



# Cornerstone Experience

## Building a Foundation for Success



**Quality Enhancement Plan**  
Implementation Year 3: 2014-2015  
Annual Review Summary



## SLS 1515 Cornerstone Experience

- 185 sections of SLS 1515 were offered college-wide.
- 4,069 students were served through the course.
- 52 faculty, staff, and administrators taught the course representing the following areas: Business, Nursing, Economics, Foreign Language, Psychology, Academic Success, Library, Mathematics, English, Radiologic Technology, Speech, Biology, and Student Affairs.

## Campus and Civic Engagement

- 36 Peer Architects served as student leaders and gained leadership experience while serving as peer mentors.
- 1,073 community service hours were logged by student volunteers through Service Saturdays supporting the following community organizations: Keep Lee County Beautiful, The Imaginarium, Habitat for Humanity, Lee County Heart Walk, SWFL Reading Festival, Special Equestrians, and the Community Cooperative.
- \$4,170.13 was raised to support UNICEF’s Eliminate Project (\$3,258) and the Muscular Dystrophy Association (\$912.13).

## Training, Development, and Service\*

- 739 faculty/staff have completed a QEP training module.
- 181 faculty/staff have completed all ten modules.
- 120 faculty and staff attended the 2015 Cornerstone Summer Training Institute.
- 95 faculty, staff, and administrators served on QEP Committees.

\*As of August 2015



**Dr. Denis Wright**  
**Provost and Vice President, Academic Affairs**

Why bother with a QEP?

The easy answer is that the QEP is a required part of our Southern Association of Colleges and Schools (SACS) Commission on Colleges accreditation, Core Requirement 2.12. As a SACS-COC reviewer of other colleges, I take the evaluation of an institution’s QEP plan very seriously. Institutions achieve “quality” when they are intentional and focused on the mission of student learning and/or the environment which supports it. The beauty of FSW’s QEP is that it is focused on both aspects. Student learning outcomes (especially critical thinking) are intentional in the course design and the subsequent evaluation instruments are used to measure success. The supporting environment is also built into the extra-curricular requirements. The QEP is having measureable success on ensuring students survive and prosper during the critical first year of college. Why bother with a QEP? It is the organizing structure for the first-year student. The QEP currently impacts more students, faculty, and staff than any other initiative at the college. Student success is everyone’s job and FSW’s QEP is designed to make sure new students are given a model with which they can succeed.



**Dr. Eileen DeLuca, Associate Vice President, Academic Affairs  
Co-Chair and Director, Quality Enhancement Plan**

Since the initial stages of planning our QEP, I have been continually amazed by the many cross-departmental collaborations towards the goal of supporting student success. This past year we maintained successful QEP practices and implemented new initiatives to include theme-based honors affiliate sections of SLS 1515, linking a Cornerstone course with a Biology course, implementing a Critical Thinking lecture series, and increasing communication regarding QEP assessment. Academic and Student Affairs continued to partner together to promote goals clarification in orientation and advising sessions and to offer campus engagement and community service opportunities for students. In the coming year we hope to continue to implement honors and linked course offerings and expand first-year programming to include an increased focus on thinking critically about academic and career goals. This report demonstrates our ongoing college-wide commitment to achievement of the QEP goals.



**Dr. Kathy Clark  
Associate Dean, Academic Success  
Co-Chair, Quality Enhancement Plan**

This past year was the college's first year of full implementation of the Cornerstone Experience course in which all first-time-in-college degree seeking students with less than 30 credit hours were required to enroll in the course. What an exciting year as we were able to serve more than 4,000 students! Helen Keller once said, "Alone we can do so little; together we can do so much." The data derived from the Cornerstone Experience assessments is a reflection of the many student achievements that can be attributed to the dedicated faculty and staff who have been working together for the past several years to enhance the students' first-year experience. I continue to encourage all faculty and staff to participate in the many opportunities the college's Quality Enhancement Plan (QEP) provides as we strive to enhance our student's educational and lifelong journey.



**Whitney Rhyne  
Director, First Year Experience**

Seeing and participating in the growth of first-year experience initiatives at FSW has been extremely rewarding. Students' lives are continually transformed by our freshman seminar course and program. I love when students see the broad-reaching benefits of the material introduced in the Cornerstone Experience class. Student Margarita Ortiz comments, "Everything we learned in class was meaningful. You could take every topic and activity we did in class and apply it to everyday life." As a result of taking the Cornerstone class, students often note increased confidence, having a better understanding of self, as well as increased perseverance, and the ability to overcome obstacles. I love being part of a team of faculty and administrators who continuously work to provide innovative and meaningful learning experiences for our FSW students.

Academic Year 2014 –2015 marked the third year of full implementation of the QEP. During this year, all first-time in college, degree-seeking students were required to enroll in the Cornerstone Experience course (SLS 1515).

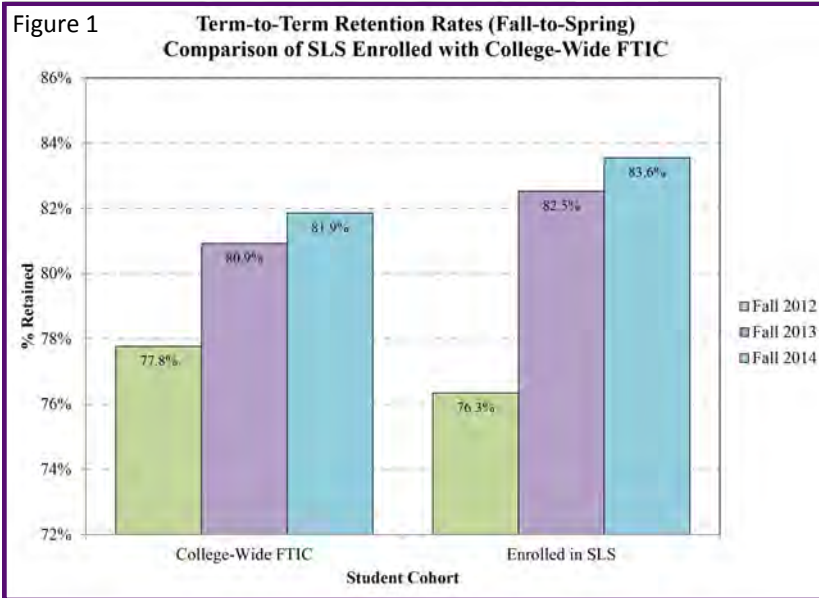


Figure 1 shows the term-to-term retention rates of First-Time-In-College (FTIC)\* students college-wide at FSW compared with those students who completed SLS 1515 Cornerstone Experience for Fall 2012, Fall 2013, and Fall 2014. Note that for Fall 2012, SLS 1515 enrollment included only those students that tested into two or more developmental courses, while Fall 2013 SLS 1515 enrollment included only those students that tested into any developmental course, and Fall 2014 SLS 1515 enrollment included all FTIC\* students.

\*Degree-seeking student (primary degree in AS or AA, not baccalaureate) who has not previously attended college and who is not transferring credit from another higher education institution.



**Dr. Joseph F. van Gaalen**  
**Director of Academic Assessment**

That the gap between retention rates of the SLS enrolled cohort and the non-enrolled cohort increases with time is noteworthy. As the SLS enrolled cohort becomes more similarly defined to that of the non-enrolled cohort from Fall 2012 (SLS-two developmental areas vs. all other students), to Fall 2014 (all FTIC students in both SLS and non-SLS cohorts) the gap increases and SLS enrolled students are retained at a significantly higher rate.

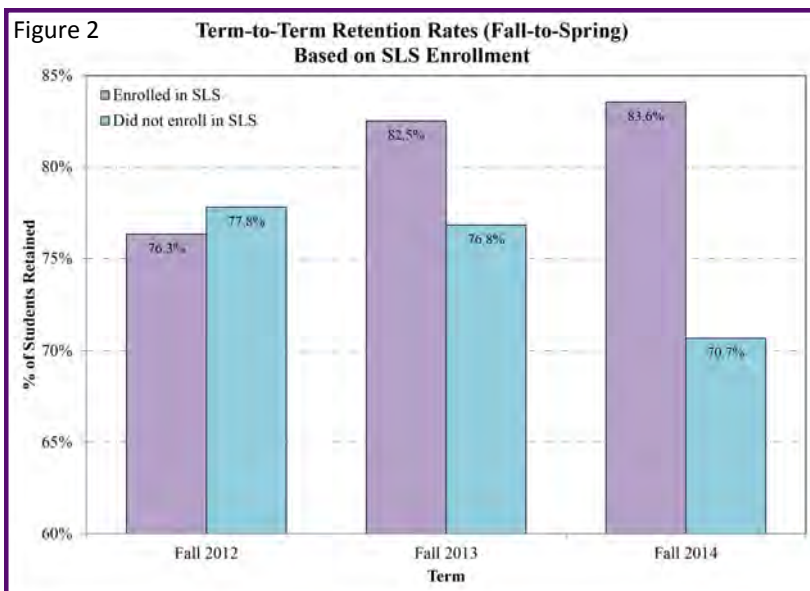


Figure 2 shows the term-to-term retention rates of FTIC students who were enrolled in the Cornerstone Experience course (SLS 1515) with those not enrolled. In Fall 2012, the enrolled cohort included students testing into two or more developmental courses while the non-enrolled cohort includes all other students. For Fall 2013, the enrolled cohort includes any student testing into any one developmental course while the non-enrolled again includes all other students. For Fall 2014, the enrolled cohort includes all FTIC students regardless of developmental testing.

**Figure 3 Overall FTIC, Degree-seeking Year-to-Year Retention**

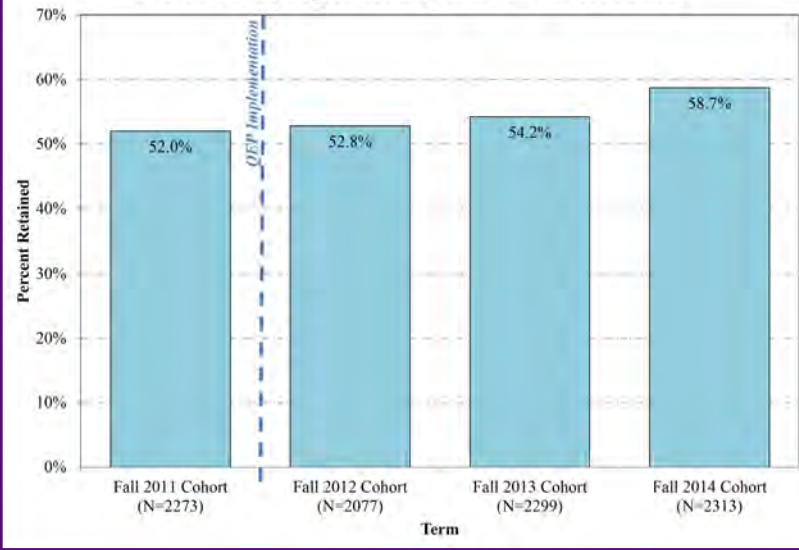
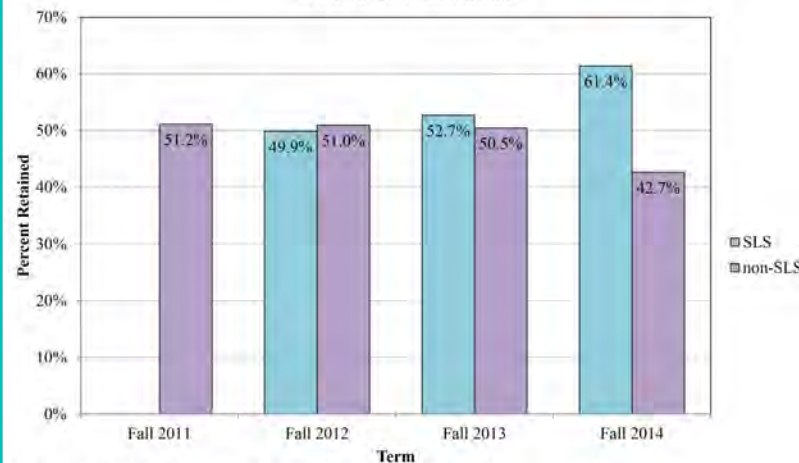


Figure 3 shows the year-to-year retention rates of First-Time-In-College (FTIC)\* degree-seeking (AA/AS only) students college-wide at FSW from the year before QEP implementation (Fall 2011) through Fall 2014. From the time of QEP Implementation (Fall 2012) and noted with the blue dotted line through present, the overall retention of this cohort has increased with each year.



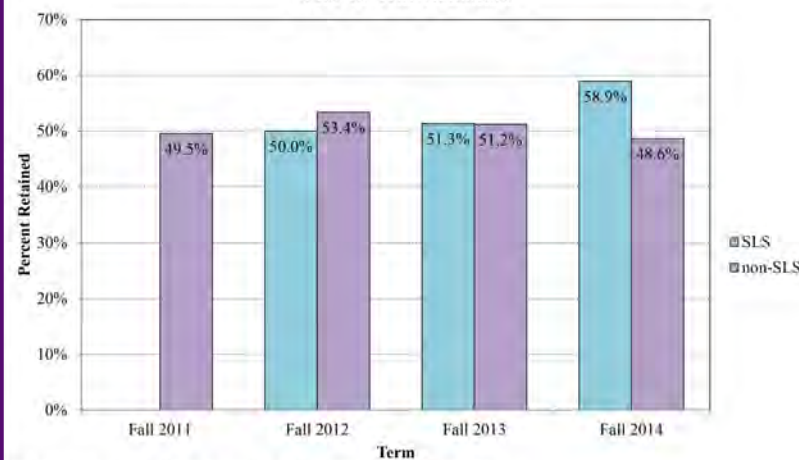
**Figure 4 Comparison of FTIC\*, Degree-seeking\*\* Cornerstone and Non-Cornerstone Cohorts Testing Into At Least One Developmental Area Year-to-Year Retention**



\*degree-seeking student who has not previously attended college and not transferring credit  
 \*\*primary degree/program is AS/AA only

Figure 4 and 5 demonstrate the year-to-year retention rates for FTIC students that tested into at least one developmental area and those testing into two or more developmental areas. The graphs display retention rates for those students that enrolled in SLS 1515 and those that did not. In Fall 2012, students testing into two or more developmental courses were required to enroll in and successfully complete SLS 1515 *Cornerstone Experience*. In Fall 2013, students testing into any one developmental area were required to enroll in and successfully complete SLS 1515, and in Fall 2014, all FTIC degree-seeking students were required to enroll in and successfully complete the course.

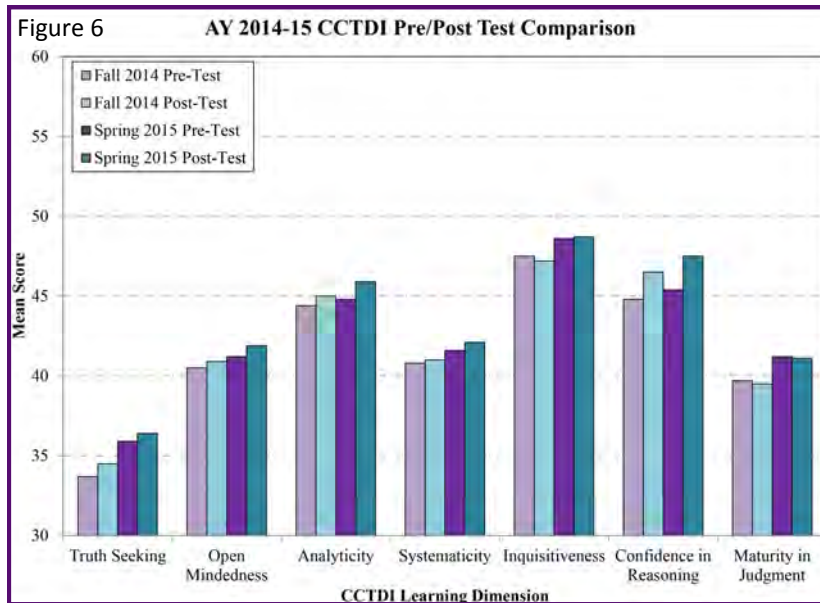
**Figure 5 Comparison of FTIC Cornerstone and Non-Cornerstone Cohorts Testing Into At Least Two Developmental Areas Year-to-Year Retention**



\*degree-seeking student who has not previously attended college and not transferring credit  
 \*\*primary degree/program is AS/AA only



Each semester, Cornerstone students take the California Critical Thinking Disposition Inventory (CCTDI) as a Pre-Test and Post-Test. Figure 6 below shows a comparison of the mean scores for Fall 2014 and Spring 2015 CCTDI results. Among the seven dimensions of Critical Thinking behaviors measured by the exam, students achieved the greatest gains in Analyticity and Confidence in Reasoning.



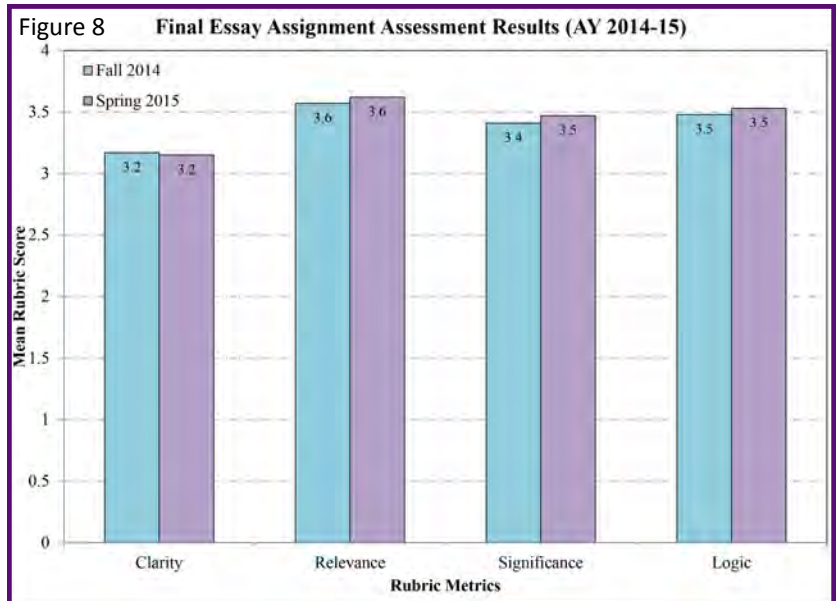
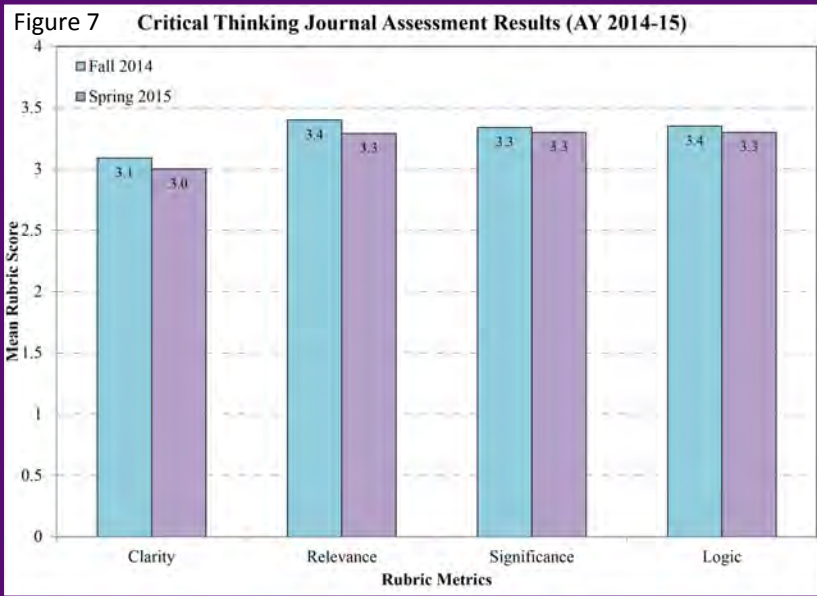
**Dr. Sabine Maetzke, QEP Assessment Committee**

As a QEP Assessment Committee member and a First Year Experience student focus group facilitator, I am pleased to hear directly from our students about the various ways the program has benefited them. Students consistently cite that the course has helped them connect with fellow students, become more aware of campus activities, study skills, and time management.

**Critical Thinking Initiatives**

- In AY 2014-2015, the college offered a “Critical Thinking in Careers” lecture series for students across all campuses. The series featured faculty, administrators, staff, and community leaders that gave a 30-40 minute talk discussing a critical topic or concern from their area of academic interest. Students were then given the opportunity to ask questions and interact with the topic experts.
- In AY 2014-2015, Library faculty continued to offer “Truth-seeking” workshops for students. Information from the workshops includes learning how to evaluate information, credibility of websites, and searching for information on the Internet.
- The Summer 2015 Cornerstone Institute’s theme was “Thinking Critically about Financial Literacy” and featured workshops from national expert, Peter Bielagus, as well as a team of educators from Suncoast Federal Credit Union.
- Two faculty members attended the International Conference on Critical Thinking in Summer 2015 and have committed to leading trainings in AY 2015-2016.
- In the Community of Practice meetings, faculty reviewed the results for each critical thinking domain and discussed ways to model and support the development of critical thinking dispositions in the SLS 1515 course.

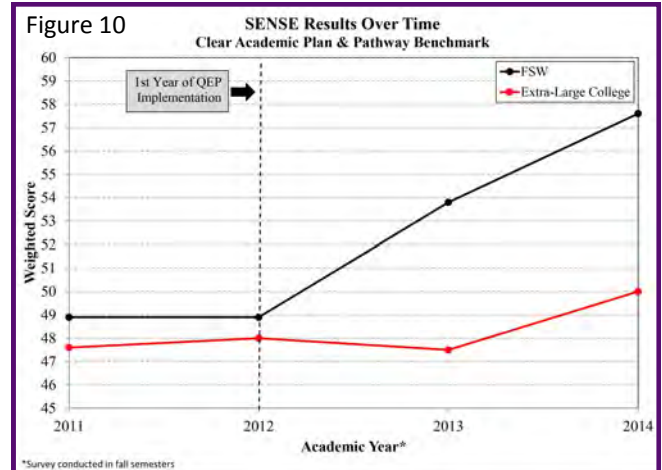
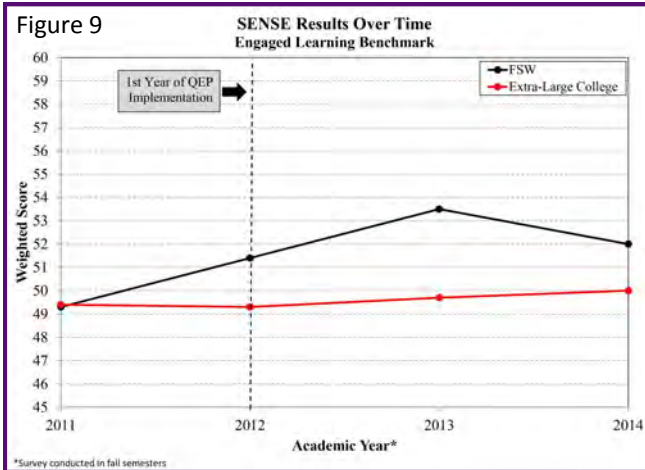
Students demonstrate achievement of Critical Thinking skills through journal entries and a final essay scored with a faculty-designed Critical Thinking rubric. The goal is that students who complete the course will achieve a score of 3 (accomplished) or higher on all relevant aspects of the rubric. Figures 7 and 8 below display overall mean scores (on a four-point scale) for each rubric domain by semester.



## Writing Support Initiatives

- SLS faculty continue to provide writing feedback and encourage students to have their written work reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- Beginning Fall 2014, revised final essay guidelines were implemented to include a step-by-step outline for successful completion.
- “Academic Journaling 101” workshops were offered by the Academic Support Centers (ASC) on all campuses. The ASC continues to offer MLA and APA sessions to support success in all writing intensive courses.
- Based on faculty submissions and review, anchor papers were established to align with Critical Thinking domains. The anchor papers with annotations were made available to faculty in Fall 2014.

Through administration of the SENSE survey, FSW collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year. Figure 9 shows an elevated engaged learning metrics score since the implementation of the college's QEP in Fall, 2012, and Figure 10 shows a sharp and steady increase in students having a clear academic plan or pathway since QEP implementation.



### Robert "Dobin" Anderson, Director, Online Learning

In today's workforce, one of the most marketable skills is technological proficiency. Having incoming students learn to use Canvas (FSW's Learning management system) is an invaluable first step in developing those skills. Also, successful mastery of course outcomes is no longer limited to what a student receives from direct instruction or from a printed text, but more than ever, from outside resources that can be easily housed, updated, and presented in Canvas. Just as we hope to create lifelong learners, I believe it is just important that students realize that there are resources available to them 24/7 to help them succeed. Using Canvas helps provide our students on-demand learning opportunities.

### Technology Initiatives

- Peer Architects continue to receive technology training to be able to support SLS 1515 students.
- The New Student Programs Office continued to offer technology workshops and support college-wide. In AY 2014-2015, New Student Programs collaborated with FSW Online Staff and SLS faculty to expand technology workshop offerings.

### Engagement Initiatives

- Beginning Fall 2014, the courses formerly offered at 5:30 p.m. were offered beginning at 6 p.m. to allow evening students to attend workshops and support centers before class. New Student Programs, Student Life, the Academic Support Centers, and the Library scheduled workshops in the 5-6 p.m. time slot.
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee sent periodic "Did You Know?" newsletters with the most relevant SENSE or CCSSE results and related suggestions for improving student engagement.
- Beginning Fall 2014, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered a TLC Workshop on "Best Practices" as related to SENSE and CCSSE Benchmarks.
- Beginning Fall 2014, SENSE and CCSSE results and related tips were disseminated through a monthly Academic Assessment Newsletter.



Peer Architects are student leaders who support first-year students with their transition to collegiate life at Florida SouthWestern State College. Each Peer Architect serves as a mentor for first-year students.



**Kerwine Almira, Peer Architect, Charlotte Campus**

Being a peer architect has helped me come out of my shell, step out of my comfort zone and interact with a lot of new faces. Now I am not so scared of interacting with new people like I used to be. My favorite thing about being a peer architect is teaching a student something new and watching how excited they get when they finally understand what they are being taught.



**Joe LoBosco, Peer Architect, Collier Campus**

The time I spent as a peer architect was a very valuable and enriching experience. I was able to meet many great people and learn many valuable skills. I feel everyone can benefit from working in the peer architect program because you learn just as much, if not more, than the students do.



**Elise Walker, Peer Architect, Hendry/Glades Center**

Becoming a Peer Architect helped sculpt me into a confident and assertive young woman. By introducing my first-year peers to student life skills, I helped strengthen their chances of success at FSW. This not only instilled proficiency into my college skill set, it also boosted my self-esteem. I gained valuable communication skills, and I made many lifelong friends through the process. Becoming a PA was the best decision I have made in college.



**Kaylee Charles, Peer Architect, Thomas Edison Campus**

Being a PA has allowed me to approach people and different situations with an open mind. I've learned so much about myself, about others, and about the world in general with each professor and each class bringing different life experiences to the table. My favorite things about being a PA are interacting with the students, presenting the workshops, and being able to observe different teaching styles that will help me develop my own in the future.

The 2015 Cornerstone Summer Training Institute was a success. More than 120 faculty and staff participated in one or more of the workshops. Keynote speaker Peter Bielagus, former licensed financial advisor, presented *Thinking Critically about Money Management* and *How to Teach Students to Think Critically about Money Management*. Suncoast Credit Union also presented two “Lunch and Learn” workshops: *Investment Services* with Ken Millhone, Investment Program Manager; and *Identity Theft* with Linda Fales, Vice President of Risk Management, and Donna Moses, Fraud Analyst.

Highlights from the Summer Training Institute are featured below.



**Peter Bielagus**



**Linda Fales**



***Thinking Critically about Money Management***



**Ken Millhone**



**Laura Antczak, Assistant Vice President, Enrollment And Student Success**

I strongly believe in professional development since it not only enhances the individual, but also the entire organization. I've greatly benefited from attending the Cornerstone Modules, as they've given me a deeper understanding of the academic experience of our first-year students. These experiences helped me to enhance the services we offer first-year students outside of the classroom, especially in the areas of advising and student life. Each training session was unique, informative, and invigorating. I have had the opportunity to meet faculty and staff that perhaps I may not have met otherwise. I believe that FSW becomes a better institution when staff and faculty connect over student learning, and the Cornerstone Modules are a great opportunity for that to happen.



**Dr. Emery Alford, Dean, School of Arts, Humanities and Social Sciences**

Our collective personal experiences repeatedly acknowledge individual success comes about in large part when the kernel of an idea or dream is first realized, then embraced and pursued through patient, persistent, and determined efforts. Critical to attaining any success is the development and attainment of the knowledge, skills, and abilities that aid in the pursuit of the ultimate goal. The Cornerstone Experience course objectives provide a variety of opportunities and strategies that engage our students, helping first by laying a solid foundation for navigating the development of their educational plan, and then providing them with the tools to strengthen their critical thinking and communication skills, which enhances personal esteem and self-confidence in problem-solving. With each cohort, the data conclusively affirms our student completers are better prepared and more likely to continue their academic and personal journeys with great success. To paraphrase Dr. Seuss, “Oh, the places you [can now] go!”

The QEP is developed and supported by faculty, staff, and administrators college-wide representing each campus/center location, and numerous departments.

Thanks to all those who served as a member of a QEP committee during the 2014-2015 academic year!

Purple denotes faculty members	White denotes staff and administration
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QEP Implementation Team 2014-2015		
Committee Member	Department	Campus
Dr. Eileen DeLuca, Chair	Academic Affairs	Region
Dr. Kathy Clark	Academic Success	Region
Dr. Tom Rath	School of Business & Technology	Region
Dr. Martin Tawil	Academic Success	Lee
Aaron Haack	New Student Programs	Lee
Dr. Christy Gilfert	Student Affairs and Academic Services	Charlotte
Andrae Jones	Advising	Region
Gail Murphy	Student Affairs and Academic Services	Collier
Laura Antczak	Enrollment Management	Region
Kristi Rickman	Student Life and Orientation	Region

Subcommittee: QEP Assessment 2014-2015		
Committee Member	Department	Campus
Dr. Eileen DeLuca, co-Chair	Academic Affairs	Region
Scott Vanselow, co-Chair	Computer Science	Lee
Dr. Joseph van Gaalen	Academic Affairs	Region
Dr. Amy Trogan	English	Lee
Crystal Revak	Academic Affairs	Lee
Susan Marcy	Office of the General Counsel	Region
Jeff Gibbs	Academic Affairs	Hendry/Glades Center
Dr. Duke Dipofi	Academic Success	Hendry/Glades Center
Sabine Maetzke	Psychology	Lee
Abby Willcox	Research, Technology, Accountability	Region



### Dr. Wendy Chase, Honors Program Coordinator

The honors sections of the Cornerstone course establish the foundation of honors education by fostering a sense of social responsibility in our students. These courses integrate thematic material related to civic engagement, marketing, and communication into the curriculum. Students practice hands-on, project-based learning strategies that teach them the value of putting their academic talent to use in the service of others. They leave this course with the understanding that they are in college not only to master the practical skills necessary to make a living, but to learn how to make life meaningful for themselves and the community to which they belong.

Subcommittee: QEP Advisory 2014-2015		
Committee Member	Department	Campus
Dr. Kathy Clark, co-Chair	Academic Success	Region
Dr. Eileen DeLuca, co-Chair	Academic Affairs	Region
Dr. Denis Wright	Academic Affairs	Region
Dr. Tom Rath	Business and Technology	Region
Dr. Martin Tawil	Academic Success	Lee
Dr. Rebecca Gubitti	Mathematics	Lee
Cindy Campbell	Library	Lee
Gail Murphy	Student Affairs and Academic Services	Collier
Aaron Haack	New Student Programs	Lee
Whitney Rhyne	Academic Success	Collier
Linda Johnsen	New Student Programs	Collier
Dr. Christy Gilfert	Enrollment Management	Charlotte
Myra Walters	Speech and Communications	Lee
Scott Vanselow	Computer Science	Lee
Melissa Rizzuto	Faculty Development and Training	Region
Dr. Joseph van Gaalen	Academic Affairs	Region
Susan Potts	Advising	Lee
Michael Chiacchierro	Mathematics	Collier
Andrae Jones	Advising	Region
Wanda Day	Academic Success	Charlotte
Kelly Newhouse	Academic Success	Collier
David Hoffman	Business and Technology	Region
Stacey Brown	Human Services	Lee
Tina Ottman	Science	Collier

Subcommittee: QEP Marketing 2014-2015		
Committee Member	Department	Campus
Whitney Rhyne, Chair	Academic Success	Collier
Dr. Christy Gilfert	Student Affairs	Charlotte
Dr. Kathy Clark	Academic Success	Region
Linda Johnsen	New Student Programs	Collier
Myra Walters	Speech	Lee
Dr. Thomas Rath	School of Business and Technology	Charlotte
Aaron Haack	New Student Programs	Lee
Thomas Carr	New Student Programs	Charlotte
Val Miller	Office of the General Counsel	Lee
Kristin Corkhill	Dual Enrollment	Region
Kristi Rickman	Student Life and Orientation	Lee

Subcommittee: Early Alert 2014-2015		
Committee Member	Department	Campus
Susan Potts, Chair	Advising	Lee
Ann Wilson	Advising	Lee
Andrae Jones	Advising	Lee
Laura Antczak	Enrollment Management	Region
Dr. Christy Gilfert	Student Affairs	Charlotte
Cindy Enslen	Speech	Lee
Helen Algernon	Advising	Lee
Kim Turano	FSW Online	Lee
Kristin Corkhill	Dual Enrollment	Lee
Linda Freeman	Student Services	Lee
Linda Johnsen	New Student Programs	Collier
Monica Moore	Academic Support Programs	Lee
Ashley Sunyong	Campus Enrollment Services	Collier
Taylor Hase	Advising	Collier
Kristi Rickman	Student Life and Orientation	Lee
Angela Hartsell	Adaptive Services	Region

Subcommittee: Cornerstone Curriculum 2014-2015		
Committee Member	Department	Campus
Dr. Martin Tawil, Chair	Academic Success	Lee
Dr. Kathy Clark	Academic Success	Region
Cindy Ewald	Academic Success	Lee
Dr. Caroline Seefchak	Education	Lee
Mary Ellen Shultz	Academic Success	Lee
Kelley Newhouse	Academic Success	Collier
Terri Heck	Psychology	Lee
Freida Miller	Academic Success	Lee
Barbara Miley	Institutional Effectiveness	Lee
Wanda Day	Academic Success	Charlotte
Cynthia Lozano	Academic Support Programs	Lee



### Wanda Day, Cornerstone Experience Professor

SLS1515 is an extremely rewarding course to instruct. Here are comments from some of my former students: “I like how this course taught me things I can use in other classes and also in my daily life,” “I enjoyed learning new ways to be a good student and have a successful college career,” “I liked how we discussed diversity, time management and financial responsibility,” and “The journals gave me time to reflect on why I’m here, and really let me look at my goals.”

Subcommittee: Orientation, Registration, Advising 2014-2015		
Committee Member	Department	Campus
Dr. Christy Gilfert, Chair	Student Affairs and Academic Services	Charlotte
Laura Antczak	Enrollment Management	Region
Dr. Eileen DeLuca	Academic Affairs	Region
Andrae Jones	Advising	Region
Dr. Kathy Clark	Academic Success	Region
Kelli Campbell	Admissions	Lee
Eddie Romero	Registrar's Office	Lee
Gail Murphy	Student Affairs and Academic Services	Collier
Aaron Haack	New Student Programs	Lee
Cindy Lewis	Student Affairs and Academic Services	Collier
Ashley Sunyog	Enrollment Services	Collier
Linda Johnsen	New Student Programs	Collier
Denise Swafford	Testing	Lee

Subcommittee: FYE Programming 2014-2015		
Committee Member	Department	Campus
Aaron Hack, Chair	New Student Programs	Collier
Thomas Carr	New Student Programs	Charlotte
Cindy Campbell	Library	Lee
Dr. Kevin Kennedy	Career Services	Lee
Linda Johnsen	New Student Programs	Collier
Dr. Martin Tawil	Academic Success	Lee
Dr. Rebecca Gubitti	Mathematics	Lee
Whitney Rhyne	Academic Success	Collier
Mary Ellen Schultz	Academic Success	Lee
Dr. Sandi Towers	Academic Success	Lee



### Mary Ellen Schultz, Cornerstone Experience Professor

Cornerstone Experience provides students with opportunities to learn about themselves while expanding on ideas and strategies that will help them be successful personally, academically, and professionally. At the same time, students benefit from practicing critical thinking skills which promotes relevant, and often lively, interactions that push students to question their own thoughts and use analysis to evaluate information. Discussions, assignments, and activities facilitate unique and dynamic learning communities in each class. These foster engagement, confidence, and peer connections, all of which support student success.



### Kelley Newhouse, Cornerstone Experience Professor

I am passionate about teaching SLS1515 because I believe in the value of the course, both in terms of concepts and success strategies. Through active discussion and participation, students deepen their understanding of critical thinking, open-mindedness, and memory. Additionally, students have many opportunities to reflect upon their learning and apply real-world skills related to effective communication, time management, and financial literacy.

## Subcommittee: Training and Development 2014-2015

Committee Member	Department	Campus
Dr. Rebecca Gubitti, Chair	Mathematics	Lee
Myra Walters	Speech and Communications	Lee
Scott Vanselow	Computer Science	Lee
Aaron Haack	New Student Programs	Lee
Angela Hartsell	Adaptive Services	Region
David Hoffman	Business and Technology	Lee
Barbara Miley	Accountability	Lee
Cindy Campbell	Library	Lee
Dr. Sandi Towers	Academic Success	Lee
Dr. Kathy Clark	Academic Success	Region
Cynthia Ewald	Academic Success	Lee
Melissa Rizzuto	Faculty Development and Training	Region



### Dr. Melissa Rizzuto, Director, Faculty Development and Training

I appreciate that our institution encourages all faculty, staff, and administration to participate in professional development and training sessions related to the Cornerstone Experience at FSW. These sessions enable us to build bridges among departments and disciplines and create community among colleagues. Individuals from various areas come together to learn about our students and college resources and also to share their experiences with others. The Cornerstone workshops help everyone at FSW to better serve our students. I take great pride in assisting the QEP professional development and training committee with planning and coordinating these sessions every semester.



### Keith Staple, TRiO Program Coordinator

The Cornerstone Experience is the foundation of our students becoming academically successful in college and positive contributors to society. This course not only teaches students how to become critical thinkers, but also encourages them to evaluate and maximize their resources. Students are given the opportunity to attend professional development workshops, access on campus cross-cultural enrichment experiences, as well as give back to the community by raising fund to help UNICEF and volunteering at Service Saturday events.



### William Shuluk, Library Coordinator/Head Librarian

Library Services support Cornerstone students by connecting with these students through a series of workshops and instructional sessions. These wonderful opportunities enable our librarians and staff to connect with students that in many instances have had no prior experience in a library setting or working alongside a librarian. These contacts with the first-year students assist us with our goal of developing relationships that last throughout their college experience at FSW.

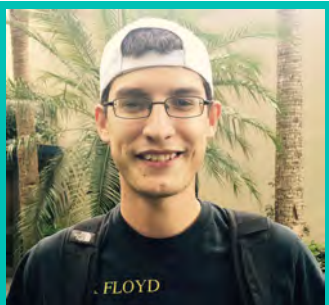


**Brittany Barney, Thomas Edison Campus**

The Cornerstone course at FSW was hands down the best and most enlightening course I have taken in college thus far. Cornerstone not only taught me how to succeed in college but how to succeed in life as well. Each and every aspect of Cornerstone can be adapted to any challenge one may face down the road. Had Cornerstone been around when I first entered college in 2006, I would have never left. Going through Cornerstone, you learn about yourself, how you learn and what techniques best suit your personality in order to get the most out of your college experience. I have definitely gained newfound confidence and a more positive outlook on college and life in general. Cornerstone is a tool to use throughout life.

**Ryan Rigley, Charlotte Campus**

The Cornerstone Experience provided me with all of the school's resources which was very helpful for my first year at Florida SouthWestern. Though it was not my first year in college, it was my first year at Florida SouthWestern. I have utilized a lot of the information given out during the course, and I am now a member of the Student Nurse Association Charlotte Campus Chapter. The Cornerstone Experience was also helpful by familiarizing me to the Charlotte Campus and making me feel like a part of a community. I want to thank all of the helpful staff members and students involved with the Cornerstone Program.



**Drago Bonacich, Collier Campus**

The Cornerstone course was an essential part of my success as a first-time college student. A big factor of that success was our introduction to some of the resources around campus. Those resources, without a doubt, helped me ace all of my courses. More importantly, though, this course helped me to keep an open mind, made me more socially comfortable, and taught me the importance of committing to goals.

**Emily Casey, Thomas Edison Campus**

FYE's Cornerstone Class not only encouraged the importance of a continued education, but also included tips to be successful along the way while creating a community environment in the classroom that felt like family.





This fall, the Division of Academic Success introduced six honor affiliate sections of Cornerstone Experience. Each honors affiliate section covered the traditional Cornerstone curriculum and an additional topic area. The particular topics of emphasis and several highlighted activities of the honors affiliate sections are featured below.

**Civic Engagement, Communication Ethics, Education, Psychology, Social Justice**



**Left:** Professor Jacquelyn Davis' honors affiliate SLS 1515 class (Psychology emphasis) took a trip to the David Lawrence Center, which offers mental health and substance abuse services. The class also hosted a spirit day on campus that featured guest speaker Robert lamurri (FSW Softball coach).

**Right:** Dr. Eileen DeLuca's honors affiliate class (Social Justice emphasis) read "Days of Destruction, Days of Revolt" by Chris Hedges and Joe Sacco. One chapter focused on Immokalee, FL. The students participated in a presentation from the Coalition of Immokalee Workers that focused on Fair Food Program and justice for Immokalee farmworkers. As a final course project, students worked in groups to research areas in the U.S. where communities are working for social justice. The students presented their research and ideas to create a better society.



**Left:** Professor Whitney Rhyne's honors affiliate class (Civic Engagement emphasis) selected a cause to champion: UNICEF's Eliminate Project to eliminate MNT Maternal Neonatal Tetanus. The class raised over \$3,200 towards this goal by engaging fellow Cornerstone classes in a fundraising campaign and hosting a spaghetti dinner in the LightHouse Commons resident hall.



- Join a **QEP subcommittee** and/or **encourage faculty and staff in your department to join**. Visit <http://www.fsw.edu/fye/qep> to view the committees and meeting dates.
- Attend **Cornerstone Trainings** through the Teaching and Learning Center. Set departmental Cornerstone Module Training completion goals for faculty and staff. Encourage those who complete trainings to share at department meetings what they have learned. See current offerings; **additional trainings will be offered soon**. Visit <http://www.fsw.edu/trainingcalendar/display>
- Encourage students to **participate in FYE programming and activities**. Visit <http://www.fsw.edu/fye/events>
- Visit the **FYE Web page** <http://www.fsw.edu/fye> and encourage students to sign-up to participate in the social media.
- In your departments, **adopt a “corner”** (Critical Thinking, Success Strategies, Applied Learning, Relevancy). Consider ways that your department can “partner” with the SLS 1515 course and FYE programs to support one or more of the “corners.”



- Make the QEP/FYE Program a **standing item on department meeting agendas**. Invite FYE/Academic Success faculty and staff to lead presentations at department meetings.
- Consider **teaching the SLS 1515 course or volunteering** to lead a presentation in one or more SLS 1515 sections.
- **Give ideas to the QEP Implementation Team** on how this course can better support your department or program. All FTIC degree-seeking students are required to complete the course.
- **Review the SENSE Survey** and the Benchmarks for Effective Practice with Entering Students. Visit <http://www.ccsse.org/sense/aboutsurvey/>
- **Review Florida SouthWestern State College’s SENSE and CCSSE Results** from 2013-2014. Visit [http://www.fsw.edu/rta/reports/sense\\_ccsse](http://www.fsw.edu/rta/reports/sense_ccsse)

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