

**TOUCHSTONE 9:  
KEY COLLABORATIVE RELATIONSHIPS**

**9C1: Key collaborative relationships**

CCD's educational, business and community partnerships are its key collaborative relationships, as listed in table 9.1.

**9C2: Reinforcing mission and supporting institutional directions**

Developing these key partnerships is essential to furthering CCD's goals and mission.

Feedback on these collaborative efforts provides CCD with information on curriculum relevancy and strategic initiatives. CCD's business, community and educational partnerships help the college leverage its resources and support change, providing students with onsite educational opportunities, equipment, financial backing and the impetus for CCD to be the provider of choice for the Denver community.

<b>Table 9.1 Key Collaborative Relationships</b>	
<b>Partnership</b>	<b>Nature of relationship</b>
<b>Educational Collaborative Relationships</b>	
Local P-12 Schools and Technical Centers	Recruiting, feeder students
Early Middle College	Feeder students
Post Secondary Educational Opportunity	College-based juniors. seniors dual enrollment
Colorado Division of Vocational Rehabilitation	Programmatic support
Teikyo Loretto Heights / CCD Southwest	Community campus, feeder students
Auraria Campus	Tri-institutional collaboration
2+2 Agreements/Articulations with state and regional universities	articulation
Colorado Commission on Higher Education (CCHE)	Colorado governing board
Regional hospitals	Placement and programmatic support
Other Colorado community colleges	Consortium arrangements/cooperative agreements
Higher Learning Commission	AQIP/ Accreditation
Federal agencies	Governance, support, information
<b>Business and community Collaborative Relationships</b>	
Local Community and Social Agencies	Support for Community Residents/Campus programs
Workforce Investment Agency (WIA)	School to Work Initiatives
Denver Chamber of Commerce	Needs of businesses/local municipality
Donors and sponsors to foundation	Financial support /programmatic growth
Advisory Committees	Support for academic programs/ curriculum input
Professional Associations and Organizations	Professional standards / guidance
Mayors Office/ local & municipal governments	Grants / support / input on community needs
Local & State Law Enforcement Agencies (Homeland Security)	Programmatic support and Curriculum input

**9P1: Creating, prioritizing and building relationships**

As the college builds outside relationships, the institutional planning process and ongoing evaluation help determine potential partners. An action plan includes key personnel, timelines, communication and next steps to develop a relationship.

Once a relationship has been established, its priority is determined by the executive leadership based on how it enhances CCD's ability to serve students.

The college builds and maintains formal and informal relationships with institutions from which CCD students transfer. CCD's president and Executive Staff members attend meetings with superintendents, principals and other administrators from local feeder school districts. College recruiters from CCD's Student and Enrollment Services area maintain relationships with high school counselors and principals.

To facilitate seamless transfer and articulation, individual departments and programs maintain ongoing agreements with community colleges and four-year institutions throughout the region.

The Colorado Community College System has an additional common articulation agreement that guarantees transfer from any of its 13 colleges to all Colorado public and some private colleges and universities. Specifically, CCD guarantees transfer to students who graduate with Associate of Arts and Associate of Science degrees, and students who fulfill the lower division general education core curriculum (see CCD 2005-06 Catalog, pg. 2).

CCD strives to build and maintain regular contact with key local business and industry leaders to identify workforce needs and opportunities that relate to the college's training and educational offerings.

**9P2: Ensuring needs are met**

Currently, CCD measures partnership effectiveness through programmatic meetings and informal dialogue with each partner. The college needs to develop a more formal procedure to measure partner satisfaction.

**9P3: Creating and building relationships within CCD**

Internally, most relationships are created and built through cross-functional committees, continuous improvement teams, and collaboration among employee constituent groups, for example, the Student Success Committee.

In creating these internal relationships, specific needs or perceived issues are determined and participants develop a course of action to address them. These committees are often vehicles for creating and building workplace relationships.

The Teaching/Learning Center offers professional development opportunities for staff and faculty. T/LC provides an open forum for discussion and communication among full- and part-time faculty.

CCD's semiannual convocation provides for college wide communication and a team building experience. The meeting is mandatory for all full-time faculty, staff and administrators, and is encouraged for part-time faculty and staff.

Integration and communication across the relationships is dependent upon those involved.

**9P4: Measuring collaborative relationships**

Success or failure of collaborative relationships is measured using a variety of factors: state performance measures, state reporting data, and individual program tracking and evaluation. For example, progress in CCD's high school partnership programs is measured using enrollment statistics and program completion. Specific results are highlighted in 9R1.

**9R1: Results of building collaborative relationships**

CCD and Denver Public Schools have cemented a partnership to retain high schools students through graduation. CCD and DPS pioneered Colorado's first early/middle college high schools: Fred N. Thomas Career Education Center Middle College of Denver in 2003; and Southwest Early College (SEC) in 2004. Both are DPS charter schools that educate 400 students annually. SEC has not reached full enrollment capacity as it opened to freshmen and sophomores in 2004.

CCD's high school concurrent enrollment program is another partnership with DPS. In just three years, the enrollment of DPS juniors and seniors in college-level courses has more than quadrupled, from 109 students in 2002 to 548 students in 2005. In the fall of 2004, of the 203 DPS high school students enrolled in college-level courses, 88 percent received a grade of C or better.

CCD's Center for Career & Professional Studies began work with the Denver Police Department this year to accredit its in-service academy, provide professional development and degree-completion opportunities and to develop

an accelerated online training program in Public Security Management.

Denver's Office of Economic Development/Division of Workforce Development (OED/DWD) and CCD's Quick\$tart Careers collaboratively leverage Workforce Initiatives Act and government training dollars to provide education to displaced and laid-off workers in careers that provide a living wage and benefits, and meet current industry employment needs.

With OED/DWD, CCD's Workplace Learning Project hosts the successful Essential Skills Program (ESP), training low-income residents for career paths in high-demand occupations. Since fall 1998, nearly 300 Essential Skills participants have been placed in jobs, with 75 percent still employed at the one-year mark.

Three years ago, CCD made strategic plans to help Denver and Colorado meet the critical shortage of trained nurses. The CCD Health Sciences Center at Lowry's goal was to actively recruit and grow the Nursing program by creating learning partnerships with health care providers around the state. Last year, the Nursing program grew by 25 percent and in just three years, CCD tripled the number of full-time equivalent nurses in training to become certified nurse aides (CNA), licensed practical nurses (LPN) and registered nurses (RN) from 134 to 356.

CCD condensed and accelerated the traditional 24-month associate degree in Nursing (ADN) program into 16-months. The fast-track program, the only one of its kind in the state, is fully accredited.

### **9R2: Results comparison**

CCD does not have a comprehensive system for comparing results for collaborative relationships with partner institutions. CCD is one of 13 colleges in the Colorado Community College System, and though common data is shared with system colleges, unique partnership outcomes are difficult to measure. CCD continues to explore sharing and comparing this data, and discuss best practices where strong relationship-building processes have led to student achievement.

### **9I1: Improving processes and systems**

As was noted in section 9P4, CCD does not have a formal system for evaluating and initiating potential collaborative relationships and has only limited measures of their effectiveness once the relationship is established. CCD will explore creating such an evaluation tool. Through the AQIP process, college staff found the need to refine certain processes and add others. This is one such case.

### **9I2: Targets, improvement priorities and communications**

As was noted in section 9P4, CCD does not have a formal system for evaluating and initiating potential collaborative relationships and only has limited measures of their effectiveness once the relationship is established. Therefore, data is not available for targeting improvements in building relationships. Information sharing currently occurs informally at Executive Staff, CCD Foundation and college advisory committee meetings.