

Original Job Descriptions for the QEP

Developmental Learning Coach

Learning coaches (LCs) are expected to:

1. Serve as subject matter tutors
2. Assist faculty with workshops, pre-orientation activities and general COL activities
3. Help to positively shape student learning and behavior
4. Encourage student persistence
5. Maintain contact with students on a daily basis and monitor student progress
6. Work with instructors to develop ways to engage students more fully in the learning process
7. Attend and to participate in the COL courses for which they are providing tutoring services
8. Conduct office/tutoring hours to assist students on a one to one basis.
9. Work closely with student services to assist students with additional/special needs

Developmental Learning coaches will be experienced tutors/educators who are familiar with the subject matter and writing/reading/math center procedures. LCs will be an integral part of the COL team and a primary contact for students. LCs are expected to spend approximately 6-8 hours a week assisting the COL students and the instructors they are assigned to work with. LCs will receive a 3-4 credit hour overload/course release for each COL they support.

COL Faculty

COL faculty are expected to:

1. Complete an "Application to Participate in a COL" in which they write a 100 word description of the COL they wish to establish, who they will work with, how the courses are connected, what resources they will need to do so, and what resources they currently have available to assist them. Instructors must also include a 100 word explanation as to how the proposed COL will enhance student learning and meet the goals of the QEP.
2. Provide invigorating and engaging instruction that encourages students to be persistent in their educational endeavors
3. Participate in COL activities (i.e. breakfast meetings, orientations, field trips, etc.).
4. Provide specific office hours to meet and work with their COL students.
5. Hold 2 mandatory student conferences during the semester.

6. Meet face to face with their co-instructors on a bi-weekly basis, and maintain weekly contact with their co-instructors at all other times
7. To be willing attend specialized training session to prepare them to teach in COLs
8. To be willing facilitate professional development activities to help future instructors prepare to teach COLs
9. To present a brief end of term report that describes the high and low lights to the teaching experiences and provides specific recommendation for further COLs
10. To be willing to participate and to facilitate data collection as requested by the QEP assessment committee
11. To be willing to keep track of the hours they spend working on QEP material

General Learning Coach (part-time position)

Learning coaches will be responsible for maintaining contact with students on a daily basis. Learning coaches will supervise peer-group tutors, assist with workshops, pre-orientation activities and help shape student learning and behavior. Learning coaches will help monitor student progress and will work with the classroom instructor on developing ways to engage students more fully in the learning process.

Peer Tutors

Tutors will provide academic assistance to students involved in communities of learning. They will conduct weekly group study sessions and will help students set up independent study groups.

QEP Director (12 month contract)

The Director will coordinate all activities associated with the QEP project and maintain control over the budget. The Director will establish and maintain a comprehensive learning program that will focus on improving the success rates of students in high-risk courses. The Director will supervise the implementation of Learning Communities, the Student Success Course, pre-orientation for students, workshops for teaching active-learning strategies and assessment techniques. The Director will coordinate with the QEP counselor in developing a tracking system that will monitor the progress of students in the learning communities and insure that early intervention strategies are implemented. The Director will supervise learning coaches and arrange for their training. In addition, the Director will coordinate with the QEP Advisory Committee to approve funding for special projects and will provide campus leadership to assist instructors in examining ways to enhance learning within their courses. The Director will implement a system to evaluate the QEP project. Finally, the Director will publicize the QEP program at the campus level through print and web resources.

Counselor (12 month contract)

The counselor will develop, coordinate, and teach the student success courses. The counselor will track students' progress through the completion of 30 hours of course work and will help to design and implement an early warning system for at-risk students. The counselor will also assist with pre-orientation and will work with the learning coaches to identify and resolve student problems or behaviors, which are putting them at risk. Finally, the counselor will assist students with career planning and registration.