

Cornerstone Experience

Florida SouthWestern State College

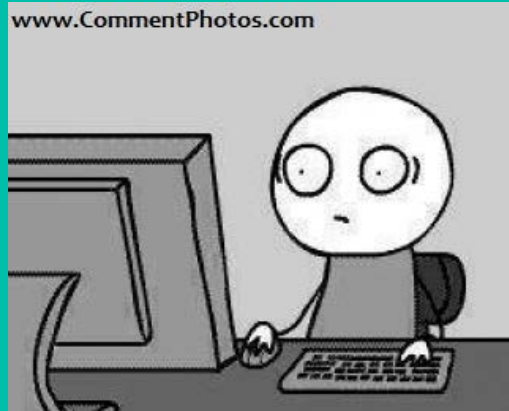
School Counselor & Career Specialist
Workshop

December 2021



Why Cornerstone?

A recent report indicates that only 19.5 percent of first-time, full-time students working towards an associate's degree or certificate earned one within three years (Ma & Baum, 2016).



Why Cornerstone?

Research-based strategies (O'Banion, 2013; Tinto, 2006) for increasing student success in college include the following:

- Building connections with peers and faculty
- Increasing campus involvement
- Building critical thinking skills
- Empowering students through personalized goal-setting
- Familiarizing students with academic support systems
- Increasing reading, writing, studying, and note-taking skills

All of which the Cornerstone Experience does!

History of SLS 1515 at FSW

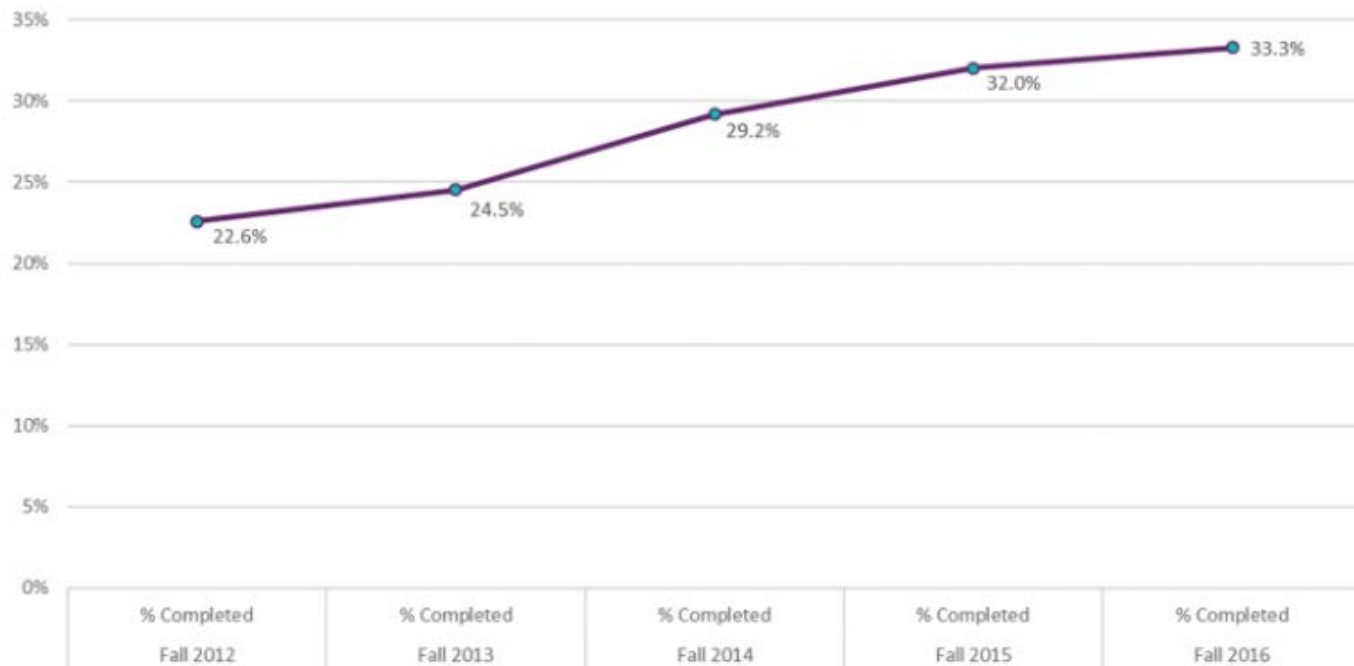
In 2008, faculty, staff, and administrators on the QEP (Quality Enhancement Plan) Committee began a self-study process that led to the development and implementation of a first-year course that came to be called Cornerstone Experience.

Beginning fall 2014, all FTIC degree-seeking students were required to successfully complete SLS 1515.

Now, our current QEP Committee is developing a Transdisciplinary Capstone Course that will complete the Cornerstone-to-Capstone Experience at FSW.

FSW Success/Retention

3-Year Graduation Rate: Associate Seeking First-Time Full-Time Freshmen



(van Gaalen, 2018)

Course Description

Cornerstone Experience (SLS 1515) is a 3-credit course that helps successfully transition to college life. The course is designed to help students become self-reliant learners who use critical thinking to achieve academic and career success. Some of the topics students are asked to think critically about include:

- Goal Setting and Time Management
- Career Exploration
- Social Interaction and Diversity
- Thinking and Analysis
- Learning Styles and Strategies
- Study Skills and Classroom Success
- Mental and Physical Health Management
- Financial Management

Sample Student Activities

Marshmallow Challenge



APA v. MLA

Group 6
(Winston 17)

Winston, Gordon. "Subsidies, Hierarchy and peers: The Awkward Economics of Higher education." Journal of Economic Perspectives, Vol. 13, No. 1, 1999, pp. 15-36.

Group 2
(Clotfelter, 1999)

Clotfelter, C.T. (1999). The Familiar but Curious Economics of Higher Education: Introduction to a Symposium. Journal of Economics Perspectives, volume 13 (number 1), 3-12

Review for the Final Essay

3. Learning Styles & Strategies / Study Skills

- Learning Styles
 1. Visual
 2. Auditory
 3. Kinesthetic
- Exercise regularly
- Eat healthy meals & snacks
- Talk to advisors
- Scheduling homework
- Class Attendance
- Getting enough sleep
- Managing stress
- Planning ahead
- Learning Pyramid
- VARK Learning Styles

- Turn & talk
 - Active Learning
 - brain development
 - Improving memory
 - positive thinking
 - Set a time (learning goals)
 - Short term, long term memory
 - Making up for group work
 - Unconscious & conscious in learning & competence
 - MLA APA
 - Plagiarism

1. Goal-setting / time management

Smart Goals

Prioritizing

Multi-tasking is a myth

Physical Environment

Use of Time

Writing a Successful Schedule

Long Term/Short term goals balancing work/school

Defines Goals

Action Plan

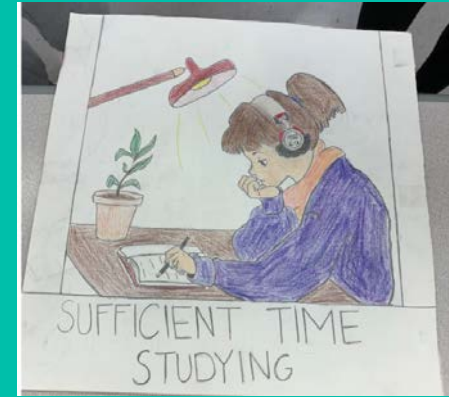
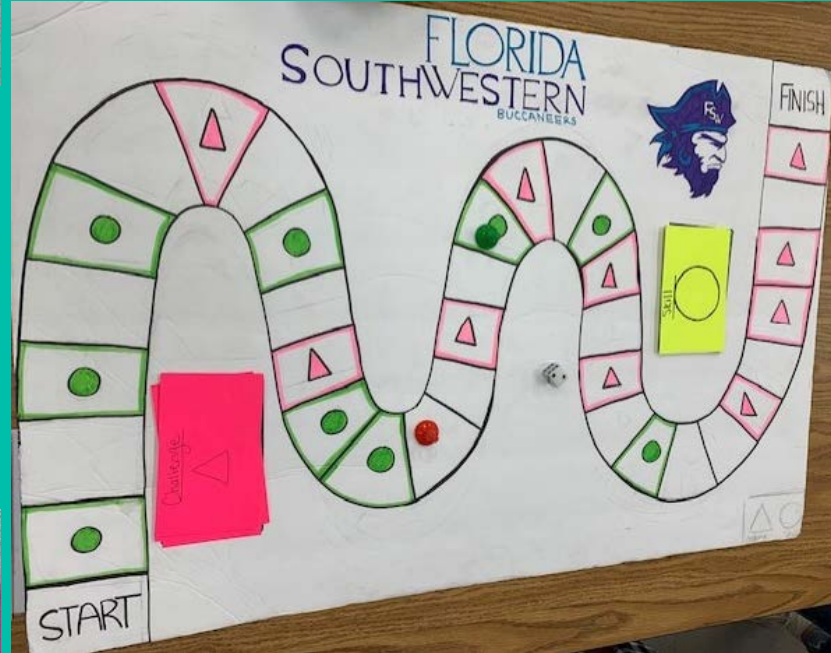
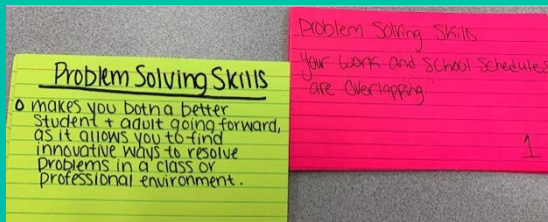
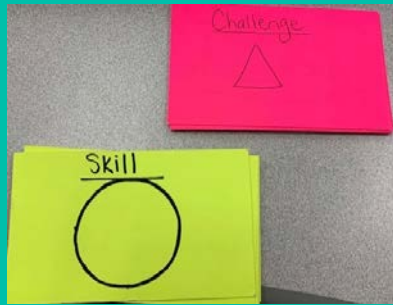
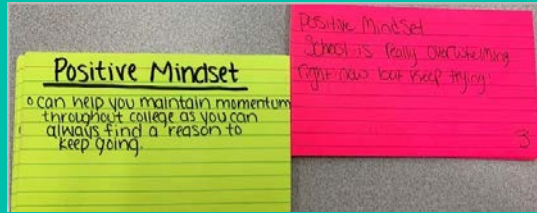
Scheduling School & Life - day to day management.

- Journal 5 - reflection

- GPS

- Vision Boards

Sample Student Projects



The Role of the Peer Mentor



Student Feedback on Cornerstone Experience

"I really liked how we learned more about college, since I am a senior in high school I didn't really know how the college system works but now I have a more clear understanding of it".

"I know this may seem cliché, but the whole class is educationally beneficial. I have learned so much that will help me thrive in school and life outside of school. Honestly, thank you for making this course a requirement. If not, I would not have chosen to and would have missed out".

"I really liked the MCP/GPS project that students had to do. The GPS allowed students to explore their campus and learn more about the college. The MCP allowed students to learn more about what they want to be in the future and research on it. I also really liked the budget assignment that we all did recently because it allowed me to do more research on the city that I want to live in, in the future".

References

- Ma, J., & Baum, S. (2016). Trends in community colleges: Enrollment, prices, student debt, and completion. *College Board Research Brief*, 4, 1-23.
- O'Banion, T. (2013). *Access, success, and completion: A primer for community college faculty, administrators, staff, and trustees*. League for Innovation in the Community College.
- Tinto, V. (2006). Research and practice of student retention: What next?. *Journal of College Student Retention: Research, Theory & Practice*, 8(1), 1-19.
- Van Gaalen, J. (2018). *QEP 2022: Data guide*. Florida SouthWestern State College.

ANY
QUESTIONS?

