

QEP Instructional Specialists' (QIS) Duties and Responsibilities Phase 1

1. **Receive training.**
It is mandatory that the QIS attend all training. If an emergency arises, the QIS designates a substitute to come to the training and take notes. *The QIS is the person responsible for training the Unit.*
2. **Train unit members.**
 - Review syllabi and correlate them to unit exams to prepare for baseline measures in the fall semester. All faculty members, including adjuncts, will be asked to choose a minimum of one course in which to implement the unit's action plan.
 - Explore how the unit will determine its students' interpretation of the critical issue for Phase I, *Instructional Feedback*.
 - Perform baseline measures. Each unit determines its own measures and incorporates them into a unique action plan.
 - i. Examine and discuss best practices in assessment and choose an acceptable method for directly measuring student learning in the unit.
 - ii. Brainstorm uses of technology, if needed, for measuring the baseline.
 - iii. Organize and communicate with the unit to establish a baseline control group to measure student learning in Fall 2004 and create the Unit Action Plan and Unit Assessment Report.

After the QIS receives this training, the QIS should return to the unit and guide unit colleagues through the same steps.

3. **Write the Unit Action Plan and Unit Assessment Report**

Once the unit has decided what students mean by *feedback*, the unit should propose an Action Plan. This plan tells how the unit will

- Step 1: **Design intervention** involving *Instructional Feedback*. Complete the Unit Action Plan using the online template.
- Step 2: **Implement that intervention** in Spring 2005.
- Step 3: **Measure learning again** at the end of spring semester to determine if the feedback intervention made a difference in student learning by repeating baseline measures and comparing pre- and post-data.
- Step 4: **Complete the Unit Assessment Report** using the online template. The unit will report unit results and discuss implications

Designing the Unit Action Plan requires broad-based Unit participation. It should not be relegated to one or two people. When the unit has finished completing the action plan, it is submitted to the QEP Core Committee for review. The Committee is responsible for Quality Assurance (QA) by ensuring that all required parts have been addressed so that the institution is utilizing best practices of assessment. See Section 6.2.5, *Assessing*, on Quality Assurance.

After the unit has implemented the feedback intervention and measured the second time, the unit will complete the Unit Assessment Report using the online template and, like the Unit Action Plan, submit it to the QEP Core Committee. At the end of Spring 2005, the QCC will compile all Unit Assessment Reports into the CTC Report Card to determine if overall improvement in the quality of student learning has occurred within the institution. Thus, it is not necessary that all unit plans show improvement-- there are no individual winners and losers. It is the institution as a whole that should demonstrate overall improvement in the quality of student learning.

At the very end of the Phase 1 cycle, the QCC will conduct electronic and face-to-face QEP Forums where units will gather to share their experiences and findings.