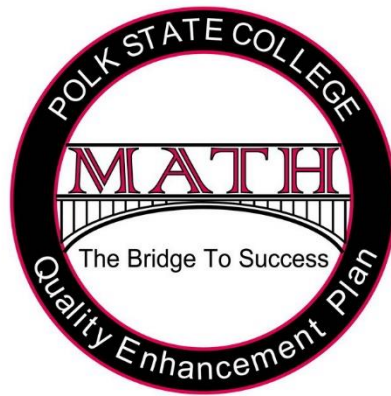


**Report  
to the  
QEP Advisory Council**



**April 9, 2014**

**Compiled by: Kaye Betz, QEP Director**

## **Table of Contents**

QEP Tracking Table .....	3
Current Status of the QEP .....	5
Suggested Adjustments to the QEP .....	7
Appendix A: Summary of the QEP .....	9
Appendix B: List of 21 Learner-Centered Components .....	10
QEP Newsletter – February 2014 .....	11
QEP Newsletter – April 2014 .....	14

**QEP Tracking Table - Implementation Activities and Timeline 2011-2014**

Description		AY 2010/11			AY 2011/12			AY 2012/13			AY 2013/14		
<div> <div></div> Complete;  <div></div> In Progress;  <div></div> Partially Complete;  <div></div> Incomplete </div> <div> A=As Needed; C=Create; R=Review; U=Update; X=Execute </div>		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Instruction	Number of Sections (Estimated)	(2) 2	(12) 22	(5) 7	(22) 32	(25) 34	(10) 12	(37) 41	(31) 43	(12) 19	(37) 47	(31) 46	(12)
	Number of Students (Estimated)	(40) 39	(264) 474	(110) 123	(484) 645	(550) 724	(220) 230	(814) 833	(682) 819	(264) 338	(814) 1005	(682) 1012	(264)
	Full-Time Faculty Involved (Estimated)	(2) 2	(8) 9	(TBD) 4	(10) 12	(10) 12	(TBD) 6	(12) 15	(12) 17	(TBD) 7	(14) 17	(14) 18	(TBD)
	Part-Time Faculty Involved (Estimated)	(0) 0	(0) 0	TBD 0	(2) 2	(2) 3	TBD 2	(4) 2**	(4) 2**	TBD 3	(6) 4**	(6) 4**	TBD
Align Final Exam to Course Objectives		-	-	-	-	-	-	-	-	-	R	-	-
Prepare for Fall Convocation on QEP		-	-	-	-	-	-	-	-	X	-	-	-
Focus Fall Convocation on QEP		X	-	-	-	-	-	-	-	-	X	-	-
Faculty/Program Director Workshop		X	-	-	-	-	-	-	-	-	-	-	-
Resources	Acquire QEP-relevant resources	U	U	U	U	U	U	U	U	U	U	U	U
	TLCC Math Tutor Training	R	X	-	X	X	-	X	X	-	X	X	-
	QEP-focused Displays	C	U	U	U	U	U	U	U	U	U	U	U
Professional Development	The Teaching Professor, NISOD, or similar conference	-	-	X	-	-	X	-	-	X	-	-	X
	Rubric Discussion Videoconference	X	-	-	-	-	-	-	-	-	-	-	-
	Learner-centered Rubric Workshop	X	-	X	-	-	X	-	-	X	-	-	X
	AMATYC Conference	X	-	-	X	-	-	X	-	-	X	-	-
	FTYCMA Conference	X	-	-	X	-	-	X	-	-	X	-	-
	Learner-centered Syllabi Development	X	-	R	-	-	R	-	-	R	-	-	R
	College-wide Lunch and Learn Series	X	X	-	X	X	-	X	X	-	X	X	-
	Instructional technology workshops	A	A	A	A	A	A	A	A	A	A	A	A
	Bridge-Building Sessions	-	X	-	X	X	-	X	X	-	X	X	-
	Learner-centered Pedagogy Workshop	-	A	A	A	A	A	A	A	A	A	A	A
	MAA/FTYCMA joint meeting	-	X	-	-	X	-	-	X	-	-	X	-

	College-wide QEP Topics Workshop	-	X	-	-	X	-	-	X	-	-	X	-
	Other Learner-Centered Conferences	-	-	-	-	-	-	-	-	-	-	-	-
Review and Apply Prior Term's Assessments		-	-	X	X	X	X	X	X	X	X	X	X
Toolboxes	First day strategies	U	U	U	U	U	U	U	U	U	U	U	U
	Clicker questions	U	U	U	U	U	U	U	U	U	U	U	U
	Learner-centered math activities	U	U	U	U	U	U	U	U	U	U	U	U
Faculty	Submit <i>Doc. to Support the Sel. Status</i> forms to QEP Director	-	-	X	-	-	X	-	-	X	-	-	X
	Submit Syllabus for MAT 1033 course to QEP Director	X	X	X	X	X	X	X	X	X	X	X	X
	Submit <i>Planning for Transformation</i> exercise to QEP Director	X	-	X	-	-	X	-	-	X	-	-	X
College-wide Activities	QEP Materials Disseminated at New Student Orientation*	-	X	X	X	X	-	-	-	-	-	-	-
	QEP Materials Disseminated at Student Information Tables*	-	X	X	X	X	-	-	-	-	-	-	-
	QEP Materials Disseminated at Welcome Back Week*	X	X	-	X	X	-	-	-	-	-	-	-
	Electronic QEP Newsletter	X	X	X	X	X	X	X	X	-	X	X	-
	Poetry Contest	X	-	-	-	-	-	-	-	-	-	-	-
	Performance of the Play <i>Proof</i>	X	-	-	-	-	-	-	-	-	-	-	-
	4-1-1 Reading Program (Math Book)	X	-	-	X	-	-	X	-	-	X	-	-
Joint Student Services/math faculty meeting		X	X	-	X	X	-	X	X	-	X	X	-
Joint TLCC tutors/math faculty meeting		X	X	-	X	X	-	X	X	-	X	X	-
Professional Development Committee		C	X	-	X	X	-	X	X	-	X	X	-
QEP Advisory Council		C	X	-	X	X	-	X	X	-	X	X	-
Apply Early Warning System for MAT 1033		R	X	X	X	X	X	X	X	X	X	X	X
Publish Annual QEP Summary Report		-	-	-	X	-	-	X	-	-	X	-	-
Com. Coll. Survey of Student Engagement		R	-	-	-	-	-	-	X	-	R	-	-
MAT 1033 Report as part of 5-year Review		-	-	-	-	-	-	-	-	-	X	-	-

\*Discontinued Summer 2012 due to focus of QEP shifting from awareness to professional development.

\*\*The number of part-time faculty in Fall 2012 and Spring 2013 are not as high as projected because some of our adjuncts are now being hired as full-time faculty. For Fall and Spring, two part-time faculty participated rather than four as projected.

## Current Status of the QEP

### QEP Classes:

The chart below identifies the professors on each campus and the number of classes each professor taught. 76.67% of the MAT 1033 classes are QEP classes. This term we have reached our goal of at least 75% of the MAT 1033 classes being QEP classes. With additional MAT 1033 classes in the fall, we will need additional QEP classes to maintain at least 75%.

Intermediate Algebra Classes – 2014-2			
Lakeland/Airside – 26 QEP (7 non-QEP)		Winter Haven/JDA – 20 QEP (7 non-QEP)	
Professor	Number of QEP classes	Professor	Number of QEP classes
Richard Decker	1	Roger Aleman	2
Lorne Fairbairn	3	Joyce Lee	2
Steve Frye	3	Paul Pletcher	2
Richard Leedy	2	Larry Albright	3
Penny Morris	2	Steve Drier	2
Anna Butler	1	Mostafa Zamani	3
Nerissa Felder	1	Toole, Gregory	3
Mike Malone	2	Rosever, Ken	3
Megan Cavanah	2		
Kaye Betz	1		
Marsha Copeland	1		
Deborah Kindel	2		
Carrie Toreky	1		
Bonny Hardesty*	4		

\* New participants this term

### Joint Workshops:

Joint workshops between the mathematics faculty and advisors and between mathematics faculty and tutors are held each term on each campus. This term, the workshops will focus on the effect of the new developmental education changes on MAT 1033.

Term	Campus	Joint Between	And	Meeting Date
20142	Lakeland	Mathematics Faculty	Advisors	4/18/13
20142	Lakeland	Mathematics Faculty	Tutors	4/18/13
20142	Winter Haven/JDA	Mathematics Faculty	Advisors	4/25/13
20142	Winter Haven/JDA	Mathematics Faculty	Tutors	4/25/13

### QEP Bridge Building Sessions:

Currently three Bridge Building Sessions are offered, two in Lakeland and one in Winter Haven.

## Professional Development (previously called Lunch and Learn / Breakfast and Learn)

Date	Campus	Title	Presenter
2/5/14	Lakeland	<i>I Have to Manage My Class Too?</i>	Darlene Costakis
2/19/14	Lakeland	<i>Teaching Unprepared Students: Strategies that Work</i>	Kenneth Altford, Tyler Griffin
2/28/14	Lake Wales	<i>Using Blackboard (Bb) Collaborate</i>	Todd Thuma
3/6/14	Lakeland	<i>Relativity for Everyone</i>	Richard Decker
3/7/14	Lake Wales	<i>My Students Have Changed: Reading Strategies for our Diverse Student Demographic</i>	Kim Thomas
3/13/14	Lakeland	<i>Engaging and Captivating Students Online: Tips, Tricks and Strategies</i>	Erik Christensen, South Florida State College
3/19/14	Lakeland	<i>Digi-Me!</i>	Nathan Neuman, Lisa Rosa, Kari Sabin
3/20/14	Winter Haven	<i>My Students Have Changed: Reading Strategies for our Diverse Student Demographic</i>	Kim Thomas
4/7/14	Lakeland	<i>Polk State's New Global Studies Program</i>	Brad Massey
4/8/14	Lakeland	<i>Let's Talk About Student-Centered Teaching Strategies</i>	Jason Mallory

## Professional Development Day Workshops and Posters:

Socratic Journaling: Engaging Student Inquiry – *John Davis*  
 Using Twilight Zone Episodes in Your Teaching – *Jason Mallory*  
 Metacreativity: Getting Students Thinking about their Creative Process – *John Davis*  
 Relativity for Everyone! – *Richard Decker*  
 Virtual Learner-Centered Strategies for Your Face-to-Face Class – *Nathan Neuman and Megan Cavanah*  
 Get Up and MOVE! – *Ilene Fins, Osubi Craig, Laurel Renfroe, and Jaci Hanson*  
 Low Probability / High Consequence Events – *Richard Decker*  
 Mind Map Your Way to Clarity through Creativity – *Lynn Chisholm*  
 Blackboard Collaborate for Staff and Faculty: Using Online Web-based Conferencing to Communicate with Students – *Todd Thuma*  
 Digital Storytelling and Student Retention of STI Information (poster) – *Kari Sabin*  
 Embedded Video Lectures in my Online ENC0025 Course (poster) – *Carol Martinson*  
 Learning about Lines in an Online Learning Environment (poster) – *Kaye Betz*  
 The Inverted (Flipped) Classroom (poster) – *Carol Stinson*  
 Efficacy of Formative Assessment in Math and Science (poster) – *Lisa Smelser and Carolyn Orr*

### Conferences:

Mathematics faculty attend various conferences throughout the year and then report back to other mathematics faculty upon their return.

Term	Conference	Participants
20142	MAA/FTYCMA Joint Conference	Penny Morris
20143	NISOD	Kaye Betz, Carolyn Orr

### Teaching Tips:

QEP Campus Liaisons Lynda Wolverton and Becky Pugh continue to email specific teaching tips to all adjuncts teaching developmental classes. These are sent out every two weeks.

### QEP Newsletter:

Two QEP Newsletters were published this term, one in February and one in April.

[www.polk.edu/quality-enhancement-plan/](http://www.polk.edu/quality-enhancement-plan/)

### College Website:

I now have access, training, and permission to post onto the QEP web page. In addition to the newsletters, the QEP Teaching Tips will soon be posted on the website and it will be a much more robust site. Eventually, the Center for Excellence and Engagement will be able to link to it and it will be a part of the larger strategic plan of creating a web presence for the Center for Excellence and Engagement.

### Assessment:

Separate report by Peter Usinger

## Suggested Adjustments to the QEP

Steve Hull and Nelson Marquez are currently working on the engagement piece of the strategic plan and they requested that I give them an update on the QEP and how it relates to the engagement piece of the college-wide strategic plan.

The verbiage in the college-wide strategic plan is: *Expanding the QEP framework and further infusing QEP principles college-wide.*

Nelson suggested that I categorize the update into four categories that an initiative needs to have in order to thrive and succeed: champions, ongoing training and support, teachers teaching teachers, and development of a toolkit.

### Champions:

- Kaye Betz, Director
- Lynda Wolverton, Lakeland campus liaison
- Becky Pugh, Winter Haven campus liaison
- *Plan: Meet with DCs to get input and suggestions about how to get a champion in various academic areas and possibly Student Services.*
- *Plan: Meet with the Implementation Team to get ideas on how the Implementation Team can become a stronger-functioning unit.*
- *Plan: Meet with Winter Haven Dean to find out how to get a “champion” for Winter Haven professional development.*

### Ongoing training and support:

- Syllabus workshops
- Part of New Faculty Experience
- Bridge Building sessions
- QEP Newsletters, two in the fall and two in the spring
- Empowerments for Student Learning, produced every two weeks by the campus liaisons and emailed to all adjuncts teaching developmental courses or college success. Each issue consists of one teaching tip.
- Libraries and Academic Deans have purchased learner-centered teaching resources for faculty to check out.
- Guest speakers have been invited to Polk each spring: Dr. Weimer, Dr. Blumberg (twice), Sharon Bowman.
- Administer the Classroom Enhancement Grant each fall term.
- S. O. A. R. program (Student Orientation for Academic Readiness) – This originated with Lakeland faculty concerned about student readiness and with the joint effort of faculty and student services, the series of workshops has now been offered three terms.
- *Plan – Include S.O.A.R. in the Vice President of Student Services’ strategic plan in order to spread this to the Winter Haven campus and to get more students in attendance.*
- Joint workshop between advisors and math faculty – have been conducting one each term on each campus since spring of 2011.
- *Plan – Include this in the Vice President of Student Services’ strategic plan in order to spread this to include more faculty than just math.*
- Joint workshop between math tutors and math faculty – have been conducting one each term on each campus since spring of 2011.
- 4-1-1 math book each year for four years
- TLCC liaison – math faculty in Lakeland working with the tutors on math techniques to use with students.
- Developmental and College Success workshops once a year for all adjuncts.
- *Plan – Include QEP principles in newly designed SLS 1533 course.*

### Teachers teaching teachers:

- Lakeland professional development – We have a fully developed faculty professional development series each term. Developed as a result of the QEP



lunch and learns, this has been in place for two years. Most of the sessions in the series are presented by faculty (teachers teaching teachers).

- Winter Haven professional development – We have the minimum of two lunch and learn sessions.
  - *Plan: Strengthen the Winter Haven professional development by encouraging more faculty to share with colleagues.*
- Bridge Building Sessions for QEP math faculty – These are groups of math faculty who meet for seven sessions each term (every other week) for the purpose of sharing strategies and discussing issues and concerns in teaching Intermediate Algebra. Currently three separate Bridge Building groups are functioning, one in Winter Haven on Tuesdays, one in Lakeland on Tuesdays, and another one in Lakeland on Wednesdays. When these communities of practice began in the spring of 2011, QEP Director organized all the activities for each session and led each session. Over time, the participating faculty have progressively become more responsible for their own sessions. Now, the participants take turns leading the sessions and presenting topics of interest for faculty to discuss (teachers teaching teachers).
  - *Plan: The Innov8 Academy uses some of the same QEP principles of engaging students. It also incorporates communities of practice and faculty sharing their knowledge and skills with other faculty. With more intentional use of these principles, QEP principles could be applied in the Innov8 Academy and become more widespread college-wide.*

Develop a tool kit:

- Activities have been created and posted on a math PAL page which all the QEP math faculty have access to.
  - *Plan: Make a list of 5 easy-to-implement strategies along with several examples for each. Use these to share with other departments. Develop a “package” to take to various departments.*

## Appendix A:

### **Summary of *Math: The Bridge to Success* Polk State College's Quality Enhancement Plan**

The purpose of *Math: The Bridge to Success* is to improve student learning in Intermediate Algebra. With improved learning, students will be more successful in Intermediate Algebra so that they may more readily progress toward further academic and/or career goals.

Expected QEP Outcomes:

1. Students will demonstrate all five student learning outcomes in Intermediate Algebra.
2. Students who take Intermediate Algebra will successfully complete it on the first attempt.
3. Students who successfully complete Intermediate Algebra will be successful in the subsequent mathematics course.
4. Students completing Intermediate Algebra will graduate in their selected degree programs.

The mathematics faculty is not changing what they teach. They are changing how they teach. Using Dr. MaryEllen Weimer's five key changes (function of content, role of the instructor, responsibility for learning, processes and purposes of assessment, and balance of power) along with Dr. Phyllis Blumberg's rubrics, mathematics faculty at Polk State College are moving toward learner-centered teaching.

Definition adopted at Polk State College: Learner-centered teaching is an instructional design which intentionally and purposefully creates an environment that engages students as active partners in their own learning processes through meaningful interaction with course content, the professor, and each other. It presents increasing opportunities for learners to take responsibility for their own learning with the goal of becoming self-directed, life-long learners. Learner-centered teaching supports this process through defining clear objectives and integrating formative and authentic assessment into the learning process.

Along with specific changes in the way that mathematics is taught in the classroom, college-wide changes are taking place. The TLCC, library, and students services are all working together with the mathematics faculty to provide support and help change occur. Learner-centered teaching workshops are conducted for all faculties.

## **Appendix B:**

### **List of Twenty-One Learner-Centered Components**

#### **The Function of Content**

1. Varied uses of content: In addition to building a knowledge base, instructor uses content to help students know why they need to learn content, acquire discipline-specific learning methodologies, use inquiry or ways of thinking in the discipline, and learn to solve real-world problems.
2. Level to which students engage in content
3. Use of organizing schemes
4. Use of content to facilitate future learning

#### **The Role of the Instructor**

5. Creation of an environment for learning through organization and use of material that accommodates different learning styles
6. Alignment of the course components-objectives, teaching or learning methods, and assessment methods – for consistency
7. Teaching or learning methods appropriate for student learning goals
8. Activities involving student, instructor, content interactions
9. Motivation of students to learn (intrinsic drive to learn versus extrinsic reasons to earn grades)

#### **The Responsibility for Learning**

10. Responsibility for learning
11. Learning to learn skills for the present and the future - including, for example: time management, self-monitoring, goal setting, how to do independent reading, and how to conduct original research
12. Self-directed, lifelong learning skills - including, for example: determining a personal need to know more, knowing who to ask or where to seek information, determining when need is met, and development of self-awareness of students' own learning abilities
13. Students' self-assessment of their learning
14. Students' self-assessment of their strengths and weaknesses

#### **The Purposes and Processes of Assessment**

15. Assessment within the learning process
16. Formative assessment (giving feedback to foster improvement)
17. Peer and self-assessment
18. Demonstration of mastery and ability to learn from mistakes
19. Timeframe for feedback

#### **The Balance of Power**

20. Flexibility of course policies, assessment methods, learning methods, and deadlines
21. Opportunities to learn

Blumberg, P. (2008) *Developing Learner-Centered Teaching*. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at [p.blumbe@usp.edu](mailto:p.blumbe@usp.edu). This material may be copied, but this reference must be cited.