

## Category 9: Building Collaborative Relationships

### CATEGORY 9 INTRODUCTION

Processes for Building Collaborative Relationships at Madison College exhibit two maturity levels with most demonstrating Aligned maturity. Several processes are moving toward the Integrated maturity rating, including building collaborative relationships with higher-educational institutions, increasing the number of high school articulation agreements and expanding partnerships that increase services to veterans.

The College has successfully implemented improvement projects to increase use of reporting mechanisms that monitor and measure the effectiveness of relationships and use of trended and benchmarked data on collaborative relationships.

Future initiatives will focus on ensuring that strategic collaborative relationships are aligned and prioritized with the College's mission and goals, and developing focused targets to assess internal and external relationships.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 9P2, developing relationships with the educational institutions and employers that depend on the College's students and graduates.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution's key goals and strategies include: 9P1, 9P3, 9P4, 9P5, 9P6, and 9P7. These processes address relationships with organizations that supply students, organizations that provide services to students, organizations that supply materials and services to the College, and other external educational and community partners. Internal relationships and processes for ensuring that partnerships meet needs are also at the Aligned level of maturity.

### 9P1: Relationships with organizations which supply students

The College collaborates with high schools through school-sponsored activities, program development, professional development opportunities and articulation agreements to build relationships with the primary sources of students. While the College works with all high schools in the District, close relationships have developed with the Madison Metropolitan School District (MMSD) due to proximity and the fact that it provides a large number of students to the College. Similarly, regional campuses often prioritize partnerships with local high schools for the same reasons.

Many of the key partnerships with high schools run through the College's Center for College and Career Transitions (CCT). Examples of these partnerships include:

- College Connections Day
- Regional Counselor Roundtables
- Career Development Facilitator Training
- Summer Institute Dual Credit Training
- College Readiness Workshops

However, the creation of articulation agreements serves as perhaps the best example of how the CCT builds relationships with high schools in the District. Currently, the College offers both advanced standing and dual credit options for articulation agreements, though increased emphasis is placed on the latter. Both options include close collaboration to ensure that curriculum delivered in high schools meets the College's stated outcomes and rigor. Dual credit, though, establishes ongoing working relationships between the College and school districts and between faculty from the respective institutions. College faculty work closely with high school colleagues through the Summer Institute training, and then meet several times throughout the school year to discuss curriculum, challenges, and assessment. The end result benefits everyone involved: students

can receive both high school and college credit, faculty develop close collaborative relationships, high school faculty have access to professional development opportunities and students are better prepared upon arrival at the College.

Youth Options allows juniors and seniors from public high schools to enroll in classes at Madison College. Tuition is paid by the student's school district. Youth Apprenticeships offer juniors and seniors paid, on-the-job experience working in a business or industry environment. Madison College credit is available to students who complete a two-year apprenticeship program.

Other examples of partnerships include the School of Academic Advancement's work with area high schools, and especially MMSD, on the Middle College program to create introductory courses to career pathways for students.

During the 2009-2010 school year, the College President and members of the Board met with school boards throughout the District to both provide information and discuss how the College could better serve K-12 schools through enhanced partnerships.

The office of Diversity and Community Relations partners with MMSD and Edgewood College to offer Minority Youth Career and College Fairs open to all high school students in the District. These events provide minority high school students an opportunity to explore a broad range of career areas and postsecondary information from Wisconsin colleges and universities in an informal setting. Every effort is made to have minority representation for careers and higher education to provide role-modeling, networking, and mentoring for both students and presenters.

Overall, the College builds and maintains strong relationships with area high schools by pursuing a wide range of recruitment, curricular, diversity and professional development partnerships.

While high schools provide the majority of students, students served by community organizations also enroll in the College. The Urban League, Literacy Network, Centro Hispano, and other community organizations

often encourage students to continue their education with Madison College.

## **9P2: Relationships with educational organizations and employers that depend on the College's students and graduates**

The College's primary missions are to provide well-trained employees to businesses in the community and produce transfer students for the University of Wisconsin System. As a result, seeking relationships with these organizations and institutions is generally prioritized.

The College prioritizes relationships with four-year schools based on student need and demand. For example, UW-Madison is the most frequent destination for transfer students, so the College partners with UW-Madison whenever possible, creating multiple transfer agreements, including guaranteed admission to Madison College students who complete a specific set of requirements. More recently, the two schools signed a reverse transfer agreement which allows students to apply credits earned at UW-Madison to retroactively complete an associate's degree at Madison College. On a more micro-level, departments coordinate with UW-Madison directly when designing transfer classes. For instance, the Madison College English Department is in constant contact with colleagues at UW-Madison to ensure that English 1 and English 2 meet UW-Madison's Communication A and Communication B requirements. UW-Madison transfer requirements are rigorous, so Madison College curriculum based on these requirements will also likely be accepted for transfer by other UW System universities and most private four-year institutions in the state as well.

As with high school partnerships, Madison College's regional campuses also collaborate with transfer institutions based on location. For instance, many students at the Eastern Region campuses of Fort Atkinson and Watertown transfer to UW-Whitewater. A recent articulation agreement helps students more easily transfer business and general education credits to the UW-Whitewater School of Business.

The College also partners with other public and private four-year institutions, and has twenty agreements in place with schools around the Midwest. For example, Madison College students who complete an Associate of Arts or Sciences Degree and transfer to Edgewood College, a private college in Madison, are considered to have met all of the general education requirements at Edgewood.

The College collaborates with employers in numerous ways. The most notable example is program advisory committees, which play a crucial role in developing programs and keeping curriculum and outcomes up-to-date and relevant. This mutually beneficial partnership ensures that Madison College is producing well-trained graduates that employers value. Similarly, health programs partner closely with medical institutions in offering clinical practice experiences to students, and various programs across the College collaborate with local businesses and organizations to offer internships to students.

Often Madison College programs partner with businesses to provide students with real-world experience related to projects for specific classes. As part of a recent partnership between Madison College, Dane County Solid Waste Development, Cornerstone Environmental Group, ANGI Energy Systems and Unison Solutions, students fully repaired a trailer-mounted fueling station used as part of the Rodefeld Landfill BioCNG Vehicle Fuel Project – a patent-pending biogas conditioning system that economically produces biogas-based fuel to power compressed natural gas vehicles. This collaboration resulted in a 2011 Project of the Year Award from the U.S. Environmental Protection Agency and benefited both the College and the vehicle fuel project.

In addition to curricular collaborations with businesses, the Madison College Foundation works closely with community employers and organizations to provide dozens of scholarships to students each year, and several program collaborations with businesses have resulted in equipment donations to the College. For example, the College received 80 laptop computers from American Family Insurance to

be given to students transitioning from non-degree to degree programs. The Madison College Foundation, American Family Insurance, minority retention grant advisors, and the School of Academic Advancement collaborated to create a scholarship program to identify students to receive the laptops.

Finally, the College makes extensive efforts to solicit and respond to employer feedback for initiatives at all levels. In developing the recent building referendum, the College solicited extensive feedback from businesses and the community, and the current revision of the Academic Plan included a survey of all advisory committee members to better gauge employer expectations over the next several years.

These, and many other partnerships with local businesses, help ensure a close relationship between the College and the employers who depend on its graduates.

### **9P3: Relationships with organizations that provide services to students**

The College determines and prioritizes appropriate relationships with organizations providing services to the students by seeking feedback directly from students. Feedback from student surveys, the Student Senate, and the Vice President for Learner Development Student Advisory Board have led directly to many partnerships with local organizations. For example, the College recently partnered with Group Health Cooperative to open a student health clinic. The clinic provides basic health care services to students, often at no cost, and is located right on the main Truax campus. A partnership with Madison Metro Transit services provides a bus pass to students enrolled in credit classes, and a discounted pass to those enrolled in non-credit classes. This partnership also provides Para-Transit services based on student need.

Partnerships with Veterans' Affairs and other related groups provide an additional example of how the College has created and prioritized relationships with organizations that provide services to students. Madison College is currently the second largest certifier of veterans' benefits in Wisconsin, and consequently worked

hard to develop relationships with organizations that can help support these students. A partnership with Veterans Affairs provided four hours of support from a mental health specialist at the Truax campus each month. The College also supported the VA Hospital's submission of a grant that was chosen for \$250,000 to help integrate veterans into the academic environment. A collaborative effort between Madison College, VA Health Services, the Veteran Benefits Administration and local and state veteran services, this two-year grant will be funding parts or all of three VA positions at the College.

#### **9P4: Relationships with organizations that supply materials and services**

The College typically builds relationships with suppliers through Requests for Bids (RFB), Requests for Proposals (RFP), Requests for Quotes (RFQ) and sole source contracts.

State-mandated policy determines when the College uses RFBs, RFPs, RFQs and sole source contracts. Any purchases over \$25,000 require either an RFB or RFP, while purchases between \$10,000 and \$25,000 require an RFQ. Sole source contracts are used when only one vendor can provide the needed supplies or service. All of these requests require District Board approval. As a result, creating relationships with suppliers happens within the framework of these purchasing processes. However, there is still room to seek out specific qualities in suppliers, especially through RFPs. RFBs prioritize low cost, as demonstrated by a recent bid process for a piece of radiology equipment for the new Health Education building. In this case, cost was clearly the primary factor.

In contrast, RFPs are used when the College must consider other factors in developing a supplier relationship. RFPs employ a college-designed matrix that identifies the different factors to be used in deciding on a supplier. For instance, a recent RFP sought a new cleaning service for all Madison campuses other than Truax. The College developed a 100-point scale using the following criteria:

- Equipment, Staffing and Training (30)
- Relevant Experience (30)

- Cost (30)
- Other (10)

Nine proposals were rated by a three-member college evaluation committee that included two PSRP staff. Purchasing rated the cost criteria, and based on both reviews, a company was selected for a three-year contract. This process allowed the College to better define the qualities needed in a supplier.

The College uses sole source contracts when only one supplier is able to provide services. For example, the College contracted with Cisco to provide Telepresence technology used to deliver distance education courses. The technology had never been used for instructional purposes; Madison College was the first educational institution to deploy the technology in this way, and Cisco agreed to upgrade the infrastructure needed to support this new system. As a result, Cisco was able to pilot the technology in a new context, and Madison College now delivers cutting-edge distance education.

The local Board also set two policies relevant to establishing supplier relationships. One prioritizes value for the dollar and free and equal access to procurement opportunities, while the other encourages an increase in purchases from businesses owned by women, minorities, and veterans.

While state-mandated and board policies for large capital expenditures define the framework for building relationships with these suppliers, staff and faculty often build partnerships with providers of instructional supplies directly. Faculty from the School of Academic Advancement partnered with Rosetta Stone to provide their software for English language learning. A second example is the relationships faculty build with publishers who provide textbooks, some of which are customized for specific courses. Publishers also provide access to learning support software, such as MyCompLab and MyMathLab. Building effective relationships with publishers delivers quality curricular materials and helps keep costs manageable.

### **9P5: Relationships with education associations, external agencies, consortia partners, and the community**

Madison College maintains relationships with several governing and accrediting agencies, including the Wisconsin Technical College System (WTCS) Board, HLC, the state legislature and program-level accrediting bodies.

The WTCS Board establishes statewide policies and standards for educational programs and services provided by the sixteen technical colleges. The WTCS Board is also responsible for administering state and federal aid to the colleges. Madison College works closely with the WTCS on many initiatives, including curriculum development, the Technical Skills Attainment process, articulation of courses between WTCS schools, certification processes for instructional staff, and new program and course development.

AQIP serves as the accreditation process for the College. The College maintains a Systems Portfolio, completes action projects, and hosts a quality checkup visit as part of this process. Through this process, Madison College maintains close contact with AQIP to provide updates on its progress on continuous improvement efforts.

The state legislature provides additional funding for the College and sets policies impacting technical colleges. A concerted effort is made to keep local legislators aware of what the College is doing for the community and how state policies impact its operations.

Relationships with program-level accrediting agencies help ensure Madison College students attain the skills and knowledge necessary for a profession. Programs work closely with these agencies on curriculum development, certification exams, professional development, etc., and individual programs must be responsive to changes and expectations from the agencies that govern their field.

Other partnerships are built based on student need and service to the community. For example, the College works closely with the Workforce Development Board (WDB) of South Central Wisconsin to provide instructional

programming for students who are eligible for Workforce Investment Act funding. In partnership with the WDB, the College developed the Center for Adult Learning to serve dislocated workers during the economic downturn, and the Middle College serves high school students who have barriers to completion and job placement.

The College also maintains numerous partnerships within the community. The following examples demonstrate the different types of partnerships Madison College builds and maintains with community organizations:

- The College's Child and Family Centers were contracted as a community partner for the state-funded 4K program. Madison College collaborated with the Madison Metropolitan School District to develop the program, and twenty-five children were enrolled during the first semester.
- The School of Academic Advancement partners with community-based organizations, such as Boys and Girls Club, Northport-Packers Community Center, and various job centers throughout the district, to provide pre-GED, GED, workplace skills, and ESL instruction.
- Madison College collaborated with Jefferson County, the City of Jefferson and Jefferson County Fair Park to acquire a conditional-use permit needed to construct a tower wind monitoring system at the Jefferson County Fair Park to collect data that will help determine the feasibility of constructing a commercial-sized wind turbine at the fairgrounds. Students in the "Introduction to Wind Energy" class erected the tower.

Finally, the College develops many collaborative relationships with grant-funding entities that can help address student needs and support innovation. Examples of these grant-based relationships include:

- The Trade Adjustment Assistance Community College and Career Training Grant Program, run by the Department of Labor, fully funded *Making the Future: The Wisconsin Strategy*, a grant that provides \$1,209,535 to Madison College to develop, improve and expand adult education training

- pathways to careers in advanced manufacturing.
- The National Science Foundation awarded a Madison College faculty member a \$499,993 grant to support Fusion Science Theater (FST), an innovative and interactive science outreach program, and to implement a national program to train educators, museum professionals and science outreach volunteers to perform FST shows.
  - The US Department of Education awarded a grant to the College in the amount of \$2,322,255 to fund the Rural High School Equivalency Program to help migrant and seasonal farm workers and members of their immediate family obtain the equivalent of a secondary school diploma and gain employment or be placed in an institution of higher learning.

### **9P6: Ensuring partnerships meet needs**

Madison College has developed a variety of methods to ensure that the needs of its numerous partners are being met. These methods include:

- Written articulation agreements
  - Memorandums of Understanding
  - The DACUM process, a state-wide process used to develop a curriculum
  - Contracts for detailing and specifying Madison College services
  - The budget process - used to prioritize and fund projects, initiatives and plans
  - Marketing to inform the public about important Madison College activities
  - Stakeholder meetings that garner feedback from specific groups of people
  - Advisory committees that ensure curricula meet the needs of employers and students
  - Information and data sharing, enabling partners to plan, implement, and adjust projects to better meet the needs of stakeholders
- Community Councils of Color, which ensure that the ethnic minority communities are aware of and have input into Madison College activities.
  - An annual administration of DaneTrak, a satisfaction and opinion survey of residents in the Madison College District
  - An Environmental Scan of occupational, educational, economic trends and strategic planning efforts, resulting in the Greater South Madison Area Plan, Academic Master Plan, Facilities Master Plan, etc.

The College has several reports and functions that monitor the effectiveness of key relationships. These include:

- Board End Measure reports
- Graduate and Employer Surveys
- Department of Public Instruction reports
- WTCS reports
- Quarterly accomplishment reports to the Board of Trustees compiled from departments across the College
- Detailed reports on former alumni and business relationships provided by Madison College Foundation
- Alumni Steering Committee

### **9P7: Internal relationships**

The primary driver of internal collaborations is student need. To that end, collaborative relationships between units are typically created by the units themselves, often initiated by staff, faculty or administrators. To reinforce the value placed on internal relationships, the Unit Planning Process asks all units to address internal partnerships, providing both the opportunity to consider new partnerships and documenting ongoing collaborations. Table 9.1 on page 120 shows a sampling of collaborations reported in the most recent unit plans.

	Collaborating Units	Description
<b>Certificate Development</b>	Informational Technology and Biotechnology	<b>BioInformatics Certificate</b> Applies information technology to the management and analysis of biological data. Designed to prepare individuals with a background in life sciences to effectively use bioinformatics tools and methods to enhance their work.
	Information Technology and School of Health Education	<b>Health Information Technology Certificate</b> Educates students with a health or computer technology background in the complementary discipline. Two certificate options: Implementation Support Specialist and Technical Support Specialist.
	Marketing, Journalism, Visual Communication and Graphic Design programs	<b>Social Media Certificate</b> Intended for professionals in marketing, web design and development, graphic design, journalism, visual communications/media design, customer service, and others who want to implement social media more effectively.
<b>Course-level Curriculum</b>	Photography and Graphic Design programs	Share Introduction to Digital Photography course. Students collaborate on advertising for the marketplace.
	Finance, Accounting, and Business Management programs	Share first and second semester courses to enable students to add a second major.
	Medical Lab Technician, Respiratory Therapy, and Medical Assistant programs	Share student laboratory activities and equipment. Shared laboratory planner.
	School of Academic Advancement and School of Arts of Sciences writing faculty	Created Introduction to College Writing course and sequenced developmental and credit-level writing courses.
<b>Academic and Student Services</b>	Writing Center and various programs and departments	Pursue Writing Across the Curriculum initiatives to improve writing in all programs and departments.
	Construction and Remodeling Program and programs and services within the College	Complete projects for many Madison College units, including Child and Family Centers, Apprenticeship and Marketing programs and ESL department.
<b>Program Events</b>	Architectural Technology and Interior Design	Collaborate on annual spring portfolio show.
	Finance Program, Insurance and Risk Management Certificate, and Real Estate Sales Certificate	Share events, field trips, and job possibilities.

**Table 9.1 – Examples of Internal Collaborative Relationships**

Cross-functional work teams also foster internal relationships and help ensure integration and communication across the College. Each team is created with a balance of administrative, faculty and support staff personnel. Union leadership provides key support by providing recommendations for team membership and by serving in executive leadership groups. An example is the Retention Plan work teams that analyzed the seven root causes, discussed in 112.

Often work teams and unit-based partnerships have a Blackboard site or other Madison College web pages where meeting minutes, agendas and outcomes are posted, thereby enhancing communications throughout the College. Access to these materials may be college-wide or limited, depending on the nature of the collaboration.

**9R1: Measures of Building Collaborative Relationships**

Examples of measures for many of the different areas in which Madison College has internal and external collaborative relationships are listed below. However, this list is not fully reflective of all measures used by individual departments for determining the effectiveness of collaborative relationships.

*K-12 Partnerships:*

- Number of Partner Public School Districts
- Number of high schools with articulation agreements
- Number of Advanced Standing courses and sections
- Number of Dual Credit courses and sections

*Four-Year Partnerships:*

- Overall number of transfer and articulation agreements in place
- Number of Madison College student transfers to UW System (new and re-entry)
- Number of Madison College students subsequently enrolling in UW System
- Success and Retention of Madison College students transferring to the UW System (1R4 and 1R6 for these results)

*Business and Employer Relationships:*

- Graduate placement in a related job
- Overall Employer Satisfaction
- Percent of Employed Apprentices
- Number of businesses served by BIS
- Number of jobs created or retained by BPAC

*Community Perception and Partnerships:*

- DaneTrak Survey
- Combined Charitable Campaign Contributions

*Grants Development*

- Grant application success rate
- Grant dollars

*Madison College Foundation*

- Value of equipment donations
- Value of contributions per year

*Accrediting Agencies/Organizations*

- Number of accredited programs
- Funds lost due to Improper Faculty Certification (in dollars)

*Internal Collaborations*

- PACE Survey

**9R2: Performance results for key internal and external collaborative relationships**

*K-12 schools*

The College currently partners with 35 of the 40 school districts it serves, and maintains articulation agreements with 39 high schools. There are 48 Advanced Standing agreements for 19 different courses in place. There are 197 sections of Dual Credit course offerings across these high schools, which cover 21 different courses. This last number demonstrates the College’s move to prioritize Dual Credit as the preferred articulation agreement, to the benefit of students.

*Four-year colleges and universities:*

At the bottom of the page, Table 9.2 shows numbers of articulation agreements with transfer institutions and numbers of Madison College students who directly transfer or later enroll in the UW System. These numbers demonstrate Madison College’s increasing efforts to provide options for students intending to transfer. The College is currently the largest supplier of transfer students to the UW System.

**Table 9.2 – Number of Transfer Agreements with Transfer Institutions and Headcount of Madison College Students Transferring/Enrolling in UW System**

	2008	2009	2010	2011	2012
<b>Total Transfer Agreements in place with four-year institutions</b>	108	126	128	134	128
<b>Number of student transfers to UW System (new and re-entry)</b>	796	824	868	900	876
<b>Number of Madison College students subsequently enrolling in a UW System institution (not limited to students that transferred credit)</b>	775	886	1331	1662	1966

*Businesses and employers:*

In the most recent Employer Satisfaction Survey, 97.7% of employers said they were very satisfied or satisfied with the College, and 94% said the College was very important or important to the success of their company. The two most recent Apprenticeship Follow-up Surveys show that employers retain Madison College students at high rates (83% in both 2009 and 2010). Solid percentages of Madison College students are also placed in jobs related to their education, as seen in Table 9.3.

**Table 9.3 - Graduate Placement in Related Job**

2009	2010	2011	2012
71%	67%	64%	68%

High satisfaction ratings and job placement percentages from local employers suggest positive relationships with the College.

Data from Business and Industry Services (BIS) provides further evidence of effective collaboration with the local business community. BIS served more than 1250 businesses in 2012, and the Business Procurement Assistance Center helped create or retain more than 22,000 jobs from 2010-2011.

*The Community, Grants and the WTCS*

One measure of effective partnerships with the community is the DaneTrak survey, which measures satisfaction with the College on a 5-point Likert scale. The College scored 4.3 each year from 2008-2010, and then 4.5 in the most recent survey in 2012. The survey was not administered in 2011.

A second measure of community partnerships was a survey of Madison College employees in 2012 that showed 47% participated in at least one community organization, with over 42% holding leadership positions in those organizations. This level of employee involvement further aids in building community partnerships.

Donations to the Combined Charitable Campaign also demonstrate College collaborations with local charities, with support growing from \$48,555 in 2008 to more than \$65,000 in each of 2009, 2010, and 2011.

Monetary and equipment donations to the Madison College Foundation, in turn, provide evidence of collaboration with local businesses and donors, with more than \$107,000 of equipment donated to the College in 2012. Monetary donations totaled \$1.62 million.

The extent of the College’s grant-based relationships can be seen in the Table 9.4 below:

**Table 9.4 - Success Percentage and Total Value of Grants**

	Percentage of Grant Application Success	Value of Grants Received (in millions)
<b>2008</b>	88	\$5.88
<b>2009</b>	78	\$10.76
<b>2010</b>	76	\$7.17
<b>2011</b>	78	\$7.19

Table 9.5 shows how increased collaborative efforts with the WTCS resulted in less funding lost due to improper faculty certification:

**Table 9.5 - Funds Lost Due to Improper WTCS Certification**

	2008	2009	2010	2011
<b>Funds Lost</b>	\$443,328	\$358,154	\$84,940	\$61,015

*Internal Relationships*

Finally, the PACE survey provides a measure of employee satisfaction with internal collaborations at the College. The 2011 mean for responses related to teamwork was 3.61 on a 5 points scale, and showed a statistically significant improvement from the 3.48 score in 2008.

**9R3: Comparison of performance results for Building Collaborative Relationships**

Many measures of collaborative relationships are difficult to compare to other institutions because of the unique nature of each partnership. However, WTCS requires several related measures, allowing for some comparisons to similar institutions. For instance, the College’s employer satisfaction score of 97.7% exceeds the WTCS average of 93%.

UW System transfer data, seen in Table 9.6, is also used to compare performance across WTCS institutions (see 1R4 and 1R6 for trend-data on WTCS average). Madison College’s success in partnering with UW institutions is demonstrated both by the number of transfers and the success of Madison College students at the new institution when compared to the four WTCS schools who provide the next highest numbers of transfer students. Success information in 1R4 and 1R6 demonstrates the effectiveness of the College’s partnerships with UW institutions. For example, when compared to Milwaukee Area Technical College, the only other WTCS school that delivers a comparable number of transfer students to the UW System, Madison College sends more transfer students, and those students have a higher average GPA and are retained at a greater rate.

**Table 9.6 - Comparison of Number and Success of WTCS Students Transferring to UW System**

WTCS School	Number of Transfers	GPA	Second Year Retention
<b>Madison College</b>	876	2.9	77%
<b>Milwaukee Area</b>	828	2.7	74%
<b>Northeast</b>	441	2.8	73%
<b>Fox Valley</b>	427	3.0	67%
<b>Chippewa Valley</b>	371	3.1	73%

The PACE survey also provides a national benchmark for comparison purposes. Results for Madison College responses to teamwork related questions was 3.61, compared to the national benchmark of 3.73.

**9I1: Recent improvements in Collaborative Relationships**

Key improvements in this category include:

- The Unit Planning Process was improved and now has built-in expectation for units to create and review internal and external partnerships.
- The number of high school articulation agreements has increased, mostly in the

form of Dual Credit partnerships because these better serve student needs.

- Increased number of transfer agreements
- Collaboration with veterans organizations has increased to better support veterans enrolled at the College.
- The College partnered with Cisco to pilot and now fully utilize the Telepresence system to deliver courses between all Madison College campuses.

The number and quality of the College’s collaborative relationships heavily influences whether Madison College can successfully achieve its mission. Currently, processes for creating collaborative relationships are not necessarily systematic in terms of a college-wide step-by-step process. However, there is an expectation that every employee is responsible for the maintenance, support and strengthening of any collaborative relationship in which they are involved. The diversity of these collaborations requires the flexibility to build each relationship according to the specific nature of the partner.

The College has been quite successful in developing relationships that contribute to the quality of education students receive, and the unifying factor in the vast majority of internal and external collaborations is student need.

**9I2: Selecting specific processes to improve and setting performance targets for Building Collaborative Relationships**

The College has identified two specific guiding principles within the 3-Year Strategic Plan that address improving collaborative relationships. The two guiding principles are:

- Actively seek new partnerships and alternative funding sources to support facilities, learning and service needs.
- Create or improve processes that will support maximum utilization of facilities, faculty and staff.

The guiding principles set by the College help refine internal and external collaborative relationships. The goal of this work is to ensure that strategic collaborative relationships are aligned and prioritized with the 3-Year Strategic Plan, the Board End Statements, the Academic Plan and other college-wide plans.