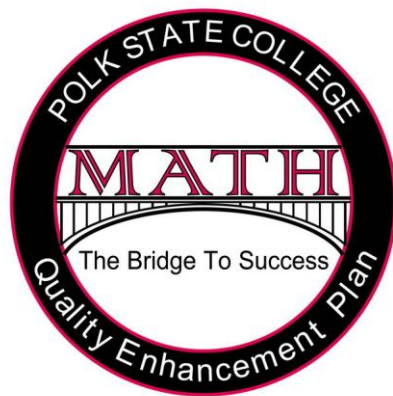


**Report
to the
QEP Advisory Council**



April 10, 2013

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)	(31)	(12)
	Number of Students (Estimated)	(40) 39	(264) 474	(110) 123	(484) 645	(550) 724	(220) 230	(814) 833	(682) 819	(264)	(814)	(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)	(14)	(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)	(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	-	-	-	-	-	-	-
	QEP Materials Disseminated at Student Information Tables*	-	X	X	X	X	-	-	-	-	-	-	-
	QEP Materials Disseminated at Welcome Back Week*	X	X	-	X	X	-	-	-	-	-	-	-
	Electronic QEP Newsletter	X	X	X	X	X	X	X	X	X	X	X	X
	Poetry Contest	X	-	-	-	-	-	-	-	-	-	-	-
	Performance of the Play <i>Proof</i>	X	-	-	-	-	-	-	-	-	-	-	-
	4-1-1 Reading Program (Math Book)	X	-	-	X	-	-	X	-	-	X	-	-
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.

Note: 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
20132	Winter Haven/JDA	Mathematics Faculty	Advisors	02/01/13
20132	Winter Haven/JDA	Mathematics Faculty	Tutors	02/01/13
20132	Lakeland	Mathematics Faculty	Advisors	01/25/13
20132	Lakeland	Mathematics Faculty	Tutors	01/25/13

Conferences:

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

Term	Conference	Participants
20132	MAA/FTYCMA Conference	Penny Morris, Li Zhou (presented)

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.

Electronic QEP Newsletter:

The QEP Newsletter was published in February 2013. The next edition will be published in April 2013.

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

Teaching Tips:

QEP Campus Liaisons Lynda Wolverton and Becky Pugh are emailing a specific teaching tip to all adjuncts teaching developmental classes. These are sent out approximately every two weeks and will also be posted on the faculty central website, <http://polkfacultycentral.com/>.

QEP Bridge Building Sessions:

In order to accommodate adjunct faculty, we will begin another QEP Bridge Building group in Lakeland in the fall. It's planned for Wednesdays, 4:30-6:00 p.m. The Lakeland group now has 11 participants, with 2 adjuncts joining in the fall, so it's large enough to split. Faculty will be given the option of which group they want to join. The Winter Haven group currently has 8 and is not quite large enough to split. We will take another look at including more adjuncts and splitting it next spring.

QEP Classes:

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

Intermediate Algebra Classes – 2013-2			
Lakeland/Airside – 24 QEP (9 non-QEP)		Winter Haven/JDA – 19 QEP (7 non-QEP)	
Professor	Number of QEP classes	Professor	Number of QEP classes
Richard Decker	1	Roger Aleman	3
Lorne Fairbairn	1	Joyce Lee	1
Steve Frye	3	Paul Pletcher	2
Richard Leedy	1	Cindy Scofield	2
Penny Morris	2	Larry Albright	6
Anna Butler	3	Steve Drier	1
Nerissa Felder	4	Mostafa Zamani	2
Jim Rhodes	1	Kenneth Rosever*	2
Mike Malone	4		
Megan Cavanah*	2		
Joy D'Andrea*	2		

* *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

MAT 1033 Video Database:

A video database has been created and a QR code for accessing it was created and posted around the college. After gathering data on whether students are accessing it and which videos they are viewing, this will be rolled out in the fall in all the MAT 1033 classes.

Adjunct Professional Development:

A two-day On Course Workshop was held in February. It was designed for developmental instructors and was open to other faculty who wanted to participate. Learner-centered philosophy was explained and strategies were demonstrated and used.

An all-day workshop is being planned for Friday, June 7. This is for all developmental faculty and will include breakout sessions for each discipline. A new textbook has been adopted for the MAT 0018 course and faculty teaching that course will become familiar with the resources available for the new textbook. Learner-centered teaching strategies will be demonstrated and explained.

Professional Development:

20132 Lunch and Learn Series				
Date	Campus	Breakfast/ Lunch/Dinner	Title	Presenter
01/04/13	Lakeland	Lunch	<i>Guest Speaker</i>	Cassandra Brown, <i>Coordinator of Postsecondary Readiness: Division of Florida Colleges</i>
01/25/13	Winter Haven	Breakfast	<i>PAL With Pizzazz!</i>	Kari Sabin
01/31/13	Lakeland	Lunch	<i>Internationalizing Our Curriculum: Helping our students to become global citizens</i>	Rose Collins, Sheila Rios, Penny Morris, Pamela Jones
02/08/13 02/09/13	Lakeland	Breakfast/Lunch	<i>On-Course Workshop</i>	Mark McBride
02/15/13	Lakeland	Breakfast	<i>The Big Bang Theory of Learning Styles</i>	Beverly Woolery, Becky Pugh
02/22/13	Lakeland	Lunch	<i>Transitions to Success: Teaching with Purpose</i>	Steve Piscitelli
03/07/13	Lakeland	Lunch	<i>Numbers are not Just for Math: Building Numeracy across the Curriculum</i>	Jim Haischer
03/14/13	Lakeland	Lunch	<i>Serving Students with Disabilities: PTSD and ADA</i>	Kim Pearsall and Michelle Sams
04/04/13	Lakeland	Lunch	<i>PAL Roundtable</i>	Faculty using PAL

TLCC Math Tutor Training:

Training was one concern brought up in the joint meetings. Although tutor training continues, due to the quick turnover of tutors, it's difficult to maintain well-trained tutoring staff.

Lakeland TLCC Math Liaison:

Megan Cavanah is functioning as math faculty liaison.

Assessment:

Separate Report by Peter Usinger

Suggested Adjustments to the QEP

None at this time

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:

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

Activities over the past four 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. teaching MAT 1033 online demonstration
25. math-enhanced rubrics
26. using PowerPoint in a learner-centered way
27. developing responsible learners
28. assessment techniques
29. taking ownership in class
30. Classroom Assessment Techniques
31. science connections
32. 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. Everyone participates and at many of the sessions the participants are responsible for presenting something.

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)
Cindy Freitag (Lakeland faculty)
Bruce Dubendorff (Lakeland faculty)
Carol Martinson (Lakeland faculty).
Rose Collins (SPD Committee and Lakeland faculty)
Beverly Woolery (EPI)
Jim Rhodes (Lakeland faculty)
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 (Airside)
Lenora Burnett
Sue Candia

Learning Resources Team:

The Learning Resources Team will be responsible for the development of auxiliary services to support MAT 1033, including the improvement and integration of individual and group tutoring, development of new tutoring materials and student workbooks, utilization of films on demand, development of new testing strategies, and the redevelopment of testing facilities. Membership will include the directors of Learning Resources (Co-chairs), 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	Joy D'Andrea	Larry Albright
Roger Aleman	Paul Pletcher	Jim Rhodes
Rich Decker	Cindy Scofield	Mostafa Zamani
Penny Morris	Steve Frye	Steve Drier
Lorne Fairbairn	Anna Butler	Megan Cavanah
Joyce Lee	Nerissa Felder	Ken Rosever
	Mike Malone	

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)