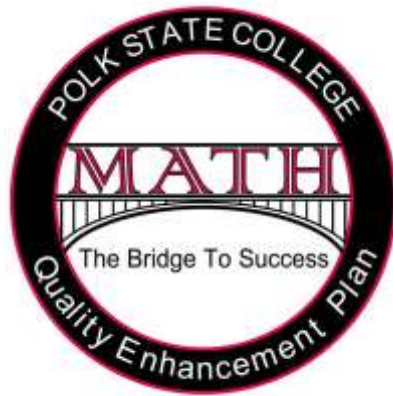


**Report
to the
QEP Advisory Council**



November 28, 2011

Compiled by: Kaye Betz, QEP Director

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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
Instruction	Number of Sections (Estimated)	(2) 2	(12) 22	(5) 7	(22) 32	(25) 32	(10)	(37)	(31)	(12)	(37)	(31)	(12)
	Number of Students (Estimated)	(40) 39	(264) 474	(110) 123	(484) 645	(550)	(220)	(814)	(682)	(264)	(814)	(682)	(264)
	Full-Time Faculty Involved (Estimated)	(2) 2	(8) 9	TBD 4	(10) 12	(10) 12	TBD	(12)	(12)	TBD	(14)	(14)	TBD
	Part-Time Faculty Involved (Estimated)	(0) 0	(0) 0	TBD 0	(2) 2	(2) 3	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.(replace)	-	-	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 <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
	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 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	-	-

Gray: Proposed deletions

Current Status of the QEP

Implementation Team

The Implementation Team met once during 20121.

Marketing:

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

The QEP logo will be changed to reflect the new Polk State College colors.

Marketing items to continue:

- Coffee mugs (with new logo)
- Pads of paper (with new logo)
- Pencils (with new logo)
- Graph paper notebooks (current logo)

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
20121	Winter Haven/JDA	Mathematics Faculty	Advisors	9/9/11
20121	Winter Haven/JDA	Mathematics Faculty	Tutors	9/9/11
20121	Lakeland	Mathematics Faculty	Advisors	9/16/11
20121	Lakeland	Mathematics Faculty	Tutors	9/16/11

Conferences:

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

Term	Conference	Participants
20121	FTYCMA Conference	Penny Morris, Richard Decker (presented), Susan Hiatt, Kaye Betz, Nerissa Felder, Joyce Lee, Carolyn Horseman (presented), David Rose, Jim Rhodes (presented), Paul Pletcher, Richard Leedy, Mostafa Zamani
20121	AMATYC Conference	Richard Leedy, Nerissa Felder, Penny Morris, Jim Rhodes, Anna Butler, Carolyn Horseman

Redesigning Learning Spaces:

Over the summer, LLC 2293 in Lakeland was redesigned and renovated. Student desks were replaced with 30 movable tables and chairs. A Smart Board was added, the multimedia station was moved closer to the corner, and the cabinets were replaced with shelves.

Classroom Enhancement Grant:

The grant applications are being accepted through the end of November.

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.

Campus Liaisons

In January, the campus QEP liaisons will begin working with full-time and adjunct faculty in specific areas to develop learner-centered teaching strategies. The liaisons will work with each teaching area over the course of the QEP.

QEP Web Page:

The web page is being kept current. Color and pictures will be added when the new logo is approved.

Electronic QEP Newsletter:

The third issue of the QEP Newsletter was published this month.

Mathematics Teaching Team

June 2011:

Dr. Phyllis Blumberg, the QEP’s learner-centered teaching consultant, met individually with each mathematics instructor to address specific questions and discuss what they planned to do in their classes to promote change. Dr. Blumberg also conducted two workshops, one in Winter Haven and one in Lakeland. The topic was *Teaching and Assessing so your Students will Learn More*.

August 2011:

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

Intermediate Algebra Classes - 20121			
Lakeland/Airside – 18 QEP (14 non-QEP)		Winter Haven/JDA – 14 QEP (14 non-QEP)	
Professor	Number of QEP classes	Professor	Number of QEP classes
Richard Decker	3	Roger Aleman	3
Lorne Fairbairn	2	Joyce Lee	1
Steve Frye	2	Paul Pletcher	3
Richard Leedy	2	Cindy Scofield	3
Penny Morris	1	Larry Albright *	3
Kaye Betz *	1		
Anna Butler *	3		
Nerissa Felder *	2		
David Rose *	2	David Rose *	1

* 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

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 in the fall term, professors

- shared strategies for specific topics
- shared test designs
- shared innovative games, techniques, and other ideas that have been successful in the classes
- shared lessons with the group
- discovered ways in which Intermediate Algebra topics can be applied
- viewed course pass rate data for their Intermediate Algebra classes last term
- viewed initial QEP survey data
- participated in Smart Board/symposium training
- participated in a chemistry lab to learn how slope and scientific notation are used in another discipline
- developed additional activities for Toolbox 3

Professional Development Team

The Professional Development Team met once in 20121.

20121 Lunch and Learn Series				
Date	Campus	Breakfast/ Lunch	Title	Presenter
9/23/11	Lakeland	Breakfast	<i>Preparing Students for Distance Learning: An Introduction to PAL and What it Means to Take an Online Class</i>	Kim DeRonda
10/19/11	Winter Haven	Lunch	<i>The Evolution of the ePortfolio: Student-produced Web-based Research Projects in 10 Easy Steps</i>	Courtlan Thomas
11/3/11	Lakeland	Lunch	<i>The Future Isn't What It Used To Be: Trends for Tomorrow</i>	Jim Rhodes
11/11/11	Winter Haven	Breakfast	<i>The Trump Card: Engaging Students in a Learner-Centered Environment</i>	Beverly Woolery and Sherry Davis

Guest speaker for spring term:

Sharon Bowman has been invited to present three workshops on January 5, 2012.

4-1-1 Reading Program:

This year's math-related book is Michael Lewis' *Moneyball*.

Learning Resources Team

The Learning Resources Team met once in 20121.

Supplemental Instruction:

The supplemental instruction program that has been used by the TLCC for several years focused on Intermediate Algebra classes during 20121. Most of the instructors teaching QEP classes had supplemental instruction tutors.

QEP-Focused Displays:

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

TLCC Math Tutor Training:

Tutor training continues. In the spring term, one of the full-time temporary adjuncts in Lakeland will split her time between teaching mathematics classes and tutoring in the TLCC. This is to promote more consistency between the methods used in class and the methods used in the TLCC.

QEP-Relevant Resources:

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

Student Services Team

The Student Services Team met once in 20121.

Early Warning System:

Guidelines for using the Early Warning System have been set. One concern addressed is that student information many times is not up to date, so both professors and advisors have difficulty reaching students, especially the students who have stopped attending class. Two suggestions were made. One is that on the first day of the term, professors can ask the students to write their current information on note cards. Another suggestion is that the professors in the computer labs can request that all students log into Passport and update their information right then. Those not in computer labs can request that students update their information next time they are at a computer. It was agreed that the mathematics faculty would help with this.

Assessment and Evaluation Team

The Assessment and Evaluation Team met once in 20121 to review and discuss the spring data. See the QEP Assessment Summary in Appendix E.

Suggested Adjustments to the QEP

- QEP Tracking Table – Remove “Library Class Guides,” “The Learning College Summit,” and the first “X” on “Documentation to Support Change in Status.”
- Minutes from all the QEP committees – Post on the P: drive instead of the website.

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:

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

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)
Marvin Pippert (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	
Lorne Fairbairn	Anna Butler	

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)

QEP Newsletter – November 2011

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