ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

PARKLAND COLLEGE
CHAMPAIGN ILLINOIS

October 1-3, 2012

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Irene Kovala, President, Glendale Community College, Glendale Arizona, Chair

Dr. Daniel Phelan, President, Jackson Community College, Jackson Michigan

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Contents

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

Include the statement below, adapting it if necessary for the visit.

The team evaluated Parkland College for the purposes of continued accreditation, Federal compliance, and pathway eligibility.

B. Institutional Context

Parkland College is a fully accredited public community college serving the educational needs of Illinois Community College District 505. Parkland offers 6 academic degrees, 66 associate in applied science degrees, and 60 occupational certificates of completion.

Parkland serves District 505 which covers one of the largest geographic areas of the state with more than 2,900 miles, more than 60 communities and more than 240,000 residents. Parkland was established in 1966 and received correspondent status from the North Central accreditation. In 1970 the college received candidacy status, earning full NCA accreditation in 1972. Parkland earned 10 years of continued accreditation, with no interim reports or follow-up visits, in 1981, 1993 and 2002.

C. Unique Aspects or Additions to the Visit

None

D. Additional Locations or Branch Campuses Visited (if applicable)

Health Professions facility

E. Distance Delivery Reviewed

Parkland College consistently ranks among the top five among not-for-profit Illinois colleges and universities for online course delivery. Online classes and programs were reviewed by two of the team members including the courses and programs offered, student demographics, enrollments, additions to the online delivery since 2002, the quality/assessment process used for online instruction, instructor training and recruitment of new instructors to the online program.

Parkland College offers degrees and certificates which are available almost entirely online. They include Associate of Arts and Associate of Applied Science degrees as well as certificates. Approximately 74% of the students taking courses online are residents of Parkland College District 505 with the remainder of 26 % from diverse metropolitan areas including Chicago, New York and Dallas.

58.8% of the students online are female and 41.2% male reflecting all of Parkland's demographics. The college regularly compares the success rates of students in online curses to students in corresponding face-to-face classes.

Parkland College was first authorized in 2001 by the Higher Learning Commission to offer courses online and they have been providing online delivery consistently and within the scope of that authorization since that time.

F. Interactions with Constituencies

Management and Staff
President (5)
Board of Trustees (6)
President Executive Leadership (5)
Vice President Student Services (1)
HLC Co-Chairs and Vice President for Academic Affairs (3)
Open Meeting with Faculty (137)
Parkland Staff (158)
Department Chairs (15)
Human Resources (3)
Academic Deans (3)

Community Leaders
Community Leaders Luncheon (22)

Other Meetings
Development Education Council (33)
Center for Excellence in Teaching and Learning (13)
Parkland College Association (11)
Enrollment Management (17)
Parkland Students (18)
Assessment Committee (28)
Open Meeting (3)

G. Principal Documents, Materials, and Web Pages Reviewed

Parkland Works: A 1966-2001 History
   Parkland College Fall 2012 Class Schedule
   Parkland College 2012-13 Catalogue
   Career Center Flyer
   505 August-December 2012 Continuing Education Catalogue
   Business Training October-December 2012 Catalogue
   Prospect News, Wednesday, September 26, 2012, Student Newspaper
   Center for Excellence in Teaching and Learning flyer
   Teaching Circles, an information paper from the CETL
   Parkland College: Building a Sustainable Future, 2012 Self-Study Report
   Parkland College Student Policies and Procedures Manual
   Appendix A Parkland College: Building a Sustainable Future 2012 Self-Study Report
   Parkland College, Spring 2012 Budget Overview
   Board of Trustees Meeting, Budget Workshop pack, February 22, 2012
   Policies and Procedures Manual, July 2012
   Enrollment Scanning Data, May 14, 2012
   Various handouts from team meetings with groups
   Parkland Academic Employees Contract, FY '09 – FY '13
   Master Plan project costs
   Local Property Taxes EAV History
   Parkland Tuition History FY '68-FY '11
   College Comprehensive Annual Financial Report (Audit) FY '10 & FY '11
   College Budget FY '11 and FY '12
   Comprehensive Annual Financial Report for the Years Ended June 30, 2009 & 2008
   Administrators Serving on External Boards (Spring, 2012)
   Constitution of the Parkland College Association

Performance Indicators for Parkland College, August 2011
Parkland College Organizational Chart, Effective 7/10
A Vision of Parkland in 2017
2012-2017 Strategic Plan For Excellence
Minutes of Regular Meeting of the Board of Trustees of the Community College
District #505 (January 25, February 22, March 13, April 18, May 9, May 18 , and July 18)
Parkland College Association (My Parkland site), College Planning Committee
Minutes, September 24, 2012, End of Year Summary 2012, 2011, 2010, 2009, 2008)
Program Accreditation documents for: Nursing, Surg Tech, Respiratory Therapy, Vet Tech,
Automotive, Dental Hygiene, Dietetic Tech, Dietary Manager, Occupation Therapy,
Radiological Tech, and Diesel.

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The Self-study process began in earnest in 2007. Volunteers came from all employee groups.
There were 10 sub-committees consisting of the five criterions plus committees on information
management, editing, content review, design and layout and the resource room.

B. Integrity of the Self-Study Report

Members of the team believe that the self-study presents an accurate picture of Parkland
College.

C. Adequacy of Progress in Addressing Previously Identified Challenges

In its last comprehensive report in 2002, the commission identified one issue of concern related to
a declining fund balance. Changes have been made and significant progress attained in moving
the fund balance to a positive outlook. The team considers the response of Parkland to the
previously identified challenge to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team examined documents regarding compliance with federal requirements for credit, tuition and
fees, institutional records of student complaints, transfer of credits, verification of student identity, Title
IV program and related responsibilities, institutional disclosures and advertising/recruitment materials,
relationships with other accrediting agencies and with state regulatory bodies, notification of the
comprehensive visit, and third party comments. The team found the college to be in compliance with
these requirements.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY.

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students. As a consequence of this effort Parkland is noted for its' thoroughness in mission understanding and implementation. (1a)

The Board of Trustees has extensive experience in the community college environment as determined through Board interviews and institutional documents. Indeed, two trustees have considerable leadership experience at the National level with the Association of Community College Trustees, and one serving as President with the Illinois Community College Trustee Association. This leadership is significant and represents authentic Board roles and leadership. (1d)

The college has a publicly stated and board approved mission. In addition, it has articulated 13 purpose statements and six core values. The mission, purpose, and value statements are prominently displayed in public places such as the college catalog, campus publications, business cards, policy manuals, course syllabi, and on the college website. (1a)

The mission statement has undergone significant revision from 2008-2010 and was adopted by the board in 2010. The new statement is reflective of 21st century thinking and vision.(1a)

In reviewing the college's purpose statements, it is clear that the college is committed to high academic standards. In particular, the purpose statements address transfer students and successful articulation with 4-year colleges and universities, through co-enrollment projects and 2 +2 agreements. The purpose statements also address the need to remediate students who might not otherwise be successful, through programs and services such as the Center for Academic Success (1a)

Within the mission documents, the college clearly identifies its constituencies. The purpose statements discuss the more traditional transfer and work-force missions, but they also identify services such as training programs and cultural opportunities for the general public in the Illinois Community College District 505, which is its service area. (1a)

The core values are reflected in college initiatives and policies such as Diversifying Faculty, Civility Statement, and Conflict of Interest Policy. They are also reflected in programs such as TRiO, and the Center for Academic Success.   These values permeate the culture at Parkland and reflect a deeply imbedded commitment to the mission.(1b)

The College has undertaken considerable effort regarding the diversification of its faculty. Indeed, the organization's planning documents demonstrate attention by the Board of Trustees via resolution, as well as the faculty, staff, and administration, to the organization's function in a multicultural society, demonstrated in part, through increasing the number of diverse faculty to a 27% employment level, consistent with the demographics of the College's students

In discussions with a wide variety of internal constituents, it was clear that the mission, purposes and values were well understood and embraced as part of the college culture. Using their own words, employees could identify and articulate Parkland's purpose and priorities.(1c)

Discussions with the board and college leadership made it clear that the board, while deeply committed to the success of Parkland College, enables the chief administrative personnel to conduct the operational aspects of the college and to provide effective leadership. This role definition enables the Board and the staff to conduct their work with appropriated delineation.(1d)

Shared governance is of particular significance and importance to Parkland College. This commitment is clearly voiced and practiced at all levels of the institution. This can be seen in the relatively flat committee structure and the involvement of all employees in decision making. The Parkland College Association (PCA) is the vehicle through which most decisions are made. This association is composed of representatives of all employee groups and two student representatives. This work in governance is critical to the college's success. (1d)

Because of the committee and decision making structure, college employees reiterated that communication about important issues and changes is pervasive throughout the college. This strategy has served Parkland well and underscores the involvement of all staff in decisions at the college.(1d)

Presentation documents from the 2011 Annual Leadership meeting illustrate how the college encourages communication about the mission, the strategic planning process, and the relationships among the mission, planning, and budgeting processes. Engagement in planning is evidence of a connected college with which Parkland can be proud.(1d)

The policy manual of the college is comprehensive, and policies are vetted through a college wide process by the PCA before they are submitted to the board for approval. This allows for thorough scrutiny and evaluation of policy changes. Further, Parkland's policies undergird the strong communication and understanding of Parkland's operational processes across all constituent groups. (1e)

Discussions with community members revealed that the college is held in high regard and there is a high level of trust and respect for the college. Parkland is seen as the destination institution for employers and non-profit organizations alike.(1e)

Programs and services are accurately represented both in the college catalog and online. The curriculum process is standardized and lead by faculty, ensuring a high level of integrity. In addition, the student policy and procedure manual is available, updated each semester and is easily accessible to students. (1e)

In support of its transfer mission, Parkland College maintains articulation agreements with many Illinois State colleges and universities. Parkland College also participates in the Illinois Articulation Initiative, facilitating a more seamless transition to baccalaureate study. (1e)

Operating with integrity is important to the college. The core values embedded in the mission and purpose statements speak directly to how the college and its personnel operate with honesty, integrity, responsibility, and public trust. (1e)

2. **Evidence that one or more specified Core Components need institutional attention**

While it is clear that understanding of the mission pervades the campus culture it is difficult to see how the planning process is linked to either the strategic plan or the mission. In a review of the planning processes of the college (Building Master Plan, Parkland Annual Plan Development, WEAVE), there are few, if any, references to the current strategic plan to support requests, or assessments. The team strongly recommends that the linkages of the mission, campus plans and assessment of those plans be integrated in order to serve the college in devoting resources to the appropriate planning efforts.(1c)

In a discussion with PCA, CPC and other constituencies, the budget is allocated in a "flat" manner with departments getting "same as last year." Requests for new allocations do not seem to be documented with references to either the mission or the strategic plan. (1c)

3. **Evidence that one or more specified Core Components require Commission follow-up.**

   None

1. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**

   None

Recommendation of the Team

   Criterion is met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE.

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. **Evidence that Core Components are met**

Since its last accreditation visit in 2002, Parkland College has demonstrated its resolve in addressing its declining fund balance, as well as its cash balance in its auxiliary fund. A review of the current budget, Board budget workshop documents, as well as interviews with the administration and trustees indicate not only a substantial fund balance currently (i.e., 32.63% at FY '12 year-end). Additionally, to further advance its financial position, the College has changed its historical priority from 20% to a 30% fund balance, due to increasing uncertainties regarding enrollment growth, reduced state aid, and the possible assumption of state pension obligations. (2b)

Beginning in FY '08, the College has engaged in an aggressive building program, at its central campus, designed to modernize existing, as well as to construct new facilities to meet current and emerging teaching and learning needs. Budget, Board of Trustees, and Campus Master Planning documents, as well as interviews with administration reveal, through a combination of fund balance, student fee bonds, and capital project support from the State of Illinois, over $90 million in funded projects. The college also contemplates a few new planned projects that include a Fine Arts Building Addition and improvements to biology laboratories. Finally, the College has made substantial progress on reducing its deferred maintenance to approximately $5 million dollars, which is expected to be eliminated by 2015. This forward looking regard for facilities helps to ensure a strong physical plant through which the College can achieve its mission. (2b).

The facilities of Parkland College, and the programs they support, demonstrate the college's commitment to serving their students and community. Of particular note are the new physical education/wellness center, the newly constructed manufacturing center and the under construction student center providing needed student space for the college. The buildings and grounds are impeccably maintained and the college is inviting to all who come to the campus. (2b)

The College's approach to mission development and subsequent strategic plan development is extensive and incorporates broad community input and significant environmental scanning components. As an example, a significant element of this process incorporated Town Hall Meetings, Bus Tours, and the personal visitation of the College President and Trustees to each local school board and numerous community organizations in an effort to determine community needs for the College. Consequently, the College ensures its currency in programs and services, relevancy to

employer needs, as well as creating buy-in from its constituency in the achievement of its mission. (2a)

2. Evidence that one or more specified Core Components need institutional attention

Parkland College utilizes an extensive set of performance indicators. However, based upon review of numerous planning documents, meeting minutes, and employee interviews, it is apparent that the College does not routinely undertake and fully utilize the data from those indicators to evaluate the efficacy of its work and/or initiate improvements in its operation as may be indicted.   For example, the institution's strategic plan work is undertaken annually, however the Team was unable to find evidence of the College critically evaluated the achievement of its goals, or that the strategic planning outcomes prompted any adjustment, or in any way, informed the planning for the subsequent year. Additionally, there was no evidence that a formal progress report on the plan was considered by the Board of Trustees – who are ultimately charged with its responsibility. Without an assessment of its outcomes, and undertaking corrective action as needed, the College misses the opportunity to improve. (2c)

While Parkland has a strong culture for planning, and enjoys a strong sense of shared governance in the direction-setting of the College, a review of various committee minutes, as well as interviews with College employees, suggests that mis-alignment exists. For example, the Parkland College Association PCA) is responsible for policy-setting, though some policies are created (e.g., diversity) but are not initiated or coordinated through the PCA. As another example, any employee can submit suggestions to the College's Annual Planning Database without regard to its relevance to the College's mission. Finally, it is also unclear to the Visiting Team how the multiple plans that do exist, are actually linked back to the budget and the College's strategic plan. As a result, the College may experience lacking coordination of effort and overall direction, and achievement of its mission priorities. (2d)

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None

Recommendation of the Team

Criterion is met. No Commission follow up is required.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

The process for determining curriculum is clearly in the hands of the faculty as documented by the make-up of the curriculum committee and they are responsible for course/program development and modification. This ownership and leadership undergirds a content (across all disciplines) that is

appropriate, applicable and current.(3a)

The team noted that the Center for Excellence in Teaching and Learning provides outstanding support for improvement of teaching and learning. Many pedagogical innovations are incubated in the Center and permeate the college's culture. This is clear demonstration of the commitment to engaged learning at Parkland.(3a)

Hiring processes and practices insures all applicants receive and equal opportunity for consideration and highly qualified applicants are hired. Upon credential review, the college hires and retains qualified faculty in all programs.(3a)

 Center for Academic Success, Student Orientation advising, registration and distance and virtual learning are all excellent examples of how the college creates a robust student/learning environment. The focus on student success is fostered by these types of programs at Parkland where outcomes are the key metric to evaluating success.(3c)

The standard of practice of mandatory advising for students with 30 credits or less contributes to sustaining the pathway of student success and attainment. This is a national benchmark and assists Parkland in significantly working on the persistence of students.(3c)

Both the creation of the online faculty certification courses and the systematic way they have implemented the change of the learning management system demonstrate a clear commitment to student success in the online program. This is a hallmark for the integrity of all learning modalities.(3c)

Parkland has presented data that demonstrates that compared to the face to face modality the on line program is equally effective.   The fact that the data supports high quality in each is a testament to the efficacy of the diverse modalities.(3c)

The college is committed, through the purchase of the WEAVE program, to a more comprehensive assessment data repository, analysis program.   The team identified this as a significant step in pledging a commitment to ongoing and robust assessment.(3a)

Students consistently reported that the teaching/learning environment was outstanding including access to caring faculty, widely available tutoring and other support services. Students were highly complimentary of faculty who avail themselves to students both for academic and personal support. (3c)

The CAS, access to academic advisors, a comprehensive pathway to degree attainment, and extensive library services are indications of Parkland's commitment to support of student learning and effective teaching. This effort to compliment the classroom experience with out of class support is indicative of Parkland's commitment to the 360 degree view of a student's learning activities.(3d)

2. Evidence that one or more specified Core Components need institutional attention

While stated learning outcomes are available for many courses and programs, the efforts are uneven. A consistent system of assessing course and program learning outcomes would advance needed curricular improvements.

Program review must be differentiated from submission of ICCB required reporting alone. The need to have robust program review for the purposes of Parkland's improvement is essential not only if the college is to keep current in the needed skills, knowledge and abilities acquisition but to provide needed information for critical decisions about program viability. Standards of Practice and models of program review in community colleges exist that Parkland needs to examine and adapt for their own purposes.

The college has a high interest in assessment and there are pieces of assessment throughout course, program and general education. That being said, evidence of that effort is sporadic and there is no comprehensive and understandable plan of assessment on the three required levels: course, program and general education. Without a comprehensive plan systematic improvement is compromised. The team strongly recommends oversight by an individual to all of the assessment work at Parkland in order to gain cohesive and comprehensive results.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

    None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

    None

Recommendation of the Team

   Criterion met. No Commission follow-up is required.

   CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.

   The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. **Evidence that Core Components are met**

   The value Parkland places on lifelong learning is evident through the actions of all constituent groups. The board's approval of professional development funds for all staff, faculty, and administrators as a 2 – 5 percent ratio of the total salaries is a commitment that has been maintained for the six most recent fiscal years. As a result of this commitment, a wide variety of professional development programming is available through the College's Center for Excellence in Teaching and Learning (CETL), during annual Staff Retreats, in the delivery of the completion-oriented Support Staff Professional Development series. Participation in all events is noteworthy. At least 700 unduplicated attendees annually take part in CETL activities, and at least 20 employees attended the annual summer Staff Retreat. The Support Staff Professional Development series was added in 2011 and data were not yet available. Staff and faculty feedback on satisfaction and topical relevance to the profession is rated as consistently near or above 90% during the two most recent years. (4a)

   Evidence exists not only in the contractual commitment made to support all employees in their pursuit of more scholarly endeavors through more than 2,500 internal tuition waivers over the past five years, but also in the development of the SPARK initiative which promotes "scholarship and scholarly activity" through the open-access online repository for any and all students who choose to submit their work. In its first two years of SPARK's availability, students have uploaded close to 12,000 scholarly and creative works for global sharing and discovery. (4a)

   The College diligently ensures all employees are aware of how sensitive information on its constituents - as defined by the Family Educational Rights and Privacy Act (FERPA) – is responsibly acquired, stored and applied. As part of its initial orientation process, all employees are required to complete an online tutorial and quiz on situational applications of FERPA. This process clearly

documents Parkland's provision of support, as it results in a printable confirmation form to be signed off on by the supervisor before becoming part of that employee's record. (4d)

Parkland College Policies and Procedures Manual clear detailing of the guidelines on copyright compliance offer further evidence of Criterion 4 being met. The College's librarians take an active role in promoting to faculty and students an awareness of intellectual property rights. The library also maintains a Copyright Clearance Center to allow all constituents access to seek and request the appropriate permissions. Finally, students have access to Turnitin, a service that reviews work for evidence of inadvertent plagiarism. In this, students are encouraged to make corrections before submitting work to their instructors. (4d)

The annual leadership conference demonstrates the institution's historical commitment to professional development and advancement of employees. The conference has promoted growth within the institution over the past 18 years. The Board of Trustees confirmed the value and their commitment to this noteworthy program. (4d)

Career and Technical programs have active advisory committees that ensure currency of curriculum and relevancy of the instructional equipment needed in the program. Not only do these advisory committees assist in program efficacy, they also serve as quasi future thinking advocates for the college.(4c)

2. **Evidence that one or more specified Core Components need institutional attention**

While Parkland College's general education learning outcomes have been well defined, there is no plan for systematic measurement, other than a yearly review aligned with state of Illinois requirements. Without an organized plan, it is difficult to ascertain that the stated general education learning outcomes are addressed in the curriculum.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

Recommendation of the Team

Criterion is met. No Commission follow-up is required.

CRITERION FIVE: ENGAGEMENT AND SERVICE.

1. **Evidence that Core Components are met**

Parkland College listens to and responds to the needs of its stakeholders, as evidenced by specific collaborative projects reported to the Higher Learning Commission team by local business, education and community leaders. Specific examples of working with local governmental agencies, mayors of cities, K-12 schools and individual businesses were provided that demonstrated the commitment of Parkland to prepare the citizens of District 505 for employment. (5a)

The college benefits from broad-based involvement from and support by the community it represents.

Evidenced by the collaborative structure(s) with public and private university partners (including presence on the campus by Eastern Illinois University, Millikin University and Franklin University), strong advisory committees, input from community leaders and businesses (a group of highly influential leaders), and an increased collaboration with the University of Illinois; Parkland is well positioned to meet the ongoing and emerging needs of its service area. (5a)

Parkland participates in numerous programs to bring community members of all ages and experiences to campus. College for Kids, Parkland Theatre, William M. Staerkel Planetarium, Volunteer Fairs, Motorsports Car Show and the Arbor Day Ceremony are but a few examples that invited multiple constituencies to campus. This outreach in the community is clearly valued by the external evidence both verbal and written.(5b)

The Adult Re-entry Center assists students aged 25 and older to assist with their unique transitional needs. Aside from offering advising, transcript evaluation, describing flexible scheduling for busy adults and a pathway to baccalaureate completion, the Center is a safe haven for adult students who may otherwise find the pathway to entry confusing or intimidating. (5c)

Dual enrollment and high school articulation agreements undergird the strong relationships and extended college-level service to high school juniors and seniors preparing to go to college. In addition, Parkland and high school faculty routinely meet to communicate curricular, transition and professional development joint concerns which not only have has formed lasting collegial relationships but has resulted in modified curriculum with collegiate preparedness and success in mind. (5c)

The long history of delivery of health care programs in district 505 is recognized as an example of responsiveness in the past and for the future. When the nursing program was founded some 40+ years ago it represented a huge step to fulfilling a need for nurses in Central Illinois and that legacy continues with re-invigorated support. (5b)

Support for student clubs through the Office of Student Life serves as a link to both community engagement and co-curricular offerings that compliment programs on campus. Athletics, Student Government, service drives (food, clothing, supplies), performance events, convocations and many other activities serve to embody the whole student and place great value in student development in all of its iterations. (5c)

Community support of the Parkland College Foundation during its nearly 50 years of operation displays the breadth of the value external constituencies place on the college's services to the community. Despite obvious economic realities, for many in the region during the past 5 years, the foundation's annual donations have consistently risen, more than doubling during that same time frame. (5d)

Members of the community value Parkland College. This was made very clear when the team was in the community. Employees of the hotel at which we were staying voluntarily expressed positive views of the college, and often gave specific examples of good experiences they had with the college. At dinner on one evening the waiter voluntarily offered that the college provided an alternative to the University for the first two years of college. Price, location, and excellent experiences were noted as reasons for the opinions. (5d)

2. Evidence that one or more specified Core Components need institutional attention.

None

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion met. No Commission follow-up required.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

Recommendation: No Change.

Rationale for recommendation: The college is responding to the needs of its community and students. Parkland College is poised to meet future needs, is financially stable, and works to provide an excellent learning environment for its students. The commitment and support from the community is extraordinary and reflects the true integration of Parkland and District 505. The Board's strategic vision is in concert with programs and services that the college provides. The leadership and staff are dedicated and effective in the work they do on behalf of the college. The team believes that Parkland College has demonstrated its ability to grow and is eminently prepared to respond to ongoing and anticipated community needs.

B. Nature of Institution

1. Legal status: No Change.

2. Degrees awarded: No Change

C. Conditions of Affiliation

1. Stipulation on affiliation status: No Change

2. Approval of additional locations: No Change

3. Approval of distance delivery: No Change

4. Reports required: None recommended

5. Other visits scheduled: None recommended

6. Other embedded change request: None

7. Campus Evaluation Visit: None

D. Commission Sanction or Adverse Action:

None Recommended

E. Summary of Commission Review

Timing for next comprehensive visit (academic year – 2022-2023)

Rationale for recommendation: Parkland College clearly meets the standards set forth by the North Central Association of the Higher Learning Commission for re-accreditation. Through evidence the team obtained throughout the entire review including documents, interviews and observations, Parkland is poised to be a leading institution in Illinois, the region and the nation.

<u>ADVANCEMENT SECTION</u>

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Dr. Peter Wielinski, Vice President, Minnesota West Technical and Community College, Wadena Minnesota

Dr. Sara Harris, Vice President Academic Affairs, Independence Kansas

Contents

1. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION:

Parkland College is comprehensive community college that is not only well-regarded locally, but within the State of Illinois and nationally. The College's President, as well as members of its Board of Trustees have served at State and National levels in the community college arena.

The College President is trusted by employees and is able to advance the College in achievement of its mission through personal relationships with his employees. Furthermore, the President is the first ambassador to the community. Indeed, interviews with community members spoke often of his willingness to work together to meeting corporate and community needs. Through the President, the public sees the College as a viable and necessary resource for the future of the community.

The College is well-managed and well-maintained. The central campus was immaculate; the physical plant was clearly a point of pride for the grounds staff. Classrooms were well equipped the appropriate technology, with technology labs making use of state-of-the-art technologies. Multiple spaces existed for students to gather informally and engage in co-curricular learning.

Given that the College, indeed much of higher education, has witnessed significant reductions in funding, as well as the encountering additional threats for more funding reductions, Parkland has undertaken, through its finance administration, in concert with the board of trustees, a solid approach to building a sustainable fund balance for the long-term. Its intentions around a 30%+ fund balance are largely unheard of in the majority of community colleges. The Team applauds the forward-thinking approach to sustainable financial operations.

2. CONSULTATIONS OF THE TEAM

The team, with consultation from the college, identified four areas for consultation: Data informed decision making; Assessment; ADA Compliance; and Shared Governance.

Data Informed Decision Making

There perhaps has been no more critical moment for higher education than at the beginning of the 21st Century. The need to make critical, if not often competing, priority decisions, is juxtaposed with ever dwindling resources. This is particularly true with publically funded community colleges where nearly every state in the nation has experienced eroded financial support. These financial realities are surrounded by a storm of public scrutiny, legislative examinations and demands from communities writ large that expect more from their "local" college. The crystal ball or intuitive best guesses, simply will not pass the litmus test of deciding and communicating decisions strong rationale for decisions.

The need for strong data sets, analysis and broad access to the data is critical if the college is going to come to good conclusions about needed policy and processes and transparency in communicating those decisions. The first step in ensuring that the repository for data is accurate, appropriate and readily available is an organized and elevated institutional research office. While two decades ago, the

institutional research office was perhaps tucked away and only utilized for true "bean counting", it couldn't be further from that persona in 2012. Not only does the IR function gather the data, it is now responsible for analysis, supplying context, exercising sound judgment and responding to the appetite of an institution hungry for data. Indeed, the IR office has morphed into a strategy and accountability function as much as it has been the collection point for data. Therefore, supplying the right numbers of staff IN THE RIGHT POSITIONS becomes the gatekeeper for the first step in sound decision making.

The necessary agility of an institution, then, to take the data and make predictions from that data is the quintessential position of Parkland at this time. The use of "predictive analytics" that analyzes environmental and trend factors and forecasts what scenarios might be on the horizon helps to make even the most difficult decisions to be truly data informed. Some examples might include staffing based on retirements and enrollment growth in departments or across the college; enrollment management which includes the use of census data, employment predictions, high school enrollments and graduation rates, birth rates and the like; new program needs and program revision that incorporates graduation, job placement in high demand/high wage jobs, industry assessed need and newly emergent fields needing education and training; and workforce satisfaction based on annual employee surveys, CESSE, The National Community College Benchmarking project, and so on that would predict over time the notion of Parkland as an employer of choice. With predictions in place for these and other critical functions for the college, Parkland is well positioned to progressively, and with solid information, plan and implement the vision and mission as both required externally and embraced internally.

Parkland is well positioned to use data to help inform decisions. It might be helpful for the leadership, with input from the various constituencies to develop a "dashboard" or some method of systematic data collection and use. For example, many reports include information about enrollment, success, assessment, but there is no consistent plan for how to use this information in day to day decision making. It might be helpful to decide on a set of "must have information," that is collected and compiled on a systematic schedule (yearly, by semester, etc.).   In addition, it might be good to have some systematic way to compare data across years or semesters, as applicable. The data could be organized hierarchically, for example, institution, program, department, course levels. The Institutional Accountability and Research website is a great place to start. There is a great deal of very useful information presented. It might be helpful to have a few reports that present the data compared across several years or semester. This will give a quick and easy look at trends that might impact decisions. In addition, some programs and websites allow for the user to input parameters into the report and generate the required information. If people in the Humanities wanted to compare enrollments in their area for the last 4 spring semesters, they might be able to get this information right away.
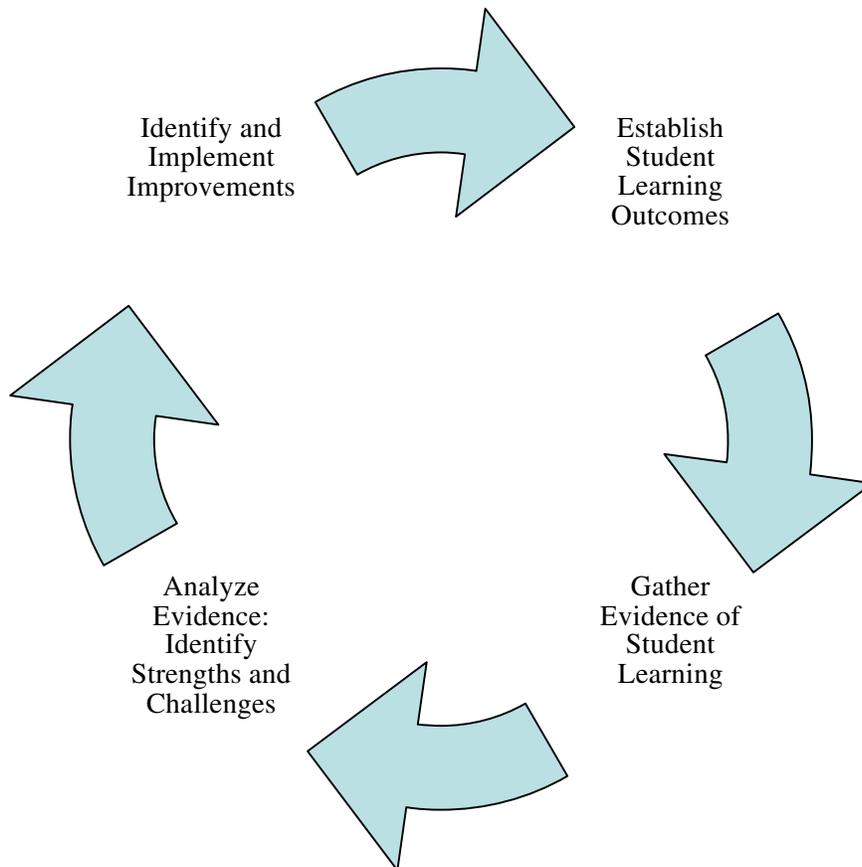
The obvious driver to better informed, more data driven decisions is the dramatic plummeting of resources. Given that very few, if any, new state support is in the offing, Parkland would be well served by examining a model that paints options of what is most important. One such model, built on the backbone of academe rather than business, is authored by Robert C. Dickeson in his book, Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance (John Wiley and Sons, 2010). In it, Dickeson describes a model that requires all facets of the college to undergo scrutiny with the lens of saving precious resources to allocate to another part of the college. Many in higher education have already advanced the notion that any new programs and processes will come only by finding it in already existing dollars. This model is but one way to have the priorities and the process to establish them with solid theory and practice.

Finally, the external requirements to use good data for decisions will only increase in the future. Certainly the federal government's demands suggest that but even watch dog groups have had their interest

piqued and demand, through public records requests, data that heretofore had remained dormant. While the need to have solid data should not be driven by external forces, as good stewards of the public trust we are required to have solid data, readily available to demonstrate our oversight and fiduciary expectations.

Assessment and Student Learning Outcomes

One of the ways to implement data informed decision making is to develop a comprehensive system of assessing student learning. As explained in the article from the New Leadership Alliance for Student Learning and Accountability, "Committing to Quality: Guidelines for Assessment in Higher Education," (2012), "Are our students learning?" is the central question that higher education needs to address today. Setting specific student learning outcomes, developing a process to gather evidence to illustrate the student learning that is taking place, implementing the process in a systematic way, and using the evidence to improve student learning, are the key steps to a fully-realized student outcomes assessment process.

Identify and Implement Improvements

Establish Student Learning Outcomes

Gather Evidence of Student Learning

Analyze Evidence: Identify Strengths and Challenges

This cycle of continuous data analysis and improvement can be utilized at three different levels of outcomes assessment: course level, program level, and institutional level. At the course and program levels, a systematic process of assessing learning linked with the course outcomes allows the faculty to identify curriculum improvements needed in courses and programs that will have a direct effect on improving student learning. This information can also be extremely useful in examining programs and setting future goals through a program review process. At the institutional level, clearly defined student learning outcomes can be assessed across the institution, in both curricular and non-curricular areas, and

allow the institution to keep a focus on continuous improvement of student learning. It also allows an institution to clearly demonstrate their commitment to learning and improvement to all of its constituents: students, faculty and staff, the community, and outside accreditors.

It is critical that successful assessment efforts be undertaken deliberately and with sufficient planning. In addition, most successful assessment programs have strong leadership from the faculty that is backed by strong support from the academic affairs office. At Parkland the assessment efforts seem to be spread across different areas. For example, the curriculum committee is responsible for assessment of General Education outcomes; however, this process is not integrated into a consistent plan of ongoing assessment and feedback. There are many, very effective assessment efforts underway at the college, there is no evidence of a single coordination point. This makes communication of outcomes and use of the data more difficult.

It appears that there is some confusion between program review and student outcomes assessment. Conceptually student outcomes assessment should relate to determining students meeting the learning objectives of the course or program or degree. Program review might be conceptualized as a "bigger picture," that encompasses student outcomes but also includes measures of graduation rates, persistence, and other information such as that presented in the ICCB Accountability/Program Review Report. The College would gain immense ground by documenting each step in in the plan in order to begin to institutionalize its assessment activities. This will help ensure that assessment will continue in the event of staff turnover. It would be extremely helpful if the documentation were to include timelines, responsible agents, reporting procedures and other procedural activities.

Finally, it is critical to close the loop of the assessment cycle. It is not sufficient to merely collect information. Parkland's assessment plan should include a process for dissemination of the outcomes of the assessments as well as a mechanism for feedback regarding changes that might be used for improvement of student learning. The college might model the feedback cycle on some of the processes already existing, such as the development of its annual plans or other program review processes.

ADA Compliance

The majority of the central campus facilities are all connected together which provides for enclosed movement during poor weather conditions. However, some of the infrastructure is a bit older and did not contemplate Americans With Disabilities Act when initially constructed. While initial observations did provide the assurance that alternative pathways were available for persons with restricted mobility, it appeared that some challenges could exist for persons in wheelchairs. Specifically, it seemed that some of the ramps did not visually appear to be in a 1:12 slope. In addition, at least one of the small passenger elevators did not appear to provide for persons in a bariatric wheel chair. The Team recommends that the College undertake an ADA Audit, which reportedly has not been conducted for at least 10 years.

Shared/Policy Governance

The College prides itself as being a "shared governance" organization. However, there are instances where this is not so. The Parkland College Association (PCA) and the Senate are declared as a principal arenas where occurs. Yet, based upon interviews with members, as well as institutional documents, numerous items do not come before this group. The budget, for example, does not pass through this body for consideration or evaluation for linkage to the strategic plan. Still, the employees appear to be satisfied with the process and representation levels from across the College. It is the recommendation of the Team that, if shared governance is the goal of the College, then the PCA & Senate should be given

the opportunity to not only consider policies, but budget matters, construction matters, etc. as well.

All operational policies are introduced to, and move through the Parkland College Association (PCA), of which the President is an ad hoc member, for consideration and approval. (Reportedly, the President has never overturned any policy that has been advanced.). These policies are then advanced directly to the Board of Trustees for approval. It is the recommendation of the Team that this process be changed to have the operational policies of the College come to the President and the President's leadership for final approval. The Board's role should be focused upon broad intuitional matters (i.e., strategic plan, selection and evaluation of the president, approval of the budget, progress evaluation of the College, etc.). It is unlikely that the Board closely monitors and/or completely understands the true nature of each of the operational policies. Thus, the Board should approve only those policies that relate directly to its preview and relegate same to the President. Doing so will clarify respective roles, promote better understanding of related policies, better ensure currency of polices, and expedite the process.

WORKSHEET FOR THE EVALUATION TEAM
ON FEDERAL COMPLIANCE REQUIREMENTS

This worksheet becomes an appendix to the team report.

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

- Parkland College Policies and Procedures Manual
- Parkland College Student Policies and Procedure Manual: Financial Aid - Satisfactory Academic Progress Policy, Grievance Policy and Procedure, Refund Policies – Tuition and Fees)
- Student Complaint Log
- Campus Crime Statistics (Main and Extended Campus: 2009, 2010, 2011)
- Public Safety Report to PCA (March 15, 2012)
- 2011 Equity in Athletics Disclosure Act Reports
- Parkland College Financial Aid and Veteran Services Policies & Procedures Manual
- Student Refund Policy
- ADA Compliance Statement
- Consumer Information_Students' Right to Know (email to all students: January 1, 2012)
- Providing an Inclusive Learning Environment – ADA (email to all students: August 27, 2012)
- Proctored Testing Update to College Planning
- Proctored Exam Log (July 2011 - June2012)
- IPEDS Reports
- 2 + 2 Agreements (list of consortial relationships)
- Student Government Bylaws
- College Marketing Materials
- Parkland College Catalog
- Parkland Planner
- Campus Master Plan
- Environmental Scanning data (FY12)
- Enrollment (A1) FY10 and FY11 data
- Underrepresented Groups Report 2012
- Website: www.parkland.edu/about/polcies.aspx
- ADA Compliance Overview, October 2001
- Parkland College Fall 2012 Class Schedule
- 505 August-December 2012 Continuing Education Catalogue
- Business Training October-December 2012 Catalogue

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be

raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X_   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments:

    Additional Monitoring, if any:

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: None.

Additional Monitoring, if any: None.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: None.

Additional Monitoring, if any: None.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- ▪ *General Program Requirements: The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. DONE*

- ▪ *Financial Responsibility Requirements: The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.) DONE*

- ▪ *Default Rates. The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. DONE*

- ▪ *Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures: The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. DONE*

- ***Student Right to Know****. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)* **DONE**

- ***Satisfactory Academic Progress and Attendance****. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.* **DONE**

- ***Contractual Relationships:**** The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships* (*The institution should review the Contractual Change Application on the Commission's Web site for more information.* *If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*

- ***Consortial Relationships****: The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships* (*The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: None.

Additional Monitoring, if any: None.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___x__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Though Parkland College does note its accreditation status with the Higher Learning Commission in its college catalogue and web page, at present, the College does not make use of the Higher Learning Commission's Mark of Affiliation as requested by the Commission. It is recommended that the College include the Mark minimally on its web page and instructional course catalogues.

Additionally, while the College does list the 13 additional, secondary accreditation agencies that are part of their respective career programs on the College's web page and catalogue, it stops short of providing additional consumer information (addresses, phone numbers, and web addresses). It is recommended that the consumer information be amended to these entries.

Finally, the College does not present information regarding the linkage between the secondary accrediting agencies and licensure requirements for employment. It is thus recommended that the College amended the secondary accreditation entry on the web, and in the instructional catalogues to include discussion regarding

appropriate licensure needed by the employing community and its relationship to the secondary accrediting bodies.

Additional Monitoring, if any: None

7.   Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.* ***Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: None

Additional Monitoring, if any:

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the***

institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

        Comments:

        Additional Monitoring, if any:

INSTITUTION and STATE: Parkland College, IL

TYPE OF REVIEW *(from ESS)***:** Continued Accreditation

DESCRIPTION OF REVIEW *(from ESS)***:**

DATES OF REVIEW: 10/1/12 - 10/3/12

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: nc

DEGREES AWARDED: A

TEAM RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None

TEAM RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has been approved under Commission policy to offer up to 100% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: None

TEAM RECOMMENDATION: nc

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: nc

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2002 - 2003

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2012 - 2013

TEAM RECOMMENDATION: 2022-23

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Parkland College, IL
TYPE OF REVIEW *(from ESS)*: Continued Accreditation
_x__ No change to Organization Profile

Educational Programs

		Program Distribution	**Recommended Change (+ or -)**
Programs leading to Undergraduate			
	Associate	58	
	Bachelors	0	
Programs leading to Graduate			
	Masters	0	
	Specialist	0	
	First Professional		
	Doctoral	0	

Off-Campus Activities

In-State:		Present Activity:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	Champaign (Auto Collision Repair Facility) ; Champaign (Construction Education Alliance)	

Out-of-State:		Present Wording:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	None	
	Course Locations:	None	

Out-of-USA:		Present Wording:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Additional Locations:	None	
	Course Locations:	None	

Distance Education Programs:

Present Offerings:

Associate - 09.0702 Digital Communication and Media/Multimedia (Mass Communication: Audio/Video Technology) offered via Internet; Associate - 11.0202 Computer Programming, Specific Applications

(Computer Science / Computer Information Systems) offered via Internet; Associate - 13.1206 Teacher Education, Multiple Levels (Early Childhood Education; Elementary Education; Secondary Education;) offered via Internet; Associate - 13.1501 Teacher Assistant/Aide (Paraprofessional Educator) offered via Internet; Associate - 19.0709 Child Care Provider/Assistant (Child Development) offered via Internet; Associate - 24.0101 Liberal Arts and Sciences/Liberal Studies (Liberal Arts and Sciences) offered via Internet; Associate - 24.0102 General Studies (General Education Degree) offered via Internet; Associate - 30.0101 Biological and Physical Sciences (Biological Sciences / Preprofessional Medical Sciences) offered via Internet; Associate - 43.0107 Criminal Justice/Police Science (Criminal Justice) offered via Internet; Associate - 50.0409 Graphic Design (Graphic Design) offered via Internet; Associate - 50.0702 Fine/Studio Arts, General (Art and Design) offered via Internet; Associate - 52.0201 Business Administration and Management, General (Business Administration) offered via Internet; Associate - 52.1804 Selling Skills and Sales Operations (Business: Marketing) offered via Internet; Certificate - 10.0303 Prepress/Desktop Publishing and Digital Imaging Design (Graphic Design: Digital Illustration) offered via Internet; Certificate - 10.0305 Graphic and Printing Equipment Operator, General Production (Graphic Design: Print Production) offered via Internet; Certificate - 11.0201 Computer Programming/Programmer, General (Programming Certificates) offered via Internet; Certificate - 50.0502 Technical Theatre/Theatre Design and Technology (Theatre Arts: Entertainment Technology) offered via Internet; Certificate - 52.0701 Entrepreneurship/Entrepreneurial Studies (Business: Entrepreneurship) offered via Internet; Certificate - 52.1101 International Business/Trade/Commerce (Business: International Business Management) offered via Internet

Recommended Change:
        (+ or -)
Correspondence Education Programs:

Present Offerings:

None