

CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Moraine Valley’s collaborative relationships connect faculty, staff, and students to external communities at the local, state, and national levels. The college demonstrates its commitment to building and maintaining collaborative relationships in both the mission statement and the strategic priority to: “Enhance Community Awareness, Connections, and Partnerships.” While this strategic priority covers a broad spectrum of activities and relationships, the collaborative relationships discussed in this category focus on and impact teaching and learning. Performance results indicate many successful relationships, with improvements made in some key collaborations. Current targets for improvement recommended by the AQIP Action Project: “Implementing a College-wide Diversity Plan” include establishing new collaborative relationships for increasing the diversity of faculty and staff.

9C1: KEY COLLABORATIVE RELATIONSHIPS

The college participates in a variety of collaborative partnerships that reinforce the institutional mission and enhance student learning. These relationships cover a broad spectrum and are associated with the transfer institutions, the districts feeder high schools, business and industry, governmental agencies, and community organizations. Table 9.1 provides a representative sampling of the college’s collaborative relationships.

TABLE 9.1: COLLABORATIVE RELATIONSHIPS

TYPE OF RELATIONSHIP	PURPOSE
Regulating and Accrediting Bodies	
Higher Learning Commission	Provides the college’s accreditation
Illinois Community College Board	Administers the public community college act
Illinois Board of Higher Education	Plans and coordinates the Illinois system of colleges and universities
Colleges and Universities (Receivers)	
Illinois Articulation Initiative	Provides transfer resources for students seeking a baccalaureate degree
Articulation Agreements	Provide transfer resources for students seeking a baccalaureate degree
South Metropolitan Higher Education Consortium	Enhances communication between colleges and universities in the region
Regional Business (Receivers)	
Career Program Advisory Boards	Advise on curriculum that will prepare students for employment

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Job Placement Center	Supplies regional businesses with a pool of qualified job applicants
Internship Program	Provides regional businesses with well-prepared interns
Clinical Affiliation Agreements	Provide clinical training for students in nursing and allied health programs
Secondary/Pre-college (Feeders)	
Moraine Area Career System	Articulates tech prep between Moraine Valley and district high schools
High School Recruitment	Enhances communication between recruitment and district high school counselors
Valley Learning Center	Provides summer programs for K-12 students in district schools
TRIO Programs	Support first-generation, low-income students, and students with disabilities from middle and high schools
Moraine On-Site Training Program	Partnership with high school District 218 to provide hands-on work experience for students most likely to go into a vocational career.
National or Governmental Partnerships	
WIA Illinois Employment Training Center (IETC)	Provides services for un- and underemployed individuals and dislocated workers
NSF Grants	Provide funding for curriculum development and teacher training
Community Partnerships	
Valley Learning Center	Provides summer programs for K-12 students
Active Retirement Programs	Provide programs to retirees
Southwest Conference of Mayors	Enhances communication between the college and mayors of the college district
Business and Economic Development	
Business Development Resource Center	Provides professional training for small business owners and employees
Economic Development Council for the Southwest Suburbs (EDCSS)	Fosters a healthy business climate in Moraine Valley's district
Chicagoland Regional College Program	Provide opportunities for UPS employees to complete an associate degree
Chambers of Commerce	Enhances communication with local business and assesses their training needs
Autodesk, Cisco Authorized Training Center	Move students from business training into degree programs

9C2: REINFORCING THE MISSION AND STRATEGIC PRIORITIES

Collaborative relationships help the college fulfill its mission and strategic priorities through compliance with federal and state agencies, articulation agreements with high schools and four-year colleges, and communication with community and business partners. Table 9.2 lists some of Moraine Valley’s collaborative relationships that reinforce the college mission and its strategic priorities to enhance community awareness, connections, and partnerships.

TABLE 9.2: COLLABORATIVE RELATIONSHIPS AND RELATED MISSION/STRATEGIC PRIORITY

RELATIONSHIP	SPECIFIC COLLABORATIVE RELATIONSHIPS	MISSION/ STRATEGIC PRIORITY
State and Federal Agencies	IL Community College Board, IL Board of Higher Education, IL State Board of Ed, Higher Learning Commission, U.S. Department of Education	Ensure a learning-centered environment, excellence in teaching and accessibility and affordability; building continuous improvement.
Colleges and Universities	IL Articulation Initiative, South Metropolitan Higher Education Consortium, articulation agreements	Ensure a learning-centered environment and excellence in teaching
Associations	Vanguard Project, League of Innovation, IL Council on Continuing Higher Education	Ensure a learning-centered environment and excellence in teaching
High Schools	Moraine Area Career System, articulation agreements	Support a seamless and successful transition from high school to college
Communities	Social service agencies, advisory boards, internship programs, Southwest Mayors Conference, Chicagoland Regional College Program	Enhance community connections and relationships
Economic Development	Economic Development Council for the Southwest Suburbs Advisory Board, Chambers of Commerce, Regional Businesses, Cisco Authorized Training Center, Workforce Investment Act, President’s Office of Employment Training	Strengthen the college’s role as an economic resource and leader

9P1: CREATING, PRIORITIZING, AND BUILDING RELATIONSHIPS

Criteria used in creating college relationships include the alignment of these relationships with the college’s mission and strategic goals, compliance with state and federal regulations, internal and external stakeholder needs, and budget priorities. A department or area of the college considering the creation of a collaborative relationship works with the appropriate dean and vice president to review the need, the criteria, and the viability of the partnership. Additionally, the internal stakeholder and the dean and/or vice president incorporate the new relationship in the strategic planning process to ensure that appropriate resources are provided.

Educational institutions and other organizations from which the college receives students: The Admissions Office maintains strong relationships with feeder high schools by working with high school counselors to ensure that students will be prepared to come to Moraine Valley. The Admissions Office also conducts yearly articulation meetings with counselors and makes numerous high school visits to talk to students who plan to attend the college.

In addition to counselor relationships, the college maintains relationships with high schools through the Moraine Area Career System (MACS). This consortium of Moraine Valley administrators and high school superintendents from the college's six feeder high school districts meets regularly to facilitate articulation between the high schools and the college and to develop dual enrollment and tech prep programs.

Workforce Development and Community Services maintains relationships with elementary and secondary schools in the college district through its Valley Learning Center. The center works with faculty from local school districts to provide summer programs for students in kindergarten through grade 12. Many of these programs are designed to keep students focused on academics during the summer. Valley Learning Center relationships are vital to the college's enrollment strategy. Statistics from the program indicate that 50 percent of students who attend the center's programs enroll for college credit at some point in their educational and professional lives.

Educational institutions and employers that depend on Moraine Valley students and graduates to meet their needs: Relationships with the four-year schools are primarily built around articulation agreements with those institutions. The transfer articulation coordinator monitors course offerings from four-year institutions to ensure the transferability of the college's course offerings. The coordinator also works with transfer institutions to monitor the success of students attending those transfer schools and to determine the appropriateness of course offerings and articulation agreements.

Moraine Valley also participates in the Illinois Articulation Initiative, a voluntary statewide transfer agreement between 110 participating two- and four-year Illinois public and independent institutions. This articulation initiative is designed to help students transfer general education and essential lower division requirements in 27 separate baccalaureate majors. Moraine Valley faculty members participate actively on IAI panels along with representatives from colleges and universities throughout the state to identify transferable courses.

Employers who hire Moraine Valley graduates are encouraged to become active partners with the college by joining career program advisory boards. Members of these boards advise on the relevance of curriculum in the workplace and provide information about Moraine Valley students' preparedness to enter the workplace. The career program advisory boards create a feedback loop that allows employers to give input into the curriculum based on industry needs.

Organizations that provide service to Moraine Valley students: Partnerships with organizations that provide service to students are developed to meet the specific needs of the partners and the students. Unlike partnerships with feeder and receiver institutions, partnerships with service providers are established and dissolved based on current needs. For example, the college has had relationships with a variety of food service providers through contractual agreements. Each contract was developed for a specific period of time based on student behavior and needs.

The college also maintains partnerships with service providers that benefit student access to learning. As a member of the Network of Learning Resource Centers and the Consortium of Academic and Research Libraries, the college is able to provide greater access for students to library and data resources. These partnerships also allow the college to purchase learning resources and equipment more efficiently.

Partnerships between employers and the college's Job Placement Center provide students with service learning opportunities through paid and unpaid internships. Like the relationships the college maintains through Advisory Boards, intern partnerships benefit student learning by creating opportunities for potential employers to assess the level of students' preparedness to enter the workforce. Both the intern and the employer provide feedback on the effectiveness of the curriculum in preparing the student for the internship.

Education Associations, External Agencies, Consortia Partners and General Community: Relationships with organizations that provide services to students are created and prioritized based on their potential impact upon student learning. These relationships exist at the national, state and local levels. For example, the college provides the federal government with student data through IPEDS. The government uses the data to analyze areas like financial aid and grants and to develop policy that benefits students. Similarly, the college provides data to the State of Illinois about student learning, student success and articulation. The relationships with state and federal agencies ensure that the college meets its accrediting reporting requirements.

The Workforce Development and Community Services subdivision is primarily responsible for relationships with the community. These relationships are established and prioritized both proactively and reactively. An example of a proactive partnership is the Chamber of the Chambers of Commerce. This organization was established to foster better business communication between the 26 chamber of commerce directors in the college district. Developing the partnership was a high priority for WDCS because it provides feedback to Workforce Development about employer training needs in the community. The partnership also keeps the unit apprised of economic development opportunities in all 26 communities. Training partnerships developed to meet specific needs of software upgrades are examples of reactive relationships for WDCS. These relationships generally receive a high priority during the training period and become less active once employers' training needs are met.

9P2: ENSURING PARTNER NEEDS ARE MET

Moraine Valley ensures that the needs of partnerships are met in a variety of ways. An individual or team of individuals manages each partnership, depending on the purpose of the relationship and the desired outcome. As a result, the college employs informal communication processes for some relationships and more formal measurements for others.

The EDCSS, a partnership in the college's Workforce Development subdivision is an example of a partnership that uses informal communication processes to gather information about the business community. Members of the council meet monthly to exchange information and to suggest business workshops that Workforce Development might offer. These informational meetings ensure that the college maintains a strong link to the business community. Partnerships that require more formal measurements frequently employ surveys to ensure that partners' needs are met. Examples of these include Recruitment's relationships with high school counselors and the relationships of Institutional Research with state and federal agencies. The use of formal measurements ensures that all of the collaborators achieve the desired outcomes.

The college also has several collaborative relationships that depend on a mixture of formal and informal measurements to ensure partner needs are being met. The best example of this type of relationship is the career program advisory board. Industry advisors meet annually to review a specific program and provide feedback to the college. Formal minutes of these meetings are kept and reviewed regularly. Between meetings staff members talk informally with members of the advisory boards about specific programs to determine if they are meeting employer needs.

9P3: CREATING AND BUILDING RELATIONSHIPS WITHIN THE COLLEGE

All of Moraine Valley’s programs, services, and resources are dedicated to student learning and success, with a commitment to continuously monitor, assess, and improve performance. To fulfill its strategic priority to “Emphasize and Promote Student Success,” the college strives to integrate academic programs and support services as part of a holistic approach to student development. To accomplish its strategic priority to “Build Organizational Capability through Continuous Improvement,” the college emphasizes a collaborative approach in its AQIP Action Projects, task forces, and committees. Staff members and departments build strong relationships within the college through collaboration on projects that involve the diverse perspectives of multiple departments. Table 9.3 lists some key examples of these collaborative efforts and the evidence used to track communication across these relationships.

TABLE 9.3: RELATIONSHIPS WITHIN THE COLLEGE

NAME	COLLABORATIVE RELATIONSHIP	PURPOSE	COMMUNICATION
Career Program Advisory Board Meetings	Employers and Career Program faculty	Enable employers to give input into curriculum and to evaluate programs based on graduates’ performance in the workplace	Meeting minutes shared with appropriate departments
Curriculum Development Group	Academic and Student Development deans responsible for the management of curriculum	Review and guide curriculum development	Meeting notes and control documents
Curriculum Review Team	Faculty and representatives from Student Development and Research	Avoid duplication of curriculum and assure its smooth implementation	Meeting notes and control documents
Deans’ Council	Vice President of Academic Affairs and academic deans	Share information and discuss concerns of the Division of Academic Affairs	Meeting minutes
Student Development Leadership Team	Vice President of Student Development, deans, and directors of Athletics and Financial Aid	Share information and discuss concerns of Student Development Division	Meeting minutes
President’s Advisory Council	Representatives of full-time support staff, full-time faculty, administrative and professional staff, administrative classified staff, and students	Advise the college president on matters that come before the council	Meeting agendas and minutes shared with campus

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NAME	COLLABORATIVE RELATIONSHIP	PURPOSE	COMMUNICATION
Divisional Meetings	Vice Presidents of Student Development, Institutional Advancement, Financial Affairs and Administrative Services and College Facilities with their deans and directors	Share information and discuss concerns within each individual division	Meeting agendas, meeting notes and subsequent staff meetings
Faculty Internship Coordinator Meeting	Faculty internship coordinators and internship manager.	Share information about the internship program and discuss ways that collaboration can be improved to help students succeed.	Weekly electronic newsletter, meeting agendas and minutes, student success
Administrative Council	College president, vice presidents, deans and directors	Provide college information to all departments through monthly meetings.	Meeting agendas and subsequent staff meetings
Department Chair Round Table	Faculty department chairs and representative of the Deans' Council	Provide an exchange of information regarding faculty and departmental concerns	Meeting minutes and subsequent department meetings

9P4: MEASURING COLLABORATIVE RELATIONSHIPS

Table 9.4 lists some examples of the ways Moraine Valley measures both its external and internal collaborative relationships:

TABLE 9.4: MEASUREMENT OF COLLABORATIVE RELATIONSHIPS

RELATIONSHIP	MEASURE	PURPOSE	EVIDENCE
Student recruitment and feeder high school counselors	Effectiveness of relationships with counselors of feeder high schools	Improve strategies to reach counselors and prospective students more effectively	Past and current enrollment figures
Dual Enrollments	Effectiveness of dual enrollment courses in meeting needs of students	Adjust dual enrollment course offerings to meet the needs of students	Past and current enrollment figures
Noncredit Enrollments	Effectiveness of course offerings in meeting community needs	Adjust course offerings to meet the needs of the community	Past and current enrollment figures
Transfer rates	Effectiveness of articulation agreements and teaching & learning	Monitor student success to determine appropriate course offerings and articulation agreements	Past and current transfer rates

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Articulated Courses	Effectiveness of articulation agreements	Monitor transferability of course offerings	Articulation agreements and statewide meeting minutes
High School Counselor Surveys	Effectiveness of communication with high school counselors	Ensure effective communication with feeder high schools	Survey results
Cross-Divisional Enrollment Committees	Effectiveness of relationships with feeder high schools	Maintain and increase enrollments from feeder high schools	Meeting agendas and notes; past and current enrollment figures
High School Articulation	Preparedness of high school students for community college	Ensure high school students are academically prepared for Moraine Valley	Meeting notes
Grant Reports	Performance of grant partners	Ensure partner compliance with grant requirements	Filed Reports
Newspaper Clippings	Effectiveness of partnerships with the press	Ensure effective communication between the college and community	Archive of articles published
Employer/Intern Evaluations	Effectiveness of employer/intern relationships	Ensure that the needs of the employer and the intern are met	Evaluations

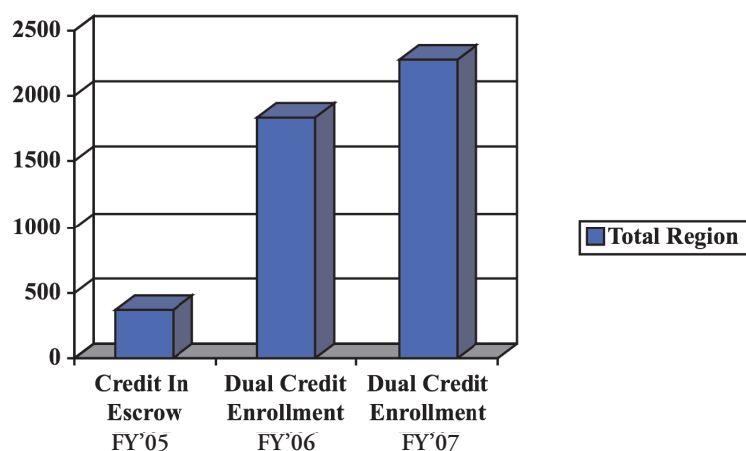
9R1: RESULTS FOR BUILDING COLLABORATIVE RELATIONSHIPS

Some collaborative relationships, like those with regulating and accrediting bodies, require precise and ongoing data collection. Others, like relationships with advisory board members, do not always collect hard data to measure the results of the relationship. The examples listed below provide results for collaborative relationships the college has established with external agencies.

Results for Moraine Area Career System

The Tech Prep Dual Credit program has allowed the MACS office to build key relationships between the high school and college faculty members. As a result of these collaborative relationships, the Tech Prep Dual Credit program has consecutively increased its enrollment over the past two years. Chart 9.1 illustrates these results:

**CHART 9.1: MVCC TECH PREP DUAL CREDIT STUDENT ENROLLMENT
FY2005 – FY2007**



As a result of working together to implement the Tech Prep Dual Credit program, high school and college faculty members have worked together to develop additional student-centered initiatives, which include math curriculum alignment between high school and college faculty, secondary faculty participation in college occupational advisory committee meetings, and college involvement in high school career days and parent nights.

Results for Chrysler College Automotive Program

As a result of a collaborative partnership with Chrysler Corporation, the college offers the Chrysler College Automotive Program (CAP). This program is designed to include a full-time apprenticeship program with a similar course structure as the college's general automotive A.A.S. degree program. CAP focuses course information and hands-on activities using Chrysler-Dodge-Jeep products and procedures. Students work at an approved Chrysler-Dodge-Jeep dealer or Chrysler fleet location as an entry-level technician during the internship period. Students completing the A.A.S. degree with the CAP option also receive certificates from Chrysler Corporation. Over the last four years, this collaboration has resulted in the following:

- 95 percent increase in program enrollment
- 1,700 percent increase in program graduates
- 400 percent increase in participating employers (Chrysler-Dodge-Jeep dealerships that employ Moraine Valley students)
- The Illinois Community College Trustees Association's 2006 Business/Industry Partnership Award

Results for Chicago Regional College Program

Moraine Valley Community College and UPS are in the fifth year of the Chicagoland Regional College Program (CRCP), a collaborative partnership that provides students with the opportunity to earn a certificate or degree while working part-time at the UPS. Students enrolled in the CRCP program receive 100 percent reimbursement for tuition, fees, books, and a housing stipend from UPS. The results for this program are as follows:

- 175 Moraine Valley students are enrolled in the program
- 27 students have graduated with associate degrees
- 24 students have transferred to colleges and universities
- 10 students have completed certificate programs
- 7 students are on active military duty
- 10 students have received promotions/transfers to departments within UPS

Results for NSF Grant – CSSIA

In partnership with six other educational institutions, Moraine Valley operates the regional Center for Systems Security and Information Assurance (CSSIA). This center continues to adapt, enhance, and evaluate curriculum and offer training to community college and university faculty and students across the region. This project responds to the need for trained IT security professionals by increasing faculty expertise and higher education training programs in IT security and information assurance. Two training components, train-the-trainer workshops and student internships, are designed to increase the knowledge base and number of individuals qualified to work in the IT security industry. CSSIA continues to update the A.A.S. and B.S. curriculum that was developed in the initial CSSIA project. In addition, the curriculum will be reviewed to identify those modules that can be disseminated via customized training and distance delivery. Partner institutions during 2004-2007 included:

- Moraine Valley Community College, Palos Hills, Illinois (lead partner)
- University of Illinois—Springfield, Illinois
- Rock Valley College, Rockford, Illinois
- Inver Hills Community College, Grove Heights, Minnesota
- Madison Area Technical College, Madison, Wisconsin
- Lakeland Community College, Kirtland, Ohio
- Washtenaw Community College, Ypsilanti, Michigan

The faculty training model established by CSSIA included a central ‘hub’ academy operated at Moraine Valley, which served as a faculty training and resource center for each of the other six partner institutions. CSSIA results for 2004-2007 are as follows:

- Total seat count in IT Security courses across seven CSSIA partners: 1,449 students
- Total seat count in information assurance and network security courses at the two-year partner institutions: 797 students
- Total seat count at the university partner (University of Illinois—Springfield): 652 students
- Degrees and Certificates in Information Assurance and Network Security: 69 two-year degrees, 38 two-year certificates, 34 undergraduate degrees, and 6 graduate certificates
- Graduates from two-year partner programs employed in IT Security: 51 students (All institutions have not reported or collected this data.)
- Total transfers to four-year programs: 47 students (All institutions have not reported or collected this data.)
- Enrollments in faculty development and curriculum train-the-trainer workshops: 1,000 faculty members
- Total participants in internship programs for the 05-06 and 06-07 academic years: 113 students (64 two-year program students and 49 four-year and transfer students)

9R2: COMPARING RESULTS

Moraine Valley does not have a formal system in place for comparing the results of its collaborative relationships with those of other higher education institutions. While data received in November 2007 from the National Community College Benchmark Project (NCCBP) does not compare results for all of the college’s collaborative partnerships, the college is analyzing NCCBP benchmarking results for contract and vocational training linked to business partnerships. In addition, the college relies on collaborative relationships with regulating and accrediting agencies to measure student learning.

9I1: IMPROVING CURRENT PROCESSES AND SYSTEMS

The individual or department responsible for managing the collaborative relationship works with relationship stakeholders to analyze data and collect feedback to determine whether or not the relationship is meeting the stakeholders’ needs and to identify what processes need improvement. The college’s Economic Development Center for the Southwest Suburbs provides an example of process improvement.

Over the past three years, the coordinator of the Economic Development Center for the Southwest Suburbs (EDCSS) has reviewed the college’s process for maintaining collaborative relationships with chambers of commerce within the college district. Recognizing that the college was maintaining 16 separate yet similar relationships, the director developed a Chamber of Chambers of Commerce that brings 16 local chamber organizations together with the college to work collaboratively for the economic well-being of the southwest suburbs. The chamber representatives attend scheduled meetings to share information and to keep informed about events in the community. As a result of this improvement, smaller communities are able to benefit from the knowledge and experience available in larger communities, business is strengthened, and jobs are created and retained in the community.

9I2: TARGET FOR IMPROVEMENT AND COMMUNICATING RESULTS

Targets for improvement are determined by the stakeholders. For example, the partner schools in the Center for Systems Security and Information Assurance (CSSIA) worked with the college and the National Science Foundation to set the goals for improving higher education training programs in IT security and information assurance. The college also maintains an ongoing analysis of student learning for the Chicagoland Regional College Program. Results are shared with UPS to make changes in the partnership and improve student learning.

At present, the college has determined that the recruitment and retention of a diverse faculty and staff are essential for improving student learning and development. As a result of the AQIP Diversity Recruitment and Retention Project, two new collaborative relationship strategies are being developed. The first is to formalize partnership relationships with educational institutions and minority organizations to attract diverse individuals. The second is to identify and select at least three Chicago area colleges and minority organizations to establish partnerships that will increase the number of diverse candidates for employment at the college.

The college employs a variety of tools to communicate results and improvements to partners, faculty, staff, administrators and students. External communications include the President's Perspective periodic newsletter to external constituents, the college's Annual Report, the Glacier student newspaper and the college Web site. Internal communications include the biweekly staff newsletter Valley View, President's Memoranda, IPTV, weekly online staff newsletter MV e-News, and the college Internet and intranet sites. The college also communicates by making presentations at college meetings and at local, regional, and national organizations.

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