Assurance Argument

Parkland College - IL

6/26/2017

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

"The mission of Parkland College is to engage the community in learning." This statement was developed in 2010 through a process of shared governance led by President Ramage. The process included all members of the college in open forums and solicited feedback from all Parkland employees in an email open hearing. After the statement was finalized, it was approved by the Board of Trustees.

This mission is accompanied by purposes which are of equal importance in fulfilling the mission. The current version of the purposes is as follows:

Serve students by providing:

- 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;
- Serve employees by providing a supportive and responsive work environment;
- Serve the larger community by providing services and resources that promote the intellectual, cultural, and economic development of Illinois Community College District 505.

The purposes were revised in 2013 in the Policy and Procedures Manual. A revision was brought to the college by the College Planning Committee for input and was approved by the college senate, the Parkland College Association, which includes representatives from the faculty, staff, and administration. It was then approved by the Board of Trustees. According to the Parkland College Association (PCA) Constitution, it is the responsibility of the College Planning Committee to review the mission and purposes on a two-year cycle, but this has not happened since 2013. There are

plans to address this during the 2017-2018 academic year.

1. A.2 The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Parkland College's academic programs, student support services, and enrollment profile are consistent with our mission of engaging the community in learning. The college serves a large geographic area with multiple educational needs using a variety of learning platforms. In the purposes, the college states its commitment to providing "high-quality and responsive developmental, technical-vocational, transfer, and lifelong educational programs." As a comprehensive community college, Parkland serves both transfer, career, and continuing education students by offering a wide variety of courses, programs, dual credit classes, and services through its academic departments and Business Training and Community Education. There are 207 different degrees and certificates offered, with 7 of those being transfer degrees. The transfer degrees include the Associate in Arts, Associate in Science, Associate in Engineering Science, and four different Associates in Fine Arts.

The division of Career and Technical Education has both transfer and applied associate degrees and certificates in the areas of agriculture, horticulture, engineering science and technologies, business, computer science and technologies, and hospitality. Career and Technical Education is responsive to the needs of industry, which has led to the development of programs in precision agriculture and specialized certificates in manufacturing to prepare entry level technicians. Similarly, industry needs have led Health Professions to add the Sterile Processing Technician and Medical Assisting Career Advancement certificates. In response to student needs for more flexibility in course scheduling, Parkland College offers over 700 course sections online each semester and is a state leader in the provision of distance and hybrid learning.

The mission and purposes also state that Parkland will provide "high-quality and responsive support services." Student Services developed a strategic plan in 2016 that aligns with the college's mission and strategic plan. Each of the individual areas within student services has their own mission statement, which was written to align with the college's mission and purposes. 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 college also offers academic support services through the library and the Center for Academic Success.

Parkland College's demographic enrollment profile aligns with its mission of engaging the community in learning by providing higher education to 32% of its district high school graduates exceeding the benchmark of 29% (Key Performance Indicator % of District 505 High School graduates enrolling at Parkland College in the fall term after graduation).The college's target population consists of District 505, and 78% of the student population consists of in-district residents. Total student headcount for fall 2016 was 7,569 and FTE was 4,719. Total student headcount for spring 2017 was 7,110 and FTE was 4,301. These headcounts are opening enrollments, which reflect the end of the registration period. Overall enrollments have been declining over the past five years at Parkland, which aligns with state and national trends.

1. A.3 The institution's planning and budgeting priorities align with and support the mission.

The college's planning and budgeting priorities align with and support the mission. The introduction to the strategic plan describes the process as open, integrated and focused on the

college's future. Institutional planning and budgeting are connected to college priorities of persistence, completion, and retention and driven by the Parkland College Strategic Plan for Excellence.

In response to the HLC evaluation team comments about linking the planning process to the strategic plan, the college made significant adjustments to the planning process through participation in the National Community College Benchmarking Project and establishing benchmarks and goals for all areas of the college, connecting all planning and budget requests to the strategic plan, and reviewing with college committees and the Board of Trustees. The College Planning Committee and the Board of Trustees review the indicators annually.

The annual planning database remains open to the college community but now requires department and vice president approval. Entries into the Annual Planning database now must be linked to a strategic plan sub goal and key performance indicator. Typically, proposals are approved by department or area manager and then approved by the appropriate vice president. Each addition to the plan identifies the Parkland College Association or departmental or institutional committee which identified the need, connects to a specific strategic plan objective, and defines the specific funding item (remodel, personnel, equipment). The annual plan database also has a section to align with key performance indicators.

The president and vice presidents determine which of the planning items can be supported by the budget. The College Planning Committee reviews the annual plan and all the college planning documents, and it is brought to the Board of Trustees for review. Further, the college requires each external grant application be linked to a strategic goal and all purchases which require board approval must be connected to a strategic priority or objective.

The college established persistence, retention, and completion as strategic priorities. We joined the Persistence Completion Academy to help bring academic and student support services into alignment by utilizing formative assessment techniques to drive improvements in these areas. We carefully monitor data from our key performance indicators, Voluntary Framework of Accountability, and our own institutional data to modify and react to emerging trends.

The College's strategic focus on all aspects of enrollment was driven by the student services focus on enrollment management which led to the creation of a Dean of Enrollment Management position. Under the direction of this Dean, Parkland has implemented a Strategic Enrollment Management plan aligned with the Strategic Plan. The Parkland College strategic enrollment goals include increasing full-time and part-time student enrollment in credit-bearing courses.

Recruitment and Retention Councils were created to devise plans in these areas along with the support of a data team to inform decisions. In early 2016, each Council identified goals, strategies, and tactics to work toward improving the recruitment and retention of students. The Recruitment Council goals include increasing first-time credit student enrollment auditing and redesigning the student intake and information process and creating an integrated recruiting, marketing and communication plan for targeted audiences. The Retention Council goals include increasing course completion, fall-to-spring persistence, and fall-to-fall persistence. Working groups have been formed to develop specific tactics for each of these goals.

The commitment to persistence, retention, and completion as college priorities led to the creation of the IDEAS (Inspire, Develop, Engage, Assess, Sustain) fund. The specific purpose of IDEAS was to engage the community in thinking about innovative ways in which they could advance the mission of the college by focusing on specific strategic goals and therefore coordinating and orienting the college

toward achieving its mission priorities. Budget was made available to support the successful proposals. A key component was investing in concepts or programs which could be scaled up to significantly support college priorities as measured by the performance indicators.

One example of this was a focus on a specific goal with college-wide impact. Strategic goal B.3 states that the college will "Prioritize the student's first year across all areas of the college. First Year Experience programming will be infused into the classroom, staff/faculty-student interactions, fund-raising, and alumni outreach." The IDEAS project First year Experience II (FYE II) was built on the existing commitment to the first year experience of Parkland students by revising the First Year Experience course curriculum (FYE 101) and forming the iConnect mentoring program to connect first year students with peer mentors. Persistence rates for students in FYE 101 are higher than other students. For fall 2015, 88.4% of first-time students in FYE 101 persisted to the next semester compared to 45.6% of other first-time students. However, because the course is not mandatory for all new students, only 15.9% of first-time degree seeking students enrolled in FYE 101 for fall 2015. While budget cuts led to the non-renewal of the coordinator and instructional designer (who was working with Title III) in the spring of 2017, two faculty will continue the work of the program.

Parkland will join the Illinois Community College Career Agreement beginning summer 2017, as one strategy to recruit more students in career and technical programs. The Community College Educational Agreement is the Comprehensive Agreement Regarding the Expansion of Educational Resources, otherwise known as the "Career Agreement." This agreement is in consultation with the Illinois Community College Board (ICCB) and the member institutions. All 48 community colleges in the state of Illinois are now part of this Career Agreement, which replaces what was previously known as "chargebacks." Chargebacks were agreements between institutions which applied when a student's home institution did not offer a program in which the student desired to enroll. The home college would pay the difference between out-of-district and in-district tuition to the receiving institution. It is unknown how long it will take to make up the $256,000 in revenue that was once received from the charge-back process, but the expectation is that this will provide an opportunity to serve more students.

Student financial aid has a direct impact on retention, so this is another area to which the college has turned its attention. The lack of state funding for the Monetary Award Program (MAP) grant during the current budget crisis has impacted our neediest students, as well as the institution. Parkland funded these grants in fall 2015 without state reimbursement, but has been unable to since. The MAP grant assists students who have demonstrated financial need, and without it students are borrowing at a higher rate. We expect this to have a negative impact on our student loan default rate, which for FY2013 was 24.3%. Parkland College ranks 42 out of 45 Illinois Community Colleges in terms of default rates. The Department of Education regulations state that if an institution's default rate is 30% or higher for three consecutive years, it can lose the ability to participate in Federal Title IV aid programs. Parkland is committed to lowering this default rate and has contracted with SALT, a financial literacy and default aversion company. Parkland has also increased available scholarship funds through the Parkland College Foundation. In 2015-16, the Foundation awarded $262,006 to 236 students. These funds help students stay in school, and borrow less.

In addition to working on recruitment and retention, Parkland is creating new opportunities for students to complete certificates and degrees. The College has created mini-certificates such as the 7.5 semester hour Sterile Processing Technician Certificate. To increase degree completion, Parkland College has established a reverse transfer agreement with University of Illinois Urbana-Champaign, the closest and largest university in the state of Illinois. The College also recently updated its reverse transfer agreement with Millikin University in Decatur. Additional agreements with other public and private institutions throughout the state of Illinois are being explored to assist more students in

completing a degree. In addition, the college has decreased the credit hour residency minimum. With these changes, Parkland will realize an increase in completions and more students will gain a transcriptable credential from Parkland.

Sub goal E.5 specifically addresses the decline in state funds: "Develop and implement external funding plans through the Foundation to support key College projects and offset declining government support through public/private partnerships, fund-raising, and alumni outreach." The Parkland College Foundation has addressed this goal by developing a variety of partnerships with community businesses. For example, Birkey's farm stores facilitated a partnership between Parkland and Case New Holland, which provides Case IH farm machinery for use in the Diesel Technology program and Case New Holland (CNH) Service Technician program. The Foundation has also set up the Carle Foundation Hospital Endowed chair in health professions, Cozad Entrepreneurship programs, and donations to name the Harold and Jean Miner Theatre and Donna Hyland Giertz Gallery.

The College, through careful planning and assessment of the worsening state budget situation, has been able to maintain services. Reductions in staff and retirement incentive programs have lessened the need to close programs or lay off large numbers of employees. The College identified key personnel who needed to be replaced upon retiring or leaving the institution and instituted a slowdown in hiring. The College has to rely on fewer full time personnel in some areas or utilize grant funding to maintain services for students. The College provided multiple information sessions and all the major shared governance college committees, including the Parkland College Association, were involved in conversation and dialogue about the worsening budget situation.

Sources

- 2017 board 4-26
- 2017 board 4-26 (page number 50)
- 2017 board 4-26 (page number 54)
- 5A. Ideas Program
- Annual Plan 2017-2018 Memo
- Chargebacks and Cooperative agreement data
- Contract Non-Renewal Email
- Developmental Mathematics Redesign Info Packet
- Enrollment Demographics 2015-2016
- Enrollment Demographics Degrees and Residency
- Enrollment Demographics Degrees and Residency (page number 1)
- Enrollment Management Goals FY2017
- Enrollment Numbers Fall 2016
- Enrollment Numbers Fall 2016 (page number 1)
- Enrollment Numbers Fall 2016 (page number 8)
- Enrollment Numbers Spring 2017
- Enrollments by High School
- First Year Experience Fall 2015 Enrollment and Persistence
- First Year Experience Fall 2016 Enrollment Data
- First Year Experience Fall 2016 Enrollment Data (page number 2)
- First Year Experience Goals and Data
- Foundation Activities 2016

- Foundation Scholarship Amounts
- HLC 2012 Evaluation Team Report
- Key Performance Indicator Benchmark Data 2015
- Millikin Reverse Transfer Agreement
- Mission and Purposes College current - July 2013 publication
- Mission Purposes Versions over Time
- Mission Revision College Planning Committee Minutes
- Mission Revision Work Summary 2009-2010
- Mission Statements Student Services
- On Time Registration (OTR) Fall 2014
- Parkland College Catalog 2017-2018
- Parkland College Catalog 2017-2018 (page number 69)
- Parkland College Catalog 2017-2018 (page number 70)
- Parkland College Catalog 2017-2018 (page number 71)
- Parkland College Catalog 2017-2018 (page number 200)
- Parkland College Catalog 2017-2018 (page number 210)
- PCA Constitution
- PCA Constitution (page number 13)
- Strategic Plan for Excellence 2015-2018
- Strategic Plan for Excellence 2015-2018 (page number 1)
- Student Loan Default Rate Data
- Student Services Strategic Plan
- UIUC Reverse Transfer Agreement

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The mission is articulated through the mission and purposes, core values, and strategic plan. The mission, purposes, and strategic plan are outlined in Core Component 1.A. The Statement of Core Values was developed to elaborate on the central values that guide Parkland's decision-making toward fulfillment of the mission.

Statement of Core Values

As an institution of learning, Parkland College cultivates inquiry, practical application of knowledge, and broad enrichment across our community. The following values are important to the fulfillment of Parkland College's mission to provide programs and services of high quality to our students and community.
• Honesty and Integrity. In our daily operations, our classrooms, and all of our interactions, it is essential that we communicate openly, truthfully, and without hypocrisy.
• Fairness and Just Treatment. We advocate and strive for respect, equity, and justice in all of our operations and proceedings.
• Responsibility. We believe that employees and students are personally and mutually accountable for their actions as they carry out their duties. We understand the need to balance the pursuit of our own well-being with concern for others. Likewise, we understand the importance of balancing personal accountability with graciousness in the acceptance of help from others.
• Multiculturalism. We celebrate the diversity in both our community and our world. Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and cultures.
• Education. We provide a forum for innovation, critical thinking, open inquiry, and lifelong learning opportunities.
• Public Trust. In our efforts to serve the community, we honor the trust placed in us by our citizenry. We also rely on our community to guide and advise us as we continue to serve its needs.

1.B.2   The mission document or documents are current and explain the extent of 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.

The mission and purposes, core values, and strategic plans appear on the public website. The mission and purposes and core values appear in the college catalog. The mission is displayed in several places around campus and is included in the board book for every Board of Trustees meeting.

The mission and purposes are fairly current: the mission was updated in 2010, and the purposes were updated in 2013. However, they have not been reviewed every two years since then, as required by the PCA Constitution. The core values were updated in 2000 and should be revisited. These statements, along with the Strategic Plan, explain the institution's emphasis on high-quality instructional programs, student support services, community service, and local cultural and economic development.

1. B.3 The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The mission and purposes describe the nature and scope of Parkland's education programs and services. It identifies the college's commitment to "developmental, technical-vocational, transfer and lifelong educational programs." The nature and scope of provided services relate to both students and the community: "High-quality and responsive student services" and "...services and resources that promote the intellectual, cultural and economic development of Illinois Community College District 505."

The mission documents identify Parkland's constituents as the students and the District 505 community, but this is a limited description of who the college serves. A significant number of Parkland students are out-of-district, about 18%. Parkland has just joined the Illinois Community College Board Career Agreement which may bring more out-of-district students. Either the mission and purposes or the Strategic Plan should be updated to redefine who Parkland's constituents are, which includes out-of-district and international students.

Sources

- 2017 board 5-17
- Enrollment Demographics Degrees and Residency
- Enrollment Demographics Degrees and Residency (page number 2)
- Mission & Purposes & Core Values Website, March, 2017
- Mission and Purposes College current - July 2013 publication
- Mission Purposes Core Values from Policy and Procedures
- Mission Purposes Core Values from Policy and Procedures (page number 1)
- Mission Purposes Core Values from Policy and Procedures (page number 5)
- Parkland College - About Us - Mission & Purposes
- Parkland College Catalog 2017-2018
- Parkland College Catalog 2017-2018 (page number 6)
- PCA Constitution
- PCA Constitution (page number 13)
- Strategic Plan for Excellence 2015-2018

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1. C.1 The institution addresses its role in a multicultural society.

The institution addresses its role in a multicultural society. Parkland's core value of Multiculturalism states, "We celebrate the diversity in both our community and our world. Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and cultures."

Parkland recognizes that multiculturalism is best learned through direct interaction with people of other cultures and backgrounds. International students make up over 5% of student enrollment each year. Within the Office of Admissions and Records, the College has two International Student Advisers who recruit international students and help students with admissions and visa issues. One of these positions was recently added to increase student support. However, there is only one academic adviser in charge of international student programming to support students once they are enrolled. This leaves the College understaffed in this area, so it is difficult to offer the kind of immersive, wraparound support that international students need as they get settled in the United States.

Parkland demonstrates its commitment to multiculturalism in its transfer degree requirements. A Non-Western culture course is required as part of the general education requirements for the AA, AS, and AFA transfer degrees. The state limits the number of general education courses offered in the curriculum for career programs, so not all degrees and certificates have this requirement. The college is required to provide additional rationale when general education hours exceed the recommended 15 hours for AAS degrees. In response, many career faculty have chosen to require career students to take COM 120 Interpersonal Communication as a general education course. They recognize that success of their students in the work place means that they must know how to communicate positively with a diverse range of people and interact with sensitivity in a multicultural workplace.

Parkland also demonstrates a commitment to multiculturalism through its general learning outcomes for students. The faculty has developed, and recently revised, six general learning outcomes for students to encounter in their coursework as they work toward a certificate or degree. One of these is Global Awareness and Ethical Reasoning: "Students will demonstrate an understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and professional decisions." As part of college-wide general education assessment efforts this year, courses for which the course information form indicates that Global Awareness and Ethical Reasoning are taught and assessed were identified, and categorized as either Global Awareness or Ethical Reasoning. Instructors of those courses were asked to choose a course assignment and evaluate students on this objective using a common rubric. Of the 180 full- and part-time faculty members teaching identified Global Awareness and Ethical Reasoning (GAER) courses, only 22 completed the training and submitted assessments. However, GAER assessed a total

of 384 students in 25 distinct courses across the curriculum. While the college indicates a commitment to this general learning outcome, low faculty participation may indicate that faculty do not share the commitment to assessing global awareness in their courses. The General Education Assessment Sub-Committee is working on strategies to increase faculty engagement in General Education Assessment for the upcoming year.

Parkland supports multiculturalism through facilitation and participation in many initiatives and projects throughout the year. Parkland co-sponsors the annual Countywide Dr. Martin Luther King, Jr. Celebration. The college facilitates a variety of Black History Month events in February of each year, including presentations, informational tables, and public service activities. Parkland has offered employee LGBTQ SafeZone Training to educate and promote awareness and to foster a more inclusive environment for lesbian, gay, bisexual, transgender, queer, and questioning people. While sponsored in part by Human Resources, this program has not been offered for the last several years as it has not been formally institutionalized and depends on volunteer efforts. The Center for Excellence in Teaching and Learning offers presentations and discussions for employees on issues such as race, international students, and veterans' issues.

Parkland has dedicated employees who create and implement a variety of strong programs through the PCA Diversity Committee to support multiculturalism on our campus. However, these programs are driven by individuals instead of the institution itself. For example, LGBTQ SafeZone Training has not been offered since 2013 when the faculty member leading it had to step away. Without an institutional commitment to these efforts there is no continuity in offerings when a coordinator steps down. The college shows strong support for these initiatives by providing resources, but if the programs are not formally assigned to particular offices or areas they lose momentum and eventually cease to be offered.

1.C.2 The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

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." Parkland College Association, Parkland's employee senate, has a standing Diversity Committee to "evaluate and propose initiatives concerning academic and social climate, programs, and services for meeting the needs of the college community" as defined in the PCA Constitution. The Mathematics Department has its own Diversity Committee to monitor diversity within the department and make recommendations for recruiting and hiring of faculty. In the career and technical programs, ongoing efforts are made to recruit a diverse study body. For example, Perkins benchmarks were not met for nontraditional student participation and completion in FY15, but a plan is in place to reorganize marketing and recruiting across those programs to recruit non-traditional students and increase gender diversity.

Many initiatives and projects have been developed to promote student awareness and support Parkland's diverse student body, including those mentioned above in 1.C.1. The Black Student Success Project is a series of workshops on a variety of topics related to student success and social issues. Together We Achieve is a First Year Community for African-American men. Students in this community take courses together as a cohort and receive extracurricular mentoring and support. Parkland has also created Parkland College for Civility, an ongoing campus-wide initiative to promote respect and civility in college classrooms and hallways.

Student organizations are an important component of supporting diversity at Parkland College. Some examples are Brother to Brother (for African-American males), Parkland Pride (for students who

identify as LGBTQ and their allies), International Students Association, Muslim Students Association, Club Latino, and Club ACCESS (for students interested in education and support about disability issues). There are also several employee affinity groups such as the LGBTQ Ally Team, Ujima (for African-American employees), and the American Association for Women in Community Colleges (AAWCC). The activities of these organizations demonstrate a climate in which diversity can be promoted and discussed.

Parkland also supports many efforts that include outreach to both the community and the student body. The Latino Outreach Advisory Group has met for the last ten years, providing extensive outreach and support for Latino students and families in District 505. As part of this, Parkland's student group Club Latino has facilitated panel discussions at local middle and high schools. The Advisory Group has hosted a summer Migrant Education Program for the last eight years to meet the needs of local Latino field workers and their children, funded by a grant from the Illinois State Board of Education.

Another example of community outreach is a collaboration with the Wesley Food Pantry, which addresses socioeconomic diversity. To address a high incidence of food insecurity among Parkland students, the pantry opened a satellite location at Parkland College in 2013. In fall 2014 the Parkland location expanded its hours and became open to members of the community.

Certain weaknesses exist in the college's commitment to diversity. In the current 2015-2018 Strategic Plan, the vision of Parkland in 2018 is that "diversity and inclusiveness will permeate Parkland's learning culture, our hiring practices, pedagogy, programs and services, curricula, and policies." The 2010-2015 Strategic Plan included goal D6 "recruit and retain faculty and staff whose composition reflects the diverse student population being served." While diversity is not mentioned as a specific goal in the 2015-18 Strategic Plan, it is part of the culture of the college as outlined in the vision: "Diversity and inclusiveness will permeate Parkland's learning culture, our hiring practices, pedagogy, programs and services, curricula, and policies. Parkland will continue to be a convener and a safe, common ground for solving our community's most challenging problems and embrace our role by fostering a more sustainable campus through management of our physical resources, curricular development, and in outreach to the community." We do track overall percentage of the employees who are ethnic minorities as one of our Key Performance Indicators.

Parkland has administered a College Climate survey every other year for the past 15 years. The survey was an in-house survey with many diversity related questions. In 2015, administration decided to switch to a national survey (Noel Levitz-College Employee Satisfaction Survey) that allows the college to compare itself against peer institutions. This survey was also administered in the Spring of 2017. This survey is also comprised of diversity focused questions. The Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) are also administered in the college which have diversity related questions. Though the data is collected, analyzed, and presented to the college and publish on a a public website, the data should be analyzed further to help seek ways to improve the diversity on campus.

The 2012 Self Study Report cited positive evidence of efforts toward diversity by discussing specific hires that year: "In direct comparison to two years prior, 38 percent of sociology applicants identified as an ethnic minority. A search for a developmental English/reading instructor, areas where minority students are overrepresented, yielded a known ethnic diversity of 27 percent in the applicant pool. In both cases, an ethnic minority candidate was selected. At the time of writing, 50 percent of hires contributed to the diversity of the full-time faculty." Since then, these efforts have continued. During 2012-2016, 27% of applicants for all faculty searches self-identified as an ethnic minority. However, only 14% of hires identified as ethnic minorities. Notably, 11% of applicants identified as Asian and

4% identified as Hispanic/Latino, but the committees did not recommend these candidates to administration. While the diversity in our applicant pool resembles our student body, the diversity in our hires does not. According to our online environmental scanning dashboards, 11.9% of the current full-time teaching faculty identify as ethnic minorities, compared to 35.0% of our students in Fall 2016 (percentage excludes "unknown" cases). The recent non-renewal of not-yet-tenured faculty means the loss of two African-American faculty members, which will further decrease faculty diversity."

A recent decision not to renew the contracts of eight high quality untenured, but tenure track, faculty members, while retaining and tenuring others, profoundly impacted the campus. These decisions were taken, through consultation with department chairs and academic deans, to limit the impact on programs and students as much as possible. The non-renewal of faculty also meant the loss of two African American faculty which, because of the relatively small numbers of diverse faculty at the college, had a disproportionate negative effect on the percent of diverse faculty at the college.

The Board of Trustees passed a resolution in 1997 encouraging a focus on the "recruitment and development of diverse cultures within its staffing plan, especially faculty" and calling for "administration to work with Parkland's faculty to develop a specific action plan which will ensure continuity of effort and create a diverse work force within the faculty." The Board reaffirmed this commitment with a resolution in 2002 calling on the leadership of the college to "recruit students, faculty and staff who will reflect the diverse community we serve." This second resolution is 15 years old. It should be revisited, the commitment reaffirmed, and an action plan created which is integrated with the mission and strategic plan.

Sources

- 2012 Self Study Report
- 2012 Self Study Report (page number 26)
- 2015 Parkland Climate Survey4
- Black History Month Events 2017
- Black Student SUCCESS Project Events 2016
- Board of Trustees Diversity Resolution 1997
- Board of Trustees Diversity Resolution 2002
- Center for Excellence Diversity Sessions
- Civility Month Events 2016
- College Climate Comparison FINAL 8 x 11
- Employee Affinity Groups
- Enrollment Demographics 2015-2016
- Enrollment Demographics 2015-2016 (page number 3)
- Faculty New Hire EEO Data 2012-2017
- FacultyStaffDirectory
- FacultyStaffDirectory (page number 19)
- FacultyStaffDirectory (page number 20)
- Fall 10th day enrollment
- Full time faculty demographic
- Global and Ethical Gen Ed Results
- Global and Ethical Gen Ed Results (page number 2)
- IAR Dashboards
- Key Performance Indicator Benchmark Data 2015

- Latino Outreach Events 2013-2016
- LGBTQ SafeZone Ally Resource Manual 2012
- Martin Luther King Jr Celebration 2017
- Mathematics Department Definition of Diversity 2016
- Migrant Education Program Application 2016
- Mission Purposes Core Values from Policy and Procedures
- Parkland CCFSSE 2014 Frequency Distribution Student and Faculty Items
- Parkland CCSSE 2014 Exec Summary
- Parkland College Catalog 2017-2018
- Parkland College Catalog 2017-2018 (page number 7)
- Parkland College Catalog 2017-2018 (page number 70)
- Parkland College Catalog 2017-2018 (page number 71)
- Parkland College Catalog 2017-2018 (page number 76)
- Parkland College Catalog 2017-2018 (page number 77)
- Parkland College Catalog 2017-2018 (page number 86)
- Parkland College Catalog 2017-2018 (page number 88)
- PCA Constitution
- PCA Constitution (page number 14)
- Perkins Benchmark Data
- Perkins Benchmarks Improvement Plan
- Strategic Plan for Excellence 2010-2015
- Strategic Plan for Excellence 2015-2018
- Student Clubs and Organizations
- Together We Achieve
- Wesley Food Pantry Flyer

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Parkland excels at serving the public in its educational role. A key part of the mission and 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 provides educational opportunity to all who may benefit through its open-access admissions policy.

Parkland collaborates with high schools and transfer institutions to assist students in transitioning smoothly throughout their academic careers. The college offers dual credit courses at 23 area high schools, and has increased dual credit enrollments from 572 in fall 2013 to 980 in fall 2016. The Early College and Career Academy (ECCA) was started in fall 2015 as a collaboration between the Education For Employment #330 (EFE) K-12 Career and Technical Education cooperative and Parkland College. High school juniors and seniors can earn dual credit upon completion of Parkland College courses in manufacturing, automotive technology, computer networking, health professions, emergency medical services, and criminal justice. In several programs, students earn professional licenses and/or certificates. Students take courses at Parkland during their high school day. Fall 2016 began with 113 students in the ECCA, and 109 students have continued into the spring 2017 semester.

Parkland participates in the Illinois Articulation Initiative, a statewide agreement which allows smooth transfer of credits among public and private colleges and universities in Illinois. Parkland also has degree partnerships with a variety of public and private transfer institutions. Partnership schools offer advanced degrees that can be completed on Parkland's campus or online. Parkland Pathway to Illinois allows Parkland students to take some courses at the University of Illinois while preparing for transfer. The college has 2+2 agreements with several transfer institutions which allows students who have earned AAS degrees in specific occupational programs or AA/AS degree with specific coursework to transfer to a four-year institution, usually with junior standing. The lists of partnerships and agreements were found to be outdated, but a plan is now in place to re-establish expired agreements and keep the list updated.

Parkland services the community by offering programs and services for all stages of life. Parkland Adult Education offers free services and instruction to adults who need to improve their basic literacy skills, do not have their high school diploma, do not speak English as their first language, or need

assistance with career preparation. Community Education supports life-long learning in the community by providing non-credit enrichment classes for all ages. These range from the College for Kids program which offers summer sessions for grades 3-8 to daytime programming for those of retirement age. Residents of District 505 who are 65 years of age or older may enroll in credit-bearing classes at the reduced rate of $5 per semester plus fees.

Parkland provides several cultural resources for the community. The Donna Hyland Giertz Gallery features exhibits of works by local, regional, and national artists. Gallery is a vital part of the Art & Design program and provides educational experiences for students across campus. The Gallery is free and open to the community, and hosts gallery receptions and artist talks. The William M. Staerkel Planetarium is the second largest planetarium in Illinois. It provides educational programs and entertainment for the college and community. The Harold and Jean Miner Theatre hosts Parkland theatre, choral, and instrumental groups and is also used by community arts organizations, speakers, guest professional artists, and theatre classes. The Second Stage is a black box theatre that offers a flexible space for student learning and community engagement. Parkland Library offers resources and computer use to students and the community, and instructional support for Parkland classes. Parkland College Television (PCTV) and WPCD 88.7, the college radio station, broadcast 24 hours a day. They provide entertainment for the community and hands-on training for students in related courses.

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

As a community college, education is Parkland's primary responsibility. This is evident in the college's mission and purposes and Strategic Plan, which are driven by educational responsibilities and not profit generation. Education drives Parkland's activities, both on-campus and through its extensive community outreach. All fundraising is handled by the Parkland College Foundation, a separate entity from the college, and all fundraising efforts directly support the educational goals as outlined in the mission and purposes of Parkland College.

1. D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

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

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

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

Parkland engages with community constituents through 38 Career Program Advisory Boards, which advise Parkland on labor market needs, program offerings, and program content. Parkland Business Training provides corporate and 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; and the Traffic Safety Program.

Parkland is actively involved in the intellectual, cultural and economic development of District 505. The college participates in regional planning as part of several community groups such as the Economic Development Corporation, Metropolitan Intergovernmental Council, United Way, and CU Cradle 2 Careers, the East Central Illinois Economic Development Region #2, and Local Workforce Innovation Area #17.

Parkland involves students in responding to community needs through service learning and community outreach opportunities. One example is Parkland's Dental Hygiene Clinic, which provides free or low-cost dental services to the community. The Clinic hosts an annual Day of Healthy Smiles event, which brings together faculty and students from multiple health professions areas, and community professionals to offer more advanced dental services free of cost. At the April 2016 event, 97 volunteers served 85 patients, for a total of $76,136 worth of treatments. In 2016, a second event was added specifically for children. In March 2016, 91 volunteers served 99 children for a total of $23,066 worth of treatments.

Sources

- Admissions Policy from Catalog 2017-2018
- Advisory Board Minutes
- CU Cradle 2 Careers CUC2C About Us
- Degree Partnerships
- Dental Hygiene Day of Healthy Smiles Data 2016
- Dental Hygiene Give Kids a Smile Data 2016
- Dual Credit Offerings
- Early College and Career Academy ECCA Program Guide 2016-2017
- East Central Illinois Economic Development Regional Plan
- Foundation Website
- Mission Purposes Core Values from Policy and Procedures
- Parkland College Catalog 2017-2018
- Parkland College Catalog 2017-2018 (page number 9)
- Parkland College Catalog 2017-2018 (page number 10)
- Parkland College Catalog 2017-2018 (page number 11)
- Parkland College Catalog 2017-2018 (page number 16)
- Parkland College Catalog 2017-2018 (page number 17)
- Parkland College Catalog 2017-2018 (page number 26)
- Parkland College Catalog 2017-2018 (page number 53)
- Service Learning Newsletter Mar 2017
- Strategic Plan for Excellence 2015-2018
- Workforce Innovation WIOA Newsletter Aug 2015

1.S - Criterion 1 - Summary

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

Summary

Parkland College is guided by its mission and purposes which are succinct documents connecting the work of the college to the community that it represents. The purposes clearly describe the various roles and responsibilities that the college assumes as a public community college. All the budgeting and planning decisions are overtly tied to the mission and strategic plan. Planning and budgeting processes involve the whole college, are guided by strategic priorities around retention, persistence, and completion, and support the mission. The mission is clearly articulated through public documents and all other statements. Parkland College celebrates the diversity of its community, and the greater world, and understands the public educational responsibility inherent in being a community college. The college is very engaged in the intellectual, cultural, and economic development of its district. This includes specific college engagements as well as the work of individual faculty and staff in a variety of active volunteer and leadership roles.

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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Parkland College's institutional integrity is guided by our mission, values, and ethics. The Statement of Values which include honesty and integrity, fairness and just treatment, responsibility, multiculturalism, education, and public trust "are important to the fulfillment of Parkland College's mission." Our marketing and printed materials reflect the importance of the mission and values of the college. Board membership is defined in Policy 1.03.01 and the responsibilities are outlined and in compliance with the Public Community College Act. The Board abides by the conflict of interest provisions contained in the Public Community College Act and other generally accepted laws concerning community college boards of trustees. All policies are adopted and approved by the board having first gone through the internal approval process.

Our institutional values and ethics resolution reflects a culture that supports ethically sound behavior and shared accountability among employees. Parkland has established policies and procedures which address institutional integrity and ethics. Policy 1.01 Mission and Purposes Statement and Policy 1.02 Institutional Values state the institution's expectations for integrity. Institutional integrity is also addressed in Policy 3.36 Research Projects, Policy 3.44 Copyright, and Policy 8.06 Academic Honesty. Policy 1.04 Board/President Relationships: A Code of Ethics and 1.05 Ethics Resolution address ethical standards as they relate to the relationship between the Board of Trustees and the College President. As evidenced by board meeting agendas and minutes, the college president provides the board with regular updates on institutional events, achievements, perceived challenges or threats to the institution, and opportunities for the institution.

Further, in defining the personality and character of the college, all "members of the College staff maintain highest ethical standards in all external and internal relations. Our institutional values and ethics resolution reflects a culture that supports ethically sound behavior and shared accountability among employees.

We communicate our mission and purposes and core values through our Policy and Procedures Manual, College Catalog and multiple locations on the college website.

Institutional integrity regarding faculty and staff relations are demonstrated through regular Faculty and Staff Forums where the President and Vice-Presidents meet informally with employees to answer questions and address concerns. Questions can address any topic, and often include topics such as employment; operations; national, state, and local legislative activity; budget; and Board of Trustees activity.

On April 21, 2004, the Parkland College Board of Trustees approved an ethics resolution in compliance with the Illinois State Officials and Employees Ethics Act. This resolution regulates the political activities of, and the solicitation and acceptance of gifts by, the officers and employees of the college. The Board will begin to provide mandatory training for new and continuing Trustees in compliance with recently passed state legislation. The Board also adopted a resolution governing trustee travel which was recently passed by the state legislature.

Financial Integrity:

The College demonstrates financial integrity through communication and transparency, policies and procedures, oversight, and shared-governance.

The College demonstrates financial integrity through communication and transparency, policies and procedures, oversight, and shared-governance. Financial information is communicated to the Board of Trustees on a monthly basis at regular board meetings. Once per year, the college undergoes a comprehensive financial audit. A report of that audit, called the College Comprehensive Annual Financial Report, is presented to the Board of Trustees at the regular October Board meeting. Copies of the audit report for the past 14 years are published on the college's website. Minutes from Board of Trustees meetings, which include financial statements, purchases, and vendor payments, are published on the Board of Trustees' web page.

The College's annual budget for the past nine years is also accessible on the website. In addition, the College's FOIA webpage publishes the president's and vice president's 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.

In addition to standard opportunities for providing budget information and education, the Chief Financial Officer and Controller hold budget-related informational sessions for all employees as well as sessions with student government. The CFO provides an annual budget overview every February during the Parkland College Association meeting and during meetings with Student Government.

During the recent budget standoff in the state of Illinois, the college President and CFO have addressed faculty and staff directly regarding the state's budget woes and its impact of the institution.

The development of the College's budget is collaborative as demonstrated through the College Planning Committee, the annual budget planning process, including the Annual Planning Database, and budget workshops. The College Planning Committee is a shared-governance committee of the College which includes representation from administration, faculty, and staff. One major responsibility of the Committee is to set guidelines for budget priorities. Separate from the College Planning Committee, annual budget requests are prepared by departments and divisions in consultation with their respective faculty and staff. Budget requests, project proposals, personnel and equipment requests, and new initiatives relating to the strategic plan are entered into the Annual Planning Database and are available to all employees for review and comment.

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 of the provisions specified in the Public Community College Act for Adoption of Annual Budget are followed.

Recommendations:

The institution does not currently require or provide ethics training to employees as was previously

required under the Illinois State Officials and Employees Ethics Act. Although the institution is not legally required to provide ethics training, it would be a benefit to the institution if training were made available as it relates to the institution's policies and procedures covering integrity and ethics.

Sources

- Board Travel Resolution September 21, 2016
- Board Travel Resolution September 21, 2016 (page number 2)
- Catalog Page 6
- Community College Trustee Training – Illinois Community College Board
- Faculty Forum email
- FOIA Webpage
- Parkland College - About Us - Mission & Purposes
- Parkland Policy and Procedures Manual
- Parkland Policy and Procedures Manual (page number 8)
- Parkland Policy and Procedures Manual (page number 10)
- Parkland Policy and Procedures Manual (page number 11)
- PCA College Planning Membership Chart
- Policy 1.01 Mission and Purposes Statement
- Policy 1.02 Institutional Values
- Policy 1.04 Board President Relationships
- Policy 1.05 Ethics Resolution
- Policy 3.36 Research Projects
- Policy 3.44 Copyright
- Policy 8.06 Academic Honesty
- President Ramage Budget Update Email February 2016
- Procedures for Other Business Affairs Issues
- Sample Annual Plan Entry FAA
- Staff forum email
- Trustee Training09-16_Agendabook
- Website BOT
- Website Financial Information

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The Parkland College Catalog, which compiles all relevant information related to academic programs, admission and graduation requirements, faculty and staff, and costs, is updated annually and published on the College's public website as well as within the My.Parkland.edu portal, making it easily and readily available to all students, faculty, staff, and community members. While the college catalog is posted online and is the standard medium in which it is available to students and the public, print copies can be requested from Admissions and Records for those whose online access is limited. Although this is an option, the College's website does not provide clear information to assist the public in requesting printed copies. The catalog is available on the publicly facing Student Consumer Information page which provides links to financial aid information, institutional information, and health and safety.

The Student Consumer Information page contains information about academic programs and admissions processes. It also provides information about completion / graduation rates and federally required gainful employment information. The page contains links about all aspects of the academic offerings, services, and institutional partnerships. It also provides links to college and student policies and procedures, and health and safety information including Title IX and Cleary Act information.

Parkland is open about costs to students. Tuition and fees are an explicit Board agenda item during its annual February Budget meeting, and the results of any Board actions regarding costs are released through the local media. The Vice President of Student Service and Vice President of Administrative Service and CFO meet with Student Government to discuss proposed tuition and fees increases prior to the February Board meeting. The full schedule of tuition and fees is published on the public website, on the first page of the class schedule booklet distributed throughout the district, and is described in detail in the college catalog. Additional course fees for equipment and course-related instructional materials are published for each course in the printed semester course schedule. When possible, each class on the schedule includes required textbooks and materials and their costs in the electronic registration system, so students are aware of required costs before registering.

The Parkland website includes information for current and future students on college costs, which includes detailed information on tuition and fees, residency requirements, financial aid, the Net Price Calculator, VA benefits, and other relevant topics.

Parkland's commitment to clear and complete communication is demonstrated in the ongoing re-design of its entire website. In 2016, based on employee, student, and community surveys as well as analysis conducted by the Web Governance Committee, Parkland administration recommended a complete overhaul and redesign of the Parkland College website. In December 2016, the Parkland Board of Trustees unanimously approved the hiring of a local Marketing and Web Design firm as consultant for this initiative. Work on the website re-design project is in process, with an expected completion date of August 2017. The new website will "provide an improved and modern interface to simplify site navigation, information presentation, as well help student prospects, donors and community members take action."

The college website also includes a page on Administration that includes a link to a directory of all administrators above the Dean-level as well as Directors in Student Services, Administrative Services, the Foundation, Human Resources, Institutional Advancement and the Physical Plant. There is also a link on the public web page to information about the Board of Trustees and its members as well as a link to the current strategic plan.

Parkland makes all accreditation materials and findings available to the college and the public through the public web site. There is a page devoted to listing all of the accreditation agency standards to which we adhere, including technical and professional organizations under which our career programs fall. The most recent HLC self-study report, electronic resource room, appendix and the evaluation team visit report are all linked from the public website.

Parkland complies with National Council for State Authorization Reciprocity Agreements codes and standards, by providing an Online Student Complaint Procedure page on the college website, which includes a link to the Student Grievance Policy and Procedure section of the Student Handbook and Policy and Procedures Manual.

The office of Institutional Accountability & Research makes available a wide range of institutional information and data to the public through its "Data & Reports" web page and its "Institutional Dashboards". The Dashboards focus on 6 "Key Performance Categories" (KPCs) which were selected by the College Planning Committee. These KPCs are: 1) Student Count; 2) Graduation Completion, Student Persistence, Course Success and Transfer; 3) Student Satisfaction and Engagement; 4) Faculty and Staff Ratios; 5) Distance Learning; and 6) Cost and Budget.

The Office of Admissions and Records offers regular opportunities for prospective students, including middle- and high-school students, and community members to visit and experience guided tours of the college. Admissions staff host "Campus Visits Days," and offer individual and group tours throughout the year.

Parkland College President, Dr. Tom Ramage, is a frequent and regular guest on "Penny for Your Thoughts," a local informational call-in talk show on radio station WDWS, and meets with community members and press organizations throughout the year.

Sources

- 2017 Board 02-22
- 2017 Board 02-22 (page number 50)
- Admissions - Paying for college - College Costs
- Catalog pages 25-26
- Catalog_2017-18
- College Directory - Administration
- IAR Dashboards
- IAR Data & Reports
- Middle School Visit Email from N Sanders
- Online Learning Complain Procedure
- Parkland College - About - Institutional Portfolio
- Parkland College - About Us - Accreditation

- Parkland College - Board of Trustees
- Parkland College - Student Consumer Information
- President's Meeting Schedule
- Schedule page ii
- STRATEGIC PLAN FOR EXCELLENCE 2015-2018
- Visit Us
- Website consultant approval Minutes December 14, 2016
- Website Financial Information

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Parkland College Board of Trustees establishes its autonomy through Policy 1.03 Board of Trustees. This policy clearly outlines the responsibilities of the Board, thus making the Board accountable, distinct, and transparent. This policy defines what is considered to be a conflict of interest for board members and how the board adopts policies for the college. The policy provides the framework for how board meetings are conducted.

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

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

2. C.1. and C. 2 The governing board's deliberations reflect priorities to preserve and enhance the institution. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board gives careful consideration to the affordability of education at the college as it relates to expenses for students and for District 505. This is reflected in the January and February 2016 board meetings, where discussions and decisions were made regarding tuition waivers and tuition and fees.

At the January 2016 regular board meeting, the Board reviewed the college's offerings of tuition waivers in light of the lack of state budget for higher education. A motion was made and approved to reduce Trustee, Academic Opportunity, Music, Theatre, and Fine and Applied Arts Activities from a 100% waiver of tuition and fees to a 50% waiver of tuition and fees, and to eliminate the International Student Awards. It was also decided that the Board will review tuition waivers on an annual basis.

The February 2016 regular board meeting involved a discussion about increasing tuition and fees in order to balance the budget. Board members expressed concern about how much to increase tuition and emphasized the importance of maintaining an offering of affordable, quality education.

2. C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

The Board 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. The Board acts independently of outside influence in its deliberations on college matters.

All Board meetings are open to the public and the agendas reflect the wide range of presentations which are made by internal and external constituents. For example, the April Board meeting this year included a presentation to the Board about Solar Power Purchase agreements given jointly by the college and a representative from the University of Illinois. The June meeting was our annual recognition of staff and teaching awards.

2. C. 4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

As evidenced from the meeting agendas, the Board allows administration to oversee the day-to-day management of the college. Staff and administration make regular presentations and recommendations to the Board. The Board engages in conversation about topics such as tuition increases, but ultimately relies on the judgement of staff and administration. The Board is supportive and regularly receives information about academic programs, but expects the faculty to oversee academic matters.

Sources

- 2016 Minutes 01-20
- 2016 minutes 02-17
- 2016 minutes 02-17 (page number 5)
- 2017 agenda 4-26
- 2017 agenda 6-21
- Policy 1.03 Board of Trustees
- Policy 1.03 Board of Trustees (page number 2)
- Policy 1.04 Board President Relationships
- Policy 1.05 Ethics Resolution

2.D - Core Component 2.D

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

Argument

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

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

Parkland College provides financial and institutional support for faculty learning and development through programs and services offered by the Department of Professional Development and Instructional Design, which oversees Cobra Learning (Parkland's LMS), the Center for Excellence in Teaching and Learning, and Parkland College Television (PCTV); through Sabbatical Leave and Staff Tuition Waivers; and through contractually negotiated Professional Development Allowances and travel funds. The Center for Excellence in Teaching and Learning, especially, supports the college's faculty and staff by providing a central space for college employees to gather and develop and share new ideas and innovations.

The Parkland College Library plays a central role in the college's promotion of freedom of expression, inquiry, and the pursuit of truth in teaching and learning, both through its traditional services as an academic library as well as through innovative programs and services. For example, SPARK (Scholarship at PARKland), Parkland's open-access digital repository, began operation in October 2010, and as of November 2016, more than 1800 original student- and faculty-produced works have been added to SPARK collection, with more than 170,000 downloads of these works initiated from across the globe. SPARK was one of the first such repositories to be created by a community college. It promotes, preserves, and showcases a wide-range of scholarly and creative work produced by Parkland students and faculty, and received the Association of College and Research Libraries (ACRL) 2014 Community and Junior College Libraries Section (CJCLS) EBSCO Community College Learning Resources Award in 2014.

One of Parkland's College's General Education objectives is "Critical Thinking and Information

Literacy," and Parkland's library staff regularly collaborates with faculty and students through individualized and contextualized research instruction sessions. These sessions are available to all faculty and all classes at the college, both traditional and online, and focus on the core outcomes of the Critical Thinking and Information Literacy General Education objective, including "identifying biases and selecting and evaluating sources from varying as well as conflicting positions."

In addition to its physical collection, the Parkland Library subscribes to 77 digital online databases, maintains an Interlibrary Loan service, and is a member of the I-Share Library System, allowing Parkland students, faculty, and staff to borrow materials from libraries across the state and the nation.

Students and employees of the college alike have many opportunities for the open expression and sharing of ideas. Students can choose from more 50 student clubs and organizations registered through the Office of Student Life to pursue their interests, connect and network with fellow students, and express themselves. The College's student-run newspaper, The Prospectus, provides students with training and experience in responsible journalistic practices, and provides an open forum for Parkland students to express their opinions and views and to report on issues of concern and interest to the Parkland community. Both WPCD, the college's student-run radio station, and PCTV, its television station, provide platforms for students and employees to produce and broadcast original programming.

Parkland College's commitment to freedom of expression and the pursuit of truth in teaching and learning is also seen in the operations of its cultural facilities: The Harold and Jean Miner Theatre, the recently opened Second Stage theatre, the Giertz Gallery at Parkland College, and the William M. Staerkel Planetarium. 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 faculty-produced and student-produced artworks as well as artist receptions, gallery talks, and guest lectures. All exhibitions and events at the Giertz Gallery are free and open to the public. Programming at the Staerkel Planetarium, the second largest planetarium in the state, fosters scientific understanding and appreciation through its regular planetarium shows, such as "Prairie Skies," monthly "World of Science" lectures, and its community outreach to local school districts and civic organizations. Established in 2016, Perimeter Road Sound Recordings is a student-run recording studio at Parkland, and recently released its first album, "Perspectives of Parkland: Volume I."

Parkland College's commitment to freedom of expression and the pursuit of truth in teaching and learning is enhanced by its commitment to principles of civility, respect, and freedom from harassment and/or discrimination.

Sources

- Catalog General Learning Outcomes
- Catalog General Learning Outcomes(2)
- Community College Trustee Training – Illinois Community College Board
- Giertz Gallery
- Parkland College - News Details - SPARK Award
- Parkland Staerkel Planetarium
- Parkland Theatre _ Archives
- PCA Constitution Curriculum Committee Membership Chart
- PCA Constitution General Education Subcommittee Membership Chart

- PCTV Programs - Parkland College
- Perimeter Road
- Policy 1.01 Mission and Purposes Statement
- Policy 1.02 Institutional Values
- Policy 4.14 Grievance
- Policy 8.15 Student Grievances and Grade Appeal Process
- Policy 8.32 Permit to Peacefully Assemble
- PROSPECTUS ARTICLE PARKLAND STUDENT GROUPS TALK ABOUT RACE
- Prospectus Homepage
- Prospectus Opinions
- SPARK Homepage
- Students Rights and Responsibilities

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2. E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Parkland College has a stated policy regarding the ethical use of copyrighted material. The Parkland Library subscribes to the Copyright Clearance Center and supports employees in negotiating that process. Further, the Library has web pages 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.

The Policies and Procedures manual includes extensive language regarding human subjects research practices of either internal or external entities. All primary research conducted on campus must be cleared by and coordinated through the Office of Institutional Accountability and Research (IAR) toward the following end: "Coordination of research further protects staff and students from too frequent demands and from misinterpretation or misuse of College data." The general guideline for all research is stated: "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."

The office of Institutional Accountability and Research reviews, assists with, and approves all research projects conducted by Parkland faculty, staff or students, as well as research requested by external entities. All parties must complete the Proposal for Research on Parkland Campus form (separate versions for internal and external requests). IAR reviews proposed projects based on IRB standards of subject risk assessment, confidentiality/anonymity, IAR involvement, and benefit to Parkland College and to scholarly work in the field of study. IAR assists internal investigators with research design, methodology, statistical analysis, and report writing to ensure the overall integrity of the data collection and analysis. Parkland does not currently have a formally sanctioned Institutional Review Board but adoption of one currently under review with plans for implementation in FY 2017.

In instances where programs of study require practicum work with human subjects, such as the health professions, each program has its own program-specific policy and procedures manual that includes specific ethical guidelines with regard to the ethical application of knowledge. For example, the RN program has specific policies and procedures that demand adherence to the ANA Code of Ethics and federal HIPAA regulations, and students are subject to discipline or dismissal for failure to adhere to those guidelines . Similarly, the Veterinary Technician Program includes the national professional ethics guidelines in its student policy manual and outlines specific remedial or disciplinary action in the case of a violation.

2. E.2 Students are offered guidance in ethical use of information sources:

The Writing Lab, a unit of the Center for Academic Success, 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 all citation styles. In addition, the Writing Lab has a web page with links to over 65 handouts, videos and PowerPoint presentations that offer guidance in the most common citation styles, as well as paper handouts for the less common styles in the Writing Lab.

The first-year composition sequence, required of all degree seeking students, includes course objectives and outcomes such as students demonstrating "effective use of sources without plagiarizing; and documentation of sources."

The Parkland Library offers instructional library services in which instructional librarians (who are faculty) offer tailored instructional services which includes plagiarism avoidance and ethical use of information, to all Parkland courses.

In addition to reviewing proposals for student primary research projects on campus, Institutional Accountability and Research (IAR) provides guidance to students collecting data for research projects or writing for the student newspaper. IAR assists in the use and interpretation of data. Students also use data produced by IAR that is published on the Parkland College public website.

2. E.3 The institution has and enforces policies on academic honesty and integrity.

Parkland College has an academic honesty policy articulated in both the college Policy and Procedures manual and the Student Policies and Procedures manual. Instructors are encouraged to state specific academic honesty policies and consequences on their syllabi and are encouraged to report incidents of academic dishonesty to the Dean of Learning Support using the Documentation of Academic Dishonesty form. The reporting process is intended to be developmental; college-wide 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, although possible actions are suggested in the policy. 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, in 2013 Parkland formally adopted a uniform academic honesty affirmation 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"

Parkland has implemented a number of technologies to both ensure and enforce academic integrity in student work and assessment. TurnitIn anti-plagiarism software was adopted in 2011 as a pilot project available to approximately 40 faculty for about 55 classes checking 3,003 discrete submissions. A full license has since been purchased and usage has grown, in 2016, to 696 classes checking 51,422 discrete submissions; the largest growth in usage occurred in 2013 when TurnitIn was integrated into the Cobra Learning LMS, making it possible for the student work to be automatically checked on submission without any extra effort from the student or faculty member. In addition, many faculty use features in Cobra Learning for testing to be randomized or time limited in a number of ways that make sharing, copying or looking up answers difficult or impossible. Two departments have begun piloting RPNow software that provides online exam proctoring and on-campus computer testing centers have adopted the Lockdown browser that ensures security in web-based testing.

Many faculty who use TurnitIn allow students to see the originality report ahead of assignment deadlines, so that students can self-check for unethical use of material and correct and learn from errors.

Recommendations: While academic honesty reports are collected by the Dean of Learning Support and maintained in a database, the research for this the assurance argument revealed that overall year-to-year data on number and trends in academic honesty cases were not easily compiled or available for longitudinal comparison. Parkland would be better able to evaluate and respond to changes with a more effective compilation of this information. Information on types and number of academic dishonesty incidents become especially relevant as many of the technologies Parkland uses to combat and detect academic dishonesty are expensive and often face year-to-year funding decisions.

Sources

- Academic honesty Student Policy manual
- ENG 101 CIF
- ENG 102 CIF
- Ethics Policy VT student Handbook
- Form Documentation of Academic Dishonesty
- Form Proposal for Research External
- Form Proposal for Research Internal
- IAR data public web
- Library Copyright Public Web
- NURSING HANDBOOK
- Policy 3.36 Research Projects
- Policy 3.44 Copyright
- Policy 8.06 Academic Honesty
- SexualDiscriminationPolicy
- SexualDiscriminationProcedure
- Student Policies and Procedures
- Writing Lab Resources Public Web

2.S - Criterion 2 - Summary

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

Summary

Parkland College's institutional integrity is guided by our mission, values, and ethics. The Statement of Values which include honesty and integrity, fairness and just treatment, responsibility, multiculturalism, education, and public trust "are important to the fulfillment of Parkland College's mission." Parkland College's commitment to freedom of expression and the pursuit of truth in teaching and learning is enhanced by its commitment to principles of civility, respect, and freedom from harassment and/or discrimination. The college presents itself clearly to the community with regard to information about programs, tuition and fees, its faculty and staff, and all matters related to governance and accreditation. The institution is clear in its oversight to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. The Board act in the best interests of the institution without undue influence from donors or external bodies or individuals, and leaves the management of the institution and its academic mission to the administration and the faculty.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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

3. A.1. The College has clear internal and external processes to ensure that courses and programs are current and that student learning outcomes are appropriate to the degree or certificate awarded.

Internal: Every new course and program is reviewed by a clearly defined curriculum approval process. Each credit-bearing course offered by the College has a Course Information Form (CIF) that undergoes a three-year review cycle.

External: Courses and programs are approved at the state level. The college reports annually to ICCB on all aspects of its operations and completes regular recognition reports which address all issues of compliance with state regulated financial and academic requirements. Transfer courses are accepted for articulation by at least three four-year state institutions prior to state approval. Career programs and courses are reviewed for relevancy to the labor market. Most health professions programs and the automotive technology program are held to national accreditation standards. Career programs are guided by advisory committees whose membership includes representatives of local industries to maintain the level of skill and competency required at the workplace.

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

The transfer degree programs (Associate in Arts, Associate in Science, Associate in Fine Arts, and Associate in Engineering Science) conform to commonly accepted minimum program lengths with both the A.A. and the A.S. falling in the accepted ICCB range of 60 – 64 credits hours. All degree programs are guided by the College's six General Learning Outcomes (GLOs).

In addition to the College GLOs, programs in the Division of Health Professions have clearly identified learning goals which are differentiated in line with the professional development of the student through the course of each program. Programs in the Division of Career and Technical Education have learning goals at the program level also. CTE programs focus on the acquisition of

required technical skills, but unlike Health Professions, the development of the professional mindset of the student is an indirect learning goal.

3.A.3. Individual academic program quality and learning goals are consistent across all modes of delivery and all locations.

The CIF system provides a course master for each course in a program, transfer and career, face-to-face and online. Faculty, full-time and part-time, on-campus and high school dual credit, are introduced to the CIF system, its rationale and its core function to maintain program quality and consistency. Faculty have open access to the CIF through the password controlled college portal. Adherence to the CIF for the course taught is part of faculty evaluation conversations. The attainment of student learning outcomes listed in the CIF are expected in all delivery modes.

We recognize that we should be more intentional about ensuring the quality of online classes and have launched a faculty-led working group to develop guidelines for online course quality.

Sources

- 2017 Parkland College ICCB Recognition Report - Final Version
- 5B.3. Advisory Committees
- Criterion 3.Gen Educ Outcomes.CIF matrix
- Curriculum Committee Procedures manual
- Curriculum Committee Procedures manual (page number 9)
- ENG 101 CIF
- General Learning Outcomes
- iTransfer_ The Illinois Transfer portal - Illinois Articulation Initiative
- Parkland College Catalog 2017-2018
- Parkland College Catalog 2017-2018 (page number 7)
- Parkland College Catalog 2017-2018 (page number 61)
- Parkland College Catalog 2017-2018 (page number 63)
- Program Goals of Selected HP Programs
- SelectedWorks Author Gallery _ SPARK_ Scholarship at Parkland _ Parkland College

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Parkland College offers programs that emphasize the broad range of learning skills intended to prepare them to function well within our democratic society. Beyond the learning objectives of individual courses, Parkland College faculty has developed General Learning Outcomes for students. The General Learning Outcomes form the broader backdrop against which specific general education courses are developed. General Learning Outcomes are integrated into all transfer and career courses.

Parkland College participates in the Illinois Articulation Initiative (IAI) and offers general education courses approved through the IAI and articulated with transfer institutions in the state. An ongoing process of review ensures that the general education courses offered within each degree meet the expectations of IAI, and faculty make changes to the curriculum based on the recommendations of IAI and the transfer institutions.

3.B. 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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.

In addition to following IAI requirements for the General Education Core Curriculum, Parkland College maintains a Course Information Form (CIF) for every course offered. The CIF clearly identifies the purpose of each course, the major course segments and the expected learning outcomes. Faculty are asked to include learning outcomes on course syllabi so that students can track their progress and optimize their chances of success in the course. At the conclusion of their certificate or

degree program, all Parkland students will have taken courses that assess communication skills, creativity, critical thinking and information literacy, reasoning and inquiry, aptitude with technology, and global awareness and ethical reasoning.

The General Learning Outcomes represent what the faculty believe to be the essential skills students need to be successful in their careers and future educational goals. Faculty have identified which courses teach and assess each of the college-wide learning outcomes and each year one learning outcome is selected for review. Faculty participate in a review of outcomes across courses and through discussion of the results make adjustments to the courses. The General Education Assessment Subcommittee is responsible for reviewing General Learning Outcomes (GLO's) every three years and bringing recommendations of updates or revisions to the Curriculum Committee for discussion and approval. The GLO's were reviewed, revised, and streamlined in 2016-2017 in accordance with this regular review cycle. "Critical Thinking and Information Literacy" was the first General Education Learning Outcome assessed college-wide in fall of 2014 using rubrics adapted from AAC&U's Value Rubrics. This year "Communication" is the focus of this year's General Education review.

In addition, the General Education Review Subcommittee meets in the spring to review course syllabi to determine whether General Learning Outcomes are being met. The Subcommittee follows the ICCB annual review cycle in selecting courses for its review. The results of the review are shared with department chairs. Critical Thinking and Information Literacy followed a rubric to assess these general learning outcomes. Faculty applied the rubric, measured the results and the outcomes were shared with faculty in a Center for Excellence session. The most recent review focused on Communication courses. While the CIF states the general learning outcomes which the course focuses on, we do not yet identify which assignments are connected with the general learning outcome or the student learning outcome. We realize that this information would help us to provide better feedback and continuous improvement to the connection between classroom activities and learning outcomes.

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

The institution's General Learning Outcomes provide a template for evaluating each degree and assuring that they engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Faculty identify the courses which provide education and assessment of each of the measured skills.

The work of engaging students in the work of intellectual inquiry and creativity is as varied as the array of disciplines and academic programs. For example, the Natural Science department holds an annual science poster activity where students present their research and findings to a public audience. Graduates from the Honors Program present their unique projects and post their work on SPARK, the College's repository of intellectual and creative works by faculty/staff and students. The Motorsports Club challenges automotive students to apply critical thinking, team work and leadership skills by participating in various competitive racing environments.

Curriculum mapping, which ensures that by completing a program the student will have mastered each learning objective, has been completed by the division of health professions and is in process in the divisions of arts and sciences and career and technical. Health professions has also aligned this process with strategic planning. Once completed, the system of curriculum mapping, along with the ongoing review of the general learning outcomes will ensure that every degree program includes all

expected outcomes. Mastery of learning outcomes is assured through classroom assessment, portfolio reviews, and specific capstone projects.

Transfer programs have two-thirds of degree requirements dedicated to the attainment of General Learning Outcomes; career programs by ICCB system rules are limited to a maximum of 15 hours (25% of degree requirements) of general education coursework. However, within the confines of this requirement, the college has set up internal guidelines to ensure that career students are not under served with regard to benefiting from general education. Of the 15 hours, 6 hours must be dedicated to written and oral communication outcomes, which include critical thinking and information literacy outcomes.

. The remaining 9 hours provides each career student exposure to different modes of inquiry. Technical course curriculum go beyond specific skill acquisition to hone practical education/critical skills so that the student can respond effectively to changing environments.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Through the General Learning Outcomes of Global Awareness and Ethical Reasoning it is hoped that students will demonstrate an understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and professional decisions.

In fall 2016, we undertook a comprehensive college-wide assessment of both Global Learning and Ethical Reasoning. Faculty across the academic divisions participated in this assessment, searching for evidence in student assignments that students were learning to reason using ethical frameworks, and were learning about cultures other than their own.

Career programs recognize the importance of inculcating intercultural competencies. In response, these programs have increasingly chosen COM 120 Interpersonal Communication as a degree requirement. This course includes a unit of communicating with people whose cultures and lifestyles are different than oneself. In addition co-curricular opportunities are available such as Study Abroad opportunities and a new Global Studies Emphasis designation for students who complete a defined set of courses

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Faculty are encouraged to remain active in their disciplines and examples of their scholarship are included on SPARK the institution's database for scholarly work. Likewise, students are encouraged to develop a portfolio of work that can also be included in the database and, in many cases, provides the foundation for transfer or employment applications. Students in fine arts participate in student art shows, theatrical productions, and musical performances. Students in the automotive and technical fields participate in engineering and industrial events and students in the health professions participate community-wide health events. The institution maintains a speakers' bureau and faculty staff regularly share their expertise with community group, local media outlets, and district schools.

Sources

- 2014 15Annual review of HP Goals College Strategic Plan

- CC minutes Nov 2016
- CC minutes Nov 2016 (page number 2)
- Course Information System
- Critical Thinking Information Literacy Results Session 1
- Curriculum Committee Procedures manual
- Curriculum Committee Procedures manual (page number 4)
- ENG 101 CIF
- ENG 101 syllabus
- Ethical Reasoning Fall 2016
- Gen Ed creativity Presentation (1)
- GenEd ReviewCommunications.Spring 2017
- GenEdRubricRevisedCriticalThinking
- GenEdRubricRevisedInformationLitearcy
- General Learning Outcomes
- Global Learning Oct 2016
- Global2
- Home - General Education Assessment
- iTransfer_ The Illinois Transfer portal - Illinois Articulation Initiative
- Natural Sciences Poster Sessions _ Student Works _ Parkland College
- OTA PROGRAM LEARNING OUTCOME SUMMARY 2014
- Parkland College Catalog 2017-2018
- Parkland College Catalog 2017-2018 (page number 7)
- Parkland College Catalog 2017-2018 (page number 18)
- Parkland College Catalog 2017-2018 (page number 63)
- Parkland College Catalog 2017-2018 (page number 64)
- Parkland College Catalog 2017-2018 (page number 65)
- Program Goals of Selected HP Programs
- SelectedWorks - Isabel Scarborough
- SelectedWorks Author Gallery _ SPARK_ Scholarship at Parkland _ Parkland College

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3. C.1 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; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.

The college has sufficient numbers and continuity of faculty members to carry out teaching and non-teaching roles at the college. Faculty members retain important roles as department chairs, program directors, as well as membership on curriculum and assessment committees. Faculty and staff also chair committees for both faculty and staff development. Currently, the college meets its key performance indicator benchmark for full time to part time teaching of sections with 62.4% of all sections taught by full time faculty.

The Board of Trustees has approved a maximum of 173 faculty positions. Our current faculty numbers are 143 full time. We also have 19 non-teaching positions including chairs (8), librarians (4), and counsellors (7). Our most recent numbers show we are down 30 or 17% in FT faculty positions since the BOT approved a high of 173 positions. The decision not to refill faculty positions vacated by retirements and resignations was precipitated by two factors: a long season of falling enrollments and the state budget impasse. However, we believe that the core functions in supporting teaching and learning have been adequately fulfilled through wise section management and efficient distribution of teaching and administrative functions.

The college has maintained the sections needed to support student demand and we have not canceled sections due to the lack of available, qualified faculty. Given our location in a major university town, we have been able to find qualified part time faculty in areas where FT faculty positions have been vacated. For example, an unfilled position in microbiology has not negatively affected offering of adequate sections for students supporting both transfer students and students in our health professions

courses.

Faculty have continued to provide leadership in key roles such as program directors, chairing academic assessment, support assessment, general education assessment, and curriculum committees. Department chairs retain faculty status as non-teaching faculty. They provide department level leadership in all matters of curriculum and pedagogy.

The college remains committed to ensuring that we have adequate full time faculty in programs to allay concerns about curriculum oversight, training of new PT faculty, and provide for leadership continuity. When enrollment stabilizes and the state budget impasse settles, the college will have to develop criteria for a system refill of positions deemed critical to the teaching/learning enterprise.

3. C.2 All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

In response to HLC's directives regarding faculty credentials, Parkland faculty members have been involved in a comprehensive review of all disciplines in order to identify the credentials required for each course. Current faculty credentials have been reviewed, including those teaching dual credit courses in the high schools, and appropriate measures have been taking to ensure that all faculty have the required credentials for assigned courses. Parkland requested and was been granted a five-year extension to allow dual credit faculty the opportunity to complete needed coursework. Parkland College does not participate in contractual or consortial agreements for delivering credit-bearing credential-awarding instruction.

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

Parkland recognizes the faculty evaluations are a major component of ensuring quality in teaching approaches and consistency in attaining intended course outcomes. The Faculty Performance Evaluation Procedures Manual specifies the schedule for evaluating full-time and part-time faculty including dual credit faculty. The College has an established policy and procedure for faculty evaluations and copies of evaluations are maintained in personnel files. A record of when evaluations are completed and when the next evaluations are due is maintained at either the division or department level. The current method of evaluation typically involves classroom observation and follow-up discussion with only the department chair. The process for faculty evaluations is currently a topic of discussion in several faculty committees as there is interest in developing a college-wide peer-review model of evaluation.

Faculty evaluation is formative and the process focuses on helping faculty improve their pedagogy in engaging students in learning while understanding the curriculum requirements of the courses they teach. The office of the vice president for academic services oversees the annual evaluation of all tenure-track faculty. These faculty are evaluated in accordance with the Evaluation Procedures Manual annually until they attain tenure. Upon tenure, the division/department takes over the schedule of regular evaluations.

In the Division of Health Professions, faculty evaluations are performed regularly and on schedule and include an additional committee method of peer evaluation. The Division of Arts and Sciences developed in AY2016-2017 a system of tracking the evaluations of faculty across five departments. Evaluation exercises are now on schedule. The Division of Career and Technical Education will focus special attention in AY2017-2018 on developing a better system of conducting and tracking faculty evaluations.

We recognized that evaluation of online teaching is not where it should be. The current Faculty Performance Evaluation Procedures Manual was developed with classroom observation of an on-campus class as the primary tool of evaluation. To address this inadequacy, the Online Teaching Working Group (a sub-committee of the Professional Development Subcommittee for Faculty with members of the Academic Assessment Committee) in AY2016-2017 used guidelines from the Council for Regional Accrediting Commissions (C-RAC) to develop a checklist of criteria for evaluating online teaching. The longer term and larger goal is to incorporate the criteria into the Evaluation Procedures Manual so that the inclusion of on-campus and online teaching in faculty evaluation is standard practice. To prepare for this, Professional Development and Instructional Technology (PDIT) will facilitate discipline specific workshops for department chairs, program directors, and faculty in AY2017-2018 to discuss the nature of quality online teaching in different disciplines. Training in the application of the online teaching criteria will also be provided for evaluators.

3. C.4 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.

The College provides two sources of funding for faculty professional development and encourages participation in local, regional and state organizations. Full time faculty have two contractual benefits to support professional development: $500 per year of travel funds and up to $1800 to reimburse expenses for continuing education that is required for licensure to continue to teach or for credit courses at accredited institutions. Part time faculty also have up to $700 available per year for professional development expenses. In a recent reorganization of academic services, the Division of Learning Support was specifically created to coordinate resources available to assist faculty with instructional design and course development.

PDIT offers faculty-led discussions on curriculum development and assessment. In fall 2016, two faculty were appointed as Faculty Engagement Coordinators to enhance the work of faculty professional development. As part of its Title III project, the College uses grant funds to incentivize faculty participation in an extended instructional design initiative which includes taking a two-credit hour course, redesigning a course and implementing the newly designed course. Faculty receive a $1500 stipend upon completion of the instructional re-design project. In AY2017, we appointed two FT faculty as Faculty Engagement Coordinators to enhance the work of the Center for Excellence in Teaching and Learning.

3. C.5 Instructors are accessible for student inquiry.

Full-time faculty are contractually obligated to maintain five office hours per week per semester and part-time faculty are expected to hold at least one office hour per section assigned. 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.

Faculty in several disciplines provide additional opportunities for students to meet with them, including natural science faculty experimenting with a "common hub" for office hours where at least one faculty member is always available to assist students; humanities faculty initiating a faculty/student mentoring program; fine arts faculty staffing open studio hours for students working on class projects; composition and math faculty working with the Center for Academic Success to provide writing lab and tutoring services; and communication faculty staffing an independent Presentation Center to provide faculty and staff with one-on-one coaching for oral presentations. Automotive technology faculty sponsor a monthly student-faculty informal gathering to foster

relationships and increase connections with visiting employers. CCSSE data consistently shows students are highly satisfied with faculty engagement.

3.C.6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Staff members providing student support services meet the minimum qualifications in job descriptions and possess the bachelors/masters level education required of these positions. Also, full time faculty oversee the operation of the writing center and math tutoring.

The college provides effective student support services and the faculty and staff are well trained. Staff members receive extensive training from state and national bodies in their respective areas. All assessment staff are trained in operation of new test packages. Financial Aid staff participate in training through attending the Federal Student Aid, Illinois Association of Student Financial Aid Administrators, and Association of Veterans Education Certifying Officials sessions annually. Staff in Student Life went to the NASPA conference in 2015 or 2016.

Counselling staff receive ongoing training in areas such as sexual assault training. Some counselors received additional training as part of their faculty sabbaticals such as clinical counseling delivery modalities and counseling in areas such as sexual assault training. Internally, Counseling and Advising staff provide campus wide training throughout the year to all staff that do advising.

Our National Community College Benchmarking Project (NCCBP) data show that we meet the benchmark in three out of the five areas of student support staff ratios. Additional workshops and training is available to all full time and part time faculty through the Center for Excellence in Teaching and Learning and staff development is supported by the PCA staff development committee. Financial support for training and professional development is supported through the contracts for faculty and staff.

Within Academic Services, we have been able to maintain support for an adequate level of tutoring (the Center for Academic Success is a hub of learning assistance services) and co-curricular activities (Service Learning, Phi Theta Kappa, Honors programming). In spite of budgetary constraints which have prevented the college from intensifying learning assistance for academically at-risk students, we are hiring two academic success coaches in summer 2017 through the use of federal Title III grant funds.

Sources

- CRITERIA FOR EVALUATING EFFECTIVE ONLINE INSTRUCTION v-1(1)

- Criterion 3C.Office Hours(2)
- Criterion 4.A.4 FacultyCredentials.DualCreditApplication
- Criterion 4.A.4..FacultyCredentials.DualCredit.HLC Extension Approval
- Faculty Performance Evaluation
- Faculty Performance Evaluation (page number 3)
- Faculty Student Ratio KPI
- KPI Dashboard Example
- PAE Contract
- PAE Contract (page number 28)
- Parkland CCSSE 2014 Exec Summary
- Professional Support Staff Contract
- PTFO Contract
- PTFO Contract (page number 17)
- Student Services Academic Support
- Title III Year 2 - Objective 4.4 Report
- Total PAE

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

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

In order to better serve the needs of our diverse student population, a study was conducted as part of the HLC Persistence and Completion Academy. "The Anatomy of a Parkland Student" developed a model of understanding student needs through five domains of student experience: academic, social, financial, institutional, and personal. Some of the populations of students that we serve include those with particular academic needs such as developmental students, those with particular challenges related to time or access to campus (part-time, evening, and fully online students), students with disabilities, international students, and students with financial challenges. Parkland provides a range of support services for the diverse needs of this student body.

The Center for Excellence in Teaching and Learning, in partnership with the Professional Development Subcommittee for Faculty and the Academic Assessment Committee, hosted four sessions in spring 2015 and one in fall 2015 to facilitate campus-wide discussion of this data. The total attendance of these five sessions was 153 (duplicated headcount). These discussions of student data contributed to shared understandings of who our students are, what their needs are, and what support services are best suited to their needs.

Outside-the-classroom student support services are primarily provided by two areas of the college: Student Services and the Division of Learning Support in Academic Services. Student Services departments include Counseling, Advising, and Career Services, Financial Aid, Admissions and Records, Assessment Center, TRiO Student Support Services, the Office of Disability Services, and the Wellness Center. Physical relocation of student support services in 2014 to our new student union building has helped integrate the various student support services offered from the perspective of the students' experience.

Some of the populations of students that we serve include those with particular academic needs such as developmental students, those with particular challenges related to time or access to campus (part-time, evening, and fully online students), students with disabilities, international students, and students with financial challenges. Parkland provides a range of support services for the diverse needs

of this student body.

The Office of Admissions and Records maintains students' academic records and provides services to students who request their records. We support our international students by providing specialized admissions and advising service that addresses the complexity of issues international students face, including assistance with immigration and visa matters, navigating our assessment process and transcript evaluation process, transfer procedures, travel and re-entry procedures, and verification of enrollment. We have noted that our international students may benefit from additional specialized support services that supports their retention and academic success.

TRiO is a federally funded program that supports student success, retention, and completion by providing free services to eligible students including tutoring, workshops, advising, study space, academic coaching, financial literacy, college visits to four-year universities, and cultural and social activities. In fall 2013, 55.1% of our student population was eligible for TRiO services based on the criteria of being either a first generation college student, low-income, or disabled. Based on this data the college was awarded another five year grant to offer the TRiO program in 2015. TRiO served 180 students in AY2016. As of October 2016, TRiO had served 137 students for AY2017. TRiO is funded to serve up to 180 students per year.

In FY2013 there were 683 students with disabilities on record with Disability Services, which provides assistance to these students in determining and using accommodations, and facilitates their attainment of educational goals in accordance with the provisions of ADA sections 504 and 508. The program is regularly evaluated by ICCB.

Students are also served by a Wellness Center which hosts events/workshops, a relaxation room, a lactation room, and provides classroom presentations.

Learning Support departments include the Library, the Center for Academic Success (CAS), and Professional Development Instructional Technology's (PDIT) services to support student access to Cobra Learning (the college's learning management system). In addition, Campus Technologies staffs the Tech Service Desk office which assists students with technology-related issues.

In support of part-time, evening, and online students several units offer evening or online services. Our library offers evening and weekend hours, chat and email support, and the option to pick up materials at other libraries or have them mailed directly to the student. We offer limited evening advising hours (open until 6 p.m.) and online advising, and the Center for Academic Success has evening hours during the spring and fall semesters. However, most student support services are not widely available to our evening-only students. Similarly, students who are totally online have limited access to services. The library evaluates and creates action plans based on the results of the assessment.

3. D.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

Learning support and preparatory instruction to meet the needs of our students is provided through a Division of Learning Support (which includes the library and the Center for Academic Success), initiatives funded by a Title III grant, a federally funded TRiO program, initiatives to improve student success in developmental courses, and other program specific initiatives to support learning.

As part of our reorganization of Academic Services in 2014 we created a division within Academic

Services dedicated to supporting student learning and success across all academic programs. The Division of Learning Support includes the Library and the Center for Academic Success, as well as a department focused on supporting faculty work. The library provides academic support for students by offering professional assistance to support students' effective use of available resources as well as participation in I-Share, an integrated library system for 85 member libraries, which enables us to provide an additional range of resources beyond our own collection. The Center for Academic Success offers peer and faculty tutoring, an Academic Development Lab, assistive learning software and technology, and a writing lab.

Learning support and preparatory instruction is particularly important for our large number of developmental students.

We were approved for a federal Title III grant in 2014 in part because of our demonstrated need to improve retention, persistence, and completion of large numbers of students who place into developmental level courses in reading, writing, and math. In fall 2013, 63.3% of degree-seeking students assessed into at least one developmental course.

We have implemented a number of changes in our developmental education courses since 2012, including introducing a new math literacy option for students that do not need to prepare to take Calculus, contextualized CCS (reading) courses, and introducing a co-requisite model of developmental English. An initiative supported by the Title III grant was an attempt to offer CCS 099 in a contextualized format for certain programs but these sections often did not fill because insufficient numbers of students with that placement were declaring those programs as their majors. Beginning in fall 2017, each CCS 099 section will be contextualized by reading themes chosen by instructors but not tied to particular programs. In fall 2016 we piloted Bridge ENG 101, which is a 3+3 blended model. We allowed any student who placed into ENG 099 to register for both ENG 101 (3 credits) as well as a supplemental course (3 credits). Results of the formative work done in this area is shared with the college.

The Presentation Center, staffed by communications faculty, supports students who need to develop or deliver presentations for classes, and the Writing Lab supports students who need assistance with writing projects.

All new degree seeking students must participate in Student Orientation, Advising, and Registration (SOAR). Parkland's process for directing entering students into the appropriate courses and programs for which they are prepared is established by our Comprehensive Assessment Program (CAP) and implemented by the work of our Assessment Center and our advising processes. A significant component of the Comprehensive Assessment Program is the use of standardized tests for placement through the Assessment Center which administered 13,228 placement tests in FY 2016.

The CAP Manual documents are assessment procedures, placement standards for reading, writing, ESL, and math, and program-based exceptions. Data demonstrating low persistence rates of developmentally placed students prompted concerns about the implications of our placement processes and the creation of a CAP Task Force in fall 2015, which issued a set of recommendations in May 2016. These recommendations begin a process of moving toward a multiple measure approach to placement. Full implementation of a multiple-measures approach awaits two other processes: one, Illinois State Board of Education's release of official standards for college and career readiness for high school graduates, a move that may have an impact on CAP procedures; and two, an internal study of guided career/majors pathways and the differentiation of academic preparation levels for different paths. For example, placement into college level writing depends on the student's path into a career-oriented program or into a transfer track into a four-year institution.

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

Parkland has an advising process that includes our Counseling and Advising Center, departmental program advising, and specific advising that is available to select groups of students: students with two or more developmental coursework placements, students on visas, and students who are not native speakers of English.

All credential seeking students who have not yet earned 30 hours of credit are required to meet with an advisor prior to registering for classes. But the college recognizes the diversity of needs and aspirational goals within its student population and has intentionally developed specialized advising expertise among its advising personnel to address these needs.

The Counseling and Advising Center staff specialize in transfer advising; they also develop specialty areas of expertise (e.g., health professions, aviation, Pathway to Illinois program). Students in career programs are largely advised by program faculty. Students who place into the lowest level developmental classes meet with Student Development Advocates in the Center for Academic Success. Additionally, some student cohorts--TRiO students, disability students, fine and applied arts students, health professions students, student-athletes, career and technical students--are being advised by staff/faculty from those specific areas that understand the needs and nuances of their populations.

All Parkland students who are seeking a degree or certificate and who have not yet earned 30 hours of credit or are in selected programs regardless of number of hours earned must obtain advising prior to registering for classes. For students in career (AAS or Certificate) programs, this is done through a faculty program advisor, unless they are enrolled in a developmental reading course in which case they are advised by the Counseling and Advising Center. Students in transfer programs may be advised by a faculty program advisor or Counseling and Advising, although students in agriculture or Fine and Applied Arts transfer programs must see a faculty program advisor. Students enrolled as applicants to a health professions program are advised through Counseling and Advising. Students who place into CCS 098 (first level developmental reading) are advised in the Center for Academic Success (CAS), and students who place into CCS 099 may be advised in CAS or Counseling and Advising.

While the Counseling and Advising Center has collected student satisfaction feedback demonstrating 97% excellent or good level of satisfaction, we have not collected data from students on their satisfaction with the long-term results of our advising and placement processes, such as whether they feel they were advised and placed into the correct course. Nor do we have comprehensive feedback from students regarding all of our advising services which include faculty program advising and CAS. This is important because of the different advising processes used with students and the college plans to develop ways to measure long-term results of our advising.

3.D.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, museum collections, as appropriate to the institution's offerings).

Parkland supports teaching and learning through our technological infrastructure, learning spaces, and faculty support and development.

Technological Infrastructure

In FY2014, the college commissioned an external consultant to study the college's governance

structure in relation to technology. The Moran Report was presented in March 2014.

In response to this Parkland has demonstrated a commitment to supporting effective technological infrastructure. Parkland College's Internet bandwidth was doubled twice, from 250Mb to 500Mb, and then again from 500Mb to 1Gb as soon as our network hardware was able to support the additional throughput. Our Wi-Fi access was modified in several areas.

- Additional Wi-Fi access points were added throughout the college
- Guest account access was improved to allow users to use their Google and Facebook credentials in order to gain access.
- Parkland also became a member of Eduroam which allows users from other Eduroam affiliates to use their host school credentials on Parkland's network. An additional benefit of Eduroam is that all Parkland employees and students can now access the Wi-Fi when visiting a school that part of the Eduroam network.

Parkland replaced our network firewall equipment (Cisco ASA) with next generation technology. Redundant Palo Alto systems were implemented which strengthened our network security and allowed us to increase our network throughput to the Internet.

There are improved cloud and server-based storage options, updated operating systems on our servers, access for all faculty, staff, and students to Microsoft Office 365, and updated computers in classrooms, labs, and offices. In FY2017, 482 lab machines, classroom machines, and office machines were approved for replacement with 452 purchased as of February 2, 2017, in addition to projectors, iPads, scanners, touch monitors, and large monitors.

Instructional Technology

In addition to the work of Campus Tech to support core technology infrastructure, Parkland made a decision to emphasize the support and development of technology specifically to support teaching and learning through the creation of Professional Development and Instructional Technology (PDIT) in 2015. This unit was created by combining the Center for Excellence in Teaching and Learning with Distance and Virtual Learning to place support for implementing instructional technology within a context of supporting innovative and effective pedagogy. PDIT manages and facilitates effective faculty adoption of the Learning Management System (Desire2Learn, branded as Cobra Learning). The library also collaborates with PDIT and a faculty advisory committee to oversee SPARK, the college's digital scholarship repository.

Learning Spaces

Teaching and learning is also supported through numerous and well-equipped learning spaces throughout the campus. As part of a move toward facilitating faculty innovation in thinking about the intersection of pedagogy and physical space, Innovative Learning Labs were remodeled and equipped in spring/summer 2016 and opened for use in fall 2016, funded by the Title III grant. These rooms, designed with furniture that is easily moved and with technology to allow multiple formats of collaboration, emphasize flexibility for faculty to explore innovative pedagogies, particularly with an emphasis on student engagement and active learning. The library has collaborative spaces as well as computer labs and a classroom.

Our Health Professions programs have sufficient labs for their programs, including a Veterinary Technology clinic, Dental Hygiene clinic, surgical suite, energized radiation lab, respiratory therapy lab, three nursing labs, a massage clinic, a ten bed nursing ward, a high fidelity simulation lab, an

Occupational Therapy Independence Center, and an ambulance for Emergency Medical Services.

The Parkhill Applied Technology Center, which opened in 2012, provides state of the art learning spaces for CTE programs. Lab areas equipped with technology that mirrors workplaces, allows faculty to teach students in automotive technology, automotive collision, manufacturing, and welding with up-to-date equipment. The Tony Noel Agricultural Technology Applications Center houses a green house and a diesel power equipment lab.

Other learning spaces suited to specific teaching and learning needs in Natural Sciences include an Anatomage and a cadaver lab, an augmented reality geology sandbox, and a fitness center for kinesiology and personal training students. Students in agriculture programs apply the concepts in crop science and precision agriculture in a 25 acre Land Lab.

In addition to many traditional computer labs, in fall 2016 two former computer labs were repurposed as BYOD computer labs and four instructors piloted composition courses in those spaces. Feedback surveys demonstrated the need to improve printing capabilities in the BYOD computer labs.

The library serves a critical role as a resource that supports teaching and learning. The library is easily accessible and is open 63.5 hours per week during spring and fall semesters, and has electronic online collections and resources that are available 24/7. There is a 24-seat library classroom which can also serve as an open computer lab. The library also plays an important role in making technology available to students by offering loanable technology. Laptops, Chromebooks, iPads, and Kindles are available for use by current students, faculty and staff. Finally, the library provides a 3D printer that can be used individually or as part of assigned class.

Several resources that support teaching and learning fall under the Cultural Center of the Division of Arts and Sciences, including a planetarium, theatre, and art gallery. 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 in newly updated seating. The Harold and Jean Miner Theatre and a new black box performance space provides space for students to be involved in four different plays each year. The Giertz Gallery provides opportunity for students to view special exhibitions as well as present their own works of art for display.

Faculty Development

PDIT supports faculty work and development through its mission to "support the adoption of innovative and effective practices in teaching, learning, and instructional technology." PDIT facilitates instructional innovation by providing support to faculty innovators, and by partnering with faculty to overcome teaching challenges, implement new teaching ideas, and improve teaching practice. In addition to providing support and consultation in instructional design and instructional technology, PDIT provides ongoing faculty support and development through the Center for Excellence in Teaching and Learning (CETL). CETL programming includes faculty orientations, and sessions and workshops in the areas of teaching and learning, course and program improvement, leadership and organizational development, staff and team development, and employee support. In response to recent personnel changes and faculty feedback, two faculty members were selected for partial assignment in PDIT as Faculty Engagement Coordinators.

PDIT also implements the college's contractual agreements with faculty and staff related to professional development, including the Faculty Academy (full time faculty) and allocations of professional development funds (for all employee groups other than administrators, which is managed by Human Resources). Faculty development is also supported by the Professional Development

Subcommittee for Faculty (PDSF), a standing committee of the Parkland College Association. PDSF oversees faculty teaching awards and plans and promotes faculty development opportunities in cooperation with PDIT.

Faculty sabbaticals are overseen by a Parkland College Association committee. Due to budget restrictions, sabbaticals have not been awarded. Similarly, two week international opportunities for faculty and staff through the Illinois Consortium for International Studies and Programs have been negatively impacted by a restriction on travel. However, many faculty and staff have benefitted from this program and it is hoped that it will be restored soon.

3. D.5 The institution provides to students guidance in the effective use of research and information resources.

Parkland provides guidance on the effective use of research and information resources through library instruction and also course specific learning. From FY2012 to FY2016 library instruction decreased by 28.7% but the ratio of number of students receiving library instruction to FTE has remained steady (61.5% in FY2012 to 63.6% in FY2016). Additionally, specialized or course specific "libguides" for effective research or use of library resources are available for 83 courses on the library website, in addition to 17 subject guides and 18 topic guides.

Sources

- 5 A Moran Report
- Anatomy of a Parkland Student (1-9)
- Anatomy of a Student PP final
- Criterion 3 Year 2 Title III Dev Ed Outcomes Report (FY16)
- Criterion 3 Year 2 Title III Dev Ed Outcomes Report (FY16) (page number 4)
- Criterion 3. Title III Year 2 Dev Ed Outcomes PPT
- Criterion 3D. CAP Task Force Recommendations_Final
- Criterion 3D.CAP Manual.Dec2015
- Disability Services ICCB
- Erin Wilding-Martin _ Parkland College Blog
- ETC- 20170201 - Copy
- I-Share Members _ CARLI

- IT Active Workspaces
- Parkland College - College Resources - Disability Services - Service Animals
- Program Review Disability Services 2015
- Support Assessment Library 2015

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3. E.1 Parkland has many co-curricular programs that support its mission (engaging the community in learning) by contributing to the educational experience of its students. Co-curricular programs are an essential part of efforts to engage students, support learning, and promote retention because student-focused activities address the cognitive as well as the social dimensions of learning. Recent withdrawal survey data indicates that 37% of students who considered withdrawing, but did not withdraw, attribute their continuing in the course to friends or family which reiterates the importance of the social connections in co-curricular . Data from a 2013 study indicates that students who participated in the Garden Hills Homework Club had higher persistence and completion rates, and data from another study showed that Hispanic students involved in Club Latino felt more connected than other Hispanic students at Parkland.

The Office of Student Life provides opportunities to participate in 38 official student organizations as well as the opportunity to initiate new clubs. There are other programs that contribute to the educational experience of students through participation in student government, leadership development, and related opportunities to engage and support other students. Some of these opportunities, offered through campus-wide elections, are held each semester for Student Government offices, which include four officers and ten senators. Student government representatives report monthly during the academic year to the Parkland College Association. Student government members are also involved in discussions with the CFO and Vice President for Student Services about tuition changes when the college is preparing the budget.

Parkland participates in eight intercollegiate sports (four men's teams and four women's teams). Our Parkland student athletes are highly focused and committed to both their academics and their particular sport. They are provided an academic monitor who helps keep them focused on their educational plan while helping them determine their plans to retain eligibility if they choose to play when they transfer. Student-athletes have higher retention and completion rates and higher overall GPA compared to other students. The fall 2016 team academic statistics yielded an all teams overall 3.0 GPA with several teams having a 3.5 or 3.7 overall. One team had 8 members above a 3.0 and there were 15 individual athletes with 4.0 cumulative grade point averages. The year-end data demonstrates that co-curricular programs are suited to our mission and contribute to students' educational experiences.

The Honors Program provides an opportunity for high-achieving students to pursue additional study in subjects of their choice and earn the grade of AH (A with honors) by completing an honors project. There is also a student organization, Parkland Scholars, that supports the Honors Program and encourages service learning.

3. E.2 The Parkland College mission "to engage the community in learning" is exemplified by many student activities programs that contribute to the educational experience of students by connecting students to service learning opportunities.

The college has a robust service learning program and supports a service learning coordinator and participates in the Illinois Campus Compact, which in turns allows the College to host an Americorps VISTA each year. The service learning program includes the Garden Hills Homework Club, Martin Luther King Day of Service, volunteer fairs each semester, and resources to support and encourage faculty to incorporate service learning in their classes (including a service learning newsletter and a website with online resources). Academic programs that have incorporated service learning include English composition, construction/surveying, hospitality, horticulture, nursing, dental hygiene, and occupational therapy.

There are a number of other programs that contribute to the educational experience of students by connecting students to career or academic interests. This includes an Ag Club, automotive related events and programs (motorsports teams, annual car show), construction related organizations, a chapter of the International Association of Administrative Professionals, a Criminal Justice Club, Pre-Law Club, ScienceClub, and Astronomy Club. There are also numerous music ensembles and four theater productions per year.

The Parkland student athletes take time to reach out to provide service in the surrounding community. Below is a list of some of their involvement:

Women's Soccer: Illinois Marathon and Mahomet Marathon

Baseball: Miracle League and CU Kiwanis Haunted House

Volleyball: Champaign Urbana Special Recreation

Softball: Urban Restoration and Illinois Marathon

Men's Soccer: Dirndl Dash 5K

Men's Basketball: Mix 94.5 Christmas Wish Fundraiser and Parkland College Food Pantry

Golf: Crisis Nursery, Urbana Country Club Haunted House and Carle Foundation fundraisers

Women's Basketball: Illinois Marathon. Champaign Urbana Special Recreation

Other programs go beyond connecting students to career interests and provide real-life skills and experience in the students' area of interest. Examples include Applied Media Promotions (AMP), Perimeter Road Sound Recordings, WPCD (an FM radio station), and the Prospectus (student newspaper). AMP is a student staffed strategic communications firm which offers free service for non-profit organizations. Students receive real life experience working in a collaborative environment and engaging clients with strategic solutions. Perimeter Road is a student staffed record label which provides students authentic work experience producing music for local artists. AMP and Perimeter Road are entrepreneurial activities: student participants are eligible for scholarships through the Parkland Entrepreneurial Network (PeN). PeN also hires an entrepreneur in residence to support and mentor students, and sponsors 4-6 entrepreneurial talks each year. The Parkland Foundation hosts the annual Entrepreneur of the Year Award Banquet.

Students have the opportunity to engage in academic co-curricular competition through a Speech and Debate Team, Diana McDonald Writer's Challenge, and the annual [David Jones Speech Contest](#). Any currently enrolled Parkland student who is taking, or has taken, at least one speech course at Parkland College is eligible to participate. Students compete for cash scholarship prizes. The Speech Contest competitors choose an organization that they wish to represent in their speech and receive a matching cash award for that organization.

The iConnect peer mentoring program supports student success through a peer mentoring program. Peer mentors also complete "legacy projects" which serve the needs of fellow students, support students in the First Year Experience classes, and beginning in spring 2017 will support messaging critical to student success by distributing information about a timely resource each week.

Parkland's chapter of the honor society for community colleges, Phi Theta Kappa, provides students opportunities to grow through a commitment to leadership development, service, and scholarship. The Parkland chapter, Alpha Psi Eta, has received numerous regional and international awards. Parkland hosts a chapter of the service society APO Alpha Phi Omega. The service projects engage students, build community, and broaden horizons.

Sources

- 2014 Parkland College Under-represented Groups Report
- 2014 Parkland College Under-represented Groups Report (page number 5)
- 2017SP Non-Health Withdrawal Report
- Athletic teams and grades
- David Jones Persuasive Speech Contest _ Student Works _ Parkland College
- Service Learning Report_2013
- Service Learning Report_2013 (page number 6)
- Student Clubs and Organizations

3.S - Criterion 3 - Summary

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

Summary

Parkland provides high quality education in online, face-to-face, and dual credit offerings as evidenced by the relevance of our transfer and career programs to the district population; ongoing assessment process for general learning objectives; and our faculty selection, assignment and professional development processes. The institution offers five degrees across a variety of programs, as well as certificates in numerous areas. Faculty and staff meet established criteria within each discipline and are offered professional development and sufficient resources to support effective teaching and learning. The method of faculty evaluation has been identified as an area for discussion as there is a desire to integrate evaluation and professional development in a more peer review focused process. Parkland students experience further enrichment through the range of co-curricular programs offered at the institution.

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4. A.1 The institution maintains a practice of regular program reviews.

Parkland College has analyzed its procedures and processes for program review and implemented a more systematic and comprehensive approach to reviewing its educational programs. This internal evaluation and improvement plan was in part a response to the finding in the 2012 HLC Accreditation Evaluation Visit Report that the college's efforts at program review were uneven, lacking the systematic consistency that would yield substantive curricular improvements. An organizational restructuring of academic services starting in AY2014-2015 and an almost complete turnover in academic leadership provided opportunity and momentum to re-think program review.

Program review at Parkland consists of three major components: academic assessment of learning outcomes; student success in terms of course retention, program persistence, credential completion, and workplace relevance; and cost effectiveness. Tools for conducting program review include state-board mandated five-year program reviews; internal processes for academic assessment of course and program level learning outcomes; as well as General Learning Outcomes (GLOs) and models for cost

efficiency analysis applied to program review. The question, "Are students attaining learning outcomes, acquiring workplace competencies, completing programs, and doing so in a fiscally sustainable manner?" guides program review.

Each division under the leadership of its academic dean takes an approach to conducting program review in a manner that is appropriate to its academic programs. The Division of Health Professions (HP) has 13 programs, of which 9 have national accreditation and all have board certification/state licensure. The stringent requirements for continued accreditation and approval have over the years ensured a robust approach to program review. Curriculum is clearly mapped to proscribed program outcomes. Student completion data is consistently monitored and adjustments to curricular and pedagogical elements are made as needed. In 2016-2017, an internal cost evaluation tool to compare instructional costs against tuition/fee revenues was developed and applied to each HP program. This study provided new and unexpected insights prompting a review of how instruction is delivered in some programs like Certified Nursing Assistant.

The Division of Career and Technical Education (CTE), in AY2017, began a concerted effort to integrate institutional course and program review, state mandated program review and program review per Perkins regulations (Parkland receives Carl D. Perkins federal grant funds to support its career and technical programs). The CTE dean and faculty conducted a SWOT analysis of each program drawing upon data on student success. Lessons about data analysis from participating in the Pathways to Results project were applied to longitudinal cohort student tracking. The findings were then used to write objectives for student success, faculty development, and program improvement in the following year's Perkins grant. The findings are also being used to guide faculty conversations on how to better structure certificate offerings for completion.

The Division of Arts and Sciences has mostly transfer programs where the primary focus is the completion of lower-division general education requirements. In addition to on-going academic assessments and curricular enhancements at the course level, Arts and Sciences faculty led new efforts in the past three years to implement the use of rubrics for assessing the College's general education objectives (known as General Learning Outcomes or GLOs) across all disciplines, transfer and career. The rubrics were adapted from the Association of American Colleges and Universities VALUE rubrics. Results from Critical Thinking and Information Literacy, Global and Ethical, and Creative Thinking have already been presented on campus. Faculty participation in GLO assessment is uneven; assessment leaders are currently considering new ways of encouraging a higher level of participation.

4.A.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.

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

The Vice President of Academic Services oversees the policies for evaluating credits that the College transcripts. This vice presidential purview includes credits earned at other institutions, domestic and overseas, as well as forms of non-academic prior learning. Through its Admissions and Records office, Student Services implements the policy. Its processes for evaluating non-Parkland earned credit follow the policy.

The VPAS conducted a review of practices regarding credit evaluation in AY2016-2017 and issued a new set of written guidelines for department chairs, academic deans, and credential analysts. The guidelines specify how college-level learning attained outside of Parkland is applied toward the

college's degree requirements. Credit-hour based learning is accepted for transfer when direct equivalency of course work can be established. As an active participant in the Illinois Articulation Initiative, Parkland accepts courses from Illinois institutions with IAI course codes for transfer. In cases where direct equivalency cannot be established and the course is taken at a regionally accredited institution, department chairs, with dean approval, may exercise the option of course substitution if the attainment of key course learning outcomes can be ascertained.

The College will also accept certain forms of college-level learning acquired outside of a regionally-accredited post-secondary institution if evidence of learning can be demonstrated using one of the following forms of prior learning assessment: credit by examination or proficiency examination; licensure or industry-recognized certifications; standardized test scores including Advanced Placement (AP), International Baccalaureate (IB) and College Level Examination Program (CLEP) scores; American Council of Education (ACE) evaluations of military training on the Joint Services Transcript. The College acknowledges that in the foreseeable future it will need policies and processes for accepting non-traditional learning as college credit through portfolios, competency-based education, or direct assessment. However, at the time of writing, these have yet to be developed.

4.A.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 assures 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.

The College is committed to exercising academic control over its course offerings as part of its responsibility to maintain a consistently high quality of education and in compliance with ICCB rules for all the degrees and programs. Over the last two years, the re-organization of academic services has provided the opportunity and momentum to review its procedures for maintaining academic control in the following ways:

1. Course Information Form (CIF) review: Every course offered at Parkland College has a CIF that details course prerequisites, course description, contact hours, major course components, intended course-specific student learning outcomes (SLOs), and general learning outcomes (GLOs). The CIF is developed by faculty and is the College's version of a master syllabus. Faculty—on-campus, online, and dual credit in the high schools—are expected to follow the CIF when designing their courses. Each CIF is on a three-year review cycle. In AY2016-2017, the Vice President for Academic Services brought the CIF review exercise directly under her purview to bring a new level of consistency to the process. New department chairs are trained to work with their faculty to ensure that the reviews are conducted in a meaningful way. Updates to course prerequisites, course components, assessments of GLOs and SLOs, are made accordingly.

2. Approval processes of new and revised courses and programs: Internal approval of new and revised courses and programs is conducted by a Curriculum Committee (CC). This is a constitutional committee of the Parkland College Association (PCA is Parkland's equivalent of a Senate, except that PCA has elected leadership from across the college community and is not restricted to faculty). Membership includes faculty representatives from every academic department. Two actions were taken in AY2016-2017 to strengthen the work of the Curriculum Committee. One, the CC Procedures Manual was substantially revised to reflect updated practices as well as the new structure within Academic Services. Two, training was provided for the CC committee as there were many new members.   A checklist of questions for CC members when reviewing curricular proposals was developed to ensure more robust reviews.

3. Dual credit: Substantial work was done in AY2016-2017 to ensure consistency in academic control of transfer courses taught as part of the dual credit program in in area high schools. Steps included the submission of course syllabi and related course materials for review, the assignment of a Parkland College mentor to each dual credit faculty, and review of student end-of-course evaluations. Dual Credit Faculty Workshops are conducted on a regular basis. A handbook as a compendium of expectations and guidelines for high school dual credit faculty (who are officially part-time Parkland faculty) is currently being developed by the Dual Credit Office. A specific handbook for math dual credit is already in use. Attention in AY2017-2018 will turn to career courses offered as dual credit in the high schools. All of this work is treated as a partnership with area high schools and is coordinated by the Dual Credit Program Manager.

4. Faculty credentials: An internal review of faculty credentials in AY2014-2015 indicated that there was no central document at the College with specifications of the minimum qualifications for faculty to teach transfer and career courses. The responsibility for ensuring that faculty had the minimum credentials had been delegated to individual academic departments. Decentralization resulted in some degree of inconsistency. To rectify this, faculty led by the dean of Arts and Sciences were mobilized across all divisions to consider minimum and preferred qualifications to teach in each program across the college. This project provided opportunity for constructive dialog among faculty. Factors in identifying minimum faculty credentials included Higher Learning Commission's clarification of assumed practices, the ICCB system rules, requirements by external accreditation agencies, and, in the case of the aviation flight training program, the requirements of the Federal Aviation Administration. The result is one document for all of Academic Services detailing required faculty qualifications. The qualifications for instructors for each course (identified by course prefix) is the same regardless of whether the faculty are teaching on-campus, online, or in the high schools as part of dual credit.

Human Resources keeps records of the academic and related qualifications of each faculty member, full-time or part-time. The new document of the required qualifications was used by deans and department chairs to check credentials against HR personnel records. The review revealed a few instances of credential gaps. For example, some part-time faculty are no longer qualified to teach mathematics. A small number of full-time faculty are working on longer term plans to acquire credentials to teach transfer level course work. For dual credit faculty who do not have the relevant credentials to teach transfer courses, the College applied to and received approval from the Higher Learning Commission for a five-year extension to allow these high school instructors time to earn the required graduate level credits. To address the need for additional graduate coursework for dual credit faculty, Illinois universities have responded with online programs. The College disseminates information of such programs to its high school partners.

5. Faculty evaluations: Parkland recognizes the faculty evaluations are a major component of ensuring quality in teaching approaches and consistency in attaining intended course outcomes. The Faculty Performance Evaluation Procedures Manual specifies the schedule for evaluating full-time and part-time faculty including dual credit faculty. The philosophy of faculty evaluation is developmental. The evaluation process focuses on helping faculty improve their pedagogy in engaging students in learning while understanding the curriculum requirements of the courses they teach.

The office of the vice president for academic services oversees the annual evaluation of all tenure-track faculty. These faculty are evaluated in accordance with the Evaluation Procedures Manual annually until they attain tenure. Upon tenure, the division/department takes over the schedule of regular evaluations. In the Division of Health Professions, faculty evaluations are performed regularly

and on schedule. The Division of Arts and Sciences developed in AY2016-2017 a system of tracking the evaluations of faculty across five departments. Evaluation exercises are now on schedule. The Division of Career and Technical Education will focus special attention in AY2017-2018 on developing a better system of conducting and tracking faculty evaluations. .

We recognized that evaluation of online teaching is not where it should be. The current Faculty Performance Evaluation Procedures Manual was developed with classroom observation of an on-campus class as the primary tool of evaluation. To address this inadequacy, the Online Teaching Working Group (a sub-committee of the Professional Development Subcommittee for Faculty with members of the Academic Assessment Committee) in AY2016-2017 used guidelines from the Council for Regional Accrediting Commissions (C-RAC) to develop a checklist of criteria for evaluating online teaching. The longer term and larger goal is to incorporate the criteria into the Evaluation Procedures Manual so that the inclusion of on-campus and online teaching in faculty evaluation is standard practice. To prepare for this, PDIT will facilitate discipline specific workshops for department chairs, program directors, and faculty in AY2017-2018 to discuss the nature of quality online teaching in different disciplines. Training in the application of the online teaching criteria will also be provided for evaluators.

6. Access to Learning Resources: Parkland College has a comprehensive support system to assist student learning. The Center for Academic Success (CAS) is provides learning assistance to students at all levels of ability. Faculty, learning assistance professionals, and peer tutors provide reading and writing assistance and tutoring in a broad range of disciplines. Advising staff on the CAS team help to build bridges between academic advising and learning help. CAS provides a broad range of assistive technology for students to learn differently; an Academic Development Specialist with credentials and experience in special education is on site to guide students on the use of appropriate technology. In addition to supporting the instructional needs of the College, the Library is a major player in helping students find and evaluate materials for learning and assignment completion. It also improves student access to resources by providing students with a range of loanable technology. The Professional Development and Instructional Technology (PDIT) department assists students as needed in the use of the learning management system called Cobra Learning. CAS, the Library, and PDIT are in the Division of Learning Support.

To ensure that dual credit students have access to the College's learning resources, dual credit faculty are introduced to the array of learning resources for their students. New dual credit faculty come for on-campus orientation workshops which include training on how to maximize their use of Cobra Learning and Turnitin (an online tool for nurturing academic honesty and deterring plagiarism). The Library provides online assistance to faculty and students. Some dual credit faculty, on their own initiative, bring their students to campus for a tour.

7. Placement: The College maintains a comprehensive placement policy for entering students. The Comprehensive Assessment Program (CAP) policy is governed by the rationale that entering students should have the minimum skills and knowledge required for success in college coursework. Students should be placed at a level which will challenge them but which is not beyond their reach. CAP requires placement testing in reading, writing, and mathematics skills if the students do not have the minimum scores on standardized tests such as ACT or SAT. Students whose placement test results indicate that they are not yet ready for college coursework are required to take developmental coursework. Dual credit students are required to have the college level placement appropriate to their choice of transfer courses. The current practice allows students interested in dual credit career coursework from the CTE division to be screened using a high school grade point average in lieu of placement testing.

Academic Services is currently reviewing its placement policy. It seeks to find a more holistic, multiple-measured approach to placement so that remediation does not present an unnecessary obstacle to student motivation and persistence. It is studying the use of a guided pathways model of student intake and advising which would measure college readiness in basic skills in the context of a student's academic pathway. The objective is to promote student success without sacrificing course rigor and academic standards.

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

Parkland College maintains specialized accreditation for several of its career programs. The Division of Health Professions comprises thirteen nursing (registered nurse, licensed practical nurse, and certified nursing assistant) and allied health programs (dental hygiene, emergency medical services—basic and paramedic, massage therapy, medical assisting, occupational therapy assistant, radiologic technology, respiratory care, surgical technology, and veterinary technology). Of these, the following have national accreditation and are state-approved: dental hygiene, emergency medical services—paramedic, medical assisting, nursing, occupational therapy, radiologic technology, respiratory care, surgical technology, and veterinary technology. Emergency medical services—basic, massage therapy, certified nursing assistant, and licensed practical nursing are not nationally accredited but have state approval. All programs prepare students to earn board certification and state licensure. Faculty program directors work with their faculty teams (full-time and part-time faculty) to consistently maintain accreditation standards and licensure requirements.

In the Division of Career and Technical Education, one program—Automotive Technology—has national accreditation with the National Automotive Technician's Education Foundation (NATEF). The faculty constantly monitor their curriculum and training standards to maintain the levels of excellence expected in national certification.

The Institute of Aviation is certificated by the Federal Aviation Administration (FAA) as a Part 141 pilot training school. The FAA specifies credentials for the certified flight instructors. All training course outlines (TCOs) for ground school and flight training are reviewed and approved by the FAA. The internal CIFs for each aviation course parallels the FAA TCO requirements. The Chief Pilot constantly monitors safety and other standards to stay compliant with federal regulations. The Institute is also approved by the FAA to certify graduates for Restricted Airline Transport Pilot (R-ATP) certificates.

4.A.5. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it presents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowship, internships, and special programs (e.g., Peace Corps and AmeriCorps).

Parkland College measures the success of its graduates in several ways.

1. A primary function of community colleges is to prepare students to transfer to four-year institutions. According to the 2016 IPEDS Data Feedback report, Parkland's transfer-out-rate of full-time, first-time credential seeking students was 35% as compared to their peer group of 19%. The proximity of the University of Illinois at Urbana-Champaign (UIUC), Eastern Illinois University (EIU), Illinois State University (ISU), and other four year universities is advantageous for Parkland's transfer rate. Data from the National Student Clearinghouse show

most Parkland students transfer to UIUC and EIU. Data from these partner universities indicate that Parkland transfer students fare well as compared to native juniors. For example, the 2016 UIUC "Transfer Progress Report" shows the GPA of Parkland transfer students was 3.43 as compared UIUC native juniors at 3.28 and 3.49 of all other community college transfers.

2. Boards/licensure pass rates for Health Professions graduates: Board certification and licensure is a requirement for graduates from the Health Professions nursing and allied health programs if they are to find employment in the health profession of their choice. The boards/licensing exams pass rates of our HP students are typically excellent. In FY2015, dental hygiene, surgical technology, respiratory care, occupational therapy, and veterinary technology programs reported 100% passes on licensure exams. Nursing had a 90% pass rate, licensed practical nursing 88%, certified nursing assistant 90%, and massage therapy 93%.

3. Employment rates of apprenticeship-type programs: Parkland College has two apprenticeship-type programs; Ford ASSET and Case New Holland. Students in these programs have signed agreements for employment with sponsoring dealers before they begin the program. Students have on-the-job experiences with dealers while they go through their academic programs at Parkland.

4. Graduate follow-up survey: A graduate follow-up survey is sent out to students six months after they graduate. The survey asks whether the graduates are employed, the full-time/part-time status of their employment, and if their current job is related to their area of study. The limitations of this survey is that it is dependent on voluntary responses. The response rate for the FY2015 survey was 35.4%. Nonetheless the data gathered provides an indication that the College has prepared its students well for employment. Of the respondents on the FY2015 survey, 84.8% report they are employed. Of those employed, 82.8% report that they are in a career related to their field of study and 81.6% reported satisfaction with their current job. The respondents also report high levels of satisfaction (above 90%) with the course content of their academic program, the equipment and facilities, the lecture and lab classes, and the job preparation received.

Sources

- 2016 ParklandDataFeedbackReport
- 2017 Parkland College ICCB Recognition Report - Final Version
- 4A Datatel Transfer Course Equivalency Procedures (TCEQ)
- 4A Datatel Transfer Credit Posting (EXTS)
- Academic standards ICCB report
- Criterion 3D.CAP Manual.Dec2015
- Criterion 4.A.1.Catalog_2017-18
- Criterion 4.A.2-3 ExternalCredits.Guidelines
- Criterion 4.A.4 CC Manual_revision FINAL_2016-17_PLau
- Criterion 4.A.4 FacultyCredentials.DualCreditApplication
- Criterion 4.A.4..FacultyCredentials.DualCredit.HLC Extension Approval
- Criterion 4.A.5 Program Accreditation and Industry Recog Certifications
- Curriculum Committee Procedures manual
- Curriculum Committee Procedures manual (page number 7)
- Faculty Performance Evaluation (1)
- Gen Ed Rubrics Creative Thinking Presentation
- Gen Ed Rubrics Critical Thinking and Information Literacy Presentation
- Gen Ed Rubrics Global and Ethical Presentation

- GenEdRubricRevisedCriticalThinking
- Global Learning Oct 2016
- InnovativeLearningSpaces-ClassroomRequestforDLS
- Parkland at a Glance_FY2017
- Parkland College Catalog 2017-2018
- Parkland College Catalog 2017-2018 (page number 7)
- Parkland College Catalog 2017-2018 (page number 57)
- Student Occupational Follow-Up 2014-2015
- UIUC Transfer Report Fall 2016
- Year 1 PTR_FINAL REPORT_FY17 Parkland College

4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

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

The Course Information Form (CIF) clearly articulates the learning outcomes, general education learning outcomes, and methods of evaluation which are required components of each course. All faculty are expected to align with the stated goals, learning outcomes, and methods of evaluation stated on the form. The CIF is regularly reviewed at the department, institution, and state level to ensure we meet stated goals for student learning. Each CIF must link to at least one General Learning Outcomes. The outcomes(s) chosen should be evident in the learning outcomes stated in the document and connected to the methods of evaluation for each course.

An assessment report for each program of study and new program of study is submitted to the assessment database annually; guidelines are provided in "A Guide to Program and Course Level Assessment." The report connects course and general education level assessment to program goals and outcomes. The 2012 HLC site visit recommendation that assessment at the course, program and general education levels be more clearly connected has been a key goal of the Academic Assessment Committee over the last five years. The assessment process has been reviewed and developed to assist faculty in better assessing student learning. Dental Hygiene assessment reports identify program goals, establish objectives, describe the measures and provide results and analysis and proposed action based on the results. The assessment report also connects to the general education objectives.

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

The institution assesses achievement of learning outcomes in its curricular and co-curricular programs. Annual academic assessment reports connect learning outcomes in the CIF with specific course assignments and co-curricular activities. For example, the Communication program includes assessment of the Speech and debate team, the Applied Media Promotions student staffed PR firm, Perimeter Road—the student staffed record label—and the annual David Jones Persuasive Speaking Contest in its assessment report each year. The Service Learning co-curricular program helps connect learning with community involvement and service. The Service Learning Report assesses the

completion and persistence rates of students who are involved in this program.

The General Education Subcommittee oversees assessment of the general education outcome categories. The assessment takes place across the college in the fall semester focusing on one outcome per assessment cycle. This enables the college to review how well the general education outcome is being assessed in courses throughout the curriculum. Data are collected and shared with the college in the spring. Sessions in the Center for Excellence in Teaching and Learning (CETL) review the data and develop responses to low-scoring components to support faculty in improving student learning in these areas.

The college established the First Year Experience in 2011 in order to support the college priorities of persistence, retention, and completion. The program encompasses a number of programs across academic and student services including Student Orientation, Advising and Registrations (SOAR), an annual fall convocation, iConnect mentoring program, and a learning community, Together We Achieve. FYE 101: Strategies for College Success, targets new students and measures their performance in the course with the goal of tracking their retention and persistence through the academic program. FYE 101 and the iConnect mentoring program are both good examples of assessment. The first year experience program uses data to assess the effectiveness of the goals in the course and also assesses the effectiveness of the co-curricular iConnect mentoring program. Data collected in 2015 shows that in general, persistence for students who were mentored had a 12% increase in fall to spring persistence compared to the general population of students. Also, overall course success rates were over 20% higher than the general degree seeking student population (See iConnect Student Outcomes 2015).

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

Program faculty and staff evaluate assessment data then determine next steps toward improvement. The annual program assessment report includes a Results and Analysis section as well as an Action Plan section. Programs report what they plan to do as a result of what they learned through course, general education and program assessment.

The College has had successful Title III programs which grew out of evaluation and assessment of our students showing a need for a consolidated and holistic approach to teaching, advising, and supporting developmental students. Our current Title III grant followed cohorts of first time degree seeking FT/PT students who entered Parkland College in 2006FA through 2010FA. Each cohort was tracked over two to three years to see how many attained momentum points towards credential attainment. The information gathered and the results of the ongoing grant provide important insights into the ways that we can support student learning on campus.

The development of innovative classroom spaces to facilitate student learning grew out of assessment of the learning environment and data about way to better facilitate student learning.

College wide assessment of a general education objective, Critical Thinking and Information Literacy, occurred in LAS 189: Introduction to Liberal Arts and Sciences. As a result of the assessment, changes were made to syllabi, course content, and assignment design.

4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Professional Development and Instructional Technology (PDIT) facilitates the adoption of innovative and effective practices in teaching, learning and instructional technology; and promotes the college's

culture of excellence, lifelong learning, and continuous improvement among all Parkland faculty and staff. As part of the PDIT unit, the Center for Excellence in Teaching and Learning (CETL) facilitates and enhances quality teaching and learning. The Center serves as the focal point for sharing of new information from invited speakers, engaging faculty and staff in professional development to support student learning, and advancing and promoting best practices and pedagogy in learning both online and face to face. CETL works closely with the Professional Development Subcommittee for faculty, which is faculty-driven and has the goal of supporting teaching and learning to support the participation of faculty and staff in the assessment process.

Faculty and staff participate in professional development (HLC Conference, IUPUI Assessment Institute, Illinois CC Assessment Fair) to learn about best practices to then share with colleagues across campus. Program faculty and staff determine learning outcomes for each course on the Course Information Form. Staff and administration in student service areas also determine goals relating to supporting students. Program faculty and staff evaluate assessment data then determine next steps toward improvement.

The curriculum committee, a constitutional committee of the Parkland College Association, is comprised of faculty from each academic department with full oversight of the curriculum process. Academic and support assessment are also PCA committees made up of college faculty and oversee the assessment at program and course level. A General Education subcommittee made up of faculty assesses the college's general education objectives. The Academic Assessment Committee (AAC) and the General Education Assessment Subcommittee are chaired by faculty and membership is comprised of faculty from across the campus.   The faculty members on AAC function as department representatives and assist faculty with assessment at the department level.

Sources

- 4B -AAC Guide
- 4B DEVELOPING+AN+ASSESSMENT+PLAN+FOR+A+NEW+PROGRAM
- 4B LAS assessment report 14-15
- 4B Mission+and+Purposes+of+the+Academic+Assessment+Committee+final
- 4B Title III Grant data 2006-2010FA Cohorts SummaryReports_1
- Course Information System
- Criterion 4.A.1.Catalog_2017-18
- Criterion 4.A.1.Catalog_2017-18 (page number 57)
- David Jones Persuasive Speech Contest _ Student Works _ Parkland College
- Dental Hygiene Assessment
- ENG 101 CIF
- ENG 101 syllabus
- Gen Ed Rubrics Critical Thinking and Information Literacy Presentation

- iConnect Student Outcomes 163
- iConnect Student Outcomes 163 (page number 3)
- InnovativeLearningSpaces-ClassroomRequestforDLS
- Service Learning Report_November 2015

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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

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

Parkland has participated in the HLC Persistence and Completion Academy since 2014 to help support the college strategic priorities of persistence, retention, and completion. The major goals of the Academy were to improve developmental education, enhance instructional design, and streamline student in-take and orientation.

Participation in the Academy is aligned with the goals established for the Title III grant. It is also connected to the strategic enrollment management initiatives in Student Services led by the Dean of Enrollment Management. This led to the creation of recruitment and retention councils to develop and measure college wide goals.

We developed The Anatomy of a Parkland Student model to provide data and context for better understanding our students. The five broad domains of the student experience (Academic, Social, Personal, Institutional, and Financial) allow us to look at various points in the institution which might be improved. The Retention Council developed a student withdrawal survey to help us learn more about the reasons why students do not continue in a class.

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

IAR creates a report every year for the entire college that outlines persistence, retention and graduation rates. This report is broken down by division, program and course, and provides useful information about student success across courses and programs. However, besides the course retention and grade distribution reports, the program level persistence data is not consistently used. There is a systems weakness in the persistence reports that we have been using: students are identified by program codes which are not always correct.This is a systems error that we know about

but have not yet developed a process to correct.

Health Professions programs participate in national peer-review accreditation bodies to ensure that they are meeting national standards.The Dean of Health Professions reviews the information and sends the information to her program directors who then share it with their faculty. Health Professions also look at why students withdraw and make adjustments to courses and programs based on that information in hopes to assist future students. Assessment is done on a yearly basis for their own use, every 5 years for ICCB, and yearly for state reports to licensure agencies. Health Professions has additional accreditations for each program outside of the HLC accreditation.

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

Evaluating how our students navigate the college by looking at the five student domains allow us to identify barriers to student success. The withdrawal survey results offer the opportunity to understand the various reasons which prevent a student from continuing in a course. Additionally, the college utilizes the course evaluation forms to collect data from students who completed the course and asks them why they didn't withdraw. The Strategic Enrollment Management plan outlines a comprehensive approach to persistence and completion which is a focus of our involvement in the Persistence Completion Academy.

Health Professions uses pulled data to make program adjustments and improvements. For example, EMT had a lower than normal completion rate. They reviewed the curriculum and determined that it had to do with the student needing 500 documented ride-along hours, which couldn't be obtained in one semester, so students were all receiving incomplete grades. They readjusted the course and the way ride along hours where cataloged to address the issue without compromising the integrity of the course.

Career and Technical Education has adopted a cohort model to help better track program persistence and completion. The CTE division is participating in OCCRL's Pathway to Results (PTR) data analysis for equity outcomes project. Using the PTR model, the division was able to plot student persistence and completion data for two career programs with the help of IAR research analysts. The model used disaggregation of data to show where in the pipeline students are being lost. This has enabled the programs to make structural changes in how courses are offered. It has also started discussions on student support issues to help the typical career student balance life responsibilities with academic demands. The PTR cohort tracking data worked around the program code issue by identifying the cohort through student enrollments in the required one or two courses for every student seeking a credential in the program.

4. C.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.

Parkland chose to be part of the Community College Benchmarking Project (NCCBP) beginning in 2012 in an effort to develop a more robust set of data to support goal-setting and strategic planning. Participation in NCCBP also allows the college to compare itself to other institutions. The College Planning Committee selected key performance indicators to compare our performance with those of peer institutions.

Results from the key-performance six categories are presented in a dashboard format on the public website along with a scorecard which measures the overall performance of the college. The dashboards track the current data and also measure the improvement as a percentage of the 2013 baseline data. The overall goal for the college is to be above the 75% benchmark of our peer institutions.

The college measures completion and student persistence, and also looks at course success in developmental courses in math, reading, and English. It also tracks course enrollee success in college level writing, algebra, and speech communication.

Sources

- 2017SP Non-Health Withdrawal Report
- 4C Retention+Council+Goals
- Anatomy of a Student PP final
- Fall 2016 SEM Update Board Report -Final v.2
- Performance indicator selections by CPC 3.14.2013
- Scorecard
- Withdrawal Survey - Admissions (Final 1.30.17)
- Year 1 PTR_FINAL REPORT_FY17 Parkland College

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

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. All faculty are evaluated and the college is working on the development of tools for evaluating online teaching. The college maintains strict controls on the quality of its programs, and supports its students with placement processes and support services designed to help them achieve their goals. The college is committed to ongoing assessment of student learning. All faculty are expected to align with the stated goals, learning outcomes, and methods of evaluation stated on the form. The CIF is regularly reviewed at the department, institution, and state level to ensure we meet stated goals for student learning. The Course Information Form (CIF) clearly articulates the learning outcomes, general education learning outcomes, and methods of evaluation which are required components of each course. Faculty and staff meet established criteria within each discipline and are offered professional development and sufficient resources to support effective teaching and learning. The method of faculty evaluation has been identified as an area for discussion as there is a desire to integrate evaluation and professional development in a more peer review focused process. The college evaluates all credit that it transcripts and accepts transfer credit in accordance with all required laws and is in the process of developing internal processes for dealing with non-traditional learning. The College has participated in the HLC Persistence and Completion Academy since 2014 to help support the college strategic priorities of persistence, retention, and completion. This effort also aligns with the work of the Title III federal grant. Parkland students experience further enrichment through the range of co-curricular programs offered at the institution.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5. A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Parkland College depends on three basic revenue streams: local property taxes, Illinois Community College Board credit hour and equalization funding grants, and student tuition and fees. In FY 2016, these totaled $49,506,448 with 54% coming from student tuition, 39% from local government (EAV) and only 2.5% from state government. The remaining 4% resulted from grants sales and services, investments, and other rental income. In FY17, gridlock at the state level has resulted in stop-gap funding for FY16 and FY17 significantly reducing the total amount of expected state revenue. The return from EAV has been virtually flat from Tax Year 2009 to Tax Year 2015, but increased 4.5% in current Tax Year 2016. These factors, in addition to decreasing enrollment, has led to four years of deficit spending with funds coming from the Fund Balance, which has decreased to 15.57% of total operating expenses as of FY2016. The college has made adjustments to the student tuition and fee rates to make up for the decline in funding.

Despite the significant decline in state funding, the college has maintained strong fiscal support of its academic and student services mission. The College maintained excellent and prudent control of its expenditures and maintained a healthy fund balance which enabled us to retain academic options for our students. While the college has certainly had to make difficult choices including the reduction of staff, it is well positioned to begin the investment in the future.

Parkland College supports its operations with budgeting that is transparent, inclusive, and responsible. The budgeting process begins in January each year and is finalized with the approval of the board of

trustees in September. The President, Vice-Presidents, and Chief Financial Officer (CFO) serve as the foundation for input into the process, which includes revenue projections, staffing plans, capital improvement plans, and departmental budget requests. However, there are many inputs into the budgeting process through the annual planning process.

Parkland College has sufficient human resources to support its mission. Parkland currently employs 143 full time faculty and 19 non-teaching faculty who work as counselors and librarians and emeritus, and approximately 245 part time faculty members. Full time faculty teach 62.4% of courses and part time faculty teach 37.6% of courses. The FT/PT goal based on the National Community College Benchmarking indicator is between 55%-65%/35%-45%. The average credit section size is 16.3 students per class and the student to faculty ratio is 14.5.

Parkland College is committed to diversity, inclusiveness, excellence and professionalism. This commitment is central to Parkland's employment procedures for new or vacant positions as they arise within the College. The purpose of Policy 4.01 is to ensure consistency in hiring practices throughout the College and to provide specific instruction to all who are involved in the hiring process. Efforts are made to recruit a diverse applicant pool through the use of local community groups and organizations, local and national professional organizations, and various forms of media that reach a diverse audience.

Parkland College has ample physical resources to provide instruction for students and to maintain operations. A campus master plan was created in 1996 and was updated in 2014. The year 2014 brought the opening of a 120,000 square foot Student Union which, for the first time, centralized Student Services, including Admissions, the Office of Disability Services, Financial Aid, Counseling and Advising, Student Life, the college bookstore, a cafeteria, the Assessment Center, Veterans Services, Administrative offices and others. "This effort updated facility needs based on administrative, faculty and staff input, analyzed and projected long term growth and highlighted various other issues important to future campus development. Anticipation of and adaptability to change, quality educational and campus life experience, affordability, sustainability, community/partner relationships and competitiveness with other similar institutions were all identified as critical factors in shaping a successful future for Parkland College"

The addition of the Student Union provided for the restoration of classroom space in the central campus. Faculty and staff were involved in the prioritization of back-fill space. The result was the addition of eight classrooms. After the relocation of the college bookstore, the resultant space was remodeled for four biology laboratories with funding coming from the master plan. Parkland faculty were instrumental in the design of the lab spaces with technology, student learning and safety at the forefront.

Parkland College has the technological infrastructure to support the College's mission.

The College hired Moran Technology Consulting to provide input on operations, services and governance. They presented their report in March 2014 after a thorough investigation of current practices, including 38 stakeholder focus groups. The result was a vision statement and committee structure for Information Technology as detailed in the Parkland College IT Governance document. Thirty-nine new initiatives, nine process improvements, and an equipment replacement plan, were some of the outcomes of the planning process. Initiatives included the hiring of a Chief Information Officer (October 2014), upgrading and modernizing the College's email and collaborative services, introducing a knowledge base system to allow for technical self-service help (358,431 hits as of December 2016), implementing Lynda.com system for video tutorials and skills training (48,082 hits in 2016), retirement of the mainframe system, developing IT annual strategic planning process and

linking to the campus-wide plan and budget, a review of the Colleague administrative software, and an expanded support strategy.

In addition, Campus Technologies continues to support critical administrative systems for providing student and administrative services such as Enrollment Management, Registration and Record, Financial Aid, Human Resources, etc. In 2015 and 2016, the College implemented major infrastructure improvements which included quadrupling internet connectivity bandwidth, expanding and upgrading the campus WiFi system and replacing the campus Firewall to improve cybersecurity. The Campus Technologies department supports approximately 2857 computers and 84 computer lab spaces.

The Tech Service Desk was created to more effectively support Parkland College faculty, staff, and students. It was created as a centralized location so all employees could get technical assistance if needed. This initiative was implemented on March 30, 2015. The Tech Service Desk has had a positive impact on Parkland faculty, staff, and students. Over 20,369 requests have been addressed since inception.

IT Governance: The goal of this initiative was to improve the IT Project intake process, prioritization of projects, and monitoring of overall IT performance. As demand for IT services continues to increase without financial resources and staffing increasing, we must improve our planning and better collaborate between IT and administrative and academic offices. The IT Governance structure includes the following committees: Executive Technology Committee, Instructional Technology Committee, Cross Functional Committee, Student Working Group, HR Working Group, Finance Working Group, Business Intelligence Working Group, Infrastructure Committee, and Web Governance Committee. Each committee meets on a regular basis and reviews and makes recommendations or decisions on IT initiatives. The IT Governance structure was implemented in January 2015. This initiative has successfully enabled users to request IT projects and easily see follow their progress while providing a mechanism for informed decision making at the executive level. Since the implementation of the governance structure Campus Technologies fulfilled over 1600 requests and 26 major technology projects approved and funded.

All funding decisions are connected to the strategic plan, including purchases and the applications for grant funding. The focus on persistence, retention, and completion as strategic priorities and the creation of the IDEAS fund to help financially support those priorities, is a clear indicator of how the college has carefully allocated its reduced resources in areas with the greatest possible positive impact. Further, the college's strategic focus on exploring sustainability programs to save energy and construct energy efficient buildings, has resulted in significant savings and rebates to the college. The college recently created a Green Revolving Fund, under the direction of the Dean of Institutional Effectiveness and working with the Sustainable Campus Committee (a PCA constitutional committee), which will continue the work of finding sustainable projects which will result in quick payback to the college. The fund is intended to grow and remain fluid enabling the college to prepare for major energy and retrofitting costs in the future. A Green Revolving Fund Coordinator was hired in June 2017 to coordinate and improve overall sustainability efforts throughout campus.

5. A.2 The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The budgeted operating expenses for FY17 show 48% of the budget is dedicated to instruction with an additional 9% for instructional support and 8% for student services. Despite the reductions in state support, the college's tentative operating expenses by program budget for FY18 show 46% for

instruction and 9% for academic support and student services respectively demonstrating that the educational purposes are not adversely affected by either unexpected financial shortfalls or other allocations. Departments may participate in an equipment request cycle each spring.

Each year the college allocates a specific dollar amount to technology, salaries for faculty and staff based on their contracts and specific dollars to student services areas which are all part of the college's strategic goals. The allocation of the salaries would be achieved through the staffing plan.

5. A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

The college mission and purposes statements are reviewed by the College Planning Committee on a two-year cycle. The College Planning Committee is chaired by the Vice-president for Institutional Advancement and consists of fifteen representatives from each area of the college, collective bargaining groups (both faculty and staff), administration, and assessment committees. The committee is charged with ensuring all future planning is in line with the college's mission and purposes statements.

5. A.4. The institution's staff in all areas are appropriately qualified and trained.

Parkland College's Office of Human Resources maintains job descriptions which include minimum qualifications. All applicants are screened to ensure these minimums are met during the hiring process. Search Committees are required to create/submit scoring rubrics/matrixes to HR for review.

For faculty positions and accreditation purposes, HR requests official transcripts for hired employee's highest degrees. These are kept in the employee's personnel file.

The HR department reviews all Professional Support Staff job descriptions through an ongoing process. Additionally, Professional Support Staff have an annual opportunity to request their positions be reviewed through the Job Evaluation Committee.

A new employee orientation is conducted annually/semi-annual for all new employees occupying full-time positions. Academic Services conducts a PT faculty orientation every Fall/Spring.

HR has implemented a Supervisor training program for all supervisors.

Since 2012, the Center for Excellence in Teaching and Learning has offered seven EDU courses for professional development, an average of 4 different classes a year. These courses have been taken by 334 total faculty and staff, an average of about 67 people a year. In that same time CETL/PDIT has offered 1,432 short, usually one hour, sessions on professional development for faculty and staff, an average of about 286 a year. These sessions have been attended by 5,286 total faculty and staff, an average of about 1,057 a year.

5. A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

The CFO and Controller oversee the budget on a day-to-day basis. This is in addition to managers and directors overseeing departmental budgets throughout the year. Each department has an approved budget that is reviewed and adjusted each fiscal year. Departmental spending is monitored throughout the year. The Board of Trustees approves financial statements at each board meeting which would include any changes/adjustments to the budget. Additionally, they approve purchases over twenty thousand dollars.

Sources

- 5 A Moran Report
- 5A. Ideas Program
- 5A.4. Job Evaluation Committee
- 5A.Moodys Parkland CCD - Final Report 04152016
- 5A.Standard & Poors Parkland Rationale_4-28-2017
- 5C. Sources - Policy and Procedures
- Board policy approval
- BOT Athletics Accomplishments
- BOT course fees review
- BOT Principal & Superintendent Meeting
- BOT Sabbatical
- BOT Summary KPI Presentation
- BOT Surgical Tech Award
- BOT updates due to mandates
- BOT updates Title IX Legislation
- Budget 2016-17
- Budget 2016-17 (1)
- Budget 2016-17 (1) (page number 9)
- Budget 2016-17 (1) (page number 29)
- Budgeted Operating Expenses by Program FY2017 Final
- Budgeted Operating Expenses by Program FY2018 TENTATIVE
- Campus masterplan-2014 update
- Campus masterplan-2014 update (page number 3)
- Campus masterplan-2014 update (page number 14)
- Connie Macedo email
- Faculty Student Ratio KPI
- GRF Charter
- GRF Funds Transfer Request Q1 2017
- IT Management - IT Governance Structure
- IT updates
- Parkland College - About Us - Mission & Purposes
- Parkland Policy and Procedures Manual
- Parkland Policy and Procedures Manual (page number 72)
- ParklandAuditFY16
- ParklandAuditFY16 (page number 72)

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5. B.1 The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Parkland College Board of Trustees serves as the governing board for approval of expenditure of funds, including contracts, large purchases over $20,000, and requiring that all large purchases are tied to the strategic plan.

The Board of Trustees reviews and approves the prepared annual budget submitted by the Chief Financial Officer and retains an auditor to meet its legal and fiduciary responsibilities. Another responsibility is approving all bargaining unit contracts as well as all hiring and terminations of full time employees. This action is a monthly agenda item as evidenced in the monthly Personnel Reports on the Board of Trustee's minutes.

The Board of Trustees remains knowledgeable about proposed changes to polices, fees, programs and legal updates through presentations to the Board as needed. The PCA President's report provides information about policies currently being considered through the policy and procedures committee of the Parkland College Association as proposed changes to the Parkland College Policies and Procedures Manual. The Board approves all policies.

The Board members are informed of annual changes requiring Board approval in February and are also informed of any significant updates that are needed due to new mandates and federal or state laws, for example Title IX legislation changes. As part of the annual update process, the Board of Trustees reviews and considers the approval of the course fee schedule developed by the Vice President for Academic Services. The Board is kept knowledgeable about the institution through presentations on faculty and staff activities. Faculty members give a presentation to the Board of Trustees after their sabbatical.

The Board of Trustees is updated about Athletic Department accomplishments both on the field and in the classroom.The Board members are given updates on changes to academic programs. For example, Dr. Ramage, in his President's Report, congratulated Parkland's Surgical Technology Program for earning the Merit Award from the National Board of Surgical Technology

and Surgical Assisting. The president communicates interactions between the college and high school partners to discuss dual credit.

Annually, the Board of Trustees is given an overview of the Key Performance Indicators and their peer groups. The Support and Academic Assessment chairs give an academic assessment report on an annual basis. The Board of Trustees is provided with a tour of new areas of the college.

5. B. 2. The institution has and employs policies and procedures to engage its internal constituencies —including its governing board, administration, faculty, staff, and students—in the institution's governance.

Parkland College is committed to an engaged self-governance model that operates through its Parkland College Association. As described in policy 2.07, the PCA represents the interests of students and all employees at Parkland College. The Parkland College Association serves to facilitate communication within the College, advance the College's goals and objectives, by being an integral part of the self-governance process and participates in the development of policy. The monthly Parkland College Association (PCA) meetings give the various constituents in the college the opportunity to engage in communications and shared governance.

During these meetings Parkland College's President provides updates, including board actions. At the PCA meetings, administration, faculty and staff engage and interact in various methods involving the institution's governance. The Vice President of Administrative Services provides a budget update at the PCA meeting each Spring.

Parkland College's Institutional Planning process integrates the three main planning processes here at Parkland College: Strategic Planning, Annual Planning, and Budget Planning to engage the internal constituencies in the planning process.

There are many other constituencies within the college which demonstrate shared governance.The College Council consists of all college administrators who engage in interactive dialogue around important issues. For example, the college council had a session on each of the five HLC criteria. Staff and faculty are eligible to serve on many PCA committees through regularly held elections.

5.B. 3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The Curriculum Committee reviews and approves new courses and programs for the College. The committee is made up of faculty and administrators. Input is collected from advisory groups made up of community employers to provide the "Labor and Market Need Information."

Career Programs have Advisory Committees to review and provide recommendations on needed coursework and employee skills and feedback needed for industry-related careers. Plagiarism is discouraged at Parkland College and is evidenced by our Academic Honesty Affirmation.

Each sub-discipline (e.g. chemistry, biology, kinesiology, etc.) in the Natural Sciences Department elects one representative to serve on the Departmental Council. The representatives collaborate with the department chair toward forming the policies and procedures for the Natural Sciences Department.

The Vice President for Administrative Services, the Vice President for Student Services and the Comptroller meet with Student Government every year to obtain feedback from students on proposed

changes to tuition and fees.

The President schedules dates and times each year for Staff & Faculty Forums. Each employee group is provided an opportunity to attend and ask the President any questions during the scheduled session. The President regularly is available in the student union to meet with students, and at all other times when people request meetings.

Sources

- 5B. Board of Trustee Minutes 2016
- 5B. Board of Trustee Minutes 2016 (page number 4)
- 5B.3. Academic Honesty Affirmation
- 5B.3. Advisory Committees
- 5B.3. Curriculum Committee
- Board policy approval
- BOT Athletics Accomplishments
- BOT course fees review
- BOT Principal & Superintendent Meeting
- BOT Sabbatical
- BOT Summary KPI Presentation
- BOT Summary KPI Presentation
- BOT Surgical Tech Award
- BOT updates due to mandates
- BOT updates Title IX Legislation
- Parkland Policy and Procedures Manual
- Parkland Policy and Procedures Manual (page number 36)
- Planning Charts
- Policy 8.06 Academic Honesty

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5. C. 1 The institution allocates its resources in alignment with its mission and priorities.

5. C. 2.The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The institution allocates its resources in alignment with its mission and priorities. The college has maintained strong support of its academic and student services mission and has prioritized those areas of the institution which align with the focus on retention, persistence, and completion.

The comprehensive annual planning process takes into account contractual obligations from the bargaining units. Each area of the college enters planning items which are connected to the college strategic plan, identify assessment area, and connect to key performance indicators. For example, the Fine and Applied Arts annual plan inputs demonstrate the development of new initiatives to connect student learning to the larger community with no direct budget impact. Health Professions provides a straightforward equipment request and a plan for replacing on a timeline connected to available funds. Even when funds are not available, the item remains in the plan for review and inclusion in following year's planning so that there is an institutional record.

An initial budget is developed and a workshop is conducted for the Board of Trustees usually at their January or February meeting. In response to HLC concerns raised in the 2012 visit, the college has ensured that decisions about the use of resources in the college are tied to the strategic plan; the PCA remains fully apprised of all issues related to the budget; and people at all levels in the institution are able to participate in the planning process. The President and the vice presidents make the ultimate decisions on hiring and capital expenses and these are approved by the Board of Trustees. Board members have direct input as to where the college should focus its finances and board meetings are open to the public.

The final budget is presented to the Board of Trustees for approval no later than September each year. A tentative budget is made available to the public 30 days prior to final Board approval, and a general budget workshop and open hearing are also public events. A budget workshop presentation is conducted for the Parkland College Association (PCA) prior to the board meeting in February. The

general purpose of the PCA is to provide advice, counsel, and assistance to the President of the College and to the Board of Trustees in order to promote and to develop the goals and philosophy of Parkland College. The PCA, through its robust committee structure, has the authority and responsibility to participate fully in the formulation and implementation of policies and practices concerning: Teaching faculty, Nonteaching faculty, Professional Support, Administration, Confidential staff, Health and Safety, Students, Part-time faculty and staff participate in PCA. All faculty and staff have access to the PCA page on the portal which provides access to agendas, minutes, committees and policy updates.

An external audit of the financial statements is completed each summer. At the April 20, 2016 board of trustees meeting, it was reported that Moody's Investor Service had downgraded the college's rating from Aa2 to Aa3 due to the state's fiscal situation and declining enrollment. The most recent Standard & Poors rating affirms the college's AA/Stable rating. The current situation in the state has required the college to make some difficult decisions with regard to not filling positions and the non-renewal of contracts for tenure-track faculty. Every effort has been made to ensure the core educational functions of the college have been impacted as little as possible.

5. C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. The Strategic Plan for Excellence is a college-wide process

The college carries out comprehensive planning of its facilities and operations. All planning is under the umbrella of the college's Strategic Plan. Master planning for facilities and grounds is conducted and updated on a regular basis. The Annual Planning process gives everyone in the institution an opportunity to input requests for personnel, equipment, or physical structures or improvements. Each entry is linked to the strategic plan and then the director or department chair approves up to the vice president level. It connects learning outcomes and strategic planning and matches the college mission. The Perimeter Sound Recordings example, outlined in this annual plan proposal, has been referenced earlier in the document as a successful entrepreneurial learning opportunity for our students.

The president and VPs review the personnel requests and approved positions are included in the draft of the annual budget. The budget is presented to the board in its annual budget workshop. Given the significant challenges at the state level, the college has been forced to delay or not fill vacated positions. However, the college has maintained the academic and support services to ensure that there is minimal disruption to the provision of academic and support services for our educational mission.

Annual plans are reviewed by the College Planning committee and reviewed annually by the Board of Trustees. The annual budget includes additions to staff and budget for equipment. Each individual unit receives budget sheets prior to the start of the fiscal year and is able to make adjustments in consultation with the controller and the CFO.

The college has identified persistence, retention, and completion as strategic priorities and requests which will support those priorities are given precedence. One example would be the hiring of a marketing director and establishment of a strategic marketing plan which is closely tied to the college's strategic enrollment efforts.

5. C.4. The institution plans on the basis of a sound understanding of its current capacity.

Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

While we are undergoing a period of uncertainty with regard to state funding at the moment, all

decisions are balanced with considerations on the impact to academic programs, continued course offerings, and services which support our students. Due to its conservative growth of the college fund balance, the college was able to withstand the loss of full state funding over the past two years.

The college continues to evaluate those academic programs which are areas of potential growth for enrollment. The college's participation in the Career Agreement will potentially create opportunities for enrollment in areas of high growth.

5. C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

The Technology Master Plan governance structure serves the fulfillment of the Strategic Plan for Excellence. The strategic enrollment planning connected with strategic marketing initiatives, which are in development, will provide us with a data-driven process for gauging enrollment potential in several components of demographic shift such as Dual Credit enrollment, high school graduation rates, and overall demographic trends.

The College is well positioned to serve students from all demographic areas. It has a large international population thanks to the proximity of the University of Illinois at Urbana-Champaign. The college has made significant efforts to plan for the future through the development of sustainability plans especially through the introduction of the Green Revolving Fund. In June 2017, the college hired a part-time Green Revolving Fund Coordinator who will focus on the sustainability efforts of the college. As a result, the college agreed to be Part of the Billion Dollar Green Challenge. The students are introduced in transfer and non-transfer areas to multicultural and global experiences to prepare them for transfer or entry into the workplace. Student have access to international fairs and access to many study abroad opportunities.

Sources

- 5 C Health Professions equipment
- 5.C Operational Plan Search
- 5C. Emergency Operations Plan
- 5C. Sources - FAQ
- 5C. Sources - KPI Dashboards
- 5C. Sources - PAE Contract
- 5C. Sources - Parkland at a Glance_FY2017
- 5C. Sources - PCA Constitution
- 5C. Sources - Policy and Procedures
- 5C. Sources - PSS Contract
- 5C. Sources - PTFO Contract
- 5C. Sources - Public Safety Officers Contract
- 5C.1 and 2. PCA Committe Team Up
- Annual Planning 2017
- BDGC Agreement Document 2017

- Budget workshop notice
- FAA Lighting
- FAA Perimeter annual plan
- GRF Charter
- IT Management - IT Governance Structure
- ParklandAuditFY16

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5. D.1 The institution develops and documents evidence of performance in its operations.

The Dean of Institutional Effectiveness and the office of Institutional Accountability and Research (IAR) develops and documents evidence of performance in its operations. Following the HLC visit in 2012, the College acted on their advice to expand qualified personnel in the IAR and establish bench-marking in order to systematically improve college performance. The office is responsible for all compliance reporting to federal, state, and accreditation agencies, compiles data for the National Community College Benchmarking Project (NCCBP), the Voluntary Framework of Accountability (VFA), and administers the Noel Levitz Employee Survey and CCSSE and CCFSSE surveys. IAR is also responsible for all student course and faculty evaluations (via paper and on-line) in every academic section taught on campus. The Dean regularly presents summaries and comparative reports to the college and the Board. IAR coordinates data collection and individual research projects for Title III and also for the HLC Persistence and Completion Academy. All areas of the college work with the IAR office to complete required and research data projects for continued information-based decision making.

In an effort to be transparent, all compliance data submitted to state and federal agencies is available on the IAR public website. The Parkland at a Glance page incorporates summary data from a variety of college, state, and federal reports. Finally, the Grants office, which is part of IAR, provides an annual report which aligns grant proposals with strategic goals. IAR is also responsible for all academic and internal facilities scheduling as well as coordinating campus sustainability efforts with the Green Revolving Fund Coordinator in tandem with the sustainability committee.

Parkland College, through its Colleague software, documents performance in academic and non-instructional units across the campus. The Office of Financial Aid and Veteran Services uses Colleague reports to ensure compliance with Parkland policies, state and federal regulations, and to help with recruiting for the Office of Admissions and Records. Some examples of the reports that we utilize include: Exception report to ensure that students utilizing student employment or federal work-study funds are in the proper credit hours and are maintaining a satisfactory GPA; reports to help adjust financial aid/veteran benefits depending on the students enrollment and residency; reports that list Gainful Employment programs to ensure we are reporting proper disclosures/rates; reports for the Veterans Administration to ensure that Parkland is compliant with the 85/15 rule; and reports of students who have applied for financial aid at Parkland but haven't yet applied to the College.

Additionally, units on campus are beginning to develop functionality in Colleague Reporting and Operating Analytics (CROA) so that individual managers have access to specific data in real time. One of the challenges for the college is to provide data in real time to enable people to make decisions. While a data governance team was developed as part of the restructuring of IT Governance,

it has not yet been fully implemented. Goals for this committee include development of a data dictionary, development of a data ownership and stewardship structure, and development of a fully operational CROA set of universes which will allow data to be accessed and used by units across the campus. In Fall 2017, the Dean of Institutional Effectiveness will work collaboratively with the Chief Information Officer in data governance efforts. There are some universes and reports created, but it is not yet fully developed.

Parkland College has developed and documented evidence in its operations through the use of six Key Performance Categories (KPC) and 56 individual Key Performance Indicators (KPI). Adoption of the National Community College Benchmarking Project standards allowed the college to evaluate all its operations in comparison with peer institutions and set targets. The college also participated as a pilot member of the Voluntary Framework of Accountability which allowed for more nuanced evaluation of our transfer and completion given our high transfer numbers to neighboring colleges especially the University of Illinois at Urbana-Champaign and Eastern Illinois University. Finally, the college participates in the HLC Persistence and Completion Academy both as preparation for formative practices throughout the institution, and also to understand our students, implement changes in academic and student support services, and create a culture which is constantly evaluating and analyzing behaviors in an effort to better predict how we can have the greatest impact on student success.

5 D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Parkland uses the Key Performance Indicators to evaluate its performance in areas of enrollment, demographics, student success and satisfaction, faculty and staff ratios, and cost and budget. The KPIs were selected by the College Planning committee in 2013 and are reviewed annually. In order to evaluate our performance in comparison to other colleges, most of the KPIs are compared to benchmarks from either IPEDS or the National Community College Benchmarking Project. The KPIs are shared annually with the Parkland College Planning Committee and are available on the Institutional Accountability and Research website as dashboards. The Parkland College board of trustees reviews the KPIs annually.

1. The first KPI looks at Student Counts and Demographics.

Parkland College ranks in the 75% percentile or higher in comparison with its peer group in the areas of credit student penetration rate, the percentage of all high school graduates enrolling, and the percentage of minority credit students.

- The number of full time credit headcount is in the moderate category when compared with the five year average.
- The non-credit student penetration rate, the percentage of high school concurrent enrollment headcount, the non-credit headcount, the percentage of developmental credit hours all fall below the 75% percentile, while the part-time credit headcount and non-credit headcount fall below the five year average of these numbers.
- Financial Aid and Veteran Services visit high schools in District 505 to present on financial aid and FAFSA completion. Attendance for 2014-2015 was 520 student/parents (an increase of 4.4% from the previous year).
- Financial Aid and Veteran Services also does many presentations throughout the community including Money Smart Week presentation at Human Kinetics, Illinois Department of Employment Security Initiative, and Veteran Hiring Event.
- Admissions and Records visits District 505 high schools for application completion. Fall

Application Completion Days netted 190 people in fall 2016. Admissions and Records also plan many events for the high school and community including Student Parent Information Night (SPIN) where 207 student/parents attended.

- Dual credit consistently shows increases in enrollment. Dual credit students often continue at Parkland after graduating from high school. Recently, the Early College and Career Academy was established. It allows high school juniors and seniors to earn credits that count toward a high school diploma and college, in engineering technologies, health care, and criminal justice.

In response to dropping enrollment the college has seen the following:

- Enrollment Management Team goal: increase recruitment and student retention. Some of the ways that they are doing that: revise application/process to make it easier, revising withdrawal process and form to make it harder to withdraw (i.e., provide help to keep them in the class if they can), and find out why students are withdrawing.
- Just joined the Illinois Career Agreement consortium that will allow us to recruit new students into programs that are not available at their home college.
- Non-credit/community education: just launched an online registration system to make registration and payment easier. We will see if non-credit enrollment improves.

 2. The second KPI looks at the Completion Retention, Transfer, and Success rates.

There are 19 categories in this KPI, and 17 of the 19 fail to meet the benchmarks. These categories involve completion in full and part time first time students; completed or transferred in three years for both full and part time students; fall-to-fall and next-term persistence rates; success rates in developmental math, writing, reading, first level math; and writing success rates all fail. In addition to that, composition I, composition II, college algebra, and speech courses all fail to score in the 75th percentile. Faculty in all of these departments are working to improve these success scores.

Title III report data from 2015 and 2016 show promising results from various interventions in response to these data.

In response to these items, the following has taken place:

The Title III Grant Project "Pathways to Accelerate Student Success" is addressing student success with the following strategies to accelerate movement through developmental courses, increase success in gateway courses, and provide more support for students.

- contextualized CCS curriculum
- co-requisite model for ENG-099/ENG-101 (for students who place into ENG-099 so they can take ENG-101 right away with supplemental instruction) was developed and expanded
- Math courses 060, 072, and 098 were redesigned in 2015FA and resulted in an increase in student success
- BIO-121 (a gateway course) was redesigned. In 2016FA, it showed a 12% increase in student success (C or better)
- FYE-101 (college success course) was redesigned and increased enrollment
- iConnect peer mentoring was established
- We are piloting student planning software that will allow students to track their progress toward a degree
- CROA was rolled out to help relevant parties get access to data. It is being used by admissions, the Arts and Sciences division, and Institutional Accountability and Research (among others)
- We participated in the HLC Persistence and Completion Academy

3. The third KPI reviews student satisfaction and engagement.

- In four of the seven categories, the college scored higher than the seventy fifth percentile in student effort, student-faculty interaction, support for learners, and being employed in a related field.
- Active and collaborative learning academic challenge, and pursuing education are categories where the college moderately meets the benchmark.

The college participates in surveys of students and faculty using the national CCSSE instrument. A comparison report demonstrates some interesting trends. These data informed some of the discussion around the Anatomy of a Student discussion which began with an analysis of how we might perceive our students.

4. The fourth KPI reviews faculty to staff ratios.

- The college still has a desired approximately 62.4 percent of the course taught by full time faculty. Ratios of employees in career services, counseling and advising, recruitment, admissions, and registrations all meet established benchmarks.
- The college fails to meet desired benchmarks in average class size, student/faculty ratios, financial aid, and student activities.
- Parkland has used the Noel-Levitz employee survey so that we can compare our results to a comparison group of other 2-year colleges.

5. The fifth KPI reviews distance learning metrics.

- The college moderately meets the benchmark regarding success of enrollees, but does not rank in the 75th percentile or higher in number of distance learning total credit sections.

6. The sixth KPI reviews the cost and budget.

- The college meets the benchmark by falling within ten percent of the 50th percentile ranking in cost per credit hour and cost per FTE student.
- The college moderately meets the benchmark of obtaining 33% of its overall revenue from local sources.
- The college fails to meet the benchmark of obtaining 33% of its total revenue from each of state sources and tuition and fees. The college also fails to fall within 10% of the fifty percentile of expenditures per FTE employee.

Sources

- 2015 Parkland Climate Survey Results
- 5. D FY16 Grants Annual Report
- Anatomy of a Student PP final
- CPC CP Joint KPI Meeting 1.2015

- Key Performance Indicator Benchmark Data 2015
- Key Performance Indicator Benchmark Data 2015 (page number 1)
- Key Performance Indicator Benchmark Data 2015 (page number 2)
- Parkland at a Glance_FY2017
- Parkland CCFSSE 2014 Frequency Distribution Student and Faculty Items
- Parkland CCSSE 2014 Exec Summary
- Parkland College - Institutional Accountability & Research - Data & Reports
- PC Benchmark Data 2016 kk (1)
- Performance indicator selections by CPC 3.14.2013
- Year 1 Title III Outcomes Report (FY15)
- Year 2 Title III Outcomes Report (FY16)

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Parkland College has sufficient resources, structures, and processes to fulfill its mission of engaging the community in learning. The primary focus of its allocation of resources is for educational purposes. The college has realistic goals, well qualified staff, and a budget process that will allow the college to prepare well for the future. The governing board is knowledgeable about the institution and allows the administration, staff, and faculty do the work of running the college. The Parkland College Association is unique in how it permeates and includes all areas and members of the college including students. It ensures that the processes and experiences are collaborative.

Planning throughout the college is systematic and linked to the mission and strategic plan. Allocation of resources is linked to the mission and the strategic priorities. The adoption of the NCCBP KPIs has enabled the college to plan with reference to benchmarked data. The college is creating planning documents around technology, enrollment management and student success, and marketing to be fully prepared for the future. The college is fully engaged with its education and industry partners and has the ability to respond to their needs and opportunities for growth.

While still in its early stages, the college has made significant strides towards a data-driven decision-making structure which is focused on effectiveness and sustainability of its physical, fiscal, and human resources.

Sources

There are no sources.