

Quality Enhancement Plan

Implementation Year 4: 2015-2016

Annual Review Summary



Cornerstone Experience

Building a Foundation for Success



SLS 1515 Cornerstone Experience

- 197 sections of SLS 1515 were offered college-wide.
- 4,629 students were served through the course.
- 51 faculty, staff, and administrators taught the course representing the following areas: Geology, Music, History, Business, Foreign Language, Psychology, Academic Success, Library, Mathematics, English, Radiologic Technology, Speech, Biology, Student Affairs, Athletics, Collegiate High School, and Human Resources.

Campus and Civic Engagement

- Over 800 FYE workshops and programming activities designed for first-year students with over 10,000 student sign-ins.
- 1,856 participants attended the Critical Thinking in Careers Lecture Series. 90.57% of surveyed participants “Strongly Agreed” or “Agreed” that the topic was interesting and informative.
- \$6,000 raised and 1,000 items were donated by Cornerstone Students totaling more than \$7,500 worth of donations to help the homeless in our FSW service area.
- \$1,750 raised and over 1,400 items were donated by Cornerstone Students for animal clinics and shelters near our FSW service locations.
- Cornerstone students volunteered over 1,100 hours helping youth in the community through participation in a STEM Solar Oven Challenge and Surfers for Autism. Students also helped preserve our environment working with our local county organization on beautification projects

Training, Development, and Service*

- 745 faculty/staff have completed a QEP training module.
- 229 faculty/staff have completed all ten modules.
- 111 faculty and staff attended the 2016 Cornerstone Summer Training Institute.
- 80 faculty, staff, and administrators served on QEP Committees.

*As of August 2016



Dr. Jeff Stewart, Provost and Vice President, Academic Affairs

The Quality Enhancement Plan (QEP) is Florida SouthWestern State College’s initiative focused on enabling first-time-in-college students to become self-reliant learners instilled with critical thinking skills. SLS 1515 is a course taught by faculty who have been highly trained to facilitate the educational experience of the first-year college student. Training for these faculty occurs through our Academic Success Department and the college’s Teaching and Learning Center. The outcomes of the QEP are measured and reported annually and we continue to see improvement in the academic achievement data from the implementation of the SLS 1515 course and associated programming. Additionally, the data show that there is significant increases in course participation in both term-to-term and year-to-year retention. At FSW’s fall 2016 Convocation, President Allbritten announced the new “Dedicate to Graduate” initiative. This is really an extension and expansion of the QEP, which we hope will continue to have positive results for student engagement, retention, progression and graduation.



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

The success of Florida SouthWestern State College's Quality Enhancement Plan (QEP) is the direct result of a collaborative effort among faculty, staff and administrators from across the college's programs and campuses. Over the four years of implementation, instructors of SLS 1515: Cornerstone Experience have represented a highly-trained cadre of educators with expertise across many disciplines to include English, Business, Nursing, Economics, Foreign Language, Sociology, Psychology, Criminal Justice, Computer Science, World Religions, Mathematics, Reading, and Education. These faculty facilitate educational experiences for first-year students that promote critical thinking across many subject areas. As many of our faculty have taught outside of the Academic Success Department, they are able to arm students with strategies for success beyond the first-semester courses. SLS 1515 faculty are highly engaged in leading and participating in professional development with the aim of sharing strategies to help students achieve learning outcomes. Step inside any SLS 1515 class, and you will witness teaching innovation within a community of learners. This report highlights the efforts of our faculty and staff, the accomplishments of our students, and the ongoing college-wide commitment to achievement of the QEP goals.



**Dr. Kathy Clark, Associate Dean, Arts and Sciences
Co-Chair, Quality Enhancement Plan**

This past year was the college's second year of full implementation of the Cornerstone Experience in which all first-time-in-college degree seeking students with less than 30 credit hours were required to enroll in the course. What an exciting year it has been as we continued to serve more than 4,000 students! Henry Ford once said, "Coming together is a beginning; keeping together is progress; working together is success." The collaboration between Student Engagement and Academic Affairs since the inception of the Cornerstone Course exemplifies how FSW faculty and staff have successfully worked together in helping students to achieve success. Data derived from the Cornerstone Experience assessments, retention, and student engagement confirms not only the successful collaboration of Student Engagement and Academic Affairs, but more importantly increased student success in many areas of college life. I appreciate the dedicated faculty and staff who continually strive to help students succeed.



Whitney Rhyne, Director, First Year Experience

The Cornerstone Experience course and First Year Experience program continue to enhance student expectations and shape the campus culture at Florida SouthWestern State College. I am privileged to teach the class along with a phenomenal team of faculty who care deeply about their students' personal well-being and academic success. The programs and support provided to first-year students at FSW are remarkable, receiving national recognition and praise from Dr. John N. Gardner, Senior Fellow of the National Resource Center for The First-Year Experience and Students in Transition and President of the John N. Gardner Institute.

Through participation in the Cornerstone Experience course, students enhance their critical thinking skills, gaining a better perspective of their strengths in relations to their anticipated career and field of study. Students comment on feeling prepared and organized to succeed in college, developing academic competencies, learning to utilize campus resources, overcoming social anxiety, making friends, and more. Student Sarah Bestrom writes "Cornerstone is one of my favorite classes I have ever had. The class kept me on my toes and never disappointed me. My writing has improved with all the journals, and my knowledge of the campus is greater now because of Cornerstone. Thanks to my professor for being an excellent mentor this semester, I am forever grateful." I am proud to be part of an institution that continually innovates to provide engaging and enriching academic and co-curricular experiences that support students to achieve their goals.

Academic Year 2015 –2016 marked the fourth year of full implementation of the QEP. During this year, all first-time in college, degree-seeking students were required to enroll in the Cornerstone Experience course (SLS 1515).

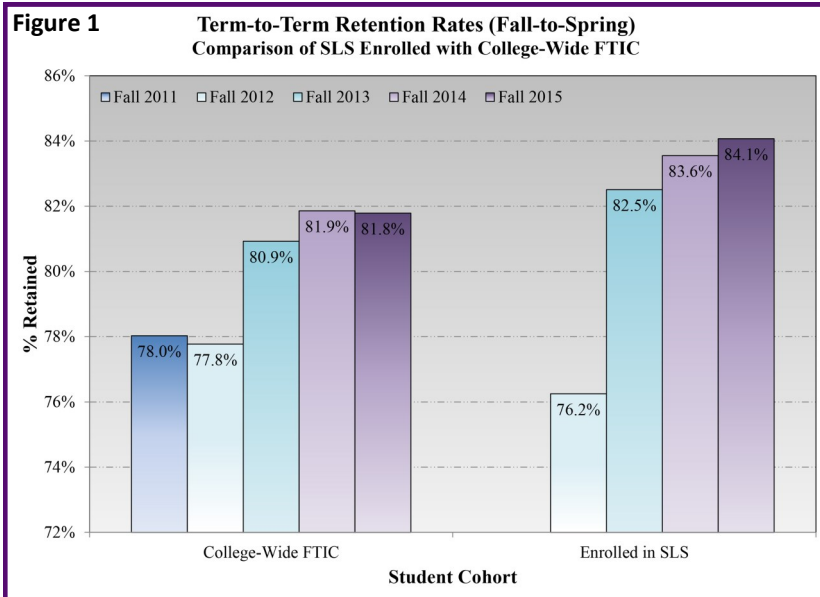
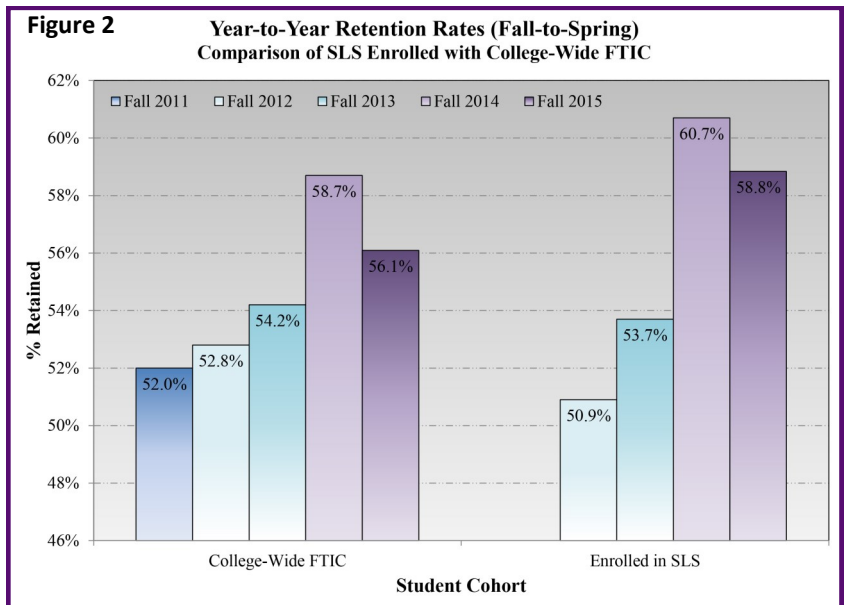


Figure 1 shows the term-to-term retention rates of First-Time-In-College (FTIC)* students college-wide at FSW compared with those students who completed SLS 1515 Cornerstone Experience for Fall 2012, Fall 2013, Fall 2014, and Fall 2015. Note that for Fall 2012, SLS 1515 enrollment included only those students that tested into two or more developmental courses, while Fall 2013 SLS 1515 enrollment included only those students that tested into any developmental course, and Fall 2014 SLS 1515 enrollment included all FTIC* students.

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

Figure 2 shows the year-to-year retention rates of First-Time-In-College (FTIC)* students college-wide at FSW compared with those students who completed SLS 1515 Cornerstone Experience for Fall 2012, Fall 2013, Fall 2014, and Fall 2015. Note that for Fall 2012, SLS 1515 enrollment included only those students that tested into two or more developmental courses, while Fall 2013 SLS 1515 enrollment included only those students that tested into any developmental course, and Fall 2014 SLS 1515 enrollment included all FTIC* students.

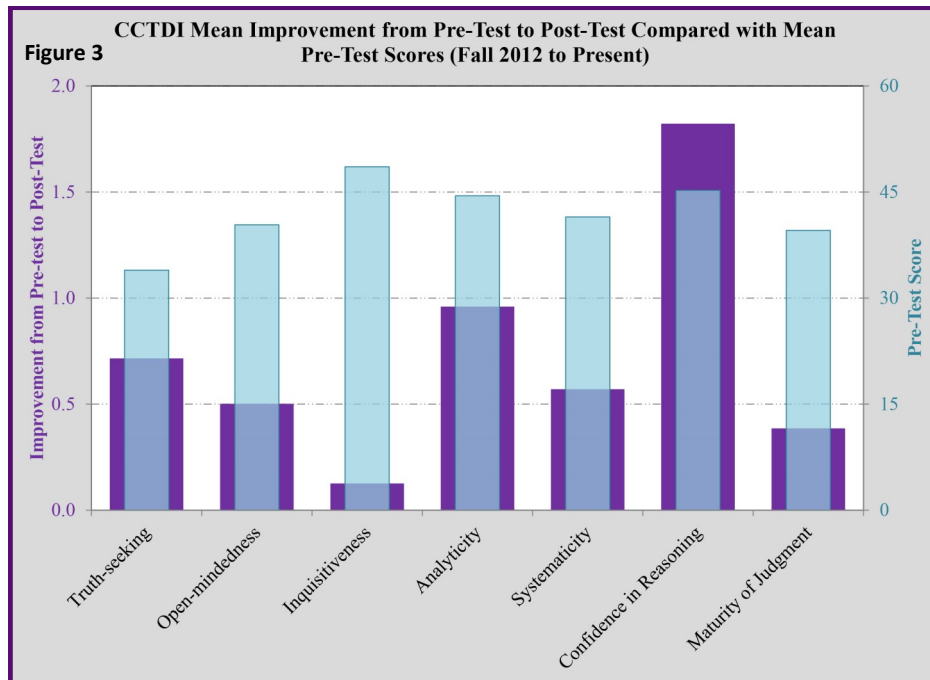
*Degree-seeking student (primary degree in AS or AA, not baccalaureate) who has not previously attended college and who is not transferring credit from another higher education institution.



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

The dual self-assessment approach of the CCTDI in conjunction with the CRI serves to provide the same measure of critical thinking through somewhat different frameworks. The nature of both the CCTDI and CRI are self-reporting-style assessments, but the structure and objectives of each are significantly different as to potentially elicit varying responses among test takers. The CRI provides information on the attitudes and nature of students, areas of strengths and weaknesses that can be used for targeting learning strategies. The results of the spring 2016 CRI shown here indicate both the success of the SLS 1515 Cornerstone Experience course as well as the precision of the CRI as a means to measure that success.

Each semester, a sample of Cornerstone students take the California Critical Thinking Disposition Inventory (CCTDI) as a Pre-Test and Post-Test. Figure 3 below shows a comparison of the time-averaged mean improvement from pre-to-post test (purple) with the time-averaged mean scores from the pre-test (teal). The highest pre-test scoring attribute, Inquisitiveness, also exhibits the smallest improvement from pre-to-post test. By comparison, the second highest pre-test attribute, Confidence in Reasoning, exhibits the largest improvement. Truth-seeking, a learning dimension which has been the focus of FSW programs throughout the QEP, exhibits the third highest improvement and was the lowest in pre-test mean score.



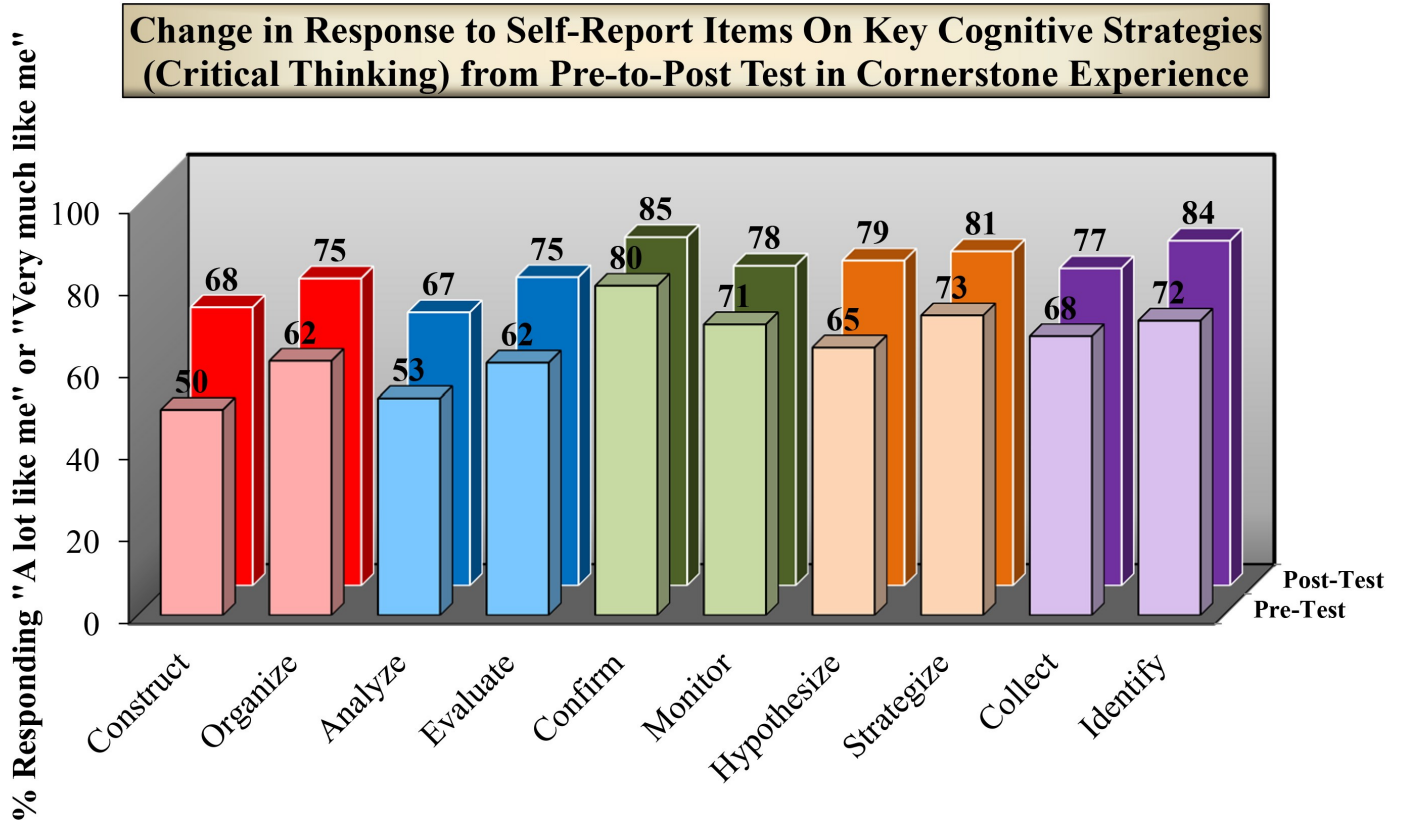
Critical Thinking Initiatives

- Beginning in AY 2014-2015 and continuing into the present, the college offers a “Critical Thinking in Careers” lecture series for students across all campuses. The series features faculty, administrators, staff, and community leaders who give a 45-minute talk discussing a critical topic or concern from their area of academic interest. Students are then given the opportunity to ask questions and interact with the topic experts.
- Beginning in AY 2014-2015 and continuing into the present, library faculty have continued to offer “Truth-seeking” workshops for students. Information from the workshops includes learning how to evaluate information, credibility of websites, and searching for information on the Internet.
- The summer 2016 Cornerstone Institute’s theme was “General Education” and featured workshops from national expert, Dr. Harrison Kleiner from Utah State University as well as community leader, Don Abbott, and FSW faculty.
- One faculty member attended the International Conference on Critical Thinking in summer 2016 and has committed to leading trainings in AY 2016-2017.
- In department meetings, faculty review the results for each critical thinking domain and discuss ways to model and support the development of critical thinking dispositions in the SLS 1515 course.

Since fall 2015, Cornerstone students have taken the Conley Readiness Index (CRI) in a pre-test and post-test format as a secondary means of measuring critical thinking skills maturation through course completion. One particular subset of achievement measures is that of the Key Cognitive Strategies highlighted in this figure. All ten strategies exhibit moderate to substantial improvement from pre-test to post-test. A description of each strategy is listed below:

- Construct** - to create work products that are supported by evidence, well organized, and developed
- Organize** - to arrange your ideas and information before creating a project, paper, or presentation
- Analyze** - to examine information by thinking about the facts it is based on
- Evaluate** - to group information and connect ideas and evidence in making conclusions
- Confirm** - to do a final check of all your work
- Monitor** - to pay attention to the accuracy and quality of all your work
- Hypothesize** - to pose possible solutions that can be researched
- Strategize** - to consider different ways to solve a problem
- Collect** - to gather information from many sources
- Identify** - to find information and resources needed to solve a problem

Figure 4



Data Source: Spring 2016 CRI Results, Office of Academic Assessment

Students demonstrate achievement of Critical Thinking skills through journal entries and a final essay scored with a faculty-designed Critical Thinking rubric. The goal is that students who complete the course will achieve a score of 3 (accomplished) or higher on all relevant aspects of the rubric. Figures 5 and 6 below display overall mean scores (on a four-point scale) for each rubric domain by semester.

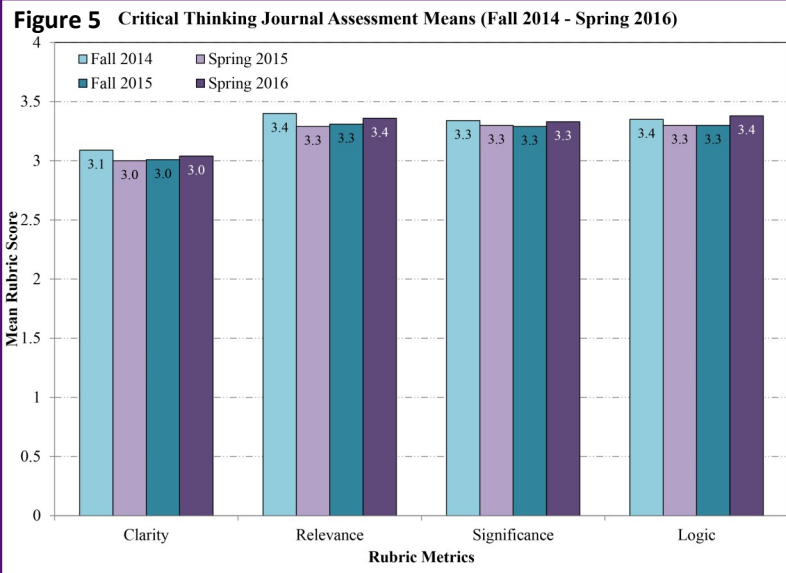
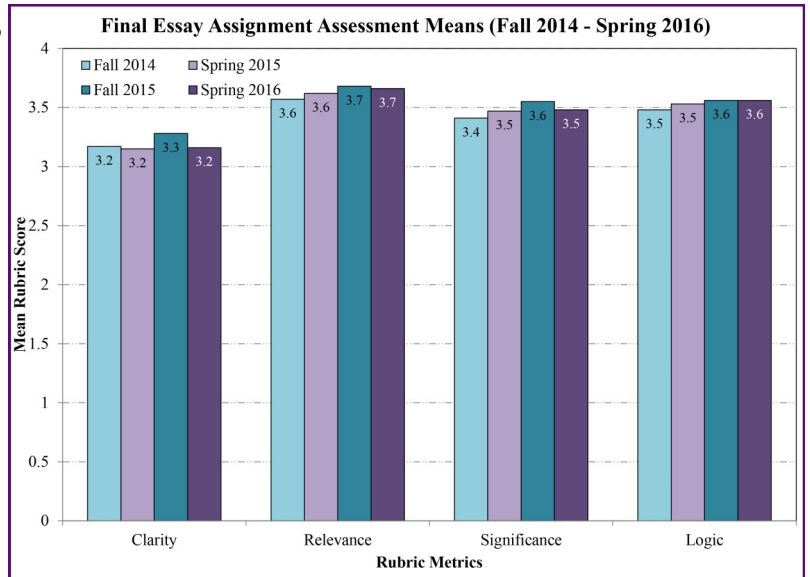


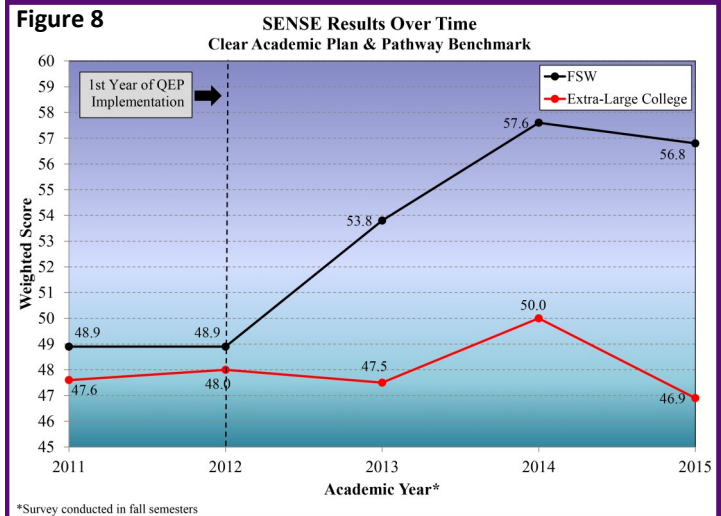
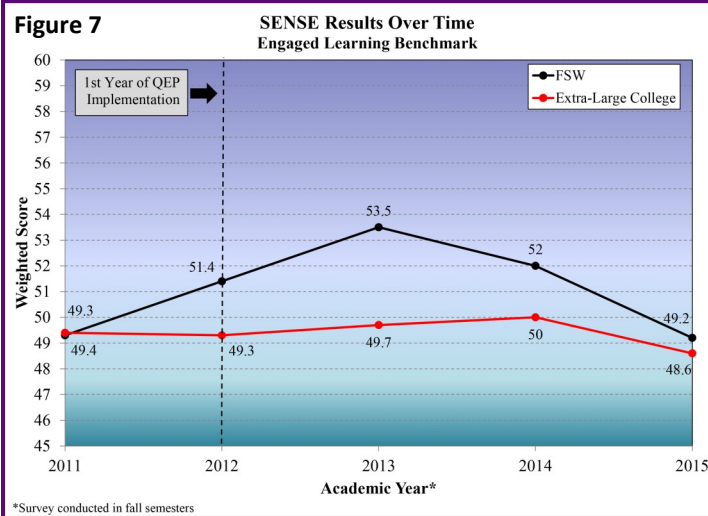
Figure 6



Writing Support Initiatives

- SLS faculty continue to provide writing feedback and encourage students to have their written work reviewed by instructional assistants to receive feedback on clarity and use of Standard English.
- “Academic Journaling 101” workshops were offered by the Academic Support Centers (ASC) on all campuses. The ASC continues to offer MLA and APA sessions to support success in all writing intensive courses. Additionally, they offer a workshop entitled “Understanding Plagiarism.”
- Based on faculty submissions and review, anchor papers were established to align with critical thinking domains. The anchor papers with annotations were made available to faculty in fall 2014.
- In June 2016, the SLS faculty met for a “Curriculum Refresh” session. The faculty reviewed course learning outcomes, and discussed revising the journal topics to better align with course outcomes. The revised journal prompts will be implemented in spring 2017.

Through administration of the SENSE survey, FSW collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year. Figure 7 shows an elevated engaged learning metrics score since the implementation of the college's QEP in Fall, 2012, and Figure 8 shows a sharp and steady increase in students having a clear academic plan or pathway since QEP implementation.



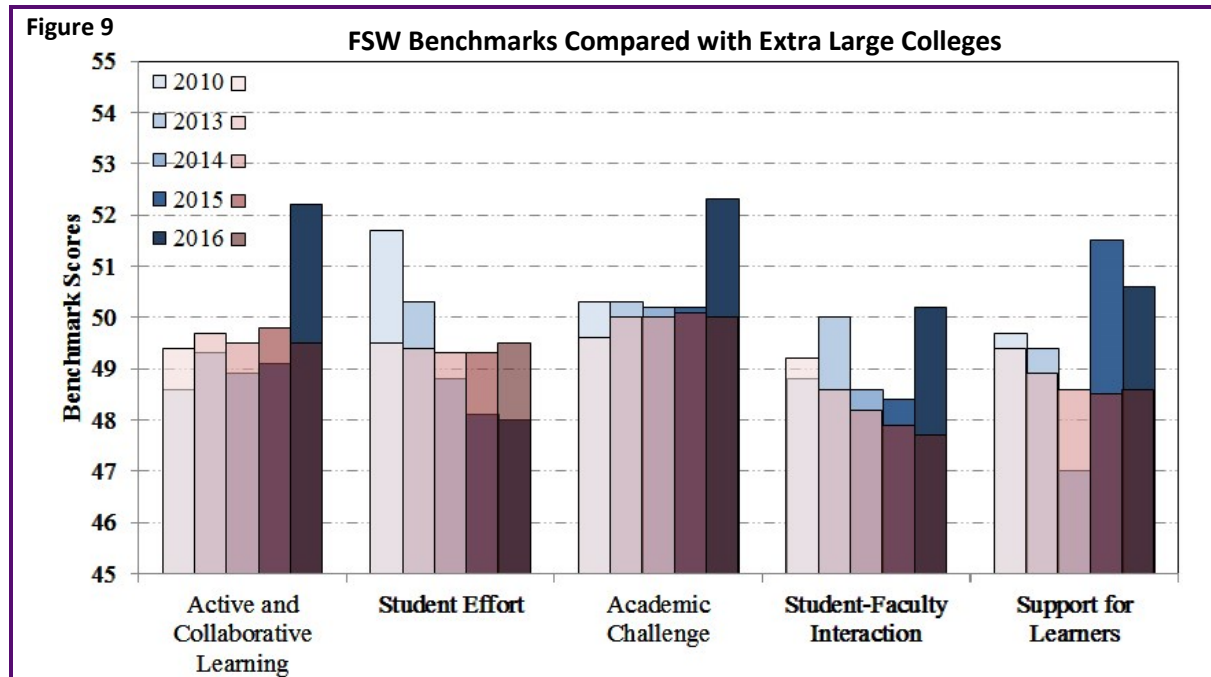
Technology Initiatives

- Peer Architects continue to receive technology training to be able to support SLS 1515 students.
- During AY 15-16, FYE facilitated 268 technology workshops college-wide. 102 in the fall, 96 in the spring, 70 in the summer. Workshops titles include Intro to Portal, Intro to Canvas, Learn about FSW's academic technology, Using the Cloud, Tech Tools, Tech Tools for Collaboration, Google Docs, Google Drive, Microsoft PowerPoint, Prezi, Emaze, PowToons, Weebly Website Development, and Grammarly.

Engagement Initiatives

- Beginning with the fall 2015 registration cycle and continuing throughout AY 2015-2016, the Enrollment Management Team combined the academic advising process for new incoming freshmen into New Student Orientation sessions.
- During the AY 2015-2016, the Enrollment Management Team reviewed various tools to integrate career advising into the advising process. As a result, the Career Coach assessment/advising tool will be implemented in AY 2016-2017.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Marketing Subcommittee began sending a periodic "Did You Know?" newsletter with the most relevant SENSE or CCSSE result and related suggestions for improving student engagement.
- Beginning fall 2014 and continuing in AY 2015-2016, the QEP Assessment Subcommittee in collaboration with the QEP Professional Development Subcommittee offered a TLC Workshop on "Best Practices" as related to SENSE and CCSSE benchmarks.

Through administration of the CCSSE survey, FSW collects and analyzes data on student engagement and academic challenge in the earliest weeks of college. These data can inform decisions on improving institutional practices that affect student success in the first college year. Figure 9 shows FSW performance in CCSSE benchmarks over time (blue) juxtaposed with comparative extra-large colleges (red) over that same time frame. Before QEP implementation (2010), FSW scored below comparative extra-large colleges in two of five benchmarks. Since QEP implementation, FSW has consistently scored higher than comparative colleges in all five benchmarks.



Jane Charles, Faculty Librarian

Each semester I work with scores of students enrolled in FSW's first-year experience course, who enter the Rush Library with the sole purpose of quickly finding a librarian with whom they can chat and then snap a photo for their GPS assignment. While some students vociferously express irritation at being "forced" to complete the course, let alone the assignment, many of these same students return to the library later in their first semester, seeking assistance with their research projects. They knew to do this, and felt confident doing so, after they learned that librarians are neither A) scary nor B) unfriendly, and C) can teach them how to effectively and ethically conduct and write up scholarly research. All this unfolded because they had to complete a GPS assignment, and either met with an individual librarian or attended one of the

FSW Libraries' Introduction to Libraries or Truth-Seeking Workshops. By the end of the semester, students return to the library to excitedly report having earned an A on their first research paper, or to share their relief and gratitude for "being forced" to learn about library resources and services, for they did feel kind of lost at the beginning of the semester, and did need support. What does this tell me? Students ultimately need an anchor, which they create for themselves by completing SLS 1515. Some of these students even return for Yoga in the Library, for which they can earn credit for their GPS assignment as well. The bottom line? Students are benefiting from, and learning a lot in the process of stepping outside of their Cornerstone classroom to explore college life and academic success services, which is a main goal of the course. That tells me it's working, and I'm proud to play a role in the program's success.

Peer Architects are student leaders who help students with their transition to Florida SouthWestern State College. Each Peer Architect will act as a mentor for first-year students. Peer Architects are assigned to a specific section of the Cornerstone Experience Class (SLS 1515), have office hours in the First Year Experience (FYE) office, and put on workshops throughout the semester specifically geared toward enhancing a first year student's overall experience.



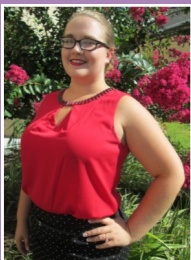
Dominique Watson, Peer Architect, Charlotte Campus

I chose to become a Peer Architect because I love to help people and make their experience as a first-year student as comfortable and enjoyable as possible. With the interpersonal relationship skills, creative thinking skills, critical thinking skills and problem-solving skills I have developed, I know I will be very successful the future.



Marianna Avila, Peer Architect, Collier Campus

What I have enjoyed most about being a Peer Architect is interacting with so many different people on a daily basis and making connections. Aside from that, it's an awesome feeling and rewarding experience assisting students on setting goals, and then seeing their excitement when they achieve them.



Elizabeth Urbanowski, Peer Architect, Hendry/Glades Center

By serving as a Peer Architect I have gained more confidence in myself and my public speaking abilities, and I feel more comfortable talking to new people. Being a Peer Architect has made me stronger as a person, and this will make me more comfortable as I move further into the world of Business. What I have enjoyed most about being a Peer Architect are the relationships that I have developed with the students, faculty and staff. It is a family feel that I enjoy being a part of.



Junior Pierre-Louis, Peer Architect, Thomas Edison Campus

As a new student, at first I was unaware of all the opportunities offered on campus until I learned of the First Year Experience Department. I chose to become a Peer Architect because I wanted to pursue an opportunity in which I could not only serve and help others exceed to their maximum ability, but also have the ability to grow and educate myself.

The 2016 Cornerstone Summer Training Institute was a success. There were 111 faculty and staff members who participated in one or more of the workshops. Keynote speaker, Utah State University Professor, Dr. Harrison Kleiner, presented *Critical Thinking in General Education*. Entrepreneur and motivational speaker Don Abbott presented *Understanding the First Year Student*.

Highlights from the Summer Training Institute are featured below.



Dr. Harrison Kleiner



Don Abbott



George Harvey, Cornerstone Experience Professor

Students enter college prepared to learn and succeed. The most rewarding aspect of teaching Cornerstone is helping students achieve their goals. My approach is inclusive with a focus on all students succeeding academically while learning interpersonal skills. The presentation of the lessons creates opportunities for students to gain needed academic and interpersonal skills instrumental in career success. Students often identify time management, interacting with their students, group presentations, group communication, and an exciting curriculum as strengths of the Cornerstone program. The results are successful completion of the Cornerstone experience and a continuation of their academic journey.



Dr. Mary Myers, First Year Experience Professor

College is a time of exploration. Students have the opportunity to engage with new people, new ideas, and have new experiences. It is a time to develop one's thinking and to obtain skills that will lead to a productive and meaningful life. SLS1515 provides a solid support system to students as they begin this journey. Students engage with the college and all of its resources from the first day through guided activity, thought-provoking discussions, and academic and peer support. SLS1515 is the heart of FSW's "Dedicate to Graduate" philosophy because of the tremendous college-wide support it provides. It is truly gratifying to watch students gain confidence and achieve academic and social success because of this class.

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

Thanks to all those who served as a member of a QEP committee during the 2015-2016 academic year!

Purple denotes faculty members

White denotes staff and administration

QEP Implementation Team 2015-2016			
Committee Member	Title	Department	Campus
Dr. Eileen DeLuca, Chair	Associate Vice President	Academic Affairs	Region
Dr. Kathy Clark	Associate Dean	Academic Success	Region
Dr. Tom Rath	Associate Dean	School of Business & Technology	Region
Whitney Rhyne	Director	First Year Experience	Region
Dr. Christy Gilfert	Campus Dean	Student Affairs and Academic Services	Charlotte
Andrae Jones	Director	Academic Advising, Career and Transfer Services	Region
Gail Murphy	Campus Dean	Student Affairs and Academic Services	Collier
Dr. Laura Antczak	Assistant Vice President	Enrollment Management	Region
Christina Seado Vazquez	Assistant Director	Hendry/Glades Center	Hendry/Glades
Linda Johnsen	Assistant Director	Student Life and Orientation	Collier
Ashley Sunyong	Student Success Advisor	Academic Advising, Career and	Collier
Kristi Rickman	Associate Dean	Student Life and Orientation	Region



Dr. Brian Botts, Principal, FSW Collegiate High School-Lee

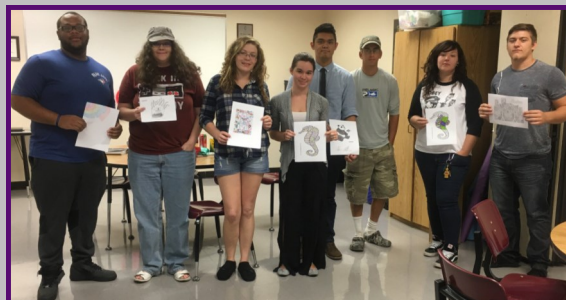
Teaching the Cornerstone class at FSW is a great way to build mutually beneficial relationships between students, staff, and the college as a whole. For the first time this past semester, dual enrolled students participated in the course and the experience was invaluable for them and the professors involved. By explicitly talking about the challenges students face, resources the college offers, helping students learn how to be a resource to and for each other, and just being authentic with students, the entire community of learners benefits. Knowing that we play a role in helping move students through the most significant academic transition of their young lives is a privilege!

Subcommittee: QEP Assessment 2015-2016

Committee Member	Title	Department	Campus
Dr. Eileen DeLuca, co-Chair	Associate Vice President	Academic Affairs	Region
Scott Vanselow, co-Chair	Professor	Academic Success	Lee
Dr. Joseph van Gaalen	Director, Academic Assessment	Academic Affairs	Region
Allison Studer	Assessment Analyst	Academic Affairs	Lee
Susan Marcy	Director	Office of the General Counsel	Region
Jeff Gibbs	Director	Academic Affairs	Hendry/Glades
Megan Just	Sr. Assessment Analyst	School of Education	Lee
Sabine Maetzke	Professor	Psychology	Lee
Abby Willcox	Director	Research, Technology, Accountability	Region

Subcommittee: FYE Programming 2015-2016

Committee Member	Title	Department	Campus
Whitney Rhyne (co-chair)	Director	First Year Experience	Region
Dr. Mary Schultz (co-chair)	Professor	Academic Success	Lee
Angie Hartsell	Director	Adaptive Services	Region
Alexis Augustenborg	Academic Advisor	Academic Advising, Career and Transfer Services	Lee
Amy English	Instructional Assistant	Academic Support	Hendry/Glades
Cal Majure	Coordinator	Student Life and Orientation	Lee
Cindy Campbell	Learning Resources Faculty	Library	Lee
Kristi Rickman	Associate Dean	Student Life and Orientation	Lee
Lynn Gledhill	Academic Advisor	Academic Advising, Career and Transfer Services	Lee
Monica Moore	Director	Academic Support	Region



Susan Marcy, Director, Risk and Council

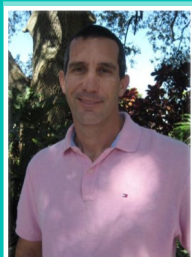
Witnessing the changes effectuated by FSW's QEP as a member of the Assessment Subcommittee has been a deeply satisfying experience. From the subcommittee's early days of assessing our own assessment tools, reviewing course outcomes, conducting student focus groups and evaluating feedback, to more recently evaluating and making recommendations based upon the return data, the subcommittee has been committed to student success through engagement. The collaboration and hard work from countless members of the college community and across all disciplines substantiates the philosophy behind the proverb "It takes a village to raise a child." For the last five years, the members of the QEP community have worked diligently to build that village and now both the students and the College community are realizing the returns of that dedicated work.

Subcommittee: QEP Marketing 2015-2016

Committee Member	Title	Department	Campus
Whitney Rhyne, Chair	Director	First Year Experience	Region
Andrae Jones	Director	Academic Advising, Career and Transfer Services	Region
Dr. Christy Gilfert	Campus Dean	Student Affairs and Academic Services	Charlotte
Dr. Kathy Clark	Associate Dean	Academic Success	Region
Kristi Rickman	Associate Dean	Student Life and Orientation	Lee
Kristin Corkhill	Director	Dual Enrollment	Region
Myra Walters	Professor	Speech	Lee
Rachel Malone	Coordinator	Dual Enrollment	Lee
Dr. Thomas Rath	Associate Dean	School of Business and Technology	Region
Val Miller	Coordinator	Office of the General Counsel	Lee
William Gillespie	Adjunct Professor	Academic Success	Collier

Subcommittee: Training and Development 2015-2016

Committee Member	Title	Department	Campus
Dr. Rebecca Gubitti, Chair	Professor	Mathematics	Lee
Myra Walters	Professor	Speech and Communications	Lee
Angela Hartsell	Director	Adaptive Services	Region
David Hoffman	Professor	Business and Technology	Lee
Barbara Miley	Coordinator	Accountability	Lee
Cindy Campbell	Professor	Library	Lee
Dr. Kathy Clark	Associate Dean	Academic Success	Region
Heather Olson	Professor	Academic Success	Lee
Mary Robertson	Professor	Education	Lee
Susan Potts	Professor	Advising, Career and Transfer Services	Lee
Dr. Sandi Towers	Adjunct Professor	Academic Success	Lee
Dr. Melissa Rizzuto	Director	Faculty Training and Development	Region
Erin Hailstone	Coordinator	Faculty Training and Development	Region



Scott Vanselow, Cornerstone Experience Professor

I chose to teach SLS 1515 because I believe in its mission. I think it is a vitally important course and it has the most potential to influence student success. I also chose to teach SLS 1515 to join a great department with outstanding faculty and administration.

Subcommittee: Orientation, Registration, Advising 2015-2016

Committee Member	Title	Department	Campus
Dr. Christy Gilfert, Chair	Campus Dean	Student Affairs and Academic Services	Charlotte
Dr. Laura Antczak	Assistant Vice President	Enrollment and Student Success	Region
Dr. Eileen DeLuca	Associate Vice President	Academic Affairs	Region
Andrae Jones	Associate Director	Academic Advising, Career and Transfer Services	Region
Dr. Kathy Clark	Associate Dean	Academic Success	Region
Kelli Campbell	Associate Director	Admissions	Lee
Garnett Salmon	Registrar	Registrar's Office	Region
Gail Murphy	Campus Dean	Student Affairs and Academic Services	Collier
Cal Majure	Director	Student Life and Orientation	Region
Susan Hoeben	Associate Director	Academic Advising, Career and Transfer Services	Region
Denise Swafford	Director	Testing	Region
Linda Johnsen	Coordinator	Student Life and Orientation	Collier

Subcommittee: Early Alert 2015-2016

Committee Member	Title	Department	Campus
Susan Potts, Chair	Assistant Director	Academic Advising, Career and Transfer Services	Lee
Dr. Ann Wilson	Advisor	Academic Advising, Career and Transfer Services	Lee
Andrae Jones	Director	Academic Advising, Career and Transfer Services	Lee
Dr. Laura Antczak	Assistant Vice President	Enrollment Management	Region
Dr. Christy Gilfert	Campus Dean	Student Affairs and Academic Success	Charlotte
Cindy Enslin	Professor	Speech	Lee
Gail Murphy	Campus Dean	Student Affairs and Academic Success	Collier
Kim Turano	Online Support Specialist	FSW Online	Lee
Kristin Corkhill	Director	Dual Enrollment	Lee
Linda Freeman	Counselor	Student Services	Region
Christina Seado Vasquez	Assistant Director	Hendry/Glades Center	Hendry/Glades
Monica Moore	Director	Academic Support	Lee
Ashley Sunyog	Assistant Director	Academic Advising, Career and Transfer Services	Collier
Taylor Hase	Advisor	Academic Advising, Career and Transfer Services	Collier
Angela Hartsell	Director	Adaptive Services	Region



Wanda Day, Cornerstone Experience Professor

It has been my pleasure to teach the Cornerstone Experience course to FSW students for the last three years. This First-Year Experience course has quickly turned into my favorite course to instruct. Each semester we raise the rigor, and each semester our students rise to the challenge. It is rewarding to see my students transforming from unsure, timid, brand-new students into these confident, bold, highly-competent scholars. From practicing creative and critical thinking skills, to encouraging campus involvement, to helping our students appreciate the diversity we encounter in society, the value of the experiences our students are able to encounter in this course cannot be overestimated.

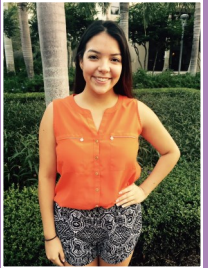
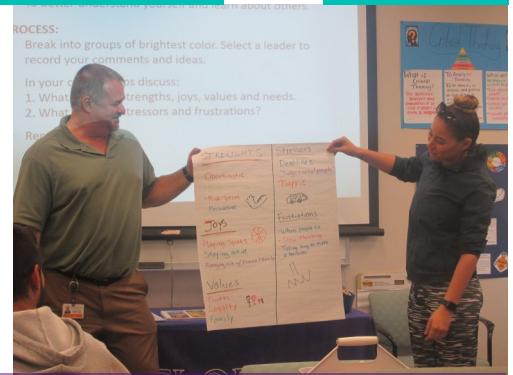
Subcommittee: QEP Advisory 2015-2016

Committee Member	Title	Department	Campus
Dr. Kathy Clark, co-Chair	Associate Dean	Academic Success	Region
Dr. Eileen DeLuca, co-Chair	Associate Vice President	Academic Affairs	Region
Dr. Denis Wright	Provost/VPAA	Academic Affairs	Region
Dr. Tom Rath	Associate Dean	Business and Technology	Region
Dr. Martin Tawil	Professor	Academic Success	Lee
Dr. Rebecca Gubitti	Professor	Mathematics	Lee
Cindy Campbell	Professor	Library	Lee
Gail Murphy	Campus Dean	Student Affairs and Academic Services	Collier
Dr. Laura Antczak	Assistant Vice President	Enrollment and Student Success	Lee
Whitney Rhyne	Director	First Year Experience	Region
Heather Olson	Professor	Academic Success	Lee
Dr. Christy Gilfert	Dean	Students Affairs and Academic Services	Charlotte
Myra Walters	Professor	Speech and Communications	Lee
Scott Vanselow	Professor	Computer Science	Lee
Dr. Melissa Rizzuto	Director	Faculty Development and Training	Region
Dr. Joseph van Gaalen	Director, Academic Assessment	Academic Affairs	Region
Susan Potts	Assistant Director	Academic Advising, Career and Transfer Services	Lee
Michael Chiacchierro	Professor	Mathematics	Collier
Andrae Jones	Director	Academic Advising, Career and Transfer Services	Region
Wanda Day	Professor	Academic Success	Charlotte
Dr. Kelly Newhouse	Professor	Academic Success	Collier
David Hoffman	Professor	Business and Technology	Region
Dr. Mary Ellen Schultz	Professor	Academic Success	Lee
Amanda Lehrian	Professor	English	Hendry/Glades
George Manacheril	Professor	Science	Charlotte
Sandra Seifert	Professor	Mathematics	Hendry/Glades
Dr. Marie Collins	Dean	Health Professions	Region
Dr. Duke Dipofi	Professor	French	Lee
Dr. Amy Trogan	Professor	English	Lee
Tina Ottman	Professor	Science	Collier



Sara Dustin, English Professor

Cornerstone Experience is an enriching experience for all first year students. The class provides students with numerous opportunities to engage with campus activities and to practical critical thinking in all facets of their lives. We have so many wonderful resources on this campus, and this course allows students to understand how to utilize these resources as they become more cognizant of their own learning styles. This course actively promotes student success strategies and active learning in the classroom as students participate through lectures, workshops, field trips, and presentations.



Veronica Aguilera

As a high school honors student, I believed that I was prepared for college and did not think the Cornerstone Experience class would be necessary. I soon began to realize I did not have all the tools I thought I had. The Cornerstone Experience class has been there for me as a motivator to push me forward and help me move toward success. The course has taught me how important it is to apply critical thinking skills to my academics and eventually in my career. Applying critical thinking to my academics has helped me develop better study skills, interpret information adequately, and process knowledge in a deep and relevant way. From learning how to write a proper essay to attending financial literacy workshops, the Cornerstone Experience class has helped me grow academically and personally.



Jimmy Bellman

Collaborating with others, utilizing campus resources, and meeting people from diverse backgrounds and perspectives were the key takeaways from my time in the Cornerstone Experience class. Learning to appreciate diversity has helped me grow, and I have met many new people from different cultures which helped me develop a better sense of the world.



Cassidy Molinaro

The Cornerstone Experience class helped me find ways to reach my college goals and plan future goals outside of college. I found many of the lessons we learned were practical for both college and life in general. The lessons that stuck with me the most were on time management, financial literacy, and critical thinking. All will be beneficial to me throughout my life. Overall, the Cornerstone Experience class has definitely helped me as a freshman college student and taught me plenty of ways to be successful both inside and outside of college. I will be able to take the skills I learned from this class and use them to help me succeed throughout my life.



Richard Brown

The Cornerstone Experience has helped me improve in all facets of my life. I found that Cornerstone helped expand my knowledge with which learning style is the most efficient for me, as well as why my personality type is important to keep in mind while seeking a career. The Cornerstone Experience also helped me find the different college resources and explained how they could be helpful. Some of the best professors on campus instruct the Cornerstone Experience. This class has made my experience at FSW the best I have ever had at any other school. I am a proud student of FSW.

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



- Make the QEP/FYE Program a **standing item on department meeting agendas.** Invite FYE/Academic Success faculty and staff to lead presentations at department meetings.
- Consider **teaching the SLS 1515 course or volunteering** to lead a presentation in one or more SLS 1515 sections.
- **Give ideas to the QEP Implementation Team** on how this course can better support your department or program. All FTIC degree-seeking students are required to complete the course.
- **Review the SENSE Survey** and the Benchmarks for Effective Practice with Entering Students. Visit <http://www.ccsse.org/sense/aboutsurvey/>
- **Review Florida SouthWestern State College’s SENSE and CCSSE Results** from 2015-2016. Visit http://www.fsw.edu/rta/reports/sense_ccsse

Florida SouthWestern State College, an equal access institution, prohibits discrimination in its employment, programs and activities based on race, sex, gender, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran's status. The College is an equal access/equal opportunity institution. Questions pertaining to educational equity, equal access, or equal opportunity should be addressed to Title IX Coordinator/Equity Officer, 8099 College Parkway, Fort Myers, Florida 33919, equity@fsw.edu, 239.489.9051 or to the Assistant Secretary for Civil Rights, United States Department of Education.

