

## CATEGORY NINE

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

OPP staff regularly meets with vendors who supply materials and services to our organization in order to build relationships and maintain priorities. Over the years a very stable stable of vendors has been created and vetted by OPP supervisory staff in order to provide the most efficient and cost effective services to the college. Collaborative partnerships with these vendors build the relationships and maintains them in order to make sure that the college gets high priority for material deliveries and service.

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

Currently, we collect and analyze TMA service requests; this touches only tangentially upon internal collaborative relationships and not at all on external ones. Supervisors have responsibility to meet with internal stakeholders (deans, directors, etc.) on a regular basis in order to assess performance and relationships of OPP with those individuals and organizations; however, no systematic analysis of results has been undertaken to date. A method of measuring collaborative external relationships must be developed.

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

Except for TMA service request performance results, there has been no systematic measurement of either external or internal collaborative relationships from which to state results.

[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? Unknown, except that, anecdotally, we know that our relationships with local vendors are at least equivalent to relationships maintained by other area higher educational institutions.

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

Reorganization of OPP resulted in the creation of a Materials and Equipment Coordinator who's job is partially to build external collaborative relationships with vendors and others as well as to build such relationships with internal stakeholders. This improvement has systematized purchases of material and equipment as well as provided a single point for external suppliers to contact. This process is still developing and evolving as supervisors change operating methods from previous scattered approaches. This more consistent approach is improving our external collaborative relationships.

[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?

OPP reorganization has made each individual in the organization responsible for building collaborative relationships both internally and externally. The gradually developing team

culture should help us to focus on specific processes and set targets for both internal and external relationships. More effort will be required in the future to focus on this aspect of AQIP.

[9P3]. How do you create, prioritize, and build relationships with the organizations that provide services to your students? Respond quickly to their requests for service.

Arrange meetings with these organizations for staff and faculty so as to enable professional development and understanding.

[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? Attend and participate in managerial Leadership Meetings; attend Academic Branch Council meetings; regular e mail and telephone and face-to-face communications with peers across the College.

[9R1]. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly? Informal measures in place involve ability to pick up the telephone and communicate easily on a peer-to-peer basis when issues and questions arise.

[9R2]. What are your performance results in building your key collaborative relationships, external and internal? Fine.

[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? No benchmarks available for direct comparisons.

[9I1]. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships? Inviting those relevant agencies and departments to direct discussions and professional development meetings for interaction with staff and faculty responsible for working with those agencies on a daily basis.

[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? Collaborative problem definition and problem solving.

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

The process varies with type of agency service. We partnered with the Salvation Army for example to provide social services and case management services to female students in crisis. This service grew out of a need that was identified by a staff member and developed into a program in collaboration with agency staff.

Other relationships are developed and prioritized based on perceived need or opportunity to provide a traditional service more economically or of better quality. Food Service (Bear Bistro) and college bookstore (Follett) are two examples of traditional auxiliary services we provide to students through a third party. The importance of both of these is obvious--books are required for education & food is expected by our many customer groups. The process of determining who to partner with was and will most likely always be a deliberate process with committee guidance and a formal bidding process to select the best partner. Surveys and focus groups are used to gather input from all populations. [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?

Relationships between Student Services departments is accomplished using several techniques:

staff meetings

semi annual retreats for all staff

cross functional committees

informal meetings

shared interest around a particular problem or service i.e. scholarship awarding or reducing student complaints or managing enrollment for example.

Integration and communication is assured by maintaining a centralized structure for approving policy or procedures which impact other areas. Managers know that they must alert the Executive Dean (central authority) of pending changes as well as colleagues.

Direct manager to manager communications are used as well as announcements at SS Staff meetings. Executive Dean serves as the repository for information and makes sure it is disseminated to everyone. It is not fool proof but works quite well.

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

We survey our students regularly and review and compare results. Surveys of external agency staff (high school counselors & other) is done periodically. Continuous feedback is given via our complaint process. Departments that work very closely with external agencies have their own method for soliciting feedback. We also compare ourselves with other community colleges through quarterly meetings of Michigan Community College Deans and Vice Presidents.

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

The results of the survey given to all our area high school counselors was very positive. Of the dozens of areas assessed only one received negative evaluations. The student survey of all Student Service Areas always results in a mixed review. There is not much movement from year to year regardless of changes made in various areas. This leads us to believe that the numerical survey results are not as significant as the free form comments that students make. Those comments can be grouped and used for system improvement.

[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?

We cannot judge this between institutions with any confidence. The only measure that means anything internally is the quality, effectiveness and longevity of important collaborative relationships. Considering that only, we are doing very well--reaching our objectives and performing well enough to maintain relationships and grow then. Internally SS departments work as well collaboratively as they ever have and externally we have maintained excellent relationships with community partners.

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

A fairly recent change is the development of an annual calendar of events/timelines that is available to all Student Service departments. This calendar make access to information easy and consistently the same. I also make communication easier and more precise. We all contribute to this calendar and use it for planing purposes. Also the redesign of the College Center was very much a collaborative process and built a relationship with Physical Plant and between each department affected. Our process is very systematic and comprehensive, but flexible depending on the magnitude of the issue are addressing. Consultation among department staff and with external partners is almost automatic and a norm for our culture. Very few decisions are made without using a collaborative process which is easier because of the relationships that we have built.

[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?

Our infrastructure, especially our technology infrastructure suggests target areas for improvement based on 1) the frustration level of users--both student & staff, 2) potential for building efficiencies or permit us to do more with fewer people, 3) improve customer/student service. Our culture which values collaboration and student/public

opinion also informs our choice of projects to address. The general perception is that nothing moves ahead without broad based knowledge and support encourages us to work collaboratively across departments and across the campus. All stakeholders are invited to the table in appropriate venues. Their input is considered when priorities are determined.