



College of Lake County  
**Systems Portfolio**

**AQIP Category NINE:  
Building Collaborative Relationships**

## AQIP Category NINE: Building Collaborative Relationships

### Context for Analysis (C)

#### 9C1 Key collaborative relationships

As a comprehensive community college, the College of Lake County seeks to develop, enhance, and nurture collaborative relationships with both internal and external stakeholders. The college’s key collaborative relationships fall into five distinct categories: internal (addressed in 4C1), business, accreditation and oversight agencies, academic institutions, and government/not for profits. Tables 9.1, 9.2, 9.3, and 9.4 provide an overview of the various relationships:

Table 9.1 Business Relationships	
Organization	Type of Relationship: Existing or Emerging, Feeder or Receiver, Community Support, and Outsource or Service Provider
Career Program Advisory Committees	Existing and Community Support
Healthcare Providers	Existing, Feeder, and Receiver
Small, Mid-sized and Large Corporations	Existing, Feeder, and Receiver
Lake County Partners (Economic Development)	Existing and Community Support
Chambers of Commerce	Existing and Receiver
Vendors/Suppliers	Existing, Outsource, and Service Provider

Table 9.2 Accreditation and Oversight Agencies	
Organization	Type of Relationship: Existing or Emerging, Accreditation or Oversight, Advisory or Regulatory
Higher Learning Commission	Existing and Accreditation
Illinois Community College Board	Existing and Oversight
Illinois Board of Higher Education	Existing and Oversight
State and Federal Granting Agencies	Existing and Regulatory
Program Accreditation and Certification Bodies	Existing, Advisory, and Regulatory

Table 9.3 Academic Institutions	
Organization	Type of Relationship: Existing or Emerging, Feeder or Receiver, Community Support, and Outsource or Service Provider
18 Lake County High Schools	Existing and Feeder
Public and Private Universities	Existing and Receiver
University Center of Lake County	Existing and Receiver
Lake County Area Vocational System	Existing and Feeder
Other Illinois Community Colleges	Existing, Feeder, and Receiver
Lake County Regional Office of Education	Existing and Community Support

Table 9.4 Governments and Not-for-Profits	
Organization	Type of Relationship: Existing or Emerging, Feeder or Receiver, Community Support, and Outsource or Service Provider
Local Municipalities	Existing and Feeder
Police Agencies	Existing and Feeder
Social Service Agencies	Existing, Feeder, Receiver, Community Support, and Service Provider
State and Federal Social Service Agencies	Existing, Community Support, and Service Provider
Foundations	Existing, Feeder, Community Support, and Service Provider
Lake County Workforce Investment Board	Existing, Feeder, Community Support, and Service Provider

## **9C2 Reinforcing mission and supporting change**

The College of Lake County places a high priority on building collaborative relationships by recognizing the interdependency and value of partnerships that enhance both student and community development. As described in 8C2, all four of the college goals (Learning, Outreach, Access and Student Success, and Accountability and Responsible Stewardship) are directly influenced by developing and enhancing collaborative relationships. Additionally, in planning new programs, services, or initiatives, the college routinely seeks the advice of both internal and external partners. For example, prior to developing any new career program, the college requires an extensive process of communicating with key stakeholders and business representatives to ensure that the community will support the program and that there exists a demonstrated need for graduates.

### **Processes (P)**

#### **9P1 Creating, prioritizing, and building relationships**

Currently, the college seeks to develop mutually beneficial partnerships with organizations and individuals that contribute to enhancing the college's opportunity to achieve the stated goals and objectives. Specifically, the college focuses on those partners that contribute to student success. As a result, a high priority is placed on building and enhancing relationships with both feeder and receiver institutions such as high schools, universities, and employers.

The college develops and builds relationships with these important **feeder institutions** through a variety of methods. For example, the college president hosts a lunch for all of the local school district superintendents twice a year. The assistant vice president for educational affairs maintains a high school advisory committee which meets four times a year. The Student Services Department conducts a luncheon each year with high school counselors and often visits counselors for one-on-one meetings at their schools. Finally, the college is currently planning a series of faculty-to-faculty discussions for the purpose of developing collaborative relationships among faculty members at the college and the high schools.

In an effort to maintain open lines of communication with **receiving universities**, the college utilizes various methods. First, the college is an active participant in the Illinois Articulation Initiative (IAI). The IAI provides a mechanism to ensure the transferability of courses among Illinois institutions. Second, the college has developed a wide variety of articulation agreements, outside of IAI guidelines, with both public and private institutions that outline the transferability of courses. Third, college representatives routinely participate in "Transfer Coordinator" meetings held throughout the state for the purpose of discussing issues and challenges associated with student transfer. Finally, on a semi-regular basis, the college receives reports from receiving universities describing how CLC students perform.

As described in 3P5 the college maintains 40 **career advisory committees** made up of 410 community and business representatives with specific discipline or program expertise. These committees provide an important link between the college and local employers. All career program committees are required to meet at least twice each year to review curriculum, course sequences, program changes, and learning outcomes. Additionally, several committees are now beginning to review student work to ensure that the outcomes and performance of graduates match industry needs. In an effort to recognize the importance of the committees, the president hosts a career program advisory committee member appreciation breakfast each year.

In addition to career program advisory committees, the college maintains active relationships with **area businesses** through the college's Business and Industry Services Department which is made up of the Small Business Development Center, the Procurement Technical Assistance Center, and the Business and Industry Training Center. A complete description of their services is provided in 2R3.

While building relationships with feeder and receiving institutions, the college also seeks to build and nurture relationships with a wide variety of **associations and commissions**. For example, as a result of the college participation in AQIP, several college representatives currently serve as “reviewers” for the Higher Learning Commission. Additionally, the college maintains active participation in a variety of state and federal associations such as the Illinois Council of Community College Administrators, the Chief Academic Officers Association, the Illinois Community College Faculty Association, the Presidents’ Council, the National Coalition of Advanced Technology Centers, the American Association of Community Colleges, and the Illinois Community College Trustees Association . In addition to membership, several college representatives have served, or are currently serving as officers of these associations.

### **9P2 Ensuring needs are being met**

As with all relationships, on-going, honest and direct communications are essential. Therefore, in an effort to ensure that varying needs of partners are being met, the college works to outline expectations, roles, and responsibilities of all parties. For example, members of the career program advisory committees make recommendations for programs, and the college clarifies responsibilities as well as its own expectations. Through this straightforward dialogue, the college ensures that the varying needs and expectations of its partners are being met.

### **9P3 Creating and building relationships within the institution**

The college has a strong practice of developing and organizing initiatives around the philosophy of inclusion. As demonstrated by the planning process, the entire college community is involved in the development of goals, objectives, and activities. As committees or project teams are developed, strong consideration is given to developing cross-functional committees with wide representation. At times, this philosophy can be counterproductive if teams or committees become too large to function effectively. However, it is believed that the benefits of inclusion outweigh some of the negative consequences of large teams.

In addition, the college’s overall governance system encourages participation and involvement across employee groups. An example of this practice is the Governance Coordinating Council which is made up of representatives of all employee groups and student government who meet monthly with the president to discuss institutional priorities. Table 9.5 shows another example of inclusion and college-wide collaboration in the AQIP Leadership Team which is made up of the following representatives:

<b>Team Member</b>	<b>Role</b>
Denise Anastasio	Past AQIP Coordinator
Bob Anderson	Board Member
Mary Ann Bretzlauf	AQIP Coordinator and English Faculty Member
Gweth Bronner	Co-Chair, Communications Team and Director JLC
Darl Drummond	Vice President, Student Development
Dr. Richard Fonte	President
Joyce Gatto	Co-Chair, ELL Team and English Faculty Member
Rich Haney	Co-Chair, Systems Portfolio Team and AVP
Lourdene Huhra	Co-Chair, ELL Team and Business Dean
Bob Kerr	President, Faculty Senate
Joan Kerr	Representative, Faculty Senate
Melanie Kessler	President, Classified Senate
Nancy McNerney	Assist. V.P., Institutional Effectiveness

Jorge Nieto	Past President, Specialist Senate
Cris Nolan	President, Student Senate
Betsy Oudenhoven	Co-Chair, Dev. Reading & Writing Team and Counseling Director
Russ Pearson	President, Specialist Senate
DeRionne Pollard	Vice President, Educational Affairs
Scott Rial	Co-Chair, Communications Team
Jim Rock	Vice President, Administrative Affairs
Terry Sebastian	Co-Chair, Systems Portfolio Team and Library Faculty member
Jeff Stomper	Co-Chair, Gen Ed Assessment Team and Dean of Social Sciences
Diane Strid	Representative, Classified Senate
Rob Twardock	Co-Chair, Gen Ed Assessment Team and Engineering Faculty Member

**9P4 Measuring collaborative relationships and analyzing results**

Table 9.6 provides a sample of the measures the college collects and analyzes to evaluate and improve collaborative relationships:

Table 9.6 Measures of Collaborative Relationships	
Local High Schools	<ul style="list-style-type: none"> <li>■ Percentage of High School Graduates Attending CLC by Institution</li> <li>■ High School Advisory Committee Participation</li> <li>■ Student Academic Performance by High School</li> <li>■ Dual Credit/Dual Enrollment Participation</li> <li>■ Tech Prep Articulation Agreements</li> </ul>
University Partners	<ul style="list-style-type: none"> <li>■ Satisfaction of Transfer Process</li> <li>■ IAI Course Approvals</li> <li>■ Transfer Student Performance</li> <li>■ Articulation Agreements, Transfer Guides, and 2+2 Agreements</li> </ul>
Business Partners	<ul style="list-style-type: none"> <li>■ 2005 Satisfaction Survey</li> <li>■ Career Program Advisory Committee Participation</li> <li>■ Customized Training Program Evaluations</li> <li>■ Employment Trends</li> <li>■ Membership in Lake County Chambers of Commerce</li> </ul>
Oversight and Accreditation Agencies	<ul style="list-style-type: none"> <li>■ Meeting Report Submission Guidelines</li> <li>■ Achieving Accreditation</li> <li>■ Achieving and Maintaining Program Accreditation and Certifications</li> <li>■ College Audit Results</li> </ul>
Government and Not-for-Profits	<ul style="list-style-type: none"> <li>■ Number of Workforce Investment Act Funded Students</li> <li>■ Public Service Institute Training Evaluations</li> </ul>

**Results (R)**

**9R1 Results for building collaborative relationships**

High School Partner Results

- During the 2005 fall semester, 18% of Lake County high school graduates attended the College of Lake County. Table 9.7 provides a breakdown by high school:

<b>Table 9.7 High School Graduates Entering CLC</b>			
<b>High School</b>	<b>Spring Graduates</b>	<b>Number of Fall CLC Enrollees</b>	<b>Percent of Graduates Enrolled at CLC</b>
Antioch	497	142	29%
Deerfield	383	13	3%
Grant	301	93	31%
Grayslake	426	127	30%
Highland Park	435	33	8%
Lake Forest	448	22	5%
Lake Zurich	457	48	11%
Libertyville	447	57	13%
Mundelein	408	99	24%
North Chicago	176	22	13%
Round Lake	305	98	32%
Stevenson	1,033	87	8%
Vernon Hills	270	53	20%
Warren	850	207	24%
Wauconda	253	56	22%
Waukegan	700	175	25%
Zion-Benton	411	91	22%
Carmel (private)	317	19	6%
<b>Total</b>	<b>8,117</b>	<b>1,442</b>	<b>17.80%</b>

- Participation on the High School Advisory Council has been sporadic, limited to 6-7 high schools regularly participating.
- Student Academic Performance is provided directly to the high schools and indicates a large disparity among high schools.
- During the 2005 fall semester, dual credit offerings were limited to two high schools.
- During the 2005 fall semester, 109 high school students were dually enrolled.
- Twelve (12) high schools currently have articulation agreements in place, while only 3-4 of them actively participate.

#### University Partner Results

- Information gathered from receiving universities at the various transfer coordinator meetings indicates that transfer institutions are satisfied with CLC's transfer process.
- The college has received IAI approval for 182 major courses and 110 general education courses. (Some courses receive credit for both major and general.)
- Transfer Student Performance can be found in 1R2.
- The college maintains 26 university transfer guides, over 100 program guides, and multiple 2+2 and other transfer agreements.

#### Business Partner Results

- In a 2005 survey of Lake County's 400 employers, results were very favorable. Over four of five respondents indicated a willingness to hire CLC graduates directly out of school. Basic work habits, job performance, and technical knowledge of CLC graduates from all fields were rated "excellent" or "good." In addition, employers indicated that CLC is well-known throughout the county and enjoys a very favorable image.
- A recent review of career program advisory committee representation determined that all major employers and business types are well represented. Attendance at committee meetings is consistently high. Over 100 individuals attended the 2006 Appreciation Breakfast.

- A recent review of customized training program evaluations determined that over 98% of participants attending customized training programs believed that the training provided would allow them to perform their jobs better.
- A recent review of high demand and growing occupations in the area determined that the College of Lake County currently offers associate degrees in 8 of the top 10 occupations requiring an associate's degree. In addition, the college currently offers certificates in 7 of the top 10 occupations requiring a certificate.
- The college maintains active memberships in all 18 Lake County chambers of commerce.

#### Oversight and Accreditation Agencies Partner Results

- The college routinely meets and exceeds report submission requirements from the various state and federal oversight agencies.
- The last accreditation visit by the Higher Learning Commission was conducted in 1996. At that time the college was awarded a 10-year approval. Since joining AQIP, the college has received outstanding reviews on all three of its major action projects.
- The college has consistently received outstanding "unqualified" audits by an external audit firm. In addition, since 2002, the college has been recognized by the Government Finance Officers Association with the Certificate of Achievement for its Comprehensive Annual Finance Report.
- The college currently possesses certifications or accreditations by a wide variety of industry associations including healthcare, business and industrial. Examples of these certifications include:
  - National League for Nursing - Accrediting Commission
  - American Dental Association
  - National Accrediting Agency for Clinical Laboratory Sciences
  - Commission on Accreditation for Health Informatics and Information Management Education
  - Joint Review Committee on Education in Radiologic Technology
  - Commission on Accreditation of Allied Health Education Programs
  - Cisco Networking Academy
  - National Institute for Metalworking Skills (NIMS)
  - Air Conditioning and Refrigeration Institute (A.R.I.)
  - ASE's National Automotive Technicians Education Foundation, Inc. (NATEF)

#### Government and Not-for-Profit Partner Results

- Forty-five (45) students are currently attending the College of Lake County with the support of Workforce Investment Act funds.
- In fall 2005, semester evaluations of instructor and overall course content for the Public Service Institute showed 97% overall instructor satisfaction and 94% overall course content satisfaction. Criminal Justice Institute evaluations demonstrated an overall Instructor rating of 94% and overall course content rating of 96%.

### **9R2 Results comparisons**

The college currently has three mechanisms to compare its results with other higher education institutions. First, the college's participation in the National Community College Benchmarking Project provides comparative data with participating community colleges. Second, the college receives a variety of statewide reports comparing Illinois community colleges. Finally, the college routinely conducts surveys with other similar institutions on special topics such as assessment, pay rates for employee groups, release hours, and instructional programs. The college does not currently benchmark with institutions outside higher education.

**Improvement (I)****911     *How CLC improves processes and systems***

As demonstrated in Category 7, Measuring Effectiveness, the college collects an abundance of data and evidence which provide an avenue by which processes and systems can be evaluated. Based on this analysis and evaluation, the college prioritizes the initiatives, processes and systems that are deemed to be underperforming. The Executive Staff, in cooperation with the appropriate departments and divisions, devises strategies to improve performance.

The proposed process for selecting the college's next set of AQIP Action Projects is described in 811 and will provide a more consistent and collaborative process for selecting action projects.

**912     *How CLC targets and communicates improvement priorities***

Based on a recent review of CLC's results for building collaborative relationships, the college has recognized that more can be done to improve and enhance relationships with local high schools. As a result, several initiatives are currently underway. First, a group of CLC faculty members recently met to brainstorm ideas for enhancing faculty-to-faculty relationships. This list of ideas was discussed with the High School Advisory Council which provided additional input, and several of these initiatives are now underway. These initiatives have been communicated to CLC faculty and administrators.

Second, the college is exploring ways to align curriculum in STEM courses (Science, Technology, Engineering, and Mathematics) with local high schools in an effort to better prepare students academically prior to their enrolling in post-secondary educational institutions.

Finally, the college's enrollment plan calls for extensive collaboration between the college and local high schools.