

AQIP Category 9: Key Collaborative Relationships

9C1 Key Collaborative Relationships

To support and enhance its instructional role and assist in administrative functions, MATC is seen as a key collaborative partner within the communities it serves. Table 9.1 provides a brief overview of some

of MATC’s key relationships and partnerships and the outcomes from these relationships. A more comprehensive table of MATC’s key relationships and partnerships can be found at the [MATC AQIP Systems Portfolio website](#).

Table 9.1 Examples of Key Relationships and Partnerships

RELATIONSHIP CATEGORY	EXAMPLE KEY COLLABORATIVE RELATIONSHIPS	NATURE OF RELATIONSHIP/ SUPPORT/ OUTCOMES
Business and Employers	<ul style="list-style-type: none"> • John Deere • Oscar Mayer • Covance • UW Hospitals 	<ul style="list-style-type: none"> • Equipment Donation • Scholarships • Advisory Committees • Clinical opportunities
K-12 School Districts	<ul style="list-style-type: none"> • Superintendents • Counselors • School to Career Consortium • MATC K-16 Partnership Council 	<ul style="list-style-type: none"> • Transcribed or Dual Credit Courses • Superintendent’s Annual Conference & Counselor’s Day • Minority Youth Career Exploration (Latino & African American Youth)
Higher Education	<ul style="list-style-type: none"> • Wisconsin Technical College System Board • Wisconsin State Legislature 	<ul style="list-style-type: none"> • Governance • Funding
	<ul style="list-style-type: none"> • University of Wisconsin System • Wisconsin Independent and Private Colleges 	<ul style="list-style-type: none"> • Credit & Program Transfer Agreements • Student Exchanges
Communities	<ul style="list-style-type: none"> • Urban League of Greater Madison 	<ul style="list-style-type: none"> • Collaboration on special initiatives & projects
Workforce /Economic Development Agencies	<ul style="list-style-type: none"> • South Central Workforce Development Board • Wisconsin Entrepreneurs Network (WEN) 	<ul style="list-style-type: none"> • Jobs With a Future • Career Pathways Training Project
Professional Associations	<ul style="list-style-type: none"> • WI Assoc. of Career & Technical Education • American Association of Community Colleges 	<ul style="list-style-type: none"> • Professional Development for employees • Organizational or Program Standards & Guidelines
Funding Sources	<ul style="list-style-type: none"> • WI Technical College System • National Science Foundation • U.S. Dept. of Education 	<ul style="list-style-type: none"> • Financial Support for various initiatives and collaborations
MATC Foundation Donors	<ul style="list-style-type: none"> • Evjue Foundation • Rennebohm Foundation 	<ul style="list-style-type: none"> • Financial Support • Collaboration on special initiatives & projects
Labor	MATC Employee Unions (3)	<ul style="list-style-type: none"> • Collective bargaining to promote collaborative working relationships regarding wages, benefits and working conditions
	<ul style="list-style-type: none"> • Bricklayers, Tile and Masons Union • Electricians - IBEW Local 159 	<ul style="list-style-type: none"> • Collaborate with unions for training and placement of apprenticeship students
Accreditation	<ul style="list-style-type: none"> • Higher Learning Commission • WTCS State Board • Program Accreditation Agencies 	<ul style="list-style-type: none"> • Institutional Accreditation • Faculty Accreditation • Program Accreditation
Suppliers/ Vendors	<ul style="list-style-type: none"> • Blackboard • PeopleSoft/ Oracle 	<ul style="list-style-type: none"> • Institutional support • Non-instructional support

9C2 Reinforcing the Institutional Mission

MATC’s mission of providing “accessible, high quality learning experiences that serve the community” is operationally supported by the Board of Trustee’s five End Statements and the College Council’s Three-Year Strategic Plan. Two Board

End Statements and two goals of the Three-Year Strategic Plan relate to the College’s efforts to support the communities and stakeholders it serves. Goal 4 of the Three-Year Strategic Plan identifies college action directly related to strategic partnerships.

All of MATC's key collaborative relationships support the College's mission in one or more of the following ways:

- **Serving as an instructional partner** – Providing clinical, lab, internship and apprenticeship sites and/or providing scholarships, thereby increasing the College's accessibility
- **Providing curriculum and instructional support** Serving on advisory committees, setting industry benchmarks, and donating equipment that provides a "real world" instructional experience, ensuring students receive a high quality learning experience
- **Acting as a communication conduit** – Informing MATC of the community's needs and communicating MATC's value and worth to the community, improving MATC's ability to meet the needs of the community

9P1 Creating, Prioritizing and Building Relationships

MATC uses a multi-step process to create, prioritize and build collaborative relationships, which is independent of the nature or type of relationship partner. The process is less formal for relationships that affect only a few units and becomes more formal for those relationships that affect many units or the whole College.

In order for a collaborative relationship to be created, it must meet at least one of the following conditions:

- The potential collaborative relationship would help the College address an identified unmet need.
- The potential collaborative relationship would support and/or advance the College's goals, values and mission.
- The potential collaborative relationship would not unduly place the College in a position of legal liability.
- The potential collaborative relationship is mandated in order to meet legislative or regulatory requirements.

If the potential collaborative relationship meets these conditions, it then goes through the prioritization phase. The potential relationship is assigned a priority based on the relationship's perceived value and importance to the College. The priority criteria ask if the potential relationship will:

- Improve the public's perception of MATC and its work
- Expand the College's reach into the community
- Allow for resource savings or reduced costs

- Expand the College's services or its service capacity
- Benefit a large number of people, beginning first with students, then other stakeholders or MATC employees

If the potential relationship is assigned a high priority, a sponsor is assigned who acts as a liaison, and resources to support the relationship are allocated. Discussions are held to establish the roles, responsibilities, and expectations for each partner as well as the relationship outcomes. If appropriate, written agreements are created. The appropriate stakeholders are notified of the collaborative relationship and collaboration begins. On an annual basis, the sponsor reviews and revises the relationship's priority and relationship building elements in order to maintain and strengthen the relationship. This review normally occurs just prior to the start of unit planning. A flowchart showing the basic three-phase process for creating, prioritizing and building collaborative relationships can be seen at the [MATC AQIP Systems Portfolio website](#).

9P2 Ensuring Varying Needs are Being Met

Because of the variety of relationships that MATC has developed, it has also developed a variety of methods to ensure that the needs of these relationships are being met. These methods would include:

- Written articulation agreements
- Memorandums of Understanding
- The DACUM process, a state-wide process used to develop a curriculum
- Contracts for detailing and specifying MATC services
- The budget process - used to prioritize and fund projects, initiatives and plans
- Marketing to inform the public about important MATC 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 MATC activities.
- An annual administration of DaneTrak, a satisfaction and opinion survey of residents in the MATC District

- An Environmental Scan of occupational, educational, economic trends
- Strategic planning efforts, resulting in the Greater South Madison Area Plan, Academic Master Plan, Facilities Master Plan, etc.

9P3 Creating and Building Internal Relationships

MATC has undergone a number of reorganizations over the past seven years. The last reorganization, completed in 2007, was specifically designed to foster collaboration and promote better communication across the institution. The major mechanism for fostering internal relationships remains cross-functional work teams. 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. MATC currently empowers and monitors 27 work teams to carry out key college-wide projects.

Creation of an internal collaborative relationship follows the same three-phase process as the external collaborative relationships. Collaborative relationships that involve a small number of units are created by the units themselves. Collaborative relationships with much larger or college-wide impact are initiated by the College Council.

Perhaps the most significant collaborative relationships at the College are the six Systems Integration Councils (SICs) within the Learner Success Division. The six Councils (Academic Policy, Planning and Implementation; Learner Preparedness and Success; Technology; Economic Workforce Development; and Life Long Learning) were created to integrate the different processes within Learner Success into five major systems. The SICs have been operating for two years and have been dynamic: the Professional Development Council has been discontinued and two new Councils were initiated: Madison Environmental Sustainability Alliance (MESA) and Learner Success Technology. Each SIC is comprised of members appointed by each of the unions (part-time faculty, full-time

faculty and professional support staff) along with representatives from administration, Strategic Advancement and Infrastructure Services. The SICs examine current processes and systems, create outcomes and measures and monitor progress in areas within their scope of work. If necessary, a SIC will make recommendations for process or system improvement. A *Council of Chairs* does a final review of recommendations and suggests a means to integrate systems across the College. The Systems Integration Councils report to the Vice President of Learner Success.

There are several different groups that exist solely as informational conduits on campus. For example, the Leadership Council meets regularly to provide informational updates to all administrative personnel. Other employee groups have similar informational opportunities. Each of the internal collaborative relationships is designed to ensure that communications are open across unit, departmental and divisional boundaries. Communication between units, departments and divisions is facilitated by consciously including members of each employee union and administration from across the College on each team. Many of the work teams and all of the SICs have either a Blackboard site or other MATC-sponsored website where meeting minutes, agendas and results are posted for all employees, thereby enhancing communications throughout the College.

9P4 Measures of Effective Collaboration

Table 9.2 shows examples of measures for many of the different areas in which MATC has collaborative relationships. The measures shown are representative and do not represent the totality of the measures used by individual units or departments.

9R1 Key Collaborative Relationships Results

Results for a sample of key collaborative relationships can be found in Table 9.2 – Measures and Results of Collaborative Relationships. Trend data is available for many measures.

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Table 9.2 Measures and Results of Effective Collaboration

Relationship Category	Examples of Measures (9P4)	Results (9R1)
Business & Employers	<ol style="list-style-type: none"> 1. Graduate Placement in a Related Job 2. Employer Satisfaction 	<ol style="list-style-type: none"> 1. See Table 9.3 2. See Table 9.3
K-12 School Districts	<ol style="list-style-type: none"> 1. Percentage of In-District High School Graduates Directly Enrolling at MATC 2. Articulation Agreements 	<ol style="list-style-type: none"> 1. See Table 9.3 2. 87.5 % of in-District schools offer at least 1 of 4 MATC-sponsored programs
Higher Education	<ol style="list-style-type: none"> 1. Number of Transfer Agreements in Place 2. Number of Student Transfers to UW System 	<ol style="list-style-type: none"> 1. 108 Program or Course Credit Transfer Agreements in Place (duplicated) with 18 separate 4-Year Colleges or Universities 2. See Table 9.3
Communities	<ol style="list-style-type: none"> 1. Public Perception & Satisfaction Survey Results 	<ol style="list-style-type: none"> 1. 88.2% rated MATC an A or B
Workforce/ Economic Development Agencies	<ol style="list-style-type: none"> 1. Number of Businesses Served – BICS 2. Number of Jobs Created/ Retained - BPAC 	<ol style="list-style-type: none"> 1. 1200+ businesses served 2. 10,455 jobs created or retained, 2008
Funding Sources	<ol style="list-style-type: none"> 1. Percentage of Grant Application Success 	<ol style="list-style-type: none"> 1. 68% success rate; grants funded as a percentage of grant applications (2005-06)
MATC Foundation Donors	<ol style="list-style-type: none"> 1. Value of Equipment Donations per Year 2. Value of Contributions per Year 	<ol style="list-style-type: none"> 1. \$185,117 gifts in kind in 2007 2. \$1,334,119 contributions in 2007
Accreditation Agencies/ Organizations	<ol style="list-style-type: none"> 1. Number of Programs Accredited by Professional Accreditation Organizations 	<ol style="list-style-type: none"> 1. 8 National Professional Association accreditations
MATC Employees (PACE Survey results)	<ol style="list-style-type: none"> 1. Overall Employee Satisfaction 2. Internal Collaboration Satisfaction 	<ol style="list-style-type: none"> 1. See Table 9.3 2. 3.48 on a 1-5 scale, 200 results

9R2 Higher Education Institutional Comparison

There are a number of measures in the various categories that MATC regularly collects and compares with other higher education institutions or

other pertinent organizations or agencies. The most relevant comparisons, by relationship category, are shown in Table 9.3 Key Collaborative Results Comparison.

Table 9.3 Key Collaborative Results Comparison

Relationship Category	Measure	MATC Results	Comparison Results and Source
Business and Employers	<ol style="list-style-type: none"> 1. Graduate placement in a related job 2. Employers satisfied or very satisfied with MATC graduates 	<ol style="list-style-type: none"> 1. 74.7% - 2007-08 2. 98.3% - 2008 	<ol style="list-style-type: none"> 1. WTCS state-wide – 77% 2. WTCS state-wide – 91.7%
K-12 School Districts	Percentage of in-district high school graduates directly enrolling at MATC	19.8% in 2007-08	WTCS state-wide – 14.7%
Higher Education	Transfers to UW System, as a percentage of student cohort	20.5% of 2002 4-Yr cohort	MATC - largest contributor of new transfer students to the UW System
MATC Employees	Overall employee satisfaction, on a 5-point Likert scale	3.40 - 2008 results	National Norm Base – 3.56

9I1 Improving Key Collaborative Relationships

As stated previously, on an annual basis each collaborative relationship undergoes a review. The review begins by re-assessing the collaborative relationship's priority in relation to continuing and new initiatives. Then the relationship's agreement is reviewed for changes in roles, responsibilities, expectations, and outcomes. The results of the review are used to revise work processes and agreements as well as determine the resources needed to either maintain or strengthen the relationship. This information then is used as a part of the annual unit planning process.

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 number and quality of the College's collaborative relationships heavily influences whether MATC can successfully achieve its mission. While the informal process has served the institution well, it is imperative that the College works to have all collaborative relationships utilize the formal relationship building process. In order to better understand the depth and breadth of the partnerships currently in place, MATC will be completing a District-wide inventory of all of the collaborative partnerships within each of the categories identified in Table 9.1. Once this

inventory has been accomplished, the College will begin using a bench mark tool called “Smarter Partnerships” (Employers' Organization for local government [EO]) to review each partnership in order to improve the relationship. MATC will also use the *Partnership Blueprint*® by Ann Hill Duin and Linda L. Baer on a pilot basis to assess the College’s readiness for new strategic partnerships.

9I2 Targeted Improvement and Priorities

The College does not have any specific targeted improvements or priorities for the current collaborative relationships beyond the planned categorization and inventory process discussed. However, the College is in the process of refining its definition of a strategic collaborative relationship as well as the process to develop them. The goal of this work is to ensure that strategic collaborative relationships are aligned and prioritized in concert with the Three-Year Strategic Plan, the Board of Trustee’s Goals and End Statements, the Academic Master Plan and other college-wide plans.