

## AQIP CATEGORY NINE: BUILDING COLLABORATIVE RELATIONSHIPS

As the nation’s first public community, JJC has many collaborative partnerships. This is not only due to its nature as a public institution, but also to its age. Partnerships have had more time to develop. Key partnerships focus on students. Because of the nature and complexity of the varied relationships and the unique nature of college departments that serve them, it can be challenging to define key measures. One opportunity for JJC is to move from a decentralized approach to a more systematic one in building collaborative relationships.

### CONTEXT (C)

#### 9C1: Key Collaborative Relationships

One of JJC’s [Core Values](#) is Collaboration, noting that JJC is dedicated to the formation and enrichment of collaborative relationships as part of the scholarly process. JJC also considers all of its major stakeholders as collaborative partners. These stakeholders are outlined in Category Three, Figure 3.1 and are categorized as students (transfer; career and technical; adult basic, ESL, and GED; and non-credit) and stakeholders (educational; community and government; and business and industry). Table 9.1 provides an outline of JJC’s specific collaborative relationships.

*Table 9.1. Specific Collaborative Relationships, Processes for Meeting Needs, and Measures*

Collaborative Relationship	Specific Collaborative Relationships	Processes for Meeting Needs	Measures for Building Collaborative Relationships
State and Federal	ICCB, IBHE, U.S. Department of Labor, Illinois Department of Employment Security, Illinois Department of Commerce and Economic Opportunity, and the Department of Homeland Security. More partners described in Category 3C1.	Through institutional research activities and grant-funded initiatives, state, federal, and accrediting reporting requirements are met; providing entities with data and information necessary to make informed policy decisions. More details in Category 3, 3P1-3P6.	*Data submissions.
Colleges and Universities	South Metropolitan Higher Education Consortium, Illinois Articulation Initiative, College Night (with over 140 4-year university admissions tables), facility and space sharing. More partners described in Category 3C1.	IAI and general education requirements ensure JJC courses can be articulated. Institutional articulation agreements with institutions like Governors State University ensure JJC’s continuing relationships. More details in Categories 3P1-3P6.	*Transfer rates.
Associations	See Section 0.4 of the Institutional Overview.	Research confirms and JJC recognizes that supporting and developing the intellectual capital of its employees through association membership, and concurrent subscription and conference attendance, leads to a more efficient and knowledgeable workforce better able to meet stakeholder needs.	*Employee membership, engagement, and presentations.

Collaborative Relationship	Specific Collaborative Relationships	Processes for Meeting Needs	Measures for Building Collaborative Relationships
High Schools	Articulation agreements; Dual Credit; BEST; Education to Careers (ETC).	Research shows JJC's students learn the most about JJC through a family member, high school counselor, and college catalog/schedule. JJC recruiters work to ensure articulation, dual-enrollment, and information materials are current and effective. High schools are utilized as <a href="#">satellite</a> locations.	*Dual credit enrollment. *High school yield. *GED attainment.
Local and Regional Community Organizations, including non-profits.	Partners are described in more detail in Category 3C1, and include over seven counties and 40 towns or cities. Also includes United Way, YMCA, local foundations, and senior service organizations.	JJC ensures local and community educational and economic development needs are met.	*Community scan/survey. *Employee participation in the annual United Way giving campaign.
Economic Development	Businesses and employers; Business Solutions Network; Illinois Community College Economic Development Association; Workforce Investment Boards; Illinois WorkNet Centers; and Will and Grundy Counties Centers for Economic Development.	JJC ensures that specific economic development needs are met through partnering on projects and activities with economic development associations.	*Economic impact. *Number of graduates in career programs. *Number of business training sessions/activities provided.
Foundation and Alumni	Specific engagement activities with the college described in more detail in Category Three.	Processes include alumni and donor relationship activities described in 3P3.	*Donations. *Number of alumni. *Graduate surveys.
Business and Vendors	Entities that provide services for the college related to construction, utilities, and general operations.	Bidding processes and relationships with vendors ensure JJC generates support for institutional operations.	*Bidding. * <a href="#">Economic impact</a> .

## 9C2: Reinforcement of Mission and Link to Planning

Collaborative relationships reinforce every aspect of JJC's [mission and institutional goals](#). JJC evaluates its performance on the basis of collaborative relationships, specifically through the [Strategic Plan](#) (collaboration with external stakeholders), AQIP (building collaborative relationships), and grant initiatives (working in collaboration with businesses for economic growth, workforce development and building partnerships). The process for including stakeholders and partners in the planning process is described in Category 8P1. Deconstructing JJC's Mission provides context for how collaborative relationships reinforce the mission:

- *Affordability and accessibility* – Relationships with donors and granting agencies increase the revenues of the college, leading to a lower net price for students and enhancing affordability. Demonstrating accountability to state and local governments also shows that JJC is a good steward of public dollars, increasing trust and support.
- *Quality* – Relationships with state and federal quality assurance agencies, like HLC and ICCB, ensure that the quality of programs and services are maintained.
- *Transfer and career preparation* – Relationships with 4-year institutions and the state of Illinois through IAI ensure seamless transitions to 4-year colleges. Close relationships with business and industry partners ensure seamless transitions to careers.

- *Training and workforce development* – Relationships with economic development and other local employment agencies ensures an understanding of the value JJC adds to the quality of the workforce and the economic development of the region.
- *Lifetime of learning* – Relationships with community groups and individual residents ensures that community members utilize JJC as an entity for personal enrichment, second-career, mature workforce, or short-term skills and learning acquisition.
- *Service to a diverse community* – Partners with local entities whose mission is to enhance underrepresented groups ensures that JJC develops programs and services that are responsive to those groups.

## PROCESSES (P)

### 9P1: Creation, Prioritization, and Building of Relationships

The creation of relationships with stakeholders and students is described in more detail in Categories 3P2, 3P3, 3P4, and 3P5. Overall, collaborative relationships at JJC are the result of its status as a public institution; local political, economic, and social factors; geography; and institutional mission and objectives. As a public institution, JJC is mandated to collaborate with local, state, and federal entities in a wide variety of program reviews, accountability initiatives, and data collection and reporting. For instance, JJC collaborates with the federal government in providing data and information through IPEDS. The federal government will use the information for policy analysis in areas like financial aid, grants, and budget development – funds, in turn, that JJC receives. JJC’s collaborations are also impacted by its geography and participation in several south-suburban higher education consortiums, like SMHEC, and articulation agreements with four-year institutions located in or near the JJC district. The most significant reason for the creation of collaborative relationships, however, is JJC’s mission as an institution of higher learning, creator of human capital, and driver of economic development. Specific examples of the building of the building of collaborative relationships specifically related to this category include:

- *Educational institutions from which students are received* – In 2007, JJC witnessed an increase in dual credit enrollment from 432 to 1,857. This increase is the result of the development of a relationship with high schools. JJC also has an [early entry program](#) for students wishing to start before the age of 17 and an [early school leavers](#) program for students who did not graduate high school.
- *Organizations that depend upon a supply of students* – An example of organizations that depend upon the supply of graduates is 4-year colleges and universities. Communications between JJC and 4-year institutions ensures that JJC graduates meet transfer requirements. Processes like [dual admissions](#) ensure that students receive a quality and convenient education, receiving 4-year university credit while enrolled at JJC. The college [Transfer Center](#) coordinates many transfer processes on campus, including college open houses, college fairs, and an online [calendar of recruiter visits](#). JJC also has agreements with Franklin University to partner in online courses and Governors State University.
- *Organizations that provide services to students* – An example is non-profits that provide assistance to JJC through financial aid and other services.
- *Educational associations, external agencies, or general community* – An example of how local economic and social factors impact collaborative relationships is seen in the changing demographics of the JJC district. 44% of the workforce in construction trades in the region are 45 years old or older and nearly 13% are 55 years old or older. These employees will be nearing or at retirement age in the next 10 years, suggesting that the industry will experience a labor shortage. In response, JJC received grant funding through a state initiative, and in partnership with the Workforce Investment Board of Will County and the local union building trades, prepares the workforce for entry into the union building trades apprenticeship programs.

As a public community college, it is a challenge to prioritize collaborative relationships. Thus, the prioritization of collaborative relationships is driven by the development of college priorities (as described in Category 8P1) and cultivating of relationships that support the priorities.

## 9P2: Ensuring Varying Needs Are Met

JJC has several processes in place to ensure the needs of varying entities involved in relationships are met, including the identification and assurance that needs are met through the processes described in Category 3P1: environmental scanning, strategic and operational planning processes, analysis of data and trends, program advisory councils, surveys (including the PACE and Community Scan), donor cultivation, Board meetings, and the involvement of employees in community organizations and events. Specific processes for meeting stakeholder needs are outlined in Figure 9.1.

## 9P3: Creation and Building of Relationships

The assurance of integration and communication is described in Categories 5C1, 5P5, 5P6, and 5P9. Communication and integration is also discussed in Categories 8P1, 8P4 (integration), and 8I2.

## 9P4: Measures of Building Collaborative Relationships

JJC measures relationships through the identification of satisfaction and level of engagement with the relationships and associated measures regularly tracked for each partnership. These measures are outlined in Figure 9.1. Measures of satisfaction and level of engagement are outlined in Category 3P7 and include the PACE survey, CCSSE, Community Scan, transfer rates, donor giving rates, and other surveys.

## RESULTS (R)

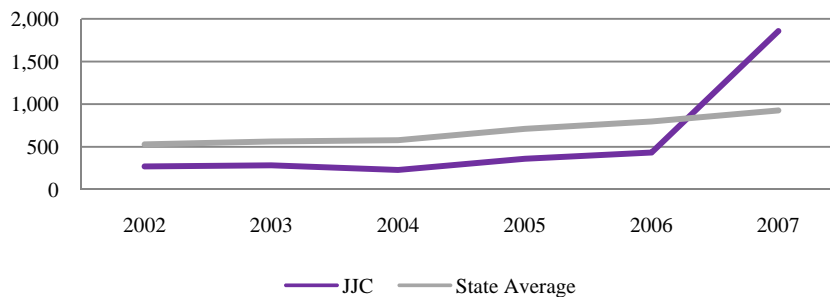
### 9R1: Results in Building Key Collaborative Relationships

The results of satisfaction in key relationships is detailed in Categories 3R1 through 3R4, with 3R2 and 3R4 focusing exclusively on results for building relationships. Examples of results not included in Category Three include enrollment in dual credit courses, transfer rates, business and industry measures, the hiring of JJC graduates by district employers, and qualitative measures of building relationships. Examples of some quantitative measures include:

- *Dual Credit Enrollment* – By participating in the dual credit classes through JJC, students are enabled to make substantial progress toward their college education even before finishing high school. The following figure represents the number of students served through dual credit courses at JJC. The number of students served has increased 558.8% since fiscal year 2003. Fiscal year 2008 is projected to reach 3,639 dual credit students; this represents a 96.0% increase over the prior fiscal years count of 1,857. The growth of dual credit enrollment is highlighted in Figure 9.1.
- *Transfer Rates* – JJC transfer rates have risen over the last four years, primarily due to the enrollment growth in traditional-age students in transfer programs. These rates are highlighted in Category 1R1.
- *Occupational placement and continued enrollment* – An indicator of the relationships JJC has with business and industry is highlighted by the fact that, according to the most recent economic impact study, 75% of district businesses hired at least one JJC graduate in the last 10 years. Additionally, 90% of JJC graduates continue to work in the district upon graduation. This is particularly telling because research indicates that more residents of Will County work in DuPage and Cook Counties (outside of the JJC district) than in Will County. Occupational placement and continuing education rates are highlighted in Category 3R3.
- *Business and Industry* – JJC conducts many business and industry training workshops and courses. Results are outlined in the Institutional Overview Category, in the section on Collaborations.

An example of qualitative results include awards, recognition, and grants. JJC awards an annual Extraordinary Service Award to members of the community who exemplify outstanding service to the JJC district. An area hospital provides space to students enrolled in the Radiology Technician program, while several district hospitals provide internship and continuing education opportunities for students enrolled in the Phlebotomy, [Electrocardiography](#), [Certified Nursing Assistant](#) (CNA) and/or Nursing programs. JJC's [Workforce Development](#), Grundy County Workforce Services, and the [Office of Career Services](#) partner with local businesses to sponsor job fairs for students and local employers. A final example is the [Mature Workforce Grant](#) received by the Workforce Development Division to develop a Mature Workforce Center at JJC. The Center provides a special set of workshops and services geared specifically to the adult learner facing the opportunities and challenges of choosing a new career after age 50. JJC was one of only 10 community colleges nationwide to receive the award and the program was recently highlighted in a October 23, 2008 [article](#) in the *New York Times*.

Figure 9.1. Dual Credit Enrollment at JJC\*



\*FY 2008 dual credit enrollment at JJC projected to be 3,600. Comparative data not yet available for FY 2008.

## 9R2: Comparisons

JJC uses comparative data wherever possible, as shown in Category 3R1 through 3R5. Comparative data is also highlighted in Figures 9.1 through 9.4. Some comparable information, like qualitative or economic impact information, is not available.

## IMPROVEMENT (I)

### 9I1: Improvement of Current Processes and Systems

The improvement of current processes, systems, and measurement are described in Categories 8P1 and 7P1.

### 9I2: Targets of Improvement, Priorities, and Communications

The setting of targets for improvement and improvement priorities are conducted through the strategic and operational planning processes. These processes are described in more detail in Categories 8P1 and 8I2. JJC recognizes that the lack of clear linkages and information between processes, like high school and college or career, can inhibit student success and learning. Building relationships enhances student success by removing barriers, sending consistent information, and being clear about expectations. Specific targets for improvement in these areas are highlighted in Category One.