

Assurance Argument

Parkland College - IL

Review date: 11/14/2022

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
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.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

As a supplement to this self-study, a glossary of widely used college terms and acronyms has been compiled and can be found [here](#).

Additional information about Parkland College can be found on its website: www.parkland.edu

1A.1 Parkland's mission development and review process reflects its commitment to collaboration and shared governance. Our [current mission](#) -- to "engage the community in learning" -- was developed through a collaborative process initiated by President Thomas Ramage at the beginning of his tenure as college President. The process engaged all members of the college through open forums and an open email hearing that [solicited feedback](#) from all Parkland employees and stakeholders. The statement was finalized and subsequently approved by the Board of Trustees (BOT) in 2010.

A list of purposes accompanies the mission, and both appear 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" and were last updated in 2013. They 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, the College Planning Committee (CPC) reviews the mission and purposes on a two-year cycle. The CPC performed this [review](#) in October 2020, voting unanimously to reaffirm the current mission statement and purposes. The

college is now on track to review and [reaffirm](#) the mission every two years.

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

1A.2 Parkland'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 and details how it serves students, employees, and the larger community by outlining the broad scope its academic offerings (including transfer, career and technical, developmental, and lifelong learning programs) designed to meet the ongoing needs of the entire community. The college's course catalog reflects this range of offerings, demonstrating that the college operationalizes its mission and purposes throughout the institution.

1A.3 Parkland'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 its educational programs. The Statement of Core Values defines the values we consider important and that we strive to embody and to cultivate within our students and community members. These core values guide and inform the many services we provide.

Our mission—to “engage the community in learning”—addresses all potential students seeking 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 participates in the [Illinois Community College Educational Career Agreement](#), which was most recently updated in January 2020. This developing aspect of the Illinois Community College system allows students to access a wide variety of academic programs, and the agreement has not substantially altered the college's scope and constituency as anticipated in the 2017 Assurance Argument.

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

1A.4 Parkland'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 Associate 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 spurred development of new programs such as 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 such as Media Arts and Production, Photography, Entertainment Technology, and [Criminal Justice](#).

Parkland also supports the district's educational needs through noncredit courses and programs offered through Parkland Community Education. On a quarterly basis, Community Education publishes and distributes a [district-wide brochure](#) outlining offerings that support personal development, professional development, and youth educational opportunities. Community Education also serves the needs of the business community through customized professional development opportunities.

Parkland offers five different [modes of instruction](#), providing students with options when it comes to in-person and distance learning. This variety of modalities ensures the community wide and 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](#) exemplifies Parkland's efforts to continually provide personalized and responsive services to promote student success. This new model employs a case-management approach to advising, allowing advisors to establish and sustain relationships with students throughout their time at Parkland, and not just in the first year, and gives students one advisor to work with, instead of multiple ones, which may boost retention and persistence. The college also offers robust academic support services through the library and the newly created [Learning Commons](#) (LC), a one-stop shop for learning, connection, collaboration, and academic support. The LC provides both physical and virtual support to faculty and students under a single umbrella, increasing accessibility and ease of use.

Parkland'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 included Adult Learners 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 is designed to streamline enrollment efforts based on the needs of different market segments. The SEM plan is based on the research and recommendations of the CLARUS Corporation. CLARUS, which works exclusively with community colleges and thus understands their needs and complexities, was consulted to provide outside

perspective and market segment research that the college could not develop in-house. Through its [research](#), CLARUS recommended strategies to increase the 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 allowed us to educate high school students and their families more effectively about the value of community college and engage previously underserved populations in learning. Moving [Early College Services](#) from academic services to student services allows for cross-training of admissions staff and more efficient recruitment efforts. Similarly, Admissions Advisors have begun cross-training with International Admissions staff to enhance the baseline level of knowledge among everyone in Admissions and Records, resulting in better customer service for students and families.

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

1A.5 Parkland'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. One of the most visible and widely distributed publications is the college's [viewbook](#), which is produced for prospective students and 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 aim at engaging prospective students with opportunities at the college. The college marketing department plans to include the mission statement in 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.

Sources

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

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

Argument

1B.1. Parkland's mission 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.

The [Support for Workforce Training \(SWFT\)](#) program 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, 114 of whom are African American. 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.

The institution also serves the needs of the community by offering [GED](#) and [English as a Second Language \(ESL\)](#) classes, both provided free of charge through Parkland's Adult Education program.

The Women's Career Institute is a Parkland collaboration with the YWCA of the University of Illinois and stakeholders from across various academic units at the 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 with 20 participants. Since then 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 served 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 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 Parkland and the 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 LC.

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

1B.2. 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 outlined in Parkland's mission and purposes 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 prioritizes educational needs over other interests or

needs.

1B.3. Parkland 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:

1. 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.
2. 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 unmet community needs.

Parkland engages with community constituents through 38 [Career Program Advisory Committees](#) that advise Parkland on labor market needs, academic program offerings, and program content. Representative examples include the following: [Accounting and Business](#), [Land Surveying](#), and [Construction Management](#).

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](#).

The college 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 an annual [high school counselor day](#) 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 district 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 [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 with 58 exams, 55 prophies, and 49 fluoride treatments. 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.

This evidence demonstrates that Parkland is as responsive to external constituencies' needs as its mission and capacity allow.

Sources

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1.C - Core Component 1.C

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.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1C.1. The [Center for Community Engagement](#) at Parkland College was created in 2017 to support and promote active community engagement by the college's students, faculty, and staff, reflecting its 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](#), 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.

The [Community Engagement Advisory Council](#) brings together Parkland faculty, students, administration, staff, and community members and meets twice a semester to collaborate and brainstorm ways for the college to expand curricular and cocurricular opportunities for [service-learning and community service](#).

Additional curricular and cocurricular activities that develop value-added and resume-building skills that benefit students beyond the classroom are found throughout the college. For instance, since 2016, [Perimeter Road Sound Recordings](#) (PRSR) 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 student-staffed strategic communications firm. Parkland students design communication strategies and promotional materials for community-based nonprofit organizations. Both programs grew out of the Communication academic program and have a strong connection to that long-standing academic program and set of courses.

Parkland's [Dental Hygiene Clinic](#) provides students with real world, hands-on opportunities to provide low-cost, routine dental care to the community and serves as a clinical site for Dental Hygiene 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 students wishing to start their own business while enrolled in college. Students enrolled in any academic program who have the desire to take their ideas from concept to commerce may participate.

The cohort model for CobraVenture allows a close-knit group of students to engage together in a series of workshops presented by Parkland faculty, business leaders, and alumni on topics important to getting their businesses started where they acquire real-world skills that enhance classroom-based learning. Students participate in a culminating [Pitch Competition](#) that rewards the top students with monetary prizes donated to the Parkland Foundation by local entrepreneurs and businesses.

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 careers, and in their personal endeavors. The curriculum features leadership lessons provided in partnership with college faculty, staff, and community leaders, and students acquire practical leadership experiences through service to clubs/organizations, volunteer work, and community outreach.

Student clubs and organizations at Parkland, overseen by Student Life, also serve to develop informed citizenship through their extra-curricular programming. While not strictly co-curricular, they must identify learning outcomes according to standards outlined in the [Student Organization Manual](#).

Recently, Parkland students initiated a partnership with the County Clerk's office to designate the college as a site for early- and election-day polling for local and national voting events. The Student Government Association (SGA) 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 with local schools to help promote Parkland to future students, provide tutoring, and participate in service through organizational activities. These groups foster a sense of belonging among students who speak different languages, come from other cultures, or wish 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, both of which the college considers essential for "informed citizenship" in today's "globally-connected world." As a member of the [Illinois Consortium for International Studies and Programs \(ICISP\)](#), Parkland actively supports and promotes Student Abroad opportunities for students year-round. A faculty sabbatical in 2020 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).

Parkland has also leveraged technology to cultivate its students' global awareness. A recent example is the use of Zoom to connect Parkland students to university students in China. As described in this [PowerPoint Presentation](#), a Humanities department faculty member 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 demonstrate that Parkland encourages curricular, cocurricular, and extracurricular activities that prepare students for informed citizenship and workplace success.

1C.2. Parkland 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 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." The Diversity Committee 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 particularly active since 2017 as outlined in [meeting minutes](#). Following a [2017](#) incident resulting in heightened racial tensions on campus, the committee sought to improve the college climate regarding inclusion and diversity and worked with the Professional Development Sub-Committees for Faculty and Staff to provide informational sessions about restorative justice practices. A [diversity section](#) on Parkland's website, established in 2019 and finalized in 2021, includes the Statement of Non-Discrimination and compiles a menu of resources for all students and staff to access in one location. In fall 2020, the Diversity Committee initiated a series of yearlong virtual book studies for faculty and staff. Co-facilitated by two faculty counselors, these discussions focused on noteworthy books on the topics of race, racism, and oppression in American society: *So You Want to Talk About Race?* (2020), *Citizen: An American Lyric* (2021), and *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* (2022).

The college continues to design and refine hiring processes that facilitate inclusive and equitable searches. Human Resources developed and regularly conducts training for employees on writing [inclusive job descriptions](#) and employs a robust Equal Employment Opportunity [process](#) for ensuring equity in hiring. All full-time search committees include a trained EEO representative, and before the 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 current staff demographics. 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.

The 2017 Assurance Argument notes that Perkins benchmarks were not met for nontraditional student participation and completion in FY15. The Dean of Career and Technical Education (CTE) and program directors/managers in CTE programs are working to recruit a more diverse student body in several ways. 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 and helped the college gain better data tracking. Overall, however, response rates to the survey were low. Due to staffing changes and the competing priorities of the pandemic, it was not sent again. Nevertheless, a newly developed communication plan calls for the survey to be emailed to every enrolled student in a CTE program at least once per semester, including summers. Academic advisors will direct students to complete the survey during advising meetings, and Campus Technology has been directed to add a link to the survey on the same page where students go to register for classes. These changes should increase the response rate. Data from FY21 shows that Parkland met the benchmark for all three Perkins metrics, and as we continue to promote survey completion and improve data tracking, we expect to see continued success.

To formalize training in inclusive teaching practices, a [new course](#) for faculty in Diversity, Equity, and Inclusion is in beta-testing. The training guides faculty in creating safer, braver, and more welcoming and inclusive classroom spaces for historically marginalized, oppressed, or disadvantaged students.

Parkland strives to make student recruitment and enrollment processes as inclusive and equitable as possible. In 2018, Parkland launched a new [application for admission](#) that separates the sex and gender questions to allow students to select a sex that differs from their gender identity, contributing to 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 function within our Student Information System.

The procedure listed in [Policy 3.01](#), implemented in April 2018 and officially revised in February 2021, provides 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.” Signs posted outside of all restrooms reflect this new procedure. These changes reflect the college’s values in making all students feel welcome and included.

A further example of Parkland's support for its diverse student body is [The Black Student SUCCESS Project](#), a series of workshops on a variety of topics related to available services, student success, and social issues. The project has been noted for its positive influence on students and has become an integral part of Parkland’s student services. One 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 is also demonstrated by its commitment of resources to purchase [Blackboard Ally](#) software, which measures the accessibility of educational content within the learning management system and guides faculty in employing universal design for learning (UDL) principles for content creation and resolving common accessibility issues. The software was first implemented in fall 2020, at which time the institutional score was 68.1% (the percentage of materials deemed accessible). By fall 2021 it had improved to 71.9%. In one year of visibility, with little promotion, the institution’s accessibility score improved by 3.8 percentage points.

The college further supports and promotes inclusion and equity on its campus and throughout the community through a variety of employee affinity groups, including 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 supports outreach to both the community and the student body. The [Latino Outreach Group](#), active for the last 15 years, provides outreach to and support for Latino students and families in District 505 to assist them 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.

Parkland's ongoing collaboration with the [Wesley Food Pantry](#), which addresses socioeconomic diversity on campus and throughout the community, is another example of outreach. To address a high incidence of food insecurity among Parkland students, the pantry opened a satellite location at Parkland's main campus in 2013. The pantry 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 most recently in [Fall 2021](#) and now includes diversity-focused questions.

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 serve as a venue for information sharing on important projects and initiatives from faculty staff and administration; an employee [Kudos recognition program](#); and a monthly employee newsletter, [Parkland Perspective](#).

These actions demonstrate a commitment 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 employed 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. Parkland fosters a climate of respect first and foremost through its college senate, the [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. 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 at 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.” Dr. 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 across the campus (including the Diversity Committee) as well as all the vice presidents to ensure that top-level institutional support and resources are devoted to the committee’s ideas and initiatives. This effort intends to highlight the importance of diversity and inclusion work at the highest levels of the organization, including the creation of a diversity and inclusion plan for the institution.

Parkland administration conducts regular [Faculty and Staff Forums](#), monthly open forums held during the academic year where employees 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 and 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 and is awaiting the summary documents of that most recent survey.

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

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1.S - Criterion 1 - Summary

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

Summary

Parkland's mission permeates the college's operations, is aligned to academic offerings and student supports, and provides avenues for civic engagement on critical issues. Parkland engages District 505 residents with relevant, high-quality academic programs that prepare students for informed citizenship, workplace success, and a high level of academic preparedness. It is deeply committed to serving the public good and does so through its robust academic offerings, co-curricular programs, and public outreach efforts.

Parkland's leadership is focused on devising and implementing new strategies that promote greater equity and success among students and employees and foster a supportive and responsive campus climate. While opportunities for improvement exist, the college's actions reflect its mission—clearly signaling that our community's engagement in learning is ongoing and meaningful at Parkland College.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

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

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

As a supplement to this self-study, a glossary of widely used college terms and acronyms has been compiled and can be found [here](#).

Additional information about Parkland College can be found on its website: www.parkland.edu

2A.1. The Board of Trustees (BOT) approved the current 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 remains relevant and serves as a compass guiding campus decisions. The mission statement can be found online, in key college publications, and in monthly BOT agendas.

2A.2. Board membership is defined in Parkland's [Policy and Procedures](#) and its responsibilities are outlined and in compliance with the Public Community College Act. The Board abides by the [conflict-of-interest provisions](#) of 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 only after 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 PCA 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 BOT for approval and publication in the Policies and Procedures Manual.

The [Ethics Resolution](#) provides clear direction and accountability for the institution's employees. [Institutional integrity](#) is 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 BOT 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 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](#). The college has [many different types of training available](#) for employees, many of which are mandatory.

Parkland demonstrates financial integrity through communication and transparency, adherence to policies and procedures, oversight, and shared governance. Financial information is communicated to the BOT 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 BOT at the regular October Board meeting. Copies of the [audits](#) for the past 18 years are published on the college's website. Parkland's financial integrity is demonstrated by the fact that it has received unqualified "clean" audits for the past 27 years. [Minutes from BOT meetings](#), which include financial statements, purchases, and vendor payments, are published on the BOT's 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 that 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 defines integrity as honesty, ethical conduct, and transparency and we feel that our core values exemplify this. The evidence above provides examples of Parkland operating with integrity.

Sources

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

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.
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.

Argument

2B.1. Parkland communicates information regarding each of the above components to its students in a regular and easily accessible manner and reviews that information on a regular basis to ensure its accuracy.

Academic offerings

The academic offerings for students are communicated through the college catalog sections on [Educational Programs](#) and [Programs of Study](#). The entire catalog is made available to students in print form at the college bookstore and digitally on our website (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 such excerpts include [EMS](#), [Surgical Technician](#), and [Dental Hygiene](#).

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

Requirements

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'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 and necessary updates are made on the

Admissions office website by Admissions web liaisons. If changes to college policy are required, the Dean of Enrollment Management and Director of Enrollment Services bring them into to college's internal approval process. An example of this college policy change process is 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 in the [college catalog directory](#) section which is updated annually by the Human Resources Department to ensure accuracy and currency.

Cost to Students

Parkland publicizes its costs to students in several ways to ensure transparency. Tuition rates per credit hour and institutional fees per credit hour are passed annually by the BOT in open session as documented in BOT [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 present to the BOT. These tuition and fee amounts are then communicated to the Parkland community on the [Parkland websitePC_Catalog_TuitionandFees_202108](#) 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. Additional course fees are published in the [Find A Class Tool](#) and textbook costs are published 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 [BOT 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 PCA, which includes 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 these programs. These accredited programs also publicize this status in their annual college catalog sections for their programs.

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 utilizes sufficient communication and review processes that ensure the institution is accurate in its representations.

2B.2.

Research

As a community college, Parkland's faculty focuses on the teaching and learning of its undergraduate students. As such, research is not its focus. 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 and contributes to its social, cultural, and political life. This allows Parkland to utilize its community resources for the academic benefit of its 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 valuable educational experience for Parkland students, especially those seeking careers in education.

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

Experiential Learning

Parkland offers its students a 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 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 provide students an opportunity for campus involvement, leadership development, organizational skill obtainment, and social interaction with fellow students. Student Life maintains and communicates to students and club advisors a set of [policies/procedures](#) designed to provide the structure and guidance for achieving their goals. The Student Government Association (SGA), 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 enjoys a rich tradition of success by its athletes on the field of play and in the classroom. The Athletics department communicates 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 can be seen in the PC Cobra Student Athlete Leadership Committee's [agenda](#) and [minutes](#).

Religious or spiritual purpose

As a public institution, Parkland 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 several student clubs and organizations focused on religious affiliation and identity such as Catholics at Parkland and the Parkland Christian Fellowship.

Economic Development

Parkland plays an important role in the economic development of its geographic district, its region, and the State of Illinois, a role 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 in 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 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 secure 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 prepare our students to

meet the future workforce demands of our community.

Another example is Parkland's service on the Executive Airport Advisory Board. Participation in the economic development work of this board has allowed Parkland to develop important relationships and 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 such benefits.

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2.C - Core Component 2.C

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.

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.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2C.1. The Parkland BOT engages in state and national educational and trustee organizations ([Policy 1.03.07](#) and [Board Retreat Minutes](#)) that provide formal in-service training opportunities. Trustees also participate in an [annual Budget Workshop](#) as well as monthly budget updates at the BOT's meetings, led by the college's CFO.

[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 (purchases of \$50,000 or more) prescribes. Our trustees reduced the required approval amount to \$20,000, as many of the institution's purchases fall within the \$20,000-\$50,000 range.

Changes to institutional and academic policies ([lodged](#) and [approved](#)) follow a thorough PCA process before being presented to the BOT as the final step prior to codification in 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 and 2C.3. 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 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 while considering the interests of its internal and external constituencies.

2C.4. The BOT 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 identifies potential conflicts of interest from a financial, political, and philanthropic standpoint and is filed with the Champaign County Clerk and available to the public.

All BOT meetings are open to the public, and the agendas include a range of presentations 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.

In addition to the regularly scheduled meetings, one or two trustees serve on the Foundation Board to ensure that the BOT's interests align with those of 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 prevent 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. BOT meeting agendas show that it 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.

This evidence verifies that Parkland'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.

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2.D - Core Component 2.D

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

Argument

Parkland'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" that asserts 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, [curriculum design](#) rests in the hands of the faculty, who oversee the process of revising existing and approving new courses and programs through the 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-compliant (if applicable) curricula within individual courses.

Parkland 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 Forums offer opportunities for the sharing of ideas and free inquiry.

Parkland's [Learning Commons](#) (LC) plays a vital role in the college's promotion of freedom of expression, inquiry, and the pursuit of truth in teaching and learning. The LC, serving both staff and faculty, was officially launched on July 1, 2021, as the physical and virtual hub for learning support at the college, and encompasses services previously offered by the Library, Professional Development and Instructional Technology (PDIT), and the Center for Academic Success (CAS). 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.

LC faculty collaborate with faculty and students through individualized and contextualized [research instruction sessions](#) which are available to all faculty and all classes at the college, both traditional

and online. They focus on helping students to identify biases and to select and evaluate sources effectively. The LC 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](#). It also 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 LC 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.

Parkland students and staff have many opportunities for the open expression and sharing of ideas. Students can choose from more than 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 training and experience in responsible journalistic practices, and serves as an open forum for Parkland students to express opinions 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'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 (PRSR) is a student-staffed recording studio and academic lab at Parkland and has to date 16 original releases, including singles, EPs, and full albums. [PRSR](#) 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 civil liberties.

Parkland's commitment to freedom of expression and the pursuit of truth in teaching and learning is evident in these examples.

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2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2E.1. Policy 3.37 in the Policies and Procedures Manual includes extensive language regarding [human-subject research practices](#) for both internal and external entities. Per policy, all primary research conducted on campus must be approved by and coordinated through the Office of Institutional Accountability and Research (IAR) to protect “staff and students from too frequent demands and from misinterpretation or misuse of College data.” Further, the policy states: “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, approves, and facilitates research projects conducted by Parkland staff, students, or external entities. All parties must complete the [Proposal for Research on Parkland Campus form](#). In-class research projects require IAR review if subjects are external to the formal class environment, such as surveying other students or the public under instructor supervision. IAR reviews proposed projects based on subject risk assessment, confidentiality/anonymity, IAR involvement, and benefit to the 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 integrity of data collection and analysis. Parkland does not have a formally sanctioned Institutional Review Board (IRB), but adoption of an IRB for implementation in AY 2023 is under review. The IRB will consist of five members. These members will be diverse in academic background, population, gender, and profession and include one external member.

Parkland 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, and is mandatory for supervisors and individuals directly involved with a grant. The training is not reoccurring, although employees continue to have access upon completion so it may be referenced if needed. Employee participation reports are available through the Everfi platform.

2E.2. [Policy 3.44](#) regards the ethical use of copyrighted material. The Parkland Library subscribes to the Copyright Clearance Center and supports employees in negotiating that process with a dedicated staff member to assist 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.

In fall 2021 Parkland implemented the [LC](#), a space for students providing 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 LC. 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. The Writing Lab develops and maintains a large collection of citation and documentation resources in [SPARK](#).

2E.3. Parkland’s LC supports students by supplementing their knowledge of how to conduct research and utilize information resources ethically. Parkland’s Academic Honesty Policy defining and describing various forms of Academic Dishonesty is articulated in college [Policy 8.06](#) the [General Syllabus](#) and the [Student Handbook](#). Instructors are encouraged to discuss the definition and descriptions to provide guidance to students and are required to include 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 LC website offers an informational [subject guide](#) on identifying and avoiding plagiarism that is reviewed and updated each semester. This guide also provides contact information for students seeking further [assistance](#) from LC, which includes support via online chat and email. Within LC, [Writing Lab](#) faculty provide students with individual support for writing papers and citing sources, both in person and online. 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. Parkland enforces the academic dishonesty policies found within [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 improve collection of trends in academic dishonesty data, the college is working to transition from 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, allowing student work to be automatically checked upon submission. Faculty also use features in Cobra Learning for testing to be randomized or time-limited, making sharing, copying, or looking up answers difficult or nearly impossible.

Parkland meets its obligations for ethical discovery and application of knowledge by its faculty,

students, and staff.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Parkland College defines integrity as honesty, ethical conduct, and transparency, and our core values exemplify these qualities. The evidence detailed above provides comprehensive and direct testimony to Parkland's ethical and responsible operations. Parkland's governing board ensures the institution's integrity regarding the management and operation of the college and all board actions are transparently communicated to all constituencies. The college ensures that all relevant and important information is communicated to its constituents, including students, thoroughly, accurately, and understandably, and that evidence supporting its claims is convincing and readily available. Parkland's commitment to freedom of expression and the pursuit of truth in teaching and learning is evident from the information and examples provided, and the evidence further validates Parkland's claims that it meets its obligations for ethical discovery and application of knowledge by its faculty, students, and staff.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
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).

Argument

As a supplement to this self-study, a glossary of widely used college terms and acronyms has been compiled and can be found [here](#).

Additional information about Parkland College can be found on its website: www.parkland.edu

3A.1. Parkland employs 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](#). Approval [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. Every 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, deans, the Curriculum Specialist, and the Vice President for Academic Services (VPAS). In 2019, faculty and academic services leadership 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 CIFs 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 participate 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 Parkland courses and programs are approved at the state level. All [credentials](#) meet the credit-hour requirements set forth by the Illinois Community College Board (ICCB), including general education requirements. The college reports annually to the ICCB on all aspects of its

operations and completes regular [recognition reports](#) that address all areas 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 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](#) allows 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 (IAI). 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. Parkland offers associate degrees and certificate programs. The Course Information Forms (CIFs), 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 did not have a common definition of a program and the word was used interchangeably to mean both a prescribed course of study within a career field and an area of interest leading 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 VPAS and the academic deans developed a [standard process](#) for program review to ensure goals and learning objectives are defined clearly 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 enrollments. 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 measure learning goals achievement. 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 difficulties accessing data, documenting action plans, and demonstrating progress through those plans. In 2019, the Academic Assessment Committee, with faculty representation from all academic divisions, determined 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 assessment

information readily available to all faculty. As a result, faculty began working with the AAC&U 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.

3A.3. All of Parkland's courses, regardless of [delivery mode](#), must adhere to the objectives and learning outcomes 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, including 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 CIF requirements. 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 CIFs.

The 2017 Assurance Argument identified assessment in online classes as one area needing 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 necessary component 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.

These processes and methods of evaluation ensure that program quality and learning goals are consistent across all modes of delivery and all locations.

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3.B - Core Component 3.B

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.

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.
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.
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.
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.

Argument

3B.1. The college's general education program supports the college's mission by providing education 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 these are clearly identified on 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 for success 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 and uniformly identified in every course [syllabus](#).

Parkland assesses GLOs through a cyclical review of each of the six outcomes. Beginning in 2014, the General-Education Assessment Subcommittee (GEAS) established a six-year gen-ed assessment schedule, with a single 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, selected a relevant assignment used to assess student learning, and compared results across courses. The Office of Institutional Accountability and Research (IAR) generated [data reports](#) to assist faculty in identifying areas for improvement. In 2020 the first six-year cycle was completed, and in spring 2021, the GEAS 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," and in Global Awareness and Ethical Reasoning, specifically in "an appreciation and understanding of the importance of cultural diversity," as students in aggregate scored comparatively lower on these traits.

The full Academic Assessment Committee (AAC) was convened to determine next steps in [closing the loop](#) of the GLO assessments. The AAC 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 available for faculty review and the AAC anticipates 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.

These processes and initiatives demonstrate that Parkland clearly articulates and assesses the intended learning outcomes of the college's undergraduate general education curriculum.

3B.2. Parkland'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. Embedded 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 all students have some exposure to essential skills and knowledge, and that 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 college's [Cultural Diversity statement](#) reflects Parkland's commitment to teaching and learning respect for "cultures other than our own" and the college operationalizes this statement through its academic offerings and extra- and co-curricular programs. In 2021, 211 courses at Parkland included 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 helps ensure broad exposure to multicultural perspectives, especially through the HUM/FAA and Social Studies requirements. Many courses in history, humanities, liberal arts, literature, and sociology offer multicultural perspectives. Further, in response to transfer institutions' interest in a single course that provided cross-cultural and cross-disciplinary experiences, Parkland created the course [LAS 188](#), Diverse US Cultural Expression, which helps prepare students to function effectively in a multicultural world. Upon completing three courses from different designated groups, the college also provides a [global studies designation](#) on a student's transcript indicating the student has acquired an in-depth education about a particular country or region of the world.

Parkland offers study abroad opportunities to 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, providing greater access to study abroad opportunities than might otherwise be available. Through a collaborative grant with the University of Illinois, faculty provide cultural diversity opportunities in the classroom for students unable to participate in a study abroad

program. Students also enjoy 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 experiences. 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 Jordanian and Iraqi students in cultural conversations and problem solving on issues related to 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 Students Association (ISA) sponsored several campus-wide [events](#) between 2017 and 2021 that provided the campus community with a wide range of multicultural opportunities. A [cultures 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. Students in 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 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, Parkland faculty and staff contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their disciplines and the institution's mission.

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3.C - Core Component 3.C

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

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.
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.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
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.
6. Instructors are accessible for student inquiry.
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.

Argument

3C.1. As stated on Parkland's [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." Parkland 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 (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 VPAS 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. This 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 college has sufficient numbers and continuity of faculty members to carry out teaching and non-teaching 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, Parkland 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 (counselors and librarians). The VPAS, 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 exercise 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 cancels 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. Since 2017, we have successfully filled full-time vacancies in Microbiology, Physics, Theatre, Nursing, Agriculture, 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. Parkland 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 are 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. Audit forms

have been completed for all current faculty, including dual credit faculty, and are 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. All Parkland 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 VPAS 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 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. Parkland ensures 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 appropriately credentialed faculty. 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) establishes a Professional Development Committee that includes a coordinating committee and two sub-committees (p. 15, Bylaws, Article A6). Over time, the sub-committees began acting independently, with a lack of sufficient 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 the two sub-committees are now charged each spring with recommending priorities to the coordinating committee. The coordinating committee then identifies [college-wide priorities](#) for professional development for the coming year and is better able to direct resources to address those priorities through the work of CETL. The college-wide priorities set through this process focus on professional development that helps all employees grow in their role in fostering 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 annual allowance of travel funds and up to \$1800 annually to reimburse expenses for continuing education required for licensure to continue to teach 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](#) allows faculty to obtain professional development credit through various instructional opportunities at Parkland 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. A long-standing unit of the college, CETL it is currently reorganizing following the restructuring of the Professional Development and Instructional Technology department in Summer 2021. While Instructional Technology is now housed within the LC and supports both faculty and student needs related to learning technology, CETL is now in a direct reporting line to the VPAS. 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 and coherent processes for faculty development.

These 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, adept in their teaching roles, and supported in their professional development.

3C.6. 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 required 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 work with LC to provide Writing Lab and tutoring services; communication faculty staff an independent Presentation Center in LC 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 LC 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. 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 college wide 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 when 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 by attending 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 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 Writing Lab and math tutoring operations, with peer tutors receiving training through ALT 111, a course transcribed 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 the development of accessible course materials. All employees have professional development opportunities through their respective bargaining agreements and the college negotiates financial support for individually selected development opportunities approved by the employee's supervisor.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
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.
3. The institution provides academic advising suited to its offerings and the needs of its students.
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).

Argument

3D.1. Parkland provides sufficient support services to meet the needs of all students. 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 for increasing accessibility. In AY2021, 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 attaining their educational goals in accordance with the provisions of ADA sections 504 and 508.

[TRiO](#) is a federally funded program supporting 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 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, provided students with up-to-date [COVID-19 Information](#) and connected 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 and partners with specific programs to offer various testing services. [International applicants](#) enjoy tailored admissions and advising services that address the complexity of issues international students face, including assistance with immigration and visa matters, navigating assessment and transcript evaluation processes, transfer procedures, travel and re-entry procedures, and verification of enrollment. [Early College Services](#) serves 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](#) serves students seeking financial assistance and those needing to develop financial literacy skills, and [Veteran Services](#) helps veterans align their educational goals with federally supported programs. In partnership with the Financial Aid Office, additional [scholarships](#) are available through the Parkland College Foundation, which also manages an emergency fund for students experiencing urgent 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 development of a [New Student Orientation](#) consisting of online modules to help students navigate advising and registration processes, 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 long-standing orientation program, SOAR (Student Orientation, Advising, and Registration), to be shorter, deliver point-in-time information, and be available in a remote and asynchronous format. In March 2019, the [new concept](#) for a shortened student orientation was presented during the President's breakfast/lunch series. A working group convened in fall 2019 to discuss the shift to an online [orientation](#), but it became apparent that producing it in-house would be prohibitively difficult. In December 2019, conversations with Comevo to discuss options for developing the orientation were suspended due to the pandemic. Because of the immediate need to offer an online orientation during the pandemic, staff-created videos were placed online in April 2020 to offer a minimum level of information for new students, and [conversations](#) with Comevo resumed in May 2020.

The resources and initiatives demonstrate the institution provides student support services suited to the needs of its student populations and focused on increasing student success.

3D.2. Parkland provides learning support and preparatory instruction to meet the needs of our students through both the Learning Commons (LC) and structured developmental education.

Learning Support

The LC includes tutoring services, the Writing Lab, assistance in oral presentations, computer literacy services, instructional technology support, and the library. Prior to AY2022, learning support services were primarily provided through the Center for Academic Success (CAS), 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, formed to review priorities among academic support services and recommend services most likely to have the greatest impact on student success. The [SAS final report](#) recommended housing support services in a single, central location. The Parkland Library was chosen due to its central location, availability of underutilized space, and its existing organizational academic support structure. 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 supported expanding services such as peer and professional (TutorMe) tutoring through the [LC](#). Disparately located support services, including the Presentation

Center, the Computer Training Center, Instructional Technology, and the Writing Lab, were consolidated in the LC to provide access at a single location. Centrally located and open between 50 and 60 hours per week with online resources available 24/7, the library, also located within the LC, serves as a critical resource for supporting teaching and learning. Its loanable technology program provides laptops, Chromebooks, iPads, and Kindles to current students, faculty, and staff. In addition, Campus Technologies staffs a Tech Service Desk in the LC to provide in-person technological support.

The relocation of learning support services to LC allowed the college to bring [Adult Education](#) and [Support for Workforce Training](#) (SWFT) to the main campus by repurposing the instructional spaces that previously housed CAS. Formerly relegated to peripheral campus buildings, students in Adult Education and SWFT lacked full and convenient access to all available services and the opportunity to interact with all programs and see the potential for further education beyond pre-college courses and certificates. To support part-time, evening, and online students, the LC, Adult Education, and SWFT offer evening and/or online services.

Preparatory Instruction

For students who enter the college academically underprepared for success, Parkland provides preparatory instruction through structured developmental curricula in reading, writing, and mathematics. In recent years, developmental faculty have engaged in a review of and changes to curriculum, pedagogy, and placement policies 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 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 ENG 099 placement the opportunity to enroll in ENG 101 Composition I with a required co-requisite support class, ALW 199, allowing the completion of gateway English within one semester. [Initial data](#) indicated high success rates. However, this Bridge program faced difficulties recruiting students to this intensive-writing semester-long program. A modified model of co-requisite ENG 101 is being piloted this fall for potential broader implementation.

Transitional English (TE) courses. The Humanities department collaborates 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 schools and guide them through a state-guided approval process. Approved TE courses gain statewide portability, meaning that any 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. Two additional districts, Urbana and Rantoul, developed Transitional English courses in summer 2022 and will be seeking state approval in the fall for implementation in fall 2023. The TE coordinator continues to establish partnerships with area high schools 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. In fall 2022 reading faculty are piloting new CCS 098/099 curricula to help students learn the strategic use of their college textbooks, develop comprehension skills necessary for their chosen area of study, and experience cross curricular exposure to textbooks. The new curricula also integrate instruction in the use of supplemental educational materials, study and recall techniques, and other college success skills.

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

Assessment and Placement Processes

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 [Placement Manual](#), compiled by faculty and academic leaders, documents policies and procedures for guiding entering students toward courses that match their level of academic readiness. The manual specifies placement measures and guidelines based on reading, writing, and math scores as well as a system of multiple measures for placement identified by Illinois community college leaders and enforced through state legislation.

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 readiness and goals.

Individual course placement requirements. Course Information Forms specify minimum placement requirements, if any, for all active courses offered at the college. These requirements are published in the course descriptions in the catalog and are accessible to students and advising staff.

3D.3. While Parkland has always provided student academic advising, in Fall 2021 the college implemented a new [Academic Success Advising Model \(ASAM\)](#) built upon a case management approach using a [Guided Pathways](#) template. Academic advisors focus on specific academic areas of interest (AOI) and are each assigned a caseload of students in that AOI, proactively reaching out to, supporting, and monitoring them to enhance attainment of their academic goals. This implementation, based on a review of national research and best practices in academic coaching, contributes to the college's efforts to improve retention, persistence, and completion.

Advisors partner with faculty in specific disciplines to plan for each student's success. Students with reading placements too low for even developmental classes (CCS 098) are paired with advisors with expertise in explaining their placement and connecting them with resources (including the LC) to build competency and reassess. Advisors make targeted outreach efforts to any assigned students with academic standing concerns (warning, probation, return from suspension/dismissal, D/F/U midterm grades) 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 scheduling follow-up coaching meetings. Many faculty correspond directly with advisors to discuss students of concern and triangulate support and outreach.

3D.4. Parkland provides the infrastructure and resources necessary to support teaching and learning by building and maintaining a secure and up-to-date technological infrastructure, nurturing a work environment conducive to positive faculty-student engagement, and overseeing a robust process for supplying, maintaining, and replacing both standard and innovative instructional equipment. The college also maintains several cultural venues that function both as academic learning spaces and as welcoming spaces for community-focused events.

Technological Infrastructure

Web Access

Campus Technologies (CT) maintains internet, email, file-sharing and remote communication platforms accessible to all Parkland employees and students. The college employs security protocols that include a single-sign-on system (SSO) and use of multi-factor authentication. In 2017, the college revised the [email policy](#) to clarify appropriate use and safety protocols. In January 2022, the college filled the position of Information Security Officer, a new position charged with ensuring the continued security of electronic data. CT employs a structure of subcommittees to oversee and review technology initiatives. The [Technology for Learning Engagement Committee](#) reviews proposals for instructional technology and coordinates with CT to prioritize initiatives and provide adequate support and resources for successful implementation.

Devices

In 2020, when the pandemic necessitated remote work, full-time faculty and staff were provided with laptop computers, gradually phasing out desktop computers in most areas, to ensure instructional continuity with minimal interruption, and faculty have embraced the use of portable technology. Part-time employees and students had 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, including forty-one computer classrooms with desktop and/or laptop computers for at least 15 students and three computer labs dedicated to assessment. CT 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 and transformed into Bring-Your-Own Device (BYOD) classrooms with charging, printing, and enhanced Wifi capabilities because growing number of students prefer to bring their own computers to class and the BYOD model reduces maintenance costs. CT reviews hardware annually and maintains a refresh schedule to keep as many units under warranty as possible. In 2020, the college deployed [LabStats](#) to track individual classroom computer usage, and per CT's [Plan for Hardware Management](#), the VPAS works with CT to review hardware and software needs and make decisions regarding the

decommissioning of computers when warranted by enrollment or program changes. In 2019, Campus Technologies introduced a virtual computer lab through the application Apporto, allowing students to access [applications](#) both on campus and remotely. As of Spring 2022, 81 applications were available to students through Apporto, and data gathered from December 2021 to February 2022 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

During the sudden, pandemic-fueled move to a fully remote teaching and learning environment, the college quickly invested in hardware and applications that facilitate synchronous class meetings. A faculty committee formed to review options for [flexible technology](#) and to develop training materials for faculty unaccustomed to remote teaching. It soon became clear that [flexible delivery methods](#) within on-campus course sections could help retain students whose academic progress might otherwise be interrupted due to conflicting personal commitments or life circumstances. Building on lessons learned during the pandemic, the college initiated a plan in fall 2021 to install flexible technology--permanently mounted motion-sensor cameras, microphones, and 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 have been provided to departments, allowing faculty to easily accommodate students needing to temporarily attend class remotely.

Learning Environment

Furniture in Learning Spaces

In 2016 the college initiated a [plan](#) to replace standard student desks with classroom furniture with greater accessibility and flexibility. The LC's furnishings provide an environment conducive to both collaborative work and individual study, incorporating group study booths as well as three "[Wiggle Rooms](#)", enclosed booths with doors, a chair, and a small worktop to provide a private work area with reduced exterior sound. In spring and summer 2022, the college developed and implemented a plan for updating [faculty office furniture](#) to provide more ergonomic and accessible workstations and to create more engaging spaces for meeting with students. Most existing office furnishings were 20–50 years old and predated the use of computers in educational settings. Faculty chose from pre-selected furnishings to create an office environment best suited to their needs and those of their students. Installation commenced in June of this year and is nearly complete.

Equipment for Learning

The annual equipment request process ensures that programs can maintain existing equipment and purchase new equipment as needed. Requests are entered in the [Annual Plan](#) (AP) and prioritized by academic deans. The VPAS oversees an annual equipment budget which, combined with Perkins' funding, covers costs based on [priority](#).

Labs and Simulation Learning for Science and Health Professions

The Health Professions Division operates 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 the FY2021 and FY2022 equipment cycles,

Health Professions received upgrades to the simulation labs, 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. [Surgical suites](#) and sterile processing areas are scheduled to be upgraded and expanded within the next two years.

Applied Technologies Labs

Established in 2012, the [Parkhill Applied Technology Center](#), provides state-of-the-art learning spaces for CTE programs such as automotive technology, manufacturing, and welding. Faculty instruct students in lab areas equipped with up-to-date equipment found in real-world workplaces. 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 Table and a cadaver lab, an augmented-reality geology sandbox, and a fitness center for kinesiology and personal training students. Upcoming upgrades to the [chemistry labs](#) will provide increased safety and offer additional instructional spaces for chemical preparation, storage, and disposal. Students in agriculture programs apply concepts in crop science and precision agriculture on a 25-acre Land Lab.

Parkland Presents (cultural and community learning) Spaces

Additional resources supporting teaching and learning fall under the Parkland Presents unit of the Division of Arts and Sciences, including a planetarium, two theatres, 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, provide facilities for students to participate 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 serve students in both 3D and 2D art and design courses.

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

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Parkland has clear and long-standing processes and organizational infrastructure to ensure quality teaching and learning. These processes include review and approval of curriculum, ongoing review of programs, an established framework of general learning outcomes, and a review cycle of those outcomes. A program of general education, grounded in the framework of the Illinois Articulation Initiative, aligns with other colleges in the state.

An established credential-audit process ensures all instructors meet the college's minimum teaching qualifications for each discipline, and the college's support of faculty development ensures that instructors remain current in their disciplines. A recent revision to the faculty evaluation process integrates a thorough review of online teaching and we will be watching for improvements in this area.

The college provides extensive instructional and non-instructional support for students and the infrastructure and support necessary for quality teaching and learning. This includes a secure, up-to-date technological infrastructure, recently upgraded classroom technology allowing flexible modes of instruction, and state-of-the-art instructional labs and learning spaces across multiple disciplines.

Recent organizational changes have changed the location and delivery methods of many academic support services and data will be collected and reviewed over the next few years to determine if these changes positively impact student retention and success as anticipated.

Sources

There are no sources.

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 through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
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.

Argument

As a supplement to this self-study, a glossary of widely used college terms and acronyms has been compiled and can be found [here](#).

Additional information about Parkland College can be found on its website: www.parkland.edu

4A.1. Parkland recognizes program review as the primary means for evaluating the effectiveness of its educational offerings.

Guidelines for program review

Historically, program review at Parkland 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, which have 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, outline 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 (GECC) 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 data disaggregated 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 and facilitates gap analyses to address observed disparities in progress and achievement between 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, such as this 2019 annual [report](#) from the Surgical Technology program, as part of their peer-evaluated specialized accreditations. 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 pertaining to test cut scores, retention, job placement, and on-time graduate rates identifies specific

actions faculty have implemented to improve program outcomes.

CTE program review 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 leading to professional licensing, but prospective students were often technicians already in full-time employment and residing outside of District 505. Faculty modifications to the curriculum, delivery format, and scheduling to fit the working adult resulted in the Weekend Land Surveying [Program](#) and enrollment grew six-fold in two years, with a waiting list of at least ten prospective students for 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 ([ENG 101](#)) and the writing tasks required in their industries and 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 to 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.

While the evidence shows that the college and its faculty implement the important practice of program review and act in response to findings, three areas needing attention stand out. First, 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. Second, 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. Third, 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 and 4A.3. Parkland has [policies](#) to guide the evaluation of all the credit transcripts, including transferred-in academic credit and credit for prior learning, thereby ensuring the quality of credits accepted.

The college [participates](#) the [Illinois Articulation Initiative](#) (IAI), a statewide transfer agreement. IAI faculty panels conduct rigorous course reviews for adherence to peer-reviewed standards, ensuring the quality of IAI-articulated general education and lower division “majors” courses that the college accepts for transfer. Faculty chairs review for direct course equivalency before accepting credits earned at non-IAI regionally accredited institutions in transfer using similar criteria as the 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 when accepting 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](#) 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 continues to uphold these policies and procedures. The challenge remains ensuring continued quality control and strict alignment with HLC requirements and ICCB standards while heeding calls to consider competency-based education, crosswalks between non-credit learning and academic programming, and apprenticeship earn-and-learn models.

4A.4. Parkland 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. [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](#), delineated in the Curriculum Committee Procedures Manual (CCPM), pages 11–18, ensure oversight of every 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 the domain. Examples include the CIFs for [BIO 121](#) Anatomy and Physiology and [CSC 127](#) Introduction to Computing with Engineering Applications.

The college's authority over the curriculum adheres to ICCB standards for academic control as evidenced in its 2017 Recognition [Report](#) with findings and college responses (highlighted) and ICCB [certificate](#) of recognition affirming retention of recognition status. 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 values delivering in-house, Parkland-specific professional development coordinated through a faculty-led Center for Excellence in Teaching and Learning (CETL) and the PCA's faculty-led [Professional Development Sub-Committee for Faculty \(PDSF\)](#).

Faculty Academy. CETL and PDSF facilitate faculty participation in goal-oriented professional development through the [Faculty Academy](#), which offers credit-bearing [learning opportunities](#) including 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 to 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, developed an evaluation [checklist](#) detailing minimum expectations and best practices in online teaching. Faculty use the checklist to guide course design and department chairs use it in evaluating online instruction.

CETL and PDSF responded swiftly to support faculty faced with the sudden pandemic-induced pivot to remote teaching and learning, re-designing the 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), an open entry/exit "course" providing easy access to videos, tutorials, and instructions on using 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 oversees learning resources pertaining to [accessibility](#), as accessible course content is crucial to quality student learning experiences 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, learn how to transform text-based and multimedia course materials into accessible content, and use the Blackboard Ally application to measure accessibility and enhance all students' learning experiences. CETL also 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 collaborated with Counseling Services to sponsor LifeBound training in March 2020 as a first step toward creating a campus culture of coaching students to achieve personal and academic success. Forty-three [participants](#) included faculty and staff. Impressed with the usefulness of the strategies learned in helping students identify and overcome barriers to their own success, Counseling Services sent four counselors/advisors for additional training in FY2021-22 to equip them in teaching others how to integrate 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](#) (LC), like its predecessor, the Center for Academic Success, provides a range of tutoring and learning assistance for all students. Services include the faculty-staffed Writing Lab, Presentation Center, Computer Technology Center (CTC), Peer Tutoring, the Library, and the Academic Development Lab. Services are offered in-person or virtually.

[Cobra Connection](#) is a set of resources developed to help students negotiate the pandemic-induced move to remote learning. It focuses on effective use of Cobra Learning, the college's learning

management system (LMS). Between September 2020 and August 2021, 746 students enrolled in Cobra Connection; 75 of them noted on the discussion board that it helped them navigate Cobra Learning more effectively. In another response following the pivot to remote instruction, CETL engaged external support resources through the college's 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 2022, the CTC began 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 support students in the completion of these modules, which were made available to students summer 2022.

The Library. The Library supports faculty and students in multiple ways, from placing textbooks on reserve, providing free access to databases, and administering a [loanable technology](#) service. Faculty/library partnerships have resulted in specific [Course Guides](#) that direct students to 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 (VPAS) 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. Every 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 (DC) 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 DC 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.

DC faculty qualifications. The DCMPA clearly states that high school DC faculty are held to the same credential [qualifications](#) as all faculty. The college applied for and received [approval](#) in 2016 from the Higher Learning Commission for a five-year extension to provide opportunities for DC faculty who did 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.

DC faculty responsibilities. 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, ECS, in consultation 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 dean a list of DC faculty requiring evaluations in the coming academic year.

DC students. To ensure the ability to attain learning outcomes and course success, high school students taking DC adhere to standard registration [requirements](#) such as meeting course prerequisites and placement measures.

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

4A.5. Parkland 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 (HP) 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 by 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) and no specialized accreditation is 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 for inclusion in 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 CFR 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. Parkland evaluates the success of the graduates of its transfer- and career-oriented programs.

The college uses multiple measures to monitor fulfillment of 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. Parkland remains the top [transfer feeder](#) community college to the University of Illinois at Urbana-Champaign (UIUC), an 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. The college's participation in the Illinois Articulation Initiative ([IAI](#)) further facilitates transfer success. Notably, all students who complete the IAI General Education Core Curriculum (GECC) package enjoy 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 by providing relevant workplace competencies and job placement. The Health Professions (HP) division, for example, measures program success using board-pass and job-placement [rates](#) as well as employer feedback as in this [example](#) from Surgical Technology. Federal Aviation Administration (FAA) [certifications](#) are required for aviation students planning careers as commercial pilots. Since its FY2015 transfer to Parkland, the Institute of Aviation has steadily increased FAA certifications earned by students except when training was interrupted by the pandemic. Engineering Sciences and Technologies (EST) uses 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 such as 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 consultation with the CTE division, is prioritizing [apprenticeships](#) and earn-learn models to provide structured pathways to employment.

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

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4B.1. Parkland's Course Information Forms (CIFs) establish course-level learning outcomes, articulate general-education learning outcomes, and 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 the college. Faculty review CIFs 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).

The CIF's establishment of educational goals for each course combined with the assessment activities conducted by the GEASC and AAC ensure systematic measurement of established educational outcomes through a start-to-finish approach to monitoring and improving educational achievement.

4B.2. 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 occurs on a regular schedule with all designated program areas of the college submitting scheduled reports to ICCB. Course-level assessment occurs annually in every program at the college.

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

- greater participation
- ability to track progress from year to year
- emphasize implementation of action plans as a necessary result of each assessment cycle

To this end, the AAC created a new model for collecting assessment data using rubrics adapted from

the [AAC&U VALUE Rubrics](#). These rubrics are integral inputs within a SharePoint assessment tool which requires an action plan, based on assessment results, and a follow-up on that action plan in the next assessment cycle. The rubrics' numeric scoring system allows for comparison of performance on assessed activities from year to year. The COVID-19 pandemic delayed implementation, and although some [early adopters](#) have already conducted [assessment activities](#) using the new model, we are now entering our first full year of use. The [AAC's SharePoint](#) site houses assessment reports from various departments at the college.

The greatest challenge in conducting assessment activities is establishing full and consistent participation of faculty from across the college. Some areas enjoy 100% participation rates, while others have struggled to create a culture of assessment. Health Professions (HP), Aviation, and Career and Technical Education (CTE) all conduct unique assessment activities and submit final annual reports. HP faculty have [created](#) and [implemented](#) a model for [connecting](#) course, program, and college-level learning [objectives](#) with 100% participation in course-level assessments. Similarly, the Aviation Program conducts [assessment](#) activities appropriate to that field of instruction that measure student learning and meet specific industry standards. Participation in assessment activities varies across the transfer areas. Fine Arts, Natural Sciences, Math have mechanisms that promote full participation by the faculty, while Social Sciences and Humanities have had a more idiosyncratic approach to assessment. Thus, the new reporting model is designed to encourage, through ease of use and standard language, greater participation in assessment activities; create data comparable across assessment cycles; and measure the effectiveness of measures taken to improve student learning.

In addition to course-level assessment, Parkland 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: Communication, Creativity, Critical Thinking and Information Literacy, Reasoning and Inquiry, Technology, and Global Awareness and Ethical Reasoning.

A serious institutional review and revision of the General Education objectives began in November 2012, when critical questions arose during the previous HLC visit. A member of the Peer Review team asked, "How do you 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 GLOs. The new outcomes were approved by the Curriculum Committee in the Spring of 2013, and a plan established to measure student achievement of these outcomes by assessing a single outcome per year on a six-year cycle.

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. These rubrics were piloted in the spring by a small group of faculty assessing their students' work.

After each pilot, the rubrics were revised. Each fall, every faculty member teaching a course which included the outcome being assessed that year on the CIF (meaning it was taught and assessed) was asked to assess their students' achievement of that outcome using an existing assignment. 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 various 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.

This process followed HLC guidelines as presented in 2013 for conducting assessments using [AAC&U rubrics](#). 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 2015.

At the conclusion of the six-year cycle in 2021, the GEASC evaluated all results, and determined that our students are generally developing and even achieving many of our desired general learning goals. These findings 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 Ethical Reasoning and Critical Thinking and Information Literacy. A faculty group convened in fall 2021 and led by the chair of the GEASC is conducting workshops for faculty to present innovative ways to build student success in these targeted areas.

The AAC also conducts assessments of 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 work with advisors of these activities to create assessment tools as well as a space in the [Assessment SharePoint](#) site for their assessment reports.

4B.3. The college's faculty uses information from academic assessment to make improvements in student learning. 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 re-designed developmental mathematics courses for students interested in non-algebra required disciplines (a fuller description in Criterion 4C). In the Career and Technical Education division, [Construction Management](#) drew on assessment activities as well as advisory board recommendations to make industry-specific adjustments to that program, and in the Health Professions division the Veterinary Technology and Radiologic Technology programs developed assessment-based [action plans](#) to improve success rates among students.

One challenge we face in assessment of student learning involves closing the assessment feedback loop. As the examples above show, implementing action plans based on assessment results has always been a part of our process, but the college has lacked an institutional mechanism for recording and tracking what specific changes were made and when. Faculty regularly adjust their teaching based on assessment findings as a matter of course, but the effectiveness of those changes on student learning have not been measured consistently or systematically. We expect the new rubric-based reporting model, which seeks to close the feedback loop by requiring that action plans be created,

documented, implemented, and their impact measured will address this limitation and increase transparency in the process. The new model has yet to operate through a full cycle due to pandemic-related delays, but [early indications](#) suggest it is functioning as intended.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
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.)

Argument

4C.1. Parkland 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.

Parkland 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 allow us 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, through the CPC, streamlined its KPI-based approach to measuring 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: enrollment, student success, employees, and finances. This move occurred in tandem with development of the comprehensive Strategic Enrollment Management (SEM) plan. The [SEM plan](#) speaks directly to 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 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. and 4C.3.

Collection and Dissemination of Data on Student Success

Parkland 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 these examples from [Business and Computer Science](#), [Health Professions](#), and [Natural Sciences](#). In FY2020-2021, as part of Academic Services's effort to improve data use to identify gaps in student learning and achievement, IAR provided more granular data reports on course-level retention disaggregated by program classification system (PCS) code, instructional modality, and key demographic groups. These expanded reports 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 (for example, 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 Academic Services Leadership (ASL) [meeting](#) on November 18, 2020. Subsequent use of the data to develop action plans addressing areas of inequitable outcomes was uneven, however, as faculty attention remained focused on 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. Examples of these include reports for [Precision Agriculture](#), [Automotive Ford ASSET program](#), and [Social Sciences](#).

IAR also coordinates collection of student satisfaction-related data via survey instruments, including college-wide surveys such as the [CCSSE Survey](#) and [Ruffalo Noel Levitz \(RNL\) Student Satisfaction Survey](#). IAR further 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 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, quantitative data collected on student success indicate how well the college is achieving its metrics for student success. The more recent multi-layered disaggregated data reports add an important dimension to our self-assessment efforts, but the college recognizes the need for continued and additional support for faculty in supplementing quantitative data-based insights with student learning assessment data (connecting the dots) to better understand the narratives behind the numbers as we seek continuous improvement.

Analysis and Use of Data for Student Success

Parkland 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. Below are examples of

action in response to data on student success at these different levels:

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 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. Multiple factors impact student success. To complement the institutional emphasis on OTR, the 2015 Anatomy of a Parkland Student (APS) project, developed as part of the college's participation in the [HLC Academy](#) for Student Persistence and Completion, 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 experience that affect student success: academic, personal, financial, social, and institutional.

APS findings were presented through four college-wide interactive sessions: an [overview](#) of the domains and three focused sessions on the [academic domain](#) and student outcomes, the [personal and financial domains](#), and the [social and institutional domains](#). One major outcome of the APS project is a framework to guide student support initiatives. It has subsequently influenced [programming](#) and initiatives to serve the whole student, including 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 LC.
- 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); on policies and procedures as well as a 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 lacked plans for collection of outcomes data, limiting rigorous evaluation of their impact on student success.

College-level initiative: New Academic Success Advising Model

In fall 2021, Counseling Services launched its new [advising model](#) called the Academic Success Advising Model (ASAM). Using insights into the student experience from the APS 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 advising paradigm from a drop-in, student-initiated approach to one of case-management with assigned advisees. This change required intensive work in soliciting buy-in, careful development a new system of [advisor assignment](#), meticulous planning using student enrollment data and curriculum tracks, collaborative discussions with academic services, and continuing 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 has selected the following 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. ASAM's implementation in fall 2021 means that data to measure its impact on student success is not yet fully available. However, the college is optimistic that it will complement other college initiatives for student success and 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 a 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](#), through a significant curricular redesign and pedagogical changes. 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 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 data showed an overall five-year retention rate of 63.8%, falling as low as 57.4% in spring 2012. 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 closing the feedback loop in assessment to modify and improve. This is 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, opening the pathway to gateway course success for more students interested in nursing and allied health programs.

Parkland 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 attention pivoted to maintaining continuity of instruction and supporting students in a largely remote learning environment, analysis of and engagement with the disaggregated data was uneven. Nevertheless, good conversations were started in various departments and programs, as seen in the Humanities Department [Brown Bags](#) in spring 2021 with a 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. 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 establishes the college’s data governance structure to address issues of data management, quality, accessibility, and security. Because identifying and using authoritative sources of data is a priority, the DGWG has developed a [data dictionary](#) to standardize definitions and usage of key terms related to data. An ongoing project, the data dictionary continually defines and modifies data in response to dynamic reporting needs and ever-changing technology and is accessible to all faculty and staff on SharePoint. 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](#) to eliminate ambiguity regarding what the data refer to.

Disaggregation of Data. IAR provides both aggregate data on student success at the college level and disaggregated data to allow more nuanced comparisons of achievement rates among student populations. Departments and programs can use information from this disaggregated data to identify achievement gaps, if any, and develop action plans to close apparent gaps. [Disaggregated data](#) on student success sort 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 advance its goal of increasing student success as measured in course retention, persistence, and credential attainment. However, we recognize two areas of concern in the college's efforts to help students learn and succeed.

First, student-support initiatives (other than grant-funded programming and academic programs aligned with specialized accreditation standards) often lack clearly articulated measures of student success and plans to collect, analyze, and respond to data (quantitative and qualitative).

Second, student success data has been reviewed largely in the aggregate and initiatives to improve student success have been designed to enhance the experience of success for students in general, overlooking possible disparities in outcomes among various student populations. Intentional use of disaggregated data beginning in fall 2021 will help in this regard, but 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.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Parkland College maintains quality and excellence in its educational program offerings regardless of instructional delivery format, and in its support services and programming outside of the classroom, with the overall goal of ensuring student learning and academic success. Parkland achieves this through regular program reviews and learning outcomes assessment conducted at academic program and course levels as well as in co-curricular activities. Quality is further monitored through analyses of student outcomes data which have led to initiatives such as curricular re-design, class scheduling changes, advising remodel, and registration process improvements to enhance student achievement.

The self-study indicates areas warranting focused attention to improve the college's processes for evaluation. Going forward, the college will increase its use of disaggregated data to identify disparities, if any, in outcomes among demographic groups and target action to close gaps. In the academic areas, faculty leaders will promote greater consistency in the use of the new assessment reporting tool and address observed variability in program review and academic assessment practices. To enhance general education assessment, Academic Services participated in HLC's Assessing General Education seminar (September 2022) to develop action plans that will nurture a culture of continuous improvement.

Sources

There are no sources.

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.

5.A - 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.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
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.

Argument

As a supplement to this self-study, a glossary of widely used college terms and acronyms has been compiled and can be found [here](#).

Additional information about Parkland College can be found on its website: www.parkland.edu

5A.1. Parkland is committed to shared governance. It intentionally engages all internal constituencies –administration, faculty, staff, and students – to fulfill its mission through two central participatory mechanisms: the Parkland College Association (PCA) and the annual planning process. Planning and policy decisions that emerge from these mechanisms are presented to the Board of Trustees (BOT) for review and approval.

The [PCA](#), an elected body representing faculty, staff, administration, and students, is the college senate and central organ of shared governance. Its [purpose](#) is “to provide advice, counsel, and assistance to the President of the College and to the BOT” to advance the college's goals. Ten constitutional [committees](#) consisting of both elected and appointed members cover key areas of shared governance including college planning, curriculum, academic assessment, diversity, professional development for faculty and staff, sustainability, and faculty sabbaticals. PCA provides a collective voice on the formulation, review, and approval of college 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. An annual budget update at the February PCA meeting, where 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. PCA senate membership includes one student body representative who reports on student activities at monthly PCA meetings, and every spring the CFO meets with student government representatives to discuss budget proposals impacting tuition and fees for the next fiscal year. The college President also [sets aside time](#) to meet with students.

Technology plays a major 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, ensuring that technology-related decisions 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. AP participation is open to all departments. All budget-related requests (i.e., requests for personnel, remodeling, software, and equipment) and significant action plans for the forthcoming fiscal year are [entered into](#) the Annual Planning database in October and April, and must be linked to strategic goals, key performance indicators, and/or assessment data. The PCA College Planning Committee (CPC) [reviews requests](#) and approves recommendations for funding which are reported at monthly PCA meetings. A summary of approved annual planning requests and how they advance the strategic plan is reported annually to the BOT and [sent](#) by email to the college.

Parkland's shared-governance processes are longstanding, function smoothly, and demonstrate the college's commitment to shared governance in its planning, policies, and procedures. The college recognizes, however, the need for continued education regarding the purpose and functioning of shared governance at Parkland. Ongoing staff changes due to new hires, retirements, and resignations, combined with the pandemic and its attendant mitigation protocols, have somewhat disrupted our sense of community. In 2022-23, the college will include learning opportunities on shared governance as part of internal professional development offerings to ensure that employees across campus understand and engage in shared governance at the college.

5A.2. The President and four vice presidents lead the college's administration. Each vice-president works with a team of [administrative leaders](#) and their decisions regarding college operations and the advancement of its strategic goals are shaped by quantitative and qualitative data. The Institutional Accountability and Research (IAR) office is the primary [resource for data](#). Examples of these data-informed decisions from each of the divisions include:

- *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 despite uncertain enrollments 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 underserved audiences and internal data to develop student success strategies. The SEM plan is discussed in more detail in 5C.5. In 2021-22, Counseling Services launched a new academic advising model, the Academic Success Advising Model (ASAM), which 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 increasing completion. It [restructured](#) 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. The program uses labor market data through [Emsi](#) (a labor market analytics company) to select training programs and closely monitors weekly student attendance in class and engagement in required employability workshops and career advising resources. 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 identifying 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 diverse 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 provides [relevant data](#) and accurate information to facilitate board decisions on annual budgets, tax levies, major purchases, and capital projects. The BOT [utilizes an auditor](#) to fulfill its legal and fiduciary duties.

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

5A.3. Parkland ensures that faculty set academic requirements for placement, course completion, and graduation.

The faculty-led PCA [Curriculum Committee](#) (CC) is charged with reviewing the development and revision of all academic courses and programs. New courses and revisions to existing courses must be initiated by a faculty proposer whose signature is required on the Course Information Form. Likewise, curricula for new or revised programs must be proposed by faculty. The appropriate academic dean or Chief Academic Officer (CAO) ensures that procedural rules and criteria for state-level curriculum approval are followed.

The faculty-led PCA Academic Assessment Committee (AAC) and the General Education Assessment Sub-Committee (GEASC) oversee assessment of course learning outcomes and the articulation and assessment of general learning outcomes (GLOs) throughout the curriculum. Academic Assessment is discussed in more detail in 5C.2.

The college's [Policies and Procedures Manual](#) codifies policies pertaining directly to the work of faculty and classroom management. Proposals for new or revised policies follow a prescribed PCA [procedure](#) which includes consultation with affected stakeholders, especially faculty, through working groups, discussions among Academic Services Leadership, and/or [discussion sessions](#) at the Center for Excellence in Teaching and Learning. New and revised policies receive two readings at PCA meetings so that concerns, if any, can be discussed prior to voting. 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, input from Academic Services Leadership, and significant outreach to faculty.

Some academic requirements may be dictated by external bodies. In such instances, administration works with faculty to make necessary and appropriate accommodations. For example, 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, later codified into law through the passage of HB2170 The Developmental Education Reform Act ([DERA](#)) in January 2021, with the intent of removing perceived inequities of outcomes for students placed into developmental education, particularly students of color. Although many faculty objected to the mandate, the VPAS worked extensively with faculty from the Mathematics and Humanities departments through a collaborative and iterative process to rewrite the college's [placement manual](#) and align placement criteria and procedures with the legislative requirements. 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 its Curriculum Committee, Academic Assessment Committee, and Policy Manual Committee, Parkland ensures academic requirements, policies, and processes are set collaboratively.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5B.1. Parkland employs sufficient qualified, trained faculty and staff as well as the requisite infrastructure to support its educational programs in its various modalities.

Faculty credentials for teaching adhere to [minimum qualifications](#) set by the Higher Learning Commission (HLC) and the Illinois Community College Board (ICCB) and faculty content expertise corresponds to program-specific curricular needs. By fulfilling the functions of their departments, all staff support the educational mission of the college. Every position at the college has a job description detailing essential functions and minimum qualifications. Human Resources (HR) procedures ensure all employees are pre-screened for [minimum qualifications](#) before hire.

All departments identify faculty and [staffing needs](#) through the annual planning process. Rationale for new personnel requests or redesign of positions include departmental 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 professional development (PD) opportunities to assist employees in effectively supporting the mission. The Center for Excellence in Teaching and Learning (CETL) focuses on supporting faculty PD. Both CETL and HR conduct [orientation](#) for new employees. 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 and another introduced faculty to the use of audiovisual technology to allow flexibility in instructional delivery. 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, the [flex tech](#) initiative has the potential of expanding services to students who prefer in-person instruction but whose life responsibilities sometimes prohibit travel to campus.

Support staff receive in-house technical training for their work. Many departments use [Professional Development Day](#) (the third 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 for faculty and academic advisors to learn 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 [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) are sufficient to support its work as a comprehensive community college. Classrooms and labs are well-equipped with up-to-date computer and discipline-specific technology and tools, and faculty offices have recently undergone renewal with new furniture. Additional facilities on the main campus include the Library and Learning Commons (LC), spaces for student services departments, cafeteria, bookstore, Fitness Center and gymnasium, and numerous lounges and public spaces. Community outreach facilities include a dental clinic, two theatres, the art gallery, the planetarium, a radio station, and a television station. HLC-approved additional locations include Parkland on Mattis, which houses Community Education, several off-campus allied health and construction programs, and the Institute of Aviation at Willard Airport.

The Campus Technologies department supports the college’s mission by developing and maintaining an accessible technology environment with easy-to-use technology-enabled services. The Information Technology (IT) [governance structure](#) effectively monitors overall IT performance and prioritizes projects and services. IT supports the college website and software systems including Cobra Learning, the learning management system (LMS); the client relationship management (CRM) system; the college’s enterprise resource planning (ERP) system; multiple databases; and a range of specialized software applications for academic programs. Close collaboration between academic services and IT greatly facilitated the pandemic-driven [online pivot](#), which included IT-supplied and -supported loanable technology, a Technology Services Desk with extended remote support services, Microsoft Teams and other collaboration platforms, and improved 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. Parkland [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 flow directly from the college’s [mission statement](#), “To engage the community in learning.”

Organizationally, the college is well structured to support the strategic plan. Under the president’s leadership, the four vice presidents provide collaborative and complementary strategic [oversight](#) of all areas of the college to ensure the institution moves collectively toward its goals. The annual planning process, key performance indicators, and the shared governance structures described in Criterion 5A and 5C are effective organizational tools in operationalizing the strategic plan.

The college’s financial resources are sufficient to support the college’s goals. Due to cost-saving measures outlined in 5C, the long-term budget outlook is positive despite challenges related to low state funding and multiple years of declining enrollments. 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 be equally divided between them, but state funding has never been at 33% in the history of the college, falling 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 student enrollment and staffing. But as the CFO's SWOT [analysis](#) of the college's financial situation shows, strengths and opportunities related to our financial resources outweigh perceived weaknesses and projected threats. With continued sound financial management, the college will continue to realistically pursue its goals.

The college responds to strategic opportunities. The pandemic brought opportunities to train more faculty in effective online pedagogy, ensuring the continued quality of its educational offerings beyond the pandemic. Partnerships with area high schools have led to the [development](#) of transitional courses in mathematics and English to enhance the college readiness of high school seniors and reduce the need for remedial instruction. A redesign of organizational structure and facilities led to formation of the [Learning Commons](#) in FY2022, centralizing academic support for students. Partnerships with district employers have resulted in [industry-sponsored](#) registered apprenticeships such as the Case New Holland Service Technician Apprenticeship Program developed with Berkey's Farm Store and onsite Nurse Assistant training at Accolade Healthcare for incumbent employees. Opportunities such as these help the college to realize its strategic goals and result from relationships that the college has carefully nurtured with constituents of District 505.

Parkland's organizational structure along with its resources and use of strategic opportunities make the college's goals and mission realistic.

5B.3. The [CFO](#) and the [Controller](#) oversee day-to-day business operations of the college and its budgeting process, with 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 BOT [approves financial statements](#) and any changes/adjustments to the general college budget at every board meeting and [approves purchases](#) over twenty thousand dollars. An external audit of financial statements is completed every summer by a professional [auditing firm](#). Martin Hood, LLC has performed the college's audit over the past decade; BKD, LLP will conduct the annual audit in FY2022. The college's long history of "clean" audits demonstrates its sound budgeting and monitoring of finances.

The strategic plan [guides](#) budgeting for all operations including technology, human resources, and support services. The AP process allows internal constituencies to operationalize the strategic plan for their departments by entering [requests](#) for personnel, remodeling, equipment, and software that will impact budgeting for the forthcoming financial year. AP entries must include goals, objectives, outcomes, and budget requests, and be tied directly to a strategic goal, KPI, or detailed assessment findings. AP requests are reviewed and ranked by the CPC and approved by the college administration.

The CFO is responsible for planning and preparing the college's budget each fiscal year. Every February the CFO conducts a detailed public budget workshop for the BOT before it establishes tuition rates for the next fiscal year. The workshop includes many components:

- overview of revenues versus expenses over the past few years

- audit results from the previous fiscal year and projected results of the current fiscal year
- trends in Equalized Assessment Valuations (EAV)
- status of state funding
- current and anticipated tuition revenues
- current fund balance compared to historical levels
- review of operating expenses, including trends in salaries and healthcare costs
- projected scenarios with different assumptions about enrollment
- recommended tuition and fees adjustments (if any)

This [workshop](#) provides a comprehensive context for the BOT to understand the state of the college's finances and make informed decisions related to the administration's budget recommendations for the next fiscal year.

Parkland's budgeting processes ensures its finances are well-managed.

5B.4. For the [current fiscal year](#) (FY 2022), 42% of Parkland's revenue comes from student tuition, 49% from local government, and only 9% from the state government. Nevertheless, the college prioritizes 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, equipment, technology, and programming, all of which serve the college's educational mission as a comprehensive community college. Allocation decisions are principally guided by the strategic plan while factoring in contractually set salary ranges and increases for existing employees. Adjustments to departmental budgets are [requested](#) through the annual plan processes. Requests to fill vacant faculty positions are reviewed by the VPAS to ensure sufficient credentialed instructors are available to deliver educational offerings while balancing that need with enrollments and student-demand for programs.

Despite COVID-19 disruptions 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.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
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.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5C.1. Parkland allocates resources in alignment with its mission to engage the community in learning and 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 requests tied directly to strategic plan and/or key performance indicators and accompanied by goals and assessment measures. All requests require approval from a director or department chair prior to approval at the vice-presidential level. Even when funds are not available, planning items connected to funding requests remain in the plan for review and inclusion in the following year's planning to ensure an [institutional record](#) of needs, goals, and requests. Annual plans are [reviewed](#) by the CPC and reviewed annually by the BOT.

Parkland's formal annual budgeting process adheres to the requirements of the ICCB [Fiscal Management Manual](#). This includes the annual in-depth and interactive [budget workshop](#) presented by the CFO to the BOT and Administration detailed above in 5B.3. Tentative budgets are disseminated to VPs, deans, and chairs for input on additional or changing needs unaddressed within the AP, allowing for real-time adjustments to the budget to respond to real-world changes. A tentative budget is presented to the BOT and [made available](#) to the public in July. The BOT adopts the 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. Parkland's mission, values, strategic plan, annual plan, budget processes, academic assessment, and operational planning are [linked](#) 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. 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 initiatives supporting the college's mission, values, and

strategic goals are prioritized.

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 needs, etc.

The PCA [Academic Assessment Committee](#) (AAC) fosters a culture of assessment at Parkland and helps faculty improve student learning by connecting assessment at the course, program, and general education levels. The committee is chaired by faculty and membership includes faculty from across the campus. The annual assessment process has recently moved to SharePoint, which serves as both assessment data input site as well as assessment repository. The process facilitates standardized assessment across departments to facilitate comparisons. As part of each [assessment cycle](#), departments and programs link learning objectives to strategic goals and key performance indicators. This process helps faculty identify strengths and weaknesses and implement action plans to improve attainment of learning outcomes.

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 enrollments 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 remaining longitudinally very similar, the need to focus on student satisfaction vs engagement, and cost/resource reduction since CCSSE is an in-class paper-based survey and labor intensive to administer. The transition to an online survey was necessary during the pandemic as most classes had transitioned to a virtual modality. The first [SSI](#) was completed in Fall 2021. The CCSSE survey had a much greater response rate than the recent SSI, likely because the former was administered in person and the latter online.

Survey results are presented to the college administration, with detailed comments aggregated to reveal common themes, and used to guide planning and college initiatives. For example, a recurring theme in the most recent employee survey was a desire for more communication between Parkland's administration and the faculty and staff. Consequently, 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, and Parkland implemented a fully online orientation [Program](#) in the fall of 2021. The new orientation model allows students to participate at their own convenience and to revisit segments of the orientation as

needed and to refresh their memory.

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) and has taken the place of the NCCB in benchmarking student progress and completion data against peers. Parkland participated in the National Community College Benchmarking (NCCB) project from 2013 to 2019 but ended this initiative as it relied on tracking and reporting an unwieldy number of KPIs and had lost focus and relevance for Parkland. The college subsequently narrowed an original set of 56 KPIs to 12.

These processes for assessment of student learning, evaluation of operations, strategic planning, and annual planning are linked to Parkland's budget. Staffing, software, remodeling, equipment, etc. are all part of the annual planning [calendar](#). Parkland's [budget planning](#) is led by the college's CFO and guided by area Vice Presidents and annual planning requests. Annual planning supports the college's Strategic Plan, which in turn 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 perspectives of internal and external constituent groups are represented in Parkland's [planning process](#) and in the [development and review](#) of its annual budget.

Parkland's CFO develops a preliminary budget annually and conducts a [workshop](#) for the BOT and [presents](#) the preliminary budget to the PCA. Budget decisions are tied to the college's annual and strategic plans, which are developed with [input](#) from all college areas and departments, as well the PCA. The President and the vice presidents make the ultimate decisions on hiring and capital expenses pending approval by the BOT. The final budget is [presented](#) to the BOT for approval no later than September, with a tentative budget made available to the public 30 days prior to final BOT approval. The BOT general budget workshop and open hearings are 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 community events, performances, job fairs, talks, art shows, and [open houses](#) throughout the year, providing additional opportunities to engage with and gain insight from diverse community members with a wide range of interests. All BOT meetings designate time for [public comment](#).

Parkland also solicits feedback from regional employers. In 2017, the college hosted multiple [roundtable breakfasts](#) for local industries including manufacturing. These roundtables allowed regional employers to discuss industry needs and concerns and respond to requests for information from the college. Also in 2017, the college hosted a [futures conference](#) 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 and shape the strategic plan.

These efforts demonstrate that Parkland considers the perspectives of internal and external constituents during its planning process.

5C.4. Institutional plans anticipate fluctuations in sources of revenue, such as enrollment, the economy, and state support. Budget decisions consider potential impacts of these factors on academic programs, course offerings, and student support services. This balanced consideration of budget

impacts is particularly important in the context of declining enrollments and the recent 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, including two voluntary separation programs (VSP), selective replacement of open positions, review and redesign of incumbent positions for greater efficiencies, closure of under-enrolled academic programs, renegotiated healthcare benefits, limitations on travel, overtime reductions, and increased section-enrollment “make” numbers.

Due to the college’s conservative fiscal management, preservation of a healthy [fund balance](#), and the infusion of federal and state [COVID-19 grant funding](#), the college has withstood the loss of funds due to declining enrollment and pandemic-related expenses. It has held tuition level for the [past four years](#) but anticipates an increase in the coming years to maintain its fund balance.

The college identifies academic programs with potential for enrollment growth and utilizes [data](#) through Emsi (a labor Market analytics and economic data company) to identify high-growth industries in the region and coordinates multiple [industry advisory boards](#) to guide program development and course offerings. IAR-provided data on [program enrollment](#) guides 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. Parkland anticipates and adjust to technological advancements, demographic shifts, and economic realities through its Information Technology governance structure, strategic enrollment planning, data gathering, connections with external agencies and companies, and monitoring of legislative changes.

[Information Technology \(IT\) governance](#) at Parkland ensures the college is prepared for technological advancements and evolving external digital risks. The Executive Technology Committee (ETC) monitors overall IT performance, establishes IT priorities, and sets the vision and policies for the IT department. IT decisions connect to Parkland’s mission and goals through administrative involvement and IT sub-committees: the Infrastructure Committee, Web Governance Committee, Technology for Learning Engagement, and Administrative Systems Committee - Cross Functional. This structure allows for rapid responses to [external factors](#), such as the Covid-19 pandemic and an external network incident in spring 2020. Parkland successfully pivoted to online learning during the pandemic and also quickly [restored](#) network functionality after the network incident. Following these challenges, IT expanded Parkland’s online capacity using Microsoft Teams and Zoom and implemented new security procedures such as Okta multi-factor authentication.

Parkland’s five-year [Strategic Enrollment Management](#) (SEM) plan, launched in summer 2021, furthers the college’s mission and purposes by detailing strategies to increase educational access and student success. The plan utilized external market segment [research](#) from the CLARUS Corporation as well as institutional data on course retention, year-to-year persistence, and credential completion. Faculty/staff working groups are [developing tactics](#) to better reach target audiences identified in the plan, and work continues to increase student recruitment, retention, and persistence.

Academic units consult external labor market data as well as enrollment and completion [reports](#) from IAR to monitor enrollment trends and identify areas of potential growth, and partner with the community through more than 35 [advisory boards](#), which provide valuable insight into employer

needs.

Parkland administrators serving on local community boards gain insight into regional trends relating to community needs, jobs, resources, and demographics, including boards and committees within the [Champaign County Regional Planning Commission](#), and the [Champaign County Economic Development Corporation](#). The Vice President for Communications and External Affairs provides a [legislative update](#) to the BOT at each monthly meeting.

Parkland's long-term budget planning anticipates state-funding trends. In 2018, Parkland's CFO presented a [plan](#) to the college administration and the BOT to address decreased state funding and declining enrollment. The plan sought to dramatically 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 5B.4.

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. Parkland's planning [processes](#) are designed to improve academic and operational outcomes. The annual planning [process](#) is guided by the college's mission, values, and strategic plan, and is tied to its key performance indicators (KPIs).

The college uses 12 [KPIs](#), consistently tracked and analyzed annually, to measure fulfillment of its mission and strategic goals. These performance metrics are divided into four areas: Enrollment, Student Success, Employees, and Financial.

Enrollment

1. Annual credit student headcount
2. Full Time Equivalent (FTE)

Student Success

3. Course success
4. Student persistence
5. Credentials awarded
6. Student Six-Year Outcomes

Employees

7. Faculty: FT:PT Ratio
8. Faculty: Student Ratio
9. Employee diversity
10. Student diversity

Financial

11. Cost of delivering one credit hour
12. Fund balance

Over the past decade Parkland has reduced its KPIs from 56 to these 12, allowing for a [reporting process](#) that simplifies evaluations and makes formative assessment of progress more feasible. The college collects data on each KPI to measure progress toward its goals. The KPI's are [reviewed annually](#) by the CPC and compared to benchmarks through the Voluntary Framework for Accountability (VFA), the principal accountability framework for community colleges. VFA

benchmark reports are [made available online](#) for internal and external stakeholders. The COVID-19 pandemic has delayed some reports and reviews.

Within the annual planning process, departments enter [action plans](#) to move toward targeted metrics. They are [connected](#) to the Strategic Plan for Excellence as well as KPIs and are typically created in response to assessment and other data. Academic units link action plans to student success KPIs while the Business Office and other areas link to financial or employee KPIs.

Parkland uses these data and processes to implement plans that improve operations and student outcomes. Examples of this include:

- The [new SEM plan](#) – implemented in 2021 after admissions formed working groups to develop tactics to meet Parkland’s strategic goals.
- Campus Technologies’ new [master plan](#) -- covers IT security, service, and governance at the college.
- Admissions’ new [online orientation](#) -- based on feedback from student surveys.
- [Academic Success Advising Model \(ASAM\)](#) – Implemented fall 2021 this new advising model drew on internal data and student experiences gathered during 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.

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5.S - Criterion 5 - Summary

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.

Summary

Parkland's well-established internal processes engage diverse constituencies and demonstrate the college's commitment to shared governance in its planning, policies, and procedures. The college's administration consistently uses data to guide its decisions as it carries out the educational mission of the college. Academic requirements, policies, and processes are developed by faculty and established collaboratively through the Parkland College Association.

Parkland has sufficient employees and infrastructure to support its operations and programs, and its organization, available resources, and leveraging of strategic opportunities make its goals and mission realistic. Parkland's budgeting processes ensure college finances are well-managed and that fiscal allocations prioritize fulfillment of its education mission.

Parkland's annual planning and budget development processes ensure that resource allocation decisions align with the college's mission and strategic goals, and its processes for assessment of student learning and evaluation of operations are linked through the strategic plan, annual planning processes, and analysis of internal data. Parkland engages internal and external constituents throughout the planning process and uses data to anticipate and react accordingly to changes in revenue and enrollment and to improve operations and student outcomes.

Sources

There are no sources.