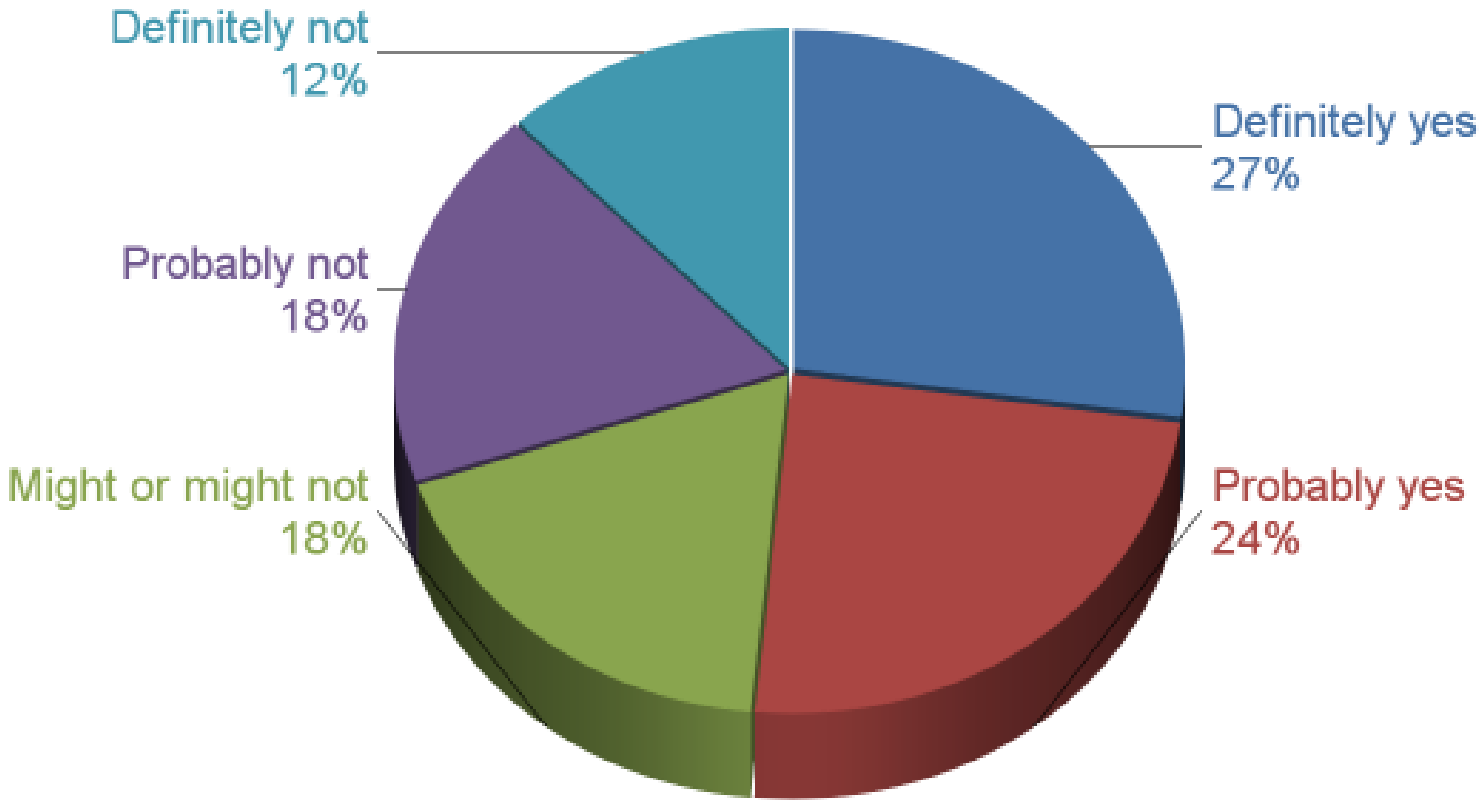
Satisfaction by Type and Gender

- Faculty-Male: % Satisfied is highest
- Staff-No Gender/other: % Dissatisfied is highest



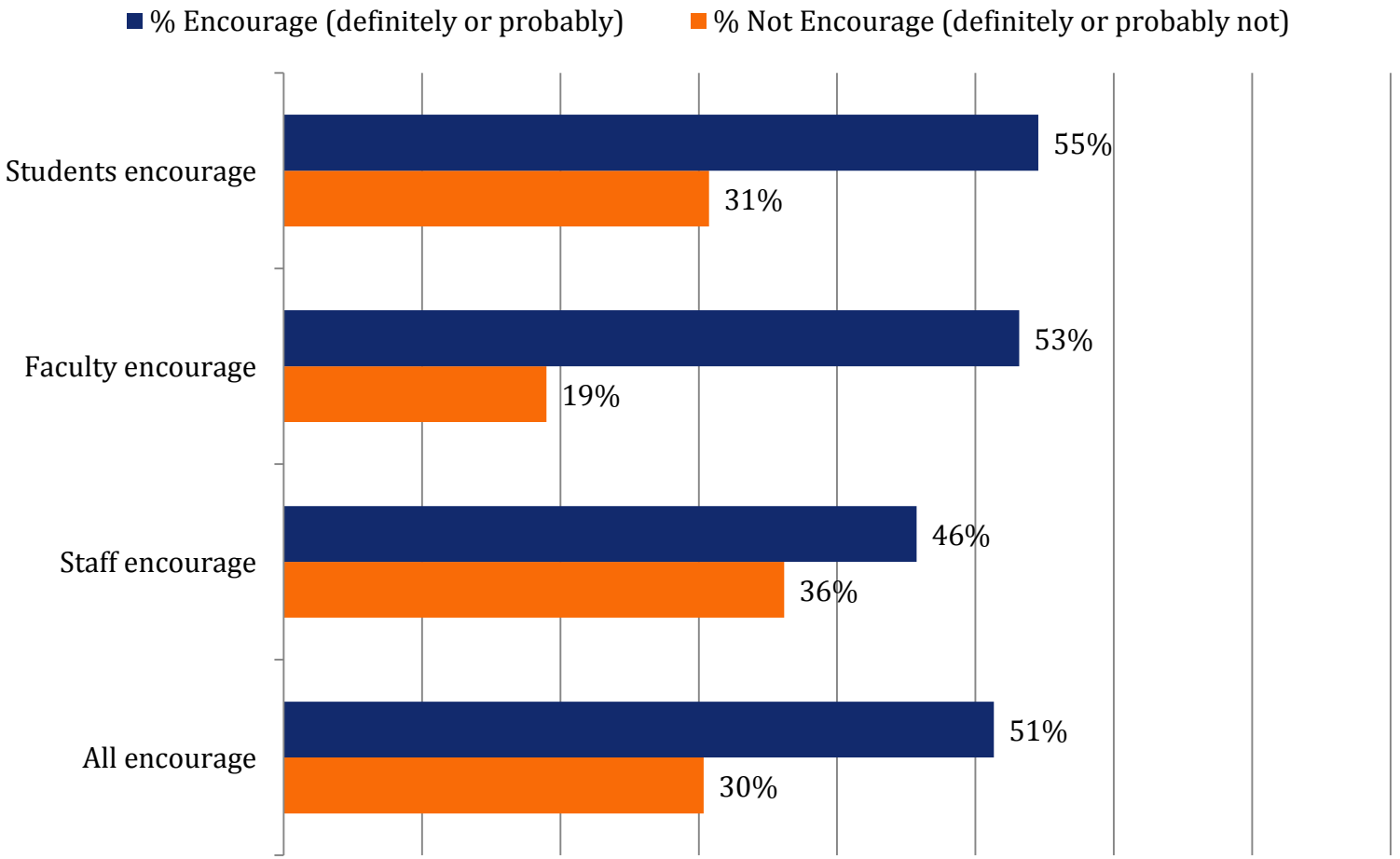
Encourage someone to attend/work at Lincoln

- 51% would encourage (definitely or probably) someone to attend or work at Lincoln



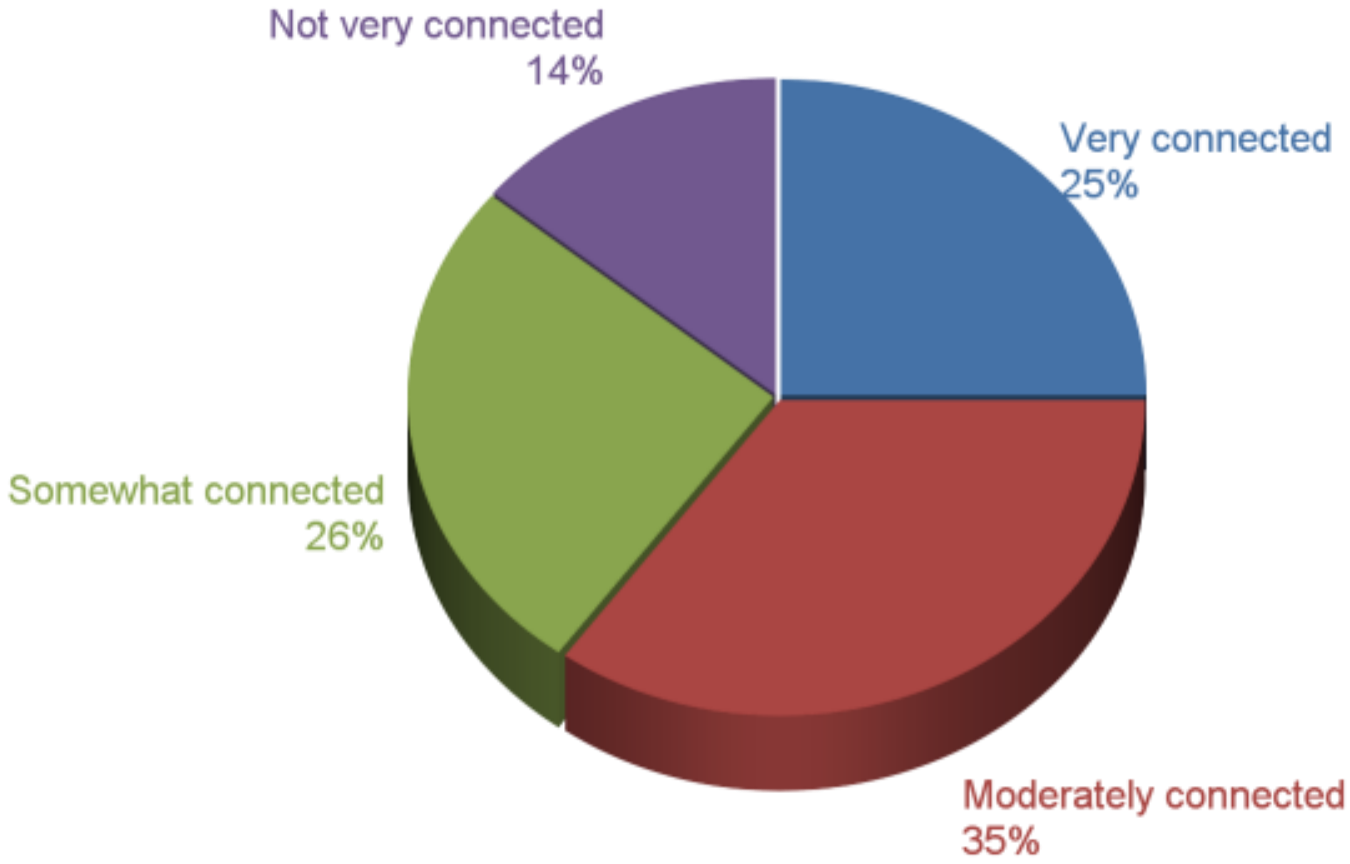
Encourage by Type

- Approximately 50% of all types would encourage someone to attend or work at Lincoln



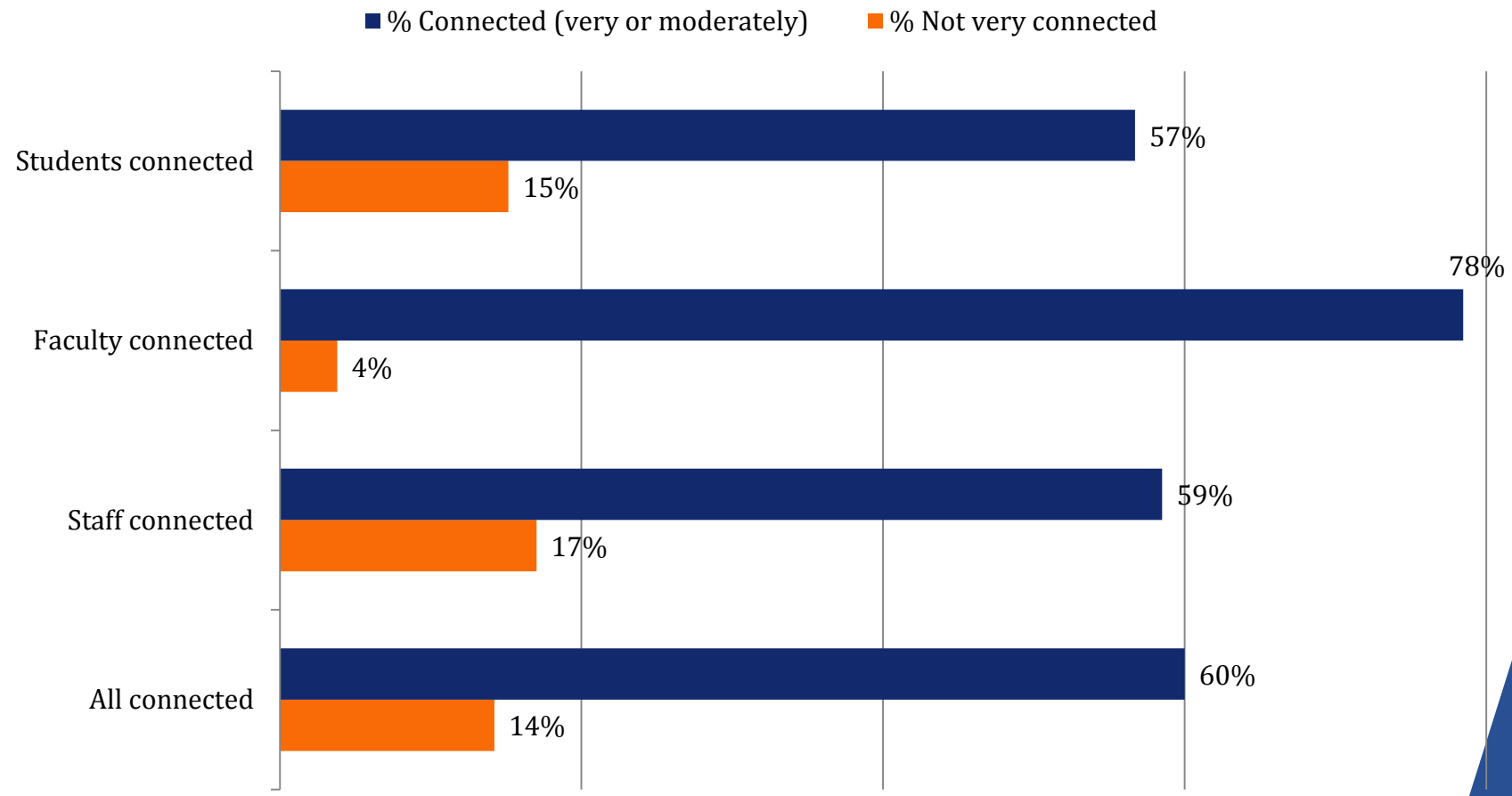
Connected to Lincoln

- 60% feel connected (very or moderately) to students, faculty, staff or the campus



Connected by Type

- Faculty: % feel connected is higher than Students or Staff



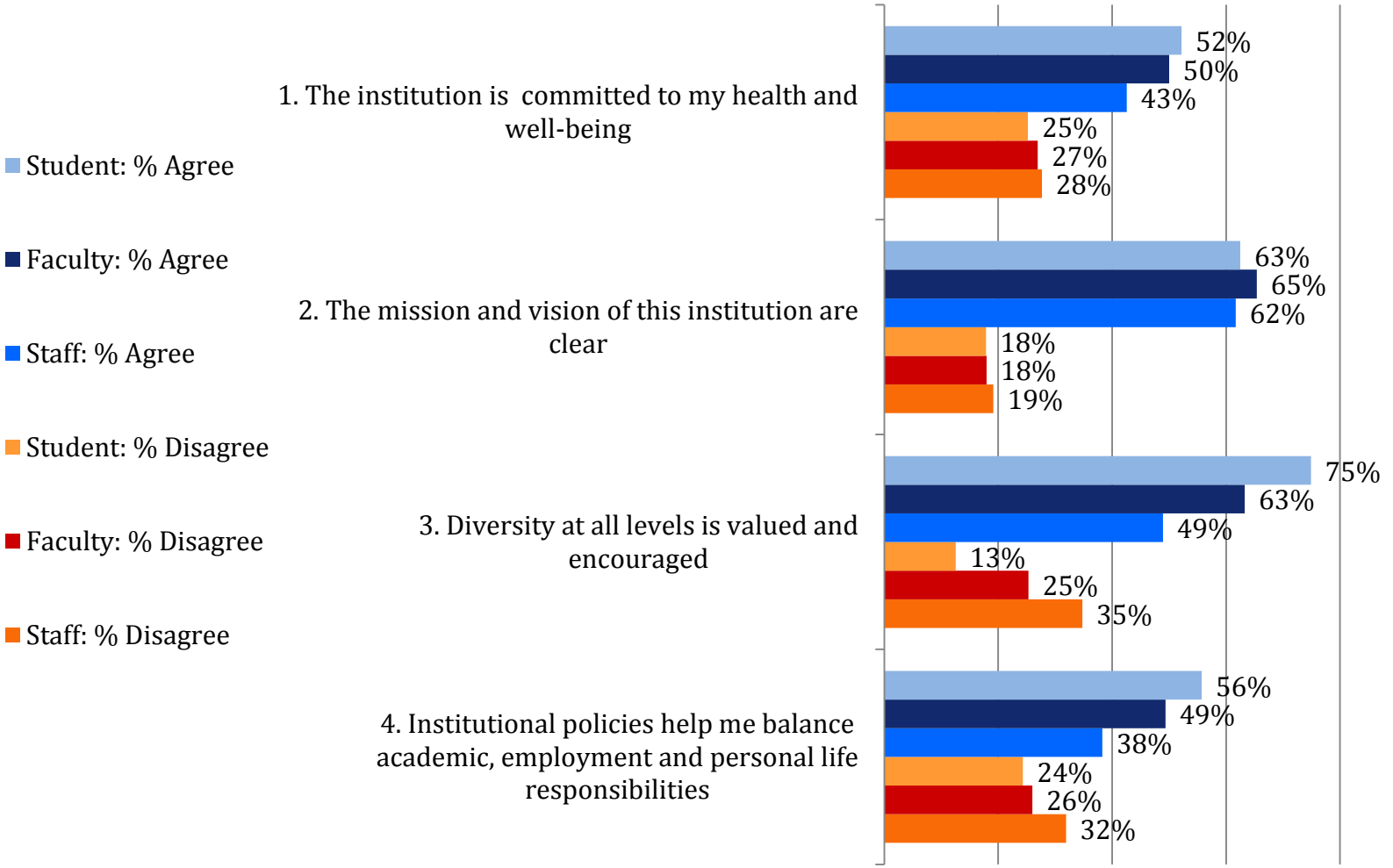
Experience with Lincoln

- 60% or more Agree:
  - mission is clear (2)
  - diversity is valued (3)
  - professional growth encouraged (7)
  - accountability encouraged (8)
- 35% or more Disagree:
  - effective communication and collaboration occurs (5)
  - the institution acknowledges and rewards behavior (9)

Experience with Lincoln by Type

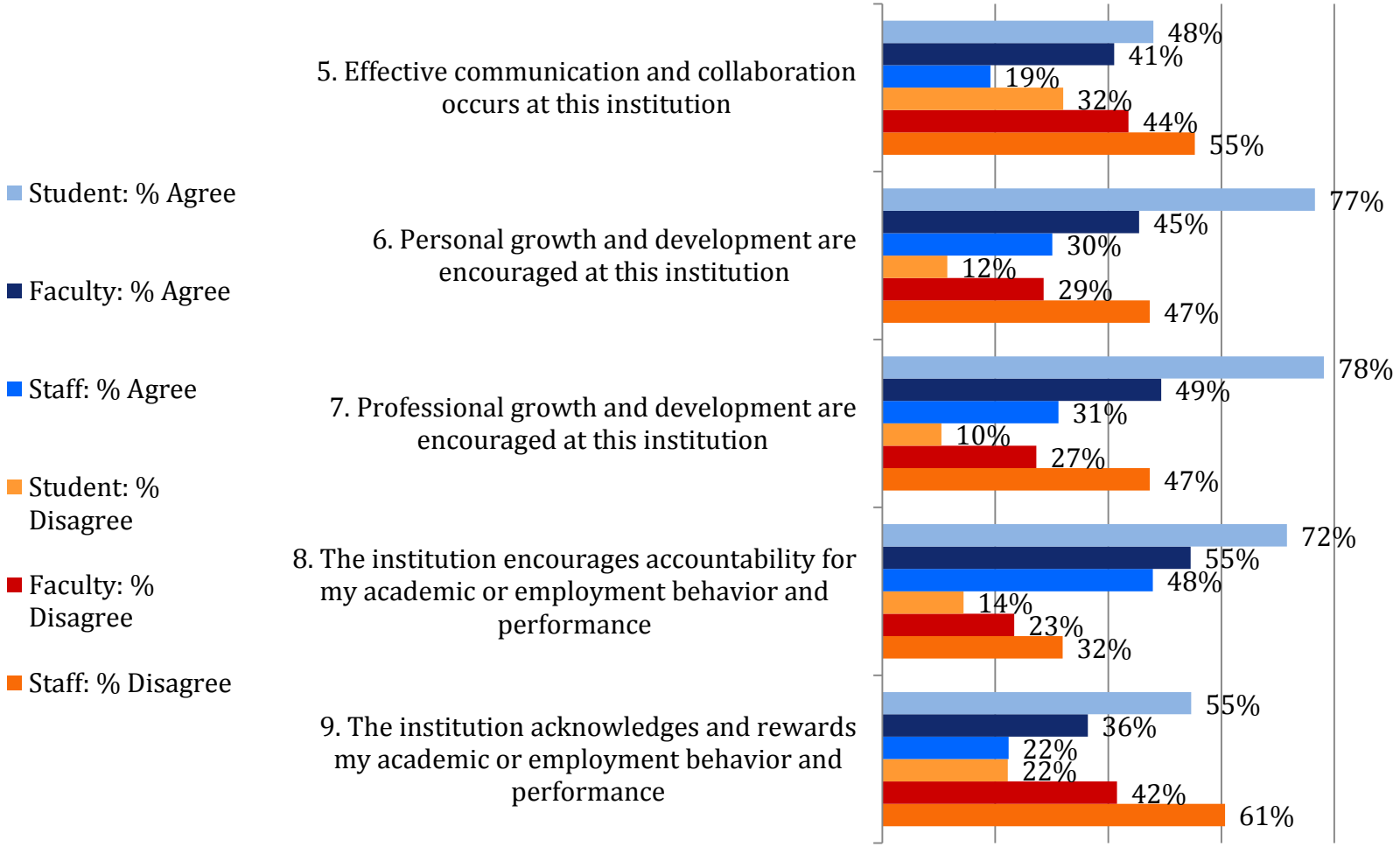
NOTE: Choices 5-9 on next slide

- Choices 1 & 2: have similar responses across respondent types
- Choices 3-9: Students % Agree is higher than Faculty or Staff



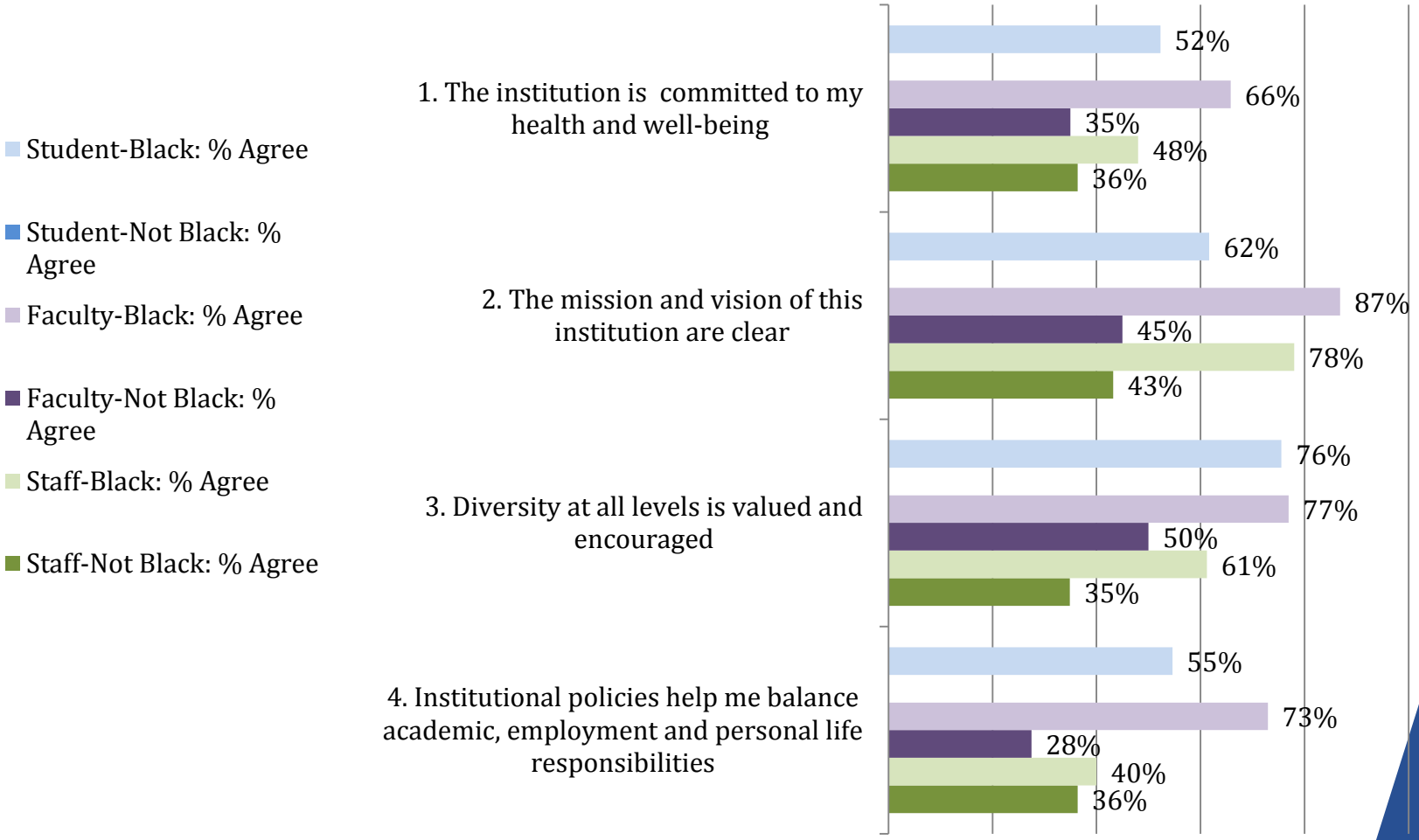
Experience with Lincoln by Type (cont'd)

- Staff % Disagree is higher than Faculty or Students
- Choices 5 & 9: Staff % Disagree is higher than Agree responses



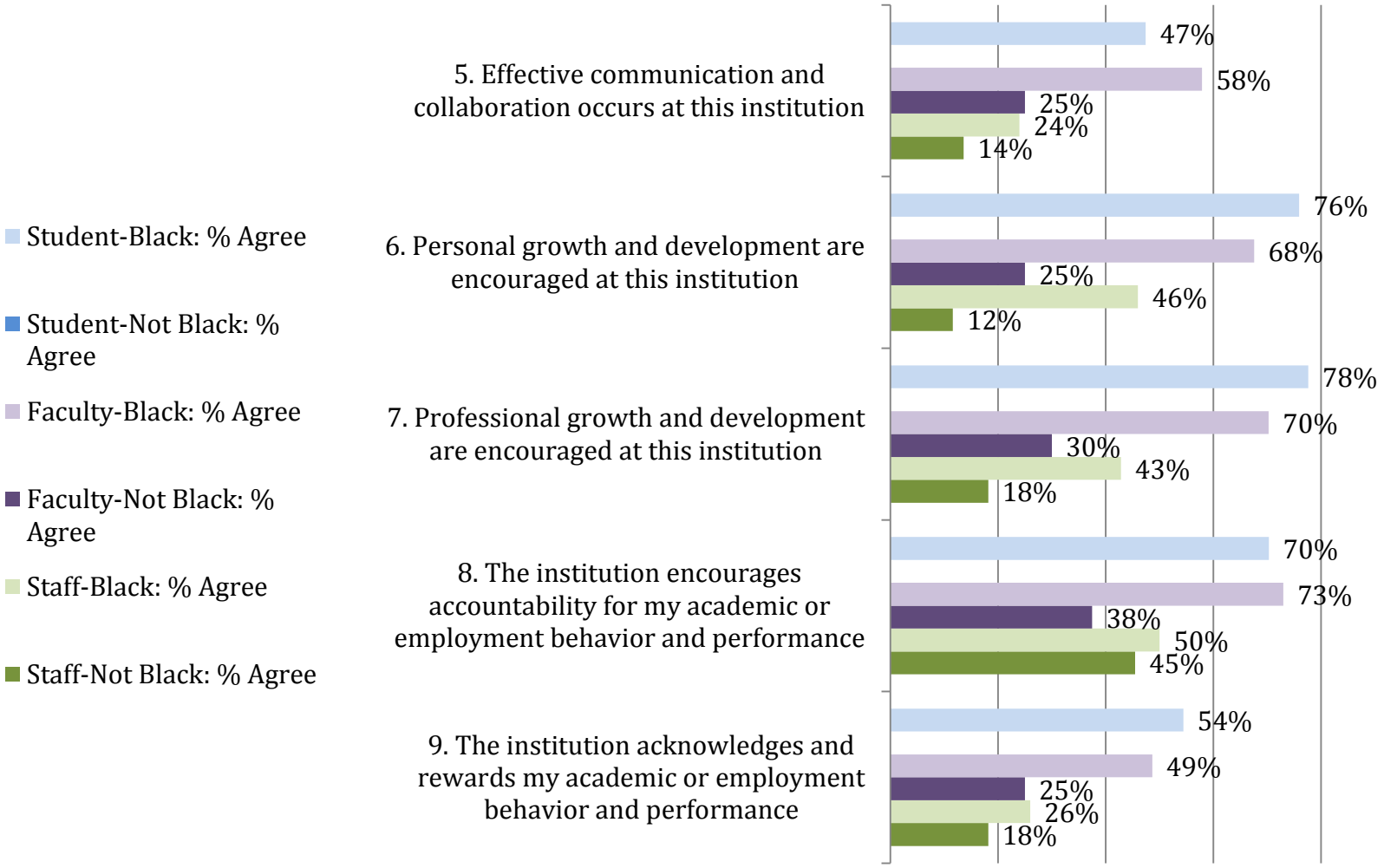
Experience with Lincoln by Type & Race: Agree

- All Choices, except 5: Faculty-Black & Staff-Black % Agree is higher than Not Black
- All Choices: Faculty have ~20% or more difference between Black/Not Black



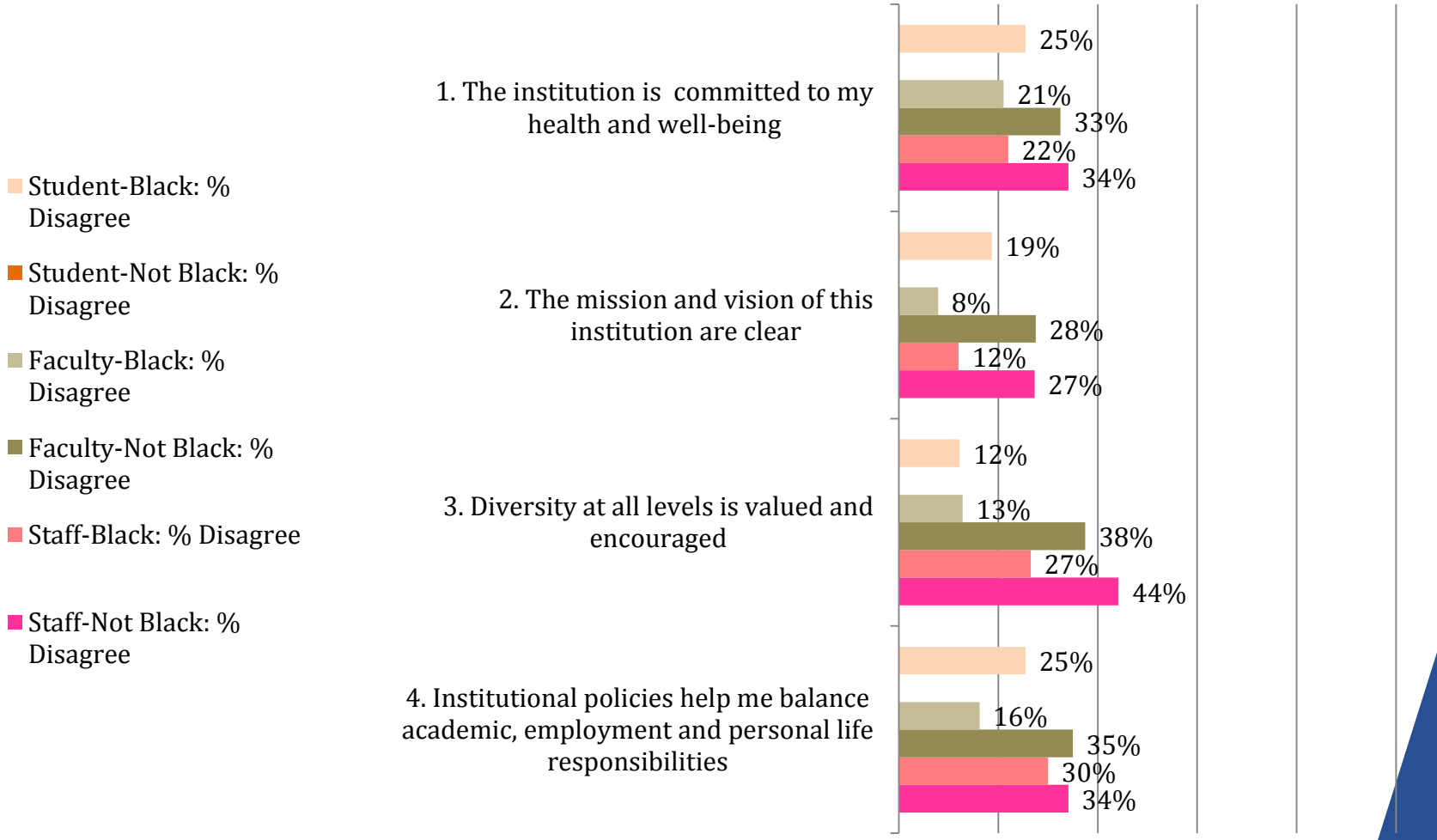
Experience with Lincoln by Type & Race: Agree (cont'd)

- Choices 2, 3, 6 & 7: Staff have ~20% or more difference between Black/Not Black



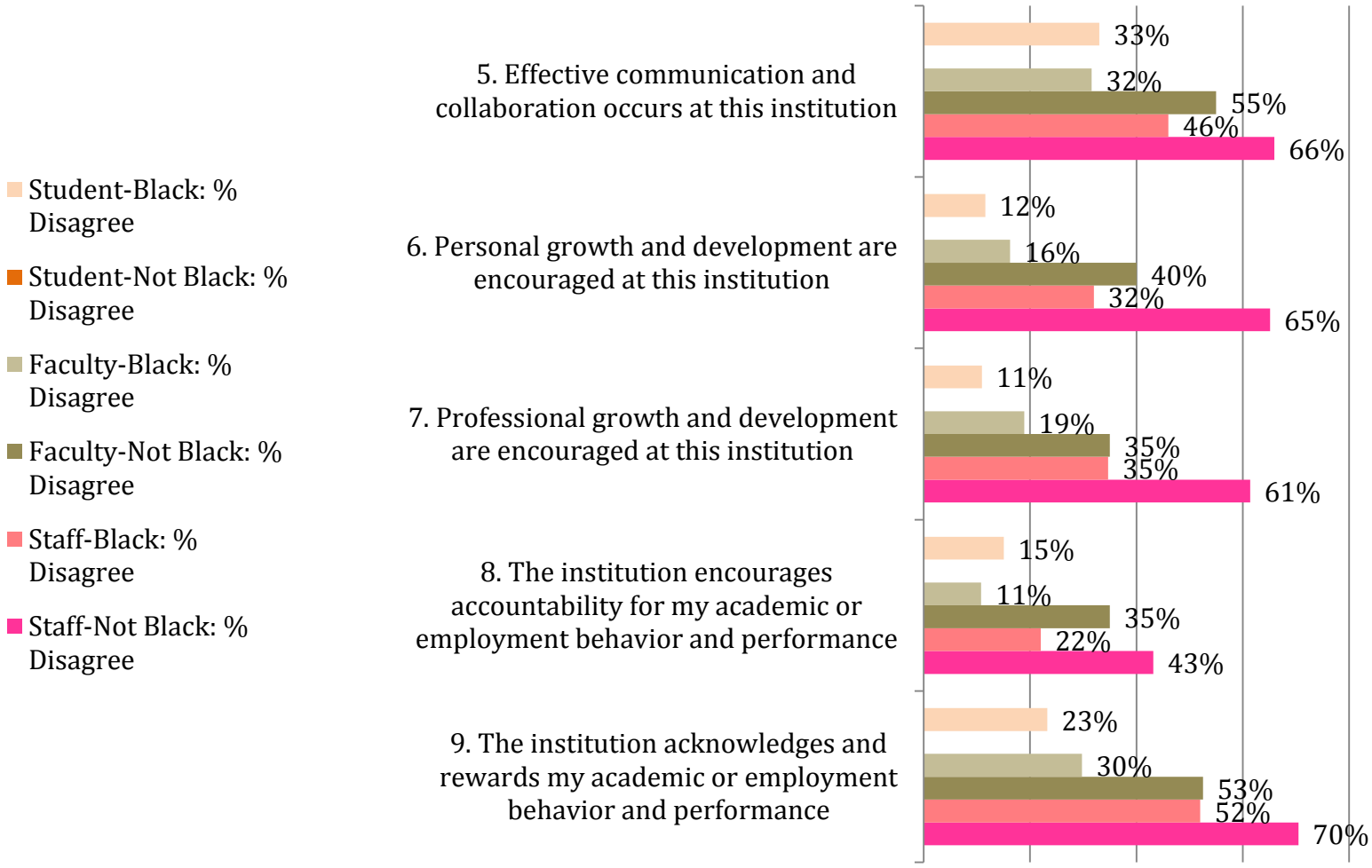
Experience with Lincoln by Type & Race: Disagree

- All Choices, except 7: Faculty-Not Black and Staff-Not Black % Disagree is higher



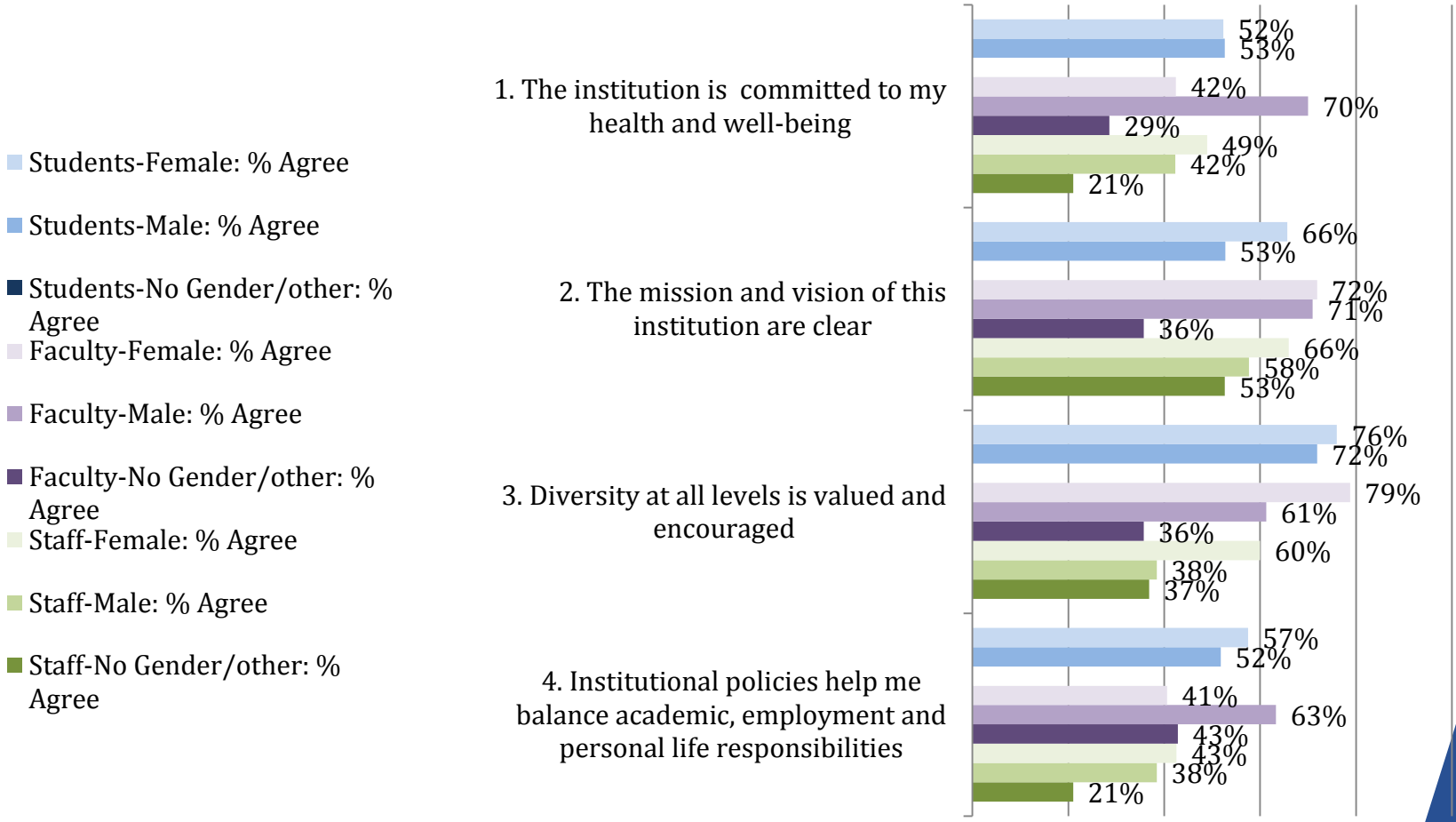
Experience with Lincoln by Type & Race: Disagree (cont'd)

- Choices 6, 7 & 9: Staff-Not Black % Disagree is ~20% higher than all others



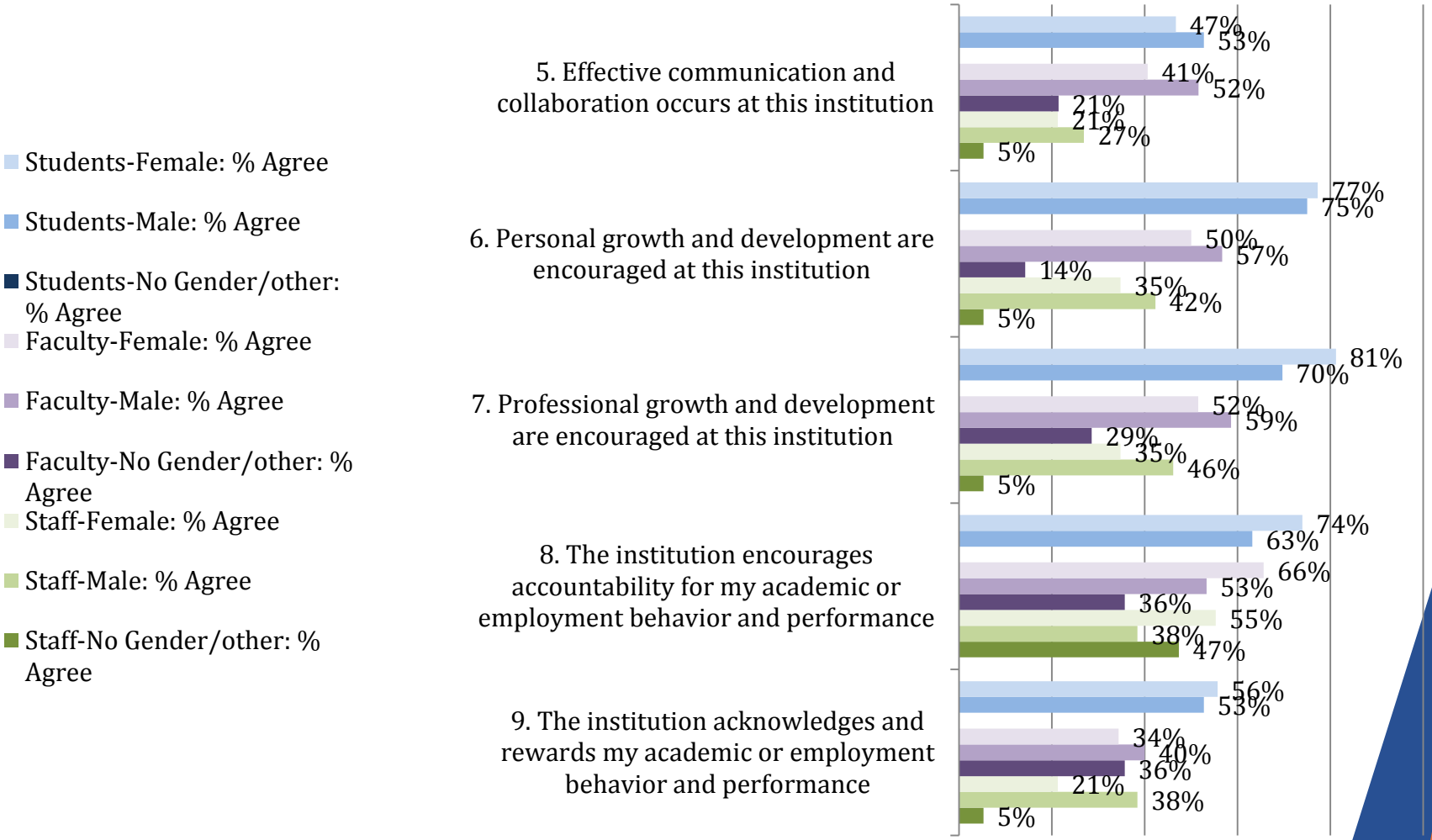
Experience with Lincoln by Type & Gender: Agree

- All Choices, except 4 & 8: Faculty-No Gender & Staff-No Gender % Agree is lower
- Choice 1, 3, & 4: Faculty Female to Male responses have ~20% difference



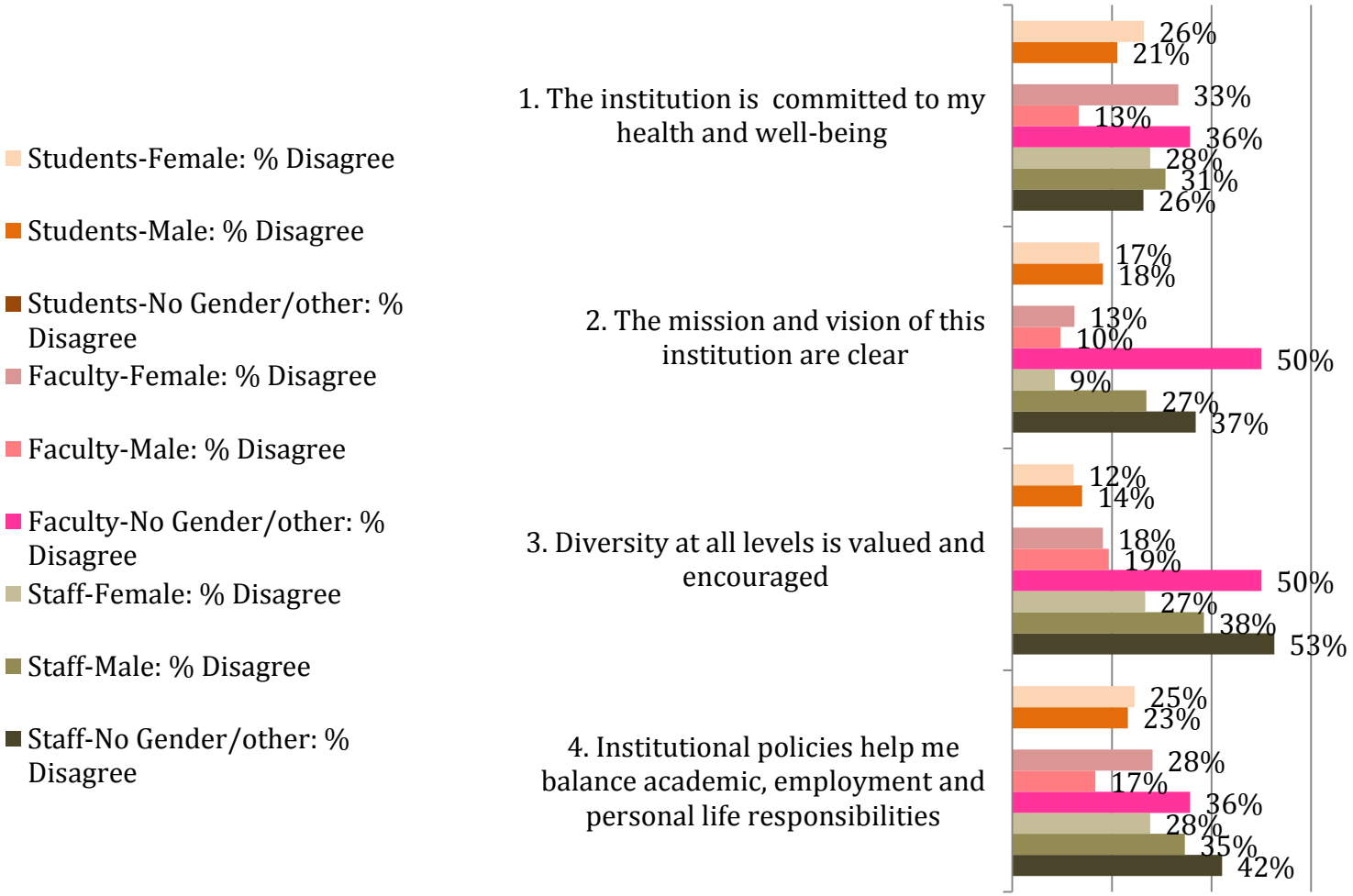
Experience with Lincoln by Type & Gender: Agree (cont'd)

- Choices 5, 6, 7 & 9: Staff-No Gender % Agree is below 10%



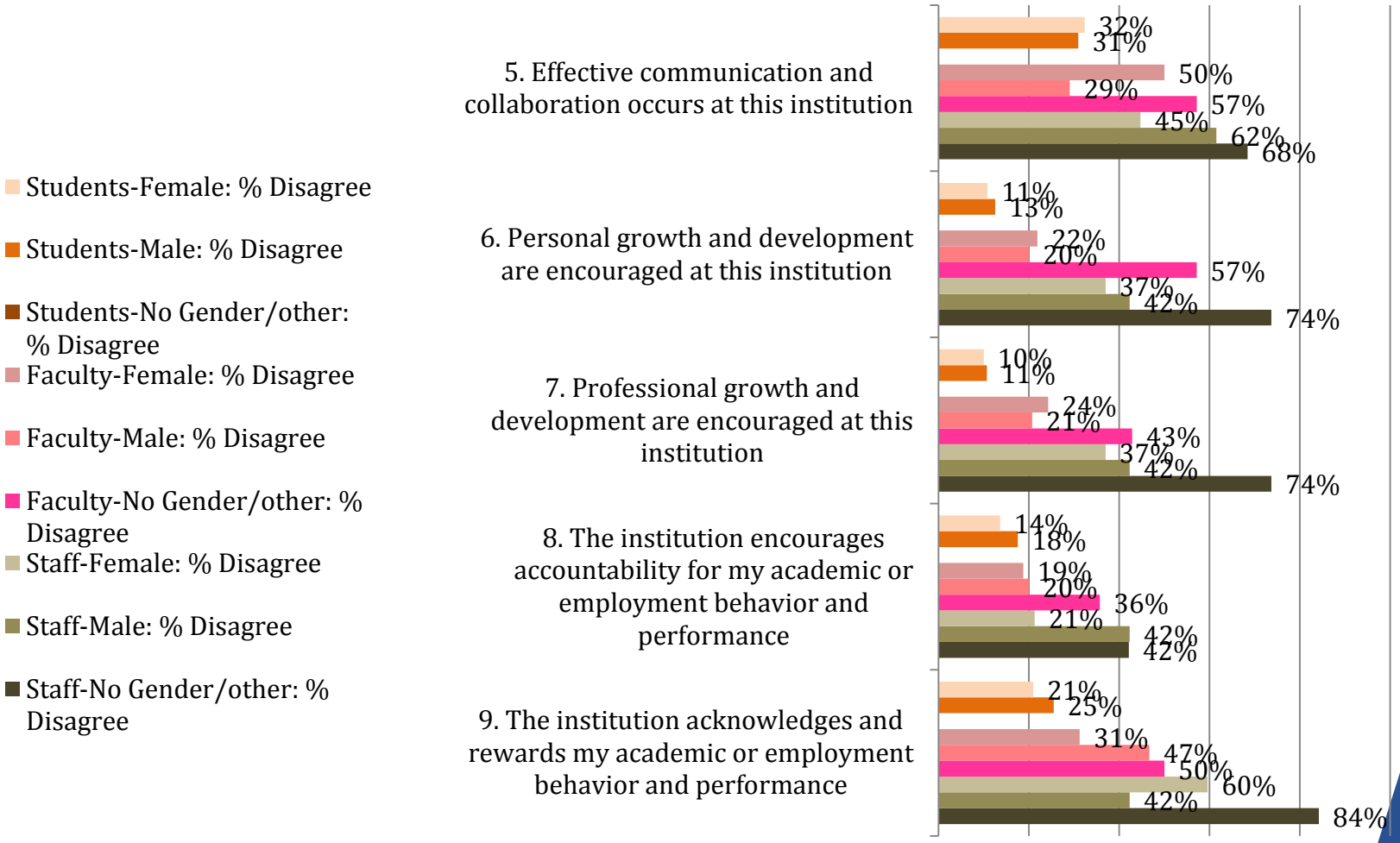
Experience with Lincoln by Type & Gender: Disagree

- Choice 1 & 5: Faculty-Female % Disagree is ~20% higher than Faculty-Male
- Faculty-No Gender have higher % Disagree than other Faculty (female or male)



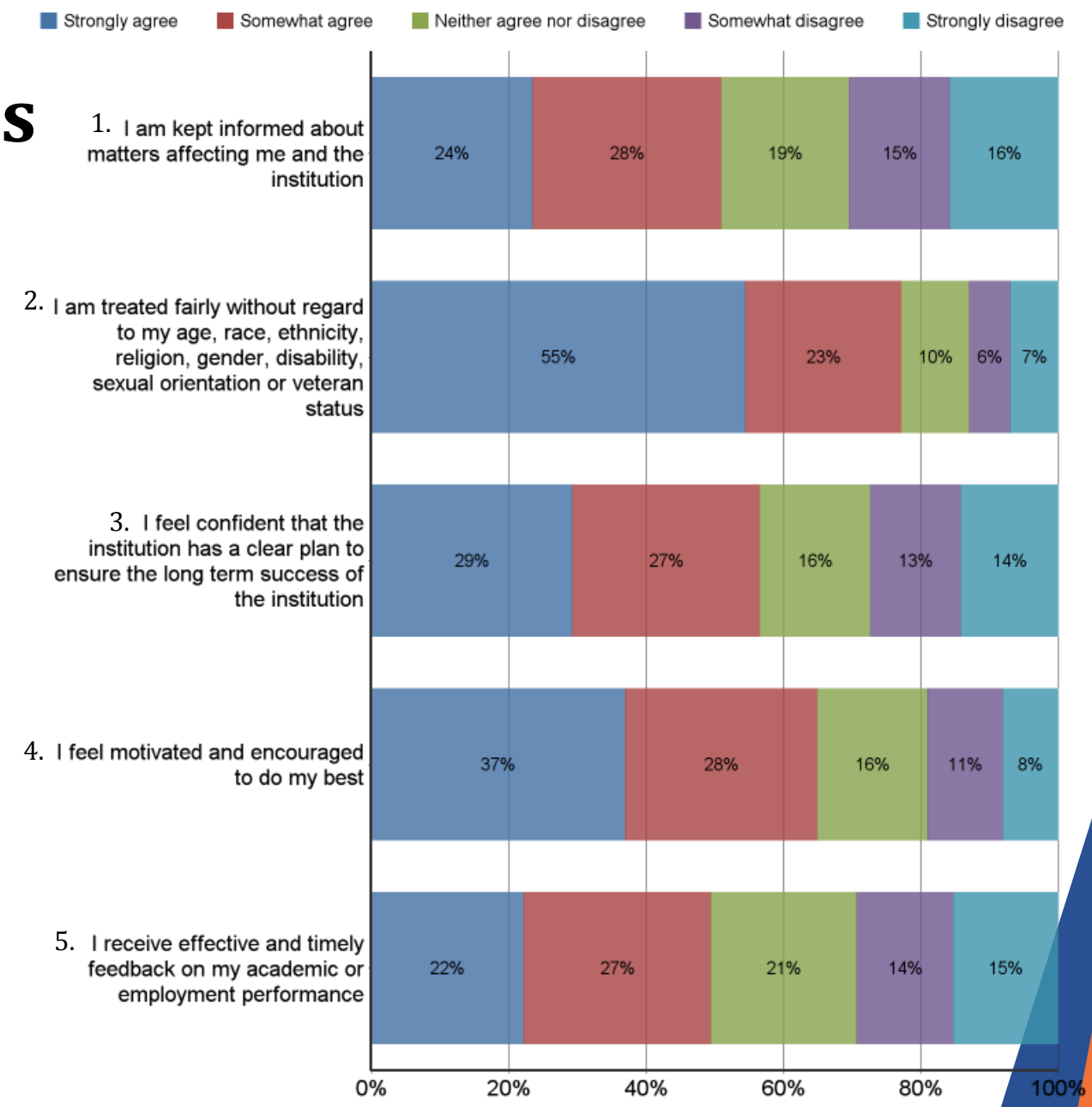
Experience with Lincoln by Type & Gender: Disagree (cont'd)

- Choices 3, 4, 5, 6, 7 & 9: Staff-No Gender have higher % Disagree than all others



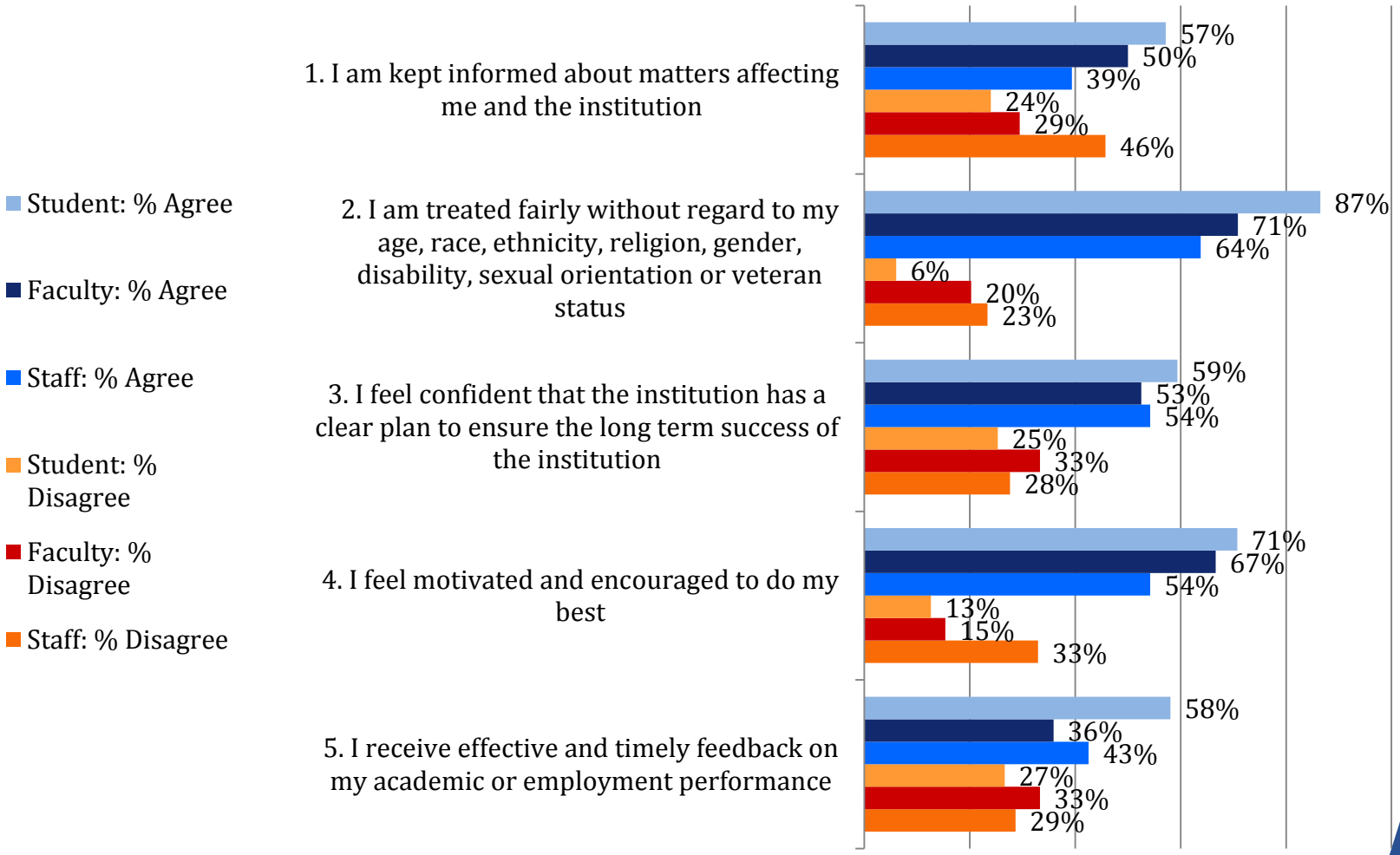
Personal Perceptions

- Over 65% Agree that they are:
  - treated fairly (2)
  - motivated and encouraged to do their best (4)
- Approximately 30% Disagree that they are:
  - kept informed (1)
  - receive effective and timely feedback (5)



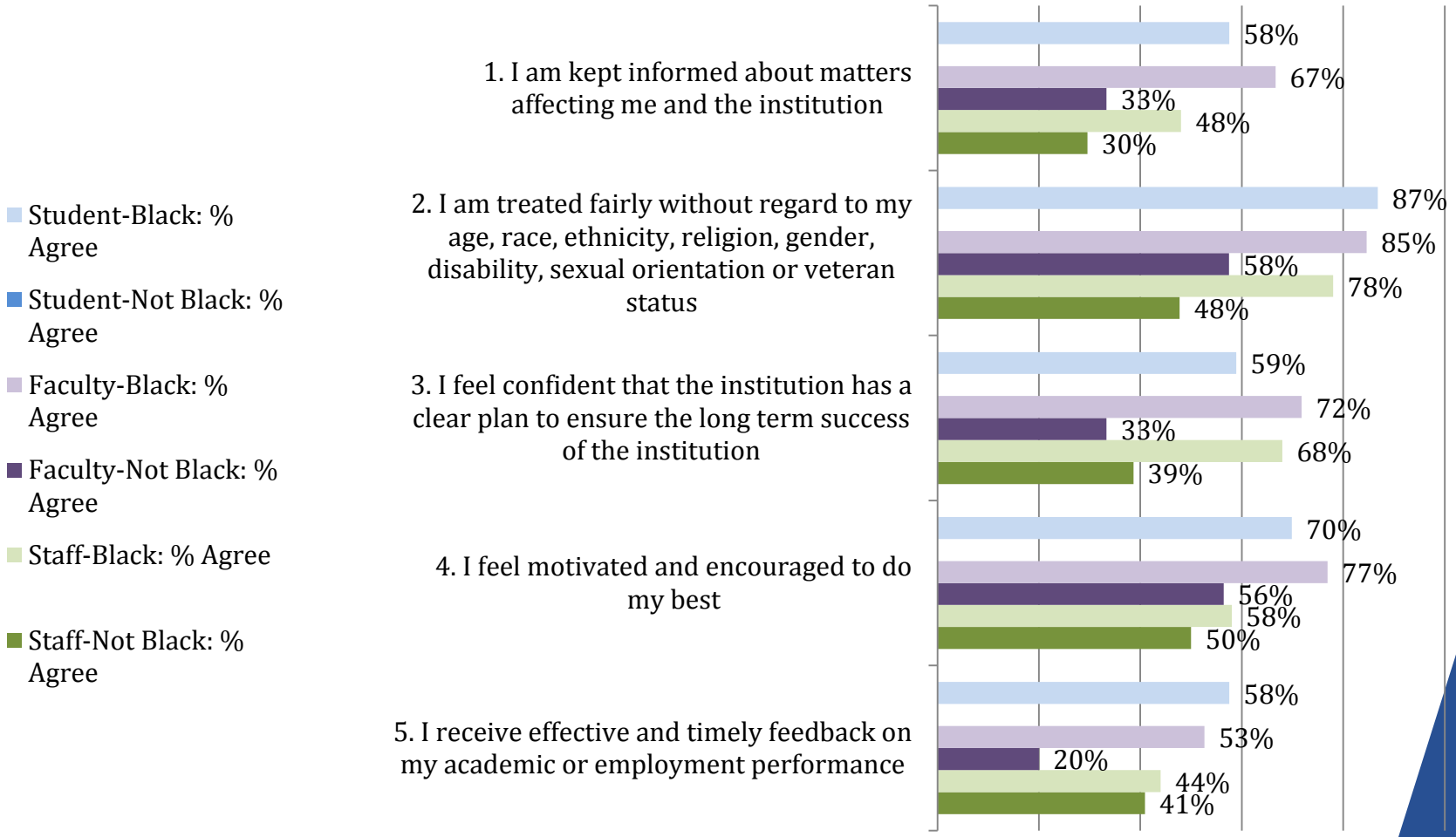
Personal Perceptions by Type

- Students % Agree is higher than Faculty or Staff
- For choices 1 & 4: Staff % Disagree is ~15% higher than Faculty or Students



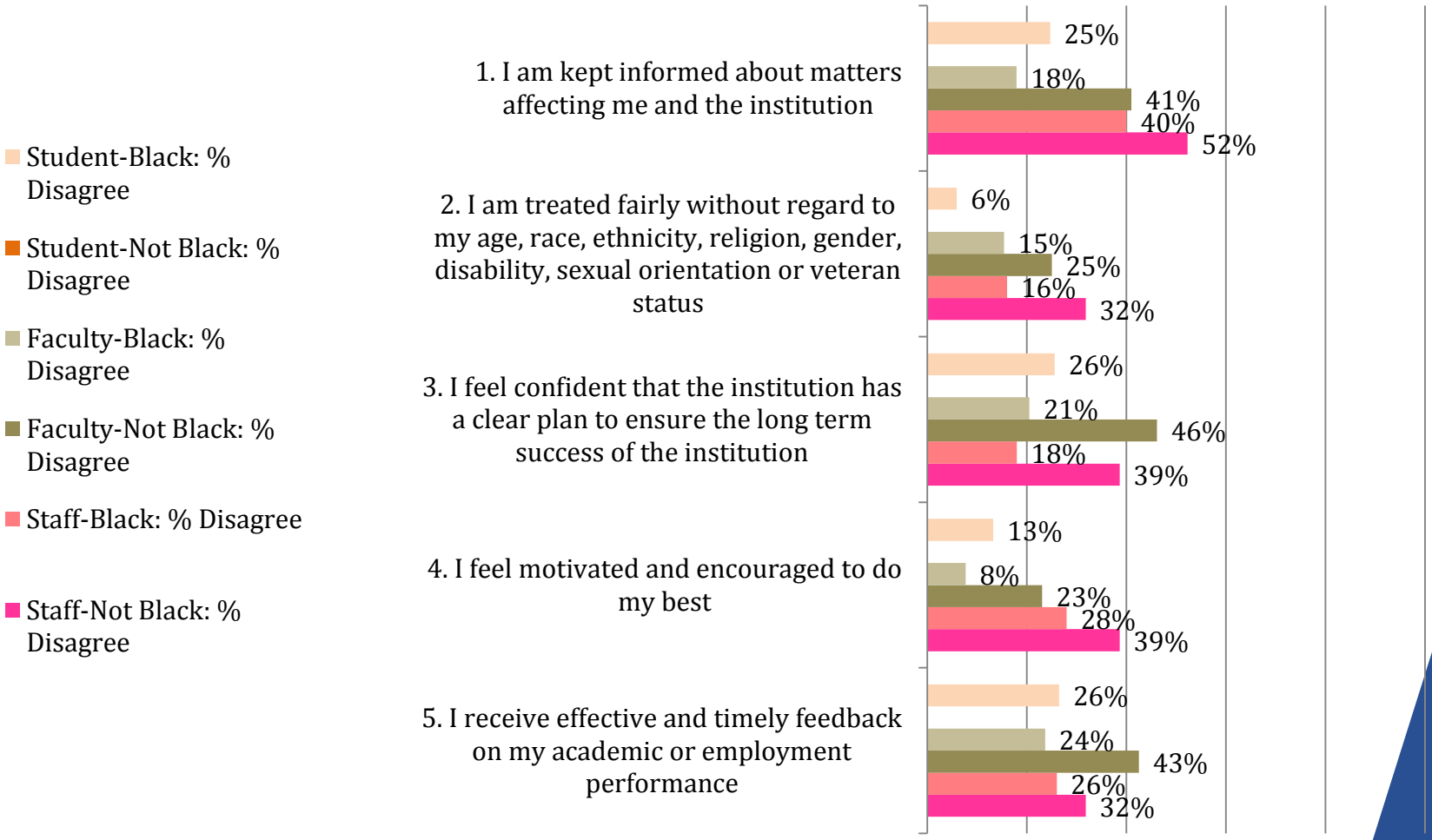
Personal Perceptions by Type & Race: Agree

- Faculty-Black % Agree is 20% or more higher than Faculty-Not Black
- Choices 1, 2 & 3: Staff-Black Agree is ~20% higher than Staff-Not Black



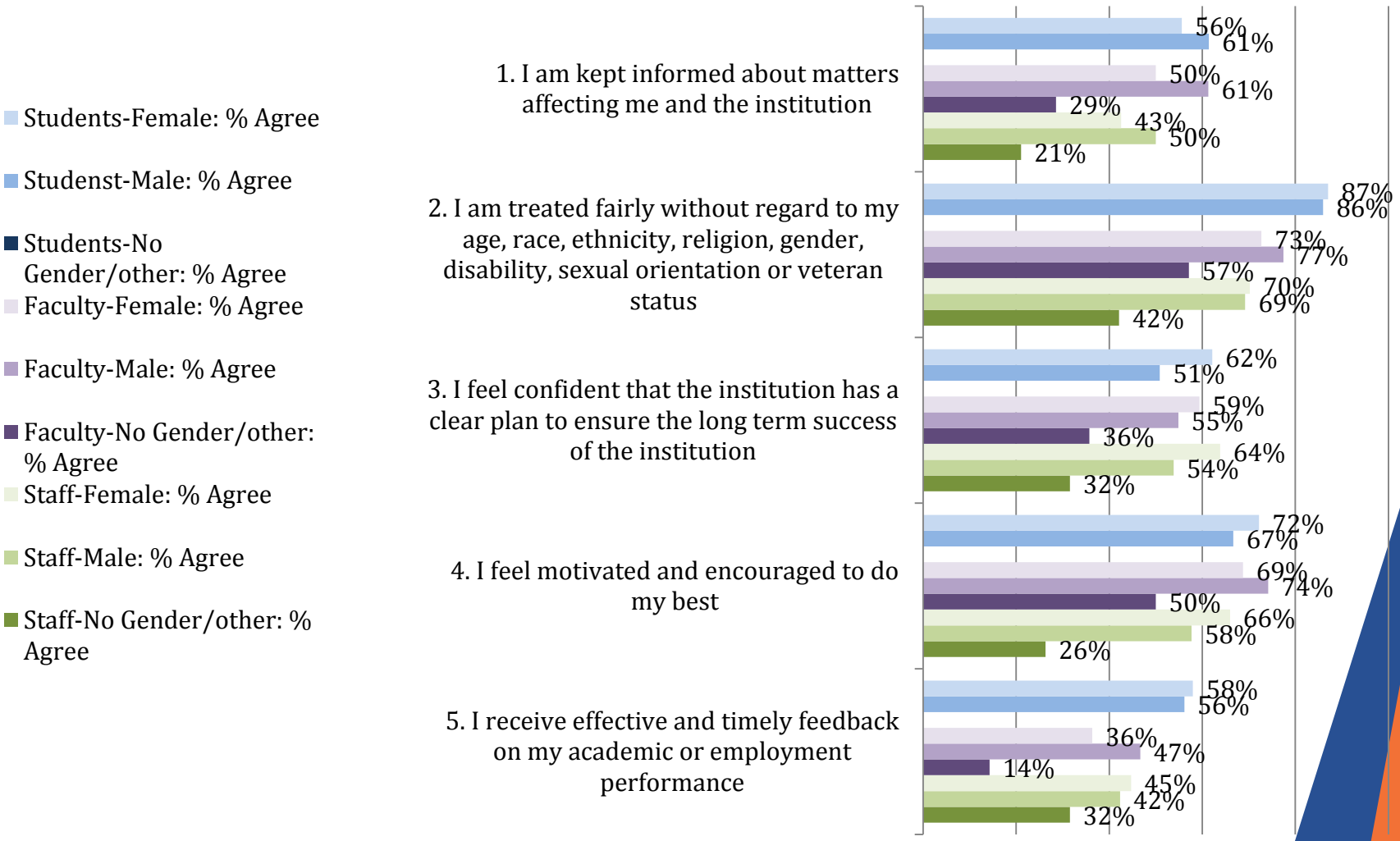
Personal Perceptions by Type & Race: Disagree

- All choices, except 4: Faculty-Not Black & Staff-Not Black % Disagree is higher



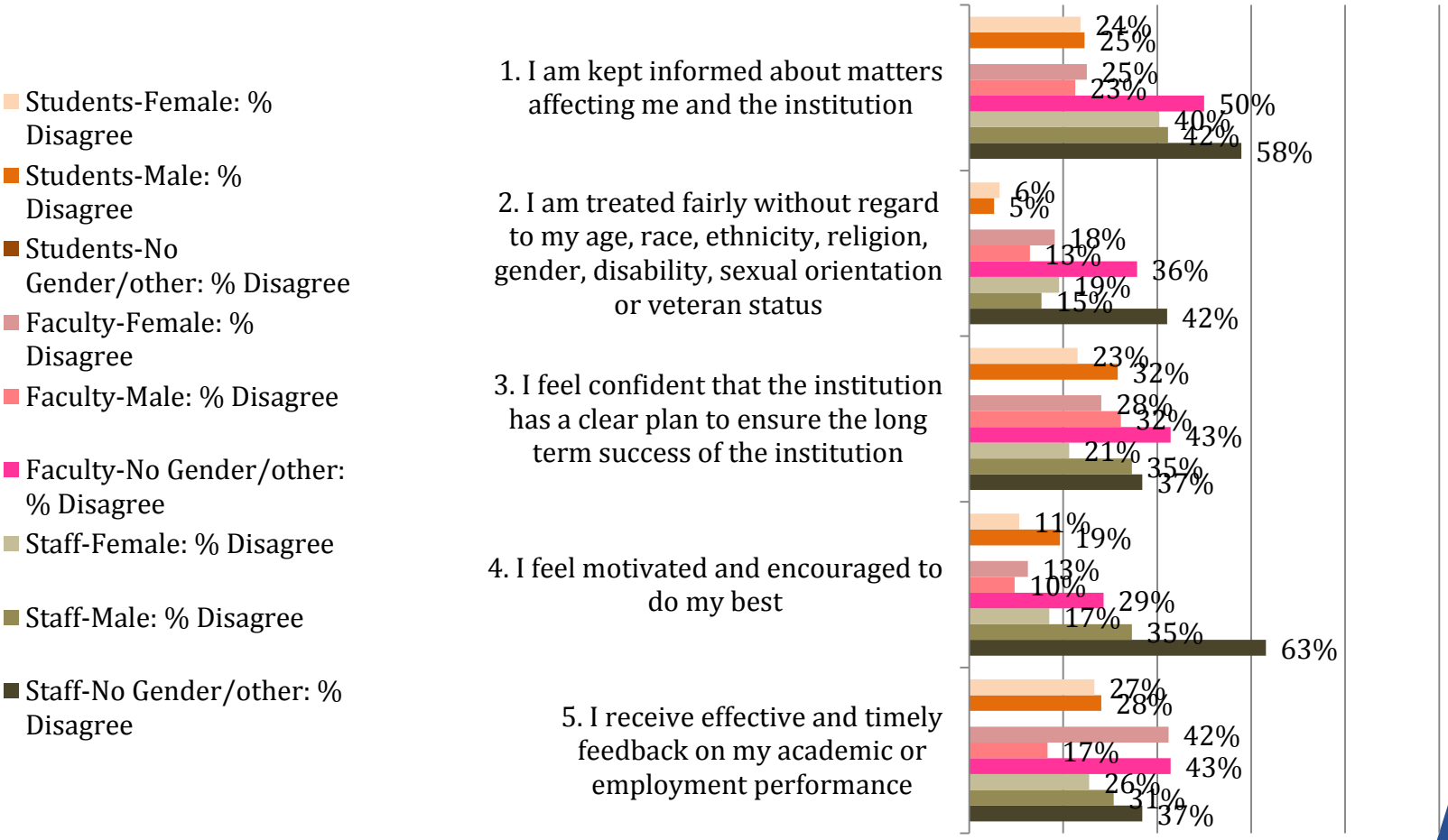
Personal Perceptions by Type & Gender: Agree

- For all choices: Faculty-No Gender & Staff-No Gender % Agree is lower



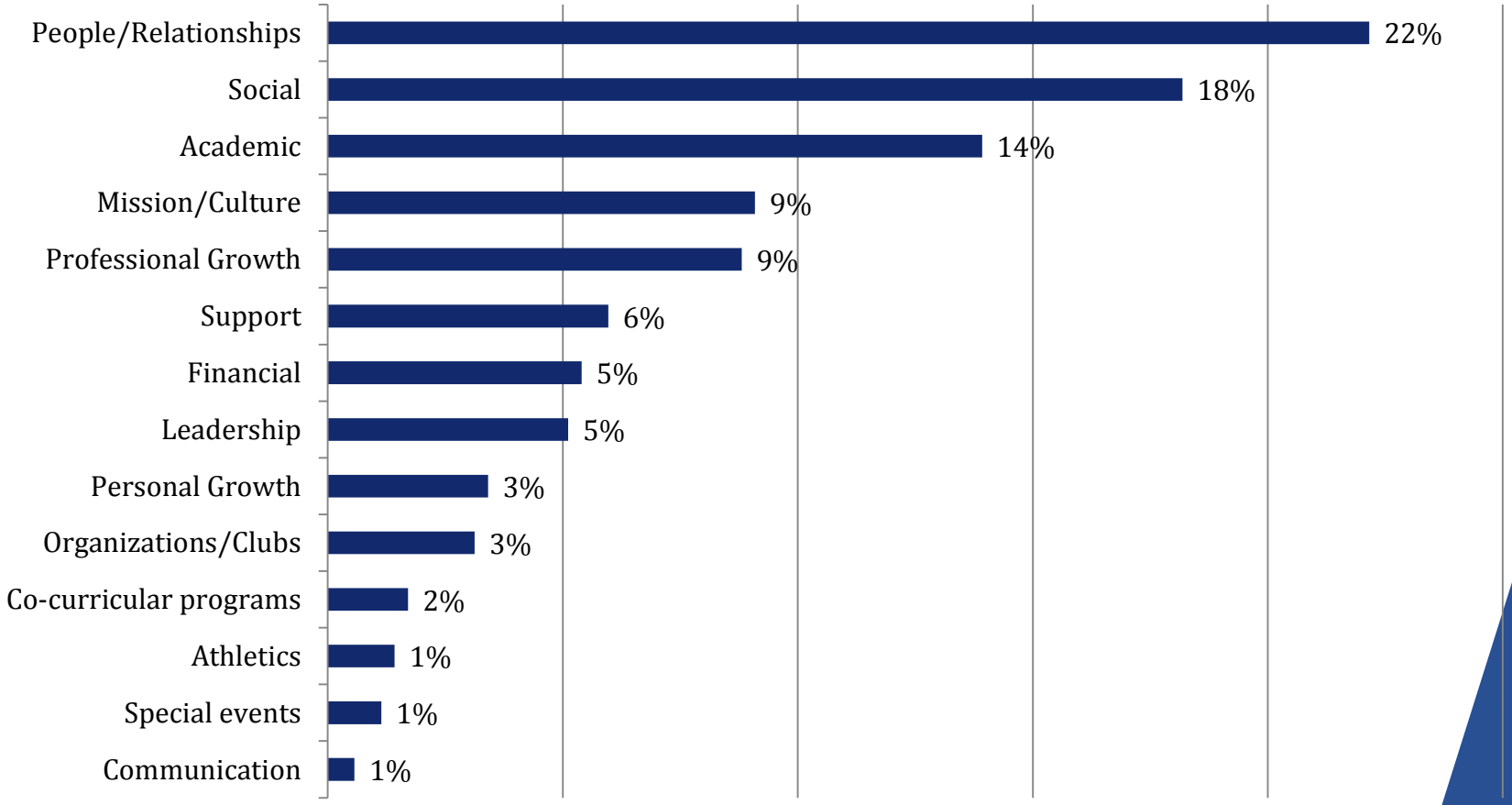
Personal Perceptions by Type & Gender: Disagree

- Choices 1, 2 & 3: Faculty-No Gender & Staff-No Gender % Disagree is higher
- Choice 4: Staff-No Gender % Disagree is more than 20% higher than other types/genders
- Choice 5: Faculty-Female and Faculty-No Gender % Disagree is higher



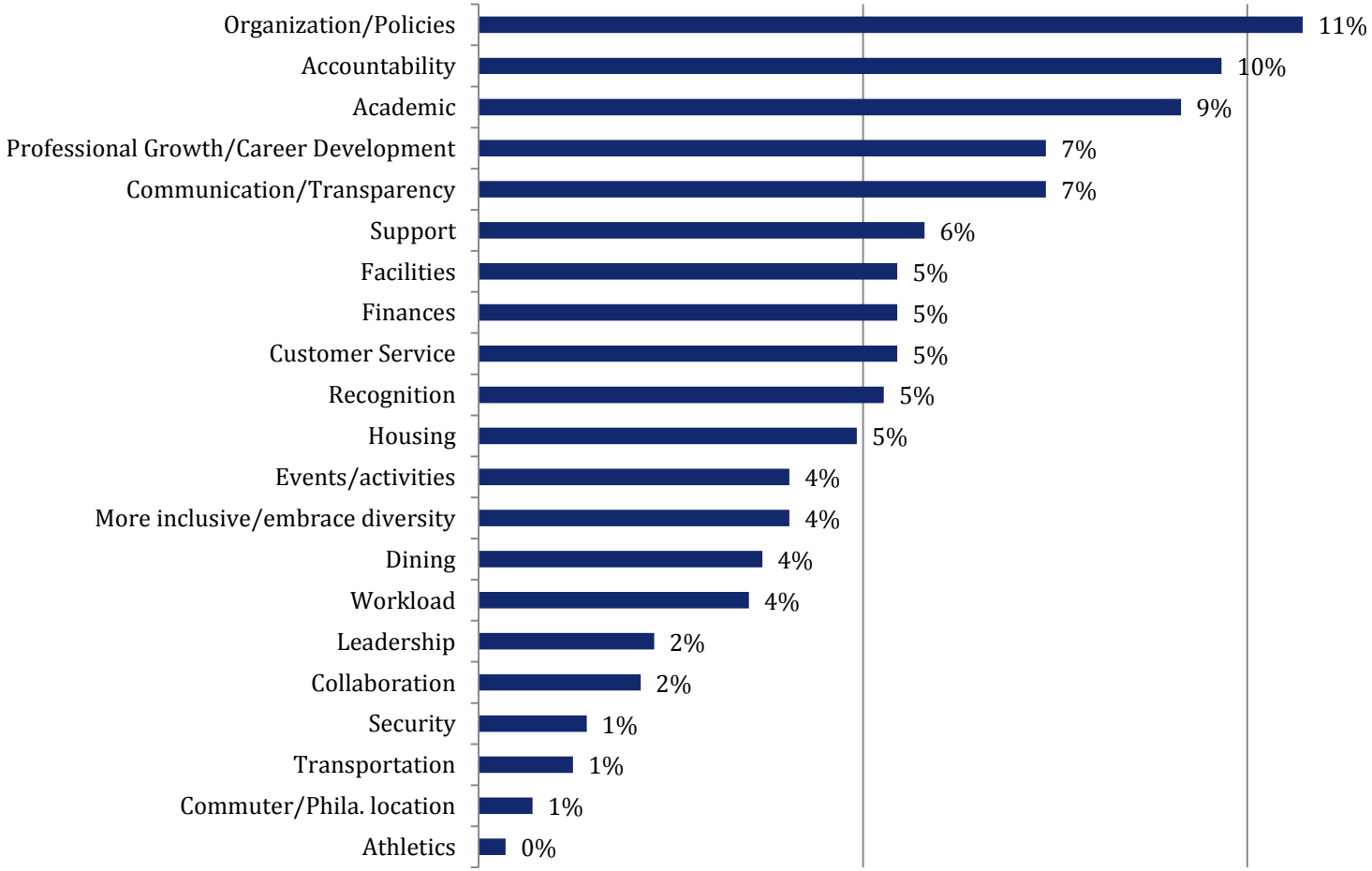
Most Positive Impact on You

- 58% responded (243 people) with 352 types of comments to "Considering your overall experience with this institution, what had the most positive impact on you?"
- Highest % comments associated with: People/Relationships (colleagues, peers, mentors, etc.); Social; Academic



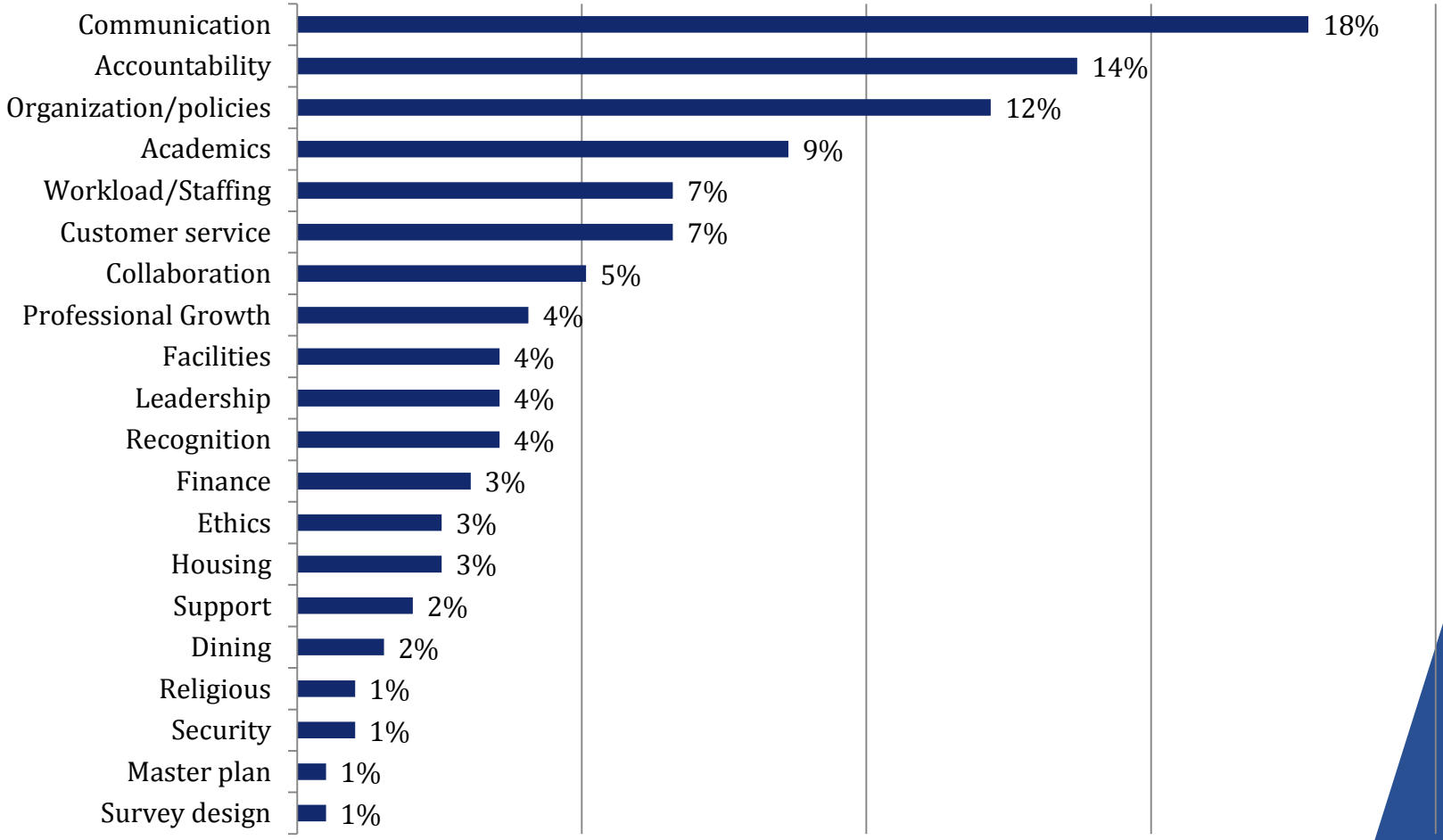
Suggestions for Improvement

- 57% responded (239 people) with 569 types of comments to "Considering your overall experience with this institution, what could this institution do to improve your experience?"
- Highest % comments associated with: Organization/Policies; Accountability; Academics



Additional Comments

- 21% responded (90 people) with 197 types of comments to "Please use this space to elaborate on any of the questions on this survey and/or to comment on any other aspect not covered in this survey"
- Highest % comments associated with: Communication; Accountability; Organization/Policies



Conclusions & Recommendations

Accolades

- Overall response rate was acceptable with staff having the highest response rate
- Most respondents:
  - agree that Lincoln is warm/collaborative and compassionate/tolerant
  - are satisfied with their experience at Lincoln
  - would encourage someone to attend or work here
  - feel connected to Lincoln with faculty having the highest percentage feeling connected
  - agree that the mission and vision are clear and that diversity is valued
- Most survey takers provided at least one comment to the open ended questions (over 1000 types of comments)
- Comments reveal:
  - respondents value the people and relationships at Lincoln
  - strive to fulfill the mission of the institution

Conclusions & Recommendations (cont'd)

Areas of Improvement

- Although the overall response rate was high, student response rate was lowest
- Many disagree that Lincoln is predictable and orderly
- More than half of staff disagree that Lincoln is playful/lighthearted and outcome oriented/merit based
- More than 1/3 of staff are dissatisfied with their experience at Lincoln
- Approximately 1/3 of students and staff would not encourage someone to attend/work at Lincoln
- Many staff do not feel:
  - acknowledged or rewarded
  - effective communication and collaboration occurs
  - personal growth and development is encouraged
  - professional growth and development is encouraged

Conclusions & Recommendations (cont'd)

Areas of Improvement

- General differences between races: Black (faculty or staff) % agree is higher than Not-Black (faculty or staff)
- General differences between genders: No-Gender (faculty or staff) % disagree is higher than male or female (faculty or staff)
- Staff-No Gender/other % dissatisfied is higher than other types/genders
- In some cases, Faculty-Male % agree is higher than Faculty-Female
- More than half of the comments for the open ended questions were suggestions for improvement (over 500)
- Comments indicate that improvements are needed in:
  - academics
  - accountability
  - communication and collaboration
  - organization/policies
  - professional development
  - workload/staffing

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Contact

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