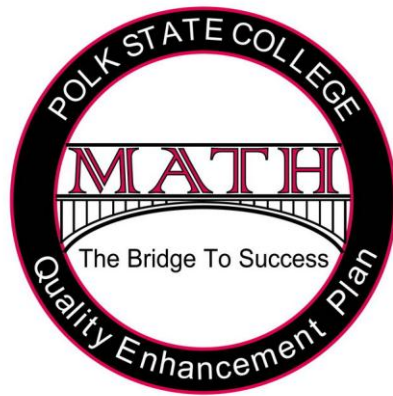


**Report
to the
QEP Advisory Council**



January 16, 2014

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 | | |
|---|--|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|------------|--------|
| | | 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) 12 | (37) 41 | (31) 43 | (12) 19 | (37) 47 | (31) | (12) |
| | Number of Students (Estimated) | (40) 39 | (264) 474 | (110) 123 | (484) 645 | (550) 724 | (220) 230 | (814) 833 | (682) 819 | (264) 338 | (814) 1005 | (682) | (264) |
| | Full-Time Faculty Involved (Estimated) | (2) 2 | (8) 9 | (TBD) 4 | (10) 12 | (10) 12 | (TBD) 6 | (12) 15 | (12) 17 | (TBD) 7 | (14) 17 | (14) 19 | (TBD) |
| | Part-Time Faculty Involved (Estimated) | (0) 0 | (0) 0 | TBD 0 | (2) 2 | (2) 3 | TBD 2 | (4) 2** | (4) 2** | TBD 3 | (6) 4** | (6) 4 | TBD |
| Align Final Exam to Course Objectives | | - | - | - | - | - | - | - | - | - | R | - | - |
| Prepare for Fall Convocation on QEP | | - | - | - | - | - | - | - | - | X | - | - | - |
| Focus Fall Convocation on QEP | | X | - | - | - | - | - | - | - | - | X | - | - |
| Faculty/Program Director Workshop | | X | - | - | - | - | - | - | - | - | - | - | - |
| Resources | Acquire QEP-relevant resources | U | U | U | U | U | U | U | U | U | U | U | U |
| | TLCC Math Tutor Training | R | X | - | X | X | - | X | X | - | X | X | - |
| | QEP-focused Displays | C | U | U | U | U | U | U | U | U | U | U | U |
| Professional Development | The Teaching Professor, NISOD, or similar conference | - | - | X | - | - | X | - | - | X | - | - | X |
| | Rubric Discussion Videoconference | X | - | - | - | - | - | - | - | - | - | - | - |
| | Learner-centered Rubric Workshop | X | - | X | - | - | X | - | - | X | - | - | X |
| | AMATYC Conference | X | - | - | X | - | - | X | - | - | X | - | - |
| | FTYCMA Conference | X | - | - | X | - | - | X | - | - | X | - | - |
| | Learner-centered Syllabi Development | X | - | R | - | - | R | - | - | R | - | - | R |
| | College-wide Lunch and Learn Series | X | X | - | X | X | - | X | X | - | X | X | - |
| | Instructional technology workshops | A | A | A | A | A | A | A | A | A | A | A | A |
| | Bridge-Building Sessions | - | X | - | X | X | - | X | X | - | X | X | - |
| | Learner-centered Pedagogy Workshop | - | A | A | A | A | A | A | A | A | A | A | A |
| | MAA/FTYCMA joint meeting | - | X | - | - | X | - | - | X | - | - | X | - |

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

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

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

Current Status of the QEP

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 |
|-------|------------------|---------------------|----------|--------------|
| 20141 | Winter Haven/JDA | Mathematics Faculty | Advisors | 10/04/13 |
| 20141 | Winter Haven/JDA | Mathematics Faculty | Tutors | 10/04/13 |
| 20141 | Lakeland | Mathematics Faculty | Advisors | 09/20/13 |
| 20141 | Lakeland | Mathematics Faculty | Tutors | 09/20/13 |

Conferences:

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

| Term | Conference | Participants |
|-------|------------------------------------|---|
| 20133 | SACS Summer Institute | Kaye Betz |
| 20133 | NISOD | Megan Cavanah, Ken Rosever |
| 20133 | Recruiting Girls for STEM Pathways | Nerissa Felder, Megan Cavanah |
| 20141 | FTYCMA Conference | Penny Morris, Jim Rhodes, Mike Malone, Gregory Toole |
| 20141 | AMATYC Conference | Carolyn Horseman, Anna Butler, Penny Morris, and Richard Leedy attended. Anna, Penny, and Richard presented <i>Learner Centered Teaching: Take It to the Next Level</i> . |

Student Orientation for Academic Readiness (S.O.A.R.):

In Lakeland, study skills sessions are offered to students the first few weeks of each term. These are designed to help students learn how to be responsible for their own learning.

| Date | Topic |
|---------|---|
| 8/21/13 | Effective Use of PAL in Hybrid or Online Classes |
| 8/28/13 | Computers in College: The First Steps |
| 9/4/13 | U Talkin' 2 Me: Communicating on Campus |
| 9/11/13 | Steps to Success: Helping Yourself Succeed |
| 9/19/13 | MATH is Not a Four Letter Word |
| 9/25/13 | Differences Between Attending High School and College |

QEP Newsletter:

Two QEP Newsletters were published this term, one in September and one in November.

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

QEP Bridge Building Sessions:

In order to accommodate adjunct faculty, we began another QEP Bridge Building group in Lakeland this term. It was held on Wednesdays, 4:30-6:00 p.m.

QEP Classes:

The chart below identifies the professors on each campus and the number of classes each professor taught. 70% of the MAT 1033 classes are QEP classes. Our goal is to reach and maintain at least 75%.

| Intermediate Algebra Classes – 2014-1 | | | |
|---------------------------------------|-----------------------|--|-----------------------|
| Lakeland/Airside – 26 QEP (9 non-QEP) | | Winter Haven/JDA – 21 QEP (11 non-QEP) | |
| Professor | Number of QEP classes | Professor | Number of QEP classes |
| Richard Decker | 2 | Roger Aleman | 3 |
| Lorne Fairbairn | 2 | Joyce Lee | 4 |
| Steve Frye | 3 | Paul Pletcher | 2 |
| Richard Leedy | 2 | Larry Albright | 6 |
| Penny Morris | 2 | Steve Drier | 2 |
| Anna Butler | 1 | Mostafa Zamani | 2 |
| Nerissa Felder | 3 | Toole, Gregory* | 2 |
| Jim Rhodes | 1 | | |
| Mike Malone | 2 | | |
| Megan Cavanah | 2 | | |
| Kaye Betz | 1 | | |
| Marsha Copeland* | 3 | | |
| Deborah Kindel* | 1 | | |
| Carrie Toreky* | 1 | | |

* New participants this term

Basic Differences between QEP and 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

Adjunct Professional Development:

An all-day workshop called *Raising Your Game* was held on June 7, 2013. It was designed for developmental instructors and was open to other faculty who wanted to participate. Dr. Annette Hutcherson, Director of Nursing shared with the math adjunct faculty a detailed explanation along with examples of how students use developmental math skills in pharmacology and other nursing courses. Dr. Rosa Walsh, Professor of Chemistry explained what students encounter in their first chemistry class and the math skills students are expected to have when they enter the chemistry class. Participants in the workshop also learned how to create an effective course syllabus.

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

| Date | Campus | Title | Presenter |
|-------------|---------------|---|---|
| 9/17/13 | Lakeland | <i>Use and Abuse of the Textbook</i> | John Barbaret |
| 9/19/13 | Lakeland | <i>How Do I Discuss Academic Integrity in the First Class?</i> | Webinar facilitated by Orathai Northern |
| 9/25/13 | Lakeland | <i>Databases and LibGuides</i> | Kristen Jernigan |
| 9/27/13 | Lakeland | <i>Using Twilight Episodes in Your Teaching</i> | Jason Mallory |
| 10/8/13 | Lakeland | <i>How the Brain Learns: Implications for Teaching and Learning</i> | Webinar |
| 10/14/13 | Winter Haven | <i>The Evolution of the Textbook: Using E-texts</i> | Eric Crump |
| 10/15/13 | Lakeland | <i>Pecha Kucha: The Art of Efficient Presentation</i> | Lynda Wolverton, Courtlann Thomas, Carol Martinson, Anna Butler |
| 10/16/13 | Lakeland | <i>Connecting Students and Content: Making it Personal</i> | Kathy Nicklaus |
| 10/22/13 | Lakeland | <i>Effective Lectures</i> | Guest Speaker Kevin Yee University of South Florida |
| 10/28/13 | Winter Haven | <i>Email Is Okay, But There Are Other Ways to Reach Your Students</i> | Todd Thuma |
| 11/6/13 | Lakeland | <i>How Can I Create a Climate for Learning in My Classroom</i> | Webinar facilitated by Aaron Morgan |
| 11/13/13 | Lakeland | <i>How Can I Transform My Tests into Learning Tools?</i> | Webinar facilitated by Cindy Freitag |

4-1-1 Reading Program:

Each year a book relating to the QEP is selected. This year the QEP book is *The Joy of x* by Steven Strogatz.

Teaching Tips:

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

Lakeland TLCC Math Liaison:

Megan Cavanah is functioning as math faculty liaison.

Classroom Enhancement Grant:

Professor Paul Carbonell was awarded the 2013-2014 Classroom Enhancement Grant. As the recipient of this grant, Paul intends to purchase multiple sets of hand tools for the theatre shop to ensure theatre tech students have a productive and functional classroom experience. These tools will be used mainly in Technical Theatre and Fundamentals of Stagecraft classes.

The Polk State College Foundation has recently approved a two-year extension of the Classroom Enhancement Grant, so it will be offered again in 2014 and 2015 and will be expanded to all regular full-time faculty.

Syllabus Project:

Over the past few terms, the mathematics faculty have been striving to improve their syllabi. Student Government members on both campuses offered to give feedback on clarity of assignments and policies and other ways the syllabi could be improved. The feedback was helpful to the faculty, but there were not as many reviewers as hoped for. Due to the low number of students volunteering to review the syllabi and a few other factors, this will be attempted again this term.

Assessment:

Separate report by Peter Usinger

Suggested Adjustments to the QEP

Joint workshops – cost of lunch

The Five SLOs – data corrections (see page 14)

Change the goal of three progression steps per year to two progression steps per year. Moving three progression steps per year is quite a feat to accomplish. Not knowing how many progression steps were reasonable in what period of time, we probably set the goal too high when we designed the QEP.

Appendix A:

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

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

Expected QEP Outcomes:

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

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

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

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

Appendix B:

List of Twenty-One Learner-Centered Components

The Function of Content

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

The Role of the Instructor

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

The Responsibility for Learning

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

The Purposes and Processes of Assessment

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

The Balance of Power

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

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

Appendix C:

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) | Rose Collins (SPD Committee and Lakeland faculty) |
| Fatin Morris (Winter Haven faculty) | Beverly Woolery (EPI) |
| Sherry Siler (Winter Haven faculty) | Jim Rhodes (Lakeland faculty) |
| Cindy Freitag (Lakeland faculty) | Sandra Hinko (Lakeland faculty) |
| Bruce Dubendorff (Lakeland faculty) | Sally Fitzgerald (Lakeland faculty) |
| Carol Martinson (Lakeland faculty) | Cindy Jaskolka (WEQC) |
| Linda Young (Winter Haven faculty) | |

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) | Simmi Johnson |
| Reggie Webb (Co-chair) | Mary Westgate |
| Gregory Marshall | Yulonda Bell |
| Michelle Sams | Kerry Shapiro (Airsides) |
| Cate Igo | Lenora Burnett |
| Kim Pearsall | 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) | Kim DeRonda (Lakeland TLCC) |
| Chris Fullerton (Co-chair) | Mike Whann (Lakeland Tutoring Coordinator) |
| Cheryl Garnett (JDA) | Lee Wilkerson (Winter Haven tutor) |
| Gerry Hubbs (Winter Haven TLCC) | |

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 | Gregory Toole | Jim Rhodes |
| Roger Aleman | Paul Pletcher | Mostafa Zamani |
| Rich Decker | Cindy Scofield | Steve Drier |
| Penny Morris | Steve Frye | Megan Cavanah |
| Lorne Fairbairn | Anna Butler | Ken Rosever |
| Joyce Lee | Nerissa Felder | Marsha Copeland |
| Carrie Toreky | Mike Malone | Deborah Kindel |
| | Larry Albright | |

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)

The Five SLOs

In QEP Document:

Table 4-1: Summative Assessment Data for Student Learning Outcomes in MAT 1033

| MAT 1033 Student Learning Outcomes | 2008-2 | 2009-1 | 2009-2 | 2010-1 | | Average |
|---|--------|--------|--------|--------|--------|---------|
| | F2F* | F2F* | F2F* | F2F* | DED** | |
| 1. Solve and graph systems of equations and inequalities. | 44.08% | 53.26% | 49.92% | 54.22% | 52.38% | 50.77% |
| 2. Perform basic operations with functions. | 46.41% | 45.39% | 45.63% | 51.72% | 34.29% | 44.69% |
| 3. Factor polynomials and solve quadratic equations. | - | 60.70% | 56.12% | 58.91% | 60.00% | 58.93% |
| 4. Simplify and solve rational expressions and equations. | - | 66.17% | 62.00% | 57.47% | 42.86% | 57.13% |
| 5. Simplify expressions involving fractional exponents or radicals. | 69.80% | 76.67% | 73.98% | 72.03% | 72.38% | 72.97% |

*F2F = face-to-face classes

**DED = distance education

Above Table Corrected (Some of the numbers were wrong in the document. The corrected numbers are highlighted.):

Table 4-1: Summative Assessment Data for Student Learning Outcomes in MAT 1033

| MAT 1033 Student Learning Outcomes | 2008-2 | 2009-1 | 2009-2 | 2010-1 | | Average |
|---|--------|--------|--------|--------|--------|---------|
| | F2F* | F2F* | F2F* | F2F* | DED** | |
| 1. Solve and graph systems of equations and inequalities. | 44.08% | 53.26% | 49.92% | 54.22% | 52.38% | 50.77% |
| 2. Perform basic operations with functions. | 46.41% | 45.39% | 45.63% | 51.72% | 34.29% | 44.69% |
| 3. Factor polynomials and solve quadratic equations. | - | 60.70% | 56.12% | 58.91% | 60.00% | 58.93% |
| 4. Simplify and solve rational expressions and equations. | - | 68.88% | 67.81% | 63.22% | 55.72% | 63.91% |
| 5. Simplify expressions involving fractional exponents or radicals. | 69.80% | 76.67% | 73.98% | 74.52% | 76.19% | 72.97% |

*F2F = face-to-face classes

**DED = distance education

2010 (2010-1 and 2010-2) Baseline Data

Table 4-1: Summative Assessment Data for Student Learning Outcomes in MAT 1033

| MAT 1033 Student Learning Outcomes | 2010-1 | | 2010-2 | | 2010 Average | |
|---|--------|--------|--------|--------|--------------|--------|
| | F2F* | DED** | F2F* | DED** | F2F* | DED** |
| 1. Solve and graph systems of equations and inequalities. | 54.22% | 52.38% | 54.17% | 55.56% | 54.20% | 53.97% |
| 2. Perform basic operations with functions. | 51.72% | 34.29% | 45.30% | 30.30% | 48.51% | 32.30% |
| 3. Factor polynomials and solve quadratic equations. | 58.91% | 60.00% | 60.20% | 43.94% | 59.56% | 51.97% |
| 4. Simplify and solve rational expressions and equations. | 63.22% | 55.72% | 66.86% | 56.07% | 65.04% | 55.90% |
| 5. Simplify expressions involving fractional exponents or radicals. | 74.52% | 76.19% | 75.40% | 69.70% | 74.96% | 72.95% |

F2F = face-to-face classes

**DED = distance education

Summer Institute:

R A I S I N G Y O U R G A M E

Lakeland Campus, LTB
1100

Friday, June 7, 2013

8:00 a.m. – 2:00 p.m.

| | | |
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| 8:00 – 8:30 | Sign in and Breakfast, LTB 1100 | |
| 8:30 – 8:45 | Welcome – Donald Painter, Dean of Academic Affairs, Lakeland Campus | |
| 8:45 – 9:15 | The Face of Polk State College – Dr. Courtlann Thomas | |
| 9:15 – 9:45 | Talking Tricks: A Panel Discussion – Dr. Lynda Wolverton | Panelists: Developmental Reading – Mary Selph Developmental Writing – Kathi Barr Developmental Math – Debra Laraway and Michael Oliver College Success – Joyce Bentley |
| 9:45 – 10:00 | Break | |
| 10:00 – 11:45 | Raising Your Game for Developmental Reading and Writing, LTB 1100 A. “How Can We Help You?” (Reading, Writing, and College Success) Common Core State Standards – Dr. Lynda Wolverton PAL Resource Site MSLQ – Marta Clinger B. Breakout Sessions Developmental Writing, LTB 1305 New Editions of McGraw-Hill Materials and Resources – Cortney Overstreet, McGraw-Hill Portfolios and More – Carol Martinson Developmental Reading, LTB 1309 Developing Connections – Dr. Kim Thomas New Editions of McGraw-Hill Materials and Resources – Cortney Overstreet, McGraw-Hill SLS 1101 College Success, LTB 1306 <i>Cornerstones</i> (new textbook) and <i>My College Success Lab</i> Overview – Chafika Landers, Pearson | Raising Your Game for Developmental Math, LLC 2220 A. Developmental Math: How does it relate to a student’s educational plan? Dr. Annette Hutcherson, Director of Nursing Dr. Rosa Walsh, Professor of Chemistry B. Breakout Sessions MAT 0018, LLC 2220 Resources for new textbook Debra Laraway, Michael Oliver, and Wendy Poffenberger MAT 0028 and MAT 1033, LLC 2222 PAL, <i>MyMathLab</i> , Preparing for MAT 1033 Kaye Betz and Paul Pletcher |

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| 12:00 – 12:30 | Lunch, LTB 1100 |
| 12:30 – 1:30 | Learning and Loving the New Paradigm of Teaching and Technology Creating an Effective Syllabus: 10 Tips – Kaye Betz Using Technology to Interact with the Course Content Atomic Learning and Flight School – Nathan Neuman Teaching Learning Innovation Center (TLIC) – Lakeland, Ext. 6157, LLC 2269 and Winter Haven, Ext. 5749, Modular 2 |
| 1:30 – 2:00 | Evaluation, Assisted Work Session, and Door Prizes! <i>Get One; Give One!</i> Print and bring a one-page teaching tip to share and receive many more. Put your contact information on it so others will have it in case they want to contact you. It can be something as simple as the following example: <i>“Go to the PAL Resource page for SLS 1101 to see my College and Career Project. For more information contact Matina Wagner at mwagner@polk.edu or call 297-1010 ext. xxxx.”</i> |

Faculty Self-Assessment Chart 20141

| Beg. of 2014-1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | Change 1 | Change 2 | Change 3 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|-------------|-------------|-------------|
| Faculty A | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 8 | 14 |
| Faculty B | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 2 | 10 | 11 | 19 |
| Faculty C | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 3 | 1 | 2 | 6 | 7 | 18 |
| Faculty D | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 3 | 13 | 14 | 18 |
| Faculty E | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 5 | 12 |
| Faculty F | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 3 | 1 | 2 | 1 | 4 | 3 | 4 | 8 | 13 |
| Faculty G | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | N/A | N/A | N/A |
| Faculty H | 4 | 3 | 1 | 2 | 2 | 1 | 3 | 4 | 3 | 1 | 4 | 3 | 3 | 2 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 13 | 17 | 20 |
| Faculty I | 1 | 2 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 3 | 4 | 1 | 2 | 3 | 2 | 1 | 1 | 4 | 8 | 9 | 22 |
| Faculty J | 3 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 4 | 3 | 1 | 3 | 3 | 2 | 3 | 13 | 14 | 17 |
| Faculty K | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 3 | 3 | 2 | 8 | 9 | 16 |
| Faculty L | 2 | 2 | 1 | 3 | 4 | 3 | 3 | 4 | 2 | 3 | 3 | 2 | 2 | 2 | 4 | 4 | 1 | 3 | 4 | 2 | 4 | 6 | 9 | 10 |
| Faculty M | 2 | 4 | 2 | 3 | 2 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 4 | N/A | N/A | N/A |
| Faculty N | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 8 |
| Faculty O | 1 | 1 | 1 | 2 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 4 | 1 | 2 | 10 | 10 | 11 |
| Faculty P | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 10 | 17 | 18 |
| Faculty Q | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 4 | 2 | 15 | 18 |
| Faculty R | 2 | 2 | 2 | 2 | 2 | 4 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 9 | 11 | 12 |
| Faculty S | 2 | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 4 | 2 | 3 | 1 | 3 | 2 | 2 | 1 | 10 | 11 | 17 |
| Faculty T | 2 | 3 | 2 | 2 | 3 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 16 | 17 | 18 |
| Faculty U | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 4 | N/A | N/A | N/A |
| Faculty V | 1 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | N/A | N/A | N/A |
| Faculty W | 2 | 3 | 2 | 2 | 1 | 4 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 1 | N/A | N/A | N/A |
| Faculty X | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 | 7 | 8 | 10 |
| Faculty Y | 1 | 3 | 2 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 1 | 1 | 4 | 3 | 3 | 3 | 9 | 11 |
| Faculty Z | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 3 | 3 | 3 | 8 | 9 | 14 |

| End of 2014-1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|---------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Faculty A | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| Faculty B | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 2 |
| Faculty C | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 3 | 1 | 2 |
| Faculty D | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 3 |
| Faculty E | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| Faculty F | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 1 | 4 | 3 |
| Faculty G | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 |
| Faculty H | 4 | 3 | 1 | 2 | 2 | 1 | 3 | 4 | 3 | 1 | 4 | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 |
| Faculty I | 1 | 2 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 3 | 4 | 1 | 2 | 3 | 2 | 1 | 1 | 4 |
| Faculty J | 3 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 4 | 3 | 1 | 3 | 3 | 2 | 3 |
| Faculty K | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 2 |
| Faculty L | 2 | 2 | 1 | 3 | 4 | 3 | 3 | 4 | 2 | 3 | 3 | 2 | 2 | 2 | 4 | 4 | 1 | 3 | 4 | 2 | 4 |
| Faculty M | 2 | 4 | 2 | 3 | 2 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 4 |
| Faculty N | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Faculty O | 1 | 1 | 1 | 2 | 4 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 4 | 1 | 2 |
| Faculty P | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| Faculty Q | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 4 |
| Faculty R | 2 | 2 | 2 | 2 | 2 | 4 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| Faculty S | 2 | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 4 | 2 | 3 | 2 | 3 | 2 | 2 | 1 |
| Faculty T | 2 | 3 | 2 | 2 | 3 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| Faculty U | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 4 |
| Faculty V | 1 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| Faculty W | 2 | 3 | 2 | 2 | 1 | 4 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 1 |
| Faculty X | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 |
| Faculty Y | 1 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 1 | 1 | 4 | 3 | 3 |
| Faculty Z | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 3 | 3 | 3 |