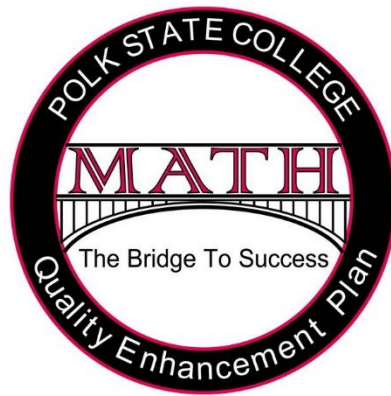


**Report  
to the  
QEP Advisory Council**



**November 4, 2014**

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

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**QEP Tracking Table - Implementation Activities and Timeline 2011-2015**

Description		AY 2010/11			AY 2011/12			AY 2012/13			AY 2013/14			AY 2014/15		
<div> <div>Complete;</div> <div>In Progress;</div> <div>Partially Complete;</div> <div>Incomplete</div> </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	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) 16	(37) 51	(31)	(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) 277	(814) 996	(682)	(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) 9	(16) 19	(16)	(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) 1	(6) 3**	(6)	(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	U	U	U
	TLCC Math Tutor Training	R	X	-	X	X	-	X	X	-	X	X	-	X	X	-
	QEP-focused Displays	C	U	U	U	U	U	U	U	U	U	U	U	U	U	U
Professional Development	The Teaching Professor, NISOD, or similar conference	-	-	X	-	-	X	-	-	X	-	-	X	-	-	X
	Rubric Discussion Videoconference	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Learner-centered Rubric Workshop	X	-	X	-	-	X	-	-	X	-	-	X	-	-	X
	AMATYC Conference	X	-	-	X	-	-	X	-	-	X	-	-	X	-	-
	FTYCMA Conference	X	-	-	X	-	-	X	-	-	X	-	-	X	-	-
	Learner-centered Syllabi Development	X	-	R	-	-	R	-	-	R	-	-	R	-	-	R
	College-wide Lunch and Learn Series	X	X	-	X	X	-	X	X	-	X	X	-	X	X	-
	Instructional technology workshops	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
	Bridge-Building Sessions	-	X	-	X	X	-	X	X	-	X	X	-	X	X	-
	Learner-centered Pedagogy Workshop	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A

	MAA/FTYCMA joint meeting	-	X	-	-	X	-	-	X	-	-	X	-	-	X	-
	College-wide QEP Topics Workshop	-	X	-	-	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	X	X	X
Toolboxes	First day strategies	U	U	U	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	U	U	U
	Learner-centered math activities	U	U	U	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	-	-	X
	Submit Syllabus for MAT 1033 course to QEP Director	X	X	X	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	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	-	X	X	-
	Poetry Contest	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Performance of the Play <i>Proof</i>	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	4-1-1 Reading Program (Math Book)	X	-	-	X	-	-	X	-	-	X	-	-	X	-	-
Joint Student Services/math faculty meeting		X	X	-	X	X	-	X	X	-	X	X	-	X	X	-
Joint TLCC tutors/math faculty meeting		X	X	-	X	X	-	X	X	-	X	X	-	X	X	-
Professional Development Committee		C	X	-	X	X	-	X	X	-	X	X	-	X	X	-
QEP Advisory Council		C	X	-	X	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	X	X	X
Publish Annual QEP Summary Report		-	-	-	X	-	-	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 charts below identify the professors on each campus and the number of classes each professor taught. Our goal is that at least 75% of the MAT 1033 classes will be QEP classes.

Intermediate Algebra Classes – 2014-3			
Lakeland/Airside – 11 QEP (3 non-QEP)		Winter Haven/JDA – 5 QEP (0 non-QEP)	
Professor	Number of QEP classes	Professor	Number of QEP classes
Steve Frye	2	Roger Aleman	1
Penny Morris	2	Paul Pletcher	1
Anna Butler	2	Steve Drier	2
Nerissa Felder	1	Albright	1
Mike Malone	2		
Megan Cavanah	2		

Intermediate Algebra Classes – 2015-1			
Lakeland/Airside – 34 QEP (9 non-QEP)		Winter Haven/JDA – 17 QEP (16 non-QEP)	
Professor	Number of QEP classes	Professor	Number of QEP classes
Richard Decker	1	Roger Aleman	3
Lorne Fairbairn	2	Joyce Lee	1
Steve Frye	5	Paul Pletcher	5
Richard Leedy	2	Steve Drier	3
Penny Morris	1	Mostafa Zamani	2
Anna Butler	2	Toole, Gregory	2
Nerissa Felder	4	Scofield, Cindy	1
Mike Malone	3		
Megan Cavanah	3		
Kaye Betz	1		
Marsha Copeland	2		
Deborah Kindel	1		
Carrie Toreky	1		
Bonny Hardesty	3		
Carolyn Orr	3 (new participant)		

Term	Percent of classes that are QEP classes	Notes
2013-1	63.08%	
2013-2	72.88%	
2013-3	90.48%	Summer
2014-1	70.15%	
2014-2	76.67%	First fall or spring that we reached the 75% goal
2014-3	84.21%	Summer
2015-1	67.10%	Increased total number of MAT 1033 classes offered due to Senate Bill 1720

## Joint Workshops:

Joint workshops between the mathematics faculty and advisors and between mathematics faculty and tutors are held each fall and spring term. This term, the advising workshop focused on the new modular developmental math course and the effect of the developmental math changes on MAT 1033.

Term	Joint Between	And	Meeting Date
2015-1	Mathematics Faculty	Advisors	10/9/14
2015-1	Mathematics Faculty	Tutors	11/11/14 and 11/19/14

## QEP Bridge Building Sessions:

Currently three Bridge Building Sessions are offered, two in Lakeland and one in Winter Haven. They function as communities of practice. The following charts show the topics for each of the three Bridge Building groups.

### QEP Schedule for 2015-1

#### Lakeland: Tuesdays 1:30-2:45, LLC 2293

**Leading sessions this term:** Nerissa, Penny, Richard, Steve, Mike, Megan, Bonny

**Other participants:** Carol

Date	Faculty leading session	Details
Aug. 26	Kaye Betz	College-wide learner-centered teaching; withdrawal reasons, QEP transformations; Quality Standards Inventory
Sept. 9	Megan Cavanah; Kaye Betz	QEP notebooks, simplifying radicals, Camtasia video for improving MML scores; Processing
Sept. 23	Kaye Betz	Teaching methods for specific MAT 1033 topics; QEP Working Community
Oct. 1 Wednesday	Phyllis Blumberg	7:45-8:45 – Penny, Bonny, Carol – LLC 2257 9:00-10:00 – Nerissa, Steve – LLC 2257 10:30-11:30 – Richard, Mike – LLC 2257 12:15-1:15 – Megan – LLC 2292
Oct. 1 Wednesday	Phyllis Blumberg	Learner-Centered Teaching Workshop 3:00-5:00, LTB 1310
Oct. 7	Mike Malone; Steve Frye	Q: Why does everyone hate the new math; This and That: The y-intercept, class survey results, and a comparison of pre- and post-tests
Oct. 23 Thursday	Connie Wolfe	Critical Thinking Workshop 2:00-5:00, LTB 2278
Nov. 4	Bonny Hardesty; Nerissa Felder	Using language and reading in a Math Course + Extras (if time permits); Activities for MAT 1033
Nov. 18	Penny Morris; Richard Leedy	MAT 1033 Tidbits from AMATYC; Study Skills in Intermediate Algebra (Paul Nolting's <i>Winning at Math</i> )

**Lakeland: Wednesdays 4:30-5:45, LLC 2293****Leading sessions this term:** Anna, Rich, Carrie, Debbie, Marsha, Lorne

<b>Date</b>	<b>Faculty leading session</b>	<b>Details</b>
Aug. 27	Kaye Betz	College-wide learner-centered teaching; withdrawal reasons, QEP transformations; Quality Standards Inventory
Sept. 10	Lorne Fairbairn; Kaye Betz	Pre-assessment, tracking each student's learning on individual concepts, elements of the flipped classroom model; Processing
Sept. 24	Anna Butler; Kaye Betz	Effective institutional and instructional practices in developmental math education; Teaching methods for specific MAT 1033 topics; QEP Working Community
Oct. 1 Wednesday	Phyllis Blumberg	7:45-8:45 – Anna – LLC 2257 9:00-10:00 – Rich – LLC 2257 12:00-1:00 – Lorne – LLC 2292 5:00-6:00 – Debbie, Carrie, Marsha – LLC 2293
Oct. 1 Wednesday	Phyllis Blumberg	Learner-Centered Teaching Workshop 3:00-5:00, LTB 1310
Oct. 8	Richard Decker	Making E-games with the TLIC; The Daniel Tiger Principle
Oct. 23 Thursday	Connie Wolfe	Critical Thinking Workshop 2:00-5:00, LTB 2278
Nov. 5	Carrie Toreky	Activities for MAT 1033
Nov. 19	Michael Whann; Marsha Copeland; Debbie Kindel	Discussion with tutoring services specialist; Activities for MAT 1033; Gradual Release Model

**Winter Haven: Tuesdays 1:30-2:45, WSC 213****Leading sessions this term:** Paul, Steve, Roger, Joyce, Mostafa, Cindy, Greg

<b>Date</b>	<b>Faculty leading session</b>	<b>Details</b>
Aug. 19	Kaye Betz	College-wide learner-centered teaching; withdrawal reasons, QEP transformations; Quality Standards Inventory
Sept. 2	Kaye Betz	Withdrawal reasons; College-wide examples; Processing
Sept. 16	Joyce Lee	Creating a Friendlier Home Page in PAL – WSC 209
Sept. 30 Tuesday	Phyllis Blumberg	7:45-8:45 – Steve, Paul – WSC 220 9:00-10:00 – Greg, Mostafa – WSC 220 10:30-11:30 – Cindy, Joyce – WSC 220 12:15-12:45 – Roger – WST 126
Sept. 30 Tuesday	Phyllis Blumberg	Learner-Centered Teaching Workshop 2:30-4:30, WST 126
Oct. 14	Cindy Scofield; Roger Aleman	An Overview of Microsoft OneNote; The effect of Test Gen on testing in MAT 1033
Oct. 24 Friday	Connie Wolfe	Critical Thinking Workshop 9:00-12:00, WST 126
Oct. 28	Mostafa Zamani; Steve Drier	Ch. 7 Worksheets; Solving Rubik's cube using mathematics
Nov. 11	Bernard Prudhomme; Paul Pletcher; Greg Toole	Discussion with tutoring services specialist; Ch. 8 Activities; Math Video Games

**Professional Development (Previously known as Lunch and Learns):**

Date	Campus	Title	Presenter
10/8/14	Lakeland	Technology for Your Classroom	Sanford Betz
10/31/14	Winter Haven	Camtasia and the Challenge Question	Todd Thuma
11/4/14	Lakeland	Authentic Assessment and Online Learning: What's in it for Your Students?	Roberta Vandermaast, Valencia College
11/7/14	Winter Haven and Lakeland	Synchronous Communication in the Online Environment	Nathan Neuman, Todd Thuma
11/19/14	Lakeland	Creating and Implementing Analytic Rubrics	Nathan Neuman, Carol Martinson
11/21/14	Winter Haven	Flip your Classroom with Lecture Capture	Todd Thuma
12/5/14	Winter Haven	Using Capture in PAL	Todd Thuma

**QEP Workshops (Guest Speakers):**

Date	Campus	Workshop Title	Facilitator
9/29/14	Winter Haven	Why Learner-Centered Teaching is a Best Practice and How You Can Use Learner-Centered Techniques	Dr. Phyllis Blumberg
10/1/14	Lakeland	Why Learner-Centered Teaching is a Best Practice and How You Can Use Learner-Centered Techniques	Dr. Phyllis Blumberg
10/23/14	Lakeland	The Importance of Critical Thinking in the Learner-Centered College	Connie Wolfe
10/24/14	Winter Haven	The Importance of Critical Thinking in the Learner-Centered College	Connie Wolfe

**Conferences:**

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

Term	Conference	Participants
2015-1	FTYCMA Fall Retreat	Gregory Toole
2015-1	AMATYC Conference	Penny Morris, Richard Leedy, Mike Malone, Kaye Betz, David Rose, Joyce Lee

**QEP Newsletter:**

A September QEP Newsletter was published this term. The November QEP Newsletter will be sent out next week. [www.polk.edu/quality-enhancement-plan/](http://www.polk.edu/quality-enhancement-plan/)



## 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. They are also posted on the faculty resource page, <http://polkfacultycentral.com/>

## Classroom Enhancement Grant:

Aerospace Professor Ryan Wallace has been awarded the 2014-2015 Classroom Enhancement Grant. He plans to use it to purchase a safety management software package. Here's what Ryan said in his application:

*"Grant funding would be spent to acquire a Safety Management System (SMS) software suite to give Polk State Aerospace students first-hand experience using industry-based safety from the college's flight training operation to analyze potential hazards and measure risk. The SMS software suite fuses operational data, allowing students to explore possible risk prevention and mitigation strategies. Additionally, use of this software encourages students to become true stakeholders in Polk State's Aerospace Program. Students would gain the ability to visualize the impact of aviation safety policy, safety promotional initiatives, Safety Risk Management assessments, and develop a deeper understanding of the Safety Assurance process. Implementation of this software package ultimately fulfills the Polk State College mission of putting real-world workforce tools in the hands of students, effectively equipping them to be successful in the industry environment."*

## S.O.A.R. Workshops:

Student Orientation for Academic Readiness (S.O.A.R.) began as an idea that a few Lakeland faculty had as a way to help students develop the ability to be responsible learners. After offering the workshops for two years in Lakeland, S.O.A.R. workshops will be offered in Winter Haven as well beginning spring term 2015-2. The following sessions were offered in Lakeland during 2015-1:

Differences Between Attending High School and College  
PAL: Polk Access to Learning  
Computers in College: The First Steps  
Tips for Success in College  
Science Goes Wild  
U Talkin' 2 Me: Communicating on Campus  
Best Practices: Note Taking Tips and Tricks

## MAT 0057 Foundational Mathematics Modules:

MAT 0057 + MAT 0057L offer a modular approach to developmental mathematics. This course combination has promise for students wanting to gain a firm foundation for MAT 1033.

**Withdrawal Report:**

This term, for the first time, instructors teaching QEP classes each had access to an individual report listing reasons their students withdrew from MAT 1033 classes. This was valuable information for each instructor to see.

**Early Warning System:**

The Early Warning System that was piloted by the faculty teaching MAT 1033 is now available for all instructors to use.

**Assessment Scanners:**

Over the summer our College purchased 5 ScanTron assessment scanners and a version 7.0.1 ParScore software license. This will enable us to gather data from the final exams more easily and will allow us to produce reports based on particular needs (i.e. all MAT 1033 online classes, all MAT 1033 evening classes, all MAT 1033 classes taught by adjuncts, etc.). Faculty who taught in FasTrack 1 have already been taught how to use the machines and the rest of the mathematics faculty will learn before the end of this term. All mathematics departmental exams will be assessed using the new assessment scanners and ParScore software. Four people will participate in in-depth training from ScanTron next week so they'll be able to assist others in using the ParScore software. Next term, several other departments will begin using the assessment scanners for their departmental assessments.

## **Suggested Adjustments to the QEP**

Although I am not requesting adjustments, I would like to seek advice from this Advisory Council. The QEP Impact Report is part of the Fifth Year Interim Report that is to be written and submitted to SACS in September of 2016. I am beginning to review our goals, objectives, and tasks for the QEP as stated in our original plan to determine what we need to do in the last year of our QEP in order to tie up any loose ends that may have been overlooked along the way. I would like to ask this Advisory Council for a suggestion as to a date that we should place more of the focus on the writing of the report.

## **Assessment of the QEP**

Assessment measures are included in a separate report prepared by Peter Usinger.

## 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.