

CORNERSTONE EXPERIENCE

BUILDING THE FOUNDATION FOR SUCCESS



A QUALITY ENHANCEMENT PLAN

PREPARED FOR THE COMMISSION ON COLLEGES OF THE SOUTHERN ASSOCIATION OF

COLLEGES AND SCHOOLS

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EDISON STATE COLLEGE

8099 COLLEGE PARKWAY

FORT MYERS, FL 33919

J. DUDLEY GOODLETTE, INTERIM DISTRICT PRESIDENT

ERIN HARREL, PH.D., ACCREDITATION LIAISON

239/489-9319 EHARREL@EDISON.EDU

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EXECUTIVE SUMMARY

The goal of Edison State College's proposed QEP is to enable first-time-in-college students to become self-reliant learners imbued with critical thinking skills.

To promote personal growth and academic success, Edison State College (ESC) proposes a three-credit course for first-time degree-seeking students titled SLS 1515 Cornerstone Experience. Emphasizing critical thinking, self-reliance, and persistence, the course will empower students with knowledge-based skills and enhance their capacity to apply critical thinking to their professional and personal lives, supporting success in their studies at ESC and beyond. For faculty and staff, this Quality Enhancement Plan (QEP) includes a comprehensive suite of professional development experiences that will foster a common understanding of critical thinking and engender an appreciation for the strengths and needs of first-year students.

Over a two-year period beginning in August 2008, faculty, students, administrators, staff and consultants participated in internal and external research to identify the QEP topic that would have the greatest impact on student learning. Included in the process was a nine-month, externally guided self-study using the Foundations of Excellence[®] in the First College Year (FOE) assessment model. In April 2009, the QEP focus emerged as a unique version of a first-year experience (FYE) course infused with critical thinking.

The QEP is aligned with the College's mission of inspiring learning and preparing students for responsible participation in a global society. Beginning in January 2012, the course will facilitate students' learning not just about the course topics, but also about the College, their peers, themselves and their individual abilities. The curriculum is grounded in four foundational frameworks of Critical Thinking, Applied Learning, Relevancy and Success Strategies. While students will be introduced to all of ESC's general education competencies, they will specifically explore issues about the nature and techniques of critical thought as a way to establish a reliable basis for claims, beliefs, and attitudes based on the Paul and Elder Elements of Reasoning and the Universal Intellectual Standards model adopted by faculty. The course requirement for all degree-seeking FTIC students will be phased in over a five-year period.

Course content and student learning outcomes emerged from best-practice literature review and the FOE self-study, and are tailored to what is unique to the student experience at ESC. The QEP Committee was guided by expert assistance from the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina.

Student success will be enhanced by faculty and staff training ranging from understanding the first-year student to topic-specific activities targeting each of the four frameworks. Students will also benefit from the comprehensive and coordinated support initiatives of ESC's emerging first-year experience (FYE) program, Foundations of Self-Reliant Learning. While not specifically part of the QEP, this umbrella program will bolster the new student experience through an enhanced College orientation, an early alert system, and improved intake processes including admissions and advising.

The initial six-year, \$5.2 million QEP operating budget was determined to be offset by tuition due to enhanced retention and state FTE funding generated by Cornerstone Experience enrollment.

BACKGROUND

Edison Junior College was established in 1961 in Fort Myers, Florida, a tropical haven shaped by the keen minds of such winter residents as Henry Ford, Charles Lindbergh, Harvey Firestone and Thomas Edison, for whom the College is named. Drawing on the values of its residents, the College's founders created a liberal arts institution intended to serve those who were otherwise forced to leave the area in pursuit of higher education. The first class drew 500 students.

ESC's five-county service district (see Figure 1) comprises three counties along Florida's southwestern Gulf coast, and two inland counties. In 1965, the first permanent campus was established in Fort Myers. Edison received accreditation from the Southern Association of Colleges and Schools (SACS) in 1966. Since this initial accreditation, it successfully attained reaffirmation in 1971, 1981, 1991, and 2001.

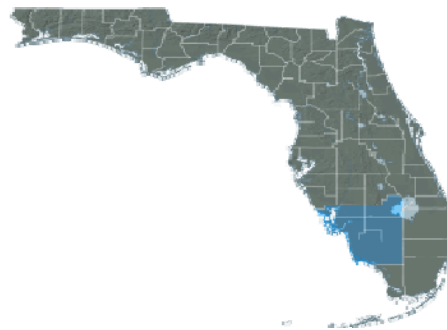


Figure 1. Edison State College District

Edison Junior College was renamed Edison Community College in 1972, the year it opened outreach centers in Collier and Charlotte counties. In 1991, a permanent Collier campus was built in Naples, followed by the Charlotte campus in Punta Gorda five years later. In 2009, the College purchased a site in La Belle for its Hendry/Glades Center.

The College's district represents tremendous diversity in both geography and economy. Prior to the economic downturn of the last few years, the coastal counties of Lee and Collier experienced explosive population growth, with Collier's population more than doubling in two

decades (see Figure 2). In contrast, Glades and Hendry counties to the east remain largely rural, agrarian communities dependent on vegetable, citrus and sugar cane production. Hendry, with a population of 41,000, was identified by the Associated Press in November 2010 as having the 15th most-stressed economy in the nation among counties of at least 25,000.

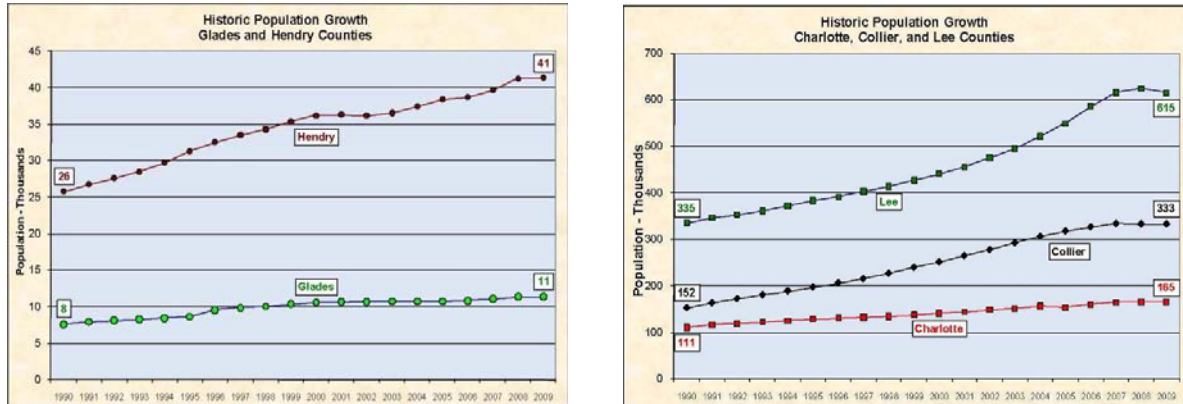


Figure 2. ESC Service District Population Growth, 1990-2009 (2010)

Economists predict that the population of ESC’s service district (see Figure 3) will expand to 1.7 million by 2030, up from nearly 1.2 million in 2010.

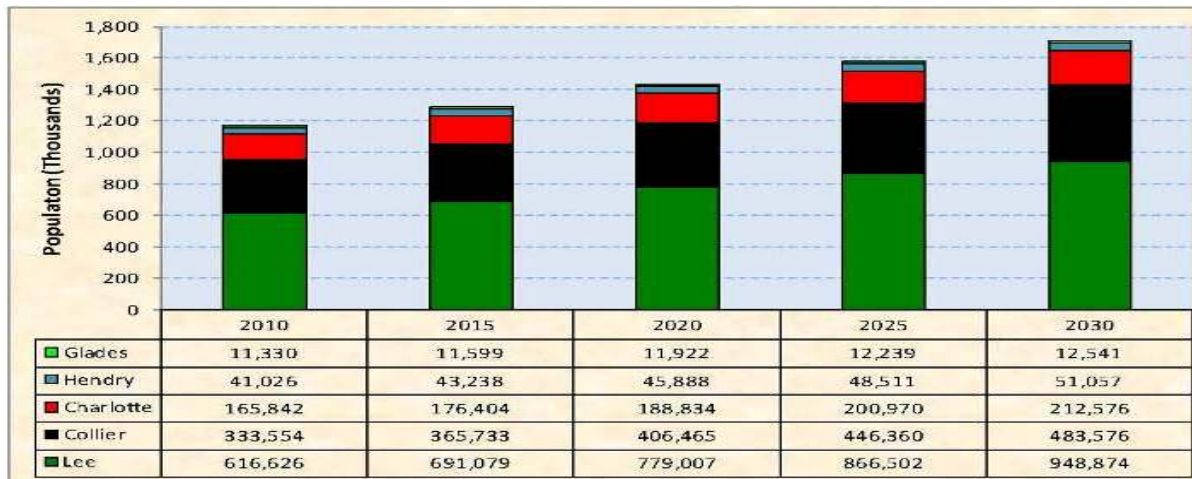


Figure 3. ESC Service District Projected Population Growth, 2010-2030 (2010)

In 2000, Florida community colleges were authorized to apply for approval to offer 2 + 2 baccalaureate degree programs in areas of demonstrated need. In recognition of its legislative authorization and funding to offer joint baccalaureate degrees with Florida Gulf Coast University (FGCU), the institution’s name was changed to Edison College effective July 2004. In 2005,

approval was granted for Edison to offer its own baccalaureate program, the Bachelor of Applied Science (BAS) in Public Safety Management. The College achieved Level II membership with the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) in December 2005, and welcomed its inaugural class of upper division students the next year. In June 2008, the College became Edison State College by way of legislation, making it one of nine pilot State Colleges with the goal of expanding access to higher education.

In 2010-2011, some 37% of Edison students represented minority groups, 61% were female and the average age was 27. Although ESC currently offers 10 baccalaureate degrees, it remains an open admissions institution, with 95% of enrollment in lower division programs. As reflected in Figure 4, unduplicated lower division headcount grew from 17,528 in 2007-2008 to 24,610 in 2010-2011. The spike was largely due to the ailing economy, with unemployed workers returning to college to change careers or learn a new skill. Similarly, FTE in the lower division grew from 8,095 in 2007-08 to 12,215 in 2010-2011, a 50% increase over a four-year period.

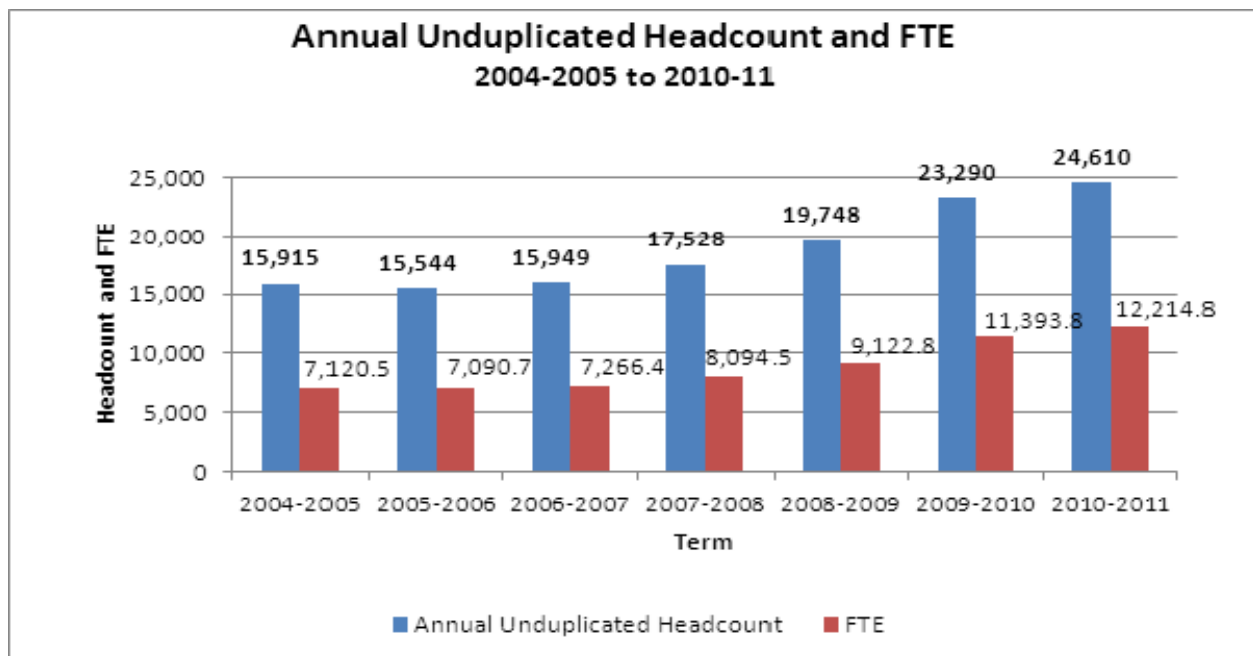


Figure 4. Edison State College Annual Unduplicated Headcount/FTE, 2004-2005 to 2010-2011

Accommodating the explosive enrollment growth has been a major challenge for ESC. New classroom buildings have been constructed at the Collier and Lee campuses. The College is exploring opening a new center in Bonita Springs and investigating the acquisition of property adjacent to its main campus in Fort Myers. Human and technological resources are being added across the institution, and Edison Online is judiciously expanding its course offerings.

The most challenging issue inherent to ESC's enrollment growth has been responding to the significant increase in the number of first-time-in-college (FTIC) students testing into developmental studies. Of the 3,167 FTIC degree-seeking students in academic year 2010-11, 73% tested into at least one level of developmental studies. ESC's three-year graduation rate for FTIC students testing into one upper-level developmental studies course averages only 14%. For college-ready FTIC students, the average three-year graduation rate averages 24%. The historical challenge of FTIC student success and retention, combined with growing numbers of underprepared students, prompted a sustained and deliberate effort to develop an improvement plan focusing on FTIC students.

PROCESS USED TO DEVELOP THE QEP

Over a nearly two-year period beginning in Fall 2008, faculty, students, staff,, administrators and consultants participated in internal and external research to identify the QEP topic which would have the greatest impact on student learning. Campus constituencies met regularly to explore potential topics and debate the pathway forward using a collegial, thoughtful and deliberate process. The need to focus on FTIC students was confirmed through an externally guided comprehensive self-study and a thorough literature review.

The formal QEP development process was initiated in November 2008 with the appointment of the QEP Topic Selection Task Force by the College's Executive Vice President. Members were nominated by the Academic Forum. The first meeting of the Committee was held

on Dec. 11, 2008 (see Appendix A). The *2008 Principles of Accreditation*, QEP Handbook and PowerPoint presentation provided the group with the elements of a successful plan:

1. includes a broad-based process identifying key issues emerging from institutional assessment
2. focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution,
3. demonstrates institutional capability for the initiation, implementation, and completion of the QEP
4. includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and
5. identifies goals and a plan to assess their achievement.

The Executive Vice President gave the committee its charge to (1) study data related to student learning at Edison State College; (2) seek broad-based input throughout the College; (3) conduct a thorough literature review; (4) and submit a preliminary QEP topic within eight weeks which would later be refined. The Committee's initial discussion focused on the development of a strategy to explore and identify a significant issue critical to student learning for the QEP topic, along with a timeline and meeting schedule.

As described in the following section, a multi-step process was employed to explore issues and build consensus for the QEP focus. The Jan. 26, 2009 recommendation from the QEP Topic Selection Task Force concerning the preliminary topic (see Appendix B) led to the externally guided self-study and improvement process focusing on the experience of ESC's first-year students. The resulting recommendations shaped the QEP's development .

IDENTIFICATION OF THE TOPIC

The topic-identification strategy encompassed direct solicitation of feedback from constituencies across the College. A brainstorming question was posed through an affinity process (see Appendix C) conducted during January 2009 Professional Development Days when participants were asked, "What issue or issues should ESC focus on in order to improve student learning?" The stated purpose of the activity was "to involve a cross-section of faculty and staff in a College-wide process to identify potential QEP topics." More than 250 faculty and

staff members from all campuses developed 679 suggestions for improving student learning; the suggestions were individually logged and categorized for further discussion.

The Faculty Senate discussed the QEP and the importance of topic selection on Jan. 5, 2009. On January 15, the College's Administrative Group received a QEP overview and conducted its own topic selection session. Six categories and a number of topic suggestions were forwarded to academic and administrative areas. In addition, meetings were held with the Student Services Council, the Admissions, Registration, and Financial Aid Group, and representatives from Advising and Student Life to explore possible topics for the QEP. Supporting documentation for topic selection, including the affinity process, were posted to the College's website.

PRELIMINARY TOPIC IDENTIFICATION

The QEP Topic Selection Task Force reported the following to the College administration in a memorandum dated Jan. 26, 2009:

In October 2008, a broadly representative QEP Topic Selection Task Force was appointed to recommend a topic for the College's Quality Enhancement Plan (QEP). Throughout Fall and Spring semesters, focus groups were conducted that engaged the entire ESC community in developing potential QEP topics that would substantively enhance student learning across all campuses. The QEP Planning Committee met on Thursday, Jan. 22, 2009 to review and analyze results from the information collected from the focus group sessions.

Based on review of the input collected from each campus, three broad categories or themes emerged:

1. Development of a comprehensive First-Year Experience program
2. Development of a comprehensive program to address the needs of underprepared students and re-engineer support mechanisms for students enrolled in developmental studies
3. Development of a program for adjunct support, mentoring, and professional development.

The Committee agreed that support for underprepared students should be included in a quality First-Year Experience program. Item three, developing appropriate support for adjuncts, is a critical compliance issue that the institution must address. The College has the resources and framework in place through the Teaching and Learning Center (TLC) and development of academic chairs and departments to effectively implement needed changes in that area (see Appendix B).

A formal recommendation was made to the District President and the Executive Cabinet on Feb. 10, 2009 concerning the preliminary topic for the ESC Quality Enhancement Plan (see Appendix D). That topic was to develop a comprehensive FYE program, with special emphasis on addressing the needs of underprepared students. However, because the subject was so broad, it was noted that additional study should be completed to narrow the topic.

FOUNDATIONS OF EXCELLENCE® IN THE FIRST COLLEGE YEAR SELF-STUDY

The sharpening focus on the need to accommodate increasing numbers of FTIC students, particularly those needing developmental studies and supportive services, led the College to seek expert guidance from the Policy Center on the First Year of College.

Beginning Fall 2009, 131 faculty, staff, students and administrators engaged in a comprehensive self-study under the auspices of the Foundations of Excellence® in the First College Year (FOE). The Policy Center's Executive Director, Dr. John N. Gardner, served as ESC's advisor and consultant. The relationship commenced at the August 2009 Convocation, when Dr. Gardner challenged participants to develop an improvement plan that focused on the entire experience of first-year students, and to identify one or more of the plan's initiatives as the College's QEP.

Committees comprised of faculty, staff, students and administrators representing all disciplines and campuses were formed based on nine Foundational Dimensions. The goal of each was to collect, review, and synthesize evidence regarding the current status of multiple facets of the respective dimension and to define the necessary actions to significantly improve the ESC first-year experience. A Current Practices Inventory (CPI) provided a comprehensive inventory of related procedures and policies, and a repository of first-year student demographics. The FOE self-study included student and faculty surveys administered by

Educational Benchmarking, Inc. to capture evidence supplementing quantitative and qualitative data maintained by various offices.

ESC STUDENT LEARNING DATA

To verify assumptions that emerged from the affinity process, the College reviewed student learning data as part of the FOE self-study. Included in the review were the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), the Florida Accountability Report, ESC's Developmental Studies data, and Achieving the Dream risk factors.

Community College Survey of Student Engagement (CCSSE)

Every three years, ESC administers the CCSSE survey in classes randomly selected by the Center for Community College Student Engagement. The 2010 results, presented in Figure 5, show a decline in benchmark averages in each of the five areas of student engagement as compared to ESC's 2007 results. While the decline is not statistically significant when compared to cohort colleges, it affirms the need for interventions to improve student engagement.

Benchmark Area	2007 Score	2010 Score
Active and Collaborative Learning: Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Examples of this benchmark include making class presentations and working with other students both inside and outside of class.	51.6	48.6
Student Effort: Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. Examples of this benchmark include preparing multiple drafts of a paper or assignment, integrating ideas and sources into a project, and using skill labs.	53.3	51.7
Academic Challenge: Challenging intellectual and creative work is central to student learning and collegiate quality. Examples of this benchmark include working hard to meet instructor expectations, reading multiple assigned textbooks and handouts, and writing numerous papers or reports.	52.7	50.3
Student-Faculty Interaction: The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. E-mail communication, discussing grades and assignments, and receiving prompt feedback from professors are examples of this benchmark.	53.9	48.8

Support for Learners: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.	51.1	49.7
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Figure 5. Comparison of 2007 and 2010 CCSSE Results for Edison State College

Survey of Entering Student Engagement (SENSE)

In Fall 2008, ESC administered the SENSE to establish a benchmark assessment for first-year students. SENSE provides information about effective educational practice in community colleges to promote improvements in student intake processes, support systems, learning, and persistence. The Education-Portal.com April 2010 article, “SENSE Survey Offers Guidelines for Student Success” reports:

According to the National Center for Education Statistics (NCES), nearly a quarter of community college students drop out in their first year, and only about 55% graduate or remain at any postsecondary institution within three years of starting school. The SENSE data suggests that this isn't for lack of interest - 90% of students in the survey said that they agreed or strongly agreed that they had the motivation to succeed in college. Instead, the problem seems to be with the support system for entering students, which is failing to offer proactive guidance to help students develop academic good habits. Although 85% of students believed that they were academically prepared when they began college, just three weeks into the first term a third of them had already turned in assignments late and a quarter of them reported skipping class at least once.

ESC's survey was administered in randomly sampled courses in developmental studies and first-year mathematics and English. The analysis of responses summarized revealed that of the six SENSE principles listed below in Figure 6, Principle 5: Engaged Learning yielded the most positive results when compared to the nationwide cohort, followed by Principal 2: High Expectations and Aspirations. The less positive summary responses appeared in Principle 1: Personal Connections, Principle 3: A Plan and Pathway to Success, and Principle 6: An Integrated Network of Financial, Social, and Academic Support. These results were examined by the QEP and FYE Committees in developing respective initiatives of the FYE program.

SENSE Principle	Edison State College Results	>=/ Cohort
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SENSE Principle	Edison State College Results	>/=/< Cohort
<i>Principle 1: Personal Connections</i>	While varied by campus, compared to all colleges that participated in the Survey, ESC students do not feel they are personally connected to the organization.	<
<i>Principle 2: High Expectations and Aspirations</i>	Compared to all colleges, Edison students reported they were more prepared for class by completing assignments and readings on time.	>
<i>Principle 3: A Plan and a Pathway to Success</i>	Edison students reported using Academic Advising more than the College cohort but they were not as satisfied with the services provided; academic advisors were also not as accessible when compared to other colleges.	<
<i>Principle 4: An Effective Track to College Readiness</i>	Students were required to take placement exams and courses required by those exams at the same rate as other colleges in the cohort.	=
<i>Principle 5: Engaged Learning</i>	Edison students feel engaged to learn both inside and outside the classroom. Participation in an outside study group was higher at Edison than the college cohort. Student use of a writing, math or skill lab was nearly double that of the cohort; students also had a high satisfaction for these types of labs. The use of a computer lab was also higher among Edison students when compared to the cohort.	>
<i>Principle 6: An Integrated Network of Financial, Social, and Academic Support</i>	Students reported that instructors explained the academic components of a course similar to those at other colleges. Edison instructors did not explain what academic and support services were available to students in comparison to other colleges. Students reported utilizing financial assistance (Financial Aid) more often than other colleges, but they were not as satisfied with the services.	<

Figure 6. Fall 2008 Survey of Entering Student Engagement (SENSE) Results

The survey also pointed out that many first-time ESC students, whether traditional college age or returning adults, arrive with pressing job and family commitments. The responses to select SENSE questions presented in Figure 7 indicate that 35% of ESC students reported that job commitments interfere with their ability to succeed in college; 17% report that caring for dependents interferes.

SENSE Item		Edison State College	2008 Cohort Colleges
Time spent working will interfere with my ability to succeed in college.	Strongly Agree	11%	10%
	Somewhat Agree	24%	24%
	Neutral	27%	27%
	Somewhat Disagree	21%	20%
	Strongly Disagree	17%	19%
<hr/>			
Caring for dependents will interfere with my ability to succeed in college	Strongly Agree	7%	7%
	Somewhat Agree	10%	12%
	Neutral	28%	26%
	Somewhat Disagree	17%	16%
	Strongly Disagree	38%	39%

Figure 7. Select Results from 2008 SENSE Survey

Florida College System Accountability Report

The annual Florida College System Accountability Report is a four-year cohort study tracking FTIC students with at least 18 credit hours who have graduated, are currently enrolled with a GPA equal to or greater than 2.0, or who have left with a minimum 2.0 GPA. The 2009 Accountability Report results indicate ESC's FTIC retention rate is lower than the average for Florida community colleges for both college-ready and developmental studies students:

Student Retention (College-Ready): ESC retained 51.5% of Associate in Arts (AA) students and 40.8% of Associate in Science (AS) students. This is 13.6% and 17.6% lower, respectively, than community colleges across the state of Florida.

Student Retention (Developmental Studies): ESC had a retention rate of 61% for AA students who required at least one developmental studies course, compared to the 68.8% average for community colleges in Florida. ESC's AS retention rate of 47.3% was lower than the 66.2% average in Florida's community colleges.

Developmental Studies Data

An analysis of ESC's FTIC degree-seeking students from 2004 to 2009 indicated that while the percentage of those students requiring developmental studies is high, it has been on the decline. Of 2,711 FTIC students in 2004-2005, 68% placed into at least one developmental studies course. Of 4,830 FTIC students in 2009-2010, 61% required developmental studies. In 2009-10, 19% of ESC's FTIC students tested into three or more developmental studies courses. The largest group tested into mathematics, or 24% of all FTIC students.

Achieving the Dream Risk Factors

Many students entering college for the first time possess characteristics that reduce their persistence and completion rates. The July 2009 nationwide Achieving the Dream report identifies five risk factors jeopardizing persistence and success: 1) low-income: whether the student received a Pell grant during the first term, 2) students of color, i.e. those who are Hispanic, black, non-Hispanic, Native American, 3) referred to developmental education, 4) 25

years or older, and 5) part-time attendance during the first term. According to the report, 90% of community college students nationwide have at least one risk factor, and 55% have three or more. In comparison, a study of a 2009 cohort of ESC FTIC students revealed that 58% have three or more risk factors. Figure 8 compares the risk factors of FTIC students at ESC to the 2002-2004 cohort of Achieving the Dream students. The percentage of ESC students receiving Pell grants is higher than the nationwide cohort, while the percentage of those referred to developmental studies is comparable. For the remaining three categories, a lesser percentage of ESC students are minorities, age 25 and above, and attend part-time.

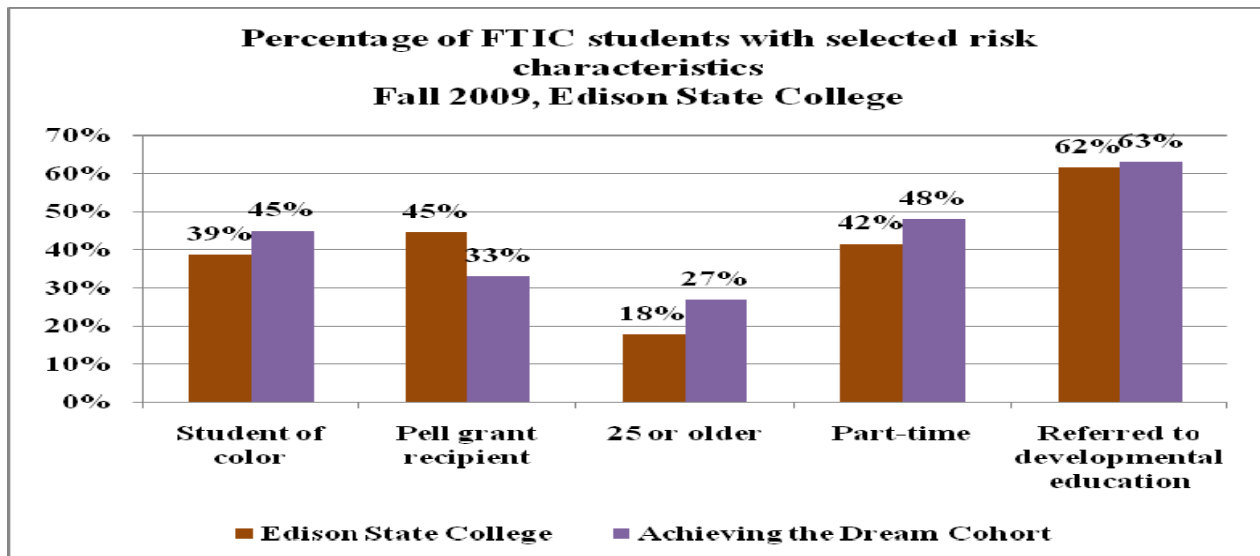


Figure 8. Students with Selected Risk Characteristics, Fall 2009

Noting the slight variations, ESC data is not significantly different from the institutions participating in the Achieving the Dream program; therefore, their experiences and outcomes can inform similar interventions at ESC.

At the conclusion of the Spring 2010 semester, the nine FOE committees had produced reports containing 120 recommendations. Because it was anticipated from the start that the QEP topic would be an essential outcome of FOE efforts, the Vice President for Academic

Affairs (VPAA) asked the nine committee chairs to submit five recommendations from their respective subcommittee for the QEP topic.

On April 16, 2010, a joint meeting of the QEP Topic Selection Task Force and FOE Task Force was held to narrow the QEP focus. The group reviewed the ranking of all potential QEP topics and engaged in lively discussions and deliberations to reach a consensus. A collective vision emerged to recommend the highest-ranked topic, creating and implementing a unique version of a FYE course as the College's QEP. Further, the group determined that the course would be the focal point of a larger FYE program that would incorporate the recommendations from the FOE study over a five-year period. Figure 9 summarizes ESC's topic selection process.

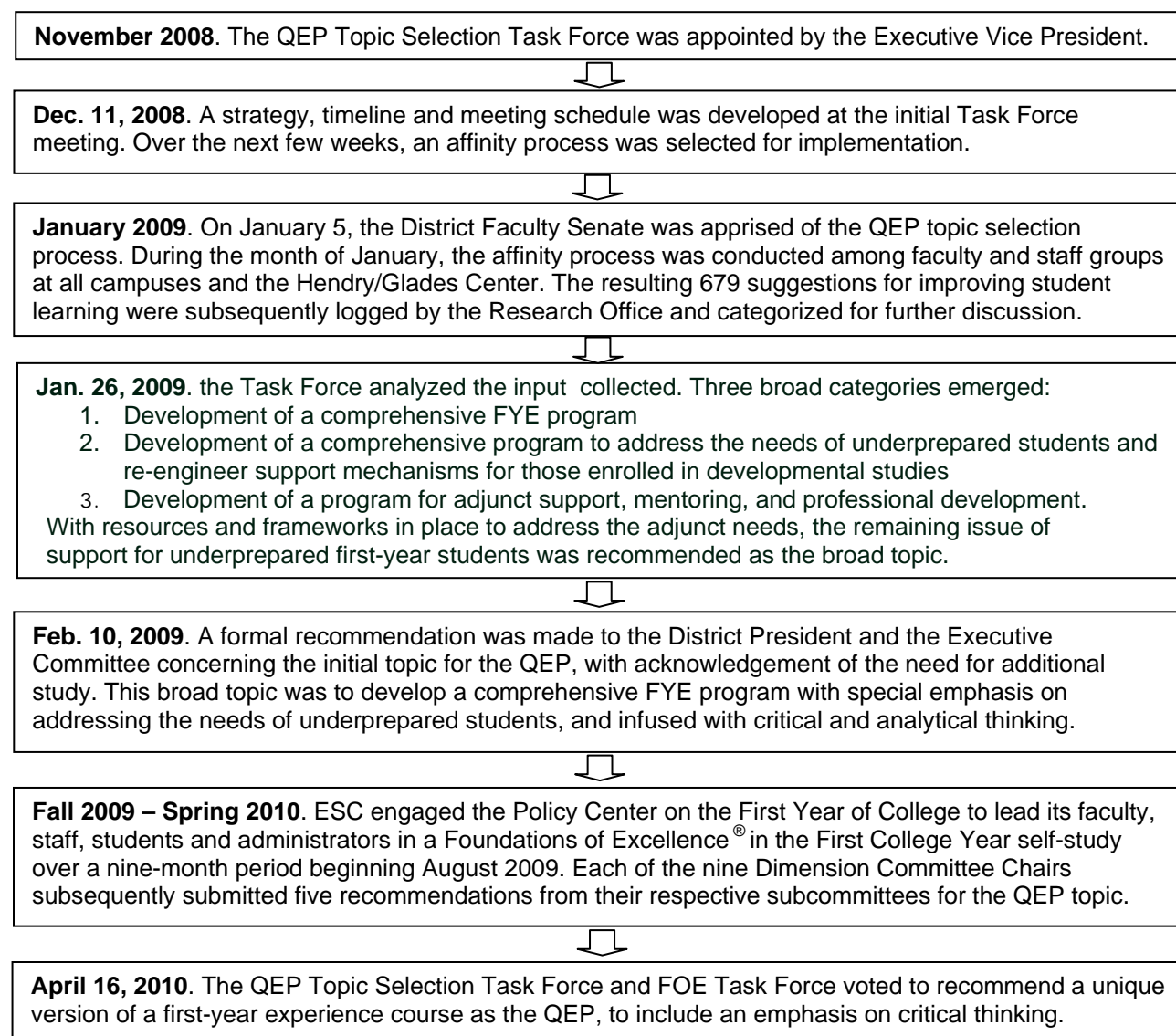


Figure 9. Summary of QEP Topic Selection Process

DEVELOPING THE QEP

In early Summer 2010, the FOE Task Force utilized an affinity process to group 120 recommendations presented by the nine FOE Dimension Committees into six categories. These were Student Support, Orientation, Training and Development, Communication, Assessment and Evaluation, and Student Learning. A FYE program map and graphic were created to depict the interrelationship of the categories, and to show that the FYE course was an essential foundation of the emerging FYE program.

With the work of the FOE Task Force complete, the VPAA sent an email to all members on August 31, 2010, inviting them to join the new FYE and/or QEP committees. The QEP Committee (see Appendix E) began meeting weekly. Members reviewed the recommendations from the FOE Student Learning category and researched model first-year programs. The Student Learning recommendations were utilized as the foundation for developing the curriculum of the course (see Appendix F).

In mid-October, several members of the QEP Committee, including the Co-Chairs, began meeting weekly with the VPAA as a QEP Steering Committee. Its role was to guide the QEP development and assure ongoing communications with academic and administrative departments, particularly in terms of potential policy and procedure changes necessary to implement the FYE course.

Notes from the Oct. 22, 2010 meeting of the QEP Committee recapped initial discussions concerning the theoretical background for the course, described as Relevancy, Linked Courses, Supplemental Learning and Critical Thinking. At the October 29 meeting, these were refined to become four foundational frameworks: Critical Thinking, Applied Learning,

Relevancy and Success Strategies. In November, Committee members began working as four subcommittees based on the frameworks to refine the learning outcomes and develop the content for the course. Subcommittee reports became a standing agenda item for the weekly QEP Committee meetings.

When considering the foundations course and its relationship to the FYE program, the QEP Committee gravitated to the concept of a cornerstone. Historically the first stone laid, the cornerstone was fundamentally important to the stability of any sturdy structure. The committee noted that nearly 100 years ago, the College's namesake, Thomas Edison, set a cornerstone at the focal point of Henry Ford's grand Michigan estate, a state-of-the-art, hydro-electric facility planned and constructed with the advice of Edison to provide the self-reliance that Ford desired (<http://www.henryfordestate.org/powerhouse.htm>).

The Committee sought input from faculty, staff and students concerning potential adoption of the cornerstone and self-reliant terminology. Perceptions of the word cornerstone included the following:

- ❖ Sturdy, strong, stable
- ❖ Foundation, the basics, what needs to be learned before you can continue
- ❖ Building and expanding your knowledge over the course of time
- ❖ Starting with little and ending with success
- ❖ The first step to the rest of your life

Committee members conducting the informal opinion poll reported support for the theme, and for its reference to a course as opposed to a seminar. The course title Cornerstone Experience, illustrating its significance within the Foundations of Self-Reliant Learning FYE program, drew enthusiastic support. The SLS 1515 Cornerstone Experience course number was submitted to the State and was subsequently approved.

The QEP Committee adopted its definition of student learning on Nov. 19, 2010:

Student learning at Edison State College is defined as the development of self-reliance through positive changes that are attributable to the collegiate experience. These changes are expressed through measurable gains in

knowledge, skills, behaviors, and/or values that prepare students to be contributing members of society.

The four subcommittees were asked to conduct a literature review, recommend a definition for the respective framework, draft related learning outcomes, and recommend teaching and learning strategies. A Training and Development subcommittee recommended components of a faculty and staff development program, along with a training schedule. Progress reports were continuously provided in department and division meetings across the College, and feedback was encouraged. By the end of the Fall 2010 semester, subcommittee reports had been drafted.

On Jan. 5, 2011, faculty and staff across the district gathered in the Barbara B. Mann Performing Arts Hall at the Lee Campus to participate in a morning session titled *Cornerstone Assembly: Progress and Opportunity*. The College community received a status report from the QEP Committee Co-Chairs and reviewed the timeline for submission of the plan to SACS COC in Fall 2011. A newsletter was distributed to help market the QEP, and participants were invited to vote online for their favorite Cornerstone Experience conceptual logo. The concept submitted by student James Spears was adopted.

The QEP Committee engaged the services of Mary Stuart Hunter, University of South Carolina Assistant Vice Provost and Executive Director of the University 101 Program and the National Resource Center for the First-Year Experience and Students in Transition, to serve as the College's QEP consultant. Through the Spring and Summer, Ms. Hunter worked with faculty and staff to solidify QEP program and student learning outcomes, refine the professional development plan, and assemble a draft course syllabus. To help frame participants' thinking, a man-on-the-street video created by student George Schwigk featured students discussing the things they know now that they wished they had known their first week on campus.

In July 2011, long-time faculty member Myra Hale Walters, Professor of Speech at the Lee Campus, was appointed Cornerstone Experience Lead Faculty for Curriculum (see Appendix G). Professor Walters has been actively involved in the QEP development process since 2008, serving on the FOE Task Force and the QEP Committee, and representing ESC at the 23rd International Conference on the First-Year Experience. Her duties include serving as the liaison to Department chairs and all faculty in matters related to the Cornerstone Experience, actively recruiting faculty to teach the course, working with the SLS 1515 Curriculum Subcommittee to finalize and update the course syllabus, providing leadership in the selection and procurement of course materials, assisting with related training and development, assuring ongoing dialog among faculty teaching the course district wide through Communities of Practice, and assisting with course evaluation and reporting.

To kick off the Cornerstone Experience professional development activities, two conferences were conducted for faculty and staff in Summer 2011. Seventy-eight faculty and staff participated in *Understanding the First-Year Student*, a day-long session led by Stuart Hunter, ESC's QEP consultant. Ms. Hunter highlighted characteristics of first-year students, offered insight into teaching, advising, and interacting strategies, and discussed tools to foster engagement, success, and persistence among students. Noted authority on critical thinking Dr. Gerald Nosich, Professor of Philosophy and Humanities at Buffalo State College and Fellow, Foundation for Critical Thinking, led 67 faculty and staff in a two-day workshop in July to introduce aspects of critical thinking and to share ideas on how to implement it in departments across the College. Participant evaluations for both conferences were extremely positive.

Throughout the QEP development process, notes from weekly meetings were posted to the College's Accreditation web page, along with related newsletters, PowerPoint presentations, and other documents to keep all constituencies informed.

PURPOSE AND FOCUS OF THE QUALITY ENHANCEMENT PLAN

The decision to implement a unique version of a FYE course with critical thinking at its core was based on key retention and persistence issues. The QEP focus is to provide a strong learning foundation for all FTIC students through the SLS 1515 Cornerstone Experience course. Faculty will employ pedagogical practices with demonstrated impact on academic and cognitive outcomes, focus on vital transition issues, and help students learn and practice critical thinking and success skills. Specifically, the curriculum is designed around four frameworks supporting student persistence and success. Through extensive deliberations of the QEP Committee, the following definitions were adopted for the four frameworks:

1. *Critical Thinking* assists students in developing the skills of analysis and evaluation to improve thinking and guide attitudes and behavior.
2. *Relevancy* promotes student engagement in learning activities that connect course content to each student's own academic and career objectives. Through purposeful connections and meaningful experiences, students will be guided toward successful completion of educational goals.
3. *Applied Learning* enables students to reinforce skills learned in Cornerstone Experience by applying them in other classes and settings.
4. *Success Strategies* help students achieve their personal and educational goals, acquire skills and knowledge, become more mature in their thinking, assume greater responsibility for their own lives and learning, and develop understanding of diversity and multiculturalism in preparation for the professional world.

The mission of ESC is to “inspire learning, prepare a diverse population for creative and responsible participation in a global society, and serve as a leader for intellectual, economic, and cultural awareness in the community” (Mission, 2010). Figure 10 demonstrates the alignment of the QEP with the College mission.

ESC Mission Components	Related QEP Components
Inspire learning	Students will demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues
Prepare a diverse population for creative and responsible participation in a global society	Students will enhance their awareness of the larger diverse community both inside and outside Edison State College
Serve as a leader for intellectual, economic, and cultural awareness in the community	Students will demonstrate self-efficacy through effective personal management, use of college resources, and the development of positive relationships with peers, staff and faculty

Figure 10. Alignment of ESC Mission and QEP Components

The proposed QEP also directly addresses the stated ESC priorities and goals:

- ❖ Develop and maintain a learning-centered culture through a shared understanding, application and accountability, and identify and remove barriers
- ❖ Provide educational pathways for underprepared students through assessing and refining current academic support services
- ❖ Develop an array of effective student support services through a comprehensive academic support system
- ❖ Promote, develop and retain a culture that supports professional growth of faculty and staff

Additionally, the QEP addresses the College's General Education Program outcomes with a special emphasis on critical thinking. The QEP purpose will be fulfilled through the program outcomes presented below.

PROGRAM OUTCOMES OF THE QEP

Through the full implementation of the QEP, the College's FTIC students will become self-reliant learners imbued with critical thinking skills.

1. Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.
2. Through each phase of implementation, the QEP will foster increased rates of student satisfaction and student engagement.
3. As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.
4. As the staff and administrators complete the Cornerstone Experience Services professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.

DESIRED STUDENT LEARNING OUTCOMES

The QEP Committee adopted the following SLS 1515 Cornerstone Experience student learning outcomes on May 20, 2011:

Critical Thinking assists students in developing the skills of analysis and evaluation to improve thinking and guide attitudes and behavior.

As a result of successful completion of the Cornerstone Experience course, students will be able to:

- a. Explore how background experiences impact their values and assumptions and explain how they influence personal relationships
- b. Demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues
- c. Apply the intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives

Applied Learning enables students to reinforce skills learned in the Cornerstone Experience course by applying them in other classes and settings.

As a result of successful completion of the Cornerstone Experience course, students will be able to:

- a. Enhance their awareness of the larger diverse community both inside and outside Edison State College
- b. Apply one or more skills learned in the FYE course to other academic endeavors

Relevancy promotes student engagement in learning activities that connect course content to each student's own academic and career objectives. Through purposeful connections and meaningful experiences, students will be guided toward successful completion of educational goals.

As a result of successful completion of the Cornerstone Experience course, students will be able to:

- a. Reflect on the General Education competencies at Edison State College and articulate their application to academic and career goals
- b. Evaluate student-to-student and student-to-faculty interactions, and reflect on their relationship to academic, career, and social development
- c. Construct a plan for a successful path into and through completion of a degree or certificate

Success Strategies help students achieve their personal and educational goals, acquire skills and knowledge, become more mature in their thinking, assume greater responsibility for their own lives and learning, and develop understanding of diversity and multiculturalism in preparation for the professional world.

As a result of successful completion of the Cornerstone Experience course, students will be able to:

- a. Develop strategies for effective written and verbal communication, use of technology, listening, reading, critical thinking and reasoning
- b. Demonstrate independence and self-efficacy through effective personal management, use of College resources and the development of positive relationships with peers, staff and faculty

LITERATURE REVIEW AND BEST PRACTICES

FIRST-YEAR SEMINAR

Hunter and Linder (2005) describe a first-year seminar as a course designed to “assist students in their academic and social development and in their transition to college” (pp.275-276). Various models of first-year seminars have been shown to have a significant impact on retention (Potts & Schultz, 2008; Miller, Janz & Chen, 2007; Ryan & Glenn, 2004; Derby & Smith, 2004; Jamelske, 2008), persistence (Lang, 2007; Porter & Swing, 2006; Stovall, 2000), student satisfaction and engagement (Summerlee & Murray, 2010; O’Gara, Karp, & Hughes, 2009; Engberg & Mayhew, 2007), and academic performance for both academically under-prepared and well-prepared students (Potts & Schultz, 2008; Jamelske, 2008; Lang, 2007, Stovall, 2000).

Miller, Janz and Chen (2007) found that students who participated in a first-year seminar returned to the second year at a higher rate compared to those who did not participate. Similarly, Lang (2007) found that students who completed a first-year experience course during their first semester of college persisted to their second, third, and fourth semesters at greater rates than students who did not take the course. In addition, “the first-year experience course completers achieved a higher mean GPA in their first semester than those of similar academic potential who chose not to take the elective course” (p. 9). According to Jamelske (2008), there is evidence that suggests that “students involved in some type of organized first-year intervention report higher levels of satisfaction and involvement in campus activities, achieve higher grades and are more likely to be retained and graduate” (p. 376).

The benefits of these courses are not limited to the highest achievers. These courses have been shown to have positive effects on at-risk students. Potts & Schultz (2008) discovered that a career-interest based seminar had statistically significant positive results on retention for

students who were identified as “at-risk” due to scoring below the university’s ACT standard, the high school rank admission standards, and/or living off campus. Likewise, Stovall (2000) studied the effect of student success courses on minority students and confirmed their positive impact on academic performance, persistence, and graduation.

In addition to increasing student retention, persistence, and success, first-year seminars may also help students obtain information about the college and courses, develop stronger study skills, and develop meaningful relationships that encourage student persistence (cf. O’Gara, Karp, & Hughes, 2009). Summerlee & Murray (2010) found that students in an inquiry-based first-year learning seminar had a “higher level of engagement in their university and community” than those students who didn’t take the course (p. 87). These courses have also been shown to allow students to develop multicultural awareness and a commitment to social justice (Engberg & Mayhew, 2007).

In Florida’s community colleges, student success courses have historically proven to be beneficial to completers. The effectiveness of first-year student success courses in Florida community colleges was studied by a research team led by Dr. Patricia Windham at the Florida Department of Education. The outcomes of students who completed a student life skills (SLS) course were compared with those who did not take or complete such a course (Florida Department of Education, 2006). The study revealed that SLS completers were more likely than non-completers to earn a community college credential, transfer to a state university, or remain enrolled in college after five years. The findings held true whether or not the students were required to take one or more remedial courses. Zeidenberg, Jenkins & Calcagno (2007) conducted a more in-depth analysis of the relationship between enrollment in student success courses and student outcomes using individual student record data provided by the Florida Department of Education. The cohort of students studied entered a Florida community college for the first time in Fall 1999 and were tracked for 17 terms. Using the same three indicators of

success employed by Windham, the researchers reported that enrollment in an SLS course has a positive marginal effect on students' chances of earning a credential, persisting, or transferring, regardless of whether they took remedial courses.

THEORETICAL FRAMEWORK FOR COURSE CONTENT

Though the research is clear on the benefits of a first-year seminar, the course content varies from institution to institution. ESC has designed a unique course that will promote student retention, persistence, success and engagement for our population. The theoretical framework for the resulting Cornerstone Experience course is grounded in the research of best practices of student learning and engagement. A rationale for each of the four frameworks is described below.

CRITICAL THINKING

Effective critical thinking skills are a hallmark of a quality education and an attribute of graduates prepared for the complexities of a global society. Tsui (2002) argues “higher-order cognitive skills, such as the ability to think critically, are invaluable to students' futures; they prepare individuals to tackle a multitude of challenges that they are likely to face in their personal lives, careers, and duties as responsible citizens” (p. 740). In addition, a disposition towards critical thinking may have a positive effect on students' academic achievement as demonstrated through GPA (cf. Stupnisky et al, 2008).

While the advantages of critical thinking are clear, engendering critical thinking among college students is not always the curricular emphasis in colleges. Paul and Elder (2005) state that many first-time college students are unfamiliar with highly skilled thinking. Students may lack the vocabulary to describe their thinking and may lack appropriate models for employing critical thinking skills. Paul (2005) further indicate that the current state of critical thinking in higher education is disturbing as, “despite reform efforts, lecture, rote memorization, and

(largely ineffective) short-term study strategies are still the norm in college instruction and learning today” (p. 27).

For these reasons, colleges need to infuse critical thinking throughout their courses and provide faculty training so that they may adopt pedagogies that support critical thinking. If critical thinking is infused throughout the curricula, first-year seminars can provide students an opportunity to understand and apply critical thinking in academic settings and in their personal lives. Elder and Paul (2011) suggest that integrating critical thinking skills into a curriculum will allow students to “raise vital questions and problems,” “gather and assess relevant information,” “come to well-reasoned conclusions and solutions,” “think open-mindedly within alternative systems of thought,” and “communicate effectively with others in figuring out solutions to complex problems” (p. 38). Students who develop these skills and dispositions in a first-year experience course should be able to transfer those skills to other courses.

In addition to mastering these cognitive skills, a key component of critical thinking is developing metacognition (ie., thinking about thinking). Students can be taught to self-question, reflect on their thought process, and evaluate the merits of their conclusions. As Elder and Paul (2008) posit, simply applying higher order thinking to tasks is not sufficient:

For students to learn any new concept well, they must initially internalize the concept, then apply the concept to a problem or issue so that they come to see the values of understanding the concept. At the same time, students need to evaluate how well they are internalizing and applying the concepts they are learning. (p. 32)

Paul and Elder (2007) encourage teachers to “discuss with students the kind of thinking they need to do to master the content” (p. 31). Thus, students must approach new content from a metacognitive perspective, making decisions about how to best approach the apprehension of knowledge from a particular field. Likewise, Nosich (2005) contends that “a field is itself a system of thinking” (p. 65). Therefore students must be taught “how to reason through the logic of the discipline, how to use that system of thinking (not just the individual parts) to analyze

problems and situations” (p. 65). Nosich explains that when students approach content from this framework they become much more engaged in the subject matter.

Research suggests “that high-achieving students are more metacognitive than low-achieving students” (Hartman, 2001, p.34). However, the metacognitive stance may transcend the application to coursework. Boyer (1996) comments that “future scholars should be asked to think about the usefulness of knowledge, to reflect on the social consequences of their work, and in so doing, gain understanding of how their own study relates to the world beyond the campus” (p. 69). In order for students to gain skills in metacognition and learn about their own learning process, and thus become lifelong learners, they must reflect upon their experiences in the classroom, the college, and the community. Learning strategies become metacognitive skills when they have been practiced sufficiently to become routine. Tsui (2002) advises that “by instilling critical thinking in students we groom individuals to become independent lifelong learners--thus fulfilling one of the long-term goals of the educational enterprises” (p. 740).

SUCCESS STRATEGIES

Research (e.g. Ryan and Glen, 2004) demonstrates that a learning intervention strategies model in first-year experience courses increases retention rates by teaching concepts that transcend all college academic subjects and disciplines. Students who develop and reflect on their learning strategies are shown to persist in their academic tasks (cf. Huntly & Donovan, 2009). The advantages gained from learning strategy instruction in a first-year seminar are not limited to that course. Boylan (2002) notes that “a major benefit of strategic learning instruction is that students are able to transfer the knowledge gained to other subjects and courses” (p. 99). Further, Nordell (2009) reports that students who learn study skills and apply them in content courses achieve significantly higher scores on assessments.

Hunter and Linder (2005) suggest that successful first-year programs will engage students in active learning strategies that may include experiential learning techniques,

collaboration, and cooperative learning, group projects, and oral presentation. Student learning should be the highest priority, and out-of-class experiences should be linked to learning goals. Similarly, Boylan (2002) advises that developmental students should engage in active learning, decision making, problem solving, and class presentations. Boylan describes active-learning classrooms as those where “students are not required to spend all their time sitting through lectures, but instead, are required to take actions and explore knowledge for themselves” (p.101).

In addition to developing learning strategies, students need to adopt behaviors correlated with college success. Karp (2011) identifies four mechanisms that appear to encourage student success: creating social relationships, clarifying aspirations and enhancing commitment, developing college know-how, and making college life feasible. A first-year seminar encourages students to develop relationships with peers, advisors, and faculty. Through these positive relationships, they can learn about the college and the strategies needed to successfully navigate the college experience.

APPLIED LEARNING

Applied learning is a kind of experiential learning that is grounded in the “conviction that learning is greatest when it is active, engaged, and collaborative” (Ash & Clayton, 2009, p. 25). From this perspective, students should not only learn “about” critical thinking and success strategies, but should engage in applying those traits to all coursework and experiences. Elder and Paul (2008) explain,

It is only when students apply what they are learning to actual situations or problems that they come to see the value in what they are learning. And only when they see the value to learning the content will they be internally motivated to do so. (p. 32)

The distinction between applied learning and more theoretical knowledge was articulated early on by philosopher Gilbert Ryle (1949), who explained that intelligence melds two kinds of

knowledge, which he labeled “knowing that” and “knowing how.” The first encompasses theoretical understanding, and the second involves a demonstration of a skill or the mastery of an idea. Likewise, students may be encouraged to demonstrate mastery of critical thinking and study skills in both a first-year experience course and in content area courses. Ryle further suggests that blending theory with practice enables a learner to “transcend mere training and move toward initiating the self-discipline that characterizes lifelong learning” (p. 28). By applying skills gained in a first-year seminar, students may add strategies to their intellectual repertoire that can become part of their mental routine or habits of mind.

The Association of American Colleges and Universities (2002) explains that “intentional learners” approach learning with high levels of self-awareness. First-year seminars are a unique opportunity to provide an environment where students can acquire learning strategies in addition to course content, and thus become more “intentional.” Huber and Hutchings (2004) describe intentional learners as being “on the road to life-long learning,” as they know how to make the most of their study time, to practice new skills, and to ask probing questions.

We know that “along with writing, critical reading or the ability to read and think analytically about written content is vital for academic success” (Trand & Eberly, 2009, p. 8). Fink’s (2003) “learning how to learn” classroom approaches describe three related abilities: how to be a better student, how to conduct inquiry and construct knowledge in certain disciplines or fields, and how to be a self-directing learner. First-year seminars can develop these abilities while requiring students to actively apply these strategies in other courses.

RELEVANCY

Students persist and succeed when they see the connections between coursework and achieving their personal goals (cf. Potts & Schultz, 2008). A first-year experience course may provide students with the opportunity to develop the dispositions of successful learners through interacting with peers and peer mentors who have been successful in their intended major. The

constructivist theories of Vygotsky (1978, 1986) tell us that learning is a social process that is driven by the human need to make sense of the world. He posits that students use interactions with more knowledgeable others to work out new situations or problems. Choosing an academic and career path is a challenge for many first-year students, and they may benefit from the support of peers and faculty as they endeavor to chart their trajectory.

Bruner (1996) builds on Vygotsky's theories, saying that humans learn assisted by scaffolds created by others to help bridge the gap between what is too abstract or beyond the learner's reach (1996, p.120). Collaborative group projects and mentorship allow for scaffolding and knowledge construction. Peer mentors can not only model and encourage success strategies, but help the first-year student see how the adoption of the strategies will help them in the courses related to their major and their intended career.

In addition, interactions with faculty who have experience in the careers the students wish to pursue can allow both the faculty and students to make important connections between coursework and career success. Rather than seeing first-year students as underprepared and unmotivated, faculty can be encouraged to see first-year students as *fresh slates* who can be transformed through orientation programs and first-year seminars that include strategies for active learning, critical thinking, building an academic community, integrating knowledge, valuing diversity, managing time, and enhancing reading skills and technology use (Evenbeck, & Jackson, 2005). Students who are actively engaged in constructing knowledge about content and achieving career goals will begin to view college as relevant and important. Potts and Schultz (2008) assert that grouping students in career interest tracks has a significant positive effect on the retention of those at risk. Assignments that ask students to gather and assess relevant information (e.g. reflecting on a career self-inventory, charting a path to degree completion and career attainment, reflecting on the college's General Education competencies

and articulating their application to academic and career goals, etc.) allow them to become actively engaged in their own learning.

SUMMARY

The research suggests that students involved in some type of organized first-year intervention report increased rates of persistence that lead to retention, higher levels of satisfaction and involvement in campus activities, higher grades and greater odds of graduating. The Cornerstone Experience course intentionally combines academic socialization and learning strategies, and introduces critical thinking as a way for students to connect experience and meaning as they engage in and reflect upon course assignments. Edison State College's commitment to the Cornerstone Experience course responds to Hunter's (2006) charge that, "student success requires intentional efforts by those of us responsible for the academy" (p. 4).

ACTIONS TO BE IMPLEMENTED

INTRODUCTION

Beginning late Spring 2010, the QEP Committee shifted its focus from conceptual design to detailed planning for implementation of the Cornerstone Experience course. Decisions were made concerning the phased-in implementation of the course requirement for FTIC degree-seeking students. Policies and procedures were reviewed and a timeline developed to accommodate the new course and related enrollment processes, including updates to the 2011-2012 online Catalog. Using a collaborative process, the Cornerstone Experience Lead Faculty for Curriculum circulated the draft common course syllabus for review and comment (see Appendix H). Cornerstone Experience teaching certification modules were finalized and training schedules developed. Two Cornerstone conferences were conducted, with many faculty voluntarily returning from summer break to participate. Early in the Fall semester, department chairs worked with their faculty to adopt one of the four frameworks as a focus for departmental activities.

Over the summer, the QEP Marketing and Communications Committee developed an informational brochure, created the Cornerstone Experience webpage, and made plans to launch a broad marketing plan at Fall Convocation to assure awareness of the QEP among all College constituencies. The August 18, 2011 Convocation featured pictures of ESC employees as first-time college students, and a video of employees across the district answering questions about their own experiences as college freshmen. Dr. Gardner returned to the stage two years after his initial address to affirm that the College was closing the loop on the FOE self-study recommendations through implementation of the SLS 1515 Cornerstone Experience course as the QEP, and through its foundational FYE program.

QEP implementation comprises two significant components: 1) SLS 1515 Cornerstone Experience course offerings and 2) faculty and staff professional development initiatives. Content and implementation are addressed in each section.

COMPONENT 1: SLS 1515 CORNERSTONE EXPERIENCE

COURSE CONTENT

Cornerstone Experience is grounded in the following four foundational frameworks supporting the development of self-reliant learners as presented below. The course design incorporates what Dr. John Gardner refers to as engaging pedagogy for any first-year course. (Gardner, ESC Convocation, 2011) These include a variety of teaching methods, meaningful class discussions, challenging assignments, productive use of classroom time, encouragement to speak in class, encouragement for students to work together, and meaningful homework.

In coordination with the QEP subcommittees, lead faculty Myra Walters designed the common course syllabus which was approved by the College's Curriculum Committee in February 2012. With attention to stated learning outcomes, faculty will have the ability to tailor learning strategies and assignments to the interest-based course sections. Specific common course assignments will accommodate college wide assessment.

CRITICAL THINKING



Critical Thinking assists students in developing the skills of analysis and evaluation to improve thinking and guide attitudes and behavior.

The goal of the critical thinking component of SLS 1515 Cornerstone Experience is to promote the concept of critical thinking among first-time students. Critical thinking is not merely an abstract academic exercise, but rather an engaging process which enables people to be more effective in every aspect of life and work. At the heart of this component is the unique concentration of the promotion of critical thinking skills in Cornerstone Experience course curriculum and beyond. This concentration on metacognition is probably the single most

important aspect of transforming the success of at-risk students. The course curriculum will reflect the model originated by Dr. Richard Paul and developed by Paul, Dr. Linda Elder and Dr. Gerald Nosich, previously adopted by ESC faculty. Students will create a Critical Thinking Journal throughout the course as they explore their reasons and readiness for attending college while evaluating their strategies for success. Critical Thinking skills will enhance a student's ability to develop an individual education plan for degree completion and create an e-portfolio of career exploration, including a resume and cover letter. Librarians will assist in the critical evaluation and use of scholarly databases to enhance student research abilities. Course participants will also reflect critically on their responsibilities as global citizens through various events offered at ESC, such as Holocaust Memorial Week and a common film experience, which will be followed by a facilitated discussion and written reflection. Critical Thinking activities are not limited to the assignments above; in fact, they will infuse all aspects of the course.

APPLIED LEARNING



Applied Learning enables students to reinforce skills learned in Cornerstone Experience by applying them in other classes and settings.

Companion Courses (see Appendix I), which will be offered as part of the five interest-based tracks, will create a sense of community, relevance and student engagement. Beginning in year three, each interest-based SLS1515 section will be linked with a regularly scheduled credit course, providing students with opportunities to practice FYE skills. They will also assure that students have the opportunity to reinforce Cornerstone concepts and success strategies. Faculty teaching Companion Courses will meet regularly with Cornerstone faculty to share relevant concepts and coordinate assignments to maximize learning. For example, the Cornerstone faculty member might ask for documentation that the student has used a research-based model of note-taking presented in Cornerstone Experience in his or her Psychology

class. Students using a particular graphic organizer for addressing a reading assignment can use that same organizer in a Companion Course. Students employing a strategy for time management in Cornerstone could reinforce that skill in their English class by using it to plan the timing of a major research paper. The ongoing faculty collaboration will build a community of learners within and among disciplines across the College.

RELEVANCY



Relevancy promotes student engagement in learning activities that connect course content to each student's own academic and career objectives. Through purposeful connections and meaningful experiences, students will be guided toward successful completion of educational goals.

As part of the ESC application process, all students will select one of five interest-based tracks: 1) Business and Public Service, 2) Education, 3) Liberal Arts (includes Humanities, Social Sciences and Exploratory), 4) STEM and 5) Health Science (see Appendix J). During Orientation, advisors will work with students to select the Cornerstone Experience course section aligned with their interests. Those students who are undecided about a major will enroll in the Liberal Arts track. In the first two years, the five tracks will be combined into two tracks in order to assure adequate numbers of students in any Cornerstone Experience course section, particularly at the smaller campuses. The initial two tracks are 1) Business and Public Service, Education, and Liberal Arts, and 2) STEM and Health Science. Students will complete a career, personality, aptitude, and/or learning styles assessment during the course. Assignments and career exploration activities will be aligned with intended majors.

The course assignments require students to reflect on the General Education competencies and articulate how each applies to personal academic and career goals. Additionally, they will promote effective communication with others by working in groups to synthesize what students need to know to be successful in college.

SUCCESS STRATEGIES



Success Strategies help students achieve their personal and educational goals, acquire skills and knowledge, become more mature in their thinking, assume greater responsibility for their own lives and learning, and develop understanding of diversity and multiculturalism in preparation for the professional world.

Students will explore campus resources in their journey toward self-reliance. They will complete a Passport assignment, visiting various offices and labs on campus such as Advising, Registration, Financial Aid, Academic Support Services, and Tutoring. They will consider their opportunities in student government and clubs. While practicing standard FYE topics, including study skills, test-taking strategies, listening skills, and note-taking methods, they will work on time management and technology skills. They will also explore the idea of emotional I.Q. and the internal locus of control, and will apply the Paul and Elder critical thinking standards of reasoning and intellectual traits within the context of their personal and academic lives.

In Fall 2012, peer mentors, called Cornerstone Experience Peer Architects (see Appendix K), will be assigned to each section of the course and be responsible for ongoing contact with students in their respective sections. At least once each week, the trained mentors will meet with respective instructors to discuss student progress and perceived behaviors that may be impeding success.

COURSE IMPLEMENTATION

In Spring and Summer 2011, the QEP Committee conducted research and reviewed best practices to support sound decision-making, including but not limited to recent FYE trends as presented in the March 2011 National Association of Student Personnel Administrators (NASPA) conference session, “Innovations in the First-Year Seminar: Additional Evidence “ (Padgett, Hunter, Kilgo). One decision was to keep class enrollment at no more than 25 students to ensure substantive class interaction (Hunter & Linder, 2005). FYE seminar enrollment of 25 was reported as the two-year college average in the above-referenced NASPA

conference presentation. The Committee also hoped to maximize the use of full-time faculty who wished to teach the course aligned with interest-based tracks, supplemented by qualified student services personnel and adjunct professors. Regardless, all sections will be taught by faculty completing the required instructor certification process. A third preference was to offer Cornerstone Experience face-to-face initially, and phase in online and blended course sections as the project scales up. The Committee also decided to implement a hold and special withdrawal form to assure that FTIC students do not drop courses without an appropriate signature. Recommendations were made to revise three Operating Procedures related to advising and registration (06-0202, 06-0401, and 06-0402).

Perhaps the most important recommendation concerned the scope of the project, assuring that it was sustainable, manageable and effectively implemented. A key issue was whether the course would be a requirement for all FTIC degree-seeking students. Based on a review of the literature regarding increasing persistence, retention and success rates for first-year students, the Committee agreed that FTIC degree-seeking students should be required to enroll in the SLS 1515 Cornerstone Experience, and that the number of initial course sections to be offered across the district must be aligned with available classroom space and instructional resources.

Internal data revealed that if the College were to require all FTIC degree-seeking students to take the course within their first semester, 127 sections of 25 students would be necessary beginning the first year. The practical limitations of faculty and classroom space at all campuses prompted the QEP Committee to focus on providing interventions initially for the students most at risk, those requiring developmental studies.

The three-year graduation rate for ESC FTIC degree-seeking students testing into one upper level developmental studies averages 14%; for college-ready FTIC students, the average three-year graduation rate is 24%. Aligned with the plan to target students most likely to benefit

in the initial stages of implementation, the Committee recommended that beginning in Spring 2012, all FTIC degree-seeking students testing into two or more developmental studies courses be required to enroll in SLS 1515 within the first 12 semester hours. The course requirement will be phased in over the five-year implementation period as presented in Figure 11.

Academic Year	Planned Enrollment
Initial Implementation Spring 2012 Summer 2012	All FTIC degree-seeking students testing into two or more developmental courses will be required to enroll in SLS 1515 Cornerstone Experience Open sections for students electing to enroll
YEAR 1 Fall 2012, Spring 2013, Summer 2013	All FTIC degree-seeking students testing into two or more developmental courses will be required to enroll in SLS 1515 Cornerstone Experience Open sections for students electing to enroll
YEAR 2 Fall 2013, Spring 2014, Summer 2014	All FTIC degree-seeking students testing into any number of developmental courses will be required to enroll in SLS 1515 Cornerstone Experience Open sections for students electing to enroll
YEAR 3 Fall 2014, Spring 2015, Summer 2015	All FTIC degree-seeking students testing into any number of developmental courses will be required to enroll in SLS 1515 Cornerstone Experience Open sections for students electing to enroll
YEAR 4 Fall 2015, Spring 2016, Summer 2016	All FTIC degree-seeking students will be required to enroll in SLS 1515 Cornerstone Experience
YEAR 5 Fall 2016, Spring 2017, Summer 2017	All FTIC degree-seeking students will be required to enroll in SLS 1515 Cornerstone Experience

Figure 11. SLS 1515 Cornerstone Experience Course Implementation, 2012 – 2017

The Committee projected the number of course sections at each campus that would be necessary to accommodate FTIC degree-seeking students requiring two or more developmental studies courses. Enrollment data from the 2010-11 academic year served as the basis for the initial calculations. For Spring 2012, some 16 course sections were planned to accommodate students who would be required to take the course, including 11 sections at the Lee Campus, two at the Charlotte Campus, two at the Collier Campus, and one at the Hendry/Glades Center. While 16 sections did run district-wide, only one section ran on the Charlotte Campus and three on the Collier Campus.

This phased-in requirement will support informed decision-making and continuous improvement through longitudinal studies tracking both college-ready and developmental studies students who have completed SLS 1515 Cornerstone Experience. The course will

become a graduation requirement for FTIC degree-seeking students entering the College in 2015-16. The number of course sections that were planned for Spring 2012 appears in Figure 12.

Enrollment projections based on data from Spring 2011	FTIC students requiring 2 or more developmental studies courses	Spring 2012 Sections based on 25 students per class	Cornerstone Sections projected to be scheduled, Spring 2012
Charlotte	53	2.1	2
Collier	42	1.7	2
H/G	19	0.8	1
Lee	275	11.0	11
Online	3	N/A	N/A
Total	392		16

Figure 12. Spring 2012 SLS 1515 Cornerstone Experience Course Sections, By Campus

In projecting the number of course sections for the following five years of QEP implementation, the IRPE office reviewed enrollment trends dating back to the Summer 2009 semester. Additionally, in response to feedback from faculty teaching inaugural sections of the course, the new enrollment projections assume that each section will serve 20 (rather than 25) students. For Fall 2012, 28 course sections are projected to accommodate those required to take the course as demonstrated in Figure 13 below.

Term	College Prep Students (New for Term)	First-time in College Students (New for Term)	SLS 1515 Enrollments (Estimates)	SLS 1515 Sections (Estimates)
Charlotte	164.67	274.91	77.40	3.87
Collier	244.81	434.83	127.30	6.37
H/G	86.86	112.00	21.72	1.09
Lee	867.75	1252.42	321.07	16.05
District	1396.70	2157.27	558.68	27.93

Figure 13. Projected Fall 2012 SLS 1515 Cornerstone Experience Course Sections, by Campus

Figure 14 presents the number of course sections projected over the five-year implementation period based on the phased-in requirement culminating with the enrollment of all FTIC degree-seeking students in 2015-2016 and 2016-2017.

Term	College Prep Students (New for Term)	First-time in College Students (New for Term)	SLS 1515 Enrollments (Estimates)	SLS 1515 Sections (Estimates)
Fall 2012 (201310)	1396.70	2157.27	558.68	27.93
Spring 2013 (201320)	458.03	756.74	183.21	9.16
Summer 2013 (201330)	238.38	441.53	95.35	4.77
Fall 2013 (201410)	1304.87	1993.92	521.95	26.10
Spring 2014 (201420)	388.51	674.50	155.40	7.77
Summer 2014 (201430)	235.14	406.46	94.06	4.70
Fall 2014 (201510)	1219.08	1842.94	487.63	24.38
Spring 2015 (21520)	329.54	601.21	131.81	6.59
Summer 2015 (201530)	231.94	374.18	92.78	4.64
Fall 2015 (201610)	1138.92	1703.39	1703.39	85.17
Spring 2016 (201620)	279.52	535.87	535.87	26.79
Summer 2016 (201630)	228.79	344.47	344.47	17.22

Figure 14. Cornerstone Experience Project Course Sections By Year, 2012-2013 through 2016-2017

The QEP Committee's recommendation that prescriptive course schedules be developed for first-time students will be phased in at the beginning of Year Four when all FTIC degree-seeking students are required to enroll in SLS 1515. Limiting the number of courses in which first-time students may enroll will accommodate the introduction of companion courses, wherein students will reinforce Cornerstone concepts and practice success skills. The QEP Committee's draft list of Cornerstone Companion Courses will be considered by faculty-at-large

during the 2012-2013 academic year to assure that all are appropriate for enrollment in a student's first semester. In preparation for the phased-in introduction of companion courses, faculty may access the relevant training modules at any time.

The College has established an initial goal of 65% full-time faculty teaching the course in order to facilitate early engagement with students. Following completion of the Cornerstone Experience teaching certification, all full-time faculty with a Master's degree or higher will be eligible to teach. Full-time exempt employees and adjunct faculty with a Master's degree or higher and Cornerstone certification are also eligible. In August 2011, the VPAA invited College deans to nominate up to three faculty to teach a section of SLS 1515 Cornerstone Experience course in the first semester of implementation, Spring 2012. The memorandum set forth requirements and preferred characteristics, including out-of-classroom contact with students and peer mentors, and participation in curriculum meetings and Communities of Practice (see Appendix L). The nominations were evaluated by a selection committee chaired by the QEP Director. Recommendations were made to the VPAA by October 1.

The VPAA also asked department chairs to work with faculty to adopt one of the Cornerstone Experience frameworks as a department focus, and to develop action plans for implementation in 2011-12. The unit plan for the College Prep department (Developmental Studies) is presented in Appendix M as an example.

In October 2011, the Lead Faculty for Curriculum and the Cornerstone Text Selection Committee attended on-campus presentations by publishers and selected a textbook for use in the first semester. Faculty teaching in the Spring will work with the publisher to customize the text over the Summer and for release in Fall 2012.

COMPONENT 2: FACULTY AND STAFF DEVELOPMENT

The professional development recommendations emerging from the FOE self-study served as the basis for related QEP goals. A methodical college-wide faculty and staff development program will support achievement of QEP program outcomes three and four:

3. As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.
4. As the staff and administrators complete the Cornerstone Experience Services professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.

TRAINING CONTENT

Upon the recommendation of the FOE Training and Development subcommittee, the QEP Committee established a series of 10 Cornerstone Experience Training Modules linked with the four foundational frameworks and leading to SLS 1515 Cornerstone Experience instructor certification. Additional conferences and training opportunities are being implemented, as shown in Figure 15.

SLS 1515 Cornerstone Experience Modules	Framework
<p><u>QEP Course Overview and Objectives</u> The decision to create a unique version of a first-year experience course as the focus of Edison State College's Quality Enhancement Plan (QEP) resulted from a collegial, thoughtful and deliberate process among faculty, administrators, students, and staff over a two-year period beginning in August 2008. The resulting <i>Cornerstone Experience Course</i> will empower new students to enhance their learning and self-reliance at ESC and beyond. The course was designed with four theoretical anchors supporting retention, academic success and lifelong learning: Relevancy, Applied Learning, Success Strategies, and Critical Thinking. In this workshop, the presenter(s) will review the history of the development of ESC's QEP, provide an overview, and discuss the research-based design of the Cornerstone Experience and its learning outcomes. Participants will review the course assignments and assessments that align with the First-Year Experience (FYE) program goals, as well as the Cornerstone Experience learning outcomes.</p>	<p>Critical Thinking Applied Learning Relevancy Success Strategies</p>
<p><u>QEP Course Assignments and Assessments</u> In this workshop, participants will take an in-depth look at assignments and assessments that align with the First-Year Experience (FYE) program goals, as well as the Cornerstone Experience learning outcomes. New and continuing faculty will work together to examine Cornerstone Experience assignments and assessments. Continuing faculty will share how assignments were implemented and how they assessed the achievement of Cornerstone Experience Student Learning Outcomes. Examples of student products will be available for analysis and reflection.</p>	<p>Critical Thinking Applied Learning Relevancy Success Strategies</p>
<p><u>Critical Thinking</u> Critical Thinking will play a vital role in our FYE course, and therefore it is important that we all have the same understanding of this concept. Led by the Critical Thinking Leadership Group and expanding on the Elder/Paul model, this workshop will serve as a starting point to familiarize participants with a common vocabulary as we strive to incorporate Critical Thinking in our classes and interactions with students. This is not being taught as a discrete subject, but rather as the language of instruction.</p>	<p>Critical Thinking</p>
<p><u>The Way I Learn</u> Making a conscious effort to know your learning style and the environments that best suit you can help you be successful both inside the classroom and beyond. This presentation will discuss the</p>	<p>Success Strategies</p>

<p>various learning styles: auditory, visual and kinesthetic. Discussion points will include ways to help students determine and understand what motivates them to learn, how the learning environment and teaching delivery method can affect their intake and retention of the knowledge, and what types of internal and external distractions can impede their process. Assessment types for learning style modality and multiple intelligences will be discussed and provided to participants. While it is not always possible for students to choose the learning environment in which a course is delivered, it is important for them to understand their own learning styles and preferences in order to determine the delivery format that best fits their needs.</p>	<p>Critical Thinking Applied Learning</p>
<p><u>Understanding the First Year Student</u> In this workshop, participants will examine various characteristics of first year students to better enable instructors and staff to interact with students to promote their self-efficacy, independence and responsibility. Several variables and their causality will be discussed: cognitive ability, academic competence/preparedness, educational background, demographic information, income, intrinsic, external, and internal support structures, external time commitments, time management abilities, motivation, problem solving skills, critical thinking skills, multimedia mastery, and study behaviors. This data will include national trends but will also reflect the student populations of each of the unique campuses, allowing faculty and staff to customize their approach accordingly. While the primary focus of the training will be to examine the implications of the above characteristics on student performance and resilience, the training will offer insight into teaching, advising and interacting strategies and tools to foster engagement, success, and persistence among students.</p>	<p>Critical Thinking Applied Learning Relevancy Success Strategies</p>
<p><u>Diversity on the College Campus and Beyond</u> The word <i>difference</i> often comes up when defining diversity. But what does this really mean? How can we help each other to understand that differences do not make a particular group superior or inferior, but rather help us understand ourselves and take pride in our own unique qualities? Self-knowledge includes a grasp of our own talents, personalities, interests and values. Having an understanding and appreciation for the concept of diversity can help everyone be successful in all aspects of life: work, school and play. This presentation will look at the stigmas attached to stereotypes, prejudice, discrimination and racist viewpoints. It will shed light on the diversity of the student population that enters our classrooms and how we as instructors can help establish a learning environment that provides equity in the classroom regardless of the different cultures, beliefs and values of students. This presentation will include individual and group activities to help participants assess their own strengths and weaknesses and how they relate to their personalities and characteristics as leaders in our institutions and communities. By understanding what diversity is, we can become better instructors, and in turn, help our students become successful learners.</p>	<p>Critical Thinking Applied Learning Relevancy Success Strategies</p>
<p><u>Introduction to College Services, Programs, Support</u> This workshop familiarizes faculty with the onsite services and support available to all students. Faculty and staff from the Division of Student Services will explain how their areas enhance students' success and welfare. Participants will take a short field trip or two to see some of these areas in action. The benefits this workshop offers are 1) time and space to learn about the various services available to and for students; 2) information so faculty can identify students who may need to utilize these services; and 3) information so that that faculty are able to converse with and guide their students appropriately.</p>	<p>Success Strategies</p>
<p><u>Constructivist Pedagogy and the Student-Centered Classroom</u> Constructivist pedagogy has its roots in the sociocultural theories of Vygotsky and Bruner. Teaching with constructivist principles allows instructors and students to co-construct knowledge through interaction and authentic experiences. Constructivist pedagogy can be used to provide differentiated instruction to learners with diverse abilities and aptitudes. In this workshop, the presenter will summarize sociocultural theory and explain the concept of the Zone of Proximal Development (ZPD). The presenter will demonstrate how instructors can create a student-centered classroom and use instructional scaffolding to help students acquire academic knowledge and skills.</p>	<p>Critical Thinking Success Strategies</p>
<p><u>Discipline Paradigms and Career Goals</u> This workshop helps participants distinguish between the Humanities and Science paradigms. The workshop will include discussions on the general assumptions and methods of operations shared by members of each branch of knowledge. The philosophical stance, mindset, or worldview of each discipline constitutes a framework which helps perpetuate a set of values that back current practices of generating or applying knowledge until they are disrupted by new, sometimes revolutionary ideas. Participants will discuss the implications of discipline paradigms for teaching and learning, and for helping students choose a path of study and/or career.</p>	<p>Critical Thinking Relevancy</p>
<p><u>Universal Design in Higher Education</u> Universal Design in Higher Education (UDHE) is a concept by which instructional goals, methods, materials, or assessments are created to work for everyone by utilizing flexible approaches that can be customized and adjusted for individual needs. Originally devised as an application for architecture and consumer product design, it has emerged as a unique paradigm in higher education, addressing such issues as equality, accessibility, and inclusion. As more students enter college with learning disabilities or special educational needs, UDHE provides ways for creating college programs that are beneficial to all students. In this workshop, the presenters will introduce the principles of UDHE, will provide examples of UDHE practices relevant for Cornerstone and First Year courses, and will lead a discussion of applications of its design in the college classroom.</p>	<p>Critical Thinking Applied Learning Relevancy Success Strategies</p>

Conferences and Additional Training	Framework
Understanding the First Year Student This annual summer conference is open to all faculty, staff and administrators. The content is similar to the module for teaching faculty, but presented as a full-day seminar and conducted by a nationally-known expert.	Critical Thinking Applied Learning Relevancy Success Strategies
Critical Thinking This annual summer conference is open to all faculty, staff and administrators. The content is similar to the module for teaching faculty, but presented as a two-day seminar and conducted by a nationally-known expert.	Critical Thinking
Communities of Practice Communities of Practice are open to participation by all faculty, staff and administrators for SLS 1515 Cornerstone Experience, Critical Thinking, and FTIC Student Support.	Critical Thinking Applied Learning Relevancy Success Strategies
TLC Trainings Beginning in 2011-12, the QEP focus is a consideration in all scheduled TLC trainings.	Critical Thinking Applied Learning Relevancy Success Strategies
International Critical Thinking Conference A contingent of faculty and QEP administrators will attend this conference annually.	Critical Thinking
Annual Conference on the First-Year Experience A contingent of faculty and appropriate staff will attend this conference annually.	Critical Thinking Applied Learning Relevancy Success Strategies
National and Regional Conferences Other conferences such as the Institute on the First-Year Experience in the Community College will be evaluated for attendance each year.	Critical Thinking Applied Learning Relevancy Success Strategies

Figure 15. SLS Cornerstone Experience Training Modules

Faculty teaching Companion Courses and all staff and administrators will be required to complete select modules. A matrix of training requirements follows as Figure 16.

Faculty Teaching Cornerstone Course, Academic Deans, Advisors and other Key Personnel	Faculty Teaching Companion Courses	Staff and Administrator Training
Required Modules Through TLC: <ul style="list-style-type: none"> ❖ QEP Course Overview and Objectives ❖ QEP Course Assignments and Assessments ❖ Universal Design Strategies ❖ Understanding the First Year Student ❖ Diversity on the College Campus and Beyond ❖ The Way I Learn ❖ Introduction to College Services, Programs, Support ❖ Constructivist Pedagogy and the Student-Centered Classroom ❖ Critical Thinking ❖ Discipline Paradigms and Career Goals 	Required Modules Through TLC: <ul style="list-style-type: none"> ❖ QEP Course Overview and Objectives ❖ QEP Course Assignments and Assessments ❖ Universal Design Strategies ❖ Understanding the First Year Student ❖ Critical Thinking 	Required Modules Through TLC: <ul style="list-style-type: none"> ❖ QEP Course Overview and Objectives ❖ Understanding the First Year Student ❖ Diversity on the College Campus and Beyond ❖ Introduction to College Services, Programs, Support ❖ Critical Thinking
Ongoing: Participation in a Community of Practice with Companion Course instructors	Ongoing: Participation in a Community of Practice with Cornerstone Course instructors	Optional Ongoing: Community of Practice: Faculty/Advising (Expanding or improving advising by developing a stronger partnership with faculty)

Figure 16. Matrix of Cornerstone Experience Training Requirement

At the heart of the QEP is the unique concentration on the promotion of critical thinking skills in support of the Cornerstone curriculum. By the end of the QEP implementation period, all faculty will be trained in integrating critical thinking into their teaching, as this concentration on metacognition is probably the single most important aspect of transforming the success of at-risk students. Apart from QEP assessment, critical thinking is addressed in the College General Education assessment plan.

In addition to certification modules, ESC is committed to encouraging employee participation in workshops, conferences and meetings related to supporting the first-year student and applying critical thinking skills in student interactions.

TRAINING IMPLEMENTATION

The QEP Director will work with the Coordinator of the Teaching and Learning Center (TLC) to implement and assess the comprehensive professional development program for faculty and staff through 2017. ESC is committed to ongoing professional development, as evidenced by monthly schedules published by the TLCs at each campus and available at the TLC webpage. All TLC trainings in general and all workshops related to the QEP are available through synchronous multipoint video and are recorded for future access by those who are not able to attend sessions at scheduled times. Faculty and staff unable to attend synchronously may review the training and be evaluated for completion by taking a summative assessment.

SLSL 1515 Cornerstone Experience professors have formed a Community of Practice, sharing a deep understanding of the needs of first-year students and a commitment to providing them with the tools they need to succeed. During the inaugural semester (Spring 2012), the Community of Practice sessions are facilitated by the lead faculty member, Myra Walters. In these weekly meetings, the inaugural faculty share ideas, discuss assignments and assessments, plan extracurricular activities and work together to ensure consistent instruction leading to achievement of the course's student learning outcomes. With a train-the-trainer

implementation plan, many of the inaugural faculty will lead Cornerstone Instructor module trainings in Fall 2012.

With the Cornerstone Experience course requirement initially planned for Developmental Studies students, the Developmental Studies Department has set training completion goals in its unit plans and progress towards the goals are reported at department meetings. Developmental Studies faculty are positioned to reinforce SLS 1515 concepts and encourage students to practice skills in these courses.

During the 2012-2013 academic year, Communities of Practice will be formed among faculty and staff to support innovative instructional and assessment methods, and among staff representing co-curricular programs who will work with faculty to design and implement activities supporting course outcomes. The groups will serve as learning networkers to share ideas and build innovations promoting student attainment of course outcomes. An example is the Critical Thinking Community of Practice, which will be facilitated by faculty and administrators who attended the annual International Critical Thinking Conference. The goal is for students to be successful critical thinkers for life, applying learned skills to future coursework, to their careers, and to their personal lives. To help students achieve these goals, ESC faculty recognize that they must first understand critical thinking, and then rethink their own teaching strategies and assessments.

By the end of the 2014-2015 academic year, 100% of faculty will have completed certification in companion courses, and/or certification as a Cornerstone Experience instructor, and all employees will have completed staff and administrator training. To maintain Cornerstone Experience teaching certification, faculty will document ongoing participation in a Community of Practice, complete annual refresher modules, and document related professional development in the faculty/adjunct evaluation portfolio.

TIMELINE

The following two schedules present the action steps for the 12-month planning period prior to QEP implementation, and for the QEP implementation period beginning in January 2012.

QEP Development Schedule and Action Steps (12 months prior to 2012 implementation)

2011	Action Step	Responsible Party	Status as of Submission
January	Continue weekly meetings of QEP Committee Conduct <i>Cornerstone Assembly</i> for faculty and staff as a progress report on QEP Receive QEP-related advice from Dr. Barry Goldstein, SACSCOC VP Invite design students to submit logo concepts as part of the QEP marketing plan Through QEP newsletter Issue #1, invite employees to vote for favorite logo design concept	QEP Co-Chairs QEP Committee QEP Committee QEP Committee QEP Committee	Complete Complete Complete Complete Complete
February	Continue weekly meetings of QEP Committee Conducted mini-Cornerstone Assembly for Student Services personnel at each campus Attend international First-Year Experience Conference and share findings with QEP Committee Draft course outcomes	QEP Co-Chairs QEP Co-Chairs and QEP Director M. Walters, C. Gilfert, J. Kaye QEP Subcommittees	Complete Complete Complete Complete
March	Continue weekly meetings of QEP Committee Issue QEP Newsletter #2 Adopt Cornerstone Experience Logo Engage Stuart Hunter from National Resource Center, U of S. Carolina as QEP Consultant Submit QEP funding request as part of budget development cycle	QEP Co-Chairs QEP Committee QEP Committee VPAA QEP Director	Complete Complete Complete Complete Complete
April	QEP Report to District Board of Trustees Continue weekly meetings of QEP Committee Issue QEP Newsletter #3 Announce Cornerstone Experience logo and winning student design; communicate meaning of logo Create working definitions for each cornerstone construct, and narrow draft outcomes	QEP Co-Chairs QEP Co-Chairs QEP Committee QEP Committee QEP Subcommittees	Complete Complete Complete Complete Complete
May	Continue weekly meetings of QEP Committee Appoint Marketing and Communications Subcommittee Determine Interest-Based Tracks Finalize Cornerstone Experience Student Learning Outcomes Issue QEP Newsletter #4	QEP Co-Chairs QEP Co-Chairs QEP Committee QEP Committee QEP Committee	Complete Complete Complete Complete Complete
June	Continue weekly meetings of QEP Committee Conduct "Understanding the First-Year Student" conference Finalize marketing plan and implement initial marketing steps Develop assessment plan for QEP, including course assessments Develop QEP video for Convocation	QEP Co-Chairs QEP Committee/TLC QEP Marketing Committee QEP Steering Committee Marketing Committee	Complete Complete Complete Complete Complete

2011	Action Step	Responsible Party	Status as of Submission
	Establish Syllabus subcommittee Enhance orientation sessions and student connections through developmental advising Initiate QEP report at Department Chair meetings	QEP Co-Chairs QEP Director/Dean of SS VPAA/QEP Co-Chairs	Complete Complete Complete
July	Continue weekly meetings of QEP Committee Finalize 2011-12 Professional Development schedule, including certification modules, initiate offerings, organize materials, schedule room(s) and complete related logistics, send announcements to all faculty and qualified staff, and post on TLC webpage Finalize plan for phasing in Companion Courses; identify courses for consideration by faculty district wide Continue review of course impact on policies and procedures Print QEP brochure for faculty, staff and students Conduct two-day Critical Thinking conference Conduct Student Services and Academic Success QEP Retreat to map process and develop operational plan Appoint QEP Lead Faculty for Curriculum	QEP Co-Chairs Training and Development Subcommittee, TLC Staff QEP Steering Committee QEP Steering Committee Marketing Committee QEP Committee/TLC QEP Director/ Dean of SS VPAA	Complete Ongoing In Progress In Progress Complete Complete Complete Complete
August	Continue weekly meetings of QEP Committee Update Cornerstone Experience website Conduct Fall Convocation for faculty and staff with QEP focus Complete SLS 1515 Cornerstone Experience syllabus draft Notify chairs of deadline for department to adopt one of the four frameworks Finalize QEP outcomes and assessments Identify deans to nominate faculty to teach Spring 2012 course sections Update recruitment materials with Cornerstone information Create a Cornerstone Experience hold to be placed on all FTIC students to prevent registration without advising and registration Update Admission Application with track options, paper and online Receive notification from State for approval of SLS 1515 Cornerstone Experience Submit name for QEP Lead Evaluator Include QEP Presentation in Adjunct Orientation on all campus sites	QEP Co-Chairs QEP Director, Webmaster QEP Steering Committee Lead Faculty for Curriculum VP, Academic Affairs QEP Steering Committee VPAA Student Recruitment Registrar Registrar VPAA College President VPAA, Deans, Chairs	Complete Complete Complete Complete Complete Complete Complete In Progress Complete Complete Complete Complete
September	Continue weekly meetings of QEP Committee Communicate course requirement and related procedural changes to students, including updates to online College Catalog Add information to the welcome letter informing students of SLS 1515 Issue QEP newsletter #5 Initiate weekly Student Services training on Quality Enhancement Plan and FTIC initiatives for Fall semester Conduct training for recruiters and orientation leaders Contact publishers for textbook presentations to Text Selection Committee Revise scripts for orientation to include Cornerstone Experience Collaborate with library staff to identify supporting materials to be acquired, with timeline Administer SENSE as baseline FYE student assessment Schedule sections of SLS 1515 at each campus and site (24 total) Identify faculty for sections of SLS 1515 for spring 2012	QEP Co-Chairs Registrar Registrar QEP Committee Dean SS QEP Director Lead Faculty for Curriculum QEP Director Lead Faculty for Curriculum Dean, Research/Planning QEP Director, Campus Deans Selection Committee	In Progress Pending Pending Complete Pending Pending Complete Complete Complete Complete Complete Complete

2011	Action Step	Responsible Party	Status as of Submission
	Begin testing hold for students requiring two or more developmental studies courses Revise test data sheet to reflect development studies course(s) plus Cornerstone Experience course Conduct training and certification sessions through TLC Schedule quarterly meetings of Communities of Practice Notify Inaugural Faculty of their selection Present SLS 1515 to Dean's Council	Testing Manager Testing Manager QEP Director, TLC QEP Director, TLC VPAA Lead Faculty for Curriculum	Complete Complete Ongoing Ongoing Complete Complete
October	Continue weekly meetings of QEP Steering Committee Begin enrolling first-time students testing into two or more developmental studies courses into SLS 1515 Cornerstone Experience for Spring 2012, required and elective Develop a withdrawal form specifically for students in SLS 1515 that will require interaction with Cornerstone faculty and/or Associate Dean and/or Advisor Develop reflection maps and rubrics to assess reflective journals and course essays Make recommendation concerning the SLS 1515 text Select text following publisher presentations Campus/Center trainings on SLS 1515 Issue QEP newsletter #6	QEP Co-Chairs QEP Director, Advising, Orientation and Registrar QEP Director and Registrar Lead Faculty for Curriculum Lead Faculty for Curriculum QEP Director Lead Faculty for Curriculum, Text Selection Committee QEP Director QEP Committee	Pending Complete October 1 Complete Complete Complete Complete Complete
November	Continue weekly meetings of QEP Steering Committee Award Cornerstone Experience certifications to faculty teaching in Spring 2012 Hire faculty and assure completion of QEP Certification modules Meet with On-Site Committee as requested Issue QEP newsletter #7	QEP Co-Chairs TLC QEP Director QEP Director, QEP Lead Faculty for Curriculum QEP Committee, all employees QEP Committee	Ongoing Complete Complete Complete Complete
December	Continue weekly meetings of QEP Steering Committee Continue course enrollment Hold quarterly meetings of Communities of Practice Consider revisions to QEP based on On-Site Committee recommendations Participate in SACS COC Annual Meeting Issue QEP newsletter #8	QEP Co-Chairs QEP Director and Registrar QEP Director, TLC QEP Director, QEP Committee QEP Committee representatives QEP Committee	Ongoing Through January drop/add Ongoing Complete Complete Complete

QEP Implementation Schedule and Action Steps (Beginning January 2012)

Timeline	Action Step	Responsible Party
2011-2012		
Spring	Advise FTIC students with two or more prep for Cornerstone Experience	Dean, Student Services,
	Complete and evaluate sections of SLS 1515 Cornerstone Experience,	QEP Director, Faculty
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review SENSE results from Fall implementation	QEP Assessment Committee
	Develop Communities of Practice sessions for SLS 1515,	QEP Director, TLC Coordinator
	Implement plan to attract, select, and train Peer Mentors; make selections	QEP Director, FYE Coordinator
Summer	Complete and evaluate sections of SLS 1515 Cornerstone Experience,	QEP Director, Faculty
	Work with publisher to customize text as ECS Cornerstone Experience Textbook	Lead Faculty for Curriculum, Faculty
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators ; send representatives to annual International Conference on Critical Thinking; conduct local QEP-related conference	QEP Director, TLC Coordinator
	Submit Annual QEP Assessment Report to VPAA by July 1	QEP Director
Yr 1- 2012-2013		
Fall	Advise FTIC students with two or more prep courses for Cornerstone Experience	Dean, Student Services,
	Complete and evaluate sections of SLS 1515 Cornerstone Experience, offering two interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate and refine mentoring program	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Administer SENSE	Dean, IRPE
	Faculty will discuss proposed Companion Courses for decision by the end of the AY	VPAA, Deans, Chairs
	Conduct Communities of Practice sessions for SLS 1515, Critical Thinking, and FTIC Student Support (ongoing)	QEP Director, TLC Coordinator
Spring	Complete and evaluate sections of SLS 1515 Cornerstone Experience, offering two interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate mentoring program	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review SENSE results from Fall implementation	QEP Assessment Committee
	Administer CCSSE	Dean, IRPE
Summer	Complete and evaluate 12 sections of SLS 1515 Cornerstone Experience, offering two interest-based tracks	QEP Director, Faculty

Timeline	Action Step	Responsible Party
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators ; send representatives to annual Critical Thinking conference; conduct local QEP-related conference	QEP Director, TLC Coordinator
	Submit Annual QEP Assessment Report to VPAA by July 1	QEP Director
Yr 2-2013-2014		
Fall	Advise FTIC students with two or more prep courses for Cornerstone Experience (all year)	Dean, Student Services
	Conduct training and certification sessions for faculty and staff through TLC (all year)	TLC Coordinator, QEP Director
	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with two-interest based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate and refine mentoring program	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Administer SENSE	Dean, IRPE
	Conduct Communities of Practice sessions for SLS 1515, Critical Thinking, and FTIC Student Support (ongoing)	QEP Director, TLC Coordinator
	Discuss Banner programming for Companion courses	QEP Director, Deans, IT
Spring	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with two interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate mentoring program	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review SENSE results from Fall implementation	QEP Assessment Committee
	Administer CCSSE	Dean, IRPE
Summer	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with two interest-based tracks	QEP Director, Faculty
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators ; send representatives to annual Critical Thinking conference; conduct local QEP-related conference	QEP Director, TLC Coordinator
	Submit Annual QEP Assessment Report to VPAA by July 1	QEP Director
Yr 3-2014-2015		
Fall	Advise FTIC students with one or more prep for Cornerstone Experience	Dean, Student Services,
	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate and refine mentoring program	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review CCSSE results from Spring implementation	QEP Assessment Committee
	Administer SENSE	Dean, IRPE

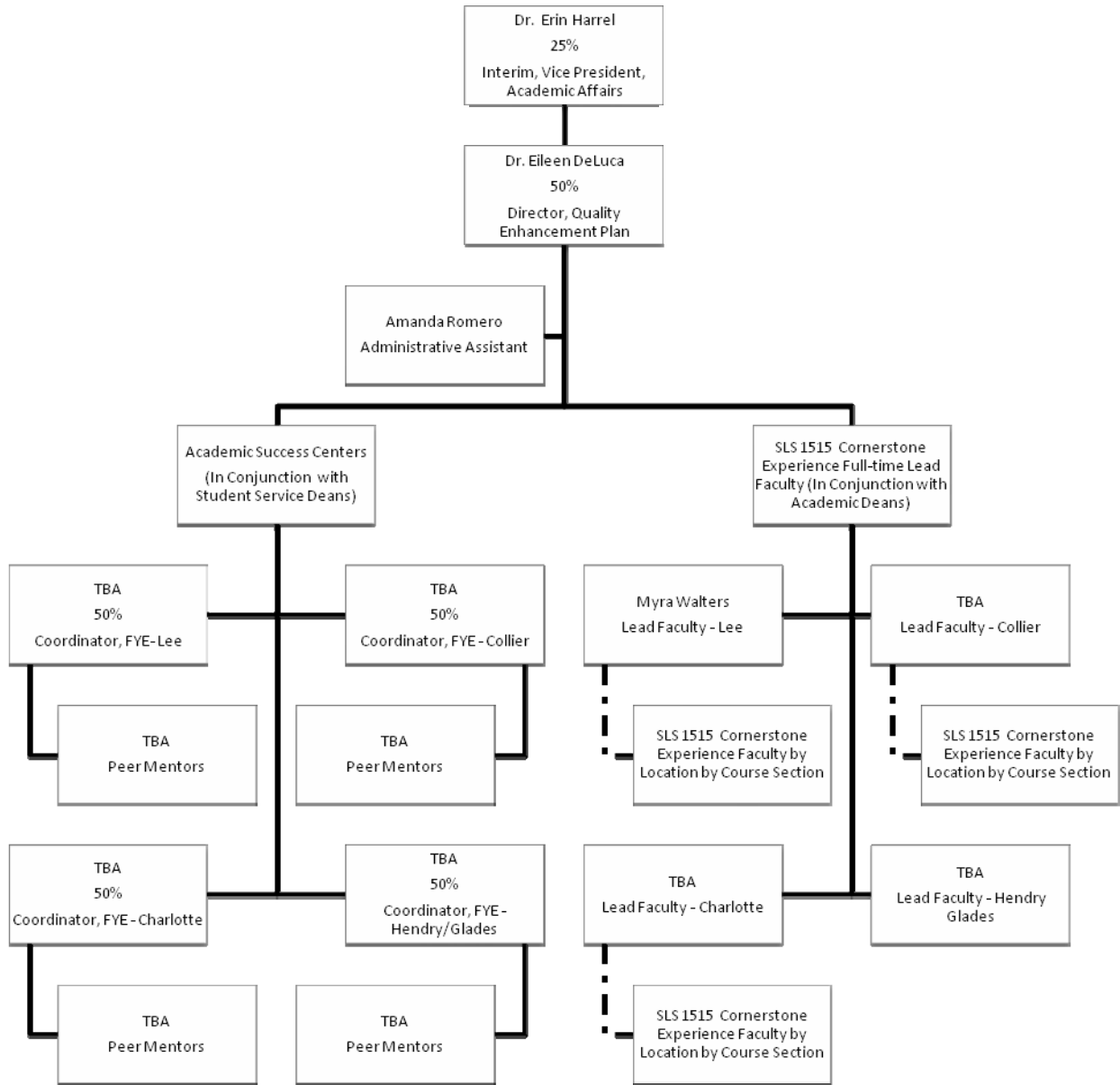
Timeline	Action Step	Responsible Party
	Conduct Communities of Practice sessions for SLS 1515, Critical Thinking, and FTIC Student Support (ongoing)	QEP Director, TLC Coordinator
	Initiate dialogue regarding prescriptive course schedules for FTIC degree-seeking students	VPAA
Spring	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate mentoring program	QEP Director
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review SENSE results from Fall implementation	QEP Assessment Committee
	Administer CCSSE	Dean, IRPE
	Based on faculty recommendation, prepare advisors for implementation of prescriptive course schedules, as appropriate	VPAA
Summer	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators ; send representatives to annual Critical Thinking conference; conduct local QEP-related conference	QEP Director, TLC Coordinator
	Submit Annual QEP Assessment Report to VPAA by July 1	QEP Director
Yr 4-2015-2016		
Fall	Advise all FTIC students for Cornerstone Experience	Dean, Student Services,
	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate and refine mentoring program	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review CCSSE results from Spring implementation	QEP Assessment Committee
	Administer SENSE	Dean, IRPE
	Conduct Communities of Practice sessions for SLS 1515, Critical Thinking, and FTIC Student Support (ongoing)	QEP Director, TLC Coordinator
Spring	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate mentoring program	QEP Director
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review SENSE results from Fall implementation	QEP Assessment Committee
	Administer CCSSE	Dean, IRPE

Timeline	Action Step	Responsible Party
Summer	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators ; send representatives to annual Critical Thinking conference; conduct local QEP-related conference	QEP Director, TLC Coordinator
	Submit Annual QEP Assessment Report to VPAA by July 1	QEP Director
Yr 5-2016-2017		
Fall	Advise all FTIC students for Cornerstone Experience	Dean, Student Services,
	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate and refine mentoring program	QEP Director
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review CCSSE results from Spring implementation	QEP Assessment Committee
	Administer SENSE	Dean, IRPE
	Conduct Communities of Practice sessions for SLS 1515, Critical Thinking, and FTIC Student Support (ongoing)	QEP Director, TLC Coordinator
Spring	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assign Peer Architects to each course section; evaluate mentoring program	QEP Director
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Implement Adopt-a-Framework activities by academic department; engage in evaluation	Department Chairs
	Support SLS 1515 outcomes through Student Life activities	Dir., Student Life
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators	QEP Director, TLC Coordinator
	Review SENSE results from Fall implementation	QEP Assessment Committee
	Administer CCSSE	Dean, IRPE
Summer	Complete and evaluate sections of SLS 1515 Cornerstone Experience, with five interest-based tracks	QEP Director, Faculty
	Assure linkage of all SLS sections with a Companion Course	QEP Director
	Complete and evaluate TLC trainings for SLS 1515 faculty, other faculty, staff and administrators ; send representatives to annual Critical Thinking conference; conduct local QEP-related conference	QEP Director, TLC Coordinator
	Submit Annual QEP Assessment Report to VPAA by July 1	QEP Director

ORGANIZATIONAL STRUCTURE

To ensure that QEP goals are met, ESC is making a substantial investment in personnel across the district over the five-year implementation period. The appointment of Eileen DeLuca, Ph.D. (see Appendix O) as Dean, College and Career Readiness and QEP Director in Spring 2012, the naming of Professor Myra Hale Walters as Cornerstone Experience Lead Faculty for Curriculum, and the approval of the position of FYE Coordinator, to be filled in Spring 2012, demonstrate the College's commitment.

Dr. DeLuca reports directly to Erin Harrel, Ph.D., Interim VPAA (see Appendix O) for all matters associated with the QEP. Dr. DeLuca will manage the QEP project, assisted by the QEP Implementation Committee. A QEP Assessment Committee, including the College's Dean of Institutional Research, Planning and Effectiveness, will oversee ongoing assessments.



ROLES AND RESPONSIBILITIES OF ADMINISTRATORS, FACULTY AND STAFF

The responsibility for successful QEP implementation is shared across campuses and by employees at all levels.

QEP ADMINISTRATION

ESC employees with primary responsibility for QEP implementation are:

- ❖ Vice President, Academic Affairs (Accreditation Liaison)
- ❖ QEP Director (Dean, College and Career Readiness)
- ❖ QEP Steering Committee and QEP Committee (Faculty, Students, Staff, and Administrators), transitioning to QEP Implementation Committee
- ❖ Campus Presidents and Center Provost; administrators of various units (Student Services, Student Life, Finance, etc.)
- ❖ Dean, Institutional Research, Planning and Effectiveness

VICE PRESIDENT, ACADEMIC AFFAIRS

The Vice President for Academic Affairs will sustain the QEP:

- ❖ Serve as Accreditation Liaison
- ❖ Supervise the QEP Director
- ❖ Review the Annual Assessment Report of the Cornerstone Experience program (submitted by the QEP Director by July 1 each year)
- ❖ Provide feedback to the QEP Director following QEP Annual Assessment Report
- ❖ Work with the QEP Director on annual budget planning
- ❖ Provide a report on QEP progress to the District President, and subsequently the District Board of Trustees, by August 1 of each year
- ❖ Communicate annual QEP updates to and receive feedback from the faculty, deans, and other academic personnel

QEP DIRECTOR (DEAN, COLLEGE AND CAREER READINESS)

The QEP Director will oversee implementation of the QEP:

- ❖ Work collaboratively with the QEP Implementation Team and the broader campus community to implement, coordinate, assess, and report on Cornerstone Experience
- ❖ Manage the recruitment, hiring, training, mentoring, and supervision of Cornerstone Experience course instructors; supervise adjunct instruction, including credential verification, teaching performance, student review of instruction surveys and professional improvement, assist with resolution of student disputes associated with part-time professors
- ❖ Oversee recruitment and training of Peer Architects
- ❖ Recommend College policy related to Cornerstone Experience course implementation
- ❖ Provide resources to faculty for curriculum development and assessment
- ❖ Lead the QEP Advisory Council in the planning, assessment, and continuous improvement of the course
- ❖ Maintain the QEP website and assure ongoing QEP communications across the district
- ❖ Administer the QEP budget
- ❖ Assure compliance with all policies and procedures for credit courses
- ❖ Collect, analyze, and report QEP data in collaboration with the QEP Assessment Committee and the Department of Institutional Research, Planning and Effectiveness

- ❖ Prepare and distribute annual QEP assessment reports

DIVISION OF COLLEGE AND CAREER READINESS, DEPARTMENT OF FIRST-YEAR EXPERIENCE AND ACADEMIC SUCCESS

The Department of First-Year Experience and Academic Success will serve as the hub for the coordination, monitoring and assessment of all related activities. The Department currently consists of the full-time Dean, a full-time Administrative Assistant, and additional staff who will be assigned to work on the QEP as follows:

Dean, College and Career Readiness	50%
Administrative Assistant	25%
Coordinator, First-Year Experience Program	50%

By year 2015-16, FYE Coordinators will be employed at the Charlotte and Collier campuses and Hendry/Glades Center, with 50% of workload dedicated to the QEP. They will work in collaboration with Associate Deans of Enrollment Management.

SLS 1515 CORNERSTONE EXPERIENCE LEAD FACULTY

The SLS 1515 Lead Faculty for Curriculum (two course releases for Fall 2011) will:

- ❖ Prepare the course content and present course proposal to curriculum committee
- ❖ Chair and organize the textbook selection committee
- ❖ Coordinate, plan and conduct course specific training for new faculty members
- ❖ Participate in selection of SLS 1515 faculty
- ❖ Participate in all Cornerstone Experience professional development modules
- ❖ Organize and arrange opportunities for faculty and staff to learn about the Cornerstone Experience course, in cooperation with the TLC
- ❖ Serve as a member of the QEP Implementation Team

Working with the Cornerstone Experience curriculum subcommittee, the Lead Faculty for Curriculum will complete the following tasks:

- ❖ Adopt a college-wide career assessment tool in cooperation with Career Services
- ❖ Implement a Passport assignment in cooperation with FYE and Academic Success personnel
- ❖ Implement Critical Thinking assessments
- ❖ Collaborate with FYE Coordinator in community service projects and student/faculty engagement

The SLS 1515 Lead Faculty (Beginning Spring 2012) will:

- ❖ Participate in selection of SLS 1515 faculty
- ❖ Teach a minimum of three (3) SLS 1515 Cornerstone Experience sections per semester
- ❖ Participate in semester reporting and analysis of assessment data
- ❖ Provide continuous training and mentoring during the academic semester (1 course release)
- ❖ Work with QEP Director to identify community service projects for the semester
- ❖ Participate in New Student Orientations
- ❖ Maintain office hours, per College policy, with two (2) hours specifically scheduled for peer mentor weekly meetings
- ❖ Prepare and facilitate with the Director, Quality Enhancement Plan, bi-weekly Cornerstone Experience curriculum meetings
- ❖ Participate in student engagement activities through the Passport assignment
- ❖ Participate in Communities of Practice

SLS 1515 CORNERSTONE EXPERIENCE FACULTY

The QEP Faculty will teach SLS 1515 Cornerstone Experience beginning Spring 2012 at each campus and the Hendry/Glades Center. QEP Faculty includes full-time Cornerstone Experience Lead Faculty, discipline-based Faculty teaching Cornerstone Experience, qualified staff teaching Cornerstone Experience and Adjunct Faculty who will:

- ❖ Teach a minimum of one (1) SLS 1515 Cornerstone Experience section
- ❖ Participate in all assessment activities
- ❖ Participate in student engagement activities through the Passport assignment
- ❖ Participate in community service projects for the semester
- ❖ Participate in New Student Orientations as scheduled
- ❖ Maintain office hours, per College policy, with one (1) hour specifically scheduled for peer mentor weekly meetings
- ❖ Participate in bi-weekly Cornerstone Experience curriculum meetings
- ❖ Participate in Communities of Practice

DISTRICT FACULTY REINFORCING CORNERSTONE EXPERIENCE

In addition to faculty teaching SLS 1515 Cornerstone Experience, a cross-section of faculty district-wide will:

- ❖ Participate in related professional development activities
- ❖ Teach Companion Courses
- ❖ Participate in Communities of Practice
- ❖ Implement strategies in support of Cornerstone framework adopted by their department
- ❖ Reinforce the use of Critical Thinking techniques in their classes

QEP ACADEMIC AND STUDENT SERVICES SUPPORT PERSONNEL

Advisors and other Student Services, Academic staff and Peer Architects will:

- ❖ Conduct FTIC Orientation
- ❖ Provide guidance for selection of first-semester courses based on selected track
- ❖ Assist with FTIC Cornerstone Experience registration
- ❖ Follow students' progress
- ❖ Provide or recommend academic interventions as indicated

CAMPUS PRESIDENTS AND CENTER PROVOST; ADMINISTRATORS AND STAFF

All employees will:

- ❖ Fulfill stated duties and training requirements
- ❖ Engage in practices that demonstrate critical thinking and success in interactions with first-year students
- ❖ Participate in assessment activities as requested
- ❖ Complete QEP-related duties in a timely fashion

QEP PLANNING, DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT COMMITTEES

QEP STEERING COMMITTEE (ENDED FALL 2011)

The responsibility of the QEP Steering Committee is to guide the process of QEP development through successful approval by the Commission of Colleges. The QEP Steering Committee reports to the Vice President for Academic Affairs.

QEP COMMITTEE (ENDED FALL 2011)

The responsibility of the QEP Committee is to develop the Quality Enhancement Plan with oversight by the QEP Steering Committee, which will:

- ❖ Establish QEP goals and student learning outcomes
- ❖ Research best practices pertaining to elements of the QEP
- ❖ Develop a plan of QEP implementation
- ❖ Develop a plan of QEP assessment
- ❖ Communicate QEP developments to the College community
- ❖ Receive feedback on the QEP from the College community
- ❖ Prepare the QEP narrative and supporting documentation for submission to the Commission on Colleges

The QEP Committee delegates specific assignments to the following subcommittees which report back to the QEP Committee:

- ❖ Critical Thinking Subcommittee
- ❖ Applied Learning Subcommittee
- ❖ Relevancy Subcommittee
- ❖ Success Strategies Subcommittee
- ❖ Curriculum Subcommittee
- ❖ Marketing and Communications Subcommittee
- ❖ Professional Development Subcommittee

QEP IMPLEMENTATION COMMITTEE (BEGINNING SPRING 2012)

The QEP Implementation Committee consists of administrators, faculty, staff, and students who will assist the QEP Director with project implementation and management. The Committee will:

- ❖ Evaluate Cornerstone Experience assessment data
- ❖ Make recommendations for action pertaining to the achievement of QEP goals and student-learning outcomes
- ❖ Make recommendations for action pertaining to Cornerstone Experience curriculum
- ❖ Make recommendations for changes in College procedures related to SLS 1515
- ❖ Submit an annual report of activities to the Vice President of Academic Affairs

QEP ASSESSMENT COMMITTEE (BEGINNING SPRING 2012)

The QEP Assessment Committee consists of a small group of faculty and staff familiar with sound assessment practices. The Committee will assist the QEP Director with assessment of goals and outcomes. The Committee will:

- ❖ Administer surveys and standardized exams
- ❖ Facilitate focus groups pertaining to the QEP
- ❖ Analyze assessment data
- ❖ Make recommendations for courses of action pertaining to means of QEP assessment

- ❖ Communicate results and conclusions of surveys, standardized exams, and focus groups to the QEP Advisory Council and the VPAA

RESOURCES

ESC's commitment to the QEP as an essential part of all College systems is demonstrated through human and financial resources dedicated to support implementation and sustainability. The initial approved six-year, \$5.2 million QEP operating budget was determined based on projections that show that the cost would be offset by tuition and State of Florida FTE funding generated by SLS 1515 Cornerstone Experience enrollment over the same period. Projected revenues and expenditures are presented in Figure 17. Throughout the implementation timeline, program and enrollment data will be reviewed during the annual planning and budget cycle and adjustments will be made accordingly.

Projected Expenditures and Tuition Revenues	Baseline Spring 2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	Six-Year Total
Annual Total Expense	\$261,111	\$539,856	\$832,402	\$952,643	\$1,248,302	\$1,343,453	\$5,177,767
Total Revenue	\$380,329	\$723,613	\$910,784	\$944,021	\$1,078,411	\$1,153,352	\$5,190,510

Figure 17. Initial QEP Six-Year Projected Expenditures and Tuition Revenues, 2011-2012 through 2016-2017

ESC provided a QEP start-up budget of \$302,546 for the 2011- 2012 academic year. The request was initiated by the QEP Director during the College's annual budgeting cycle with the submission of a New Activity Budget request and supporting documentation. Current year funding provides salary and benefits for the Lead Faculty for Curriculum, consulting services for Cornerstone Experience curriculum design, professional development of faculty and staff including trainings, adjunct salaries for course offerings beginning Spring 2012, course materials, and related promotional and informational publications.

ESC stands ready to make necessary adjustments to the budget based on ongoing assessment and program evaluation. The QEP budget table is presented in Appendix O.

Personnel

The QEP office was established in the 2010-11 fiscal year with the appointment of the Associate Dean, FYE and Academic Success, who also served as QEP Director, and the establishment of the Department of FYE and Academic Success. The initial budget plan was to include support for 50% of the salary and benefits for the QEP Director, 25% for the department Staff Assistant, and 50% of four new, campus-based FYE Coordinator positions to be phased in during QEP implementation. Ten percent (10%) of salary and benefits of the Associate Deans of Enrollment Management at the Charlotte, Collier and Lee campuses was included for oversight of related initiatives. The salary and benefits of Lead Faculty for each location was phased in beginning with the Lead Faculty for Curriculum in Summer 2011 at the Lee Campus. Full-time faculty release time and/or overload pay is included in the form equivalent to adjunct salaries and benefits and based on the projected number of course sections to be offered each year. For planning purposes, the 2011-12 doctoral rate of \$2,579.87 per three-credit-hour class, including benefits, has been applied. Wages and benefits for one Peer Architect per course section are included at \$8/hour, 20 hours/week over each 16-week semester.

In the initial budget projection, associated costs of Social Security, retirement, health and life insurance, and FICA/Medicare for full-time employees were added. A 4% annual increase was projected for all salaries and benefits as reflected in Figure 18.

QEP Budget	Baseline Spring 2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	Six-Year Total
Personnel*							
QEP Director; Administrative and Assessment Services (In-Kind)							
Lead Faculty (Lee)	\$21,600	\$72,000	\$74,880	\$77,875	\$80,990	\$84,230	\$411,575
Lead Faculty (Collier)	\$0	\$0	\$74,880	\$77,875	\$80,990	\$84,230	\$317,975
Lead Faculty (Charlotte)	\$0	\$0	\$0	\$77,875	\$80,990	\$84,230	\$243,095
Lead Faculty (Hendry/Glades)	\$0	\$0	\$0	\$0	\$80,990	\$84,230	\$165,220
Adjunct Faculty	\$85,131	\$198,536	\$320,877	\$339,516	\$458,724	\$517,875	\$1,920,660
Faculty Curriculum Stipend	\$18,000	\$0	\$0	\$0	\$0	\$0	\$18,000

Coord, FYE (50%) Lee	\$28,000	\$29,120	\$30,285	\$31,496	\$32,756	\$34,066	\$185,723
Coord, FYE (50%) Collier	\$0	\$28,000	\$29,120	\$30,285	\$31,496	\$32,756	\$151,657
Coord, FYE (50%) Charlotte	\$0	\$0	\$28,000	\$29,120	\$30,285	\$31,496	\$118,901
Coord, FYE (50%) H/G	\$0	\$0	\$0	\$0	\$28,000	\$29,120	\$57,120
Peer Mentors**	\$46,080	\$102,400	\$162,560	\$172,800	\$225,280	\$241,920	\$951,040
Personnel Subtotal	\$198,811	\$430,056	\$720,602	\$836,842	\$1,130,501	\$1,224,153	\$4,540,965

Figure 18. QEP Personnel Budget for 2012-2017

Professional Development and Travel

Edison is committed to faculty and staff development as a vital tool for the accomplishment of its QEP goals. Training for all aspects of the program will be conducted through the TLCs on all campuses. ESC currently has two policies regarding travel, one for In-District and one for Out-of-District. The In-District Travel line item will support travel by the QEP Director, faculty, and FYE Coordinators between and among campus and center locations to participate in Communities of Practice, attend department meetings and conduct other planning and assessment activities. Vehicle travel is reimbursed at \$0.445 per mile.

Participation in conferences and training directly related to the goals of the QEP were funded in this line item. College policy adheres to state of Florida travel guidelines, which are consistent with federal travel policies and reimbursement guidelines. Reimbursement for meals for routine travel is \$6.00 for breakfast, \$11.00 for lunch, and \$19.00 for dinner. For professional development travel, the cost of meals is reimbursed at the rate of \$36.00 per day. The College will reimburse an employee for the actual cost of a hotel room and other expenses approved by the supervisor through the ESC BO-002 Travel Authorization and Reimbursement form.

Over the five-year period, the College expects to send 25 faculty and staff members to a national conference on the First-Year Experience. A minimum of two faculty will continue to participate in the annual International Critical Thinking conference, and one QEP-related conference will be held locally for faculty and staff each summer. The initial proposed budget for professional development appears in Figure 19.

QEP Budget	Baseline Spring 2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	Six-Year Total
Professional Development							
Conferences	\$15,000	\$34,500	\$34,500	\$34,500	\$34,500	\$34,500	\$187,500
Travel							
Out-of-district	\$5,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$80,000
In-district	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Consultants	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$60,000
Professional Development Subtotal	\$32,000	\$61,500	\$61,500	\$61,500	\$61,500	\$61,500	\$339,500

Figure 19. Initial QEP Professional Development Budget for 2012-2017

Software (licenses) and Equipment

Beginning in the Fall 2012 semester, Cornerstone Experience students will utilize a course management system as determined by the QEP Assessment subcommittee. Faculty will develop online rubrics within the system to measure student accomplishments and implement during Year One. QEP implementation will also benefit from an early alert system being implemented as part of the umbrella FYE program by the beginning of Year Two. The initial proposed budget for software licenses and equipment is demonstrated in Figure 20.

QEP Budget	Baseline Spring 2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	Six-Year Total
Equipment	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Software	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Subtotal	\$2,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$62,000

Figure 20. Initial QEP Equipment and Software Budget for 2012-2017

Assessment

The SENSE and CCSSE surveys will be administered each year beginning with Fall 2012. The budget includes a \$1,000-per-year increase to cover survey costs associated with FTE growth. ESC assessment personnel will report directly to the VPAA on QEP progress. The initial proposed budget for surveys is shown in Figure 21.

Initial QEP Budget	Baseline Spring 2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	Six-Year Total
Assessment							
SENSE	\$5,800	\$6,300	\$7,300	\$8,300	\$9,300	\$10,300	\$47,300
CCSSE	\$6,500	\$7,000	\$8,000	\$9,000	\$10,000	\$10,500	\$51,000
Subtotal	\$12,300	\$13,300	\$14,300	\$15,300	\$16,300	\$17,300	\$98,300

Figure 21. Initial QEP Assessment Budget for 2012-2017

ESC stands ready to make necessary adjustments to the budget based on ongoing assessment and program evaluation. A complete QEP budget, with categories and expenditures, is reflected in Appendix O.

ASSESSMENT

With input from faculty and administrators who served on the QEP subcommittees, the QEP leadership team designed an assessment and evaluation plan that incorporates direct measures of student learning and indirect measures of student retention, persistence, and graduation rates, student engagement, and the application of strategies by faculty and staff to promote critical thinking and enhance the likelihood of success for first-year students.

DIRECT MEASURES

Student learning in the SLS 1515 Cornerstone Experience course is evaluated through both qualitative and quantitative measures. The QEP Curriculum subcommittee designed two rubrics that are aligned with the student learning outcomes related to critical thinking and success strategies. These rubrics will be used to provide information concerning student performance on three prescribed assignments: the Critical Thinking Journal, the Success Strategies Presentation, and the Final Essay assignment. The assignments, rubrics and assessment timelines were developed through a series of QEP Curriculum Subcommittee meetings during the Fall 2011 semester; these subcommittees consisted of faculty, staff, and administrators. Faculty will apply established rubrics as they score student assignments in all course sections.

On March 3, 2012, ten members of the SLS 1515 faculty participated in a standardization/norming session using the critical thinking rubric. The faculty engaged in a formative assessment of the student's initial critical thinking journal entries and practiced using the rubric for scoring the entries. In scoring teams of two, faculty compared scores and discussed the manner in which each team member interpreted the rubric. The faculty teams reviewed the rubric criteria to identify any redundant items. They also reviewed the rubric's levels of performance descriptions to determine if any lacked clarity or if it was difficult to

distinguish boundaries between performance levels. All raters took notes as they scored the student artifacts. Additional notes were taken in a follow-up discussion. The notes were transcribed and compiled into a spreadsheet. In addition, the College's IRPE office analyzed the teams' scores to establish inter-rater correlations. The notes and data were shared with the faculty and analyzed during a Community of Practice meeting. Both the qualitative and quantitative data derived from the standardization session were used by the lead faculty to refine assignments, rubric dimensions, and scoring methodology. Summative data from both rubrics will be collected at the end of the Spring 2012 term.

During the Spring 2012 semester, faculty will submit rubric data (via carbonless copy forms) to the Division of College and Career Readiness assessment clerks, who will enter the data into spreadsheets. The use of an online data management program such as Canvas or TK20 is being explored for the implementation year 2012-2013. Initial analyses of the rubric data will be conducted by the Office of Institutional Research, Planning and Effectiveness. The analyses will serve as baseline performance measures against which the performance of subsequent cohorts will be compared. The Dean of IRPE will review the data with the QEP director and lead faculty. The lead faculty will subsequently share the data with all course faculty during the Community of Practice meetings to inform instruction and to serve as a point of departure for establishing pedagogical and curricular goals. The QEP Director and lead faculty will report actual results and use of results as part of the First Year Experience Unit Plans. With input from the SLS 1515 faculty and the QEP Implementation team, the QEP Director and lead faculty will set new achievement goals in each academic year's unit plan. These performance expectations are aligned with those established within the ESC Student Assessment Committee's assessment model.

In addition to the measures of achievement provided by the rubric scores, SLS 1515 students will complete a learning readiness indicator instrument and a nationally-normed critical thinking test.

Figure 23 demonstrates the alignment among the student learning outcomes and the assessment measures.

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)
Critical Thinking: As a result of successful completion of the Cornerstone Experience course, students will be able to: a) Explore how background experiences impact their values and assumptions and explain how they influence personal relationships; b) demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues; c) apply intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives.	Results of the Critical Thinking Journal assessment scored with the Critical Thinking Rubric	By the end of the Spring 2012 semester, 70% of students who complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the rubric (10% should achieve a 4: exemplary).
	Final Essay Assignment scored with Critical Thinking Rubric	By the end of the Spring 2012 semester, 70% of students who complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the rubric (20% should achieve a 4: exemplary).
	Scores on the California Critical Thinking Skills Test	By the end of the Spring 2012 semester, baseline data will be established for comparison and goal setting for the 2012-2013 academic year.
Success Skills: As a result of successful completion of the Cornerstone Experience course, students will be able to: a) develop strategies for effective written and verbal communications, use of technology, listening, reading, critical thinking, and reasoning, and b) demonstrate independence self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff, and faculty.	Scores on the Smarter Measure Learning Readiness Indicator "personal attribute" items: time management, procrastination, persistence, academic attributes, locus of control, and willingness to ask for help.	By the end of the Spring 2012 semester, baseline data will be established for comparison and goal setting for the 2012-2013 academic year.
	Success Strategies Presentation rubric	By the end of the Spring 2012 semester, 70% of students who complete the course will achieve a 3 (accomplished) or higher on all relevant aspects of the rubric (20% should achieve a 4: exemplary).
	Qualitative data from Final Essay assignment	Random sample of Final Essay assignments will be analyzed and discussion of success strategies will be coded. The codes will be grouped into concepts and categories that lead faculty will use to describe the success strategies that appear most salient among respondents. The concepts and categories will be used to develop a survey instrument to be used with students in subsequent semesters for self-report of acquisition and application of success strategies.

Figure 23. Direct Measures

Assessment requirements (prescribed assignments)

1. Critical Thinking Journal
2. Success Strategies Presentation
3. California Critical Thinking Skills Test
4. Smarter Measure Learning Readiness Indicator
5. Final Essay Assignment

INDIRECT MEASURES

Indirect measures (see Figure 24) will be administered on a systematic basis. These measures include the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), the Survey of Entering Student Engagement (SENSE), and the Student Instructional Report (SIR II). Surveys and assessment measures for extracurricular student engagement activities and faculty/staff professional development activities have been developed to provide feedback for planning, program development, and program effectiveness.

Student retention and success rates are indirect and intermediate measures of the QEP's impact. To establish baseline information regarding these important data elements, an initial cohort of FTIC students has been established for term-to-term and year-to-year retention; to qualify for this initial cohort, FTIC students must have enrolled during the 2011-2012 academic year and have college placement test scores that indicate a need for college preparatory coursework in at least two areas. Through the five-year implementation phase, new cohorts will be developed based on evolving inclusions criteria; the QEP Director will capture baseline data for each group.

Cohort graduation rates are important indirect measures of student achievement and the QEP's success. The QEP Director will obtain graduation rates for FTIC students (by level of developmental studies level) who enrolled in 2008-09; this data will be analyzed to establish a baseline, three-year graduation (150% of required time to degree) rate. To establish initial trends in these graduation rates, baseline data will be collected for qualifying FTIC students

entering the College during the 2009-2010 and 2010-2011 academic years. Three-year graduation rates for QEP participants will be compared to these initial data points and trends.

	SENSE	CCSSE	CCFSSE	SIR II	ESCGS	Peer Mentoring	Retention Rates	Persistence Rates	Transfer of Training Reports	Graduation Rates
Fall 2012	X			X	X	X			X	
Spring 2013		X		X	X	X		X	X	
Fall 2013	X			X	X	X	X		X	
Spring 2014		X	X	X	X	X		X	X	
Fall 2014	X			X	X	X	X		X	X
Spring 2015		X		X	X	X		X	X	X
Fall 2015	X			X	X	X	X		X	X
Spring 2016		X	X	X	X	X		X	X	X
Fall 2016	X			X	X	X	X		X	X
Spring 2017		X		X	X	X		X	X	X

Figure 24. Indirect Measures

The SENSE will provide information on student engagement, ESC intake processes, student support systems, and student learning during the early weeks of the fall semester. The six categories of findings that are associated with the SENSE include: Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Network. Each of these areas can be mapped into the four frameworks of the Cornerstone Experience course.

The CCSSE will provide information on student engagement, ESC intake processes, student support systems, and student learning during the early weeks of the fall semester. Each of the five benchmark areas, i.e. Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners, have been mapped into the four frameworks of SLS 1515 Cornerstone Experience.

SIR II will provide information on instructor communications, faculty/student interaction, supplementary instructional methods, course outcomes, and student effort and involvement. The student is asked to think about each practice as it contributed to his or her learning in the course. The SIR II categories have been mapped to the four frameworks of SLS 1515 Cornerstone Experience.

In addition to the standardized measures described above, qualitative data will be generated through focus group interviews. In April, 2012, the IRPE office will select a representative sample of enrolled students across the College's three campuses and one center. A series of focus group meetings will be led by the First Year Experience Coordinator, SLS 1515 faculty and staff. A standard set of interview questions will be employed to guide the discussions. With the permission of the students, the focus groups will be recorded to facilitate analysis. Focus group responses related to student satisfaction and engagement will be coded. The codes will be grouped into concepts and categories that lead faculty and staff to understanding the elements of the course and extracurricular activities that increased students' satisfaction and engagement. The concepts and categories will form the basis for the development of a student survey instrument for use in subsequent semesters. Focus group and subsequent survey data will be disseminated to faculty and staff and used to inform course and program improvement.

The QEP Director, QEP co-chairs, and lead faculty will have primary responsibility for ongoing assessment and evaluation of all components of the QEP and for ensuring results are used for planning, improvement, and decision making. The QEP Director, QEP co-chairs and lead faculty worked closely with the Department of Institutional Research, Planning and Effectiveness to develop an annual unit plan that adheres to College policies and procedures. Each of the QEP's indirect and direct measures is tied to a unit plan objective as demonstrated in Figure 25.

Four primary measures will be used to evaluate implementation of the faculty and staff professional development program; these include available resources, levels of participation, levels of satisfaction, and evidence regarding the application of learning. Specific indicators will include the number of faculty and staff participants, disciplines and campuses represented by participants, costs of facilitating the workshops, including staff time, and workshop evaluation

forms whereby participants rate their satisfaction with the training activity. In order to determine the efficacy of the training, the QEP Implementation team has designed and administered a survey to all Cornerstone Instructor Module completers. The survey uses Likert Scale items and open-ended responses to determine the faculty and staff members' perceptions of the usefulness of knowledge and skills attained, and their application to teaching and other student interactions. After each administration of the survey, the Training and Development Subcommittee will review results to inform revision of the training modules.

Program	QEP	
Assessment Cycle	Five years beginning AY 2012-13	
Purpose/Mission	Through the full implementation of the Quality Enhancement Plan, Edison State College's first-time-in-college (FTIC) students will be self-reliant learners imbued with critical thinking skills.	
Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)
Once fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.	Within course completion rate (derived from course grade distributions)	Once fully implemented, students will successfully complete the Cornerstone Experience at a rate of 85% with a C or better.
	Term-to-term retention reports (derived from the Banner Student Information System)	Using AY 2011-12 baseline data, term-to-term retention will increase by 5% each year. <ul style="list-style-type: none"> • Baseline for students enrolled in two or more developmental studies, AY 11-12 and 12-13 • Baseline for students enrolled in any developmental studies, AY 13-14 and 14-15 • Baseline for students without developmental studies, AY 15-16
	Year-to-year retention reports (derived from the Banner Student Information System)	Using AY 2011-12 baseline data, year-to-year retention will increase by 3% each year. <ul style="list-style-type: none"> • Baseline for students enrolled in two or more developmental studies, AY 11-12 and 12-13 • Baseline for students enrolled in any developmental studies, AY 13-14 and 14-15 • Baseline for students without developmental studies, AY 15-16
	Cohort graduation reports derived through the Banner Student Information System	This analysis will use the cohort graduation rate associated with students that entered ESC as FTIC during AY 10-11. <ul style="list-style-type: none"> • Cohorts from AY11-12 and AY12-13 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline • Cohorts from AY13-14 and AY 14-15 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline • Cohorts from AY15-16 who graduate within 150% of the expected time required will increase by 10% when compared to the AY 10-11 baseline
	Course Outcome items from SIR II: 29, 30, 31, 32, 33 and Student Effort and Involvement items: 34, 35 and 36	Beginning AY 2012-13, faculty results for these items will be at or above the national average.
Through each phase of implementation, the QEP will foster increased rates of student satisfaction and student engagement. The success of this measure will be demonstrated through the quality of student/student, student/faculty, and student/college engagement.	Engaged Learning items from the SENSE: 19a, 19b, 19e, 19g, 19h, 19i, 19j, 19k, 19l, 19m, 19n, 19o, 19q, 20d2, 20f2, and 20h2	Beginning AY 2012-13, there will be a 5% increase in the Engaged Learning benchmark over the previous year's results.
	Student-faculty interaction items from CCSSE: 4k, 4l, 4m, 4n, 4o, and 4q	Beginning AY 2012-13, there will be a 5% increase in the Student-faculty interactions benchmark over the previous year's results.

	Faculty/Student Interaction items from SIR II: 11, 12, 13, 14 and 15 Subset of Active and Collaborative Learning items from CCSSE: 4f, 4g, 4h, and 4r	Beginning AY 2012-13, faculty results for these items will be at or above the national average. Beginning AY 2012-13, there will be a 5% increase in the subset of Active and Collaborative Learning benchmark over the previous year's results.
	Qualitative data from focus group responses	Focus group responses will be analyzed and discussion of student satisfaction and engagement will be coded. The codes will be grouped into concepts and categories that lead faculty and staff to understanding the elements of the course and extracurricular activities that increased students' satisfaction and engagement. The concepts and categories will be used to develop a student survey instrument for use in subsequent semesters. Survey data will be used to inform course and program improvement.
As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.	Academic Challenge items from CCSSE: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a (Fall 2012)	Beginning AY 2012-13, there will be a 5% increase in the Academic Challenge benchmark over the previous year's results.
	Professional Development Surveys	Following completion of the professional development modules, 80% of trained faculty will report using critical thinking and first-year student success strategies as measured on Likert scale items.
	Supplementary Instructional Methods items from SIR II: 22, 23, 24, 25, 26, 27 and 28 and Communication items: 6, 7, 8, 9 and 10	Beginning AY 2012-13, faculty results for these items will be at or above the national average.
As the staff and administrators complete the Cornerstone Experience Services professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.	Transfer of training staff and administrator self-report instrument	Following completion of the professional development modules, 80% of trained staff and administrators applying critical thinking and first-year student success strategies as measured on Likert scale items.
	SENSE items from A Plan and a Pathway to Success category: 18d, 18g, 18e, 18f, and 18h	Beginning AY 2012-13, there will be a 5% increase in A Plan and Pathway to Success benchmark over the previous year's results.
	Unit plans from administrative and student services areas	Training goals will be reflected in at least one unit plan objective annually from all administrative and student services units.

Figure 25. QEP Program Outcomes and Performance Expectations

CONCLUSION

In keeping with the spirit of the Commission on College's QEP requirements, and with best practices and research in higher education, the ESC community enthusiastically proposes the SLS 1515 Cornerstone Experience course. As required for a QEP, this plan is a carefully designed course of action that addresses a well-defined and focused topic that is related to enhancing student learning. This new course designed for first-time-in-college degree-seeking students emphasizes critical thinking, self-direction, and persistence. For faculty and staff, the QEP includes a comprehensive suite of professional development experiences to foster a common understanding of critical thinking and engender an appreciation for the strengths and needs of first-year students. The QEP is supported by four frameworks: Critical Thinking, Applied Learning, Relevancy, and Success Strategies. The primary goal of ESC's proposed QEP is to enable first-time-in-college students to become self-reliant learners imbued with critical thinking skills.

The success of the QEP will be supported by qualified personnel, adequate budget, and training modules for all faculty and staff who will learn and apply the four frameworks. The intended result will be enhanced student satisfaction and engagement, and improved retention, increased persistence, and higher graduation rates.

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APPENDICES

Appendix A



Planning Committee to Plan QEP

Thursday, December 11, 2008

3:30 pm-4:30 pm

Chair:

Dr. Noreen Thomas, Executive Vice President (District)

Committee Members:

Dr. Steve Atkins, District Vice President of Academic Affairs (District)

Dr. Robert Beeson, Lee Campus Vice President of Academic Affairs/Dean of Arts and Sciences

Gina Doeble, District Director, Financial Services (District)

Bill Roshon, Dean of Professional and Technical Studies (District)

James Ward, Professor, Mathematics (Lee)

Teresa Grissom, Coordinator, Student Success Programs (Lee)

Kim Gresham, Associate Dean, Law and Public Services Programs (District)

Kevin Shriner, Director, Institutional Research (District)

Dr. Janice Jaen, Professor, Spanish (Charlotte)

Dr. Katie Paschall, Professor, Speech (Collier)

Agenda

SACS Guidelines- Steve Atkins
Purpose of the QEP

Site Visit

Our Charge- Noreen Thomas
Timeline

Suggested Topics- Group

Strategy to Explore and Recommend Topic

Next Meetings

Appendix B



MEMORANDUM

To: Dr. Noreen Thomas, Executive Vice President
From: Dr. Steve Atkins, Vice President, Academic and Student Affairs
CC: QEP Topic Selection Task Force
Date: January 26, 2009
Subject: Edison State College QEP Focus Group Results

The QEP is a focused strategic plan that engages the entire Edison State College community—faculty, students, staff, and administrators—in developing a project that contributes to our institutional strength by enhancing student learning. The five-year plan must be based on the scholarship and research around best educational practices, with clear outcomes for student learning and a well-developed assessment plan and research design. The plan must also include resources for implementation.

In October 2008, a broadly representative QEP Topic Selection Task Force was appointed to recommend a topic for the College's Quality Enhancement Plan (QEP). Throughout Fall and Spring semesters, focus groups were conducted that engaged the entire ESC community in developing potential QEP topics that would substantively enhance student learning across all campuses. The QEP Committee met on Thursday, January 22, 2008 to review and analyze results from the information collected from the focus group sessions.

Based on review of the input collected from each campus, three broad categories or themes emerged.

1. Development of a comprehensive First-Year Experience program
2. Development of a comprehensive program to address the needs of underprepared students and re-engineer support mechanisms for students enrolled in developmental studies
3. Development of a program for adjunct support, mentoring, and professional development.

It was the consensus of the committee that support for underprepared students should be included in a quality First-Year Experience program. Item three, developing appropriate support for adjuncts, is a critical compliance issue that the institution must address; however, we already have the resources and framework in place through the TLC and development of academic chairs and departments to effectively implement needed changes in that area.

Overall, the suggestions from the campuses provide excellent information. Currently, the campus deans have been charged with reviewing the focus group results and incorporating the information into the strategic planning process or operational level as needed.

Appendix C

ESC Brainstorming Session to Develop QEP Topic Ideas

Purpose: The purpose of the ESC Brainstorming Session is to involve a cross-section of ESC faculty and staff in a college-wide process to identify potential Quality Enhancement Plan (QEP) topics.

Intended Outcome: The brainstorming session will kick off the QEP development process by producing a list of potential topics. ESC senior staff (and other designated college publics) will then review and select a final topic from this list.

SACS Core Requirement 2.12 – The Quality Enhancement Plan

The institution has developed an acceptable Quality enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.

The Quality Enhancement Plan (QEP), submitted six weeks in advance of the on-site review by the Commission, describes a carefully designed and focused course of action that addresses a well-defined issue or issues directly related to improving student learning. The development of the QEP involves significant participation by the institution's academic community. The plan should be focused and succinct (no more than seventy-five pages of narrative text and no more than twenty-five pages of support documentation or charts, graphs, and tables).

Using an Affinity Diagram to Organize Team Brainstorming

The ESC Brainstorming Session will be conducted using the Affinity diagram process. An affinity diagram is the organized output from a team brainstorming session. The purpose of an affinity diagram is to generate, organize, and consolidate information about a complex issue (e.g. determining strategic goal and objectives, developing a QEP topic, etc).

The affinity diagram helps an institutional team develop its own system of thought about a complex issue or problem. A team can use an affinity diagram at any stage of a project when it needs to generate and organize a large amount of information.

Constructing an affinity diagram is a creative process and requires careful and judicious facilitation. The rules for brainstorming should be observed: **prohibit criticism, provide everyone with an equal opportunity to express ideas, strive for quantity over quality of ideas, and encourage piggy backing of ideas.**

Appendix D



MEMORANDUM

To: Dr. Ken Walker, President
Dr. Robert Jones, Lee Campus President
Dr. Jeff Allbritten, Collier Campus President
Dr. Pat Land, Charlotte Campus President
Dr. Edith Pendleton, Vice President, Strategic Initiatives
Tracey Galloway, Vice President, Development

From: Dr. Noreen Thomas, Executive Vice President

CC: QEP Topic Selection Task Force

Date: February 10, 2009

Subject: QEP Recommendation

After campus wide input and dialogue, the QEP Topic Selection Task Force recommends the following topic for the Edison State College Quality Enhancement Plan, as required by the SACS reaffirmation process.

Topic: Develop a Comprehensive First Year Experience Program with special emphasis on addressing the needs of underprepared students.

Special

Considerations:

- *Focus on the mission statement with critical and analytical thinking infused in our strategies
- *Evaluate and redesign a comprehensive and manageable College Orientation process
- *Explore, enhance, and/or implement Learning Communities, Mentoring Programs, and Early Alert Systems
- *Review and modify the Intake Process to create a strong foundation for student success strategies, policies, and practices
- *Study and implement meaningful and convenient academic advising strategies to better serve students
- *Redesign Study Skill courses – study examples from TRIO, etc.
- *Integrate General Education competencies throughout First Year Experience activities
- *Develop tracking systems to monitor student progress and adjust strategies accordingly.

Steering Committee: To be named by March 2009. Recommendations are welcome.

This recommendation comes with the full support of the Academic Vice President, Dr. Steven Atkins. During the next two weeks, I will review it with the President's Cabinet for their support and if approved, I will then name the SACS Reaffirmation Steering Committee. The Committee will begin their work officially in Spring 2009.

Appendix E

Quality Enhancement Plan Committee

CO-CHAIRS

Kathy Clark	Professor of Economics (Collier)
Dr. Thomas Rath	Academic Dean (Charlotte)

MEMBERS

Dr. Donald Bentley	Guidance Counselor, Edison Collegiate High School
Cindy Campbell	Reference Librarian (Lee)
Mike Chiacchiero	Professor of Mathematics (Collier)
Kevin Coughlin	Dean, Research, Effectiveness and Planning (District)
Dr. Eileen DeLuca	Associate Dean, College Prep (District)
Denton DiPofi	Coordinator of Academic Services (Hendry/Glades)
Dr. Christy Gilfert	Associate Dean, Enrollment Management & Student Affairs (Charlotte)
Dr. Rebecca Gubitti	Professor of Mathematics (Lee)
Ivana Ilic	Professor of Mathematics (Lee)
Dr. Theo Koupelis	Associate Dean, Math and Science (Lee)
Carla Lazo	Student Government President (Lee)
Dr. George Manacheril	Professor of Physics (Charlotte)
Pam Mangene	Professor of English (Lee)
Frederick Morgan	Director, HOPE Scholars Program (Lee)
Brooke Roughgarden	Coordinator of Student Services (Hendry/Glades)
Jeannie Schmidt	SGA Executive Vice President (Lee)
Ed Smith	Professor of Computer Science (Charlotte)
Dr. Amy Teprovich	Director, Student Life (District)
Dr. Amy Trogan	Professor of English (Lee)
Sandra Seifert	Professor of Mathematics (Lee)
Scott Van Selow	Professor of Computer Science (Lee)
Myra Walters	Professor of Speech (Lee)
Dr. William Wilcox	Professor of Biology (Charlotte)

EX-OFFICIO MEMBERS

Dr. Steve Atkins	Vice President, Academic Affairs (District)
Patricia Newell	Dean, Student Services (District)
Dr. Kevin Shriner	Associate Dean, First-Year Experience and Academic Success (District)
Maureen McClintock	Project Manager (District)

Appendix F

Edison State College Fall 2010 Final Report for FOE Learning Dimension

The Learning Dimension committee investigated learning goals, evidence of engaging students in and out of the classroom, students' learning outcomes and challenges for high enrollment classes and those that present significant challenges to students leading to a number of recommendations. The opportunity for exploration of career goals are not offered on all campuses and while Florida's Articulation Agreements align the learning goals at all Florida institutions, there is no formal way of communicating these to first-year students. The SENSE survey conducted in Fall 2008 indicated that students experience some classroom activities that foster learning, but not many. This needs to become standard in all academic units. Training and mentoring of adjunct faculty, though extremely important to success in the first year, is conducted in the Teaching and Learning Center on a completely voluntary basis. At the same time, the documentation of student learning outcomes has only recently become a priority of the college as a whole. Work has begun to document the outcomes in high impact courses such as Speech, Psychology, and English. The College does little to track the causes of high DFWI rates even though this is one of the most important performance measures for learning. Probably the most formal measure of the cause of poor grades for new students is the Early Alert Program which is available on all campuses. Unfortunately, it has a low response rate. The committee points out that there are many resources available to address the challenges relating to poor grades. (See full report for details) First-year students are placed in course work according to test results from FCELPT, ACT or SAT scores when entering ESC, but students are sometimes advised to take classes inappropriate to their test scores – being enrolled in Economics, for instance, when they have tested into developmental reading. There is no required new-student seminar, although there is an optional Student Life Skills course. The College doesn't offer learning communities, but there is a leadership program available, and some students participate in service learning.

The Learning Dimension Committee makes the following recommendations:

- Enable more communication between academic departments and academic advising
- Create more incentives for above-average students
- Require prerequisites for writing-intensive courses and courses that require high reading comprehension
- Research causes of high DFWI rates
- Institute Banner blocks to prevent students from registering for more than 12 college-level credits before completing prep courses
- Make academic support services consistent on all campuses
- Develop an intervention course for at-risk students
- Create a mission statement addressing learning goals for new students
- Communicate workplace expectations for new students
- Develop a method of assessing Student Learning Outcomes
- Address pedagogy and instructional methods aimed at new students
- Develop a method for addressing Student Learning Outcomes within high enrollment courses
- Offer more service-learning opportunities
- Insure measurement of learning outcomes in service learning
- Offer motivating and challenging opportunities for above-average students
- Measure new students' learning outcomes gained from leadership opportunities on campus
- Offer specific advising for new students who will be transferring to senior state institutions

Appendix G

Appendix G PROFESSOR MYRA HALE WALTERS

PROFESSOR OF SPEECH COMMUNICATION, EDISON STATE COLLEGE
FACULTY CHAIR OF THE SPEECH COMMUNICATION AND FOREIGN LANGUAGES DEPARTMENT

EDUCATION

M.A. Speech Communication, Emphasis: Organizational Communication, The University of Alabama, 1983

B.A. Speech Communication and Political Science, The University of Alabama, 1980

EMPLOYMENT HISTORY

Speech Communication Faculty, Edison State College 1983- present

Selected Achievements:

- Worked with McGraw-Hill to develop and co-host the Human Communication and the Public Speaking Tele courses.
 - Designed and facilitated an assessment workshop for all full time and adjunct Department Faculty.
 - Developed the Master course for the online Introduction to Public Speaking Course
 - Coordinated the development and implementation of the Oral Communication Center
-

CONTINUING EDUCATION

2010/2011 Activities

Florida Communication Association Annual Conference

The Foundation of Critical Thinking Institute (Berkley, Calif.)

Thirtieth Annual First Year Experience Conference

Attended the following Professional Development Opportunities in the Teaching and Learning Center:

The Edison State College Student, 30 Practical Ideas to Promote Student Learning, Global Socio-Cultural Responsibility Student Learning Outcome, Seminar on Critical Thinking and Global Socio-Cultural Responsibility, Critical Thinking: Elements and Analysis, Critical Thinking: Evaluation and Justification

College Service

Chair for Professional Development

2006/2007-2008/2009

Chair for the Department of Speech Communication and Foreign Languages

2009/10-present

Current Committee Assignments

Quality Enhancement Plan Steering Committee (QEP), Quality Enhancement Plan Implementation Committee (QEP) Academic Technology Committee, Student Assessment Committee

Past Committee Assignments

First Year Experience Steering Committee (FYE), Co-Chair for the Communications Committee of the FYE Committee, Co-Chair for the Philosophy Dimension of the Foundations of Excellence Self-Study, Curriculum Committee, Professional Development Committee

Professional Affiliations

Florida Communication Association (FCA), National Communication Association (NCA), International Listening Association (ILA)

Community Service

Current Trustee for the Southwest Florida Community Foundation Board, Scholarship Committee Chair for the SWFL Community Foundation, Women's Legacy Fund member, Board Member of Trinity United Methodist Church, Past Board Member for the Board of Directors for Girl Scouts of Gulf Coast Florida, Past Board Member for Children's Charities for Southwest Florida (Board responsible for building and raising funds for the area Ronald McDonald House), Past President and current member of the Junior League of Fort Myers,

AWARDS AND RECOGNITIONS

Thomas A. Edison Award for Teaching Excellence, 1994

Junior League Sustainer Community Service Award, 2007

Appendix H
SLS 1515 Cornerstone Experience Course Syllabus

COMMON COURSE SYLLABUS

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

SLS 1515 CORNERSTONE EXPERIENCE (3 CREDITS)

The Cornerstone Experience course at Edison State College is an integrative and interdisciplinary course designed to help first-year students acquire critical thinking and decision-making skills that promote academic success. In this course, students will learn about college resources and requirements, explore career objectives and programs of study, establish relationships with mentoring faculty and develop a support group among peers. This course is a College requirement for First Time in College (FTIC) students who meet criteria as set forth in the college catalog.

II. PREREQUISITES FOR THIS COURSE:

None

CO-REQUISITES FOR THIS COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- **Learning to Apply Critical Thinking Skills to be Successful Academically, Personally and Professionally** (The Elder Paul Critical Thinking Model)
- **Critically Assessing Your Readiness for College** (Time Management, Learning Styles, Emotional I.Q., Using technology)
- **Thinking Critically About Success Strategies** (Study skills, Test Taking Strategies, Effective listening, Note-taking Methods, Working Effectively in Groups)
- **Locating and Accessing Resources and Managing the Information Highway to Become a Self-Reliant Learner** (Locating and accessing resources on campus, information literacy)
- **Thinking Critically About Choosing A Career** (Occupational Outlook, Work Ethic, Selecting a Career Choice based on Personality, Interviewing Skills, Resume Writing, Cover Letter, How to Dress For Success)
- **Thinking Critically About Your Education Plan** (General Education Competencies, Student Learning Outcomes and Rubrics, Long term Education Plan)
- **Thinking Critically About Diversity and Social Justice** (Appreciating College and Community Diversity, Raising Awareness to Combat Insensitivity, Advocating For Social Justice)

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCIES
Apply the intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives	Students will complete journal entries that will be evaluated based upon the course critical thinking rubric to demonstrate their ability to apply the Elder-Paul model of critical thinking in their personal and academic lives. Students will take the California Critical Thinking Skills Test after completing the critical thinking module of the course and again near the end of the Cornerstone Experience.	CT
Demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues	Students will participate in a final group presentation assignment (How to Succeed in College) and will be evaluated using a rubric designed to assess the following skills: time management, small group communication skills and problem-solving skills.	

<p>Explore how background experiences impact their values and assumptions and explain how they influence personal relationships</p>	<p>Students will complete a Myers-Briggs type personality profile to increase self-awareness. They will reflect upon how their profiles influence personal relationships, career choices and success skills in their critical thinking journal. Entries will be evaluated based upon the course critical thinking rubric.</p>	<p>COM, CT</p>
<p>Evaluate student-to-student and student-to-faculty interactions, and reflect on their relationship to academic, career, and social development</p>	<p>Students will participate in a final group presentation project in which they will apply effective group communication skills. Students will reflect upon the lessons learned from this experience and relate them to their academic, career and social development in their critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.</p>	<p>CT</p>
<p>Reflect on the General Education requirements at Edison State College and articulate their application to academic and career goals</p>	<p>Students will engage in career exploration assignments and will learn how to develop an education plan to help them achieve their career goals. They will critically reflect upon suitable career choices and how to develop an education plan to accomplish their career aspirations in a critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.</p>	<p>CT</p>
<p>Enhance their awareness of the larger diverse community both inside and outside Edison State College</p>	<p>Students will engage in a variety of classroom assignments including a passport activity to enhance awareness of the diverse community inside and outside Edison State College to encourage an appreciation of diversity. They will critically reflect upon how valuing diversity will contribute to success in their personal life, academic success and obtaining future career goals in a critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.</p>	<p>CT</p>

Apply one or more skills learned in the FYE course to other academic endeavors	Students will complete journal entries demonstrating how two or more of the skills learned in the FYE course apply to assignments in other courses. Entries will be evaluated based upon the course critical thinking rubric.	CT
Develop strategies for effective written and verbal communication, use of technology, listening, reading, critical thinking and reasoning	<p>Students will demonstrate their ability to engage in critical listening as they learn to utilize a researched-based note taking method.</p> <p>Students will explore the use of technology to research databases for college assignments, complete assessments in SMARTERMEASURE, and to navigate MyEdisonState Portal and/or the learning management system adopted by the college.</p>	COM
Demonstrate independence and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff and faculty	Students will write an essay in which they reflect upon the journals entries completed throughout the course and extract those ideas that they found most influential or important. Students will then create a "new "plan for achieving success in college and for establishing positive relationships with peers, staff and faculty. The essay will be evaluated using the course critical thinking rubric.	COM, CT

**V. DISTRICT-WIDE POLICIES:
PROGRAMS FOR STUDENTS WITH DISABILITIES**

Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall, S-116A	(239) 489-9427
Charlotte Campus	Spatz Hall, J-101	(941) 637-5626
Collier Campus	Student Services, M-113	(239) 732-3104
Hendry/Glades Ctr.	Building A, A-123	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.")

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)

Appendix I
Proposed SLS 1515 Cornerstone Experience Companion Courses (Those Marked with “x”)

Course	Description	College Ready	College Prep Testing Into			Cornerstone Experience Tracks				
			Reading	Writing	Math	B & PS	ED	LA	HS	STEM
BSC 1010	Biological Science I (3)	X						x	x	x
BSC 1010L	Biological Science I Lab (1)	X						x	x	x
ISC 1001 C	Foundations of Interdis. Science(3)	X						x		x
OCE 1001	Introduction to Oceanography(3)	X						x		x
BSC 1005	Intro to Biological Science (3)	X		x	x			x		x
BSC 1050 C	Environmental Biology (3)	X						x		
MAT 1033	Intermediate Algebra (4)	X						x		x
MAC 1105	College Algebra (3)	X						x		x
MGF 1106	Math For Liberal Arts (3)	X	x	x				x		x
ETD 1320	Computer Aided Drafting (3)	X				x				
BCN 1040	Intro to Sustainability (3)	X								x
EGS 1001	Intro to Engineering (3)	X	x	x						x
COP 1000	Introduction to Programming (3)	X				x				
CGS 1000	Computer Literacy (3)	X	x	x	x	x				
CGS 1100	Microcomputer Skills (4)	X	x	x	x	x				
CGS 1500	Word Processing Applications (1)	X	x	x	x	x				
GEB 1011	Intro to Business (3)	X	x	x	x	x				
ACG 1001	Financial Accounting I (3)	X				x				
SLS 1331	Personal Business Skills (3)	X	x	x	x	x				
CCJ 1020	Intro to Criminology	X	x	x	x	x				
PLA 1003	Intro to Paralegal Studies	X		x	x	x				
EDF 2005	Intro to the Teaching Profession (3)	X		x	x		x			
EDF 2085	Intro to Diversity for Educators (3)	X		x	x		x			
EME 2040	Intro to Technology for Teachers(3)	X		x	x		x			
REA 1605	Study Skills for College Students(1)	X	x	x	x	x	x	x	x	x
ENC 1101	Basic Composition (3)	X				x	x	x	x	x
PHI 2600	Ethics (3)	X						x		
LIN 1760	Basic English Grammar (1)	X						x		
THE 1925	Theatre Performance & Prod. (6)	X	x	x	x			x		
THE 1020	Introduction to Theatre (3)	X	x	x	x			x		
ENG 2100	American Cinema (3)	X	x	x	x			x		
LIS 2004	Internet Research (1)	X	x	x	x	x	x	x	x	x
SYG 1000	Introduction to Sociology (3)	X		x	x			x		
PSY 2012	General Psychology 1 (3)	X		x	x			x	x	
PGY 1800C	Intro to Digital Photography (3)	X	x	x	x			x		
ARH 1000	Art Appreciation (3)	X	x	x	x			x		
CLP 1001	Personal and Social Adjustment (3)	X	x	x	x			x	x	
ENG 1012	American English (3)	X	x	x	x			x		
ENG 2061	English Grammar and Usage (2)	X	X	x	x			x		

Appendix J

SLS 1515 Cornerstone Experience Interest-Based Tracks

Table XXX Cornerstone Experience Tracks	AA/AS Programs	BAS/BS Programs
Business/ Public Service	AS Crime Scene Technology AS Criminal Justice Technology AS Paralegal Studies AS Fire Technology AS Accounting Technology AS Business Administration and Management AS Networking Administrator	BAS in Public Safety Administration BAS in Supervision and Management
Science, Technology, Engineering & Math (STEM)	AA General Education AS Computer Programming and Analysis AS Drafting and Design Technology AS Internet Services Technology	BS in Secondary Ed. Mathematics BS in Middle Grades Mathematics BS in Middle Grades Science BS in Secondary Ed. Biology
Liberal Arts	AA General Education	BS in Middle Grades English
Education	AA with Early Childhood Concentration	BS in Elementary Ed. BS in Secondary Ed. Mathematics BS in Secondary Ed. Biology BS in Middle Grades Ed. BS in Middle Grades Mathematics BS in Middle Grades Science BS in Middle Grades English
Health Science	AS Cardiovascular Technology AS Dental Hygiene AS Emergency Medical Services Technology AS Health Information Management AS Human Services AS Nursing AS Radiologic Technology AS Respiratory Care	BAS in Cardiopulmonary Sciences BS in Nursing

Appendix K

SLS 1515 Cornerstone Experience Peer Architects Selection Process for 2012 Implementation Department of First Year Experience & Academic Success

SLS 1515 Cornerstone Experience Peer Architect Job Description

A crucial role of the Peer Architect is to communicate a tremendous amount of critical information about Edison State College to first time in college students through a mentoring relationship that is cultivated as part of the SLS 1515 Cornerstone Experience course. As a Peer Architect, you will be trained to provide instruction about academic adjustment, student services, course content and campus life issues. A critical part of mentoring is connecting first year students with academic resources including faculty, advisors, tutors, academic success centers, libraries, etc. Peer Architects will attend all course meetings of one SLS 1515 course per semester, meet with your course section students individually at least twice per semester, meet weekly with your course instructor outside of class time, and meet with the FYE Coordinator twice per semester for additional training sessions.

Qualifications/Conditions of Employment

Specifically the following criteria must be met:

- Have a minimum cumulative GPA of 2.75 or higher;
- You must be enrolled as an undergraduate student at ESC for Spring 2012;
- Be in good academic and disciplinary standing;
- Relate well with students, faculty, and administration;
- Have a willingness to learn about ESC College programs and services;
- Have strong interpersonal communication skills (e.g., public speaking & listening skills);
- Demonstrate an ability to work with groups of diverse individuals, be a team player;
- Be reliable, responsible, confident and sincere;
- Be present and participate in the following activities: SLS 1515 course section, Training Sessions, Faculty Meetings, and Mentoring Sessions;
- Comply with all aspects of the ESC College Student Code of Conduct
- Maintain the highest ethical and professional conduct at all times.

SLS 1515 Cornerstone Experience Peer Architects Duties & Responsibilities

- Participate in all training activities;
- Participate in all required work activities as noted in the dates listed below and additional work dates as assigned;
- Serve as a resource person providing general assistance and answering questions for students;
- Comply with the ESC College Student Code of Conduct.
- Peer Architects will be an integral part of the SLS 1515 Cornerstone Experience course. Architects will be expected to attend their section of SLS 1515 (a 3-credit hour course) and will help first time in college students adjust to ESC and college life.
- Peer Architects may be assigned specific tasks by the instructor of their section (i.e. facilitate an ice breaker, or lead a lesson)
- Peer Architects will mentor their course section students throughout their first year.

Peer Architect Work Commitments

- Training
- Attend all class section sessions
- Meet with your course section students individually at least twice per semester
- Meet weekly with course instructor outside of class time
- Meet with FYE Coordinator twice per semester, individually or in a group setting

Appendix L



DATE: August 26, 2011
 TO: Academic Deans
 FROM: Dr. Steve Atkins, VP, Academic Affairs
 RE: SLS 1515 Cornerstone Experience Faculty Recommendation

As you may know, the SLS 1515 Cornerstone Experience course will be launched in Spring 2012. This will require the College to utilize its best instructional resources to ensure a quality start to this important academic initiative and the best possible outcome for our FTIC students.

I am asking each of you to nominate, on the attached form, up to three faculty members from your campus or division, based on the requirements, responsibilities and preferred characteristics below **on or before Friday, September 2**. It is our goal to work toward achieving a balance based on the five planned interest-based tracks: Liberal Arts, Health Sciences, Education, STEM, Business and Public Service.

Projected course sections for the Spring semester, by location, are as follows:

Charlotte – 3

Collier – 3

Hendry/Glades – 2

Lee – 16 (Please note that Professor Myra Walters plans to teach three sections at the Lee Campus in the Spring as part of her curriculum development responsibilities.)

Requirements and responsibilities of Cornerstone Experience faculty:

- Complete Cornerstone Experience teaching certification by the end of the calendar year
- Teach a minimum of one SLS 1515 section as part of load or overload
- Participate in bi-weekly Cornerstone Experience curriculum meetings
- Participate in student engagement activities through Passport assignment
- Participate in a Community of Practice
- Maintain office hours according to policy, with one hour set aside for weekly Peer Mentor meeting

Preferred characteristics of Cornerstone Experience faculty:

- Student-centeredness
- Excellence in teaching and instruction
- Active in professional development
- Respected by peers as effective educators with high academic standards and respected by administrators for commitment and service to the college
- Engaged in service to the college and community

Thank you.

Appendix M

'Adopt a Framework' Example from College Prep

From: Caroline Seefchak
Sent: Wednesday, September 14, 2011 11:52 AM
To: George S. Atkins
Cc: Eileen DeLuca; Susan Callanan
Subject: RE: Adopt-a-framework

The Department of College Prep/Developmental Studies met and discussed all four of the Cornerstone theoretical frameworks during our District Department Meetings on Friday, August 19, and on Friday, September 9.

A decision was made by faculty during the meeting of September 9, to focus on the theoretical framework of **Success Strategies**.

Our department's choice of **Success Strategies** is tied to our Unit Plan, TED Outcome ID 1512: The College Prep Department will promote success strategies among students to increase persistence, retention, and success in conjunction with the QEP program.

As **Success Strategies**, the three areas on which we will focus are organization, time management, and instructional technology.

- **Organization:** College Prep faculty will promote the use of organizational skills and encourage student attendance in the Academic Success workshops related to "getting organized." A campaign will be launched in classes and the College Prep Center labs. Faculty in English, Mathematics, and Reading will ask students to each keep an organized notebook. Faculty will model organization and do periodic checks to ensure students are using the organization strategies.
- **Time Management:** College Prep faculty will promote the use of time management skills and encourage student attendance in the Academic Success workshops related to "time management." A campaign will be launched in classes and the College Prep Center labs. College Prep faculty in English, Reading, and Mathematics will have students each complete a time management matrix that includes a class schedule, travel time between classes and campus, study time (2 hours per class), work time, and any other activities. Students will keep it in the binder as a reference tool.
- **Instructional Technology:** College Prep faculty in English, EAP, Mathematics, and Reading will work with students to develop instructional technology skills as appropriate to the discipline (e.g. Math faculty will guide students through MML Learning Management system, EAP faculty will work with students on the use of the Portal, etc.). Discipline-Specific Instructional Technology workshops will be added to the College Prep Center Workshop rotation for that Fall and Spring.

Our objective will be assessed on a term-to-term basis as well as part of a multi-year plan that is tied to the QEP assessments measuring the persistence, retention, and success of the cohorts that include students who test into two or more Developmental courses (implementation year and year one) and any students testing into any Developmental courses (year three).

Assessment measures include within-course distribution rates, term-to-term retention reports, year-to-year retention reports, cohort graduation reports, College Prep Satisfaction and Engagement Surveys (administered at the ends of Fall and Spring Semesters, and will be revised to include questions pertaining to the success strategies of organization, time management, and instructional technology), faculty participation in Success Strategies workshops, and College Prep student participation in Success Strategies workshops in the College Prep Center Labs and through the FYE Academic Success Program. Faculty in all four disciplines of College Prep/Developmental Studies are emailing additional specific ways in which in they will incorporate the areas of focus on Success Strategies into the courses they teach. These activities will be entered into a spreadsheet for faculty review. At our next District Department Meeting, we will discuss direct assessments related to the specific activities.

Appendix N

QEP Administrators

Erin Harrel, Ph.D., Interim Vice President, Academic Affairs

Education:

Ph.D. – Barry University, Leadership and Education

M.A. – Nova Southeastern, Educational Leadership

B.S. – English

Eight years of higher education experience in Education and Academic Affairs.
Employed at Edison State College since 2004.

Eileen DeLuca, Ph.D., QEP Director

Education:

Ph.D. – University of Florida, Curriculum and Instruction

M.S. – College of New Rochelle, Education

B.S. – University of South Florida, English Education

Nine years of higher education experience in Education, College Prep and Academic
Success. Employed at Edison State College since 2005.

Appendix O

Initial QEP Budget, September 2011

Initial QEP Budget	Baseline Spring 2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	Six-Year Total
Personnel*							
QEP Director; Administrative and Assessment Services (In-Kind)							
Lead Faculty (Lee)	\$21,600	\$72,000	\$74,880	\$77,875	\$80,990	\$84,230	\$411,575
Lead Faculty (Collier)	\$0	\$0	\$74,880	\$77,875	\$80,990	\$84,230	\$317,975
Lead Faculty (Charlotte)	\$0	\$0	\$0	\$77,875	\$80,990	\$84,230	\$243,095
Lead Faculty (H/G)	\$0	\$0	\$0	\$0	\$80,990	\$84,230	\$165,220
Adjunct Faculty	\$85,131	\$198,536	\$320,877	\$339,516	\$458,724	\$517,875	\$1,920,660
Faculty Curriculum Stipend	\$18,000	\$0	\$0	\$0	\$0	\$0	\$18,000
Coord, FYE (50%) Lee	\$28,000	\$29,120	\$30,285	\$31,496	\$32,756	\$34,066	\$185,723
Coord, FYE (50%) Collier	\$0	\$28,000	\$29,120	\$30,285	\$31,496	\$32,756	\$151,657
Coord, FYE (50%) Charlotte	\$0	\$0	\$28,000	\$29,120	\$30,285	\$31,496	\$118,901
Coord, FYE (50%) H/G	\$0	\$0	\$0	\$0	\$28,000	\$29,120	\$57,120
Peer Mentors**	\$46,080	\$102,400	\$162,560	\$172,800	\$225,280	\$241,920	\$951,040
Personnel Subtotal	\$198,811	\$430,056	\$720,602	\$836,843	\$1,130,502	\$1,224,153	\$4,540,967
Professional Development							
Conferences	\$15,000	\$34,500	\$34,500	\$34,500	\$34,500	\$34,500	\$187,500
Supplies	\$2,500	\$4,000	\$4,000	\$5,000	\$5,000	\$5,000	\$25,500
Educational Materials	\$2,500	\$4,000	\$4,000	\$5,000	\$5,000	\$5,000	\$25,500
Equipment	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Software	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Recruitment/Promotion	\$6,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$56,000
Travel							
Out-of-district	\$5,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$80,000
In-district	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Assessment							
SENSE	\$5,800	\$6,300	\$7,300	\$8,300	\$9,300	\$10,300	\$47,300
CCSSE	\$6,500	\$7,000	\$8,000	\$9,000	\$10,000	\$10,500	\$51,000
Consultants	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$60,000
Contingency	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
Total Operating Expense	62,300	109,800	111,800	115,800	117,800	119,300	636,800
Annual Total Expense	\$261,111	\$539,856	\$832,402	\$952,643	\$1,248,302	\$1,343,453	\$5,177,767
* Salaries and Benefits include 4% annual increase							
** \$ 8 per hour, 20 hr week, 16 week semester, per course section							
Sources of Revenue							
4% Retention Tuition Revenue	\$0	\$101,588	\$158,477	\$164,816	\$171,408	\$178,265	\$774,553
Reallocation of Current Adjunct Budget	\$85,131	\$198,536	\$320,877	\$339,516	\$458,724	\$517,875	\$1,920,660
FTE Revenue	\$0	\$120,655	\$120,655	\$120,655	\$120,655	\$120,655	\$603,275
Current Budget	\$295,198	\$302,834	\$310,775	\$319,034	\$327,624	\$336,557	\$1,892,022
Total Revenue	\$380,329	\$723,613	\$910,784	\$944,021	\$1,078,411	\$1,153,352	\$5,190,510
Net Profit/(Loss)	\$119,218	\$183,757	\$78,382	(\$8,622)	(\$169,891)	(\$190,101)	\$12,743
Cumulative Net Profit/(Loss)	\$119,218	\$302,975	\$381,357	\$372,735	\$202,844	\$12,743	\$12,743
Tuition (4% incr. per yr)	\$82.78	\$86.09	\$89.53	\$93.12	\$96.84	\$100.71	
FTE Revenue**	\$2,867.00	\$2,867.00	\$2,867.00	\$2,867.00	\$2,867.00	\$2,867.00	
Notes:							
1 Lead faculty rate assumes 3 sections taught per semester and are brand new faculty members							
2 The revenue in this budget only looks at the portion attributed to the FTE increase. A 4% retention increase or 1,180 credit hours was used to calculate the revenue. Also, the calculation assumes that 50% of those that are retained will stay for the Spring semester.							
3 FTE revenue is the state funding associated with the 4% retention							
course sections	36	80	127	135	176	189	

doctorate (plus 4%)	\$2,543.00	\$2,644.72	\$2,749.76	\$2,858.96	\$2,973.36	\$3,091.92
doctorate with benefits	\$2,579.87	\$2,682.34	\$2,789.88	\$2,900.46	\$3,017.12	\$3,136.83

Figure 22. QEP Budget for 2012-2017

Revised Budget per IRPE's Updated Enrollment Projections March, 2012

BaselineSpring 2012	Year 12012- 2013	Year 22013- 2014	Year 32014- 2015	Year 42015- 2016	Year 52016- 2017	Six-Year Total	
Lead Faculty ₁ (Lee)	\$21,600	\$72,000	\$74,880	\$77,875	\$80,990	\$84,230	\$411,575
Lead Faculty ₁ (Collier)	\$0	\$0	\$74,880	\$77,875	\$80,990	\$84,230	\$317,975
Lead Faculty ₁ (Charlotte)	\$0	\$0	\$0	\$77,875	\$80,990	\$84,230	\$243,095
Lead Faculty ₁ (Hendry/Glades)	\$0	\$0	\$0	\$0	\$80,990	\$84,230	\$165,220
Adjunct Faculty	\$15,478	\$93,902	\$72,546	\$49,331	\$316,882	\$295,032	\$843,172
Curriculum Stipend	\$18,000	\$0	\$0	\$0	\$0	\$0	\$18,000
Coord, FYE (50%) Lee	\$28,000	\$29,120	\$30,285	\$31,496	\$32,756	\$34,066	\$185,723
Coord, FYE (50%) Collier	\$0	\$28,000	\$29,120	\$30,285	\$31,496	\$32,756	\$151,657
Coord, FYE (50%) Charlotte	\$0	\$0	\$28,000	\$29,120	\$30,285	\$31,496	\$118,901
Coord, FYE (50%) H/G	\$0	\$0	\$0	\$0	\$28,000	\$29,120	\$57,120
Peer Mentors	\$11,520	\$52,480	\$48,640	\$44,800	\$165,120	\$151,040	\$473,600
Total Personnel	\$94,598	\$275,502	\$358,351	\$418,658	\$928,500	\$910,430	\$2,986,039
Conferences	15,000	34,500	34,500	34,500	34,500	34,500	187,500
Supplies	2,500	4,000	4,000	5,000	5,000	5,000	25,500
Educational Materials	2,500	4,000	4,000	5,000	5,000	5,000	25,500
Equipment	2,000	2,000	2,000	2,000	2,000	2,000	12,000
Software	0	10,000	10,000	10,000	10,000	10,000	50,000
Recruitment/ Promotion	6,000	10,000	10,000	10,000	10,000	10,000	56,000
Travel - Out of District	5,000	15,000	15,000	15,000	15,000	15,000	80,000
Travel - In District	2,000	2,000	2,000	2,000	2,000	2,000	12,000
Assessment - SENSE	5,800	6,300	7,300	8,300	9,300	10,300	47,300
Assessment - CCSSE	6,500	7,000	8,000	9,000	10,000	10,500	51,000
Consultants	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Contingency	5,000	5,000	5,000	5,000	5,000	5,000	30,000
Total Operating Expenses	62,300	109,800	111,800	115,800	117,800	119,300	636,800
Total Expenses	156,898	385,302	470,151	534,458	1,046,300	1,029,730	3,622,839
Sources of Revenue							
4% Retention Tuition	\$0	\$81,611	\$78,665	\$75,352	\$288,837	\$274,776	\$799,240

Revenue ²							
Reallocation of Current Adjunct Budget	\$15,478	\$93,902	\$72,546	\$49,331	\$316,882	\$295,032	\$843,172
FTE Revenue ³	\$0	\$81,800	\$81,800	\$81,800	\$81,800	\$81,800	\$409,000
Current Budget	\$295,198	\$302,834	\$310,775	\$319,034	\$327,624	\$336,557	\$1,892,022
Total Revenue	\$310,676	\$560,147	\$543,786	\$525,518	\$1,015,142	\$988,164	\$3,943,434
Net Profit/(Loss)	\$153,778	\$174,845	\$73,635	-\$8,940	-\$31,157	-\$41,566	\$320,595
Cumulative Net Profit/(Loss)	\$153,778	\$328,623	\$402,258	\$393,318	\$362,160	\$320,595	\$320,595
Notes:							
Sections per Year	9	41	38	35	129	118	
Students per Section	20	20	20	20	20	20	
Tuition Rate	\$78.84	\$78.84	\$81.99	\$85.27	\$88.68	\$92.23	

1 Lead faculty rate assumes 3 sections taught per semester and are brand new faculty members

2 The revenue in this budget only looks at the portion attributed to the FTE increase. A 4% retention increase was used to calculate the revenue. Also, the calculation assumes that 50% of those that are retained will stay for the Spring semester.

3 FTE revenue is the state funding associated with the 4% retention

