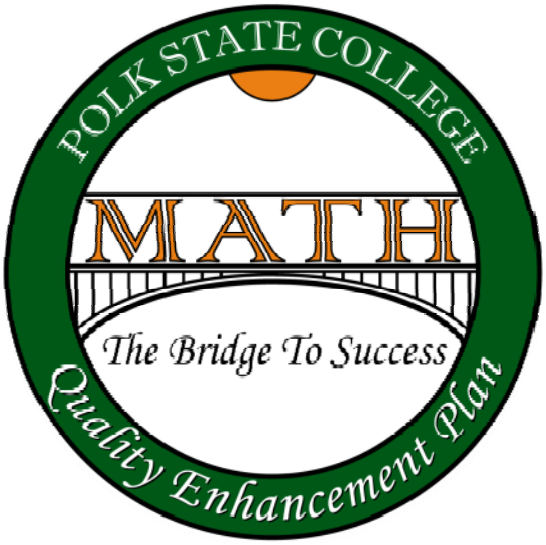
Report

to the

QEP Advisory Council



March 21, 2011

Compiled by: Kaye Betz, QEP Director

Table of Contents

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 are 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.

Explanations and examples of Dr. Weimer's five key changes:

1. The function of content – "…join content and learning in a dynamic relationship that benefits content acquisition and learner development…stop "covering" content and start "using" it to accomplish learner-centered objectives" (Weimer, 2002, p. 71).
Examples of changes (Blumberg, 2009):

   From: Instructor allows students to memorize content.
   To: Instructor encourages students to reflect on the content to make their own meaning out of it.
   From: Students learn content without clearly defined organizing schemes.
   To: Instructor provides and uses organizing schemes to help students learn content.

2. The role of the instructor – "Current instructional practice often finds us in the spotlight, at the center of the action, but our persistent position there compromises the learning potential of students. We need to move to a no less important but much more facilitative role" (Weimer, 2002, p. 94).
Examples of changes (Blumberg, 2009):

From: Instructor does not align objectives, teaching, learning, assessment methods.
To: Instructor explicitly, coherently, and consistently aligns methods.
From: Instructor uses no activities in which students actively interact with material, instructor, each other.
To: Instructor routinely uses such materials.

3. The responsibility for learning – "…the locus of the change shifts to action required of students. They must accept the responsibility for learning. This involves developing the intellectual maturity, learning skills, and awareness necessary to function as independent, autonomous learners. The faculty contribution to this process is creating and maintaining conditions that promote student growth and movement toward autonomy" (Weimer, 2002, p. 95).

Examples of changes (Blumberg, 2009):

From: Instructor does not help students to develop further learning skills.
To: Instructor facilitates students to develop skills for further learning.
From: Instructor believes that instructors alone assess student learning.
To: Instructor motivates students to assess their own learning.

4. The processes and purposes of assessment – Assessment activities are "used not just to generate grades, but to promote learning as well" (Weimer, 2002, p. 145).

Examples of changes (Blumberg, 2009):

From: Instructor sees assessment as less important than teaching.
To: Instructor integrates assessment within the learning process.
From: Instructor uses only summative assessment.
To: Instructor uses formative assessment as well.

5. The balance of power – "In most college classrooms, power, authority, and control remain firmly and almost exclusively in the hands of teachers. It is part of what continues to make instruction very teacher centered and what makes many students disinterested in learning" (Weimer, 2002, p. 45).

Examples of changes (Blumberg, 2009):

From: Instructor determines course content without seeking feedback.
To: Instructor determines content and encourages students to explore additional content through projects.
From: Instructor mandates all policies and deadlines.
To: Instructor is more flexible on these.

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 faculty.

QEP Tracking Table - Implementation Activities and Timeline 2011-2014

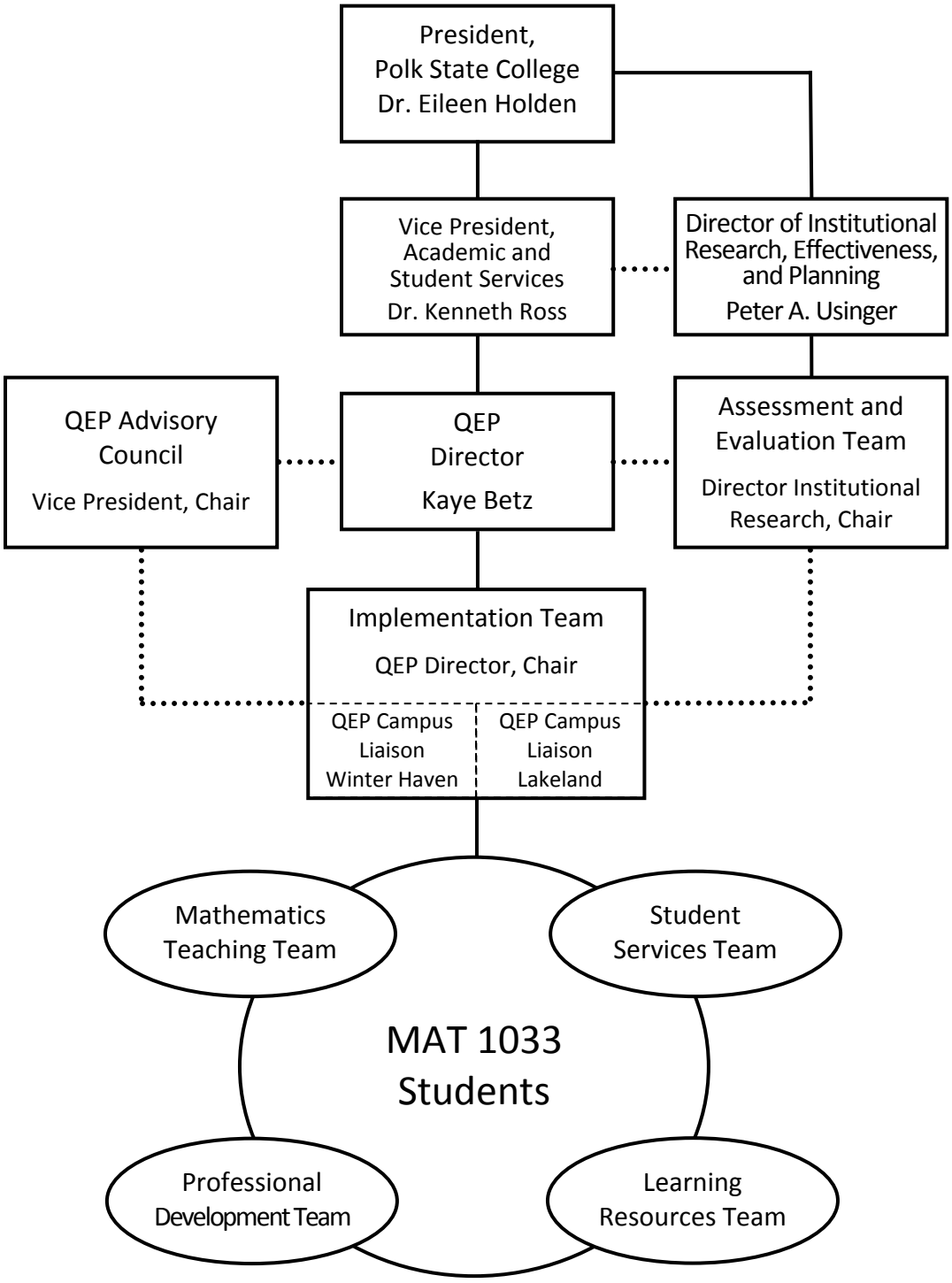
Description		AY 2010/11			AY 2011/12			AY 2012/13			AY 2013/14		
Complete; In Progress; Partially Complete; Incomplete A=As Needed; C=Create; R=Review; U=Update; X=Execute		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Instruction	Number of Sections (Estimated)	(2)	(12)	(5)	(22)	(25)	(10)	(37)	(31)	(12)	(37)	(31)	(12)
	Number of Students (Estimated)	(44)	(264)	(110)	(484)	(550)	(220)	(814)	(682)	(264)	(814)	(682)	(264)
	Full-Time Faculty Involved (Estimated)	(2)	(8)	TBD	(10)	(10)	TBD	(12)	(12)	TBD	(14)	(14)	TBD
	Part-Time Faculty Involved (Estimated)	(0)	(0)	TBD	(2)	(2)	TBD	(4)	(4)	TBD	(6)	(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
	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
	Library Class Guide for MAT 1033	C	U	U	U	U	U	U	U	U	U	U	U
Professional Development	The Teaching Professor Conference	-	-	X	-	-	X	-	-	X	-	-	X
	The Learning College Summit Conf.	-	-	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	-
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 *Doc. to Support the Sel. Status* 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
	Submit *Planning for Transformation* exercise to QEP Director	X	-	X	-	-	X	-	-	X	-	-	X
College-wide Activities	QEP Materials Disseminated at New Student Orientation	-	X	X	X	X	X	X	X	X	X	X	X
	QEP Materials Disseminated at Student Information Tables	-	X	X	X	X	X	X	X	X	X	X	X
	QEP Materials Disseminated at Welcome Back Week	X	X	-	X	X	-	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 *Proof*	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 Committee	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	-	-

Organizational Structure

As the College moves from planning and development to implementation, Figure 8-1 illustrates the proposed relationships among the various organizational components responsible for the implementation of the QEP. In this structural representation, solid lines indicate functional relationships while dashed lines represent collaborative relationships. The various components of this structure are explained in more detail on the following pages.

Figure 8-1: Organizational Structure



Current Status of the QEP

Implementation Team

The Implementation Team met once during 20111 and once during 20112. Another meeting will be scheduled for 20113.

QEP Web Page:

The web page is being kept current. The implementation team is looking at it to give some new ideas.

Electronic QEP Newsletter:

The first issue was published January, 2011. A copy is found at the end of this document. The next issue will be May, 2011.

Marketing:

Awareness has been the main goal for marketing thus far.

Marketing items to continue:

- Coffee mugs
- Pads of paper
- Pens
- Pencils
- Banners
- Sidewalk signs
- Polo shirts
- Graph paper notebooks

Marketing items to discontinue:

- Computer screensaver on instructor computers
- Student t-shirts
- Brochures (or redo picture and print a small number)
- Mints

Marketing to add:

- Student contests
- Employee contests
- Better use of the QEP web page

Short-term and long-term marketing goals:

Goals will be discussed on Thursday, 3/24/11 with David Steele, Associate VP for Communication and Public Affairs. The marketing item suggestions listed above may change as a result of the conversation.

Joint Meetings:

Because all areas of the college are working toward helping students to successfully learn, it is important that the various areas of the college meet and discuss strategies to help the student learn better. To assist with this, joint meetings between the mathematics faculty and advisors and between

mathematics faculty and tutors are held each term on each campus. These joint meetings have been quite beneficial.

Term	Campus	Joint Between	And	Meeting Date
20111	Winter Haven/JDA	Mathematics Faculty	Advisors	11/29/10
20111	Winter Haven/JDA	Mathematics Faculty	Tutors	11/8/10
20111	Lakeland	Mathematics Faculty	Advisors	Did not meet
20111	Lakeland	Mathematics Faculty	Tutors	11/5/10
20112	Winter Haven/JDA	Mathematics Faculty	Advisors	3/30/11 (scheduled)
20112	Winter Haven/JDA	Mathematics Faculty	Tutors	2/28/11
20112	Lakeland	Mathematics Faculty	Advisors	2/4/11
20112	Lakeland	Mathematics Faculty	Tutors	2/4/11

Conferences:

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

Term	Conference	Participants
20111	FTYCMA Conference	Penny Morris, Richard Decker, Susan Hiatt, Kaye Betz, Nerissa Felder, Joyce Lee, Richard Leedy, Cindy Scofield
20111	SACS Annual Meeting	Kaye Betz
20111	AMATYC Conference	Richard Leedy, Nerissa Felder, Penny Morris, Kaye Betz, Anna Butler, Steve Drier, Carolyn Horseman
20112	MAA/FTYCMA Joint Spring Meeting	Li Zhou, Cindy Scofield, Steve Frye
20112	The Teaching Professor	Roger Aleman, Nerissa Felder (anticipated)

Redesigning Learning Spaces:

One of the long-term goals of the QEP is to look at classrooms and redesign them as learning spaces. The Lakeland campus is embarking on this endeavor. A webinar was viewed by both academic and facilities personnel, research is being conducted, and a redesign team is being formed. One of the mathematics classrooms will be the first to undergo a transformation.

QEP Bridge to Success Award:

Although not written as part of the QEP document, the Implementation Team had the idea of giving an award to one faculty member each year. The Implementation Team suggested that the award should go to a mathematics faculty member the first year and then open it to others the second and third years. Details are listed below. The team invites the input of the QEP Advisory Council.

Bridge to Success $1,000.00 Award

I. PURPOSE

The purpose of this procedure is to establish guidelines for awarding “Bridge to Success” Award.

The PSC Foundation will reward one full-time math faculty a monetary award of $1,000 to be used to further enhance the recipients' professional performance in accordance with the QEP goals of: learner -centered teaching and a supportive learning environment.

II. APPLICATION PROCESS

A. Eligible mathematics faculty members must have three years or more of continuous full-time faculty status at PSC.

B. An applicant may be self nominated or encouraged by one's peers and/or supervisor. It is the responsibility of the nominee to complete the application and process.

C. The application for the "Bridge to Success" award will be located on the QEP website at www.polk.edu/qep.

III. SELECTION CRITERIA – Refer to the QEP Executive summary located at www.polk.edu/qep for an overview of the plan.

A. Documented evidence (no more than a total of 6 written pages) of excellent performance addressing the following categories:

1. Learner-centered teaching that includes ways that engaging activities in the classroom improve student success in math.

2. Supportive learning environment that includes ways the classroom and college improve student success in math.

3. Spending the $1,000 monetary award.

B. Supportive documentation should include the following:

1. One Letter of Support (non-student)

2. Evidence of student support, i.e., letter, comments and/or evaluation

IV. SELECTION COMMITTEE

A. The committee for the selection of the "Bridge to Success" award shall consist of QEP Committee members.

B. Each QEP Committee member will individually and independently rate each applicant's documented evidence, and supportive material using the rating chart listed at the end of this document.

C. The "Bridge to Success" award will be given to the full-time faculty member receiving the highest ranking among the applicants. To be eligible to receive an award, an applicant must have an average committee rating of at least 85 on the 100 point scale.

D. The QEP Committee will select the recipient. The recipient's name will be forwarded to the Executive Director of the PSC Foundation, Inc. The Executive Director will review the recipient's name with the Vice President for Academic and Student Services of Polk State College. The recipient will be notified by the Executive Director of the PSC Foundation prior to any official announcements.

E. The award will be for one year and will be made by the PSC Foundation, Inc. in compliance with AITF guidelines. The award winner must contact the PSC Foundation, Inc. to make arrangements for fund disbursement before any purchases are made. Award money must be spent within 1 year from date of notification.

V. TIME SEQUENCE

A. Completed applications are received by the QEP Committee by 5:00 p.m. on October 8, 2011.

B. The recipient will be selected by the QEP Committee no later than November 4, 2011.

C. Recipients will be formally recognized during the 2011-2012 academic year.

Bridge Rating Form:

Categories / Points

1. Learner-centered teaching that includes engaging activities in the classroom (0-40)

2. Supportive learning environment that includes classroom and college (0-40)

3. Spending the $1,000 monetary award (0-5)

4. Annual evaluation (0-5)

5. Letter(s) of support (non-student) (0-5)

6. Evidence of student support, i.e., letter, comments, and/or evaluation (0-5)

Total Points _____

Campus Liaisons

QEP Contests:

When the QEP document was written, the student Poetry Contest was underway. It is the intention of the Implementation Team to hold a contest each year of the QEP in order to maintain focus on the QEP. The Implementation Team discussed having both a student contest and an employee contest. The campus liaisons are working out contest details.

Lunch and Learn Series:

While the Lunch and Learn series would ordinarily fall under the Professional Development Team, the campus liaisons organized the 20111 and 20112 sessions. The Lunch and Learn sessions will be back in the Professional Development area starting Summer, 20113.

20111: *Oh Say Can you 'C'?*, Kathy Nicklaus, LK, 10/13/10
U^{R} (What U ^{eat}): A cooperative nutrient label analysis activity, Kari Sabin, LK, 10/14/11
Woohoo! I don't have to create an exam, Nelson Marquez, WH, 10/17/10
Visual Syntactics, Vilas Tonape, WH, 11/9/10

20112: *That book costs how much?!?!* By: Rebecka Sare and Kim Thomas. WH 2/15/11; LK 2/16/11
One additional Lunch and Learn will be scheduled on each campus this term.

The Lunch and Learn sessions have been excellent and the facilitators have done a great job with their presentations. Attendance could be better, so the Professional Development Team is looking at other days/times. A breakfast time on Friday will be tried this term as well as a Saturday. The reason for trying a Saturday morning is an attempt to involve adjuncts.

Learner-Centered Syllabus Workshop:

The campus liaisons invited department coordinators from each campus to assist with presenting learner-centered syllabus workshops. These sessions were well attended. Lakeland: 11/30/11; Winter Haven: 12/1/11

Mathematics Teaching Team

September, 2010:

The mathematics faculty along with representatives from the TLCCs and others participated in a phone conference with our consultant, Dr. Phyllis Blumberg.

October, 2010:

Dr. Blumberg conducted an all-day workshop for the mathematics faculty, discussing the meaning of each component and showing faculty how to determine their baselines.

December, 2010:

The mathematics faculty teaching QEP classes selected three components in which they wanted to move from instructor-centered teaching toward learner-centered teaching. Professors completed a *Planning for Transformation* form for each of those components.

List of Twenty-One Learner-Centered Components

(Professor selections are shown in parentheses.)

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 **(Frye, Frye, Frye)**
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 **(Morris)**
8. Activities involving student, instructor, content interactions **(Aleman, Decker, Fairbairn, Fairbairn)**
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 **(Morris, Lee, Scofield)**
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 **(Pletcher)**
14. Students' self-assessment of their strengths and weaknesses **(Morris, Lee, Pletcher)**

The Purposes and Processes of Assessment

15. Assessment within the learning process **(Scofield, Fairbairn, Leedy)**
16. Formative assessment (giving feedback to foster improvement) **(Pletcher, Decker, Decker, Leedy)**
17. Peer and self-assessment **(Leedy)**
18. Demonstration of mastery and ability to learn from mistakes **(Scofield)**
19. Timeframe for feedback **(Aleman, Lee)**

The Balance of Power

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

January, 2011:

Professors began teaching QEP classes. The chart below identifies the professors on each campus and the number of classes each professor taught.

Intermediate Algebra Classes - 20112			
Lakeland – 10 QEP (15 non-QEP)		Winter Haven/JDA – 12 QEP (11 non-QEP)	
Professor	Number of QEP classes	Professor	Number of QEP classes
Richard Decker	2	Roger Aleman	5
Lorne Fairbairn	1	Joyce Lee	3
Steve Frye	4	Paul Pletcher	2
Richard Leedy	2	Cindy Scofield	2
Penny Morris	1		

Basic differences between the QEP and the non-QEP classes:

- QEP classes have 22 students instead of 30
- professors participate in Bridge Building Sessions, biweekly discussion groups
- professors use varied teaching methods to accomplish the three competencies they selected from Dr. Blumberg's list of 21 competencies

Bridge Building Sessions:

The Bridge Building Sessions are biweekly discussion groups held on alternate Tuesdays, one week with the Winter Haven faculty and one week with the Lakeland faculty. During these discussion groups, professors

- shared strategies for specific topics,
- shared test designs
- shared innovative games, techniques, and other ideas that have been successful in the classes
- viewed final exam data from their own Intermediate Algebra classes last term to see which objectives their students did well on and which ones their students did poorly on
- viewed course pass rate data for their Intermediate Algebra classes last term
- viewed initial QEP survey data
- discussed observations as the data was viewed
- received several resource books and discussed strategies suggested in the books
- viewed web resources and library QEP resource materials
- received hands-on clicker assistance from the instructional technologists
- learned about library guides
- developed a list of fifty activities and strategies that they are using to promote change in the classroom
- developed additional activities for Toolbox 3 using activities and strategies from the list
- are currently developing questions to include in the end-of-term QEP survey

Activities and Strategies to Promote Change

(never, a few times, frequently, always)

1. Clickers
2. Portfolios
3. Journals
4. Seating chart
5. Quizzes
6. Vocabulary sheets
7. Posting notes on PAL
8. Study groups
9. Required office visit
10. Required TLCC visit
11. Think/pair/share
12. Muddiest point
13. Prior knowledge check
14. Reflection activities
15. Group activities
16. Active games
17. Peer assessment
18. Required homework
19. MML required
20. Attendance policy enforced
21. Posting grades on PAL
22. Role playing
23. Students construct review questions
24. Students read section prior to class
25. Project is included in course
26. Supplemental instruction tutor
27. Students are given input in constructing the syllabus
28. Get-acquainted activity
29. Students work at the board/overhead
30. Students correct their tests
31. Students are allowed to retest
32. Students make concept maps
33. Self-assessment activities
34. Formative assessment
35. Tests graded by next class period
36. Detailed feedback given to students
37. Pretests
38. Students do end-of-class summary (one-minute papers)
39. Group competitions
40. Students construct practice tests
41. Detailed syllabus
42. Connecting objectives to coursework
43. Student success tips
44. Students set goals
45. Commitment of professor is written on syllabus
46. Working with a different partner each week, with each student working with at least half of the class during the term
47. Rewards for insightful responses
48. Decker deck (using a deck of cards to call on people for responses)
49. Using inventory or reflection activity to break up lecture time
50. Connect current lesson to a previous lesson

June, 2011 (in planning stages): Mathematics faculty will participate in a workshop with Dr. Blumberg. Mathematics faculty will learn how to determine transition steps using her rubrics.

Summer Term, 20113: Winter Haven/JDA will have 4 QEP classes and 4 non-QEP classes. Lakeland/Airside will have 3 QEP classes and 7 non-QEP classes.

Fall Term, 20121: To meet the number of QEP classes as stated in the QEP document, at least one full-time faculty member and two adjuncts need to be added. Online classes can be added as well. Numbers of QEP and non-QEP classes are unknown at this time.

Professional Development Team

The Professional Development Team met once in 20111 and is scheduled to meet again in 20112.

Professional Development Day:

Several of the sessions were QEP-related: *Creating a Learner-Centered Syllabus*, *Oh Say Can You 'C'?*, and *Learner-Centered Strategies that Work!*

Guest speaker for spring term:

Rather than have a guest speaker for spring term, Dr. Blumberg will be asked to give an overview for all faculty when she visits PSC to facilitate the math-specific workshop this summer.

4-1-1 Reading Program:

This year's math-related book is Malba Tahan's *The Man Who Counted*.

Learning Resources Team

The Learning Resources Team met once in 20111.

Supplemental Instruction:

The supplemental instruction program that has been used by the TLCC for several years was focused on Intermediate Algebra classes during 20112. Most of the instructors teaching QEP classes had supplemental instruction tutors.

Library Class Guide:

Bill Foege presented the library class guide as a tool for instructors to use. However, due to recently designed alternate methods of creating instructor web pages, the library class guide may not be deemed as useful as once thought.

QEP-Focused Displays:

The libraries and TLCCs have designed attractive math and QEP-related displays.

TLCC Math Tutor Training:

With the tutors sitting in the Intermediate Algebra classes as part of the Supplemental Instruction program, the tutors can better understand how to assist the students. Additionally, the joint meetings between mathematics faculty and

TLCC tutors are beneficial in making sure the tutors understand the professors' goals and how to help achieve those goals. The joint meetings thus far have revealed that only a few tutors understand the topics in the liberal arts math courses because those are not courses tutors normally take. One of the bi-products of the joint meetings was the development of training sessions in which the MGF 1106 and 1107 instructors are teaching quick overviews of several critical topics (such as logic and graph theory) to the tutors. Although that will not help the Intermediate Algebra success rates, it should help with students being able to pass the subsequent course.

QEP-Relevant Resources:

The library has purchased many QEP-related books for instructors to use.

QEP Materials Disseminated:

QEP awareness materials are disseminated at First-Day Information Tables.

Student Services Team

The Student Services Team met twice in 20111.

Early Warning System:

Learner-Centered Teaching and Supportive Learning Environment of the QEP were discussed. The team members at the meeting worked together to find ways that Student Services could be more active in the QEP process. It was determined that the Early Warning System will be a way of engaging students and faculty in regards to academic success or personal issues. It will help provide tools for student success. The Student Services Team is actively continuing its goal of helping students succeed through the Early Warning System.

QEP Materials Disseminated:

QEP awareness materials are disseminated at New Student Orientation.

Assessment and Evaluation Team

The Assessment and Evaluation Team met twice in 20111 to discuss the logistics of the assessment and evaluation processes. Several adjustments were made in how the final exam information is collected. These adjustments were made for easier tracking.

Initial QEP Survey:

The Initial QEP Survey was conducted in all the QEP classes during 20112. The results were shared with individual instructors. After the first time using the survey, several of the questions are being adjusted slightly. These surveys will be administered to both QEP and non-QEP classes in the fall to have a comparison.

Student Perception of Instruction:

The SPIs for QEP classes will be examined for 20112. However, specific QEP-related questions were not added to the SPI during 20112 because this is the last term that the paper forms are being used. It will be much easier to add questions

to the electronic forms that will begin in 20121. Additional QEP-related questions will be added to the SPI for both QEP and non-QEP classes.

End-of-term QEP Survey:

This is currently being developed by the Mathematics Teaching Team in conjunction with the Assessment and Evaluation Team.

Due to the short period of time we have be implementing the QEP thus far, the results are quite limited. They are presented in a separate report.

Suggested Adjustments to the QEP

- Library Class Guides (discontinue)
- Lunch and Learn Series (vary the times / include webinars)
- Bridge to Success Award (add)
- The Learning College Summit (send more faculty to The Teaching Professor and not send any to the Learning College Summit)
- Contests (include additional student contests / begin employee contests)
- Evaluation form for the professional development activities (add for Lunch and Learn Series, guest speakers, workshops, etc.)
- Minutes from all the QEP committees (post on QEP web page)
- New Student Orientation (explore the possibility of incorporating learner-centered strategies in the new student orientation)
- Committees (adjust the composition of some of the committees)

Teams, Committees, Councils

<u>Professional Development Team</u>:

The Professional Development Team is responsible for offering learner-centered professional development activities. With the assistance of college staff, a group of faculty will facilitate workshops and other training sessions. In particular, inter-departmental collaboration opportunities emphasizing the relevance of mathematics to other disciplines, careers, and life experiences will be encouraged. Membership will include the District Director for Academic Support Services (chair), faculty representation from both campuses, a Staff and Program Development Committee representative, and WEQC representation.

Courtlann Thomas (Chair)
Fatin Morris (Winter Haven faculty)
Sherry Siler (Winter Haven faculty)
Penny Morris (Lakeland faculty)
Cindy Freitag (Lakeland faculty)
Bruce Dubendorff (Lakeland faculty)
Carol Martinson (Lakeland faculty).
Rose Collins (SPD Committee and Lakeland faculty)
Beverly Woolery (EPI)
Jim Rhodes (Instructional Technology)
Sandra Hinko (Lakeland faculty)

Linda Young (Winter Haven faculty)
Sally Fitzgerald (Lakeland adjunct faculty)
Debra Laraway (Lakeland adjunct faculty)
Cindy Jaskolka (WEQC)

Student Services Team:

The Student Services Team will be responsible for the development and facilitation of programs, activities, and services that will support the QEP, particularly the utilization of the Early Warning System. Membership will include the deans of Student Services (Co-chairs), advisors, and academic success counselors from both campuses.

Charlie Lyle (Co-chair)
Reggie Webb (Co-chair)
Gregory Marshall
Saul Reyes (JDA)
Sylvester Little
Michelle Sams
Cate Igo
Kim Pearsall
Simmi Johnson
Mary Westgate
Yulonda Bell
Kerry Shapiro (Airside)
Lenora Burnett
Sue Candia

Learning Resources Team:

The Learning Resources Team will be responsible for the development of auxiliary services to support MAT 1033, including the improvement and integration of individual and group tutoring, development of new tutoring materials and student workbooks, utilization of films on demand, development of new testing strategies, and the redevelopment of testing facilities. Membership will include the directors of Learning Resources (Co-chairs), library and TLCC staff, tutors, and student representatives from both campuses.

Bill Foege (Co-chair)
Chris Fullerton (Co-chair)
Gerry Hubbs (JDA)
Cheryl Day (Winter Haven TLCC)
Sharon Lokken (Winter Haven library)
Mike Whann (Tutoring Coordinator – both campuses)
Helen Schmidt (Lakeland library)
Kim DeRonda (Lakeland TLCC)
Keith Salzman (Lakeland tutor)
Lee Wilkerson (Winter Haven tutor)
Christopher Holle (Lakeland student)

Implementation Team:

The Implementation Team will consist of the chairs of the Mathematics Teaching Team, the Student Services Team, the Learning Resources Team, and the Professional Development Team, as well as one academic dean and one representative from each: the Workforce Education Quality Council (WEQC), the Business Office, the Facilities Department, the student body, the Lakeland faculty (campus liaison), and the Winter Haven faculty (campus liaison). The Implementation Team along with other members of the various teams will carry out the implementation activities of the QEP, providing recommendations as needed. Under the QEP Director's leadership, each campus liaison will assist with implementation tasks on his or her respective campus, in particular where a specific team is not already assigned.

Kaye Betz (Chair)
Roger Aleman (Mathematics Teaching Team Co-chair)
Richard Leedy (Mathematics Teaching Team Co-chair)
Charlie Lyle (Student Services Team Co-chair)
Reggie Webb (Student Services Team Co-chair)
Bill Foege (Learning Resources Team Co-chair)
Chris Fullerton (Learning Resources Team Co-chair)
Courtlann Thomas (Professional Development Team Chair)
Trish Shuart (Academic Dean)
Saritza Guzman-Sardina (WEQC)
Teresa Vorous (Business Office)
George Urbano (Facilities)
Wallace Minto (Winter Haven student)
Nick Coffman (Winter Haven student)
Lynda Wolverton (Lakeland liaison)
Becky Pugh (Winter Haven liaison)
Latrice Moore (BAS faculty)
Beverly Woolery (EPI)

Mathematics Teaching Team:

The Mathematics Teaching Team will provide support and guidance to other mathematics faculty members for the purpose of redesigning courses and promoting learner-centered teaching in a collaborative classroom atmosphere. Membership will include primarily MAT 1033 faculty but is open to all Polk State College faculty and students as well. The team will select co-chairs.

Richard Leedy
Roger Aleman
Rich Decker
Penny Morris
Lorne Fairbairn
Joyce Lee
Paul Pletcher
Cindy Scofield
Steve Frye.

QEP Advisory Council:

The QEP Advisory Council will provide input, guidance, and feedback regarding the implementation and evaluation of the QEP. Further, it will assist the College in promoting community awareness of the QEP by serving as liaison between the community and the College. A key responsibility of the QEP Advisory Council will be to review and address expectations that appear either too high or too low based upon the assessment. Membership on the Council will include Polk State College faculty, staff, community members, and student representatives.

Ken Ross (Chair)
Patricia Jones (District Academic Dean)
Kathy Bucklew (Registrar)
Jude Ryan (faculty)
Melissa LaRock (administrative assistant)
Karen Greeson (WEQC)
Steve Elias (community member)
Robert Gerber (student)

Assessment and Evaluation Team:

The Assessment and Evaluation Team will provide assessment support, evaluation resource management, data analysis and information required for the evaluation, and further development and implementation of the QEP project. This team will review all facets of the QEP assessment data and provide assessment summary reports and comparative evaluations. Membership will include the college's Research and Reports Coordinator, the Mathematics Department's Assessment Coordinators, and one representative each from the Institutional Effectiveness Council and the Planning and Budget Council. The Research and Reports Coordinator will be in charge of providing ongoing assessment support concerning all QEP-relevant inquiries.

Peter Usinger (Chair)
Mary Beth Freeman (Research and Reports Coordinator)
Stephen Drier (Mathematics Assessment Coordinator)
Steve Frye (Mathematics Assessment Coordinator)
Teresa Vorous (Institutional Effectiveness Council)
Chris Fullerton (Planning and Budget Council)

A copy of the QEP newsletter can be found at:
http://www.polk.edu/currentstudents/academics/qep/Pages/QEPNewsletter.aspx