

Category #9:
Building Collaborative Relationships

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9C1 Key collaborative relationships

College of DuPage builds key collaborative relationships through the development of strategic partnerships with education, community, and business entities.

Education: COD works cooperatively with the Higher Learning Commission of the North Central Association, the Illinois Community College Board, and the Illinois Board of Higher Education to ensure the College is fulfilling its mission and meeting the needs of students and other major stakeholders. COD also has effective partnerships with in-district high schools, neighboring community colleges, and Illinois baccalaureate institutions. Figure 9.1 identifies COD’s key educational relationships and the nature of each.

Figure 9.1 Key Relationships - Education

Entity	Nature of Relationship
Higher Learning Commission	AQIP; Accreditation
Illinois Community College Board	Program approval, budgeting, state reimbursement, Illinois Articulation Initiative (IAI)
Illinois Board of Higher Education	Illinois Articulation Initiative (IAI)
DuPage County Regional Office of Education	Partner in teacher preparation and recertification efforts
Area High Schools	Feeder of students to COD Articulation agreements
Technology Center of DuPage	Feeder of students to COD Partner in regional facilities
DuPage Area Occupational Educational System	School-to-Work initiatives
DuPage Area Tech-Prep Consortium	Tech-Prep initiatives
Other local Illinois Community Colleges	Consortium arrangements, Cooperative agreements
Illinois Baccalaureate Institutions	Receiver of COD students Articulation agreements

Community: COD’s service district consists of 50 communities. One of the College’s major partnership initiatives is to work closely with local municipal governments to better serve residents of those communities. The College has established working relationships with several community organizations and the local media. Figure 9.2 identifies COD’s key community relationships and the nature of each.

Figure 9.2 Key Relationships - Community

Entity	Nature of Relationship
Local Municipal	Officials serve on regional site

Governments	advisory boards Partner with COD to develop community education centers to meet the needs of local residents
Local Community and Social Agencies	Support for community residents
Local Press	Support for COD’s programs and services

Business and Economic Development: COD has strong ties to the business sector in assisting in the economic development of the College’s service district. Figure 9.3 identifies COD’s key business relationships and the nature of each.

Figure 9.3 Key Relationships – Business and Economic Development

Entity	Nature of Relationship
Career Tech Ed Program Advisory Committees	Support for academic programs Curriculum development input
Corporations	Donations for new programming, scholarships, and equipment
Illinois Employment and Training Center (IETC)	Training and job placement for unemployed residents
Health Care Providers	Health Care Leadership Council to expand workforce opportunities and development
Advisory Boards	Provide input in determining employer and employee needs
Local and State Law Enforcement Agencies	Support for the Suburban Law Enforcement Academy located on COD campus
Area Businesses	Receivers of training for employees
Chambers of Commerce	Provide input in determining needs of businesses in a local municipality
DuPage County Workforce Board	Provide input in determining needs of businesses in DuPage County
Third-Party Training Providers	Assist in delivery of needed programming

9C2 Reinforcing mission and supporting institutional directions

Development of strategic partnerships is an essential element of COD’s mission “to be at the forefront of higher education, serving the needs of the community.” The collaborative partnerships serve to promote and support COD’s strong reputation, help secure its financial future, stress learning attainment, and better serve the COD community.

9P1 Creating, prioritizing and building relationships

Collaborative relationships are created from a variety of needs. Some evolve in meeting the needs of students such as the relationship between a community college and the high schools that prepare students for postsecondary education, and the

baccalaureate institutions that receive students who have completed the first two years of undergraduate education. Other relationships may emerge to meet an identified need of community residents, for the mutual economic benefit of partners, and to comply with requirements of governing bodies.

Those collaborative relationships that are essential to helping the College fulfill its mission are given the highest priority. COD uses the “Plan, Do, Check, Act” model to determine the key collaborative relationships:

- Identifying those potential partners who can do the most in helping the College fulfill its mission in meeting the targeted needs of students and other stakeholders that emerged from strategic planning (Plan)
- Developing and implementing action plans to deploy strategies that lead to improvement (Do)
- Measuring and analyzing the effectiveness of the strategies deployed (Check)
- Feeding the results into the next cycle of strategic planning as part of the SWOT analysis (Act)

The high-priority relationships essential to helping COD fulfill its mission include:

Area High Schools: Building strategic partnerships with the 37 high schools (24 public and 13 private) in COD’s service district is a high priority for the College. AQIP Action Project #3 focused on improving partnerships with area high schools. The team assigned to this AQIP Project identified five primary high school constituent groups: high school students, parents, teachers, counselors and administrators. The outcomes of this effort are highlighted in several sections of this category. Several COD offices build ongoing relationships with high schools such as:

- High School Articulation
- Admissions
- Education to Careers and Tech-Prep
- Youth Education
- Cooperative Education

Illinois Baccalaureate Institutions: The College Articulation Office coordinates articulation efforts with in-state baccalaureate institutions, COD’s faculty, administrators and support staff, Illinois Community College Board, Illinois Board Higher Education and the Illinois Articulation Initiative for the efficient and effective transfer of COD students.

Local Employers: All of COD’s Career and Technical Education programs have advisory boards with representatives from local business and industry.

These advisory board members assist the College in two ways: hiring COD students and providing input as to the current trends in business and industry. COD’s Business and Professional Institute, Career Services Office, and academic areas such as Business and Technology, Applied Arts, and Allied Health are among the primary College areas building these relationships.

Community and Social Agencies: COD collaborates with community and social agencies that provide services to district residents. COD’s role is to provide educational options for residents. Partnership efforts are built for initiatives such as co-application for federal or state grants, sharing facilities, and providing input via advisory groups, focus groups and/or surveys to help the College develop programs needed by community residents. COD’s primary builders of relationships with these organizations include Community Development, ESL/ABE/ASE, Older Adult Institute, and the Resource Development Office.

Associations, Agencies, Consortia Partners: COD develops partnerships with associations, external agencies, and consortia members to combine efforts and resources to provide value-added services to students and other stakeholders.

Local Municipal Governments: The President’s Office and Community Affairs division work with the local municipal governments to identify unmet needs and develop proposals for community-identified needs.

General Community: COD engages the general community by delivering educational and cultural programs. The McAninch Arts Center, WDCB radio and television station, the Library, Community Development, ESL/ABE/ASE, Continuing Education and the off-campus centers are the primary builders of relationships with the community at-large.

Local Media: The News Bureau unit of Public Information works closely with the local newspapers, radio stations and cable television stations to promote COD and highlight College activities and events.

9P2 Ensuring needs are being met

COD units are responsible for analyzing the results of measuring collaborative relationships listed in Section 9P4 and deploying the “Plan, Do, Check, Act” process outlined in Section 9P1 as part of the College AQIP program and Continuous Improvement (CI) process.

9P3 Creating and building relationships within the institution

Internally, most relationships are created and built through cross-functional College-wide committees and continuous improvement teams, as well as collaboration among employee constituent groups.

COD's CI process assures integration and communication across relationships. Continuous Improvement (CI) teams are required to:

- Be cross-functional and have College-wide membership (Plan);
- Make certain all affected internal stakeholders are included in the development and deployment of action plans (Do);
- Review the results of measuring effectiveness with the College community (Check);
- Involve affected internal stakeholders into developing recommendations for improvement based on the results of measuring effectiveness (Act).

9P4 Measuring collaborative relationships and analyzing results

As outlined in Figure 9.4, COD's AQIP Action Project #3 High School Partnership Team developed a Balanced Scorecard to measure the College's effectiveness with area high schools. Success indicators are identified as either Process, Satisfaction, or Outcome measure.

Figure 9.4 Balanced Scorecard for Measuring Effectiveness of High School Partnerships

Success Indicator	Type of Measure	Source of Data
Percentage of high school graduates attending COD	Process	Research & Planning Office
# HS students in dual credit and dual enrollment programs	Process	Student Tracking System
High school constituent groups (students, parents, administrators, counselors, teachers) satisfaction with and perception of COD	Satisfaction	Focus groups, individual interview results, and satisfaction surveys
Academic performance indicators for all in-district high school graduates attending COD: <ul style="list-style-type: none"> • Degree completion • Certificate completion • Cumulative GPA • Overall persistence rate • Term-to-term persistence rate • Within term persistence • Successful course completion rate 	Outcome	Student Tracking System
Academic performance	Outcome	Student Tracking

indicators listed above for high school graduates attending COD by ethnicity and early admission status: <ul style="list-style-type: none"> • Bridge program • Dual credit • Dual enrollment 		System
Transfer Rate	Outcome	ICCB transfer reports
Academic Performance at Transfer Institutions	Outcome	Student Performance Reports from Transfer Institutions
Employment Rate	Outcome	Annual Graduate Follow-Up Survey
Performance in Workplace	Outcome	Reports from accrediting agencies
Number of high school personnel participating in professional development activities at COD	Process	Enrollment and attendance records
Academic performance of teachers, paraprofessionals, and parents of high school students attending COD	Outcome	Student Tracking System
Financial impact of utilizing area high schools for classes	Outcome	Enrollment and budget information

Figure 9.5 identifies the measures of building collaborative relationships with baccalaureate institutions in Illinois that receive the majority of COD's transfer students; local employers who hire COD students and send employees to the College for training; community and social agencies that provide services to residents of the College's service district; the general community municipal governments; and the local media.

Figure 9.5 Measurements for High-Priority Relationships

High-Priority Relationships	Method	Measurement
Baccalaureate Institutions	Interaction with College Articulation Office Sharing instructional facilities	Satisfaction with articulation process; number of articulated agreements Number of shared facility agreements
Local Employers	Interviews Surveys Focus groups Participation on Academic Advisory Committees	Perception of COD Satisfaction with employees who trained at COD
Community and Social Agencies in COD Service District	Advisory groups Interviews Focus groups Surveys	Programming needs and satisfaction with COD

Associations, Agencies, and Consortia	Joint projects	Number of partnerships
General Community	Community Needs Assessment	Perception of COD Satisfaction with COD
Municipal Governments	Interaction with College Staff	Perception of COD; number of joint projects
Local Media	Interaction with COD News Bureau Staff	Service Rating

9R1 Results for building collaborative relationships

Area High Schools

One of the major results of building collaborative relationships is the partnership between COD and the Technology Center of DuPage (TCD), provider of career and technical education programs to prepare DuPage County high school students for today’s workplace. Outcomes from this partnership include:

- Dual credit programs tailored to meet the needs of TCD students.
- Expansion of TCD’s cosmetology program at both COD’s Addison and Naperville regional centers to provide better service to high school students.

In 2006, COD formed a partnership with Naperville High School District 204 to co-operate the Frontier Campus in Naperville to address several issues:

- District 204 is located in a major population growth area and needed additional space to accommodate the increase in students.
- District 204 wanted to offer college options to their students in addition to advanced placement.
- College of DuPage was interested in increasing programming space in this high-growth area of its district.

District 204 operates the Frontier Campus during the day as a high school and the curriculum includes dual credit/enrollment classes offered by COD during the students’ normal day. College of DuPage operates the Frontier Campus on evenings and weekends and offers a wide array of credit and non-credit courses.

Other major results for measuring effectiveness with area high schools include:

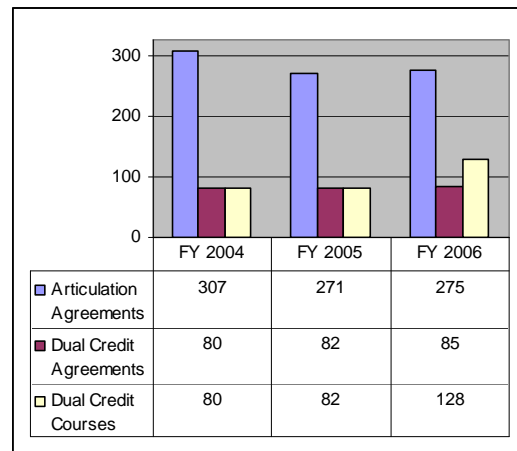
- 95% of high school principals interviewed indicated COD was meeting the needs of their students.
- Over 350 high school teachers, representing 18 public and five private high schools, have been

awarded scholarships from COD’s Teacher Scholarship Program since summer of 2001.

- High School Counselors indicate a high level of satisfaction with Admissions Office and College programs and services.
- COD offers classes at 13 in-district high schools.

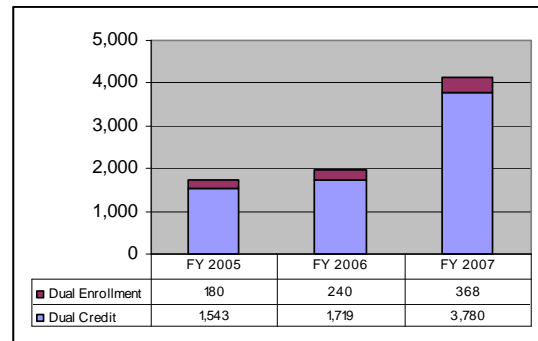
In Figure 9.6, the number of collaborative partnerships with schools and/or school districts is reflected in the number of articulation agreements, dual credit agreements, and dual credit courses. Except for Articulation Agreements, these numbers represents an upward trend from FY04 to FY06.

Figure 9.6 Collaborative Partnerships with Schools/School Districts



In FY 2007, COD offered dual credit/dual enrollment courses at 15 district high schools for a total seat count of 3,780 that generated 10,597 credit hours. This represents a 92% increase over FY06, as seen in Figure 9.7.

Figure 9.7 Dual Credit/Dual Enrollment Seat Count



Baccalaureate Institutions

College of DuPage completed collaborative teacher education partnership agreements DePaul University in FY2006, with Trinity Christian University and North Central College in FY2007; agreements with

Benedictine University and National-Louis University begin with FY2008. An Associate of Arts Teaching (AAT) degree in Secondary mathematics was submitted to ICCB in 2007. Both Illinois State University and Northern Illinois University accept the AAT degree, so no partnership was required.

Local Employers and DuPage Workforce Board

Recognizing a critical shortage of area health care providers, the College has facilitated the formation of a Health Care Leadership Council to expand and educate the workforce in the Western Suburbs. Members include area hospital and healthcare organization executives as well as College administrators. As a result of the work of this group, COD received a \$1.4M grant from the U.S. Department of Labor to address the nursing shortage in DuPage County. COD partnered with the DuPage County Workforce Board, secondary education providers, and local health care employers in the development of the grant proposal.

Another result of the COD/DuPage Workforce Board partnership is the relocation of the Workforce Board the College’s Business and Professional Institute into a building in Lisle, Illinois. This move strengthened COD’s relationship with the Workforce Board and the County to better serve the workforce and economic development needs of the district. Other programs either recently implemented or under development include:

- Weekend nursing track program;
- Certificate program in mammography;
- Vascular ultrasound certificate program (COD will be the only community college in northern Illinois to offer this new program);
- CT scan, MRI, and medical assistant certificate programs.

COD’s Hospitality Administration Program has developed a Culinary Theater with the help of several corporate partners: Dacor, Spring USA, Portillo’s Restaurant Group, Sysco Food Services, and Oak Brook Hills Resort and Conference Center.

Local Municipal Governments

COD forms strategic partnerships with local municipal governments to develop “Community Education Centers” to provide customized programs and services to meet the needs of local residents and businesses. Currently, these centers exist in the communities of Carol Stream and West Chicago.

Additional results for COD’s high-priority relationship groups are listed in Figure 9.8.

Figure 9.8 High-Priority Relationship Results

Relationship	Results	Source
Baccalaureate Institutions	Transfer Coordinators at Baccalaureate Institutions are very satisfied with articulation process at COD Shared classroom space with two 4-year universities	Annual State Transfer Coordinator’s Meeting Office of Academic Services
Community and Social Agencies	COD/Illinois Employment Training Center Partnership COD received Innovative Workforce Award for Welfare to Work – Low Income Program	Office of Career and Workforce Development Illinois Community College Board
General Community	87% of residents had a positive impression of COD	COD: District-Wide Needs Assessment, 2000
Local Media	All six major newspapers serving the district rated COD’s News Bureau services as “outstanding”	Survey

9R2 Results comparisons

COD is a member of the National Community College Benchmarking Project (NCCBP), a consortium of 178 community colleges who pool data on a variety of key performance indicators for purposes of benchmarking local scores against those of participating institutions. According to NCCBP 2007 Aggregated Data Report, the College of DuPage ranks favorably for the Business and Industry Productivity category when compared to its peers, as seen in Figure 9.9.

Figure 9.9 Business & Industry Productivity Results

	COD Reported Value	National Rank Comparison
Companies Served	719	98 th percentile
Duplicated Headcount	7, 298	84 th percentile

9I1 Improvement of current processes and systems

Through analysis of data from surveys, focus groups, interviews, and demographic reports, opportunities for improvement for key collaborative relationships are identified. If these improvements are at the unit level, a continuous improvement (CI) team is formed.

If the improvement affects several College units, the Quality Improvement Council charters Quality Improvement Projects.

COD has made several major process improvements (Figure 9.10) in building collaborative relationships. All improvements are designed to increase stakeholder satisfaction with the process.

Figure 9.10 Major Process Improvements

Process Improved	Approach	Stakeholder Participation
Facilities Master Plan Verification	Series of open forums for input	COD employees
Referendum	Formed <i>Advisory Committee for Tomorrow</i> to organize effort	Members of the community and COD employees
Regional Center Programming	External Advisory Committees formed to recommend programming	Local community leaders
Regional Center Expansion	Developing community ed centers to meet needs of local residents & businesses	Local community and education leaders

9I2 Targets, improvement priorities, communications

CI teams review key collaborative relationship benchmark and trend data, analyze the results and set targets for improvement. COD’s major targets for improvement are focused on area high school, local municipal governments, community and service agencies, Illinois baccalaureate institutions and the community at large.

Area High Schools

- Increase the number of dual credit agreements with high schools by 3% each year.
- Collaborate with in-district high schools to address the issues of under-prepared students.
- Explore partnership opportunities with Hinsdale District 86 in the building in Darien recently purchased by that district.

Local Municipal Governments

- Open community education center in Bensenville.
- Expand the Naperville Center over the next year to include services provided by local community and social agencies.

Workforce and Economic Development

- The Economic and Community Development Division will work with the Workforce Board on the development of a Hospitality and Tourism Industry Council, and a Finance and Insurance Industry Council. The Economic and Community Development Division will develop a Manufacturing Industry Leadership Council on which the Workforce Board will participate.
- With Perkins IV reauthorization focusing on smoothing the transitions for youth from high school to college and on to employment, the College will be working with the K-12 partnership to develop career pathways, documenting the academic and technical skills to be achieved on the educational continuum for career success.

Baccalaureate Institutions

- Continue to work with baccalaureate institutions to offer bachelor degree completion programs in the College’s service district that would benefit COD students who have completed AAS degrees and/or certificates,

Results and improvement priorities are communicated to relationship partners via advisory group meetings, and written correspondence including meeting minutes, e-mail and the COD web site.