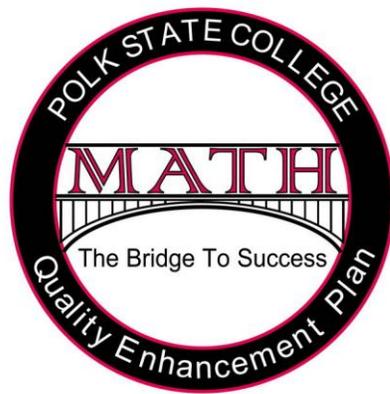


**Report
to the
QEP Advisory Council**



May 9, 2012

Compiled by: Kaye Betz, QEP Director

Table of Contents

QEP Tracking Table	3
Current Status of the QEP	5
Implementation Team	5
Mathematics Teaching Team.....	6
Professional Development Team	7
Learning Resources Team.....	8
Student Services Team.....	8
Assessment and Evaluation Team	8
Suggested Adjustments to the QEP	10
Appendix A: Summary of the QEP	11
Appendix B: List of 21 Learner-Centered Components	13
Appendix C: QEP Bridge Building Sessions	14
Appendix D: Teams, Committees, Councils	15
QEP Newsletter – April 2012	17

QEP Tracking Table - Implementation Activities and Timeline 2011-2014

Description		AY 2010/11			AY 2011/12			AY 2012/13			AY 2013/14		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
■ Complete; ■ In Progress; ■ Partially Complete; ■ Incomplete A=As Needed; C=Create; R=Review; U=Update; X=Execute													
Instruction	Number of Sections (Estimated)	(2) 2	(12) 22	(5) 7	(22) 32	(25) 34	(10) 13	(37)	(31)	(12)	(37)	(31)	(12)
	Number of Students (Estimated)	(40) 39	(264) 474	(110) 123	(484) 645	(550) 724	(220)	(814)	(682)	(264)	(814)	(682)	(264)
	Full-Time Faculty Involved (Estimated)	(2) 2	(8) 9	(TBD) 4	(10) 12	(10) 12	(TBD) 6	(12)	(12)	(TBD)	(14)	(14)	(TBD)
	Part-Time Faculty Involved (Estimated)	(0) 0	(0) 0	TBD 0	(2) 2	(2) 3	TBD 2	(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
Professional Development	The Teaching Professor 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	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 <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	-	-

Current Status of the QEP

Implementation Team

The Implementation Team met once during 20122.

Joint Meetings:

Joint meetings between the mathematics faculty and advisors and between mathematics faculty and tutors are held each term on each campus.

Term	Campus	Joint Between	And	Meeting Date
20122	Winter Haven/JDA	Mathematics Faculty	Advisors	1/20/12
20122	Winter Haven/JDA	Mathematics Faculty	Tutors	1/20/12
20122	Lakeland	Mathematics Faculty	Advisors	1/27/12
20122	Lakeland	Mathematics Faculty	Tutors	1/27/12

Conferences:

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

Term	Conference	Participants
20122	MAA/FTYCMA Joint Conference	Richard Decker (presented), Jim Rhodes (presented), Penny Morris (presented), David Rose (presented)
20123	The Teaching Professor	Stephen Drier, Paul Pletcher, Penny Morris, Kaye Betz
20123	The Learning Summit	Stephen Drier

Classroom Enhancement Grant:

Richard Leedy is the first recipient of the QEP Classroom Enhancement Grant. He used the grant to purchase an iPad, which he has been using in the classroom to enhance instruction.

The Classroom Enhancement Grant is sponsored by The Polk State College Foundation and administered by the QEP Implementation Team. Each year one \$1,000 grant is awarded to a faculty member to purchase materials for learner-centered activities in the classroom. During this first year, the grant was open only to mathematics faculty. For the next two years, the grant will be open to all faculty members who have three or more years of continuous regular full-time faculty status.

Adjunct Professional Development and Adjunct Mentoring:

Learner-centered teaching is a major focus of the adjunct professional development workshop series and is being written into the redesigned mentoring program. The mentors will be working with new adjuncts to help them become more learner-centered in their teaching. Also, the observation forms that department coordinators and program directors use will be focused more on learner-centered activities.

A new adjunct orientation day that was held 5/5/12 in Lakeland was designed to demonstrate learner-centered teaching.

Marketing:

Originally, awareness was the main focus of the QEP. The focus now is on professional development.

The QEP logo has been changed to reflect the new Polk State College colors.

Marketing items to continue:

Pads of paper (with new logo)
Pencils (with new logo)

Coffee mugs (with new logo)
Graph paper notebooks (old logo)

QEP Web Page:

The web page is being kept current.

Electronic QEP Newsletter:

The fourth issue of the QEP Newsletter was published last month.

April, 2012 issue:

<http://www.polk.edu/currentstudents/academics/qep/Pages/QEPNewsletter.aspx>

QEP Mugs:

In the recent QEP newsletter, faculty were asked to send a paragraph about how they had incorporated active learning or learner-centered teaching strategies into their class activities. Their comments will be written in the next newsletter and each person will receive a QEP coffee mug.

Mathematics Teaching Team

January 2012:

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

Intermediate Algebra Classes - 20122			
Lakeland/Airside – 17 QEP (10 non-QEP)		Winter Haven/JDA – 16 QEP (8 non-QEP)	
Professor	Number of QEP classes	Professor	Number of QEP classes
Richard Decker	2	Roger Aleman	4
Lorne Fairbairn	1	Joyce Lee	1
Steve Frye	2	Paul Pletcher	3
Richard Leedy	2	Cindy Scofield	2
Penny Morris	1	Larry Albright	6
Anna Butler	1		
Nerissa Felder	1		
David Rose	2		
Jim Rhodes *	2		
Max Hawkins *	3		

** New participants this term*

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

March 2012:

Dr. Phyllis Blumberg, the QEP's learner-centered teaching consultant, reviewed all the forms that had been collected this term and then had a phone conference with Kaye Betz, QEP Director. Dr. Blumberg said she thought all the participants were on the right track. She also wanted to emphasize that learner-centered teaching was more than active learning and that active learning was just one part of learner-centered teaching.

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. See Appendix C for a list of the types of activities that have been included in the Bridge Building Sessions.

Documentation to Support Selected Status Form and Transformation Form:

Each instructor's baseline along with their documentation forms and transformation forms have been put into one electronic document so that it will be easier for a person reviewing them to see the overall transformation over time for each instructor. Also, when filling out forms for the new term, the instructor won't have to search for what level they were last on or what transformations they worked on last time. All the information is in one document and the instructor types the new information into the same document.

Professional Development Team

The Professional Development Team will be meeting on 5/11/12.

2012 Lunch and Learn Series				
Date	Campus	Breakfast/ Lunch/Dinner	Title	Presenter
3/22/12	Winter Haven	Lunch	<i>Creating a Community of Practice through Action Research</i>	Naomi Boyer
4/6/12	Lakeland	Breakfast	<i>Creating a Community of Practice through Action Research</i>	Naomi Boyer
4/10/12	Lakeland	Lunch	<i>Mastering Mathematics (and Other Things)</i>	Gregory McColm
7/11/12	Winter Haven	Dinner	<i>The Learner-Centered Classroom Revisited: 25 activities to encourage learner engagement and responsibility</i>	Lynda Wolverton/ Courtlan Thomas

Guest speaker for spring term:

Sharon Bowman presented three workshops on January 5, 2012:

Morning: Winter Haven

Afternoon: Lakeland

Evening: Lakeland

Learning Resources Team

The Learning Resources Team met once in 20122.

Supplemental Instruction:

The supplemental instruction program that has been used by the TLCC for several years focused on Intermediate Algebra classes during 20121 and 20122.

QEP-Focused Displays:

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

TLCC Math Tutor Training:

Tutor training continues. During spring term, one of the full-time temporary adjuncts in Lakeland split her time between teaching mathematics classes and tutoring in the TLCC. This has helped to promote more consistency between the methods used in class and the methods used in the TLCC. The adjunct has created handouts on topics that students find difficult, created a tutor newsletter, and conducted training for the math tutors.

Student Services Team

The Student Services Team met once in 20122.

Early Warning System:

Instructors are starting to use this, but there isn't data yet.

Assessment and Evaluation Team

The Assessment and Evaluation Team met once in 20122 to review and discuss the fall data.

The Assessment and Evaluation Team discussed the proposed discontinuation of the Initial QEP Survey. The results have been mainly for the benefit of each instructor the first few times teaching the course and the survey was not being used in the overall assessment of the QEP. It was unanimously decided that the Initial QEP Survey will be discontinued as an assessment tool, but will still be available to any new QEP instructors who want to use it.

The *MAT 1033 Pass Rates, Grades, and Withdrawals* chart on the next page shows an overall increase in pass rate from 20112 to 20121, with a larger increase for QEP students. In 20121, the pass rate for QEP students was 8.9% higher than non-QEP students.

The *MAT 1033 SLO Summary Report – 2012-1* on the next page shows the percentage of students meeting each student learning outcome of the course as demonstrated on the final exam. There are 14 department outcomes and 5 QEP outcomes. Line #15 shows the percentage of students passing the overall final exam. 68.2% of the QEP students passed the final exam whereas only 58.0% of the non-QEP students passed the final exam.

MAT 1033 Pass Rates, Grades, and Withdrawals

Term	Enrl	A	B	C	D	F	W1	W2	W4
2011-1	1345	181	234	292	142	276	147	60	13
2011-2	1142	97	173	223	128	236	174	103	8
2012-1	1441	170	270	333	173	261	177	46	11

Term	A	B	C	D	Pass Rate	F	W1	W2	F/W Rate	W4
2011-1	13.5%	17.4%	21.7%	10.6%	63.1%	20.5%	10.9%	4.5%	35.9%	1.0%
2011-2	8.5%	15.1%	19.5%	11.2%	54.4%	20.7%	15.2%	9.0%	44.9%	0.7%
2012-1	11.8%	18.7%	23.1%	12.0%	65.6%	18.1%	12.3%	3.2%	33.6%	0.8%

Term		Enrl	A	B	C	D	F	W1	W2	W4
2011-2	QEP	471	45	72	93	49	97	72	43	0
	Non-QEP	671	52	101	130	79	139	102	60	8
2012-1	QEP	699	89	145	181	76	105	75	23	5
	Non-QEP	742	81	125	152	97	156	102	23	6

	A	B	C	D	Pass Rate	F	W1	W2	F/W Rate	W4
2011-2										
QEP	9.6%	15.3%	19.7%	10.4%	55.0%	20.6%	15.3%	9.1%	45.0%	0.0%
Non-QEP	7.7%	15.1%	19.4%	11.8%	53.9%	20.7%	15.2%	8.9%	44.9%	1.2%
2012-1										
QEP	12.7%	20.7%	25.9%	10.9%	70.2%	15.0%	10.7%	3.3%	29.0%	0.7%
Non-QEP	10.9%	16.8%	20.5%	13.1%	61.3%	21.0%	13.7%	3.1%	37.9%	0.8%

MAT 1033

SLO Summary Report – 2012-1

F2F Non-QEP

N = 502

F2F QEP

N = 493

	SLO Name	SLO Description	Nbr Passing	% Passing	Avg Score		Nbr Passing	% Passing	Avg Score
1	Dept01	Linear Equations	189	37.6%	59.0%		229	46.5%	66.5%
2	Dept02	Linear Inequalities	257	51.2%	51.2%		271	55.0%	55.0%
3	Dept03	Linear Systems	209	41.6%	41.6%		252	51.1%	51.1%
4	Dept04	Evaluate Functions	410	81.7%	81.7%		409	83.0%	83.0%
5	Dept05	Domains of Functions	306	61.0%	61.0%		295	59.8%	59.8%
6	Dept06	Rational Exponents	291	58.0%	58.0%		300	60.9%	60.9%
7	Dept07	Factoring	382	76.1%	76.1%		408	82.8%	82.8%
8	Dept08	Quadratic Equations	228	45.4%	57.9%		292	59.2%	67.0%
9	Dept09	Rational Expressions	352	70.1%	66.4%		380	77.1%	70.4%
10	Dept10	Rational Equations	131	26.1%	49.1%		146	29.6%	53.7%
11	Dept11	Proportion & Variation	201	40.0%	40.0%		243	49.3%	49.3%
12	Dept12	Radical Expressions	326	64.9%	69.9%		372	75.5%	76.6%
13	Dept13	Complex Numbers	342	68.1%	68.1%		342	69.4%	69.4%
14	Dept14	Applications	238	47.4%	66.9%		269	54.6%	73.7%
15	Dept15	Students Passing Final	291	58.0%	61.5%		336	68.2%	67.4%
16	QEP1	Linear Equations/Graphing	282	56.2%	54.8%		340	69.0%	62.5%
17	QEP2	Functions	259	51.6%	71.3%		252	51.1%	71.4%
18	QEP3	Factoring/Quadratic Eq'ns	325	64.7%	61.6%		377	76.5%	70.1%
19	QEP4	Rational Expr'ns & Eq'ns	242	48.2%	56.2%		275	55.8%	61.3%
20	QEP5	Radical Expressions	305	60.8%	68.0%		335	68.0%	72.9%

Suggested Adjustments to the QEP

QEP Tracking Table – Remove some of the X's from “QEP Materials Disseminated at New Student Orientation” and “QEP Materials Disseminated at Welcome Back Week.”

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 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.

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. This material may be copied, but this reference must be cited.

Appendix C:

QEP Bridge Building Sessions Tuesdays, 1:30-3:00

Activities over the past three terms:

1. various methods of formative assessment
2. ways to connect new material to old material
3. concept maps
4. using visuals
5. active learning
6. appropriate feedback
7. making the content meaningful to the student
8. giving students more opportunities to participate in class
9. using critical reflection
10. sharing of teaching strategies for various topics
11. each person individually looking at their item analysis from the last final exam
12. using conceptual questions
13. speaker from economics sharing how students use Intermediate Algebra topics in his class
14. sample chemistry lab
15. respiratory care formulas
16. discussion of topics in math readings
17. sharing of ideas brought back from conferences
18. demonstration of how to use clickers
19. demonstration of how to use a smart board
20. demonstration of how to use a symposium
21. TED talks
22. math games
23. incorporating You-Tube clips and images into lesson
24. lots more

In most of the sessions, the participants share and demonstrate something, whether it is a new math game, how to make a topic meaningful, how to incorporate a You-Tube clip, or something else. Everybody participates and at many of the sessions the participants are responsible for presenting something. The next topic will be how, based on research data, to create meaningful summative assessments.

Appendix D:

Teams, Committees, Councils

Professional Development Team:

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.

Courtlan 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)
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, academic success counselors, and other pertinent staff college-wide.

Saul Reyes (Co-chair)
Reggie Webb (Co-chair)
Gregory Marshall
Michelle Sams
Cate Igo
Kim Pearsall
Simmi Johnson
Mary Westgate
Yulonda Bell
Kerry Shapiro (Airsides)
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), TLCC staff, tutors, and student representatives from both campuses.

Bill Foege (Co-chair)
Chris Fullerton (Co-chair)
Cheryl Garnett (JDA)
Gerry Hubbs (Winter Haven TLCC)
Kim DeRonda (Lakeland TLCC)
Mike Whann (Lakeland Tutoring Coordinator)
_____ (Lakeland tutor)
Lee Wilkerson (Winter Haven tutor)
_____ (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)
Saul Reyes (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)
Courtlan Thomas (Professional Development Team Chair)
Martha Santiago (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	Joyce Lee	Nerissa Felder
Roger Aleman	Paul Pletcher	David Rose
Rich Decker	Cindy Scofield	Larry Albright
Penny Morris	Steve Frye	Jim Rhodes
Lorne Fairbairn	Anna Butler	Max Hawkins

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)