

1 - How long have you been employed at Lee College?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
0-5 years	(1)	143	54.58%		<p>2.02</p>	
6-10 years	(2)	46	17.56%			
11-15 years	(3)	30	11.45%			
16-20 years	(4)	11	4.20%			
21-25 years	(5)	32	12.21%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
262/815 (32.15%)	2.02	1.39				

2 - Are vision and goals communicated regularly and broadly across the institution?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
The college's vision and goals are regularly communicated through multiple channels, which has broadened understanding, commitment, and collective action to achieve desired change.	(5)	85	32.44%		<p>3.76</p>	
The college's vision and goals are communicated in multiple ways (e.g., website, annual reports, grant proposals, person-to-person), and stakeholder commitment is growing.	(4)	77	29.39%			
Although the college's vision and goals are included in the strategic plan and are posted on the institution website, they are rarely discussed broadly.	(3)	57	21.76%			
The college's vision and goals may exist, but little effort is put forth to communicate them regularly and broadly.	(2)	21	8.02%			
I Don't Know	(1)	16	6.11%			
Not Applicable	(0)	6	2.29%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
262/815 (32.15%)	3.76	1.18				

3 - Is communication planning an integral part of the institution's work?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
The institution has an effective communication plan with clear and compelling messages, delivered through multiple channels (newsletters, email, social media, etc.). Updates produce an ongoing flow of information.	(5)	80	30.53%		<p>3.71</p>	
The institution has developed a strong communications plan and is making progress to convey information about efforts and outcomes in a more comprehensive way.	(4)	78	29.77%			
The institution sometimes provides information about improvement efforts, but the communications are not regular and do not use multiple channels to reach more audiences.	(3)	66	25.19%			
The institution rarely provides information about improvement efforts.	(2)	11	4.20%			
I Don't Know	(1)	22	8.40%			
Not Applicable	(0)	5	1.91%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
262/815 (32.15%)	3.71	1.20				

4 - Is broad-based input from faculty, staff, and students solicited?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
The institution intentionally and regularly solicits input from faculty, staff, and students and provides timely feedback, so people know their engagement matters.	(5)	77	29.39%		
The institution solicits input from faculty, staff, and students through a variety of methods (e.g., face-to-face, surveys, cross-functional teams, departmental meetings), but more work is needed to convince people that they have been heard.	(4)	70	26.72%		
The institution engages some internal stakeholders (mostly faculty and staff) in cross-functional teams but does not solicit much input outside of these teams.	(3)	52	19.85%		
The institution does not typically encourage broad based input from internal stakeholders in improvement efforts.	(2)	28	10.69%		
I Don't Know	(1)	28	10.69%		
Not Applicable	(0)	7	2.67%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
262/815 (32.15%)	3.55	1.32			

5 - Are faculty, staff, and students engaged in the design of initiatives?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Faculty and staff are empowered to research evidence-based practices and intentionally activate the student voice to inform initiative design.	(5)	56	21.37%		
The institution is making good progress engaging faculty, staff, and students in initiative design, but more should be done to investigate evidence-based practices and broaden design thinking.	(4)	80	30.53%		
Cross-functional teams (most without students) have been created to help design initiatives, but teams are not empowered to take much action.	(3)	22	8.40%		
The design of initiatives is primarily the responsibility of senior administrators.	(2)	52	19.85%		
I Don't Know	(1)	45	17.18%		
Not Applicable	(0)	7	2.67%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
262/815 (32.15%)	3.20	1.44			

6 - Does the institution engage with local K-12 to align curriculum, serve dual-enrolled students and strengthen the high school to institution pipeline?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
The institution has robust and ongoing relationships with K-12 that ensure strong educational and learning standards, while also saving time and money towards an institution credential.	(5)	76	29.01%		<p>3.14</p>	
The institution has good relationships with area K-12 leaders, teachers, counselors, etc. and has created several formal partnerships to strengthen the pipeline.	(4)	59	22.52%			
The institution is working to build stronger relationships with K-12 at various levels (e.g., leaders, teachers, counselors), but this work is in its infancy and formal partnerships are rare.	(3)	23	8.78%			
The institution periodically meets with K-12 providers (e.g., annual superintendent's meeting), but the interaction rarely produces action that strengthens the high school to institution pipeline.	(2)	10	3.82%			
I Don't Know	(1)	83	31.68%			
Not Applicable	(0)	11	4.20%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
262/815 (32.15%)	3.14	1.67				

7 - Does the institution work with employers to assess and align programs and services with market demand?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
The institution routinely works with multiple employers to assess needs and align program goals with market demands. The result is an improved supply of skilled graduates equipped to work in regional industry.	(5)	71	27.10%		<p>3.12</p>	
The institution is expanding its work with employers from multiple sectors to assess needs and align program outcomes with market demands.	(4)	58	22.14%			
The institution knows the importance of producing quality workers to support the regional economy and is beginning to work with employers to align program outcomes with employer needs and standards.	(3)	27	10.31%			
The institution has relationships with a few employers in the service area, but this has rarely led to program or service modifications to improve the quality of graduates.	(2)	28	10.69%			
I Don't Know	(1)	71	27.10%			
Not Applicable	(0)	7	2.67%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
262/815 (32.15%)	3.12	1.60				

8 - Does the institution partner with four-year institutions to ensure academic expectations for transfer align?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
The institution has strong partnerships with most higher education institutions (public and private) in the state. Academic expectations for transfer students align, and unnecessary credits are avoided.	(5)	54	20.61%		<p>2.94</p>
The institution is expanding partnerships to other institutions (beyond the major transfer destinations) to ensure that academic expectations align.	(4)	55	20.99%		
The institution partners with several transfer institutions to ensure that academic expectations for student transfer align, but transfer is still a big issue for students.	(3)	34	12.98%		
The institution partners with transfer institutions that represent only a small percentage of transfer students, leaving many students uncertain about transfer expectations elsewhere.	(2)	37	14.12%		
I Don't Know	(1)	71	27.10%		
Not Applicable	(0)	11	4.20%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
262/815 (32.15%)	2.94	1.54			

9 - Does the institution partner with community-based organizations to foster an institution-going culture and deliver student supports?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
The institution has developed robust community-based partnerships to provide outreach to targeted populations and a wide array of supports to help students reach their institution goals.	(5)	78	29.77%		<p>3.44</p>
Partnerships with community-based organizations are increasingly common and help support students in more ways than the institution could do on its own.	(4)	75	28.63%		
The institution has developed a few partnerships with community-based organizations to provide students with specific support services, but much more can be done.	(3)	35	13.36%		
The institution rarely partners with community-based organizations to secure the supports students need to reach their institution goals.	(2)	13	4.96%		
I Don't Know	(1)	53	20.23%		
Not Applicable	(0)	8	3.05%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
262/815 (32.15%)	3.44	1.49			

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10 - Does the institution mobilize community support for student access and success to improve regional educational attainment?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
The institution works relentlessly to educate and mobilize the external community to support higher education and improve attainment rates by building grass-roots partnerships with multiple entities.	(5)	62	23.66%		<p>3.22</p>
The institution is making good progress educating the community about the benefits of increased educational attainment for graduates, their families, and the local economy.	(4)	83	31.68%		
The institution is beginning to educate people and organizations about the benefits of increased regional educational attainment.	(3)	26	9.92%		
The institution does little to educate people and organizations about the benefits of increased educational attainment for graduates, their families, and the regional economy.	(2)	15	5.73%		
I Don't Know	(1)	68	25.95%		
Not Applicable	(0)	8	3.05%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
262/815 (32.15%)	3.22	1.55			