

# Instructional Leadership Team (ILT) Summary

## Instructional Leadership Team Early History

When the Instructional Leadership Team (ILT) was first formed in 2014, it served as a sub-committee of the Executive Team. The membership of the Instructional Leadership Team consisted of the Chief Academic Officer (CAO) as chair, the Dean of Student Services, and the Director of CTE Health and Human Services. At that time, ILT's primary function related to instructional reporting and compliance.

At the March 2017, College Council (CoCo) meeting, the CAO proposed expanding ILT by adding a faculty member from General Education, a faculty member from Career and Technical Education, the Manager of Enrollment Services, the Manager of Library and Information Services, a representative from Institution Research, and other ad hoc members as needed. The reformatted ILT was to discuss college-wide instructional issues and serve as a conduit for information back to CoCo. CoCo members agreed, and approved the new structure at the April 2017 College Council.

## Current Membership

The Instructional Leadership Team continued to develop and expand, and by Spring Term 2019, the team had grown to include additional part-time and full-time faculty from General Education and Career and Technical Education disciplines, and additional staff from Instruction and Student Services.

Membership now includes:

- Six Faculty
  - Four full-time faculty and two part-time faculty
  - Four transfer faculty and two CTE faculty
- Five Administrators/Staff
  - Chief Academic Officer
  - Library and Information Services
  - CTE administrator
  - Registrar
  - Advising Representative

The team meets bi-monthly for 1.5 to 2 hours throughout the academic year. This past Spring Term, the team selected one of the part-time faculty members as the Chair of ILT. The Chair and the CAO meet bi-monthly to set the agenda in advance of the meetings.

## ILT Functions

The Instructional Leadership team serves to fully engage faculty and instructional support staff in working collaboratively across institutional functions and units to foster fulfillment of OCCC's mission and accomplishment of its core theme objectives.

ILT has evolved to assume four institutional functions:

- OCCC Curriculum Committee
- Academic Policy and Standards

- Instructor Qualifications
- Core Theme Planning (Educational Pathways)

Additionally, ILT explores instructional issues around academic quality and teaching excellence. Some specific areas of emphasis include Instructional topics related to the following:

- Outcomes and Metrics for Assessment of Core Themes
- Data Management & Analysis
- Program Review (SPAR) and Course and Program Outcomes Assessment
- Guided Pathways
- Instructional Standards

The Instructional Leadership Team is a recommending body. Recommendations from ILT are forwarded to the CAO and College Council for review and consideration.

- ILT is the receiving body for proposed curriculum. The proposal is reviewed, and then a recommendation is forwarded to CoCo for a vote. (Currently OCCC's accreditation status prevents the College from adopting curriculum that differs from that of PCC except in those programs unique to OCCC; consequently, much of this work has focused on approving through our own curricular process modifications to courses and programs when PCC makes changes to any curriculum that is shared by OCCC).
- In conjunction with CoCo, ILT fulfills NWCCU 2.C.5 which states: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum.
- ILT reviews and develops academic policies and standards and recommends them for adoption by the College. (Currently OCCC's accreditation status prevents the College from adopting academic policies and standards that differ from PCC, so this work has focused primarily on review).
- In conjunction with CoCo, ILT fulfills NWCCU 2.B.4 which states: Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

### Accreditation Standards which Relate to the ILT Structure

#### Governance

2.A.1. The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

#### Governance -- Leadership and Management

2.A.11. The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work

collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

#### Policies and Procedures (Academics)

2.A.12. Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

2.A.13. Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.

2.A.14. The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

#### Human Resources

2.B.4. Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

#### Educational Resources

2.C.1. The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

2.C.2. The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

2.C.3. Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

2.C.4. Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

2.C.5. Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

#### Core Theme Planning

3.B.1. Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

#### Assessment

4.A.2. The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.