Criterion 1. Mission: The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1A.1 The mission was developed through a process suited to the context of the institution.

Parkland College is deeply committed to the ideals of collaboration and shared governance, and the college's process for developing and reviewing its mission reflects that institution context.

Parkland College's current mission is to "engage the community in learning." This statement was developed through a collaborative process initiated by President Thomas Ramage at the beginning of his tenure as the President of the college.

The process included all members of the college in open forums and involved solicited feedback from all Parkland employees in an email open hearing. After the statement was finalized, it was approved by the Board of Trustees in 2010.

This mission is accompanied by a list of purposes, which are articulated in the college catalog, on the public website, and in the college's policies and procedures manual. The purposes are declared to be "of equal importance in fulfilling the mission of Parkland College." The purposes were most recently updated in 2013 and indicate that the college strives to provide high-quality educational and support services, a welcoming and diverse climate of inquiry, a supportive workplace, and outreach and services to all members of District 505.

The need to regularly review this statement was indicated in the 2017 Assurance Argument. According to the Parkland College Association (PCA) Constitution, it is the responsibility of the College Planning Committee to review the mission and purposes on a two-year cycle. Most recently, the College Planning Committee performed this review in October 2020, the current mission statement and purposes were unanimously reaffirmed, and the college is now on track to reaffirm the mission every two years.

The college-wide collaboration and engagement mentioned above demonstrate that Parkland's mission development and review process is suited to the context of the institution.

1A.2 The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

Parkland College's [Mission and Purposes Statement](#) reflects the institution's current priorities and purposes for serving the community.

The Mission and Purposes Statement reflects the institution's commitment to engage the community in learning. It then articulates how the college serves students, employees, and the larger community by outlining the scope of academic offerings provided to students, which include transfer, career and technical, developmental, and lifelong learning programs. This broad scope allows the institution to meet the ongoing needs of the entire community. The college's course catalog reflects this range of offerings for students, demonstrating that the college operationalizes its mission and purposes throughout the institution.

1A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

Parkland College's [mission and purposes and core values statements](#) identify its constituents—students, employees, and community members—by highlighting the diverse needs the college addresses through the educational opportunities it offers. The Statement of Core Values defines the values we consider important and that we strive to embody ourselves and cultivate within our students, community members. These core values guide and inform the many services we provide.

Parkland College's mission specifically mentions "engaging our community in learning," and the college serves all potential students looking for a breadth of educational opportunities. [Parkland's district](#) includes twelve counties which vary in size and economic status.

Thus, the college serves a large geographic area with diverse educational needs. In the mission and purposes, the college states its commitment to:

- high-quality and responsive developmental, technical-vocational, transfer, and lifelong educational programs
- high-quality and responsive support services
- a climate throughout the college that values and promotes integrity, inquiry, diversity, inclusion, active citizenship, global awareness, and academic freedom.

Parkland College participates in the [Illinois Community College Educational Career Agreement](#), which was most recently updated in January 2020. This is a developing aspect of the Illinois Community College system that allows students to access a wide variety of academic programs, but the agreement has not substantially altered the college's scope and constituency as anticipated in the 2017 Assurance Argument.

Parkland College's mission and related statements accurately reflect the nature, scope and intended constituents served by the institution.

1A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Parkland College's mission deploys the term "community" in the broadest possible sense. The college serves a large geographic area with multiple educational needs and uses a variety of learning platforms to engage students. As a comprehensive community college, Parkland serves transfer, career, and continuing education students by offering a wide range of courses, programs, dual credit classes, and support services in units throughout the college. Parkland offers 100+ different degrees and certificates, including transfer degrees and the General Education Core Curriculum credential. Its transfer degrees include the Associate in Arts, Associate in Science, Associate in Engineering Science, and an Associates in Fine Arts.

The college's academic divisions respond to the need of industry. For example, its Career and Technical Education (CTE) division offers transfer and applied associate degrees and certificates in areas such as agriculture, horticulture, engineering science and technologies, business, and computer science and technologies. CTE's industry-based partnerships and collaboration have led to the development of new programs in technology including the Google IT certificate and the Computers in Business certificate. The Arts and Sciences division recently created a Mental Health certificate to provide training in a high-demand field and offers trending applied associate degrees, including Media Arts and Production, Photography, Entertainment Technology, and Criminal Justice.

Parkland also supports the educational needs of the district through noncredit courses and programs, which are offered through Parkland Community Education. On a quarterly basis, Community Education publishes and distributes a district-wide brochure that outlines all the offerings available, including opportunities for personal development, professional development, and youth educational opportunities. Additionally, Community Education serves the needs of the business community through customized professional development opportunities.

Parkland College offers five different modes of instruction, providing students with options when it comes to in-person and distance learning. Having a variety of modalities by which a student can learn provides the community wider and more equitable access to Parkland's educational services.

The college offers a wide variety of personalized student services including counseling, advising, assessment, and financial aid, as well as support services to enhance learning, promote personal growth, and provide career guidance. The recent and ongoing implementation of the college's advising model is an example of Parkland's efforts to continually provide personalized and responsive services to promote student success. In this new model, advisors use a case-management approach to advising, which helps establish and maintain relationships with students during their entire time at Parkland, not just in the first year. This change is important because moving to a case management model will give students one advisor to work with,

instead of multiple ones, which should help with enrollment and persistence of students. The college also offers academic support services through the library and the newly created Learning Commons. The [Learning Commons](#) offers tutoring and learning assistance and the writing lab. The creation of the Learning Commons helps provide a one-stop shop for learning, connection, collaboration, and academic support. Additionally, the Learning Commons provides both physical and virtual support to faculty and students. Having these services under one umbrella makes them more accessible and easier to find for students.

Parkland College's demographic [enrollment profile](#) aligns with the [demographic profile of Champaign County, Illinois](#), where the college is located. Each year, the college attracts approximately 23% of its [district high school graduates](#). The college acknowledges that this percentage has decreased over the past few years, but that trend aligns with national and state community college enrollment trends.

In recent years, the percentage of students enrolled part-time at the institution has increased, with most students enrolled part-time versus full-time. Recognizing these students are also balancing work and family life with their academic responsibilities, the institution has identified Adult Learner audiences in its Strategic Enrollment Management Plan [target audiences](#) and plans to offer more programs and services to meet the schedules of non-traditional students in the future.

The new [Strategic Enrollment Management](#) plan and structure has been created to help streamline enrollment efforts based on the needs of different market segments. The SEM plan is based on research and recommendations done by the CLARUS Corporation. CLARUS was brought in to provide outside perspective and market segment research that the college could not develop in-house. CLARUS works exclusively with community colleges, understanding their needs and complexities. Parkland has engaged with CLARUS for various services over the past five years to enhance its enrollment and marketing efforts. Through its [research](#), CLARUS recommended several ways to increase effectiveness and efficiency of our efforts regarding recruitment, retention, and persistence of students. Implementation of the SEM plan began in FY 2022 and will guide the college's efforts for the next five years.

Structural changes within our institution have also helped us be more effective at teaching high school students and their families about the value of community college and engaging previously underserved populations in learning. [Early College Services](#) moved from academic services to student services. The move allowed cross-training of admissions staff so that everyone can answer questions and recruit students, regardless of the age of the student, making it a better experience for students and more efficient for staff. Additionally, Admissions Advisors have started to cross-train with our International Admissions staff so that there is a baseline level of knowledge among everyone in Admissions and Records. The cross-training of staff will result in a better customer service experience for students and families so that we are not relying on one person to answer basic questions related to international students. It will also broaden the scope of knowledge of our Admissions and Records staff.

The evidence presented above demonstrates that Parkland College's academic offerings, student support services, and enrollment profile are consistent with our mission of engaging the community in learning.

1A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

[Parkland College's mission, purposes, core-values](#) and [Strategic Plan for Excellence](#) are publicly communicated on the college's website, in the Catalog, and within other strategic messaging throughout the college and community.

Additionally, the content included contributes to the mission by providing specific information about how individuals can take part in the program offerings of the college.

The college's [course catalog](#) articulates the college's mission, vision, and values to students. This page in the catalog also articulates the college's civility statement and its commitment to cultural diversity. This emphasis on diversity early in the catalog emphasizes this as a key priority for the institution and assures the college's diverse student body that the college welcomes all.

The college's strategic communications include both printed and digital materials that inform the public of the opportunities awaiting them at Parkland College. One of the most visible and widely distributed publications is the college's [viewbook](#) that is produced for prospective students. The viewbook provides an overview of the college's academic programs, student support services, student life opportunities, cost of attendance, and transfer agreements. The content and language used is aimed at engaging prospective students in the opportunities at the college. The college marketing department plans to specifically add the mission statement to the viewbook to more explicitly align this publication with the college's mission and core values statements.

The evidence provided and discussed above demonstrates that the college's mission is frequently and publicly communicated in a wide range of venues within the college and across the larger District 505 community.

Core Component 1.B. The institution's mission demonstrates commitment to the public good.

1B.1: The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

The mission of Parkland College is to engage the community in learning, and one of its central purposes is to "serve the larger community by providing services and resources that promote the intellectual, cultural, and economic development of Illinois Community College District 505." The college fulfills this mission and purpose in a myriad of ways.

In addition to providing access to the comprehensive offering of associate-degree and certificate programs for credit, the institution serves the public good through the following programs.

A community-service project facilitated by Parkland Adult Education, Project READ, provides free tutoring to adult learners seeking to improve their basic reading, writing, math, and English skills. This program is made possible by volunteers who give their time to improve the quality of life for hundreds of people in our community.

The Community Education office supports students and the community in exploring personal interests, developing professional workplace skills, and learning about various career opportunities in the district.

An exciting new initiative which continues Parkland's commitment to serving our community is the Support for Workforce Training (SWFT) program. SWFT is supported by a $1.2 million grant from the Illinois Workforce Equity Initiative (WEI), a consortium of Illinois community colleges providing free short-term training and wraparound student support through an equity lens. SWFT provides funding for short-term (one year or less) training that leads community members to employment in high-demand fields with life-supporting wages. In addition to tuition and fee waivers, students may also receive financial assistance in the form of a stipend. A high school credential is not required to be a part of the program.

Since 2019, the SWFT program has served nearly 350 students in short-term certificate programs across a variety of in-demand industries, including healthcare, transportation, manufacturing, construction, and technology. The grant program aims to move African American residents into career pathways that pay family-sustaining wages. To date, Parkland has exceeded its goals for enrollment and participant diversity. In the second year of SWFT, 155 students have been served and 114 of those are African American students. This data is reported in the annual SWFT closeout reports for Year 1 and Year 2. We have had 96 students complete and 51 have self-reported that they are employed. Additionally, SWFT has served 28 formerly incarcerated participants. Fifty-five percent of students obtaining employment in their career area have reported average starting wages between $19-$21 per hour.

Additionally, the institution serves the needs of the community by offering GED and English as a Second Language (ESL) classes, which are provided free of charge through Parkland's Adult Education program.

The Women's Career Institute is a Parkland College collaboration with the YWCA of the University of Illinois and stakeholders from across various academic units at Parkland College. It

has served as a recruitment tool to bring women and woman-identifying individuals seeking to change careers to the services and programs Parkland offers. In 2019, the first EmpowHERment Series was launched and hosted on Parkland's campus. There were 20 participants in attendance. Over the past two years, it has evolved into an ongoing community outreach initiative through social media. Due to the pandemic, the event has remained virtual, but the goal is to bring it back to an on-campus event.

The COVID-19 global pandemic created unique opportunities to expand offerings to serve the community at large. Parkland College serves as a community testing site with the SHIELD Illinois COVID-19 testing program. Parkland also coordinated public vaccination clinics with OSF throughout the summer of 2021. The institution has also expanded WiFi services into the parking lots around the main campus building to allow for better access for anyone needing internet for work or school.

Finally, Parkland College has both strengthened and expanded its collaborative partnership with the Wesley Food Pantry, a ministry of the Wesley United Methodist Church of Urbana, Illinois. The Wesley Food Pantry at Parkland College continues to serve both the Parkland and greater Champaign-Urbana community in these challenging times through its traditional food distribution programs, and Parkland has also begun providing small meals and snacks directly to Parkland students through purposefully placed distribution points at the college such as Student Life and the Learning Commons.

These examples demonstrate Parkland College's deep commitment and primary focus to serve the educational needs of the public.

1B.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As one of 39 public community colleges in Illinois, Parkland is not beholden to any private investors, shareholders, or parent organizations, and does not serve the needs of external interests, financial or otherwise. The college's mission and purposes and Strategic Plan are driven by educational responsibilities to the citizens and taxpayers of District 505. Such responsibilities are demonstrated by the college's organizational structure as a unit of local government supported by a tax base as well as by the fact that more than 60% of the college's operating expenditures go directly to instruction, academic support, and student services. The chart that outlines Parkland's operating expenditures is here. Education in the community's interest drives Parkland's activities, both on-campus and in the community at-large.

Fundraising efforts are handled by the Parkland College Foundation, a separate entity from the college. Funds raised by the Foundation directly support the educational goals as outlined in the mission and purposes of Parkland College through scholarships and programmatic support.

Additionally, it is clear that Parkland prioritizes educational responsibilities over other purposes based on Parkland Trustees' decision to not increase tuition for five of the last six academic years. This decision is rooted in the best interest of students to keep college affordable, rather than to generate additional revenue for the institution.

These examples demonstrate how Parkland College prioritizes educational needs taking primacy over other interests or needs.

1B.3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Parkland College is the largest provider of workforce training in the community. Goals C and D in the Strategic Plan for Excellence demonstrate Parkland's commitment to working with constituents in business and industry to identify and serve their needs:

> C. Collaboration – Parkland College will continue its regional leadership in developing and delivering career, technical, training, and workforce preparation programs in partnership with business and industry and District 505 schools.

> D. Engagement – Parkland College will build capacity for accurately identifying unfilled labor market needs and for ensuring that career education and training programs are streamlined to address those high-need areas.

In 2018, the college engaged with Clarus Corporation to conduct a comprehensive community survey to understand the community's awareness of Parkland's current offerings, gauge its perceptions of Parkland's effectiveness in the service area, and identify potential new areas of interest. Data from the survey results have improved the college's marketing efforts and onboarding processes for new students and have presented insights into opportunities for new services and programs to serve the community's needs.

Parkland College engages with community constituents through 38 Career Program Advisory Committees that advise Parkland on labor market needs, academic program offerings, and program content. Examples of work within the Accounting and Business, Land Surveying, and Construction Management advisory committees are included here.

Parkland Community Education provides customized training and consulting for business and industry, government, nonprofit agencies, schools, and universities; courses for individuals who want to upgrade their job skills or train for a new career; special programs for the under- and unemployed such as the Highway Construction Careers Training Program (HCCTP) and Support for Workforce Training Program (SWFT); and the Traffic Safety Program.

Parkland is actively involved in the intellectual, cultural, and economic development of District 505. The college's president and vice presidents participate in regional planning as board members and leaders on several community groups such as the [Economic Development Corporation](), [Willard Airport Advisory Committee](), the [Chancellor's Economic Development Advisory Council](), [Champaign County Chamber of Commerce](), [Metropolitan Intergovernmental Council](), [United Way of Champaign County](), and [Local Workforce Innovation Area #17]().

Additionally, the college actively engages with its feeder K-12 school districts to provide information about Parkland's programs, career exploration resources, workforce preparation, and enrichment opportunities in STEAM fields. Examples of these engagements include an annual [Trade Up day]() to provide middle school students with exposure to hands-on careers, annual visits for elementary school children to the college's planetarium, and an annual engagement for high school art students with the college's Giertz Gallery. Additionally, the college hosts a [high school counselor day]() annually to inform area high school counselors of the college's new offerings, and it maintains strong relationships with its area high schools, students, and families through the Early College Services office.

Parkland faculty actively [collaborate]() with area high school faculty on Transitional English and Math courses to improve academic readiness of their graduates. These relationships are facilitated through the Transitional English Coordinator and Dual Credit Coordinator. These two full-time faculty positions work closely with high school faculty on developing and teaching Transitional English courses and dual credit courses.

Parkland involves students in responding to community needs through service learning and community outreach opportunities. One example is Parkland's Dental Hygiene Clinic, which provides free or low-cost dental services to the community. The Clinic hosts an annual Day of [Give Kids a Smile]() event, which brings together faculty and students from multiple health professions areas and community professionals to offer advanced dental services free of cost. During the February 2020 event, 52 volunteers served 60 child patients. Fifty-eight exams, 55 prophies, and 49 fluoride treatments were completed during this event. The Dental Hygiene program also partners with the New American Welcome Center on the University of Illinois campus to host Immigrant Screening Days. This event was held March 7, 2022. During that event, 31 patients were screened using exams and radiographs and scheduled for dental cleanings. Interpreters were provided to eliminate the language barrier. These services, which normally range from $100 to $200 per person, were offered free of charge.

It is clear from the evidence provided that Parkland College is as responsive to external constituencies' needs as its mission and capacity allow.

Core Component 1C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1C.1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Parkland College provides students substantial and meaningful opportunities for civic engagement. The college states that it fosters, "a climate throughout the college that values and promotes integrity, inquiry, diversity, inclusion, active citizenship, global awareness, and academic freedom" through curricular and co-curricular activities. "Co-curricular" in the Parkland context is defined as an out-of-class learning activity, program, or experience. Additionally, a learning experience is deemed co-curricular if both of the following are true: 1) the activity or program aligns with or complements the formal curriculum at the course level, discipline/program level and/or fulfills one or more general learning outcomes (GLOs) and 2) the activity or program fulfills at least one explicitly stated learning outcome.

To help facilitate co-curricular opportunities, Parkland College created a service-learning coordinator position in 2006 to help lead and coordinate curricular and co-curricular activities such as community service and service-learning on campus. The college maintains lasting partnerships with numerous [community and civic organizations](#) in the College's District 505. Examples fall into the following categories: Education and Youth, Community Development, Health Services, and Services addressing poverty.

The Center for Community Engagement at Parkland College was created in 2017 and supports and promotes the active community engagement of the College's students, faculty, and staff. Thus, the Center reflects Parkland College's commitment to "engage the community in learning" and to value "active citizenship." One key service-learning program coordinated through the Center is [The Garden Hills Homework Club](#), which was co-founded in the fall of 2007 by a Parkland instructor and the Community Outreach Coordinator for Champaign Unit 4 School District. The Homework Club provides Parkland students and staff the opportunity to tutor 3rd, 4th, and 5th grade students at Garden Hills Elementary, a Title I school.

In addition, the [Community Engagement Advisory Council](#), a collection of faculty, students, administration, staff, and community members, meets twice a semester to collaborate and brainstorm ways in which the college can continue its growth regarding curricular and cocurricular activities in general, and service-learning and community service in particular.

Additional curricular and cocurricular activities that develop value-added and resume-building skills that students can use beyond the classroom can be found throughout the College. For instance, since 2016, [Perimeter Road](#) has served as Parkland's student-staffed record label, providing students interested in the music business an opportunity to apply the knowledge and skills they learn in the classroom to real-world experiences. [Applied Media Promotions (AMP)](#) is Parkland's own student-staffed strategic communications firm. Parkland students design communication strategies and promotional materials for nonprofit organizations in our community. Both programs grew out of the communications academic program and have a strong connection to a long-standing academic program and set of courses.

Parkland's Dental Hygiene Clinic provides real world, hands-on opportunities for students to provide routine dental care to the community at low cost. This is in addition to its being a clinical site for the Dental Hygiene students.

Since 1968, *The Prospectus*, Parkland College's award-winning student newspaper, has engaged students at Parkland College as its reporters, contributors, and editors. In 2018, the co-curricular partnership was strengthened by the addition of a faculty advisor from the communications and/or writing programs. The advisor serves in partnership with Student Life to mentor students and provide guidance to enhance the communication and journalism skills of our students.

A collaboration between the Office of the Vice President of Communications and External Affairs, Parkland College Community Education, and the Parkland Foundation, CobraVenture is a student-entrepreneur cohort for current Parkland College students who want to start their own business while still in enrolled in college. Students may be enrolled in any academic program, but the thread that ties them together is the desire to take their ideas from concept to commerce.

The cohort model for CobraVenture allows a close-knit group to embark on the process together, through a series of workshops on topics important to getting their businesses started. Led by a facilitator, workshop topics are presented by Parkland faculty, business leaders, and alumni. Students receive real-world skills that enhance what they have learned in the classroom. Additionally, students participate in a culminating Pitch Competition that rewards the top students with monetary prizes donated by local entrepreneurs and businesses to the Parkland Foundation

The Student Leadership Academy, launched in Spring 2019, is a leadership certificate program that prepares Parkland students to take on leadership roles in the classroom, in their jobs, and in their personal endeavors. The curriculum features leadership lessons in partnership with Parkland College faculty, staff, and community leaders, and provides practical leadership experience through service to clubs/organizations, volunteer work, and community outreach.

Student clubs and organizations at Parkland also serve as a conduit for informed citizenship through their extra-curricular programming. Student clubs and organizations are overseen by Student Life. While not strictly co-curricular, they must identify learning outcomes according to standards outlined in the Student Organization Manual.

Recently, Parkland College students initiated the idea to partner with the County Clerk's office to serve as a site for early- and election-day polling for local and national voting events. The Student Government Association also hosted voter registration days as part of its annual programming in partnership with the County Clerk and League of Women Voters. Groups such as Club Latino, the International Student Association, and Phi Theta Kappa are longstanding student groups that engage in the local schools to help promote Parkland College to future

students, provide tutoring, and engage in service through organizational activities. These groups also foster a sense of belonging among students who speak different languages, come from other cultures, or have a desire to learn about communities beyond District 505.

Study Abroad programs provide life-changing experiences and cultivate a worldview informed by global awareness and an understanding of cultural diversity. As a member of the Illinois Consortium for International Studies and Programs (ICISP), Parkland actively supports and promotes Student Abroad opportunities for our students year-round. The college provides support to students interested in Study Abroad opportunities throughout the year because they provide life-changing experiences for students and cultivate a worldview informed by global awareness and an understanding of cultural diversity, both of which the college considers essential for "informed citizenship" in today's "globally-connected world." A faculty member completed a sabbatical in 2020 that resulted in the establishment of the Growing International Podcast, which "helps educators and administrators grow and develop their study abroad programs and internationalize their campuses" in collaboration with Community Colleges for International Development (CCID) and Parkland College.

The increased use of technology has also helped Parkland cultivate the global awareness of students. A recent example of this is the use of Zoom to connect Parkland students to university students in China. This PowerPoint Presentation outlines how the discussion was facilitated. Dr. Ruijie Zhao of Parkland's Humanities department partnered with a professor at a university in Shanghai to virtually connect students in the classroom. In total, 46 students attended the Zoom meeting, including 25 Chinese students and 21 American students. The main topics discussed were family structure, gender roles, and relationships. This discussion raised awareness of the differences between the two cultures and allowed students to reflect on their own experiences.

These programs and initiatives clearly demonstrate that Parkland College encourages curricular, cocurricular, and extracurricular activities that prepare students for informed citizenship and workplace success.

1C.2 The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Parkland College strives to ensure inclusive and equitable treatment of diverse populations through its processes and activities. Parkland's mission and purposes acknowledge the need to provide "a climate throughout the college that values and promotes integrity, inquiry, diversity, inclusion, active citizenship, global awareness and academic freedom." The Parkland College Association (PCA), Parkland's primary organ of shared governance, has a constitutional Diversity Committee to "evaluate and propose initiatives concerning academic and social climate, programs, and services for meeting the needs of the college community." Including the Diversity Committee as part of PCA ensures that proposed and updated policies, processes, and activities align with our values of inclusion and equitable treatment of diverse populations.

The PCA Diversity Committee has been very active since 2017 as outlined in meeting minutes. Following an incident in 2017 that resulted in heightened racial tensions on campus, they recognized the need for improvement of the college climate and community regarding inclusion and diversity. In response, the Diversity Committee worked with the Professional Development Sub-Committees for Faculty and Staff to provide informational sessions about restorative justice practices. A diversity section on the Parkland College website was established in 2019 and finalized in 2021. The website includes a menu of resources for all students and staff to access in one convenient location on the website. The Statement of Non-Discrimination is also part of the main page. An additional initiative of the Diversity Committee was to provide a yearlong virtual book study, launched in 2020. Two Parkland faculty counselors led 25 faculty and staff participants in reading, So You Want to Talk About Race? This book centers on the realities of race, racism, and oppression in our society. The book study initiative continued in fall 2021, with 15 participants focusing on the book, Citizen: An American Lyric. In the Spring 2022 semester, the Diversity Committee sponsored its third Book Study. This time, faculty and staff came together for engaging conversations inspired by Heather McGhee's book, The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together. Co-facilitated by two Faculty Counselors, we continued work on expanding understandings about race, racism, and oppression. Our discussions included ideas about how we can take targeted actions to address these issues. Some participants plan to increase diverse representations in their readings and assignments, others plan to initiate further discussion of race as it applies in their fields. Many participants also spoke of bringing critical conversations to their families and communities in the hopes of inspiring greater advocacy and understanding.

The Diversity Committee will also be continuing work to expand critical conversations and engagement across the college. During the Summer of 2022, we will offer events designed to encourage cross-cultural sharing and community building. In the fall, we will sponsor a fourth Book Study, which is yet to be determined. This time through, the group will be facilitated by one Faculty Counselor and one Academic Advisor. In addition to expanding understandings about race, racism, and oppression, participants develop ideas about specific actions to implement on in classrooms and across campus.

The college continues to design and refine hiring processes that facilitate inclusive and equitable searches. Human Resources has developed and conducted training for employees on writing inclusive job descriptions which includes helpful tips and resources for establishing inclusive minimum qualifications and essential functions. Human Resources also has a robust Equal Employment Opportunity process for ensuring equity in hiring. All searches for full-time personnel use a hiring team that includes a trained EEO representative. Before a search committee may review applications, the search chair and the EEO representative receive an Applicant Demographic Report, which includes demographic data on race, ethnicity, gender, and disability status, to compare against the makeup of the current staff. The search chair and EEO use this information to determine whether to extend the search to increase the diversity of the applicant pool. Human Resources additionally provides continuing education for supervisors

and administrators, including a regular "Knowledge Café" informational session on topics such as performance management and employee safety.

In career and technical programs, the Dean and Program Directors/Managers are making efforts to recruit a diverse study body. For example, it was noted in the 2017 Assurance Argument that Perkins benchmarks were not met for nontraditional student participation and completion in FY15.

To address this, a new Perkins survey has been implemented to capture data on nontraditional students. The survey was first sent in Spring 2020 and then again in early in Fall 2020. The implementation of the survey helped the college gain better data tracking, but overall, there was a low response rate to the survey. Due to staffing changes and the competing priorities of the pandemic, it was not sent again. However, a new communication plan has been developed by which this survey will be emailed to every enrolled student in a Career and Technical Education program at least once per semester, including the summer.

Additionally, academic advisors will ask their students to complete the survey during advising meetings. A request has also been made with Campus Technology to add a link to the survey to the same page where students go to register for classes. Placing this survey in various places, other than just in email, will hopefully increase the response rate. Data from FY21 shows that Parkland met the benchmark for all three Perkins metrics. As we continue to promote the completion of the survey and improve our data tracking, it is expected that we will see continued success.

To formalize faculty training in inclusive teaching practices, a new course for faculty and staff in Diversity, Equity, and Inclusion is being developed and is currently being beta tested. The intent of the training is to guide faculty in creating safer, braver, more welcoming, and inclusive classroom spaces for our students who have historically been marginalized, oppressed, or disadvantaged because of who they are.

Parkland strives to make student recruitment and enrollment processes as inclusive and equitable to students as possible. In 2018, Parkland launched a new application for admission. The decision was made to separate the sex and gender questions to allow students to select a sex that differs from their gender identity, because allowing students to disclose their gender identity provides a more inclusive and welcoming environment. Similarly, the college is in the process of implementing a preferred-name policy for all student records that will work within our Student Information System.

The procedure listed in Policy 3.01 was implemented in April 2018 and officially revised in February 2021 to provide guidance about gender-related usage of the restrooms on campus. The procedures clarify that "individuals may use the restroom that corresponds to their gender-related identity." In addition to the procedure being updated, signs outside of the restrooms are consistent with this new procedure. These changes reflect the college's values in making all students feel welcome and included.

Parkland strives to make students aware of the importance of diversity and support Parkland's diverse student body. The Black Student Success Project is a series of workshops on a variety of topics related to services available to the student body, student success, and social issues. The project has been noted for its positive influence on students and has become an integral part of Parkland College's student services. One such student, a Villa Grove High School graduate, believes the program's topics and networking opportunities have made him more culturally aware.

> "One session that meant the most was when the police came in and students got to ask them questions; I felt the tension in there," the former Nursing student remarked. "The parenting workshop was also great for single moms and dads who may need help. There's a huge stereotype around Black fathers."

Although the Black Student SUCCESS Project is designed for Black students, students from all backgrounds are welcome to attend. The project has been particularly successful with students who live outside District 505.

Parkland's equitable treatment of diverse populations has also been demonstrated by the commitment of resources to purchase Blackboard Ally software. This software makes education content accessible to all students within the learning management system. The goal for using the product is to create a level playing field for all students to ensure their success through creating accessible content. The software was first used in the Fall 2020. At that time, the institutional score was 68.1%, meaning 31.9% of content was considered inaccessible. In the spring of 2021, the score improved to 71.4% and in summer 2021, it was 72.7%. In Fall 2021, it settled at 71.9%. The main idea behind this product implementation was to increase awareness about the need for accessible course content through UDL (universal design for learning). UDL is paramount to ensuring that content is accessible for all without the need for accommodations. So, in one year of visibility, with little promotion, the institution's accessibility score improved by 3.8 percentage points.

Another way the college supports and promotes inclusion and equity on its campus and throughout the community is through a variety of employee affinity groups, such as the LGBTQ Ally Team, Ujima (for African American employees), and Parkland Gives 365, which includes volunteer and community service initiatives. The activities of these organizations contribute to an inclusive climate in which diversity can be promoted and discussed.

Parkland College supports outreach to both the community and the student body. The Latino Outreach Group, which has met for the last 15 years, provides outreach and support for Latino students and families in District 505 to assist community members and aid students in the path toward college. As part of this work, Parkland's student group Club Latino has facilitated panel discussions at local middle and high schools. The Advisory Committee has hosted a summer Migrant Education Program for the last eight years to meet the needs of local Latino field workers and their children, funded by a grant from the Illinois State Board of Education.

Another example of community outreach is a collaboration with the [Wesley Food Pantry](#), which addresses socioeconomic diversity on campus and throughout the community. To address a high incidence of food insecurity among Parkland College students, the pantry opened a satellite location at its main campus in 2013. The pantry has remained open throughout the COVID-19 pandemic and has expanded to providing free snacks and takeaway meal kits in offices across the campus.

Parkland's current [Strategic Plan](#) envisions a college that "will reflect the diversity of our district and serve a growing international population." Parkland collects and publishes data to support these efforts in various arenas, including an annual Equity in Athletics review since 2013 and an annual report to review practices aimed at "improving student access, retention, and completion to close the achievement gap for under-represented groups."

Parkland has administered a College Climate survey every other year for the past 15 years. Since 2015, Parkland has used a national survey (Noel Levitz-College Employee Satisfaction Survey) that allows the college to compare itself against peer institutions. This survey was administered in the [spring of 2017](#) and more recently in [Fall 2021](#) and now includes diversity-focused questions as part of its assessment.

With the information from the 2017 employee climate survey, the college implemented several engagement and recognition opportunities for employees. These include the [President's Breakfast and Lunch Series](#) for all employees that served as a venue for information sharing on important projects and initiatives from faculty staff and administration; an employee [Kudos recognition program](#); and established an employee newsletter, *Parkland Perspective*.

These actions demonstrate a commitment, not just to conducting the survey, but to overall responsiveness to employee needs and college-wide information sharing. The results of the most recent climate survey are being finalized and the college anticipates opportunities for the campus to learn about and discuss the findings, and to determine next steps.

From 2003 to 2018 Parkland College used the Community College Survey of Student Engagement (CCSSE) administered by the Center for Community College Student Engagement. Parkland distributed this survey every two years. Parkland then transitioned to using the Student Satisfaction Inventory (SSI) through Noel Levitz; the first SSI was completed in 2021. These student surveys also include diversity-related questions. These opportunities to assess the campus climate through the lenses of both students and employees provide opportunities for all voices to be heard and considered.

These examples provide clear evidence that Parkland's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

1C.3 The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

Parkland College fosters a climate of respect first and foremost through its college senate, the Parkland College Association (PCA). PCA is uniquely structured to include all college employees with representation from faculty, staff, and administrators. Additionally, a student representative ensures that the student voice is present as part of the PCA Senate. PCA aims to foster "an atmosphere that encourages the expression and exchange of ideas; involves itself in all matters concerning educational policies; and engages in as much self-government and self-regulation as the legally established structure of authority will permit." Criterion 5 provides a fuller discussion of PCA.

Members of the PCA Senate and its committees are elected by their peers and represent the diversity of roles and viewpoints from around the college in shared decision-making. The PCA Diversity committee specifically aims to "evaluate and propose initiatives concerning academic and social climate, programs, and services for meeting the needs of the college community" and conducts activities such as college-wide professional development programming that promotes greater understanding and acceptance of historically marginalized groups.

In Fall 2021, Executive Vice President Lau launched the new Advisory Committee on Accessibility, Inclusion, and Diversity (ACAID) with its first objective to "foster an environment that is respectful of differences and civil toward people who are different." Lau assembled this group to inform her as the president designee of the college's needs relative to diversity, equity, and inclusion. The group membership includes representatives from around campus, and all the vice presidents so that resources and top-level institutional support can assist with implementation of ideas emerging from the committee. It also includes representation from the PCA Diversity Committee. The effort is intended to highlight the importance of diversity and inclusion work at the highest levels of the organization and inform Dr. Lau on the creation of a diversity and inclusion plan for the institution.

Parkland administration also conducts regular Faculty and Staff Forums which are monthly open forums held during the academic year for employees to ask questions and receive answers in real time, contributing to a climate of openness and transparency. Additionally, the college conducts an employee climate survey to ensure that all employees have a voice regarding the operations of the college and that college leadership can implement new initiatives that address ideas or concerns that surface. While the COVID-19 pandemic interrupted this schedule for climate surveys every two years, the college conducted a new climate survey in 2021 to get back on this schedule and is awaiting the summary documents of that most recent survey.

These examples demonstrate how fostering a climate of respect for all members of the campus community is embedded in the institution's core structures and priorities.

Criterion 2. Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of the governing board, administration, faculty and staff.

2A.1 The institution develops and the governing board adopts the mission.

The Board of Trustees approved the mission statement, to engage the community in learning, in 2013 and publishes it in our Policy 1.01 and on the college website. The mission statement continues to be relevant and serves as a compass to guide campus decisions. The mission statement can be found online, in key college publications, and in monthly Board of Trustees agendas.

2A.2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Board membership is defined in Parkland's Policy and Procedures and the responsibilities are outlined and in compliance with the Public Community College Act. The Board also abides by the conflict-of-interest provisions contained in the Public Community College Act and other generally accepted laws concerning community college boards of trustees. All policies are adopted and approved by the board having first gone through the internal approval process. The internal approval process, Policy 2.11, involves all proposed changes first going through the appropriate Vice President or to the Vice President of the PCA. Any changes substantial in nature are reviewed by the Policy and Procedures Committee and subsequently presented to the PCA Senate. If the Senate endorses the proposal, it is forwarded to the office of the College President, which presents it to the Board of Trustees (BOT) for approval and inclusion in the Policies and Procedures Manual.

The Ethics Resolution provides clear direction and accountability for the institution's employees. Institutional integrity is also addressed in our Research Projects, Copyright, and Academic Honesty policies. The Board/President Relationships: A Code of Ethics policy also addresses ethical standards as they relate to the relationship between the Board of Trustees and the college President. As evidenced by BOT meeting agendas and minutes, the President provides the board with regular updates on institutional events, achievements, potential challenges or threats to the institution, and opportunities for the institution.

Parkland College abides by the provisions of the Illinois State Officials and Employees Ethics Act (5 ILCS 430) and must complete annual training conducted by the Illinois Community College Board (ICCB). The BOT also complies with the Illinois Open Meetings Act.

To further ensure a culture of integrity, employees observe the [Computer Access/Network Access Policy](#), [Electronic Mail (Email) Accounts and Usage Policy](#), [Prohibition of Sexual Discrimination, Harassment, and Misconduct](#), and [Harassment/Discrimination – Employees](#). Parkland College has [many different types of training available](#) for employees, many of which are mandatory.

The College demonstrates financial integrity through communication and transparency, policies and procedures, oversight, and shared governance. Financial information is communicated to the Board of Trustees monthly at regular board meetings. Once per year, the college undergoes a comprehensive financial audit. A report of that audit, called the College Comprehensive Annual Financial Report, is presented to the Board of Trustees at the regular October Board meeting. Copies of the [audits](#) for the past 18 years are published on the college's website. Parkland College's financial integrity is demonstrated by the fact that it has received unqualified "clean" audits for the past 27 years. [Minutes from Board of Trustees meetings](#), which include financial statements, purchases, and vendor payments, are published on the Board of Trustees' web page.

The College's annual budget for the past 14 years is also accessible on the website. In addition, the College's FOIA webpage publishes the President's and Vice Presidents' employment contracts and includes a link to the Illinois [Community College Board's salary database](#), which contains salary and benefit information of administrators and full-time faculty.

The [annual budget planning process](#) is collaborative and draws input from across the college. All departments and divisions, in consultation with their respective faculty and staff, submit annual budget requests within the annual planning database and are linked to the college and division's strategic plans. Budget requests are then reviewed and prioritized by the College Planning Committee (CPC), a shared governance committee which includes representation from administration, faculty, and staff. One major responsibility of the CPC is to set [guidelines for budget priorities](#). The Chief Financial Officer (CFO) and Controller provide an [annual budget overview](#) and informational session every February during the Parkland College Association (PCA) meeting.

A public hearing on the budget is held each year prior to its adoption. [Notice of the hearing](#) is released to and published in local newspapers. All the provisions specified in the Public Community College Act for Adoption of Annual Budget are followed.

Parkland College defines integrity as honesty, ethical conduct, transparency and we feel that our core values exemplify this. The evidence above provides examples of Parkland College operating with integrity.

Core Component 2B. The institution presents itself clearly and completely to its students and to the public.

2B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Parkland College communicates information regarding each of the above components to its students in a regular and easily accessible manner, and reviews the information contained in its communications regarding each of these components on a regular basis to ensure that they are accurate.

Academic offerings

The academic offerings for students are communicated through the Parkland College catalog sections on Educational Programs and Programs of Study. The entire catalog, containing this information, is then made available to students in print form at the college bookstore and digitally on parkland.edu. Excerpts of the appropriate catalog reference on the requirements for each academic program are also available on the parkland.edu webpage dedicated to each academic program. Examples of these programs would be EMS, Surgical Technician, and Dental Hygiene.

The academic requirements in the catalog are reviewed annually to ensure their accuracy by each academic department during the annual catalog review process conducted every December and January. The process for this review includes scrutiny by faculty program directors, academic department chairs, academic deans, and the Vice President for Academic Services. The widely publicized college catalog along with the annual review process ensures the accuracy of Parkland's representations regarding its academic programs.

Requirements

The college-wide and specific academic program admission requirements are communicated to students in multiple ways. College-level policy regarding admission to the institution is detailed in policies 8.02 Admission of Students, 8.03 Registration, and 8.21 Residency. Additional information concerning admissions to the college are contained in the annual college catalog section. Information concerning the admissions policies and procedures for Parkland's selective admissions programs appear in the catalog section on selective admissions. Parkland College's Admissions and Records website contains additional details on admissions processes for the college.

The annual catalog review process detailed above ensures the accuracy of these representations in the catalog. An Admissions office review of its policies and procedures is also conducted by the Dean of Enrollment Management and the Director of Enrollment Services before every enrollment period. This review adds an additional assurance of accuracy as needed updates are then made on the Admissions office website by Admissions web liaisons. If changes to college policy are also needed, the Dean of Enrollment Management and Director of

Enrollment Services work these changes through the college's shared governance. An example of this college policy change process would be recent changes made to the college residency policy in Fall 2021.

Faculty and Staff

Before new faculty are hired, deans and department chairs evaluate and review their credentials and qualifications, which are then recorded in the Academic Services FT and PT Faculty Credentials tracking sheets maintained by the Chief Academic Officer of the college. Teaching qualifications are updated whenever a faculty earns additional academic credentials. Faculty and staff degrees are also published annually in the college catalog directory section with an annual update performed by the Human Resources Department to ensure accuracy and currency.

Cost to Students

Parkland publicizes its costs to students in several ways to make these costs as transparent as possible for current and prospective students. Tuition rates per credit hour and institutional fees per credit hour are passed annually by the Board of Trustees in open session as documented on the Board of Trustees agendas and minutes. The CFO and the VPSS also annually attend student government (SGA) meetings to preview the fiscal health of the institution and the tuition and fee proposals that the Administration plans to make to the BOT. These tuition and fee amounts are then communicated to the Parkland community on the Parkland website and in the college catalog. The Cost of Attendance, which includes other college expenses beyond tuition and fees, is communicated to the students on the Cost of Attendance webpage and Net Price Calculator webpage as well. Parkland strives for transparency regarding costs for students by publishing additional course fees associated with courses in the Find A Class Tool and by publishing the cost of textbooks on the Parkland Bookstore website. Deans and Department Chairs review and update Course fees annually for BOT approval to ensure transparency and faculty review book costs every semester.

Governance Structure

The college's governance structure, including the BOT, is communicated to its constituents through the Parkland website and The Board of Trustees webpages, which are updated after every BOT election. The Organizational Chart details the administrative structure of the college and is reviewed every fall for accuracy.

Parkland enjoys a strong shared governance culture at the heart of which is the Parkland College Association (PCA). The PCA structure consists of twelve standing committees to conduct the varied work of the college, including Academic Assessment, Professional Development, Policy and Procedures, etc. This body functions as a faculty and staff senate with representation from every employee group on campus and the student body president. The PCA structure is detailed in the PCA Constitution. The agendas and minutes from PCA meetings can be found on the PCA homepage on the Parkland Portal.

Accreditation

Parkland publicizes its accreditation statuses on its [accreditation webpage](#). This web page contains Parkland's latest HLC accreditation status, its accreditation process for HLC accreditation and a list of all academic program accreditations. More detailed information about these programmatic accreditations can be found on the webpages of specific academic programs, such as Dental Hygiene ([website](#), [catalog](#)), and Veterinary Technology ([website](#), [catalog](#)). These pages contain specific details about the accreditation and the accrediting agency for each of these programs. These accredited programs publicize this status in their annual college catalog sections on their program as well.

Program directors and deans review the accuracy of these accreditation webpages annually to ensure accuracy which is also ensured by the annual catalog review process.

As demonstrated above, Parkland College utilizes several communication and review processes that ensure the institution is accurate in its representation to students.

2B.2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Research
Parkland College is a community college, and thus its faculty focuses on the teaching and learning of its undergraduate students. As such, research is not the focus of this institution. However, some research does occur, primarily conducted by external entities, and in those cases, Parkland does have in place an Institutional Research Proposal Review Process for [internal](#) and [external](#) research proposals.

Community Engagement
Parkland has been and continues to be an active partner within the larger community as it seeks to play a role in social, cultural, and political aspects of society. This allows Parkland to utilize its community resources for the academic benefit of our students. For example, Parkland employees represent the college on area boards including [Courage Connection](#) and [Court Appointed Special Advocates](#) (CASA). Courage Connection then partners with Parkland to provide domestic violence resources and education for its students. CASA works with Parkland to ensure the success of its students coming to Parkland out of the foster care system.

Through Parkland's partnership with the [Wesley Food Pantry,](#) the college has been instrumental in the distribution of food on campus and beyond to help students address food insecurity needs. Parkland's [Garden Hills Homework Club](#) is another community partnership that facilitates Parkland students' gaining valuable educational experience, especially those students seeking a career in education.

The above demonstrates that Parkland contributes to the quality of students' experiences through community engagement.

Experiential Learning

Parkland College offers its students a wide variety of experiential learning opportunities in both the co-curricular and extracurricular realms for personal and professional growth. Examples of immersive learning experiences tied to curricula include the following:

- Perimeter Road Sound Recordings: a student-staffed record label that provides students hands-on experience in all aspects of music recording and marketing under the supervision of full-time faculty and staff.
- Applied Media Promotions (AMP): a student-staffed strategic communications firm that provides students with experience working with and assisting local non-profit organizations with their public communications projects and needs under the supervision of full-time faculty.
- Parkland Leadership Academy: a student leadership development program in which students completing a set of requirements can earn a leadership recognition acknowledgment.

In addition to the above examples, the college also offers students a robust portfolio of fine arts opportunities under the umbrella of Parkland Presents. These include opportunities for students to participate in theater productions, a juried student art exhibition, and music concerts throughout the year.

Parkland's extracurricular offerings include a broad array of student clubs and organizations that provides students an opportunity for campus involvement, leadership development, organizational skill obtainment, and social interaction with fellow students. To meet these goals, Student Life maintains and communicates to students and club advisors a robust set of policies/procedures designed to provide the structure and guidance for both students and club advisors looking to achieve the above-named goals. The Student Government Association, another extracurricular activity at Parkland, has been active at times over the last several years as evidenced by SGA agendas and minutes. Participation in SGA has recently dwindled, especially due to remote participation caused by the Covid-19 pandemic. The Student Life office will be tasked with creating a plan for a resurgence in participation in SGA following the pandemic. Successful elections were held in spring of 2022.

Finally, Parkland College enjoys a rich athletic tradition of success by its athletes on the field of play and in the classroom. The Athletics department professes the leadership development aspects of its athletic program during the recruiting period for student-athletes. Evidence of Parkland fulfilling these promises to its student-athletes is provided through the PC Cobra Student Athlete Leadership Committee within its agenda and minutes.

Religious or spiritual purpose

As a public institution, Parkland College does not directly contribute to the religious or spiritual purpose of its students or community members. However, Parkland recognizes and supports the religious diversity of its employees and students. Students have a mechanism for requesting time for religious observances through the Religious Observance Accommodations Request

Form. Historically, there have also been a number of student clubs and organizations focused on religious affiliation and identity such as Catholics at Parkland and the Parkland Christian Fellowship.

Economic Development

Parkland College plays an important role in the economic development of its geographic district, its region, and the State of Illinois which significantly contributes to the educational experiences of its students. The primary evidence of this is Parkland College's Economic Impacts and Student Employment Outcomes report, prepared July 2021 by the Center for Governmental Studies at the University of Northern Illinois for the Illinois Community College Board. According to this report, "the net present value of investing in a Parkland College associate degree or long-term certificate is nearly $245,000. The internal rate of return on their investment is 24.6%."

Parkland College is a significant contributor to the major economic development entities in our area. The College's Vice President for Communications and External Affairs currently serves in a leadership role on Champaign County's Economic Development Corporation. The college also plays a role in the University of Illinois at Urbana-Champaign Chancellor's Economic Development Advisory Council. These agencies work to identify economic development opportunities in the region, collaboratively create proposals for economic development initiatives, and work to garner the resources to implement these proposals. Evidence of the role Parkland plays in these groups and of its economic development role is the EDA Build Back Better Central Illinois Regional Plan. This proposal would have funded a multi-million-dollar training facility to better the educational and workforce needs of our students to meet the future workforce demands of our community.

Another important example is Parkland's work on the Executive Airport Advisory Board. Participation in the economic development work of this board has allowed Parkland to develop important relationships are participate in strategic initiatives that have directly benefited Parkland Aviation students. Maintenance of the air traffic control tower and airplane hangar renewal are examples of these benefits.

Core Component 2C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

The Parkland College Board of Trustees (BOT) establishes its autonomy through Policy 1.03, Board of Trustees. This policy clearly outlines the responsibilities of the BOT, thus making that governing body accountable, distinct, and transparent. This policy defines conflicts of interest for board members and how the board adopts policies for the college, and it provides the framework for how board meetings are conducted.

The BOT's autonomy is reflected in its relationship with the college president. Policy 1.04, Board/President Relationships: A Code of Ethics establishes the framework of the BOT's relationship with the president and expectations for communication. As stated in the policy, the purpose of this code of ethics is for "establishing sound Board/President Relationships to help maintain an environment of trust and mutual support."

Policy 1.05, Ethics Resolution adds to the establishment of the BOT's autonomy by clearly defining prohibited political activities and establishing the role of an ethics adviser.

The above policies ensure the autonomy and integrity of the Parkland BOT.

2C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The BOT engages in state and national educational and trustee organizations (Policy 1.03.07 and Board Retreat Minutes) which provide formal in-service training opportunities. Trustees also participate in an annual Budget Workshop regarding the institution's budget and monthly budget updates at the BOT's meetings, led by the college's Chief Financial Officer.

Bid limits and purchases that require BOT approval have been adjusted downward from the legal requirement set forth in the Illinois Public Community College Act. The trustees feel it is important to understand the institution's purchasing trends in finer detail than the legal requirement prescribes. The legal requirement requires Board approval on purchases of $50,000 or more. Our trustees changed the required approval amount to $20,000, as a lot of the institution's purchases fall within that $20,000-$50,000 range.

Changes to institutional and academic policies (lodged and approved) follow a thorough Parkland College Association (PCA) process before being presented to the BOT as the final step before codifying the institution's policies and procedures manual.

The above training and information-gathering examples demonstrate that the Parkland BOT possesses the training and knowledge necessary to make informed decisions and to effectively fulfill its various responsibilities.

2C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution, and 2C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The BOT prioritizes preserving and enhancing the institution while maintaining a balanced budget. The BOT recognizes the importance of an affordable education, which serves both the interests of the institution and of its external constituencies.

The BOT carefully considers educational affordability at the college as it relates to expenses for both students and for the citizens of District 505. For example, at its January 2016 regular meeting, the BOT reviewed the college's offerings of tuition waivers in light of the lack of a state budget for higher education. A motion was made and approved to reduce Trustee, Academic Opportunity, Music, Theatre, and Fine and Applied Arts Activity scholarships from a 100% waiver of tuition and fees to a 50% waiver of tuition and fees, and to eliminate the International Student Awards.

At the February 2016 regular BOT meeting, trustees discussed increasing tuition and fees in order to balance the budget, and expressed concerns about how best to balance potential tuition increases to address budget shortfalls with the importance of offering an affordable, quality education. As a result, trustees have frozen tuition rates five of the last six years. Course fees have been minimally adjusted upwards in this same timeframe and several have decreased. In February of 2022 the board voted to remove the $10 processing fee for students applying to health profession programs, as it was viewed as a barrier to enrollment in these specific programs.

The above demonstrates that the BOT's deliberations prioritize preserving and enhancing the college and take into account the interests of its internal and external constituencies.

2C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

The Board of Trustees conducts its business with integrity and is guided by the ethical standards contained in the Public Community College Act and by its own internal ethical rules, including policies on prohibited political activity and the soliciting or accepting of gifts. The BOT acts independently of outside influence in its deliberations on college matters. Each trustee completes a statement of economic interest form annually. The form is designed to identify any potential conflicts of interest from a financial, political, and philanthropic standpoint. It is filed with the Champaign County Clerk and available to the public.

All BOT meetings are open to the public, and the agendas reflect the wide range of presentations which are made by internal and external constituents. All meetings include a public comment component for all citizens who wish to address the Board, in accordance with the Illinois Open Meetings Act, which creates transparency and integrity in its processes.

In addition to the regularly scheduled meetings, one or two trustees serve on the Foundation Board to ensure that the BOT's interests are in alignment with the Foundation Board.

The BOT has an internal practice of electing officers of the board on an annual basis to allow for regular rotation and reduce the likelihood of long terms. Trustee elections generally have been nonpartisan, with trustees being elected or appointed based on criteria other than political party affiliation.

The above demonstrates that the BOT preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

2C.5 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

BOT meeting agendas show that the BOT allows administration to oversee the day-to-day management of the college. Staff and administration make regular presentations and recommendations to the BOT, which engages in conversation about topics such as tuition increases, but ultimately relies on the judgement of staff and administration. The BOT is supportive and regularly receives information about academic programs but expects the faculty to oversee academic matters. The president also consults regularly with the BOT chair and individual trustees on items of significance to ensure that relevant background information and data are understood prior to the decision-making process. Individual trustee questions or concerns are shared with the entire Board to ensure that trustees have the same information pertaining to a particular topic.

As the evidence above verifies, Parkland College's governing board assures the institution's integrity with regards to the management and operation of the institution and transparency with all internal and external constituencies.

Core Component 2D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Parkland College's official policies and procedures reflect its fundamental commitment to freedom of expression and the pursuit of truth in teaching and learning. The principles of "open inquiry," "academic freedom," open and truthful communication, and "critical thinking" appear as core purposes and values in the College's Mission and Purposes Statement and Statement of Core Values and is reiterated in our policy on intellectual freedom. Moreover, the Parkland College Policies and Procedures Manual and the Student Handbook both include a detailed discussion of "Student Rights and Responsibilities," which focuses on the college's commitment to protecting students against improper or prejudicial academic evaluation, and protecting "freedom of expression," "freedom of association," "freedom of inquiry," and the "right to assemble peacefully."

At Parkland College, curriculum design rests in the hands of the faculty, who exercise authority and oversight in the process of revising existing and approving new courses and programs through the Parkland College Association (PCA) Curriculum Committee, identifying and assessing General Learning Outcomes through the PCA General Education Sub-Committee, selecting textbooks through departmental and program-level committees, and designing and implementing faculty-approved and Illinois Articulation Initiative (if applicable) compliant curricula within individual courses.

Parkland College provides institutional support for the expression and sharing of ideas regarding educational issues and best practices through programs and services offered by the Center for Excellence in Teaching and Learning (CETL). In addition to providing orientation and training sessions, CETL works closely with the PCA Professional Development subcommittees for faculty and staff to develop inter-departmental initiatives and coordinate annual recognition for excellence in the classroom and workplace.

Similarly, Parkland administration offers regular open input meetings, one specifically for faculty and one for staff, during which faculty and staff can ask questions and offer suggestions in an informal and open setting. These Faculty and Staff Forum meetings have been an important space for sharing ideas and for free inquiry.

The Parkland College Learning Commons plays a vital role in the college's promotion of freedom of expression, inquiry, and the pursuit of truth in teaching and learning. The Learning Commons, serving both staff and faculty, was officially launched on July 1, 2021, as the physical and virtual hub for learning support at Parkland College, and encompasses services previously offered by the Library, PDIT (Professional Development and Instruction Technology), and the Center for Academic Success. It provides students with a 'one-stop shop' to connect with faculty, peer tutors, print and electronic information resources, instructional support services, and instructional technology to support their academic pursuits.

Learning Commons staff collaborate with faculty and students through individualized and contextualized research instruction sessions. These sessions are available to all faculty and all classes at the college, both traditional and online, and focus on helping students to identify biases and select and evaluate sources effectively. The Learning Commons facilitates free access to a physical collection of more than 70,000 monographs, and online access to thousands of books, journals, media, and other information resources through its more than 70 databases. The Learning Commons connects the Parkland Community to external resources through its Interlibrary Loan Service and membership within the I-Share Library System, providing free access to materials from libraries across the state and the nation.

In addition to providing access to comprehensive information resources and loanable technology to bridge digital divides, the Learning Commons is also home to SPARK (Scholarship at PARKland), Parkland's open-access digital repository of scholarly and creative works. First introduced in October 2010, as of November 2021, SPARK holds more than 5000 original student- and faculty-produced works in its collection, with more than 620,000 downloads of these works initiated from across the globe.

Students and employees of the college alike have many opportunities for the open expression and sharing of ideas. Students can choose from more 30 student clubs and organizations registered through the Office of Student Life to pursue their interests, connect and network with fellow students, and express themselves.

The College's student-run newspaper, The Prospectus, provides students with training and experience in responsible journalistic practices, and provides an open forum for Parkland students to express their opinions and views and to report on issues of concern and interest to the Parkland community. Both WPCD, the college's student-staffed radio station, and PCTV, its television station, are academic labs that provide platforms for students and employees to produce and broadcast original programming.

Parkland College's commitment to freedom of expression and the pursuit of truth in teaching and learning is also seen in the operations of its cultural facilities: The Harold and Jean Miner Theatre, the Second Stage theatre, the Donna Hyland Giertz Gallery at Parkland College, the William M. Staerkel Planetarium, Perimeter Road Sound Recordings, and the Parkland College Musical Ensembles.

Both theatres offer a wide range of productions, including student-run and original student-written plays. The art gallery features regular exhibitions of regionally and nationally recognized artists, and hosts juried exhibitions of works produced by faculty, students, and local community members as well as artist receptions, gallery talks, and guest lectures. All exhibitions and events at the Giertz Gallery are free and open to the public. Programming at the Staerkel Planetarium, the second largest planetarium in the state, fosters scientific understanding and appreciation through its regular planetarium shows, such as "Prairie Skies," monthly "World of Science" lectures, and its community outreach to local school districts and civic organizations. Established in 2016, Perimeter Road Sound Recordings is a student-staffed recording studio and academic lab at Parkland and has to date 16 original releases, including singles, EPs, and full albums. Perimeter Road also hosted a music festival on Parkland's campus in 2019 and is planning a second festival for 2022. Parkland's various music ensembles (Concert Band, Guitar Ensemble, Orchestra, Jazz Combo, and Wind Ensemble) feature students and community members who perform music on campus and across the community throughout the year. All concerts and performances are free and open to the public.

Formal grievance procedures are detailed in the Policy and Procedures Manual for any student or employee of the college who feels they have been subject to unfair treatment or misapplication of official college policy. The college's commitment to principles of civility, respect, and freedom from harassment and/or discrimination, Policy 3.01 and 3.02, also provide evidence of Parkland's commitment to liberties.

Parkland College's commitment to freedom of expression and the pursuit of truth in teaching and learning is evident in and enhanced by the above examples.

Core Component 2E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

2E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Policy 3.37 in the Policies and Procedures Manual includes extensive language regarding [human-subject research practices](#) for both internal and external entities. According to the policy, all primary research conducted on campus must be approved by and coordinated through the Office of Institutional Accountability and Research (IAR) toward the following end: "Coordination of research further protects staff and students from too frequent demands and from misinterpretation or misuse of College data." Further, the policy identifies the following general guideline for all research: "All research projects must comply with applicable government regulations regarding research on human subjects and must recognize the civil rights embodied in the Federal Educational Rights and Privacy Act (FERPA) and the Civil Rights Act."

IAR reviews, assists with, and approves research projects conducted by Parkland faculty, staff, or students, as well as research requested by external entities. All parties must complete the [Proposal for Research on Parkland Campus form](#). In-class research projects need IAR review if subjects are external to the formal class environment, such as surveying other students or the public while the instructor oversees the project. IAR reviews proposed projects based on subject risk assessment, confidentiality/anonymity, IAR involvement, and benefit to Parkland College and to scholarly work in the field of study. IAR assists internal investigators with research design, methodology, statistical analysis, and report writing to ensure the overall integrity of the data collection and analysis. Parkland does not currently have a formally sanctioned Institutional Review Board (IRB), but the adoption of an IRB is currently under review, with plans for implementation in AY 2023. The IRB will consist of five members. These members will be diverse in academic background, population, gender, and profession with one member being external to the institution.

Additionally, Parkland College has implemented training in [Ethics and Conduct through Everfi](#) in June 2018. This training addresses conflicts of interest, protecting company information, financial integrity, legal integrity, and reporting. The training is mandatory for supervisors and individuals that have a direct relationship with a grant. The training is not reoccurring, although employees continue to have access upon completion so it may be referenced if needed. HR notifies supervisors if an employee has not completed the training. It is the responsibility of supervisors that employees complete and comply with training. Employee participation reports are available through the Everfi platform.

2E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Parkland College has a stated policy, [Policy 3.44](#), regarding the ethical use of copyrighted material. The Parkland Library subscribes to the Copyright Clearance Center and supports employees in negotiating that process. The Parkland College Library encourages use of this process by having a dedicated staff member to help in obtaining copyright permissions. Further,

the Library has webpages devoted to copyright information and education, including information on what is covered by educational fair use, common misconceptions about fair use, and information about the TEACH Act.

Parkland has implemented a Learning Commons space for students that provides a range of academic services focused on supporting learners and learning. The Writing Lab, previously housed in Center for Academic Success (CAS), has been integrated into the Learning Commons. The Writing Lab provides one-on-one tutoring from English faculty in all areas of writing, including guidance in proper use and ethical citation of research and other outside sources in various citation styles.

Additionally, Parkland College provides support to students through SPARK. Offering access to the SPARK page for MLA provides guidance in writing SPARK MLA (Modern Language Association) Documentation | Writing Resources | Parkland College. SPARK is an open-access institutional repository that serves as an online digital collection of scholarly and creative work produced by Parkland faculty, staff, and students.

The evidence above demonstrates that Parkland College has effective support services in place to insure and encourage integrity in research and scholarly practice at the college.

2E.3 The institution provides students guidance in the ethics of research and use of information resources.

The Parkland College Learning Commons supports students by supplementing their knowledge of how to conduct research and utilize information resources ethically. Parkland College has an Academic Honesty Policy articulated in college Policy 8.06 the General Syllabus and the Student Handbook. The policy defines and describes Academic Dishonesty to help students understand its nature. Instructors are encouraged to discuss the definition and descriptions to provide guidance to students as well as, state specific academic honesty policies and consequences on their syllabi. For example, ENG 102, taken by most students at Parkland, specifically addresses "effective use of sources without plagiarism and documentation of sources."

The Learning Commons website offers an informational subject guide on how to identify and avoid plagiarism. The resources within this guide are reviewed each semester and updated to ensure students are directed to the most recent and highest quality tools available. Each individual page within this guide also provides contact information for students to seek further assistance from Learning Commons during standard class meetings, while students are welcome to drop in at the reference desk or seek support via our online, chat, and email contact methods. Within the Learning Commons, the Writing Lab faculty provide students with individual support for writing papers and citing sources, both in person and online. Any of these services are available to all students and all classes at the college, both traditional and online, and focus on helping students to conduct research and use information ethically.

2E.4 The institution enforces policies on academic honesty and integrity.

Parkland College enforces the academic dishonesty policies found within the college Policy 8.06 in the Policy and Procedures manual, the General Syllabus and the Student Handbook. Academic honesty reports are collected by the Academic Deans and maintained in a database. The reporting process is intended to be developmental; student conduct proceedings are only initiated if an individual student has three recorded violations. For individual violations, the policy gives faculty discretion to determine the consequences of incidents. The student has the right to meet with the faculty member to review the complaint, and there are several avenues of appeals beginning with meeting with the department chair as well as a formal appeal process with the Student Affairs committee of PCA. Furthermore, a uniform academic honesty affirmation has been adopted that faculty are encouraged, but not required, to ask students to state on their assignments or exams. The language of the affirmation reads: "I honor Parkland's core values by affirming that I have followed all of the academic integrity guidelines for this work."

The current academic honesty database does not allow for easy compiling of data for longitudinal comparison. To ensure Parkland can better evaluate and respond to trends in academic dishonesty data, the college is working to transition from the use of the current database to Maxient. Maxient is a software system that will enable Parkland to track student academic honesty findings and allow for easier data compilation and longitudinal review.

Parkland has implemented several technologies to both reduce incidents of academic dishonesty and enforce academic integrity in student work and assessment. TurnitIn anti-plagiarism software has been integrated into the Cobra Learning LMS, making it possible for the student work to be automatically checked upon submission. Also, faculty use features in Cobra Learning for testing to be randomized or time limited in several ways that make sharing, copying, or looking up answers difficult or nearly impossible.

Parkland has also begun utilizing Honorlock, a remote proctoring software that allows students to take exams at their convenience remotely while verifying their identity through photo ID. Students are recorded using their webcam during the test. A live proctor is also available to step in if suspicious behavior is noted during recording. For on-campus and remote proctoring, Parkland uses Respondus LockDown Browser within the testing center to keep students from accessing other sites during testing and keep them "locked" into their exam. The use of randomized exams and question banks are encouraged to ensure that each test is unique. Within D2L, faculty have this ability as well as the ability to use passwords and IP address restrictions.

For these reasons, Parkland meets its obligations for ethical discovery and application of knowledge by its faculty, students, and staff.

Conclusion

Based on the evidence presented above, Parkland ensures that information is well communicated to its students and campus community, that the information conveyed is accurate and up-to-date, and that evidence of its claims is convincing and readily available.

Criterion 3. Teaching and Learning: Quality, Resources, and Support. The institution provides quality education, wherever and however its offerings are delivered.

Core Component 3A. The rigor of the institution's academic offerings is appropriate to higher education.

3A.1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Parkland College has clear internal and external processes to ensure that courses and programs are current and that student learning outcomes are appropriate to the credential awarded.

Internal: A faculty-led Curriculum Committee reviews every new course and program following a clearly defined curriculum approval process which criteria includes identification of course objectives, learning outcomes, assessment methods, relevancy to community needs, alignment with the general education core curriculum, and relationship to existing courses. Each credit-bearing course offered by the college has a Course Information Form (CIF) that is reviewed on a three-year review cycle by discipline-specific faculty and chairs as well as by deans, the Curriculum Specialist, and the Vice President for Academic Services. In 2019, faculty and leadership within academic services identified several components needed to demonstrate academic integrity in the CIF and began the process of rewriting the template to assist faculty in defining course objectives, learning outcomes, and learning domains. A new CIF database was introduced in Fall 2021, and by Spring 2023, all Course Information Forms will be entered in the new format. The new CIF database will link to the Concourse syllabus template being piloted in Summer and Fall 2022 and will ensure that students receive full information regarding course objectives and learning outcomes. Faculty are involved in annual assessment of courses to review student success at both the course and program level to determine if curricular changes are needed to ensure appropriate levels of student performance.

External: All courses and programs are approved at the state level. All credentials meet the credit-hour requirements set forth by the Illinois Community College Board, including general education requirements. The college reports annually to the Illinois Community College Board on all aspects of its operations and completes regular recognition reports which address all issues of compliance with state-regulated financial and academic requirements. All career programs and transfer disciplines are reviewed annually by faculty through an internal process, and by ICCB (Illinois Community College Board) on a five-year cycle. Documents for the reviews are prepared by department chairs and faculty and include analysis of enrollment and completion data. The five-year review provides an opportunity for faculty to consider

modifications needed in specific curricula. Transfer courses are accepted for articulation by at least three four-year state institutions prior to state approval (per ICCB Rule, Section 1501.309). General Education courses, and selected discipline specific courses, are presented for peer review through the panels of the Illinois Articulation Initiative. Review of courses with an IAI code are subject to five-year review through the panels while transfer courses without an IAI code are submitted to transfer institutions every five years for rearticulation. Career programs and courses are reviewed by program managers, department chairs, and academic deans for relevancy to the labor market. Most Health Professions programs and the Automotive Technology program have specialized accreditation. Career programs are guided by advisory committees, whose membership includes representatives from local industries, to maintain the level of skill and competency required at the workplace.

The evidence presented demonstrates processes that assure the rigor of our academic offerings are appropriate to higher education.

3A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

Parkland College offers associate degrees and certificate programs. The Course Information Forms, developed by faculty in the specific disciplines and approved through a review process that includes department chairs, deans, and the Chief Academic Officer, clearly identify the course objectives and learning outcomes for all courses. Prior to 2017, Parkland College did not have a common definition of a program and the word was used interchangeably to mean a prescribed course of study within a career field and an area of interest which would lead to completion of elective courses in a transfer degree. Program reviews took a variety of forms including a wide focus on a large set of courses, or a review of an individual course. The development of a glossary of terms now clarifies a program as a curricular unit that leads to a credential, such as an associate degree or certificate. Programs of study include all AAS degrees and certificates, including the General Education Core Curriculum (GECC) credential. Transfer courses fulfilling electives in areas of interest are reviewed and assessed as individual courses rather than as part of a specific program. Program goals for AAS and certificates are identified in the Program of Study documents prepared for each career program. While the Program of Study does not differentiate between degrees or certificates, the narrative identifies goals relevant to both. In 2019, following a review of current program review processes, the Vice President for Academic Services and the academic deans developed a standard process for program review that would ensure goals and learning objectives are clearly defined and reviewed by faculty on a regular basis. All career programs will have completed Programs of Study by 2023. In 2021, data was initially collected to review GECC courses with highest enrollment. GECC discipline categories are reviewed every five years by ICCB. An internal timeline for annual review began in spring 2022 that will provide consistent disaggregated review of student success in GECC courses annually, providing opportunities for improvement throughout the five-year ICCB cycle.

Faculty assess both courses and programs annually to determine the extent to which learning goals are being met. In past years, various methods of assessment were used including an internally created form and third-party software applications. Faculty continued to have concerns about the inability to access data, document action plans, and demonstrate progress through those plans. In 2019, the Academic Assessment Committee, with faculty representation from all academic divisions, decided that a common rubric for course assessment and a common repository would increase the value of the assessment and program review process by standardizing some elements and making the information readily available to all faculty. As a result, faculty began working with the AAUC rubric and by 2020 had begun developing a new SharePoint site to house assessment documents. Development of the site has continued and now includes action plans arising from assessment analyses. By 2023, all academic disciplines will be using the site to house assessment documents, data for review and analysis, as well as concrete action plans for curricular change resulting from that review and analysis. In AY22, the Assessment Committee will begin developing space for Program Reviews on the site.

The processes explained demonstrate that the college clearly articulates and assesses learning goals for all undergraduate degree programs, certificates, credentials, and courses.

Criterion 3A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Parkland College courses, regardless of delivery mode, must adhere to the objectives and learning outcomes as stated on the CIF. There is a lack of consistency in syllabi across sections, and to address this concern, the college is implementing a syllabus template to provide greater consistency and clarity across all sections and delivery modes. The College has agreements in place with all high school partners that specify expectations of course integrity in dual credit offerings, and among those expectations is that the faculty teaching the course will be held to the same standard of credentialing as all other faculty and that the courses will follow the CIF. Evaluations of dual credit faculty and courses follow the same schedule as all evaluations at the College. Also, in partnership with district high schools, Parkland has agreements to ensure that transitional courses taught at the high school meet expectations for placement into college courses. Agreements are also in place for delivery of courses in additional locations, with regular evaluation of courses and instructors ensuring consistency of program quality.

Agreements with industry partners, whether for delivery of specific courses or the development of an employer-specific program, also include the expectation of adherence to all requirements set forth in the applicable Course Information Forms.

The 2017 Assurance Argument identified assessment in online classes as one area in need of improvement. A 2016 faculty task force developed a [checklist](#) for evaluation of online courses with the goal of incorporating the criteria into the standard faculty and course evaluation process. At that time, department chairs began including a review of online materials as part of the faculty evaluation process, though the checklist was not incorporated into the official documentation. A 2020 faculty committee charged with reviewing the faculty evaluation process recommended finalizing the addition of specific criteria for evaluating online courses. The Center for Excellence in Teaching and Learning has worked with various faculty and the staff of Instructional Technology to create several [continuing education courses](#) to help faculty develop and excel in their online teaching. Since 2013, faculty members have taken these courses a total of [276 times](#), including 34 faculty members during the summer of 2020 to prepare for online teaching modalities due to the pandemic.

Assessment of all courses is consistent across all modalities and student end-of-semester evaluations are used in all sections, including dual credit and additional location sections. The faculty evaluation process ensures that the faculty member works toward the same learning goals regardless of the modality of instruction. The process of updating the Faculty Performance Evaluation documentation to include the online course evaluation criteria is expected to be complete for use in AY23. Results of student surveys are shared with faculty and department chairs each semester for review as part of the evaluation process.
The processes and methods of evaluation identified ensure that program quality and learning goals are consistent across all modes of delivery and all locations.

Core Component 3B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3B.1 The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The college's general education program is centered on the mission of providing education that is relevant to the educational goals of the student, the needs of employers, and the healthy functioning of a democratic society. An established framework of [General Learning Outcomes (GLOs)](#), consisting of Communication, Creativity, Critical Thinking and Information Literacy, Reasoning and Inquiry, Technology, and Global Awareness and Ethical Reasoning, undergirds all credit-bearing courses. Faculty determine which GLO(s) are most appropriately assessed in each course and that is clearly identified in the [Course Information Form (CIF)](#). All CIFs are reviewed by faculty every three years and at that time faculty [reconsider](#) whether the selected GLO(s) continue to meet essential skills students need to be successful upon graduation. Faculty differentiate learning goals based on the purpose of the course, the intended outcomes, and the course relationship to transfer, industry, or external standards. Following a pilot of the new

Concourse syllabus template in summer and fall of 2022, the intended GLOs for each course will be clearly identified in every course [syllabus](#).

Parkland's General Learning Outcomes are assessed through a cyclical review of each of the six outcomes. Beginning in 2014, the General-Education Assessment Subcommittee established a six-year gen-ed assessment schedule, with a different GLO being assessed college-wide each year. Faculty adapted the American Association of Colleges and Universities (AAC&U) Value Rubrics to design [rubrics](#) for the assessment for each GLO, faculty selected a relevant assignment that they used to assess student learning and compared results across courses. The Office of Institutional Accountability and Research (IAR) generated [data reports](#) so that faculty could identify areas for improvement. In 2020 the first six-year cycle was completed. In spring 2021, the General Education assessment reviewed results of the six years of GLO assessments. The committee determined that students may benefit from further emphasis in Critical Thinking and Information Literacy outcomes, specifically, in "evaluation of information," as this was a trait where our students in aggregate scored comparatively lower. Another trait where our students scored a bit lower was in Global Awareness and Ethical Reasoning, and it was in "an appreciation and understanding of the importance of cultural diversity." The full Assessment Committee was convened to determine next steps in [closing the loop](#) of the GLO assessments. The Assessment Committee has been focusing on developing a SharePoint site to retain documents and support assessment efforts across all disciplines. Reports and rubrics from all six years of GLO assessments are now readily available for faculty review and it is anticipated that both Global Awareness and Critical Thinking and Information Literacy will be reassessed in the next three years following faculty implementation of revised classroom strategies.

The processes and initiatives described clearly articulate and assess the intended learning outcomes of the college's undergraduate general education.

3B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Parkland College's program of general education, known as the General Education Core Curriculum (GECC), is grounded in a [framework](#) established by the Illinois Articulation Initiative (IAI). General education courses in communication, mathematics, physical and life sciences, social sciences, and humanities and fine arts are articulated and coded through state-wide, faculty-driven panels and transfer as a package to other colleges. Imbedded within the GECC courses are the GLOs explained in Criterion 3B.1 and it is expected that a student completing the GECC will have touched on each of the GLOs, thereby ensuring that not only do all students have some exposure to essential skills and knowledge, but those completing the requirements of a transfer degree will have been exposed to the full range of GLOs which reflect the skills and attitudes thought to be most relevant to the healthy functioning of a democratic society. General education courses are called for IAI [review](#) every five years. The GECC is a standalone

credential that accounts for, on average, 38 credits of the standard 60-credit-hour transferable associate degree. All applied associate degree programs include at least 15 credits of general education courses, six of which must focus on communication skills. Including general education courses in all degrees offered at the college ensures that students completing those degrees will have had exposure to a broad liberal-arts-based curriculum that emphasizes those skills recognized as leading to success in baccalaureate programs as well as in the workforce.

3B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

The college's Cultural Diversity statement reflects Parkland's commitment to learning about and respecting "cultures other than our own" and operationalizes the diversity statement through its academic offerings and extra- and co-curricular programs. In 2021, 211 courses at Parkland had as a learning outcome that students will demonstrate an understanding of multicultural perspectives. Assessment of courses with global awareness as a learning objective occurred in AY2017. Student work in eighteen courses was assessed for mastery level in knowledge, attitude, communication and ethical reasoning.

The GECC course distribution in part ensures broad exposure to multicultural perspectives especially through the HUM/FAA and Social Studies requirements. Currently a multitude of courses in history, humanities, literature, and sociology offer just such a multicultural perspective. Diversity and Society, Black Literature, and Women in Literature are merely three examples of such course offerings. In addition, in response to transfer institutions' interest in a single course that provided cross-cultural and cross-disciplinary experiences, Parkland College created the course LAS 188, Diverse US Cultural Expression, which helps prepare students to live in a multicultural world. In addition, upon completion of three courses from different designated groups, the college provides a global studies designation on a student's transcript indicating the student has acquired an in-depth education of a particular country or region of the world.

Parkland offers study abroad opportunities to a variety of locations in Europe, Asia, and Central America. As a partner with the Illinois Consortium for International Studies and Programs (ICISP), the college shares study abroad programs and provides students with greater access to study abroad opportunities than might otherwise be available. Through a grant in collaboration with the University of Illinois, faculty provide cultural diversity opportunities in the classroom for those students not able to participate in a study abroad program. (Need example) Students have also had opportunities to expand cultural awareness through synchronous online international exchanges. One faculty member has partnered with an instructor at Shanghai Customs College to have their students meet via Zoom to interact and share information. Parkland also participates in ICISP's two-week faculty/staff exchanges and faculty summer and semester liaison positions. Outside the classroom Parkland has joined with the Steven's Initiative, a US Department of State organization, to partner students with Jordan and Iraq

students in cultural conversations and problem solving on issues related to the United Nations sustainable development goals. The college also provides growth opportunities through art exhibits, theatrical presentations, and unique events that help students understand and appreciate cultural diversity generally. The International Student's Association (ISA) sponsored several campus-wide events between 2017 and 2021 that provided the campus community with a wide range of multicultural opportunities. A cultural fair held in 2017 received district-wide attention and was representative of the type of event the ISA hopes to continue post-pandemic.

3B.4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Students, through the honors program, have contributed scholarship related to many fields, including agriculture, electronics, and chemistry. Faculty also contribute to the discovery of knowledge with such examples as mathematics and literature. Students have participated in undergraduate research projects through PRECS and Ethnography. Faculty have presented at conferences including Global Studies Initiatives in Anthropology and Sociology, and the Illinois Council of Community College Administrators Conference. Faculty and students contribute creative works through engagement with the student staffed recording studio, Perimeter Road Sound Recordings, taking all roles in the production of original student and client musical compositions. Campus theatrical productions offer students opportunities to work both onstage and backstage on well-known productions as well as student works produced through the Actors Studio series. Both faculty and students have opportunities to create, and exhibit works in the college's art studios and the gallery.

As evidenced by the multitude of examples of scholarly and creative engagement, faculty and staff at Parkland College contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their disciplines and the institution's mission.

Core Component 3C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

As stated on the Parkland College Diversity and Inclusion webpage, "the vision of Parkland College is to create a cohesive college community where we share, value, and understand the various cultures of the college. We promote learning by delving into the complexities of our multifaceted identities, including age, gender, gender identity, race, religion, ethnicity, class, sexual orientation, nationality, and ability." The College is making a concerted effort to ensure that the overall composition of its faculty and staff reflect human diversity as appropriate for District 505. The current 2019-2024 Strategic Plan states "Our college will reflect the diversity of

our district and serve a growing international population." Policy 4.01.01 regarding employment at Parkland College (revised February 2012), reiterates the College's commitment to "diversity, inclusiveness, excellence, and professionalism," and Policy 4.01.02 identifies targeted avenues for use in the recruitment of and engagement with diverse audiences. The search process for all positions requires a review of the applicant pool prior to releasing applications to the search committee to determine if additional efforts are needed to provide a more diverse pool of applicants. Each search committee includes an Equal Employment Opportunity representative, a faculty or staff member specially trained to assist search chairs in maintaining equity in the search process. The Office of Human Resources provides resources and training in all phases of the search process from writing inclusive job descriptions to developing interview questions. In faculty searches, search committee members are asked to identify avenues through which the job postings might reach diverse applicants. The timeline for training search committees has been shifted to engage the committee before jobs are posted, allowing more opportunity to reach out to institutions or organizations connected to potential diverse applicants. Prior to 2017, search committee training occurred in the opening week of the spring semester, after postings for positions had already occurred and shortly before the application period closed. In 2017, the Vice President for Academic Services lead a faculty working group in identifying priorities and processes to assist in increasing the diversity of the applicant pools. The recommendations of that working group led to implementation of the detailed training that faculty search committees now receive regarding the importance of diverse applicant pools. The college continues to track overall demographics of employees, and percentages of ethnic and racial minorities among employees remain one of our key performance indicators. As of 2021, 21.4% of faculty and staff represent diverse communities. That is up from 19.7% in 2016 yet still lower than the percentage of diversity in District 505, which is 28.6%.

As evidenced by the initiatives described, the college is committed to continual and increased efforts to maintain a diverse workforce representative of the community it serves.

3C.2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

The college has sufficient numbers and continuity of faculty members to carry out teaching and nonteaching roles at the college. Faculty members serve as department chairs and program directors, and lead or are members of many committees, including curriculum, assessment, and professional development. As of FY2020 our ratio of full- to part-time faculty was 64% full-time to 36% part-time, measured by sections taught. It is the highest percentage of sections taught by full-time faculty the college has ever had and exceeds our target ratio of 60% full-time and 40% part-time. While there may be benefits to students in having more classes taught by full-time faculty, this does mean that it is more expensive for the college to deliver credit hours.

As [reported](#) in FY21, we had 157 full-time faculty (teaching and non-teaching), and 219 part-time faculty. In Fall 2022 we anticipate having 139 full-time teaching faculty, including department chairs and eight non-teaching faculty including counselors and librarians. The Vice President for Academic Services, in consultation with academic deans, reviews departmental [requests](#) to refill faculty positions vacated by retirements and resignations. Decisions to not refill such positions continue to be grounded in declining enrollments and the need to balance faculty numbers with program and discipline enrollments. Deans and department chairs have continued the practice of strategic section management, and decisions concerning the hiring of new faculty are predicated on extensive reviews of program enrollment and viability, credit hours generated in the discipline, and in the case of career programs, district employer needs for the program. Most career programs and general education disciplines have full-time faculty to serve as program directors and mentor part-time faculty, and the college has maintained the sections needed to support student demand and rarely cancel sections due to the lack of available, qualified faculty. Our location in a major university town, with two other major state universities and several community colleges within a 60-mile radius, would typically enhance our ability to find both qualified part-time faculty and applicants for full-time positions in disciplines with strong enrollment. Unfortunately, the University of Illinois is becoming more restrictive in allowing their graduate students and instructors to accept part-time teaching assignments with Parkland College. Since 2017, we have successfully filled full-time vacancies in Microbiology, Physics, Theatre, Nursing, Agriculture, and Industrial Technologies, and Automotive. The college remains committed to ensuring that it has adequate full-time faculty to address curriculum oversight, training of new part-time faculty, and program leadership continuity.

3C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Parkland College has processes in place to ensure that all faculty are appropriately qualified, including those in dual credit. The college has no contractual or consortial offerings.

The College maintains a [master credential spreadsheet](#) that identifies the minimum qualifications needed to teach within each discipline. Minimum qualifications were determined by faculty and administrators in academic services and follow HLC guidelines. The spreadsheet is reviewed annually by the academic deans and updated to include any new courses or disciplines. An [audit form](#) has been completed for all current faculty, including dual credit faculty, and is now completed as part of the new-hire process. Following the department chair's full review of a faculty member's academic transcripts and/or work experience, the audit form documents the specific disciplines and courses the individual is credentialed to teach. Faculty may request an updated audit if they earn an additional credential. Each academic division retains a roster of all full- and part-time faculty teaching credentials, and the office of Human Resources retains all official audit forms. These documents and processes ensure that all faculty, including dual credit, are appropriately credentialed.

3C.4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All Parkland College instructors are evaluated in accordance with institutional policies and contractual agreements. Faculty evaluations continue to be a major component of ensuring quality in teaching and consistency in attaining intended course outcomes. The [Faculty Performance Evaluation](#) documents are included in Appendix I of the Policies and Procedures Manual and specify the schedule for evaluating full-time and part-time faculty including dual credit faculty. Copies of evaluations are retained in personnel files. A record of when evaluations are completed and when the next evaluations are due is maintained in the office of the Vice President for Academic Services as well as either the division or department office. The current method of evaluation typically involves classroom observation, review of online materials, and follow-up discussion conducted by the department chair.

As required on a two-year cycle by the faculty collective bargaining agreement, in Spring 2021, a faculty committee reviewed the current evaluation manual and documents and made [recommendations](#) that simplified some of the documentation and added details to facilitate more effective and systematic evaluation of online teaching. A [simplified evaluation form](#) was piloted by a small group of faculty in Health Professions in Fall 2021 and will be incorporated into the AY23 regular process for use in all academic services divisions. The specific addition of a systematic review process for online courses and teaching practices addresses a past deficiency and provides feedback for faculty on the design and accessibility of their online course materials. Faculty evaluation is meant to be formative, and the process focuses on helping faculty improve their pedagogy and student engagement while meeting the curricular requirements of the courses they teach. The Spring 2021 review committee recommended moving from our current method of evaluation by classroom observation to a more structured method of [peer review and portfolio building](#). Another faculty committee will be convened in Fall 2022 to continue that discussion. That committee's charge will focus on the development and AY24 implementation of an evaluation centered around the maintenance of faculty portfolios.

The faculty evaluation processes in place, and the regular review of those processes, ensure that instructors are evaluated regularly in accordance with established institutional policies and procedures.

3C.5 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Parkland College assures that instructors are current in their disciplines at all phases of their careers. This begins with the [search process](#), as application materials are thoroughly vetted for required and current credentials before an invitation to interview is offered. At regular intervals, department chairs and deans [review](#) faculty transcripts to ensure that courses are

assigned only to faculty with the credentials to teach them. Institutionally, the College codifies support for professional development in the Policies & Procedures Manual, and in the Collective Bargaining Agreements for full-time faculty and part-time faculty. The Constitution of the Parkland College Association (PCA) established a Professional Development Committee that included a coordinating committee and two sub-committees (p. 15, Bylaws, Article A6). Over time, the sub-committees began acting independently, and there was a lack of direction from the coordinating committee. In 2020, in response to the need to establish clearer college-wide priorities for professional development offered internally through the Center for Excellence in Teaching and Learning (CETL), PCA reconstituted the Professional Development Coordinating Committee, and now the two sub-committees are charged each spring with recommending priorities to the coordinating committee. The coordinating committee then identifies the college-wide priorities for professional development for the coming year and is better able to direct resources to meeting those priorities through the work of CETL. The focus of college-wide priorities set through this process is professional development that helps all employees grow in their role in fostering greater student success.

Beyond opportunities offered through CETL, the college provides two sources of funding for faculty professional development and encourages participation in local, regional and state organizations. Full-time faculty have two contractual benefits to support professional development: $500 per year of travel funds and up to $1800 to reimburse expenses for continuing education that is required for licensure to continue to teach or for credit courses at accredited institutions. Part-time faculty also have up to $700 available per year for professional development expenses. Individually, faculty are encouraged to develop a professional development plan that can be used for two purposes: as part of the required Faculty Performance Evaluation Procedure and as a first step in embarking on the optional Faculty Academy path. The Faculty Performance Evaluation Procedure is completed at regular intervals and is an opportunity for department chairs or their designees to confirm that faculty are adept in their teaching roles and are implementing a variety of methods to engage students and ensure learning.

The Faculty Academy is the system for faculty to obtain professional development credit through various instructional opportunities at Parkland College and other colleges and universities. These credits must be evident on a transcript or certificate of completion and can be used for a one-time increase in the annual base salary for full-time faculty and a stipend for part-time faculty. Faculty may enroll in courses and workshops through the College's Learning Management System on topics that range from Financial Aid Awareness and Intelligent Agents to EDU 921: Creating Accessible Course Resources. Faculty Academy plans and records are coordinated through CETL. While CETL is a long-standing unit of the college, it is currently in a reorganization process after the restructuring of the Professional Development and Instructional Technology department in Summer 2021. While Instructional Technology is now housed within the Learning Commons and supports both faculty and students needs related to learning technology, CETL is now in a direct reporting line to the Vice President for Academic Services. A full-time faculty member is released 80% from teaching to implement college priorities for professional development for faculty. The continuing work on redesign of the

Faculty Academy through CETL will run concurrently with the faculty work on implementing an evaluation process that includes portfolios, with both efforts focusing on more directed processes for faculty development. Efforts to strengthen the Professional Development Committee structure, provide funding for professional development, and reaffirm the role of CETL provide evidence that the college has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles, and supports their professional development.

3C.6 Instructors are accessible for student inquiry.

Instructors are accessible for student inquiry both in person and in remote learning environments. Per the bargaining agreement for full-time faculty, "All bargaining unit members are required to maintain five on-campus office hours per week during all weeks of the regular academic year in which classes are held. Office hours are to be scheduled at staggered times convenient to the needs of students." Part-time faculty are expected to hold at least one office hour per section assigned. Faculty office hours are posted outside faculty offices, and faculty are expected to include hours of availability on their syllabus as well as contact information and course requirements and classroom expectations. Course syllabi are made available to students at the start of each semester and beginning in summer 2022 Parkland will be phasing in use of a syllabus template that will ensure students have the needed contact and availability information for their instructors. In 2020, following the rapid move to remote teaching during the COVID pandemic, many faculty began offering virtual office hours in addition to the on-campus hours established in the bargaining agreements.

Newfound familiarity with the virtual meeting format, along with improved technology after the pandemic, has led to an increased number of faculty offering flexible options for students beyond the required on-campus office hours. Faculty in several disciplines continue to provide additional opportunities for students to meet with them, including Natural Sciences faculty with a commons area for office hours where at least one faculty member is always available to assist students; Composition and math faculty are working with Learning Commons to provide writing lab and tutoring services; communication faculty staff an independent Presentation Center in Learning Commons to provide faculty and staff with one-on-one coaching for oral presentations, and computer science faculty are relocating the Computer Technology Center to the Learning Commons to provide students with greater access to computer literacy modules and assistance. Automotive technology faculty sponsor a monthly student-faculty informal gathering to foster relationships and increase connections with visiting employers. Faculty continue to explore new methods and new technologies to ensure that students have access to instructors when needed.

3C.7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

The institution ensures that all staff members in student support services are qualified and have opportunities for professional development that increases their ability to assist students in achieving their goals.

As explained in the 2017 Assurance Argument, staff members providing student support services meet the minimum qualifications in job descriptions and possess the bachelor's/master's-level education required of these positions. Staff members receive extensive training from state and national bodies in their respective areas. Professional development is provided within each department as well as offered in a college-wide format through CETL. In March 2020, CETL provided LifeBound Coaching Training for 43 employees including advisors, counselors, and faculty. In both 2020 and 2021, during the COVID 19 pandemic, CETL offered an institutional registration to NISOD annual conferences, offered virtually both years. In years where travel was necessary, the college would typically be able to send four or five faculty to the conference but in the virtual format over 150 staff and faculty registered to attend multiple sessions. Financial Aid staff participate in training through attending the Federal Student Aid, Illinois Association of Student Financial Aid Administrators, and Association of Veterans Education Certifying Officials sessions annually. Financial Aid staff retain NASFAA membership and have opportunities to attend the ILASFAA Conference as well as Veterans training. Advising Forums are held monthly to provide advising, admissions, and records staff with updates from academic services. Admissions and Registrar staff attend state conferences such as the 2021 virtual meeting of the Illinois Association of Collegiate Registrars and Admissions Officers (IACRAO).

The third Thursday in February is set aside as Professional Development Day, and individual departments can schedule training or team-building activities specific to their area, while college-wide sessions are offered on relevant issues such as diversity. The Professional Development Coordinating Committee identifies priorities for college-wide professional development sessions aimed at aligning each employee's job with the institutional mission of fostering student success.

Full-time faculty oversee the operation of the writing lab and math tutoring, with peer tutors receiving training through ALT 111, a course that students can have transcripted as continuing education. All assessment staff are trained in the operation of new test packages. Annual training for all employees is provided through EverFi on Title IX topics including inclusivity and prevention of harassment or hostile learning environments. Faculty and staff also receive training in accessibility concerns such as development of course materials. All employees have professional development opportunities through their respective bargaining agreements and the college provides some level of financial support for individually selected development opportunities approved by the employee's supervisor.

Core Component 3D. The institution provides support for student learning and resources for effective teaching.

3D.1 The institution provides student support services suited to the needs of its student populations.

Parkland College provides sufficient support services to meet the needs of all its student populations. Non-instructional support services are provided primarily by Student Services which houses the Office of Accessibility Services, TRiO, the Wellness Center, Admissions and Financial Aid, Veterans Services, the Assessment Center, and the Office of Dean of Students.

The Office of Accessibility Services advocates for students, processes accommodation requests and requirements, provides materials in alternate formats as needed, and researches emerging technologies that show greater opportunities for increasing accessibility. In AY2021, there were 508 credit students (5.5% of student population) with one or more disabilities registered with Accessibility Services. Two full-time Accessibility Coordinators assist students in their attainment of educational goals in accordance with the provisions of ADA sections 504 and 508.

TRiO is a federally funded program that supports student success, retention, and completion by providing free services to eligible students including tutoring, workshops, advising, study space, academic coaching, financial literacy, college visits to four-year universities, and cultural and social activities. Since 1997, Parkland College has been awarded five consecutive Federal TRiO grants.

The Wellness Center promotes the physical, social, and mental wellness of students by hosting events, workshops, a relaxation room, a lactation room, and providing classroom presentations. Beginning in March 2020, the staff of the Wellness Center, in conjunction with the Covid Response Team, has provided students with up-to-date COVID-19 Information that directs them to public health resources, testing information, and reporting processes during the Covid-19 pandemic.

The office of Admissions & Records provides students with support from initial inquiry through application, acceptance, transcription of progress, and graduation, while the Assessment Center guides students through placement processes in addition to partnering with specific programs to offer multiple testing services. International applicants are provided specialized admissions and advising service that address the complexity of issues international students face, including assistance with immigration and visa matters, navigating our assessment process and transcript evaluation process, transfer procedures, travel and re-entry procedures, and verification of enrollment. Early College Services are available to district residents, 15 years and older, who are still in high school or are currently home-schooled. Students in this group can earn college credit prior to completion of the high school diploma.

The office of Financial Aid and Veteran Services assists all students seeking financial assistance to successfully complete their education and to gain the skills needed to manage their financial well-being going forward. Special services are provided through Veteran Services to help veterans align their educational goals with federally supported programs. In partnership with the Financial Aid Office, additional scholarships are made available through the Parkland

College Foundation, which also manages an emergency fund for students experiencing emergent needs. Grants such as the Perkins Grant provide financial support for students in career programs, and the students in early college programs have access to funds through regional Education for Employment resources as well as Parkland Foundation funds.

The Dean of Students provides support for students with health, family, attendance, behavior, Title IX, or other personal concerns. The Dean of Students is currently overseeing the process of developing a New Student Orientation which will include numerous online modules aimed at helping students navigate the advising and registration process, connect with available resources, successfully communicate with faculty, and engage with instructional technology. In Fall 2018, Student Services Deans and the Dean of Learning Support began discussions about revamping the existing orientation program. The SOAR model had been in place for a while, and it was time for it to be reviewed and updated. Additionally, enrollment was on the decline, so finding ways to help mitigate that decline was a priority. The goal was to make orientation shorter, deliver point-in-time information, and offer more flexibility in how students could attend the program. In March 2019, a new concept for a shortened orientation for new students was presented, during the President's breakfast/lunch series. The reason for the change was to reduce barriers to enrollment and offer the opportunity for students to complete orientation without having to come to campus. The Dean of Students announced that a working group would be formed to discuss ways to provide a more flexible orientation model for new students, which included an idea to have an online component. The working group started to meet in Fall 2019 to discuss what an online orientation would look like, but it would be difficult to produce it in-house. Comevo was the company chosen, and in December 2019, an initial conversation took place with the company to learn about options. Due to COVID, the project with Comevo had to be put on hold due to budget constraints. However, there was an immediate need to offer an online orientation since no one could be on campus due to the spread of COVID. In April 2020, videos were created by staff and placed online to offer a minimum level of information for new students. It was quickly realized that an online orientation could be permanent and in May 2020, conversations with Comevo resumed.

Resources and initiatives as described above demonstrate the institution provides student support services suited to the needs of its student populations and focused on increasing student success.

3D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Parkland College provides learning support and preparatory instruction to meet the needs of our students through both the Learning Commons and structured developmental education.

Learning Support

The Learning Commons includes tutoring services, a writing lab, assistance in oral presentations, computer literacy services, instructional technology support, and the library. Up until AY2022, learning support services were primarily provided through the Center for Academic Success, many of them supported by a Title III grant. In AY2021, in conjunction with the conclusion of Title III funding and institutional efforts to restructure units to sustain services, a faculty working group, the Student Academic Success (SAS) Task Force, was created to review priorities among academic support services and recommend those services most likely to have the greatest impact on student success. The SAS final report identified the continued need for support services in a centrally located area of the college. The decision was made to move current services to the area occupied by the existing library where there was already an organizational structure dedicated to providing academic support to all student populations as well as to the wider community. The new hub for learning was named the Learning Commons. A mission statement was drafted and initial services opened to students in fall 2021.

Expansion of services to all students remains a priority. Funds from two grants, GEER II and Innovative Bridges, received in AY2022 were directed toward expanding services, such as increased peer tutoring and professional tutoring (TutorMe), through the Learning Commons. Resources previously located in disparate areas of the campus were relocated to the Learning Commons so that all students can access available services both on-campus and online in one location. The Presentation Center, where students receive help with oral presentations; the Computer Training Center, helping with basic computer literacy and skills; and Instructional Technology, providing both students and faculty with help accessing and navigating online courses, are now co-located with the Writing Lab, Peer Tutoring, and Learning Assistance. The library, located in the Learning Commons, serves a critical role as a resource that supports teaching and learning. It is easily accessible in terms of physical location and is open between 50 and 60 hours per week with online resources available 24/7. The 24-seat library classroom serves as an open computer lab. It offers loanable technology such as laptops, Chromebooks, iPads, and Kindles to current students, faculty, and staff. In addition, Campus Technologies staffs a Tech Service Desk in the Learning Commons to assist students with technology-related issues.

The relocation of learning support services to the Learning Commons in the center of the college provided space allowing us to bring services for Adult Education and Support for Workforce Training, SWFT, to the main campus building by repurposing the instructional spaces previously used by the former Center for Academic Success. Formerly located in buildings on the periphery of campus, the students in the Adult Education and SWFT programs did not always have complete access to all services, nor the opportunity to interact with all programs and see the potential for further education beyond introductory courses and certificates. In support of part-time, evening, and online students, the Learning Commons, Adult Education, and SWFT offer evening or online services.

Preparatory Instruction

For students who enter the college academically underprepared for success, Parkland College provides preparatory instruction through structured developmental education curriculum in reading, writing, and mathematics. In recent years, the developmental education faculty have engaged in a review of and changes to curriculum, pedagogy, and placement policy to improve course retention rates and accelerate completion of gateway courses in English and mathematics. Examples of initiatives include the following:

Bridge to College Composition. In fall semester, 2016, the Humanities Department implemented the Bridge to College Composition, a co-requisite approach to developmental composition based on the Community College of Baltimore County's Accelerated Learning Program (ALP). The Bridge offered students with placement into ENG 099 Writing Skills Review II the opportunity to directly enroll in ENG 101 Composition I with a required co-requisite support class, ALW 199. This model allows the completion of gateway English within one semester. Initial data indicated high success rates. However, this Bridge program faced difficulties recruiting students to participate in this intensive-writing semester-long program. Composition faculty are currently discussing alternative models of co-requisite delivery to attract more students.

Transitional English (TE) courses. The Humanities department works with District 505 high schools to improve readiness for college composition while students are still in high school. An English faculty member designated as a TE Coordinator works with high schools to develop transitional English courses within their high schools and guide them through state-guided approval process. An approved TE course gains statewide portability. This means a student who successfully completes the TE course has ENG 101 placement at Parkland and other Illinois community colleges. Details related to the course are captured in a memorandum of understanding (MOU). Parkland currently has two MOUs with district area high schools (Gibson City-Melvin-Sibley and Heritage High Schools), both of which offered TE during the 2021–2022 academic year. The TE coordinator continues to establish partnerships with area high schools in effort to expand Transitional English offerings within the college's district.

Developmental Mathematics curricular redesign. The Mathematics Department embarked on a multi-year initiative to redesign the developmental mathematics sequence for students pursuing non-algebra required majors to address low rates of developmental course success and placement into gateway mathematics courses. Known as the Math Literacy project, the initiative shortened the developmental math sequence from 10 credit-hours to one five-credit hour course, MAT 072 Mathematical Literacy, involving a significant redesign of the curriculum and pedagogy. (See Criterion 4C for a fuller discussion.)

Developmental Reading curricular redesign. Developmental reading instruction is offered through two Critical Comprehension Skills (CCS) courses. Recent implementation of multiple measures in the assessment of college readiness decreased the number of students placing in CCS. Reading faculty are currently developing new CCS 099 curriculum to help students learn the strategic use of their college textbooks, develop comprehension skills necessary for their chosen area of study, and experience cross curriculum exposure to textbooks. This new

curriculum will also include instruction in the use of supplemental educational materials, study and remembering techniques, and other college success skills.

Preparatory instruction also includes noncredit offerings through the Adult Education and Workforce Development department. In addition to helping students earn a high school equivalency certificate, Adult Education offers College and Career Readiness pathways (informally called Bridge classes), preparing students to enter credit-bearing short-term certificates that lead to jobs in the area. Special sections for English language learners are also available.

Process for Guiding Students to Courses and Programs in Relation to Academic Readiness
The college has a process for directing entering students to courses and programs for which the students are adequately prepared. The process is fourfold.

Placement procedures. The process is guided by a Placement Manual which is based on a system of multiple measures for placement identified by Illinois community college leaders and enforced through state legislation. The manual compiled by faculty and academic leaders outlines policies and procedures for guiding entering students toward courses that match their level of academic readiness with specifications on placement measures and guidelines on placement based on reading, writing, and math scores.

Assessment Center. The Assessment Center administers placement testing to students and determines placement in accordance with the guidelines delineated in the Placement Manual.

Advising. Counselors, academic success advisors, and other staff with advising responsibilities assist students in interpreting placement results and making course selection decisions appropriate to their academic goals.

Individual course placement requirements. The Course Information Form for each active course specifies minimum placement requirements, if any, for taking the course. These requirements are published in the course descriptions in the catalog and accessible by advising staff and students.

3D.3 The institution provides academic advising suited to its offerings and the needs of its students.

While Parkland College has always provided academic advising for students, in Fall 2021 introduced a new Academic Success Advising Model (ASAM). This model introduced a case management approach using a Guided Pathways template. Academic advisors work in specific academic areas of interest (AOI) and are each assigned a caseload of students in that AOI. Their responsibilities focus on proactively reaching out to, supporting, and monitoring students with the overall goal of enhancing student attainment of their academic goals. The decision to move to a new advising model was part of the college's efforts to improve retention, persistence and

completion and was based on a review of national research and best practices in academic coaching.

Advisors will work closely with faculty in the specific disciplines to be partners in a plan for each student's success. Students whose reading placement is too low for even developmental classes (CCS 098) are paired with certain advisors who have expertise in helping them understand their placement and connect with resources (including the Learning Commons) to build competency and reassess. Advisors make additional outreach efforts to students in their caseloads concerning academic standings (warning, probation, return from suspension/dismissal) to offer support and assistance, including academic coaching. Students returning from suspension or dismissal must make an academic plan with an advisor before returning, including setting up follow-up coaching meetings. Advisors receive reports of students with midterm grades of D/F/U and reach out to offer support and assistance. Faculty correspond directly with advisors to discuss students of concerns and triangulate support and outreach.

3D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Parkland College provides the infrastructure and resources necessary to support teaching and learning by building and maintaining a secure, up-to-date technological infrastructure and a work environment conducive to positive faculty-student engagement, and by overseeing a robust process for supplying, maintaining, and replacing standard instructional equipment as well as new and innovative materials. In addition, the college maintains several cultural venues that function as academic learning spaces as well as welcoming spaces for community-focused events.

Technological Infrastructure
Web Access
Campus Technologies maintains internet, email, file-sharing and remote communication platforms accessible to all Parkland employees and students. The college has instituted numerous security protocols including the adoption of a single sign on system (SSO) and the use of multi-factor authentication. In 2017, the college revised the email policy to clarify uses and safety protocols. In January 2022, the college successfully filled the position of Information Security Officer, a new position with responsibility for ensuring that the college remains current in safeguarding electronic data. Campus Technologies instituted a structure of subcommittees to oversee and review technology initiatives. The Technology for Learning Engagement Committee reviews proposals for instructional technology and coordinates with Campus Technologies to ensure that chosen initiatives are prioritized and supported with adequate resources.

Technological Devices

In 2020, when the COVID pandemic made remote work a necessity, full-time faculty and staff were provided with laptop computers, gradually phasing out desktop computers in most areas. The availability of laptop computers helped ensure continued delivery of instruction with minimal interruption, and faculty have indicated a preference for portable technology. Part-time employees and students were given the opportunity to borrow laptop computers as the college significantly increased its inventory of loanable technology.

As of Spring 2022, the college maintained 1316 computers/laptops for instructional or assessment use. Forty-one computer classrooms, providing desktop or laptop computers for at least 15 students, are maintained for instruction, and three computer labs are set aside for assessment. Campus Technologies works with department chairs and faculty to establish expectations for computer preparation before the start of each semester. Between 2015 and 2020, at least 12 computer classrooms were decommissioned in response to the growing number of students who bring their own computers to class. Campus Technologies reviews hardware annually and maintains a refresh schedule designed to keep as many units under warranty as possible. Following Campus Technologies' Plan for Hardware Management, the Vice President for Academic Services works with Campus Technologies to review hardware and software needs and makes decisions regarding the decommissioning of computers when enrollment or program changes warrant it. Moving to a "bring your own device" model decreases the cost of maintaining hardware. In 2020, the college began using LabStats to track individual classroom computer usage. In 2019, Campus Technologies introduced a virtual computer lab through the application Apporto, allowing students to access applications needed whether in the classroom or at home. As of Spring 2022, 81 applications are available to students through Apporto, and December 2021 through February 2022 data showed average daily usage of 50 individual sessions with a high end of 100 sessions and over 40 concurrent users at any one time.

Flex Tech
The COVID pandemic led to a rapid move to a fully remote learning environment. The college quickly invested in hardware and applications that facilitate synchronous class meetings. A faculty committee was formed to review options for flexible technology and to develop training materials for faculty unaccustomed to remote teaching. It became apparent that providing flexible delivery methods within on-campus course sections could help retain students who might otherwise withdraw from a course because of conflicting personal commitments or life circumstances. Taking lessons learned in the pandemic, in fall 2021, a plan was developed to install flexible technology--permanently mounted cameras, microphones as well as supporting software--in 20 instructional spaces with bidding, purchase and installation to be completed by fall 2023. In addition, 50 portable Flex Packs consisting of portable cameras and audio equipment were provided to departments so that faculty could accommodate students needing to temporarily attend class remotely.

Learning Environment
Furniture in Learning Spaces

Beginning in 2016, the college initiated a [plan](#) to replace standard student desks with classroom furniture that can provide greater accessibility, and at provide students with more flexible seating that can accommodate personal laptop computers and group work. In addition, the Learning Commons has been refurnished to provide an environment conducive to both collaborative work and individual study. Study areas include group study booths as well as three ["Wiggle Rooms"](#), which are enclosed booths with doors, a chair, and a small worktop which allow users to have a private work area with reduced exterior sound. In Spring 2022, the college developed a plan for updating [faculty office furniture](#) to provide more ergonomic and accessible workstations and to create more engaging spaces in which faculty could meet with students. Most existing furnishings are 20–50 years old and predate the use of computers in educational settings. Faculty will have the opportunity to choose from pre-selected furnishings to create an office environment best suited to their needs and the needs of their students.

Equipment for Learning
An annual equipment request process ensures that programs can maintain existing equipment and purchase new equipment as needed. Requests are made through the [Annual Plan](#) and prioritized by academic deans. The Vice President for Academic Services oversees an annual equipment budget which, combined with Perkins' funding, is used to cover costs in order of [priority](#).

Labs and Simulation Learning for Science and Health Professions
The Health Professions Division has sufficient labs for their various programs, including a surgical suite, energized radiation lab, respiratory therapy lab, three nursing labs, a massage clinic, a ten-bed nursing ward, a high-fidelity simulation lab, Occupational Therapy Independence Center, and an ambulance for Emergency Medical Services. In FY2021 and FY 2022 equipment cycles, Health Professions received upgrades to the simulation labs as well as a new ambulance simulator, and a phantom x-ray. Health Professions and Natural Science programs benefited from a new autoclave as well as new furnishings and a -80-degree freezer in the microbiology lab. A plan is in place to upgrade and expand the [surgical suites](#) and sterile processing areas within the next two years.

Applied Technologies Labs
The [Parkhill Applied Technology Center](#), which opened in 2012, provides state-of-the-art learning spaces for CTE (Career Tech Ed) programs. Lab areas equipped with technology that mirrors workplaces, allows faculty to instruct students in automotive technology, manufacturing, and welding with up-to-date real-world equipment. The [Tony Noel Agricultural Technology Applications Center](#) houses a greenhouse and a diesel power equipment lab.

Other
Other learning spaces suited to specific teaching and learning in Natural Sciences include an Anatomage and a cadaver lab, an augmented-reality geology sandbox, and a fitness center for kinesiology and personal training students. Plans are in place for upgrades to the [chemistry labs](#) to provide increased safety and offer additional instructional spaces for chemical preparation,

storage, and disposal. Students in agriculture programs apply the concepts in crop science and precision agriculture in a 25-acre Land Lab.

Parkland Presents (cultural and community learning) Spaces
Several resources that support teaching and learning fall under the Parkland Presents unit of the Division of Arts and Sciences, including a planetarium, theatre, art gallery, WPCD-FM, PCTV, and Perimeter Road Sound Recording studio. The William M. Staerkel Planetarium has the second largest dome in Illinois and provides full dome projection and a sky projector for audiences of up to 128. The Harold and Jean Miner Theatre, a traditional 320-seat proscenium stage, and Parkland Second Stage, a flexible black-box performance space, provides facilities for students to be involved in at least four different productions each year. In 2019 the Harold and Jean Miner Theatre was remodeled to enhance safety with aisle handrails, reduced trip hazards, and a new sound and audio/visual system. The Donna Hyland Giertz Gallery provides opportunities for students to view special exhibitions as well as present their own works of art for display. Faculty-designed art studios provide opportunities for instruction in both 3D and 2D art and design.

The evidence provided confirms the institution plans, provides, and maintains the infrastructure and resources necessary to support effective teaching and learning.

Criterion 4. Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning though processes designed to promote continuous improvement.

Core Component 4A. The institution ensures the quality of its educational offerings.

4A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

Parkland College recognizes program review as the primary means for evaluating the effectiveness of its educational offerings.

Guidelines for program review
Historically, program review at Parkland College has been conducted every five years in accordance with the ICCB program review cycle, utilizing ICCB prescribed templates.

In response to a recommendation from the 2017 assurance argument, the college identified the need for a conceptual framework to sustain regular, comprehensive, and consistent program review across its three academic divisions. Each academic division has traditionally approached program review differently: the Career and Technical Education (CTE) division relied exclusively on the ICCB five-year review cycle; Health Professions (HP) programs reviewed program review data annually as part of specialized accreditation requirements; the Arts and Sciences division,

which consists primarily of transfer courses, largely focused on course-level academic assessment. The needed [framework](#) and its companion Program Review [Manual](#) (PRM), completed in FY2020-2021, outlines the [essential components](#) of program review. The PRM links program review with institutional processes for [annual planning](#) and requests for resource allocation, while respecting the [distinctiveness](#) of each academic division.

The 2020-2021 pandemic delayed the implementation of PRM guidelines until FY2021-2022. The HP and CTE divisions will utilize two state-mandated review templates – the FY2022-2026 ICCB program review [manual](#) and Illinois Postsecondary Program of Study (POS) [Approval Form](#) (an essential component of Illinois' Perkins V State Plan) – to conduct systematic annual reviews of their career programs. Both templates align with the essential components identified in the PRM. Program reviews for [Precision Agriculture Technology](#), [Ford ASSET](#), [Automotive Technology](#), and [Occupational Therapy Assistant](#) programs illustrate reviews conducted using the ICCB program review template. POS reviews are in process of completion. The reports from [Manufacturing Technology](#), [Network Administration](#), and [Dental Hygiene](#) provide examples of how the POS review provides another important component of program review.

The Arts and Sciences (A&S) division consists primarily of academic disciplines that meet lower division general education requirements and course electives that prepare students for transfer. The first phase of a [systematic review](#) of the General Education Core Curriculum as a program began in spring semester 2022, focusing on enrollments and student success in courses with the highest enrollments across the general education distribution categories. A report of the first phase is found [here](#).

Student Data for Program Review

Two sets of student-related quantitative data are used in program review: enrollments and student success measured in terms of retention, persistence, and completion (RPC). Reports are distributed to academic leaders including deans and department chairs. [Enrollment reports](#) are comprehensive with disaggregation of data by program classification system (PCS) code, course prefixes, individual courses, headcount, and attempted hours. Starting in Fall 2020, the college annually provides academic deans and faculty chairs with [student success data](#) disaggregated by race/ethnicity, gender, enrollment status, and financial need. Disaggregated data allows for more nuanced program and course level reviews, where appropriate, facilitating gap analyses to address observed disparities in progress and achievement among student groups. Criterion 4C.3 elaborates on this use of program review data. Quantitative student data complements the more qualitative findings gained through academic assessment. Assessment of student learning will be discussed in Criterion 4B.

Action in Response to Findings

Program review findings generate action for improvement, as seen in the following examples. HP programs submit annual reports as part of their peer-evaluated specialized accreditation such as the 2019 annual [report](#) from the Surgical Technology program. Accreditation final reports specify mandatory action based on findings. HP programs act on these findings and report on status of required action. For example, the Respiratory Care [response](#) to accreditor

findings on student success as this pertains to test cut scores, retention, job placement, and on-time graduate rates consists of specific actions to improve program outcomes which faculty have implemented in their courses.

Program review in the CTE division includes input from industry to ensure continued relevance. The Land Surveying program wrestled with continued low enrollment. Feedback from industry practitioners indicated a strong desire for training that leads to professional licensing, but prospective students were largely technicians already in full-time employment and often residing outside of District 505. In response, faculty modified the curriculum, delivery format, and scheduling to fit the working adult. The result was the Weekend Land Surveying Program. This change resulted in six-fold enrollment growth in two years. Currently, there is a waiting list of at least ten prospective students awaiting the start of the next cohort.

Action on findings sometimes involves collaboration across divisions. CTE students sometimes do not see a meaningful link between the learning outcomes in traditional college composition (as in ENG 101) and the work orders and reports required in their industries. Some avoid fulfilling the writing requirement, resulting in non-completion of their program. In response, the Humanities department developed ENG 111 Workplace Writing as a non-transfer but workplace-relevant alternative to the general education written communications requirement in Associate in Applied Science (AAS) programs. Since ENG 111 launched in 2018FA, fourteen AAS programs in CTE have included ENG 111 as a general education option alongside ENG 101. Between FY2019 and FY2021, 223 students have enrolled with 145 attaining a grade of C or higher. The effect of COVID-19 on course retention was particularly acute among ENG 111 students: the average 70% pass rate in the non-COVID years fell to 57% in FY2021.

The evidence shows that the college and its faculty implement the important practice of program review and act in response to findings.

Going forward, three areas needing attention stand out. One, academic services will uniformly apply the new PRM framework to enhance connectivity among the processes of program review, academic assessment, annual planning, and fiscal allocation decisions. Two, the college will intentionally utilize the disaggregation of program review data for gap analyses, where appropriate, to ensure that improvement actions are taken and all student groups can engage in positive learning opportunities and experience success. Three, academic services will digitally co-locate all program reviews and programs of study assessments with assessment of student learning reports to increase report accessibility for faculty. The current academic assessment SharePoint site will be expanded in FY2023 for this purpose.

4A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

4A.3 The institution has policies that ensure the quality of the credit it accepts in transfer.

Parkland College has policies to guide the evaluation of all the credit it transcripts including transferred-in academic credit and credit for prior learning thereby ensuring the quality of credits accepted).

The college participates in the statewide transfer agreement, Illinois Articulation Initiative (IAI). IAI faculty panels conduct rigorous course reviews for adherence to peer-reviewed standards. This ensures the quality of IAI-articulated general education and lower division "majors" courses that the college accepts in transfer. Faculty chairs review for direct course equivalency before accepting credits earned at non-IAI regionally accredited institutions in transfer. Criteria for determining course equivalency is patterned on that used by IAI faculty panels. Chair training for course equivalency (and other chair responsibilities) is provided annually on a schedule set by the VPAS, commencing in spring semester 2022. College policy also governs the use of prior learning assessments to accept college-level learning attained outside of regionally accredited institutions. The 2019-2020 revised credit acceptance guidelines include criteria for accepting prior learning in the form of proficiency credits for up to 50% of a credential. Examples of the application of the prior-learning guidelines include the Licensed Practical Nursing Bridge into Nursing program and the agreement [LINK 7 -new link needed for 2022 updated agreement] between Construction Trade Technology program and the Mid-Central Illinois Regional Council of Carpenters. Consistency in the implementation of policy is reflected in petition forms and admissions processor procedures for entering proficiency credit.

The college will continue to uphold these policies and procedures. The challenge going forward is ensuring continued quality control and strict alignment with HLC requirements and ICCB standards while keeping pace with calls to consider competency-based education, crosswalks between non-credit learning and academic programming, and apprenticeship earn-and-learn models.

- Link 7: Agreement_CTT.AAS with Carpenters_FINAL_signed_20210730

4A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Parkland College maintains and exercises authority over its academic offerings, learning resources, and faculty qualifications.

Authority over curriculum
The college exercises academic control over key components of the curriculum – prerequisites, course rigor, and expected student learning outcomes. Within the institution, Policy 5.01 specifies that the PCA faculty-led Curriculum Committee (CC) is responsible for reviewing the

development and revision of all courses and instructional programs. CC processes, as delineated in the Curriculum Committee Procedures Manual (CCPM), pages 11−18, ensure oversight of each aspect of curriculum development and approval. Processes include a triennial review cycle of Course Information Forms (CIFs) to update course content and expectations of student learning. The new CIF database launched in 2020-2021 guides faculty to provide more in-depth description of expected student learning outcomes (SLOs). SLOs are linked to at least one of three domains of learning and specific levels of expected outcomes within a domain. Examples are found in the CIFs for BIO 121 Anatomy and Physiology and CSC 127 Introduction to Computing with Engineering Applications.

The college exercises its authority over the curriculum in adherence to ICCB standards for academic control as evidenced in its 2017 Recognition Report with findings and college response (highlighted) and ICCB certificate of recognition affirming retention of recognition status. As previously mentioned, the college's participation in the IAI as well as compliance with the ICCB Form 13 transfer course articulation requirements for non-IAI transfer courses ensures that transfer courses maintain the academic rigor and content expected of lower division coursework. Form 13s for all non-IAI courses are current.

Authority over learning resources for faculty
The college oversees learning resources for faculty through a broad range of professional development opportunities. While there is a wide array of external opportunities for learning, the college sees much value in delivering in-house Parkland-specific professional development. Faculty professional development is coordinated through a faculty-led Center for Excellence in Teaching and Learning (CETL) and the PCA faculty-led Professional Development Sub-Committee for Faculty (PDSF).

Faculty Academy. CETL together with PDSF encourages faculty to participate in goal-oriented professional development through the Faculty Academy. The Faculty Academy offers credit-bearing learning opportunities that range from structured EDU courses, in-person CETL sessions, book groups, CETL eLearn sessions, and certificates. Incentives to participate include personal satisfaction from shared learning opportunities and bargained-for fringe benefits outlined in full-time faculty and part-time faculty collective bargaining agreements. In 2018-2019, CETL and PDSF restructured professional development opportunities into certificates to provide goal-directed pathways for faculty to earn credit and re-energize faculty attitudes toward enhancing professional growth.

Online Technology and Pedagogy. CETL and PDSF led two recent initiatives to enhance faculty use of technology and online pedagogy. In 2017, a PDSF sub-committee, Effective Online Teaching Evaluation working group, generated a tool to guide department chairs on the evaluation of online instruction. The tool consists of an evaluation checklist expected remote teaching best practice. The checklist doubles as a guide for faculty in course design.

CETL and PDSF responded swiftly in support of faculty in face of the unexpected pandemic-induced pivot to remote teaching and learning. They re-designed an existing two-course online

certification sequence EDU 911 Instructional Technology Skills Development and EDU 914 Instructional Technology Skills, Strategies, Design, and Pedagogy. EDU 911 became Introduction to Online Teaching (or, informally, Online Teaching 911) functioning as an open entry/exit "course" providing easy access to videos, tutorials, and instructions on how to use online teaching technology. Between April 2020 and August 2021, 226 faculty enrolled in EDU 911, actively drawing upon the resources to teach remotely. EDU 914, renamed Best Practices in Online Teaching and Learning, became a structured, cohort-based course focusing on the pedagogy of online instruction and learning, rather than the technology. Three sections were offered in summer 2020 with 142 participants.

Accessibility. The college maintains oversight of learning resources pertaining to accessibility, as accessible course content is key to the student learning experience as well as a legal requirement. EDU 921 Creating Accessible Course Resources is a three-module self-paced course. Faculty gain a fuller understanding of accessibility and its legal aspects. They learn how to turn text-based and multimedia course materials into accessible content as well as use the Blackboard Ally application to enhance the individual student's learning experience. In addition, CETL has an Accessible Syllabus module and, in collaboration with Accessibility Services, posts information on all aspects of working with accommodation eligible students.

To support and streamline efforts to enhance accessibility in compliance with federal and state law (including Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008, and the Illinois Accessibility Code of 1988), the college approved a new policy, Policy 3.47 Institutional Accessibility, alongside relevant revisions to Policy 5.02 Instructional Material Selection.

Supporting the student. Recognizing that student success comes from supporting the whole student, CETL and PDSF in collaboration with Counseling Services sponsored LifeBound training in March 2020 as an important first step toward creating a campus culture of coaching students to achieve personal and academic success. Forty-three participants included faculty and staff. Counseling Services staff reported the usefulness of strategies learned in helping students identify barriers to their own success and ways to overcome those barriers. As a result, in FY2021-22, Counseling Services sent four counselors/advisors for additional training to equip them in coaching others on integrating these strategies into their daily work with students.

Authority over access to learning resources for students
The college provides learning assistance to its students. It does not outsource the provision of learning support to third-party providers with one exception (see below). The Learning Commons, like its predecessor, the Center for Academic Success, provides a range of tutoring and learning assistance for students. Services include the faculty-staffed Writing Lab, Presentation Center, and Computer Technology Center (CTC), Peer Tutoring, the Library, and the Academic Development Lab. These learning resources are available for all students – college-ready students, students who place into developmental classes and/or have learning challenges, and non-traditional adult students returning to post-secondary education. Services are offered in-person or virtually.

[Cobra Connection](#) is a set of resources developed in direct response to helping students negotiate the pandemic-induced move to remote learning. The resources include effective use of Cobra Learning, the college's learning management system. Between September 2020 and August 2021, 746 students enrolled in Cobra Connection; 75 of them noted on the Discussion thread that the course/resource helped them navigate the learning management platform.

The pandemic led to a sharp rise in the need for technology support for students. In response, CETL engaged external support resources through the college's learning management system (LMS) service provider. As a result, students have access to [24/7 Cobra Support](#) in the use of the LMS. The availability of this service has been extended through June 2022.
In spring semester 2022, the CTC initiated the development of a [digital literacy skills program](#) to bridge technical skills gaps for students in underrepresented demographic groups. This state grant-supported program consists of a self-contained set of computer-literacy instructional modules, developed and moderated by faculty, that equip students with functional ability to successfully navigate the computer requirements of their program. Selected trained peer tutors will support students in the completion of these modules. The modules will be available to students starting in summer 2022.

The Library. The Library supports faculty and students in multiple ways, from placing textbooks on reserve and providing free access to databases to including [loanable technology](#) in its materials. Partnership between the Library and faculty has resulted in specific [Course Guides](#) to help students access learning resources directly pertinent to class assignments.

Authority over faculty qualifications
The college exercises control over the qualifications of all faculty regardless of academic program. The Vice President for Academic Services maintains a [master spreadsheet](#) of minimum and preferred qualifications for each academic field and courses within the field. The qualifications meet Higher Learning Commission (HLC) guidelines (Assumed Practice B.2) and Illinois Community College Board (ICCB) standards. Each full-time and part-time faculty has a completed credentials audit [form](#) specifying the courses they are credentialed to teach. Hiring decisions for full-time and part-time faculty include a review of academic and related qualifications as specified by the master spreadsheet. This review is more fully discussed in Criterion 3.

Authority over dual credit coursework offered in high schools
The college's Dual Credit Model Partnership Agreement ([DCMPA](#)) sets forth requirements and responsibilities for all parties in the offering of dual credit courses in District 505 high schools. This agreement ensures that the college maintains academic control over course offerings, student learning outcomes, and standards of achievement.

Dual credit faculty qualifications. The DCMPA clearly states that high school dual credit faculty are held to the same credential [qualifications](#) as other faculty. The college applied for and received [approval](#) in 2016 from the Higher Learning Commission for a five-year extension to

provide opportunity for the dual credit faculty who do not meet minimum qualifications to complete the required graduate level credits through a professional development plan. Faculty falling under this extension are pursuing compliance with HLC requirements through professional development plans. Early College Services (ECS) and Human Resources keep copies of faculty credentials on file.

Dual credit faculty responsibilities. Dual credit (DC) faculty work with an assigned course coordinator. They are subject to standard faculty responsibilities such as following the Course Information Form; submitting a college-approved syllabus; entering grades; participating in new faculty orientation; and participating in faculty evaluation processes. The current self-study process has revealed some inconsistencies in DC faculty evaluations. In response, Early College Services in tandem with academic departments developed a common set of instructions and a centralized evaluation schedule. At the start of each academic year, ECS will provide each department chair and their dean with a list of dual credit faculty whose evaluations are due in the coming year.

Dual credit students. To ensure the ability to attain learning outcomes and course success, high school students taking dual credit adhere to standard registration requirements such as meeting course prerequisites and placement measures.

The above evidence demonstrates that Parkland College takes responsibility for all aspects of academic control ranging from its academic offerings, learning resources for faculty and students, and faculty qualifications. The college will remain vigilant in addressing inconsistencies as they occur.

4A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Parkland College applies for and maintains specialized accreditation for programs as is appropriate to the educational purpose of preparing students for licensure and/or the workforce.

The Health Professions division comprises 14 programs. Of these, nine programs are accredited by specialized accrediting agencies – Dental Hygiene by Commission on Dental Association (CODA); Emergency Medical Services: Paramedic by Commission on Accreditation of Allied Health Programs (CAAHEP); Medical Assisting (CAAHEP); Nursing by Accreditation Commission for Education in Nursing (ACEN); Occupational Therapy Assistant by Accreditation Council for Occupational Therapy Education (ACOTE); Radiologic Technology by Joint Review Committee on Education in Radiologic Technology (JRCERT); Respiratory Care by Commission on Accreditation for Respiratory Care (CoARC); Surgical Technology by CAAHEP; and Veterinary Technology by American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA/CVTEA). The programs follow a scheduled accreditation cycle and have received continuing full accreditation.

In Illinois, Nurse Assistant programs are regulated solely by the Illinois Department of Public Health (IDPH); there is no accreditation available. The Practical Nursing program is regulated by the Illinois Department of Financial and Professional Regulation (IDFPR) and is also not accredited. But Practical Nursing faculty are currently working on improving program outcomes with the objective of becoming eligible to be included with the Nursing program when it next undergoes accreditation review by ACEN. In Illinois, regardless of accreditation status, all nursing programs—Nurse Assistant, Practical Nursing, Nursing—are governed by the Board of Nursing.

In the Career and Technical Education (CTE) Division, automotive technology maintains accreditation by the National Institute for Automotive Service Excellence (ASE) for its dual credit, Ford ASSET, and general automotive technology programs as a measure of programmatic quality. The welding laboratory annually renews its American Welding Society (AWS) Accredited Test Facility status, allowing the program to test and qualify welders onsite. In lieu of specialized accreditation, the Institute of Aviation's flight training program is a 14 CPR Part 141 Federal Aviation Administration (FAA) certificated pilot school, a status reviewed annually by the FAA. The Institute has retained FAA testing authority since 1950.

The external standards of accountability set by specialized accreditation or state/national agencies help the college to ensure continued quality and continuous improvement in curriculum, instruction, and employment preparation in these career programs.

4A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Parkland College evaluates the success of the graduates of its transfer- and career-oriented programs.

The college uses multiple measures to monitor its ability to fulfill its transfer mission and the subsequent academic performance of students who transfer. The annual IPEDS Data Feedback reports indicate cohort transfer rates. The more nuanced Voluntary Framework of Accountability (VFA) criteria show that 45% or more of Parkland's credential-seeking students transfer). National Student Clearinghouse (NSC) data on transfer destinations indicate strong transfer mobility among Parkland students. That Parkland College remains the top transfer feeder community college to the University of Illinois at Urbana-Champaign (UIUC) is an important indicator of its ability to prepare students for successful transfer. Reports from UIUC and Illinois State University (ISU), another strong transfer partner, on student academic performance in the initial year of transfer provide additional affirmation of quality transfer preparation. Transfer success is facilitated by the college's participation in the Illinois Articulation Initiative (IAI). Also, a student who completes the IAI General Education Core

Curriculum (GECC) package has a legislative-backed guarantee that they have fulfilled all lower division general education requirements when transferring to any Illinois public institution.

Similarly, the college monitors how well its career programs prepare students for employment in terms of acquiring relevant workplace competencies and job placement. Health Professions division, for example, measures program success using board pass and job placement rates as well as employer feedback as seen in this example from Surgical Technology. The Federal Aviation Administration (FAA) certifications are required for aviation students planning careers as commercial pilots. The Institute of Aviation since its FY2015 transfer to Parkland has steadily increased FAA certifications earned by students except when training was interrupted by the pandemic. Engineering Sciences and Technologies (EST) utilizes work experience courses to prepare students for employment. A 2021 review found that work experience courses provide a seamless transition into employment for cohort-based and/or apprenticeship programs like Ford ASSET, Case New Holland, diesel power equipment, and general automotive technology; the data, however, does not support the same level of employment transition in non-cohort-based programs. In response, the EST program in tandem with the CTE division is prioritizing apprenticeships and earn-learn models to provide structured pathways to employment.

Parkland College engages in regular reviews to track how well it prepares students either for transfer and/or the workforce and identify where improvements are needed.

Core Component 4B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

4B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Parkland College uses the Course Information Form (CIF) to establish course-level learning outcomes, to articulate general-education learning outcomes, and to outline methods of evaluation for each course in the college catalog. The information found in the CIFs serves as the foundation for every syllabus at Parkland College. CIFs are reviewed by the faculty at least once every three years, and general education courses are reviewed every three years by the General Education Assessment Sub-Committee (GEASC). The CIFs establish standards of instructional consistency and integrity by providing a mechanism for ensuring that every syllabus meets the established metrics for instruction and assessment.

Faculty serving on the Academic Assessment Committee (AAC) establish processes* for assessment of student learning outcomes in both courses and co-curricular programs. The work of the AAC is documented through meeting minutes, a work-flow chart and an annual year-end report to the Parkland College Association (PCA).
Combined, the goal of CIFs to clearly establish educational goals for each course, and the assessment activities conducted by the GEASC and AAC to ensure measurement of desired

educational outcomes, create a start-to-finish approach to monitoring and improving educational achievement.

4B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular activities.

The AAC facilitates and supports regular and ongoing course-level assessment of student learning. Assessment activities are conducted at the course and program level. The term program refers to any curricular unit in the college that leads to a certificate or a degree. Program level assessment is conducted on a regular schedule with all designated program areas of the college submitting scheduled reports to ICCB. Course-level assessment is conducted annually in every program at the college.

Parkland has consistently promoted course-level academic assessment. Prior to 2019, assessment information was regularly collected, but there was inconsistency among reports in both breadth and depth. Thus, in 2019, some changes were made in the reporting model of transfer programs for academic assessment to achieve three goals:

1 Encourage greater participation
2 Establish the ability to track progress from year to year
3 Refocus attention on the implementation of action plans as a necessary result of each assessment cycle

To this end, a new model for collecting assessment data was created using rubrics inspired by the AAC&U. These rubrics are integral inputs within a SharePoint assessment tool which requires not only an action plan, based on information gathered by through assessment of student learning, but also that an evaluation of the action plan be conducted in the next assessment cycle. The rubrics provide a numeric system for scoring assessed activities so that performance can be compared from year to year. Unfortunately, implementation of the new reporting model was interrupted by the COVID-19 pandemic, and we are just entering our first full year of use. However, there were some early adopters who have already conducted assessment activities using the new model. Assessment reports from the various departments at Parkland College are housed in the AAC's SharePoint site. Participation in assessment activities varies across the transfer areas. Fine Arts, Natural Sciences, Math all have mechanisms in place that promote full participation by the faculty, while Social Sciences and Humanities have tended to have a more idiosyncratic approach to assessment. The new reporting model is intended to encourage higher levels of participation from all departments due to the more standardized and streamlined process.

Outside of the transfer area, Health Professions (HP), Aviation, and Career and Technical Education (CTE) all conduct unique assessment activities, but each still submits a final annual report. HP faculty have created and implemented a model for connecting course, program, and college-level learning objectives. HP has 100% participation in course-level assessments. Much

like Health Professions, the Aviation Program also conducts [assessment](#) activities particular to the type of instruction in the field. These differ to the degree that in addition to measuring student learning they must also meet specific industry standards with the purpose of students' attaining licensure or other credentials.

The greatest challenge in conducting assessment activities comes in establishing the full and consistent participation of faculty from all parts of the college. In some areas of the college, we see 100% participation rates, while in other areas we are still struggling to create a culture of assessment. Across all academic disciplines, the purpose of the new reporting model is two-fold: to encourage, by its ease of use and standard language, greater participation in assessment activities, and to create data that is comparable across assessment cycles. At the disciplinary level, faculty are creating the rubrics being used making it possible to compare data from year to year to measure the effectiveness of the measures taken to improve student learning.

In addition to course-level assessment, Parkland College also reviews General Education offerings by assessing the established General Learning Outcomes (GLOs) across the curriculum. Over a six-year period beginning in 2014, the following GLOs were assessed:

A serious institutional review and revision of the General Education objectives began in November 2012, when critical questions arose as a result of the previous HLC visit. A member of the Peer Review team asked, "How do we know that a student graduating from Parkland has achieved a general education? Are the General Education objectives ever taught or assessed?"

In Spring 2013, the GEASC discussed, revised, and streamlined the General Education objectives into the current outcomes-based General Learning Outcomes (GLOs). The new outcomes were approved by the Curriculum Committee in the Spring of 2013, and it was decided that we would measure our students' achievement of these outcomes by assessing a single outcome on a yearly basis over the course of six years.

Members of the GEASC, together with the chair of the AAC, and the Center for Excellence in Teaching and Learning (CETL), partnered with our Institutional Accountability and Research (IAR) office to tailor the well-designed American Association of Colleges and Universities (AAC&U) VALUE rubrics to our specific Parkland outcomes (Association of American Colleges and Universities. 2009. *Valid Assessment of Learning in Undergraduate Education (VALUE).* Washington, DC: Association of American Colleges and Universities). These were revised by the GEASC and piloted in the spring using a small group of faculty and their students' work.

After each pilot, the rubrics were revised. In the fall, every faculty member who was teaching a course for which a specific outcome was listed on the CIF (meaning it was taught and assessed) was invited to assess their students' achievement of that outcome using an assignment of their choosing. Assessment was a two-part process: First, the faculty member attended an hour-long

introduction to the assessment and calibration of the rubric, using shared student artifacts; second, the faculty member rated an entire section of their students, on a project or paper, to determine the highest level of achievement the student attained in demonstrating that particular outcome. The results were compiled by IAR, discussed at committee meetings, and then presented each spring in the Center for Excellence and distributed widely with faculty and program directors, who were encouraged to discuss improvements needed and to develop potential interventions at the course level to increase levels of achievement.

We followed the HLC guidelines as presented in 2013 for conducting assessments using AAC&U rubrics, which are attached here. Many faculty members attended the Assessment Institute in Indianapolis for several years running, and we presented our successful comprehensive model to a receptive audience there in Fall of 2015.

At the end of the six-year cycle in 2021, the GEASC evaluated all the results, and found that in general our students are developing and even achieving many of our desired general learning goals. The results of the General Education assessment were reported to the faculty in public meetings and aggregated assessment data was shared college wide. The two areas where we found relative weaknesses were in Global Awareness and Information Literacy. Starting in 2021 a faculty group, led by the chair of the GEASC, is conducting workshops for faculty to present innovative ways to build student success in these areas.

In addition to course level and General Education assessment, the AAC also conducts assessments on co-curricular activities. The college defines co-curricular activities as outside of class programs and experiences that reinforce the college's mission and complement either the formal academic curriculum of a class or fulfill at least one explicitly stated learning outcome. Perimeter Road Sound Recordings, Study Abroad Programming, Motor Sports, Debate Team, Presentation Center, Honors Program, Phi Theta Kappa, DHG Free Dental Clinic, and Immigrant Dental Screening Day are examples of recently assessed co-curricular activities. AAC Committee members worked with advisors in charge of these activities to create assessment tools as well as a space in the Assessment SharePoint site for each of these activities and programs.

4B.3 The institution uses the information gained from assessment to improve student learning.

The college's faculty uses information from academic assessment to make improvements in student learning. This takes place across the academic divisions. Examples from the Arts and Sciences division include the following: History courses used results from assessment activities to reorient class activities toward smaller and more frequent writing assignments based on the reading of primary source material. The Biology faculty undertook a significant revision of the curriculum and pedagogy for two anatomy and physiology courses, BIO 121 Anatomy and Physiology I and BIO 122 Anatomy and Physiology II (a fuller description in Criterion 4C). The Mathematics department (ii) re-designed developmental mathematics courses for students interested in non-algebra required disciplines (a fuller description in Criterion 4C). An example

from the Career and Technical Education division includes Construction Management's use of assessment activities as well as advisory board recommendations to make industry-specific adjustments to the program. An example from the Health Professions division includes Veterinary Technology and Radiologic Technology programs' development of action plans to improve success rates among students.

The biggest challenge we face in assessment of student learning is in capturing how we turn information into action. As cited in the examples above, action plans and responding to information gathered in assessment activities have always been part of our process. However, there has never been an institutional effort to record and track when changes were made. At this point, when faculty adjust their teaching as a result of information gathered from assessment, that information is not being captured consistently or systematically. The new rubric-based reporting model will, hopefully, make this part of the process more transparent. Our new reporting model requires that an action plan, based on the results of the assessment, be created and implemented. This will allow us to easily see if plans were carried out and assess their effectiveness. Furthermore, the following assessment cycle requires a report on the status of the previous action plan. Due to delays caused by the COVID crisis, we have not had enough time with the new model to operate through a full cycle. However, early indications are that the new assessment model is functioning as intended.

Core Component 4C. The institution pursues educational improvement through goals and strategies that improve retention, persistence, and completion rates of its degree and certificate programs.

Parkland College prioritizes the success of its students. It defines success in terms of course retention (grade of C or higher), persistence from term to term and year to year, and completion of credentials (certificates and associate degrees). It uses data and research to establish goals and strategies to improve the success rates for its credential-seeking students.

4C.1 The institution has defined goals for student retention, persistence, and completion that are ambitious, attainable, and appropriate to its mission, student populations, and educational offerings.

Parkland College defines its goals for student success. In addition to the federally prescribed Integrated Postsecondary Education Data System (IPEDS) measures of success, the college has participated in three national accountability programs – the National Community College Benchmarking Project (NCCBP), Voluntary Framework of Accountability (VFA), and Community College Survey of Student Engagement (CCSSE) – to set its student success metrics and goals. NCCBP and CCSSE provide the opportunity to benchmark performance against peer institutions. VFA Six-Year Outcomes yields a more nuanced alternative to the IPEDS measures to better track community college student outcomes.

In 2013, the College Planning Committee (CPC) initially selected 56 key performance indicators (KPIs) from NCCBP and CCSSE, 19 of which focused on student success. In 2021, the college, in discussion with the CPC, streamlined its approach to the use of KPIs for institutional effectiveness and operational planning. Fifty-six KPIs had proven unwieldy, diffusing institutional focus. Thus, in April 2021, the CPC approved a different approach defining KPIs as select broad indicators that the institution is moving in the right direction for mission sustainability and fiscal viability. It replaced the 56 with 13 KPIs distributed across four categories of enrollment, student success, employees, and finances. This move was in tandem with the development of a comprehensive Strategic Enrollment Management (SEM) plan. The SEM plan speaks directly to the enrollment and student success KPIs. Specifically, the SEM student success goals focus on course retention, persistence, and completion and transfer. Each goal has three measures of success with quantifiable targets and an intentional focus on equity outcomes.

Parkland College considers student success as central to its mission. It has evolved its use of KPIs to set clear, ambitious, and data-driven strategic goals for course retention, persistence, and completion. These goals guide annual planning throughout the college.

4C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

4C.3 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Collection and Dissemination of Data on Student Success
Parkland College collects and distributes data on student success in a manner that is accurate and consistent, timely and regular, and accessible to and appropriate for stakeholders within the college. The office of Institutional Accountability and Research (IAR), charged with data collection, reporting, and dissemination for the college, extracts data from the student information system to provide college-, program-, and course-level data on student enrollments and success. Academic Services, for example, annually receives course retention data as in the examples from Business and Computer Science, Health Professions, and Natural Sciences. In FY2020-2021, as part of the effort in Academic Services to improve data usage in identifying gaps in student learning and achievement, IAR provided more granular data reports on course-level retention with disaggregation of information by program classification system (PCS) code, instructional modality, and key demographic groups. Reports were expanded to include term-to-term and year-to-year persistence and completion of credentials. The comprehensive extraction of data (FY2016–FY2020) allows for both a college-level report as well as reports at individual program or course level, e.g., the ENG 101 Composition I report. The VPAS distributed these reports and discussed how the data can be used to improve student outcomes with academic deans and department chairs at the November 18, 2020, Academic Services Leadership (ASL) meetings on November 18, 2020. Subsequent use of the data to develop action plans to address areas of inequitable outcomes was uneven, however, as faculty

attention pivoted to continuity of instruction and supporting student learning in face of the pandemic. Hence, the VPAS added training and guidance on disaggregated data usage to the March 4, 2022, [ASL agenda](). IAR also compiles data reports for five-year program review, e.g., the reports for [Precision Agriculture]() Automotive Ford [ASSET]() program, and [Social Sciences]().

In addition, IAR coordinates the collection of student satisfaction-related data via survey instruments. These include college-wide surveys like the [CCSSE]() Survey and [Ruffalo Noel Levitz (RNL) Student Satisfaction Survey](). IAR also administers Class Climate end-of-course student evaluations and distributes collated results. These evaluations generate course section reports for instructors (e.g., a General Mathematics [section report]()), department-level reports for department chairs (e.g., a mathematics [department report]()) and [college average reports]() for the Vice President for Academic Services (VPAS). Class Climate reports are used to gauge student perceptions of teaching and learning in the classroom; they provide guidance for department chairs as they work with faculty to improve instruction and class management.

Overall, the quantitative data collected on student success provide indicators of how well the college is doing on the metrics of student success. The more recent multi-layered disaggregation of data reports adds an important dimension to the data collected. This self-study points out one needed component in advancing the college in the effective use of data, namely, that of supporting faculty to supplement quantitative data-based insights with student learning assessment data to better understand the narrative behind the numbers for continuous improvement.

Analysis and Use of Data for Student Success
Parkland College analyzes data on student progression and completion, using findings to design and implement action plans to improve student achievement. Analysis and use of data to enhance student success takes place at all levels – college, department, program, and course. Examples of action in response to data on student success at these different levels include the following:

College-level Initiative: On-Time Registration. In 2014-2015, the college launched [On-Time Registration]() (OTR) as a major all-college effort to improve student course retention. OTR was the culmination of a cross-campus study of research-based best practices and institutional data. It focused on changes to class registration procedure to direct student behavior toward on-time registration for classes. Intense college-wide discussion (dialog which included [information]() dissemination, faculty-staff [presentations]() with [feedback]() and room for [dissenting opinion](), and [modifications]()) preceded implementation to ensure widespread buy-in. Early [post-implementation data]() for fall semester 2014 indicated a positive immediate correlation with improvement on course retention rates. Since then, the OTR process has evolved procedurally as seen in these [examples]() to better guide registration behavior and accommodate academic department differences while maintaining the forward momentum in improving overall course retention [rates](). The data also show that the impact of on-time registration on developmental

student success is limited. Developmental course retention is better addressed through curricular and pedagogy re-design (see Mathematical Literacy project below).

College-level Initiative: Anatomy of a Parkland Student. Student success is a function of a multiplicity of factors. To complement the OTR emphasis on on-time registration, the 2015 Anatomy of a Parkland Student (APS) project analyzed institutional student data in combination with the results of the Community College Faculty Survey of Student Engagement (CCFSSE). The APS project identified five key domains of the student's experience that affect student success: academic, personal, financial, social, and institutional. The project was developed as part of the college's participation in the HLC Academy for Student Persistence and Completion.

APS findings were presented through four college-wide interactive sessions: overview of the domains; focused sessions on the academic domain and student outcomes, the personal and financial domains, and on the social and institutional domains. One major outcome of the APS project is a framework to guide student support initiatives. In the ensuing years it has influenced programming to serve the whole student [LINK 8 *Placeholder document*]). Examples of such programming and initiatives include the following:

- Academic domain: ENG 111 Workplace Writing as an option to meet the general education written communications requirement for career students (see Criterion 4A); BIO 121 Anatomy and Physiology I re-design of curriculum and pedagogy (see below); Science Commons; taskforce on Student Academic Support whose recommendations were used in implementing the Learning Commons
- Financial domain: Perkins-funded book loans for career students; SWFT Support for Workforce Training program – a grant-funded short-term training and support program for low-income, minority students
- Personal domain: Title IX pregnancy support; Accessibility support through BlackBoard Ally
- Social domain: Race Talks; Student Leadership Academy
- Institutional domain: Debt relief through Cobra Comeback; new advising approach (see below); streamlined communication on policies and procedures as well as a request for assistance form for student complaints, grievance, and request for exceptions as part of a digital restructuring of the Student Handbook; new online application and related processes enhancing student applicant's initial experience and understanding of enrollment steps

OTR and domain-focused programming from FY2015 through FY2020 appear to correlate positively with improvements in student course retention rates over the same period. However, many of the domain-focused initiatives were not planned with the collection of outcomes data, thus limiting a more rigorous evaluation of the impact of such programming on student success.

College-level initiative: New Academic Success Advising Model
In fall semester 2021, Counseling Services launched its new advising model called the Academic Success Advising Model (ASAM). Using insights into the student experience from the Anatomy of the Parkland Student project, institutional data on student retention, persistence, and

completion, as well as national research on Guided Pathways as a key tool for community college reform, Counseling Services embarked on a restructure of its drop-in student-initiated approach to academic advising. Changing the advising paradigm into one of case-management with assigned advisees required intensive work in soliciting buy-in, developing a new system of advisor assignment, meticulous planning using student enrollment data and curriculum tracks, collaboration with academic services, and professional development for advising personnel. The new model focuses on student success by streamlining the student's journey from entry to completion by providing structured choices within academic Areas of Interest (AOI), just-in-time support, and career counseling.

Counseling Services plans to use the following select quantitative data points to measure the effectiveness of ASAM: grade point averages, credit accumulation, rates for course retention, persistence (next term as well as year-to-year), and credential attainment. The recency of the introduction of the new advising model means that data to measure its impact on student success is not yet available. However, the college is optimistic that this advising approach in tandem with other college initiatives for student success will yield positive outcomes for students. Anecdotal responses from faculty and students have been largely positive.

Department-level Initiative: Developmental Mathematics Curricular Redesign. The Mathematics Department embarked on a multi-year initiative to redesign the developmental mathematics sequence for students pursuing non-algebra required majors. The initiative was prompted by three factors: low rates of developmental course success; low rates of course sequence persistence in the developmental math track that consisted of two five-credit courses – beginning algebra and intermediate algebra; and low rates of placement into and successful completion of general education mathematics. The Mathematical Literacy project shortened the developmental math sequence from 10 credit-hours to one five-credit hour course, MAT 072, involving a significant redesign of the curriculum and pedagogy. The project utilized two program review elements to track student learning outcomes and success rates. Feedback from faculty and students was used to make initial adjustments. Quantitative data was reviewed every semester to track outcomes with responsive assessment discussions on whether and how to make adjustments.

The summative assessment of the Math Literacy project based on seven years of assessment data is that MAT 072 improved completion rates for the required developmental math course and increased the number of developmental students entering and passing general mathematics courses.

Program and course-level initiative: Redesign of BIO 121 Anatomy and Physiology I.
BIO 121 Anatomy and Physiology I is the first of a two-course sequence in anatomy and physiology and is the first of several gateway courses required in the selective admissions process for accredited Health Professions programs. It is the highest enrolled course in the Natural Sciences department. A 2013 faculty review of course retention rates showed an overall five-year retention rate of 63.8%. In spring 2012, it fell as low as 57.4%. In response, the

course lead faculty proposed two initiatives: one, course curriculum redesign; and two, professional development of faculty with a focus on student success. This re-design-cum-professional development project received funding as part of the college's Title III project (October 2014 – September 2019), fitting under the Pathways to Success in Gateway Courses component of the grant with the following objective: "By September 2019, increase the pass rate (C or better) in BIO 121 Anatomy & Physiology I to 72% from a five-year baseline of 64% (66% in 2015, 67.5% in 2016, 69% in 2017, 70.5% in 2018)."

The five-year project involved curricular and pedagogical re-design, engagement of all BIO 121 faculty, and feedback from students, demonstrating best practices in data analysis as well as the feedback loop in assessment to modify and improve. This is well reflected in its Title III annual reports. The project met its student success goals every year; in fact, it exceeded its goals. The re-design efforts led to 78.8% success rate (grade of C or higher) in FY2019. The momentum built through the new curricular and pedagogical approaches continued in the subsequent years to FY 2021.

The BIO 121 re-design illustrates how quantitative data on student success metrics is used as a catalyst for faculty-led curricular and pedagogical changes. As a result, it effectively opened the pathway to gateway course success for more students interested in nursing and allied health programs.

Parkland College analyzes and uses data to improve student success at various levels, from collegewide initiatives to program-level programming, from curricular and pedagogical revisions to student support projects. However, the data used has remained largely in the aggregate at the college-level. IAR's provision of disaggregated data coincided with the pandemic. As faculty pivoted to issues related to continuity of instruction and supporting students in a largely remote learning environment, attention paid to analyzing and using the disaggregated data was uneven. Even then, good conversations were started in various departments and programs, as seen in the Humanities Department Brown Bags in spring 2021 with recommended reading list and the curriculum developed by the Equity, Inclusion, and Access Resource Group to provide faculty with a rich set of resources for classroom instruction on issues pertaining to equity, inclusion, and access.

4C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. *(Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)*

IAR is charged with leading the college in its data collection, analyses, and dissemination processes. It ensures that its data processes including those that pertain to student success

reflect good practice and that the data is of the highest quality. This is evidenced by the following:

Data Governance. IAR co-chairs the Data Governance Working Group (DGWG). This collaboration among data stakeholders set up the college's data governance structure to address issues of data management, quality, accessibility, and security. Identifying and using authoritative sources of data is a priority. To this end, the DGWG has developed a data dictionary to standardize the definitions and use of key terms related to data. The data dictionary is an ongoing project that continually defines and modifies data to adapt to dynamic reporting needs and ever-changing technology. Posted on SharePoint, it is accessible to all faculty and staff. IAR operates within the college's data governance structure when collecting and analyzing data on student success.

Data reports. IAR compiles all official reports on student-related data. Every report is delivered with clear, consistent, and precise descriptions for each data set as seen in this example so that no ambiguity exists regarding what the data refer to.

Disaggregation of Data. IAR provides aggregate data on student success at the college level. It also disaggregates data to allow a more nuanced comparison of achievement rates among student populations. Departments and programs can use information from the breakdown of data to identify achievement gaps, if any, and develop action plans to close apparent gaps. Disaggregated data on student success break data sets by gender, Pell eligibility, race/ethnicity, full-time/part-time enrollment, instructional modalities, PCS code, disabilities, and veteran status.

Meeting with requestors. When IAR receives a data request, they typically discuss with the requestor(s), whether internal or external, to clarify and/or refine the research question(s). These discussions ensure that the delivered data report is both accurate and adequate. A sample of such email discussions may be found here.

Limitations
The college uses data to guide its goals of increasing student success as measured in course retention, persistence, and credential attainment. However, this portion of the self-study points to two areas of weakness in the college's efforts to help students learn and succeed.
The first is that initiatives to support students in their academic endeavors (outside of grant-funded programming and academic programs aligned with specialized accreditation standards) are not always launched with clearly articulated measures of student success and plans to collect, analyze, and respond to the data (quantitative and qualitative).

The second is that student success data has been reviewed largely in the aggregate through the so-called collegewide lens. Likewise, initiatives to improve student success are designed to enhance the experience of success for students in general, overlooking possible disparities in outcomes among the various student populations. Starting in FY2021, the college began looking

at disaggregated data to identify where gaps in success exist. However, stronger efforts are needed to support departments and programs across academic and student services in the use of disaggregated data to identify specific issues hindering student learning and achievement especially among some minority or underserved populations.

Criterion 5. Institutional Effectiveness, Resources and Planning: The institution's resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Component 5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

5A.1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff, and students—through planning, policies, and procedures.

Parkland College is committed to shared governance. It intentionally engages its internal constituencies –administration, faculty, staff, and students – to fulfill its mission through participatory processes. This engagement takes place through two primary structures: the Parkland College Association (PCA) and the Annual Planning process. Decisions on planning and policies that emerge from internal shared governance processes are presented to the Board of Trustees (BOT) for review and approval.

The **PCA** is the college senate: it is an elected body comprising representation from all employee groups – faculty, staff, and administration – as well as students – to engage in shared governance. Its stated **purpose** is "to provide advice, counsel, and assistance to the President of the College and to the BOT" to promote the college's goals. Ten constitutional committees cover key areas of shared governance including college planning, curriculum, academic assessment, diversity, professional development for faculty and staff, sustainability, and faculty sabbaticals. Committee membership is comprised of elected and appointed area representatives. In addition to constitutional committee work, PCA provides a collective voice on the formulation of policies and procedures pertinent to the life of the college, overseeing the review and approval process for new and revised policies and procedures. Policies passed at PCA are presented to the BOT for formal approval. Measures to ensure continued communication between college-wide administration and the senate include:
1. Monthly meetings between the PCA President, PCA Vice President and the college President.
2. A monthly PCA Executive Council which includes all PCA committee chairs and the college President.
3. A monthly senate meeting where the college President and other administrators deliver reports and respond to questions from the senate.
4. Every spring during the February PCA meeting, the college's Chief Financial Officer (CFO) discusses the budget for the following fiscal year and its implications for the college.

Students participate in shared governance in several ways. The BOT includes a **student trustee** who is elected by the students and casts advisory votes on all matters brought to a roll call vote. The student trustee typically attends the annual National Legislative Summit in Washington D.C. along with other BOT members and participates in discussions related to the impact of legislation on community colleges. Also, the PCA senate membership includes one student body representative who reports on student activities at monthly PCA meetings. Further, each spring semester, the CFO meets with student government representatives to discuss budget proposals that impact student tuition and fees for the forthcoming financial year. Lastly, the college President **sets aside time** to meet with students throughout each semester.

Technology has a major infrastructure role in the effective functioning of the college. The Campus Technologies department has an Information Technology (IT) **governance structure** that incorporates broad participation from all sectors of the college. Consequently, technology-related decisions that affect teaching and learning, student support services, finance, college web presence, human resources, connectivity, security, and accessibility are made with substantive input from relevant constituents. The Chief Information Officer (CIO) reports to PCA at its monthly meetings.

The Annual Planning (AP) process is the college's mechanism for operationalizing its Strategic Plan for Excellence. Budget-related requests (i.e., requests for personnel, remodeling, software, and equipment) as well as significant action plans for the forthcoming fiscal year are **entered into** the Annual Planning database in October and April. AP participation is open to all departments, but AP entries must be tied to strategic goals, key performance indicators, and/or assessment data. The PCA College Planning Committee (CPC) **reviews requests** and approves recommendations for funding. Decisions are reported at monthly PCA meetings. The summary of approved annual planning requests and how they advance the strategic plan is reported annually to the BOT and **sent** to the college through email.

The above shared-governance processes involving internal constituencies are longstanding and function smoothly, demonstrating the college's commitment to shared governance in its planning, policies, and procedures.

There is currently room for enhancing the campus community's understanding of the purpose of shared governance and how it works at Parkland College. The composition of employees has changed in recent times with new hires, retirements, and resignations. The pandemic and its attendant mitigation protocols has disrupted to some degree our sense of community. In 2022-23, the college will include learning opportunities on shared governance as part of internal professional development offerings. It is important that employees across campus attain a broad understanding of the importance of shared governance and increase participation in shared governance.

5A.2 The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The President and four vice presidents lead the college's administration. Each vice-president works with a team of **administrative leaders** in their divisions to make decisions. These decisions are shaped by quantitative and qualitative data to both maintain operations as well as to advance the college's strategic goals and the interests of its students, faculty, and staff. The Institutional Accountability and Research (IAR) office is the primary **resource for data** which include enrollment data, demographic information, and survey data. Examples of these data-informed decisions from each of the divisions are provided below.

- *Academic Services*: Academic Scheduling manages course sections and program offerings to avoid unnecessary cancellations. Faculty hiring decisions are made using enrollment data, full-time/part-time faculty ratios, and annual planning needs. Enrollment data, labor market data, and industry input are used to make programmatic decisions. Additional details are provided in 5C.

- *Administrative Services*: The annual budget is developed to ensure long-term fiscal viability in the face of falling enrollment and limited state support. The budget planning process utilizes internal and external data to develop the annual budget and make budget projections. This is described in more detail in 5C.

- *Student Services*: The Strategic Enrollment Management (SEM) plan utilized external data provided by the CLARUS Corporation to identify distinct audiences and used internal data for student success strategies. The SEM plan is discussed in more detail in 5C.5. In 2021-22, Counseling Services launched a radically different advising model for academic advising, the Academic Success Advising Model (ASAM). The model drew upon data from the Anatomy of the Parkland Student project (elaborated on in Criterion 4C); institutional data on student retention, persistence, and completion; and national research on Guided Pathways as a key tool in helping students complete. It involved **restructuring** advising from a drop-in student-initiated approach to a case-management approach in which each student has an assigned advisor within their declared area of academic interest.

- *Communications and External Affairs:* Parkland's state-grant-supported Support for Workforce Training (SWFT) program maintains a focus on short-term training completion and life-sustaining employment for African American and other underserved student populations. To accomplish this goal, the program uses labor market data **through Emsi** (A labor market analytics company) to select training programs. To enhance program outcomes, SWFT closely monitors weekly student attendance in class and engagement in required employability workshops. Its case management approach to student success also extends to required engagement with career advising resources. As a result, the program has been **sustained** for three years. The Marketing and Public Relations department utilizes institutional enrollment and program-level data to inform

its advertising campaigns, including programs in greatest need of marketing support and programs that lead graduates to in-demand, well-paying jobs. In tandem with the new SEM plan, these efforts in developing strategic messaging are helping the college reach, recruit, and enroll a diversity of prospective student audiences.

The BOT's responsibilities include approving the annual budget, approving the expenditure of funds, ensuring adequate financial support, and entering into **collective bargaining agreements** with recognized bargaining units. The CFO as the administration's representative **provides relevant data** and accurate information to facilitate board decisions on annual budgets, tax levies, major purchases, and capital projects [Minutes_BOT_20220119]. The BOT **utilizes an auditor** to help fulfill its legal and fiduciary duties.

Parkland College's administration consistently uses data to guide its decisions to carry out the educational mission of the college.

5A.3 The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Parkland College ensures that faculty set academic requirements for placement, course completion, and graduation.

The **Curriculum Committee** is the PCA constitutional committee charged with reviewing the development and revision of academic courses and programs; it is led solely by faculty. New courses and revisions to existing courses must be initiated by a faculty proposer whose signature is required on the Course Information Form. Likewise, the curriculum for new or revised programs is proposed by faculty. The role of the academic dean or Chief Academic Officer is to ensure that the procedural rules and criteria for state-level curriculum approval are adhered to.

The Curriculum Committee works in tandem with the faculty-led PCA Academic Assessment Committee and the General Education Assessment Sub-Committee. These committees oversee the assessment of course learning outcomes, the articulation of general learning outcomes (GLOs), and the presence of GLOs and their assessment throughout the curriculum. Academic Assessment is discussed in more detail in 5C.2.

The college's **Policies and Procedures Manual** includes policies that pertain directly to the work of faculty and classroom management such as Course Outlines, Syllabus, Recording in the Classroom, Instructional Material Selection, Institutional Accessibility, Professional Development, and Sabbatical Leave. Introduction of new policies or revisions to standing policies follow a prescribed PCA **procedure**: proposals are submitted with evidence of consultation with affected stakeholders. Consultation with faculty includes setting up working groups with strong faculty representation to review and make policy recommendations, dialogue at Academic Services Leadership, and/or **discussion sessions** at the Center for

Excellence in Teaching and Learning. New and revised policies go through two readings at PCA meetings. Concerns, if any, are discussed prior to a floor vote. The revision process for developing the Recording in the Classroom and the Institutional Accessibility policy proposals illustrates this direct involvement of faculty. The **development** of both policies involved an initial working group and subsequent input from Academic Services Leadership who in turn discussed implications of the policy with faculty before the proposal was submitted to the PCA Policy Manual committee and then to the PCA for two readings and approval.

At times, academic requirements may be dictated by external bodies. In such instances, administration works with faculty to make needed accommodations where appropriate. One example is the state policy for placement into college-level mathematics and writing. In 2018, the Illinois Community College Board (ICCB) in conjunction with the Illinois Council of Community College Presidents (ICCCP), the Illinois Commission for Chief Academic Officers (ICCAO), and the Illinois Commission for Chief Student Services Officers (CCSSO) **recommended** a statewide uniform approach to placement using multiple measures. This was later codified into law by the Illinois Legislature through the passage of HB2170. The Developmental Education Reform Act (**DERA**), as it came to be known, was enacted as state law in January 2021. The overall intent behind the recommendations and eventual law is to remove perceived inequities of outcomes for students placed into developmental education, particularly students of color. While the faculty were not in full agreement with the "required recommendations," the VPAS worked extensively with faculty from the Mathematics and Humanities departments through a collaborative iterative process to rewrite the college's **placement manual** to align placement criteria and procedures. The revision also involved extended collaborations with the Admissions, Assessment Center, and Campus Technologies areas to program changes into the student onboarding and student records systems.

Through Parkland College's Curriculum Committee, Academic Assessment Committee, and Policy Manual Committee, the college ensures academic requirements, policies, and processes are set collaboratively.

Core Component 5B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

5B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Parkland College has qualified, trained faculty and staff as well as the requisite infrastructure to support its educational programs in the different delivery modalities.

Faculty credentials for teaching adhere to **minimum qualifications** set by the Higher Learning Commission and the Illinois Community College Board. In addition, faculty content expertise corresponds to program specific curricular needs. Staff fulfill the functions of their departments, each of which support the educational mission of the college. Every position, whether faculty or staff, has a job description detailing essential functions and minimum

qualifications. Human Resources procedures ensure all employees are pre-screened for **minimum qualifications** prior to being hired.

All departments identify faculty and **staffing needs** through the annual planning process. Rationale for new personnel requests or redesign of positions include department need in relation to assessment data and/or college strategic goals. Personnel requests must be approved by the appropriate vice president, CFO, and college president through a process that balances need and cost.

Professional development and training. The college provides continual professional development (PD) opportunities so that employees, individually and collectively, can effectively support the mission. The Center for Excellence in Teaching and Learning (CETL) focuses on supporting faculty PD. It, along with Parkland Human Resources, organizes **orientation** for all new employees. This orientation includes an opportunity for upper administration to introduce new employees to the mission of the college. In conjunction with the PCA Professional Development Sub-Committee for Faculty (PDSF), CETL provides on-going **support** for all faculty. In response to the pandemic-related pivot to remote instruction and learning, CETL organized PD to help ensure the continuity of effective teaching and learning. One strand of PD focused on the **pedagogy of teaching** online utilizing the college's learning management system. Another strand introduced faculty to the use of audiovisual technology that allows a flexible approach to class attendance. Called *flex tech*, this approach encourages students to remain enrolled while managing the challenges of COVID-related illnesses and/or mitigation protocols. Beyond the pandemic, **flex tech** has the potential of serving students who prefer in-person instruction but whose life responsibilities sometimes get in the way of coming to campus. A summary of the flex tech initiative can be found here.

Support staff receive in-house technical training for their work. Many departments use **Professional Development Day** (typically one Thursday in February) to build team spirit and provide in-house PD. Where appropriate, external professional experts are brought to campus. For example, the college hosted a **LifeBound** training program so that faculty and academic advisors could learn the strategies of coaching for student success. Staff also attend relevant conferences for PD and training.

The college provides professional development funds for faculty and staff. The specifics of funding are **outlined** in collective bargaining agreements. Parkland has also organized **Leadership Academies** for faculty and staff that provide information about the college, simulate budgeting processes, and allow participants to ask questions about college processes. A "**Leadership Academy 2.0**" was also organized by Parkland to provide a more in-depth look at college processes.

The college's **physical facilities** (818,017 sq. ft. on main campus and 42, 723 sq. ft. at the Parkland on Mattis location) support its work as a comprehensive community college. Classrooms are equipped with appropriate computer and projection technology. Labs are well equipped for the teaching of science, manufacturing, welding, automotive technology,

agriculture, diesel powered technology, land surveying, construction, computer science, nursing, and allied health programs. Facilities include office spaces for faculty and academic departments. They also house a Learning Commons, spaces for student services departments, a cafeteria, bookstore, Fitness Center and gymnasium, and student-focused programming. Community outreach facilities include a dental clinic, a theatre, an art gallery, a planetarium, a radio, and TV station. HLC-approved additional locations include Parkland on Mattis where Community Education is housed, some off-campus allied health and construction programs, and the Institute of Aviation at Willard Airport.

Technology is an integral part of the functioning of Parkland College. The Campus Technologies department supports the college's academic mission by developing an accessible technology environment to enhance learning and teaching experiences with easy-to-use technology-enabled services. It uses an Information Technology (IT) **governance structure** to monitor overall IT performance and to prioritize projects and services. IT supports the college website and software systems including the learning management system (LMS), the client relationship management (CRM), the college's enterprise resource planning (ERP), multiple databases, as well as specialized software for some academic programs. The collaborative relationship between academic services and IT greatly facilitated the pandemic pivot to online and hybrid classes. The **online pivot** included IT-supplied and -supported loanable technology, a Technology Services Desk with extended remote support services, Microsoft Teams and other collaboration platforms, and improving cybersecurity through single sign-on and multi-factor authentication processes.

The college's employees and infrastructure are sufficient to support its operations and programs.

5B.2 The goals incorporated into the mission, and any related statements, are realistic in light of the institution's organization, resources, and opportunities.

Parkland College **articulates its goals** in its Strategic Plan for Excellence; the five strategic goals in the 2017-2024 plan are: Quality; Completion; Collaboration; Engagement; and Responsibility. These goals cover excellence in educational programs, student success, and connections with stakeholders in District 505. The goals flow directly from the college's mission statement, "To engage the community in learning," as well as from its three purpose statements. The purpose statements focus on students, staff, and the community; its core values; and its status as a comprehensive community college.

Organizationally, the college is well structured to support the strategic plan. Under the college president, four vice presidents provide strategic **oversight** for all areas of the college that directly address the goals or play a supportive role. They work collaboratively and their divisions complement one another in conducting the work of the college so that the institution moves collectively toward the strategic goals. The annual planning processes, key performance indicators, and the shared governance structures described in Criterion 5A and 5C are effective

organizational tools in operationalizing the strategic plan. The organization of the college is well-structured to support its institutional goals.

The college's financial resources, as reflected in the annual budget, are sufficient to support the college's goals. The long-term budget outlook is positive despite significant financial challenges due to low state funding and multiple years of declining enrollments due to cost-saving measures outlined in 5C. The college also benefited from unrestricted federal COVID relief grant funds in FY2021 and FY2022, enabling it to project a **fund balance** of 55.72% for FY2022.

Parkland's revenues are derived from three sources: tuition and fees, local government, and state government. Ideally, revenue would come equally from all three sources. However, state funding has never been at 33% in the history of the college; in fact, it has fallen from a high of 25% in 1997 to around 9% to 10% in **recent years**. In FY2022, state funding accounted for only 9% of revenues. Tuition and fees accounted for 42% while local government (local property taxes) accounted for 46%. Also, enrollments have **declined** annually over the past decade, affecting tuition revenues.

The college is smaller in terms of the size of its student body and number of employees. But as the CFO's SWOT **analysis** of the college's financial situation shows, the strengths and opportunities related to our financial resources outweigh perceived weaknesses and projected threats. With continued sound financial management, the college can maintain that its goals are fiscally realistic.

The college is responsive to strategic opportunities. The pandemic brought opportunities to train more faculty in the use of online educational technology. The increase in online teaching competency will help the college maintain the quality of its educational offerings beyond the pandemic. Partnership with area high schools led to the **development** of transitional courses in mathematics and English to enhance college readiness of high school seniors, preempting the need for remediation in college. A redesign of organizational structure and space usage resulted in the formation of the **Learning Commons** in FY2022, centralizing academic support for students. Relationships with district employers have led to **industry-sponsored** registered apprenticeships like the Birkey's Farm Store program for the Case New Holland technician training program and the offering of Nurse Assistant training onsite at Accolade Healthcare for their incumbent employees. Opportunities such as these help the college to realize its strategic goals and are the outcome of relationships that the college has carefully nurtured with constituents of District 505.

The organization of Parkland College along with its resources and use of strategic opportunities make the college's goals and mission realistic.

5B.3 The institution has a well-developed process in place for budgeting and for monitoring its finances.

The CFO and the Controller oversee the day-to-day business operations of the college and its budgeting process. This is in addition to managers and directors overseeing departmental budgets throughout the year. The CFO and Controller review, adjust, and approve departmental budgets each fiscal year, and continuously monitor departmental spending. The Board of Trustees **approves financial statements** as well as any change/adjustments to the overall college budget at each board meeting. Additionally, the BOT **approves purchases** over twenty thousand dollars. An external audit of the financial statements is completed each summer by a professional **auditing firm**. Martin Hood, LLC has performed the college's audit over the past decade; in FY2022, BKD, LLP will conduct the annual audit. The college's long history of "clean" audits indicates it has a well-developed process for budgeting and for monitoring its finances.

The strategic plan **guides** budgeting for all operations including technology, human resources, and support services. The college's annual plan process provides a way for internal constituencies to operationalize the strategic plan for their departments and to make **requests** such as personnel, remodeling, equipment, and software that impact budgeting for the forthcoming financial year. Annual planning entries must include goals, objectives, outcomes, budget requests, and their connection with strategic goals and/or assessment findings. The annual plan is then reviewed by the college administration and College Planning Committee.

The CFO has the primary responsibility for planning the college's budget for each financial year. Every February there is a public Budget Workshop for the BOT ahead of decisions about rates for tuition and fees in the next fiscal year. The workshop includes an overview of revenues versus expenses over the past few years, audit results of the most recently completed fiscal year, and projected results of the current fiscal year. He reviews revenue sources including trends in Equalized Assessment Valuations (EAV), the status of state funding, tuition revenues in light of continued decreases in enrollment, and the college's history of fund balances. He also reviews operating expenses including trends in salaries and healthcare costs. Projected scenarios with different assumptions about enrollment, tuition and fees are presented. This **workshop** provides a comprehensive context for BOT members to understand the state of the college's finances and make decisions related to the administration's recommendations for a budget for the next fiscal year.

The budgeting processes outlined ensure Parkland College's finances are well-managed.

5B.4 The institution's fiscal allocations ensure that its educational purposes are achieved.

As mentioned in 5B.2, Parkland College's revenue sources have never been the ideal of equal contributions from the state, local government (property taxes), and tuition and fees. For the **current fiscal year,** FY 2021, 42% of revenue comes from student tuition, 49% from local government, and only 9% from the state government. Nevertheless, the college has always prioritized supporting its educational mission. For the current **fiscal year** (FY2022), 43% of its budgeted operating expenses is dedicated to instruction with an additional 10% for academic support and another 10% for student services.

Each year, the college allocates fiscal resources for salaries for faculty and staff, equipment, technology, and programming, all of which serve the college's educational mission as a comprehensive community college. These allocation decisions are principally guided by the strategic plan while factoring in contractually set salary ranges and salary increases for existing employees. Adjustments to departmental budgets are **requested** through the annual plan processes. Filling vacant faculty positions, full-time and part-time, are carefully reviewed by the VPAS to ensure that the college continues to have sufficient credentialed instructors to deliver educational offerings while balancing that need with the current status of enrollments and student interest in the programs.

Despite significant disruptions to the educational environment caused by the COVID-19 pandemic and decreasing state support for higher-education, the college's financial commitment to education and instruction remains strong. The college's finances are **stable** and are used to achieve its educational goals.

Parkland's revenue sources, budget planning processes, and fiscal allocations ensure educational processes are achieved.

Core Component 5C. The institution engages in systematic and integrated planning and improvement.

5C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Parkland College allocates its resources in alignment with its mission to engage the community in learning and based on its priorities of retention, persistence, and completion. (Parkland does not have a comprehensive research enterprise, associated institutes, or affiliated centers.) The **annual planning process** allows each area of the college to enter planning items which are connected to the college strategic plan and key performance indicators. Planning items also include goals and measurements for assessment. This process allows each area in the institution an opportunity to input requests for personnel and equipment as well as physical structures or improvements. Each entry requires approval from a director or department chair before moving on to be approved at the vice-presidential level. Some planning items are connected to funding requests. Even when funds are not available, these items remain in the plan for review and inclusion in the following year's planning so that there is an **institutional record** of needs, goals, and requests. Annual plans are **reviewed** by the College Planning Committee and reviewed annually by the Board of Trustees.

While planning and monitoring the college budget is a continuous process, there is a formal annual budgeting process that meets all the requirements of the ICCB **Fiscal Management Manual**. An in-depth, interactive **budget workshop** presented by the CFO to the Board of Trustees and Administration takes place each February. This workshop discusses the past fiscal

year results, the current year projections, and the following year's budget assumptions. The Board of Trustees adopts tuition rates for the upcoming year during this process. Tuition, state funding, and local property taxes provide the college's operating revenues. The CFO and Business Office staff then analyze and project expenses based on projected enrollment, personnel costs, health care costs and general inflation. Expense budgets are created using known factors, projected factors, and approved annual plan requests. Tentative budgets are presented to department leaders (VPs, deans, chairs) for input on additional or changing needs not previously addressed via the annual plan. This allows for real-time adjustments to the budget to match real-world changes. A tentative budget is presented to the BOT and **made available** to the public in July. The BOT adopts a **final budget** after a public hearing in September. The final budget is filed with ICCB by October 15 as required and made available on the college accounting system.

The annual planning and budget development processes outlined above ensure that resource allocation decisions align with the college's mission, strategic plan, and key performance indicators.

5C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
Parkland's mission, values, strategic plan, annual plan, budgeting processes, academic assessment, and operational planning are **linked** together through the college's institutional planning process. The college president and vice presidents meet weekly to make decisions and provide strategic oversight to their areas. These decisions are based on the college's strategic plan, annual plan, budget, and academic assessment which, in turn, are informed through surveys, data collection, and key performance indicators (KPIs). This ensures priority is given to initiatives which support the college's mission and core values.

Academic program review and academic assessment are tied to planning and budgeting. Parkland's Academic Services Program Review manual **outlines** the college's process of formative and summative assessments of teaching and learning as well as programmatic and course-level outcomes. These assessments, in turn, guide budgeting decisions for personnel, equipment, classroom setups, etc.

Parkland's **Academic Assessment Committee** (AAC) is part of PCA and fosters a culture of assessment at Parkland to help faculty improve student learning. The academic assessment committee connects assessment at the course, program, and general education levels to assist faculty in better assessing student learning. The committee is chaired by faculty and membership is comprised of faculty from across the campus. The annual assessment process has recently moved to SharePoint and has worked to standardized assessment across departments to facilitate comparisons. As part of each **assessment cycle**, departments and programs enter how learning objectives tie to Parkland's Strategic Plan and key performance indicators. This process helps faculty identify strengths and weaknesses, and plan on improving teaching and learning outcomes. The new AAC SharePoint site acts as both an assessment data input site and as an assessment repository.

Institutional Accountability and Research (IAR) and the Dean of Institutional Effectiveness **compile reports** for academic areas. IAR provides department level reporting based on program codes and course prefixes associated with the academic departments. Reports focus on retention, persistence, and completion rates, student enrollment disaggregated by various demographics, cohort tracking studies, and other custom information requests.

Parkland administers the Ruffalo Noel Levitz (RNL) **Employee Satisfaction Survey** every two-years. This schedule was interrupted due to the Covid-19 pandemic. The most recent survey was completed in fall semester 2021. Parkland also administered the Community College Faculty Survey of Student Engagement (CCFSSE) in 2018. **CCFSSE** identified clear differences in the perspectives of faculty versus students on various issues. The college held multiple sessions with faculty to discuss the CCFSSE results, the student vs faculty differences, and what the college could do to address these issues.

From 2003 to 2018 Parkland administered the Community College Survey of Student Engagement (**CCSSE**). Parkland then transitioned to using the Student Satisfaction Inventory (SSI) also through RNL. The decision to transition from CCSSE to SSI was due to CCSSE results longitudinally not changing much and the need to focus on student satisfaction vs engagement. The decision was prompted by a reduction in costs and resources because CCSSE is an in-class paper-based survey. Additionally, the transition to an online survey was necessary post-Covid-19 as many classes had transitioned to a virtual teaching model. The first **SSI** was completed in Fall 2021. The CCSSE survey had a much greater response rate than the recent SSI; The predominant difference lies in the delivery method with CCSSE administered in-person while SSI is online.

Survey results are presented to the college administration and detailed comments are aggregated to bring out common themes. These survey results are then used to guide planning and college initiatives. For example, in the most recent employee survey, a common theme was the desire for more communication between Parkland's administration and the faculty and staff. As a result, Parkland's incoming president scheduled listening/discussion **sessions** with college employees. Similarly, results from the most recent student survey indicated students wanted a better orientation process during their first year. As a result, Parkland implemented a fully online orientation **Program** in the fall of 2021. The new model not only allows students to complete it when it is convenient for them, but students can revisit pieces of the orientation to refresh their memory.

Parkland College participated in the National Community College Benchmarking (NCCB) project from 2013 to 2019. The college ended this initiative as it relied on tracking and reporting on too many KPIs. The project had lost its focus and outlived its usability for Parkland. As a result, the college narrowed an original set of 56 KPIs to 12. The college was a pilot institution in the Voluntary Framework of Accountability (VFA) starting in 2010 and **continues reporting** through VFA. The VFA is administered through the American Association of Community Colleges (AACC)

has taken the place of the NCCB to benchmark student progress and completion data against peers.

These processes for assessment of student learning, evaluation of operations, strategic planning, and annual planning are linked to Parkland's budget. Staffing, software, remodeling, renovations, etc. are all part of the annual planning **calendar**. Parkland's **budget planning** is lead by the college's CFO and guided by area Vice Presidents and annual planning requests. Annual planning supports the college's Strategic Plan, which drives budget planning and decision making.

Parkland's processes for assessment of student learning, evaluation of operations, planning and budgeting are linked through its strategic plan, annual planning processes, and use of internal data.

5C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The perspectives of internal and external constituent groups are included in Parkland College's **planning process** and in the **development and review** of its annual budget.

Parkland's CFO develops a preliminary budget each year and conducts a **workshop** for the Board of Trustees. The Parkland College Association (PCA) is given a **presentation** on the preliminary budget. Budget decisions are tied to the college's annual plan and strategic plan, which are developed with **input** from all college areas and departments, as well as from the PCA. The President and the vice presidents make the ultimate decisions on hiring and capital expenses, and these are approved by the Board of Trustees. Board members have direct input as to where the college should focus its finances and board meetings are open to the public. The final budget is **presented** to the BOT for approval no later than September each year. A tentative budget is made available to the public 30 days prior to final BOT approval, and a general budget workshop and open hearing are also public events.

The college engages the community through program advisory boards as outlined in 5C.4, and Parkland employees serve on local community boards, as outlined in 5C.5. The college hosts numerous community events, job fairs, talks, art shows, and **open houses** throughout the year which provide additional opportunities to gain insight from community members. These events target diverse populations with a wide range of academic interests. Each monthly board meeting also has a designated time for **public comment**.

Parkland also uses a variety of avenues to seek out feedback from regional employers. In 2017, the college hosted multiple **roundtable breakfasts** for different industry areas including manufacturing. These roundtables allowed regional employers to answer questions the college had as well as discuss industry needs and concerns.

The development of the college's strategic plan considers internal and external stakeholders. The college hosted a **futures conference** in 2017 to help map the future of the college and its role in the district. This event combined the insight of Parkland employees with community members and regional leaders to help guide the future of the college.

Parkland considers the perspectives of internal and external constituents during its planning process.

5C.4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Institutional plans anticipate fluctuations in sources of revenue, such as enrollment, the economy, and state support. Budget decisions consider potential impacts to academic programs, continued course offerings, and services which support students. This balanced consideration of budget impacts is particularly important in the current environment of declining enrollments and the COVID-19 pandemic.

Prior to the pandemic, faced with declining enrollment and limited state support, the CFO applied strategic **measures** for "right-sizing" the institution. These measures included two voluntary separation programs (VSP); selective replacement of open positions; review and redesign of incumbent positions for greater efficiencies; closure of academic programs with very low enrollments; renegotiated healthcare benefits; limitations on travel; reductions of overtime; and increased section-enrollment "make" numbers.

Due to the college's conservative fiscal management and preservation of a healthy **fund balance** and the infusion of federal and state **COVID-19 grant funding**, the college has been able to withstand the loss of funds due to declining enrollment and expenses occurred due to the pandemic. Parkland has held tuition level **for the past four years** but anticipates an increase in the coming years to maintain its fund balance.

The college evaluates those academic programs which are areas of potential growth for enrollment and utilizes **data** through Emsi (a labor Market analytics and economic data company) to evaluate high-growth industries in the region. The college also coordinates multiple **industry advisory boards** to guide program development and course offerings. Parkland's Institutional Accountability and Research unit provides data on **program enrollment** to guide administrative decisions on course and program offerings.

The above processes and data sources ensure Parkland's plans anticipate, and react accordingly to, changes in revenue and enrollment.

5C.5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support.

Parkland College employs processes to anticipate and adjust to external factors, technological advancements, demographic shifts, and economic realities. These processes include an Information Technology governance structure, strategic enrollment planning, data gathering, connections with external agencies and companies, and awareness of legislative changes.

Information Technology (IT) governance at Parkland ensures the college is prepared for technological advancements and continually evolving external digital risks. Parkland's IT Governance is managed by an Executive Technology Committee (ETC) that monitors overall IT performance, determines IT priorities, and sets the vision and policies for the IT department. The IT governance structure connects IT decisions to the mission and goals of Parkland College through administrative involvement and IT sub-committees, namely, the Infrastructure Committee, Web Governance Committee, Technology for Learning Engagement, and Administrative Systems Committee - Cross Functional. This structure is designed to rapidly respond to external factors as was **displayed** through technology changes resulting from both the Covid-19 pandemic and an external network incident that the college faced in Spring 2020. Parkland was able to pivot to online learning to address the pandemic while also quickly **restoring** network functionality after the network incident. As a result of these two external challenges, IT implemented new security procedures such as the use of Okta multi-factor authentication and the expansion of Parkland's online capacity through the use of Microsoft Teams and Zoom.

Parkland's five-year **Strategic Enrollment Management** (SEM) plan aims to increase access to education for students and ensure students effectively utilize the college's resources; The SEM plan is committed to fulfilling Parkland's mission and purposes. A revised edition of the college's SEM plan was launched in 2021-2022 with a two-fold emphasis on increasing enrollment and student success. The plan was developed utilizing external research from the CLARUS Corporation. CLARUS provided market segment **research** that helped guide the focus of the plan. The SEM plan used institutional data on course retention, year-to-year persistence, and credential completion. Working groups comprising faculty and staff are **developing tactics** to reach each audience. The college acted on this data and worked to create a structure that streamlines enrollment efforts and focuses on recruitment, retention, and persistence. The SEM plan was implemented in Summer 2021.

Academic units utilize external labor market data as well as enrollment and completion **reports** from Institutional Accountability and Research to monitor enrollment trends and identify where there are areas of potential growth. Academic units also partner with the community through **advisory boards**. There are over 35 of these advisory boards that provide valuable insight on employer needs which guides the improvement of Parkland's educational offerings.

Parkland administrators serve on local community boards that demonstrate an understanding of regional trends relating to community needs, jobs, resources, and demographics. This includes boards and committees within the **Champaign County Regional Planning Commission**, and the **Champaign County Economic Development Corporation**. Additionally, the Vice

President for Communications and External Affairs provides a **legislative update** to the Board of Trustees at each monthly meeting.

The annual budget is planned around levels of state funding, and long-term budget planning anticipates state funding trends. In 2018, Parkland's CFO presented a **plan** to the college administration and the BOT that would respond to the continuing challenge of decreased state funding and declining enrollment. The goal of this plan was to reduce reliance on state funding while maintaining a high level of instruction, student support services, and employee morale. The college acted on this plan and implemented many of its cost-saving measures as noted in 5B4.

The college utilizes IT governance, strategic enrollment planning, internal and external data, community connections, and budget planning to effectively anticipate and respond to external factors.

5C.6 The institution implements its plans to systematically improve its operations and student outcomes.

Parkland's planning **processes** are designed to improve academic and operational outcomes. The college's annual planning **process** is guided by the college's mission, values, and strategic plan, and tied to the college's key performance indicators.

Parkland uses 12 **key performance indicators** (KPIs) as tools to provide critical information on how the college is progressing toward the fulfillment of its mission and strategic goals. The KPIs are performance metrics that are consistently tracked and analyzed annually. The 12 KPIs are divided into four areas: Enrollment, Student Success, Employees, and Financial. The 12 KPIs are:

1. Enrollment
a) Annual credit student headcount
b) Full Time Equivalent (FTE)
2. Student Success
a) Course success
b) Student persistence
c) Credentials awarded
d) Student Six-Year Outcomes
3. Employees
a) Faculty FT:PT Ratio
b) Faculty: Student Ratio
c) Employee diversity
d) Student diversity
4. Financial
a) Cost of delivering one credit hour
b) Fund balance

Parkland originally developed 56 KPIs, but over the past decade those have been reduced to the current 12. This reduction has allowed the college to develop a **reporting process** that simplifies evaluations and makes formative assessment of progress more feasible. For each KPI, the college collects data and identifies if it made progress toward its goal. The KPI's are **reviewed annually** by the College Planning Committee and are compared to benchmarks through the Voluntary Framework for Accountability (VFA) which is the principal accountability framework for community colleges. VFA benchmark reports are **made available online** for internal and external stakeholders. The COVID-19 pandemic has caused some reports and reviews to be delayed.

As part of the annual planning process, departments enter **action plans** to move toward targeted metrics. These action plans are often **connected** to the Strategic Plan for Excellence as well as KPIs and are typically created in response to assessment and other data. Academic units often tie action plans to student success KPIs while the Business Office and other areas will tie action plan items to financial or employee KPIs.

Parkland uses these data and processes to implement plans that improve operations and student outcomes. Parkland's new Strategic Enrollment Management (SEM) plan, IT structure, Student Orientation, and counseling and advising model are examples of operationalized plans. The **new SEM plan** was rolled out in 2021 after admissions formed working groups to develop tactics to meet Parkland's strategic goals. Parkland Campus Technologies has also implemented a new **master plan** over the past two years that covers IT security, service, and governance at the college. Admissions developed a new online **orientation** model after feedback from student surveys. In fall semester 2021, Counseling Services launched a new **advising model** called the Academic Success Advising Model (ASAM) based off of internal data and student experiences from the college's Anatomy of the Parkland Student project.

Parkland's planning processes are informed by institutional data, including KPIs, and used to improve its operations and student outcomes.