

# 9

## Building Collaborative Relationships



### 9P1 How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

MCC's district boundaries are formed by public high school boundaries. Accordingly, the College's highest priority with regard to building relationships with educational organizations from which MCC receives its students is focused on the high schools within the College's district. In addition, the College works to build a relationship with a private, Catholic high school located within the District, as well as with McHenry County homeschooling groups.

#### High Schools:

The College strives to develop relationship with the high schools within the District through a variety of methods:

- Leadership** - The College President works with the McHenry County Superintendents Organization on a regular basis and attends meetings regularly to understand the changing and emerging needs and expectations of schools within the District. The President also serves as a member of the Board of Control of the McHenry County Cooperative for Employment Education, an Education for Employment System established by the Illinois State Board of Education, which serves to coordinate secondary Career and Technical Education.
- Recruiting** - MCC employs a full-time high school recruiter who visits all high schools within the district twice per year. The recruiter also attends the monthly DoGs meetings, which are meetings of all of the high school Directors of Guidance. The College collaborates with all high schools within the District to schedule and communicate events such as a College Fair, MCC Night, and New Student Orientations.
- Articulation Agreements** - Career and Technical Education course articulation between McHenry County College and the high schools of the McHenry County Cooperative for Employment Education (MCCEE) has been developed in order to coordinate Career and Technical Education programs between the two educational systems. Articulation Agreements are formal contracts between MCCEE and post secondary institutions allowing high school students to earn credit for college while in high school. Credits are

awarded upon enrollment in the college (see 1P10 for additional information about opportunities for high school students to earn college credit).

In addition to high school students and graduates, the College serves a significant number of returning adult students. While the pathways for returning adult students to attend MCC are not as direct as for high school students, MCC strives to build relationships with organizations that can help guide returning adults to the College.

#### Returning Adults:

- **Workforce Services** - MCC is one of three partners that operate the McHenry County Workforce Center which provides Workforce Investment Act (WIA) one-stop services for job seekers and businesses. MCC Workforce Services staff provide college orientation, job-search assistance and information concerning job opportunities and training. MCC is certified to provide job training for adults who are eligible for services authorized by WIA and the Trade Assistance Act (TAA). Workforce Services tracks WIA adult clients' participation and program completions in college career and technical education and academic programs.
- **Academy for High Performance** - The Academy provides working adults with an opportunity to continue their education. Students can earn a certificate in two years or less and an Associate in Applied Science degree in three or four years, depending on the program, by attending multiple classes one evening per week. In addition to a uniquely integrated curriculum, Academy students develop high performance skills such as communication, critical thinking, flexibility, organization, problem solving and team building. The Academy has a very high success rate with more than 90% of its students earning a certificate and/or an Associate in Applied Science degree. This high success rate is due in part to the unique structure of the program. Classes meet one night per week; students remain with their group throughout the entire program; scheduling is convenient; the classes are often offered right at the work site; and credit can be earned for work experience. Academy instructors attend a special integration training which prepares them to use creative methods to involve students in learning about each subject and its relationship to the other.

#### 9P2 How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

The College strives to build and maintain strong relationships with educational organizations and employers that depend on the supply of students and graduates that meet those organizations' requirements.

#### Educational Organizations

The College prioritizes relationships with educational organizations based on the interests and needs of students. The College reviews information with regard to the number of students transferring to different colleges and universities to determine how to prioritize and build relationships. MCC participates in a number of initiatives intended to build and maintain relationships with key four-year colleges and universities:

- MCC is actively involved in the **Illinois Articulation Initiative (IAI)**. The IAI is a statewide system for articulating courses and programs, and is a voluntary agreement with all Illinois community colleges, all state universities, and over 40 private schools. It was initiated in 1993 and implemented in 1998 to facilitate the transfer of students and is co-sponsored by the ICCB, IBHE and Transfer Coordinators of Illinois.

The Illinois General Education Core Curriculum (IAI GECC) is a "package" of coursework that is accepted as transfer in lieu of a participating school's lower-division general education course requirements. It includes courses in the areas of Communications, Humanities and Fine Arts, Mathematics, Physical and Life Science, and Social and Behavioral Sciences. Students have the opportunity to complete the IAI General Education Core at MCC and transfer into an IAI participating institution with lower-division general education course requirements complete.

The Illinois Baccalaureate Majors recommendations are recommended lower-division courses for a specific major for students who have chosen a major but have not decided which college to attend. As a resource for students who have not decided on a transfer school, major transfer guides are created using IAI major curriculum models.

Participating institutions are responsible for identifying their courses that match IAI course descriptions and submitting them to appropriate IAI faculty panels for approval. IAI faculty panels are composed of faculty representing participating institutions and there is a panel for each of the areas commonly represented in general education programs and for particular baccalaureate majors. MCC faculty and transfer coordinator participate on IAI panels.

- **Course Articulation** – In addition to course articulation through the IAI, Form 13 is used to formally articulate courses. This articulation request form is used between Illinois community colleges and senior institutions to officially define how a course will transfer. Each MCC baccalaureate oriented course is articulated with Illinois public universities. Many four-year schools create and maintain course equivalency tables or guides, showing articulation with MCC courses.
- **Formal Partnership Agreements** – MCC has a number of formal agreements with other higher education institutions, many of which culminate in an associate or bachelor degree. A formal partnership is a written commitment between two institutions to work together to help students move smoothly from one to the other. It signifies a special working relationship between the two institutions and usually includes special allowances for specific programs. Administrators from both institutions sign the agreement. MCC has formal transfer agreements with:
  - Joint agreements are between two community colleges and allow students desiring an occupational degree or a certificate program not offered at one school to complete the degree or certificate at the partner school at in-district rates. MCC has program specific joint agreements with 7 different community colleges and also belongs to a consortium, Comprehensive Agreement Regarding the Expansion of Education Resources (CAREER), that includes 25 Illinois community colleges.
  - MCC has 26 partnership agreements with 17 different baccalaureate granting institutions.
- Dual Admission is a special partnership program with selected four-year colleges and universities, providing students the opportunity to gain admission while attending MCC. The program allows students to take advantage of unique benefits that are intended to provide a seamless and successful transition to participating four-year schools. MCC has dual admission programs with Columbia College Missouri, DePaul University, Northern Illinois University, Roosevelt University, Southern Illinois University – Carbondale, University of Illinois-Springfield, and Western Illinois University.
- **Program Transfer Guides** - MCC monitors and maintains over 200 program specific transfer and/or course equivalency guides with approximately 48 different colleges and universities. The articulation and transfer coordinator works closely with advisors, counselors, and department chairs to determine the programs for which transfer guides should be created. The transfer guides detail admission and course requirements and are approved by the cooperating school. They are reviewed annually by MCC and by the cooperating schools.
- **u.select** – u.select is a web-based transfer credit evaluation and advising system being implemented as an Illinois statewide system. It is a valuable system that communicates information to students and advisors on how coursework will transfer and apply toward an undergraduate degree at a participating u.select institution. MCC actively participates as a “sending” institution, and maintains course information in the u.select system. MCC students can view course articulation at any institution participating in u.select at the “receiving” level, and can create planning guides to plan baccalaureate degree completion.
- **College and University Visits** – MCC invites colleges and universities from across the state and the country onto its campus to meet with students, staff, and faculty. Each year, MCC hosts Illinois State University Transfer Day and Private Illinois Colleges and Universities Transfer Day. In addition, representatives from colleges and universities visit campus throughout the year for tabletop visits.

- **Peer Relationships** – MCC values what its employees can offer and learn from colleagues at other institutions and understands the importance of faculty, staff, and administrators being involved with organizations outside of MCC in order to strengthen collaboration and build partnerships. Following are examples of how MCC strengthens relationships with peers from other educational organizations:
  - Faculty and articulation and transfer coordinator participation on IAI faculty panels
  - Articulation and transfer coordinator participation with Transfer Coordinators of Illinois
  - Articulation and transfer coordinator participation at four-year colleges/universities articulation conferences

### Employers

The College strives to participate in a number of county-wide initiatives and programs in an effort to identify and understand the needs of local employers:

- **Workforce Investment Board** – The College President serves on the McHenry County Workforce Investment Board (WIB) which is responsible for developing policy and overseeing local workforce development initiatives in partnership with the local elected officials. The WIB serves as a point of contact for business, industry and the public sector to communicate their workforce needs, assists in the development of new training programs to benefit the region's workforce, and coordinates the economic development efforts and activities among public organizations, education agencies, and private businesses.
- **McHenry County Economic Development Corporation** – The College President has a permanent seat on the Board of Directors of the McHenry County Economic Development Corporation (MCEDC). The MCEDC is a non-profit private-public business advocacy group comprised of business and industry investors from throughout the county. Its mission is to encourage and develop the economic health of McHenry County through the retention, expansion and attraction of commerce and industry which is conducive to an optimal quality of life for its citizens. A non-governmental organization, the MCEDC seeks to work with local, county, state and federal legislators to foster, enhance and improve the economic vitality of McHenry County.

- **Advisory Committees** - Representatives from area businesses and industry are invited to serve on advisory committees for the College's occupational credit and non-credit programs. These committees provide input and feedback with regard to emerging and changing needs of employers and allow the College to collaboratively develop programs or courses to respond to these needs. In addition, MCC employees participate in external advisory committees, such as the Construction Education Advisory Committee to provide course offerings of both non-credit and credit nature. MCC's Construction Management Technology degree emerged from discussions with this group.
- **Shah Center** – The Shah Center for Corporate Training and the Illinois Small Business Development Center play a significant role in developing collaborative relationships with the business community. The Shah Center actively seeks input from local businesses and industry with regard to their workforce needs. This input not only informs decisions related to corporate training and small business development activities, but also is shared with credit program areas to help ensure that students have the opportunity to develop the skills and expertise that employers currently seek. In addition, the Illinois Small Business Development Center has an active hand in strengthening small businesses in the county.

### 9P3 How do you create, prioritize, and build relationships with the organizations that provide services to your students?

The College directly provides the majority of services offered to MCC students. Unlike many colleges that have opted to outsource key services, MCC operates its own Cafeteria, Bookstore, and Information Technology department.

The College routinely reviews the needs of students and partners with a number of agencies to supplement the services offered by the College:

- **Counseling** – The MCC Counseling Department works in collaboration with the McHenry County Crisis Program which is the center point of access for all behavioral health emergencies in McHenry County. The Crisis Program provides 24-hour crisis intervention as well as referral services.
- **Special Needs** – The Special Needs Department has established and maintains close working relationships with the Illinois Department of Human Services Division of Rehabilitation Services, the Pioneer Center, and the Special Education District of McHenry County (SEDOM).

**9P4** How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

The College, through a program of centralized purchasing, is committed to obtaining maximum value for funds expended. Accordingly, appropriate business procedures and practices have been established to insure the efficient processing of supply and equipment requests in accordance with the State of Illinois statutes and local policies of the Board of Trustees. It is College policy to obtain all supplies, equipment, and services at the lowest cost to the College, consistent with quantity, quality, and availability of the items at the time of purchase. Competitive bids and quotes are solicited whenever essential or beneficial.

Purchases of \$1,000.00 but than less \$5,000.00 must be supported by written or catalog quotations from at least three sources. Purchases of \$5,000.00 or more must be supported by written or catalog quotations from at least three sources, and prior Board approval is required before the purchase can be made. Purchases costing \$10,000.00 or more require an advertised formal bid.

The Purchasing Department maintains a list of firms wishing to bid on College purchases. Invitations to bid will be solicited from the following: vendors who have requested to be placed on the bid lists, vendors who respond to local newspaper advertisement, and other vendors determined to be capable of providing the product being solicited by the College. Departments are encouraged to supply whatever information they may have which will assist the Office of Business Services in evaluating the College's vendors. References are checked and formal interviews conducted when feasible to ascertain if bidders are qualified. Vendors are monitored for reputable service, quality of product, and timeliness of delivery. Vendors must comply with the Equal Employment Opportunity Clause for Public Contracts, the Illinois Prevailing Wage Act, the Illinois Fair Employment Practices Act, and the Fair Practices' Commission's Rules and Regulations for Public Contracts.

In an effort to establish relationships with the organizations that supply goods and services to the College, to the extent permitted by the prevailing statute, MCC participates in joint purchases by governmental units. The College has recently joined, as active members, multiple purchasing co-ops or consortia. These consortia offer to the College volume pricing discounts on most of the products and services the College uses for its operation. The discounts being offered in most cases are better than what the College could obtain from bidding out these products and services directly.

**9P5** How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

Decisions to establish and build relationships with educational associations, external agencies, and consortia partners are prioritized based upon the potential value they would provide to the College and MCC students. Relationships are established with other organizations when those relationships can support advocacy efforts for the College, can further establish the credibility and quality of College programs, and can lead to program innovation and quality. Examples include:

- **Advocacy** – MCC is an active member of the American Association of Community Colleges, Association of Community College Trustees, and Illinois Community College Trustees Association.
- **Credibility and Quality** – MCC's CEU-granting programs are certified by International Association for Continuing Education and Training, the Automotive Technology program is certified by the National Automotive Technicians Education Foundation, and the College is pursuing accreditation by the National League for Nursing Accrediting Commission for its Nursing program.
- **Program Innovation** – The College is a member of a number of national and statewide organizations that promote innovation sharing, including the League for Innovation, the National Institute for Staff and Organizational Development, and the North American Council for Staff, Program, and Organizational Development.
- **Outreach** – MCC has a employee representative in nearly every Chamber of Commerce in the College's district.

The MCC Fitness Center offers gift in kind memberships to SEDOM (Special Education District of McHenry County) and NISRA (Northern Illinois Special Recreation Association). Participants from NISRA are people who have a physical disability such as stroke, TBI (Traumatic Brain Injury), Multiple Sclerosis and Muscular Dystrophy. The staff in the Fitness Center work hands on with the participants with their training and exercise programs.

**9P6** How do you ensure that your partnership relationships are meeting the varying needs of those involved?

College employees are responsible for monitoring and evaluating partnership relationships in their respective areas to make sure that they meet the varying needs of those involved:

**Table 9.1 Evaluation of collaborative partnerships**

Partnership	College Employees/Departments Responsible for Evaluation
Educational organizations that provide supply of students	Recruiting; Advising and Transfer Center; High School Plus
Educational organizations that depend on supply of students	Advising and Transfer Center; Articulation and Transfer Coordinator; Academic Divisions
Employers that depend on supply of students	Career Services; Shah Center; Career & Technical Education Faculty
Organizations providing services to students	Coordinator of Special Needs; Dean of Student Success
Organizations that supply materials and services	Director of Business Services; Assistant V.P. of Finance

**9P7** How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

The College creates and builds relationships between and among departments through the key leadership groups outlined in Table 9.2.

**Table 9.2** Key leadership groups at MCC

Group	Purpose	Meeting Frequency	Admin	Faculty	Staff	Communications
<b>GOVERNANCE</b>						
Board of Trustees	Articulate and represent the public interest, establish a climate for learning, develop College policies, and monitor effectiveness of the College.	Monthly	-			Minutes on College website; monthly email from President
<b>ADMINISTRATIVE LEADERSHIP</b>						
Executive Council	Advise President on matters pertaining to overall College operations.	Weekly	4		1	Discussions at Leadership Council
Leadership Council	To communicate decisions made by the Board of Trustees as well as discuss College-wide operations and procedures.	Monthly	40+		1	Minutes on InsideMCC
Vice President's Academic Council	To advise the Vice President of Academic and Student Affairs on academic matters.	Twice a Month	11		1	Minutes via email
Administrative Services Group	To discuss issues related to the areas of Finance, Human Resources, Information Technology, Buildings and Grounds, and Security.	Monthly	6		1	Minutes on InsideMCC
<b>CONTINUOUS IMPROVEMENT</b>						
Continuous Improvement Steering Committee	To support, guide, organize, and lead Continuous Improvement process efforts.	Twice a month	6	3	4	Minutes on InsideMCC
Continuous Improvement Action Teams	To identify opportunities and make recommendations for improvement.	Weekly	Varies per semester			Recommendations on InsideMCC

Group	Purpose	Meeting Frequency	Admin	Faculty	Staff	Communications
<b>CURRICULUM AND ACADEMIC LEADERSHIP</b>						
Curriculum and Academic Policy Council	Develop and review curriculum and academic policy and formulate policy recommendations to the Office of Academic and Student Affairs.	Twice a month	2	11	1	Minutes on InsideMCC
Curriculum Development & Review (CD&R) - CAPC Standing Committee	To examine, discuss, and recommend for approval curriculum transformation with specific focus on courses and programs.	Twice a month	1	6	3	Minutes on Inside MCC
Curriculum Promotion and Renewal (CP&R) - CAPC Standing Committee	To promote and expand the use of nontraditional methods of teaching and learning, e.g. learning communities, international studies, intercultural studies, etc.	Twice a month	1	8	1	Minutes on Inside MCC
Program Review - CAPC Standing Committee	To examine, discuss, and recommend for approval program reviews.	Twice a month	3	5	1	Minutes on InsideMCC
Student Placement, Advising, and Support (SPAS) - CAPC Standing Committee	To promote professional dialogue and develop programming for the assessment of students' needs and outcomes.	Twice a month	1	5	4	Minutes on InsideMCC
Technology - CAPC Standing Committee	To review and recommend the use of best practices in implementing technology that promotes teaching and learning.	Twice a month	2	11	2	Minutes on InsideMCC
Assessment Team	To promote and expand the culture of assessment at MCC. To provide support to divisional faculty for learning outcomes assessment.	Twice a month	3	7	1	Minutes on InsideMCC
<b>COLLECTIVE BARGAINING</b>						
Faculty Association Executive Board	To foster excellence in instruction; to promote and maintain the intellectual, social, and economic welfare of the membership; and to serve as a viable resource center for the College.	Monthly		13		Minutes are circulated among members at each meeting
Staff Council Executive Board	To work toward the betterment of status, working conditions, skills, education, and equitable salaries for all members.	Monthly			21	Email
<b>COMMITTEES</b>						
Faculty Development	Assist with the design of faculty workshops and training and mentoring programs for adjunct faculty and department chairs.	Bi-monthly		6		Emails about upcoming workshops and events
Facilities	Review, prioritize and recommend new facility and remodeling projects.	Bi-annually	5	3	3	
Insurance Advisory	To make recommendations to the President regarding changes in the insurance plan that would not increase cost.	Quarterly	3	3	3	Minutes on InsideMCC
Staff Development	To provide an ongoing, comprehensive staff development program for the classified, professional, and administrative staff.	Monthly			10	
Wellness	Assist the Assistant Vice President of Human Resources on employee issues that impact institutional health by evaluating and promoting wellness programs.	Bi-monthly	4	2	5	

MCC has a variety of systems intended to facilitate both top-down and bottom-up communication, including regular print and electronic communications, and regularly scheduled meetings. A summary of MCC's communications systems are outlined in Table 5.1.

**9R1** What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

Measure	Frequency	Comparable	Focus
Number of high school graduates that attend MCC	Annual	No	Relationship with educational organizations supplying students
Number of formal partnership agreements	Annual	No	Relationship with educational organizations that depend upon supply of students
Number of transfer and course equivalency guides	Annual	No	Relationship with educational organizations that depend upon supply of students
Number of purchasing consortia in which MCC participates	Annual	No	Relationship with organizations that supply services

**9R2** What are your performance results in building your key collaborative relationships, external and internal?

MCC tracks on an annual basis the number of students that graduate from each high school within the district, the number of students that apply from each high school, and the number of students that enroll:

**Table 9.3** High school graduates who apply to and attend MCC

	Fall 2008							Fall 2009						
	Projected # of Graduates	Actual # of Graduates	# of Applications	% of H.S. Graduates to Applications	# of Enrollees	% of Enrollees to Application	% Annual Change Applications	Projected # of Graduates	Actual # of Graduates	# of Applications	% of H.S. Graduates to Applications	# of Enrollees	% of Enrollees to Application	% Annual Change Applications
Alden-Hebron	40	40	17	43%	13	76%	0%	29	29	13	45%	11	85%	-24%
Cary-Grove	428	407	76	19%	57	75%	-16%	482	462	180	39%	146	81%	137%
Crystal Lake Central	327	302	106	35%	91	86%	5%	350	325	164	50%	118	72%	55%
Crystal Lake South	463	438	140	32%	116	83%	-1%	479	466	236	51%	196	83%	69%
Foreign HS			7		5	71%	0%			7		6	86%	0%
Harvard	187	168	57	34%	47	82%	6%	172	156	72	46%	50	69%	26%
Home Schooled			20		16	80%	-23%			41		32	78%	105%
Huntley	375	332	120	36%	94	78%	0%	398	376	206	55%	164	80%	72%
In District Other Illinois			9		6	67%	200%			8		5	63%	-11%
Johnsburg	190	223	56	25%	43	77%	-2%	218	208	114	55%	81	71%	104%
Marengo	207	208	76	37%	65	86%	41%	239	219	131	60%	103	79%	72%
Marian Central Catholic	175	168	27	16%	22	81%	-4%	172	168	45	27%	40	89%	67%
McHenry East	212	223	81	36%	64	79%	5%	261	232	142	61%	110	77%	75%
McHenry West	345	347	128	37%	96	75%	16%	352	360	193	54%	154	80%	51%
Out of District Illinois			56		38	68%	-15%			105		56	53%	88%
Out of State HS			29		19	66%	26%			46		23	50%	59%
Prairie Ridge	455	437	115	26%	94	82%	-4%	409	382	163	43%	135	83%	42%
Richmond-Burton	201	192	63	33%	56	89%	43%	225	188	73	39%	57	78%	16%
Unknown HS			4		4	100%	0%			3		1	33%	-25%
Woodstock	445	448	147	33%	104	71%	-3%	444	412	240	58%	195	81%	63%
<b>TOTAL HS APPLICATIONS</b>	<b>4050</b>	<b>3933</b>	<b>1334</b>	<b>34%</b>	<b>1050</b>	<b>79%</b>	<b>3%</b>	<b>4230</b>	<b>3983</b>	<b>2182</b>	<b>55%</b>	<b>1683</b>	<b>77%</b>	<b>64%</b>

The College tracks the number of type of formal transfer agreements that it maintains with four-year colleges and universities:

- Argosy University
- Capella University
- Columbia College Chicago
- Columbia College Missouri
- DePaul University
- DeVry University
- Franklin University
- Kaplan University
- Milwaukee School of Engineering – Rader School Business
- National-Louis University
- Northern Illinois University
- Rockford College
- Roosevelt University
- St. Anthony College of Nursing
- Southern Illinois University – Carbondale
- University of Illinois Springfield
- Western Illinois University

MCC also provides website access to 200 transfer planning and/or course equivalency guides with approximately 48 colleges and universities.

The College also tracks the number of students that transfer to another institution. Table 9.4 outlines details of MCC students that were enrolled in FY2005 and FY2006 that transferred to another institution.

**Table 9.4** Top transfer destinations for MCC Students, FY2005 and FY2006

	# of Students	Percent of transfers to this type of school	Percent of all transfers
<b>PRIVATE 4-YEAR SCHOOLS</b>			
DePaul University	40	69.0	2.9
Bradley University	18	31.0	1.3
<b>Total Transfers to Private 4-year Schools</b>	<b>58</b>	<b>100.0</b>	<b>4.2</b>
<b>PUBLIC 4-YEAR SCHOOLS</b>			
Northern Illinois University	284	39.1	20.5
Illinois State University	117	16.1	8.5
University Of Illinois Urbana Campus	93	12.8	6.7
Western Illinois University	78	10.7	5.6
Southern Illinois University-Carbondale	49	6.7	3.5
University Of Illinois At Chicago	43	5.9	3.1
Eastern Illinois University	34	4.7	2.5
Southern Illinois University At Edwardsville	16	2.2	1.2
Northeastern Illinois University	6	0.8	0.4
Sangamon State University	6	0.8	0.4
<b>Total Transfers to Public 4-Year Schools</b>	<b>726</b>	<b>100.0</b>	<b>52.5</b>
<b>PUBLIC 2-YEAR SCHOOLS</b>			
William Rainey Harper College	145	24.2	10.5
Elgin Community College	129	21.5	9.3
College Of Lake County	92	15.4	6.7
Kishwaukee College	43	7.2	3.1
Rock Valley College	27	4.5	2.0
College Of DuPage	20	3.3	1.4
Parkland College	17	2.8	1.2
Oakton Community College	16	2.7	1.2
Heartland Community College	14	2.3	1.0
Waubonsee Community College	9	1.5	0.7
<b>Total Transfers to Public 2-Year Schools</b>	<b>599</b>	<b>100.0</b>	<b>43.0</b>
<b>Total Transfers from MCC</b>	<b>1,383</b>		

The College tracks its participation in formal purchasing consortia. MCC is a member of the Illinois Community College System Procurement Consortium, U.S. Communities, Educational and Institutional Co-Op Buying Service, Illinois Public Higher Education Cooperative, and the Mid-Western Higher Education Cooperative. These memberships provide volume pricing discounts from select companies. A sample of these companies is listed in Table 9.5.

**Table 9.5** Select companies participating in purchasing consortia

<b>Building, Maintenance, Custodial</b>	Airguard Georgia Pacific Graybar Grainger Home Depot Supply Milliken Carpet Neher Electric Supply Network Services Otis Elevator Rubbermaid Tepper Electric Supply Waste Management
<b>Computer and Technology Equipment</b>	Angel Learning CDW-G Dell Hewlett Packard IBM/Cisco Polyvision
<b>Express Delivery</b>	DHL Express UPS
<b>Furniture</b>	American Seating Corporate Concepts Fisher Hamilton Kimball International Knoll Office Furniture USA Steelcase
<b>Office Machines</b>	Canon
<b>Office Supplies</b>	3M Office Depot OfficeMax Xerox Corporation
<b>Paper and Forms</b>	Midland Xpedx
<b>Telecommunications</b>	Qwest Sprint Verizon Business
<b>Travel Services</b>	Alamo Avis Budget Enterprise Hertz National

**9R3** How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

At this point the College does not collect comparative data with regard to the performance of processes for Building Collaborative Relationships. The College recognizes this as an opportunity for improvement.

**9I1** What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

The College actively seeks partnerships which could benefit MCC students and the institution overall. As an example, the College recently joined the Energy Network Operations Center (EnerNOC) electricity savings program in the event of a demand response for electricity. A demand response is a time period during which demand for electricity is extremely high. If there is a demand response declared, the College will begin cutting electrical energy usage to help thwart a brownout or blackout. In the event of a high demand occurrence, MCC will decrease usage, allowing businesses and homeowners the ability to have electricity. For participation in the electrical demand response reduction program, the College will receive nearly \$17,500 annually.

As another example, the Center for Corporate Training located at the Shah Center has recently partnered with 28 other community college customized training programs to form “weTRaIN Illinois.” Now the largest workforce training provider in the state, the weTRaIN network provides easy and affordable access to world-class training, resources and support services. The newly designed web presence extends each partner’s reach as potential clients now have a one-stop shop to learn about core services and locate training providers.

**9I2** How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

The College’s culture and infrastructure support the active pursuit, establishment, and development of partnerships to support MCC students and improve the institution overall. However, the College recognizes that it is currently building capacity to select specific processes to improve and to set measurable targets for improved performance.