

Cornerstone Experience

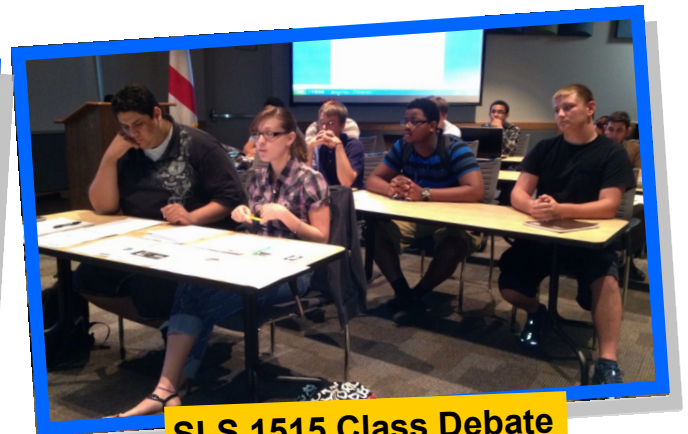
BUILDING THE FOUNDATION FOR SUCCESS

Quality Enhancement Plan

Implementation Year 1: 2012-2013
Annual Review Summary



FYE Technology Tuesday Workshop



SLS 1515 Class Debate



Cornerstone Challenge Event



**FYE Service Saturday
Harry Chapin Food Bank**



SLS 1515 Cornerstone Experience

- 58 sections of SLS 1515 were offered college-wide
- 1,115 students were served through the course
- 19 faculty taught the course representing the following areas: Business, Criminal Justice, Economics, Sociology, Academic Success, Library Services, Enrollment Management, and Developmental Studies
- Students testing into 2 or more developmental courses were required to take SLS 1515 Cornerstone Experience course

The First Year Experience Office

- 20 Peer Architects served as student leaders and gained leadership experience while serving as peer mentors
- 9 Service Saturdays were held giving students the opportunity to serve the community while representing Edison State College
- Over 1,000 volunteer hours were served supporting the following community organizations: Habitat for Humanity, the Imaginarium, Harry Chapin Food Bank, Lee Co. Heart Walk, and the SWFL Reading Festival
- Over 2,000 sign-ins for FYE workshops



Training, Development, and Service

- 383 faculty/staff have completed a QEP training module
- 111 faculty/staff have completed all ten modules
- 87 staff have completed the five staff modules
- Over 100 faculty and staff attended the Cornerstone Summer Training Institute
- 66 faculty, staff, and administrators served on QEP Committees

QEP Timeline

Beginning Fall 2014, all first time in college (FTIC) degree-seeking students will be required to take and successfully complete SLS 1515 Cornerstone Experience.



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

The Quality Enhancement Plan and Student Success

Why do some students succeed and some students fail? The often spoken answer is that some students were just not adequately prepared academically for the challenges of college. My thirty-plus years of experience in higher education as faculty member and administrator suggests that this is only part of the answer. The real secret to success often lies in understanding the “college game” and learning how to handle a less structured environment in which the “rules” are much different from what a student has experienced for their first twelve years of formal education. Edison State College’s QEP with its first-year seminar Cornerstone course (SLS 1515) seeks to assist students to learn more about the “college game,” themselves as learners, and begins to sharpen their educational and vocational goals. As someone who has established first-year seminar courses at other colleges, taught first-year seminar courses, and presented successful research findings at national conferences on student success from first-year seminar courses, I am very committed to this QEP and its positive impact on current and future Edison State College students. I will teach a section of SLS 1515 beginning in January. Join the ranks of faculty and staff who understand that increasing student success is all of our jobs.



Dr. Eileen DeLuca
Dean, College and Career Readiness
Co-Chair and Director, Quality Enhancement Plan

In Fall 2008, the faculty, staff and administrators of Edison State College began a self-study process that led to the development of a Quality Enhancement Plan focused on the first-year experience. With widespread involvement, we have since developed and implemented a first-year experience course and program which is research-based and aligned with our College’s mission. We have had many successes and accomplishments in the first year of implementation of SLS 1515 and FYE; some of them are highlighted in this booklet. We should all be proud of the work we have done to support the retention and success of first-year students.

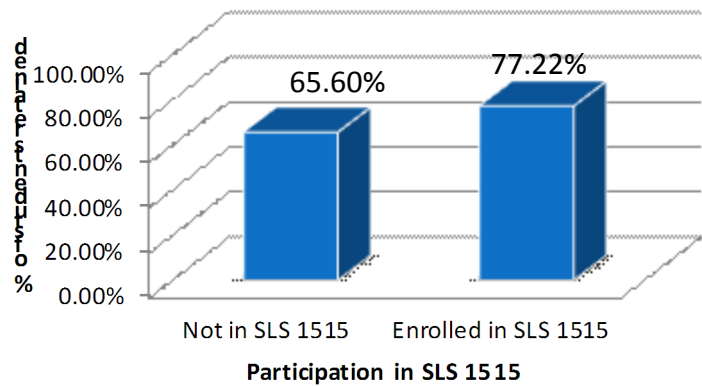


Dr. Kathy Clark
Professor, Economics
Co-Chair, Quality Enhancement Plan

Participating in the many phases of Edison State Colleges Quality Enhancement Plan (QEP) has been the most rewarding experience I have encountered in higher education. As a Cornerstone Experience faculty, it is exciting to see the initial positive results of the first full year of implementation of the QEP. Increased retention and student engagement are the results of many faculty and staff working together to enhance the students’ first-year experience. I encourage all faculty and staff to become involved in this exciting program!

First-year students testing into two or more developmental areas and enrolled in SLS 1515: Cornerstone Experience course were retained at a significantly higher rate, both in term-to-term and year-to-year retention, than those students testing into two or more developmental areas who did not take the course.

Term-to-Term Retention



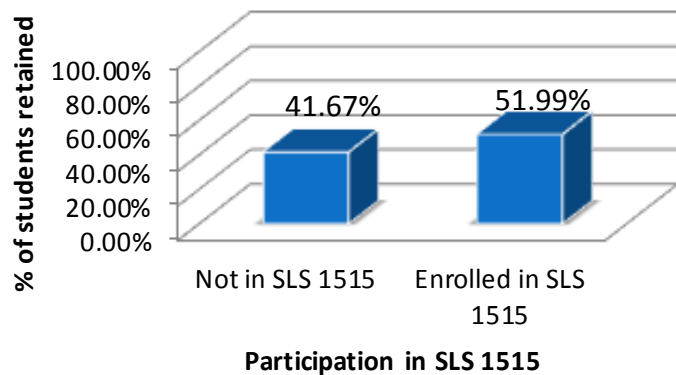
$$X^2 (1, N=633) = 8.715, p < 0.003$$



Dr. Kevin Coughlin

I find these retention results exciting. They provide clear evidence that SLS 1515 participation influences the likelihood that students persist in their pursuit of educational goals. More importantly, we conducted the study in a manner that facilitates replication.

Year-to-Year Retention



$$X^2 (1, N=633) = 5.005, p = 0.0253$$

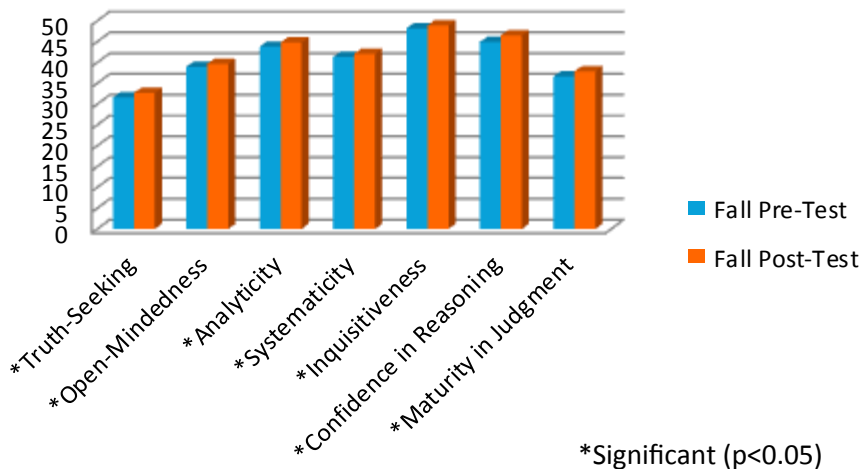
Retention Initiatives

- An Early Alert Committee including faculty and staff was established to provide college-wide support for students.
- During the Cornerstone Summer Training Institute, Harlan Cohen led a workshop entitled, “Supporting the First-Year Student: People, Places, Patience.”
- Every semester since the initial implementation of SLS 1515 courses, the overall mean score for the “Faculty-Student Interactions” items have exceeded the comparative mean for four-year institutions. SLS 1515 faculty continue to disseminate ideas for supporting students by leading Cornerstone Trainings.

Students demonstrate development of a critical thinking mindset through a pre- and post- assessment of the California Critical Thinking Disposition Inventory (CCTDI). The goal is that students who complete the course will have significant improvement in the following Critical Thinking dispositions: Truth-Seeking, Open-Mindedness, Analyticity, Systematicity, Inquisitiveness, Confidence in Judgment, and Maturity in Judgment.

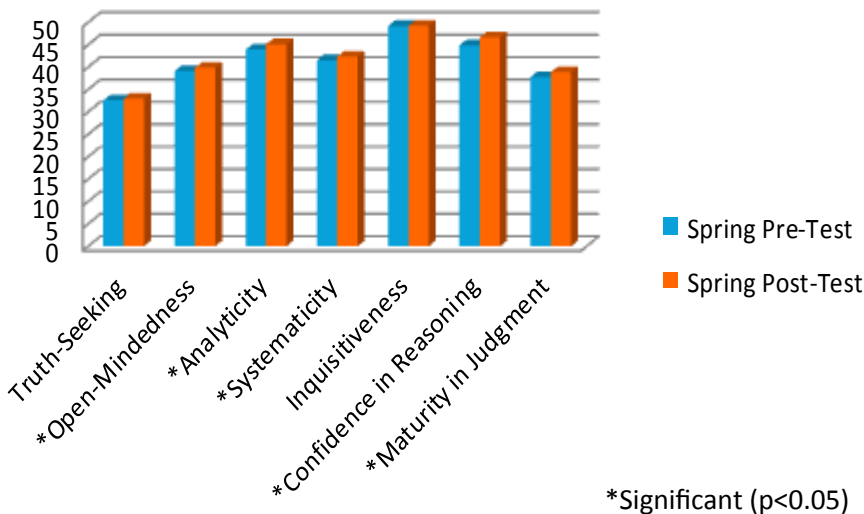
Fall CCTDI Overall Means Scale Scores by Attribute (AY 2012-2013)

Possible Scale Scores range from a low of 10 to a high of 60



Spring CCTDI Overall Means Scale Scores by Attribute (AY 2012-2013)

Possible Scale Scores range from a low of 10 to a high of 60

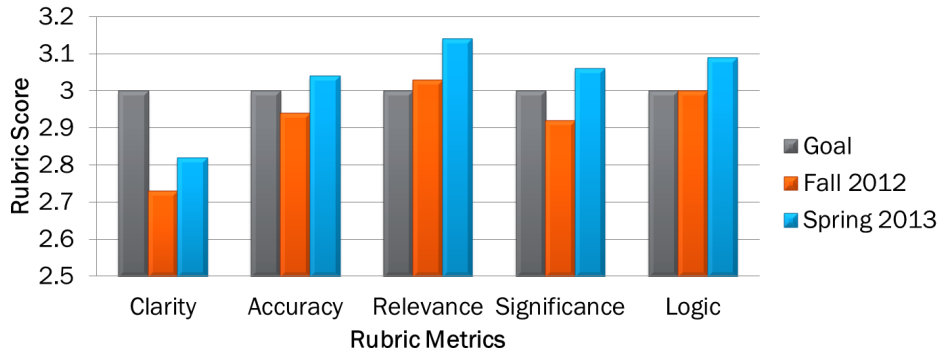


Critical Thinking Initiatives

- During the Cornerstone Summer Training Institute, Dr. Sandra McGuire led a workshop entitled, "Developing First-Year Students' Critical Thinking Skills: Metacognition is the Key!"
- Professor Cindy Campbell, Dr. Catherine Wilkins, and Dr. Philip Wiseley attended the 33rd International Conference on Critical and Educational Reform this summer and will host a series of Critical Thinking trainings in the Teaching and Learning Center in Fall 2013.
- Through the Community of Practice, SLS 1515 faculty continually discuss ways to model and engender critical thinking.
- QEP Leadership is conducting a qualitative study related to the attribute of "Truth-Seeking." The Division of Libraries and the Division of College and Career Readiness are developing a training for faculty regarding engendering Truth-Seeking behaviors in students.

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 3 (accomplished) or higher on all relevant aspects of the rubric. The charts below display overall mean scores (on a four-point scale) for each rubric domain by semester.

Critical Thinking Journal Assessment Results



The stated goals for Accuracy, Relevance, Significance, and Logic were met.

The number of students receiving a “3” or better for Clarity fell short of the stated goal with Clarity being the dimension with the lowest of the overall means.



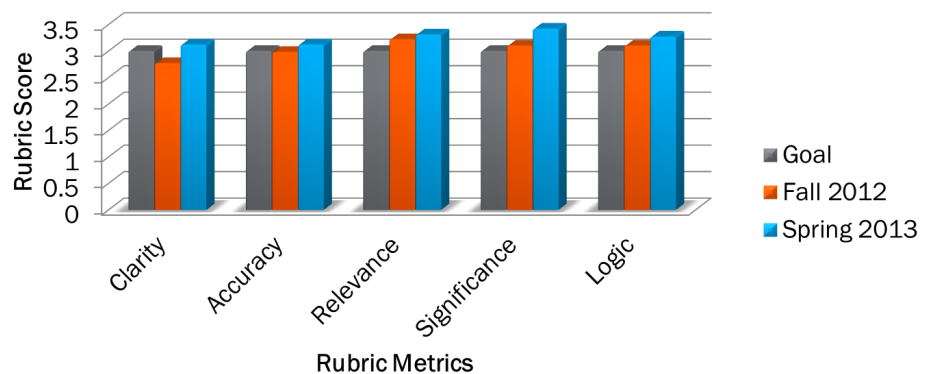
Writing Support Initiatives

- SLS 1515 faculty regularly engage in rubric norming sessions to practice scoring journal entries and final essays to ensure consistency in scoring and alignment between the assignment directions and the scoring criteria.
- The use of Canvas has allowed each of the journal entries to be scored on an individual rubric providing students immediate feedback on use of critical thinking as well as grammar and mechanics.
- Faculty continue to provide writing feedback and encourage students to have writing reviewed by instructional assistants to receive feedback on use of Standard English and clarity.

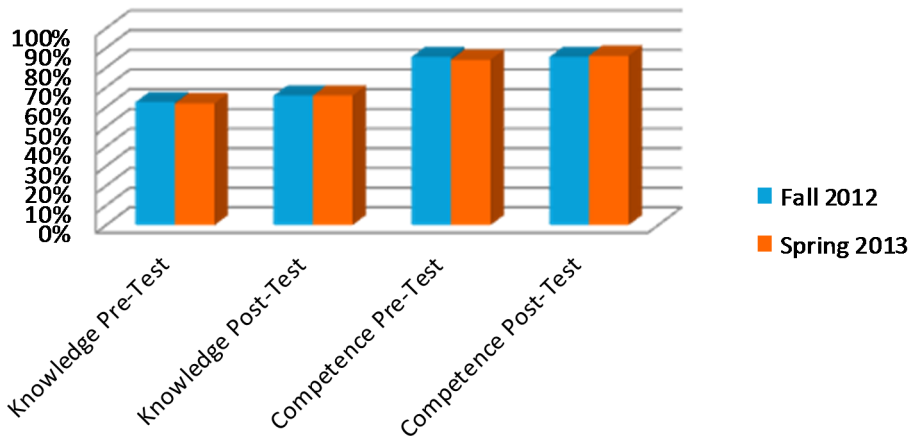
The stated goal for Clarity, Accuracy, Relevance, Significance, and Logic were met.

The number of students receiving a “3” or higher for Clarity fell short of the stated goal in Fall 2012, but the goal was met the following semester.

Final Essay Assignment Assessment Results



SmarterMeasure Technology Pre & Post Test Results



A paired means T-test identified a significant difference (at the alpha = .05 level) between pre-test and post-test scores during the Fall 2012 term. For the Spring 2013 term, the results of this same analysis revealed a significant difference between pre-test and post-test sessions in both technology knowledge and technology competency. In all three cases, the post-test scores were significantly higher than the pre-test scores.

Technology Initiatives

- Peer Architects were provided technology training prior to the spring 2013 semester so that they could offer additional support to SLS 1515 students.
- All campuses and centers have implemented technology workshops and walk-in technology tutoring geared towards first-year students.
- The Edison GPS Assignment and Success Strategies Group projects were revised to include a multi-media component so that all SLS 1515 students will learn to utilize academic technology.

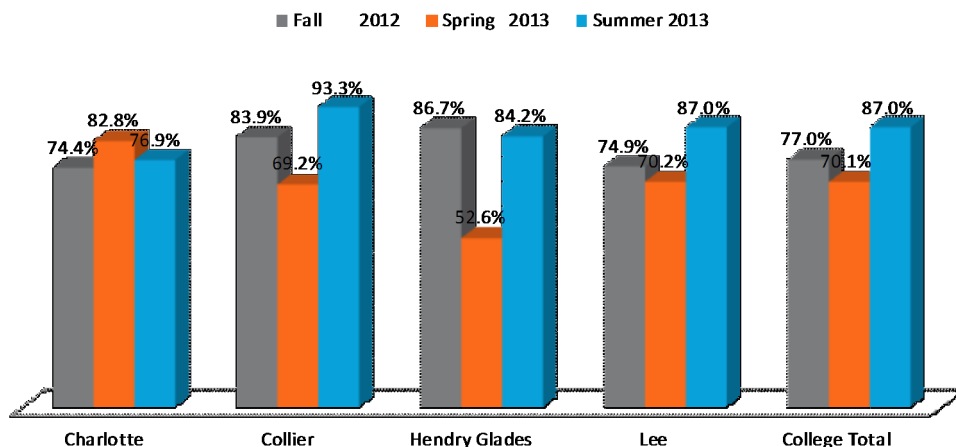


Robert "Dobin" Anderson

Having our SLS 1515 students use Canvas gives them a chance to learn how modern technology can be leveraged to enhance their learning skills. It introduces them to a state-of-the-art learning management system that can help them communicate effectively using technology, track their academic progress, and develop electronic portfolios.

SLS 1515 Course Success Rates for Fall 2012 & Spring 2013

*success defined as those students earning a "C" or better





Peer Architects are student leaders who help students with their transition to Edison 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 towards enhancing a first year student's overall experience.

Peer Architects receive student leader training and have the opportunity to serve their fellow students in and out of the class environment. Peer Architects receive 360 degree feedback from their supervisor, professor, and fellow Peer Architects. Peer Architects are expected and encouraged to develop new skills and realize personal gains through this position. Noted gains are listed to the left.

Areas of noted personal gain by Peer Architects	% of Peer Architects who realized a gain in the stated area
Interpersonal communication skills	95.24%
A better understanding of a diverse perspective	76.19%
Knowledge of campus resources	76.19%
Speaking / presentation skills	71.43%
Organizational skills	66.67%
Time Management	66.67%
Technology skills	61.90%
Written communication skills	38.10%



The best college and career choice I have made is taking on this job.

Kevin Vicens

The Cornerstone Experience course and the First Year Experience office encourages students to participate in a wide range of campus activities. Each month, the FYE office tracks student engagement with various departments across campus and rewards the most involved class with the Cornerstone Award and a pizza party.

During Spring 2013, campus engagement steadily increased each month throughout the semester. In January, students spent an average of 2.054 hours per student engaged on campus. This increased to 4.392 hours in February, and increased again to 6.137 in March.



Whitney Rhyne

I think a student's first semester experience has the ability to set the tone and trajectory for

that student's involvement, engagement, and academic success. It's been very exciting to work with and develop first-year experience programming and the Peer Architect peer mentoring program.

These initiatives provide valuable support to our first-year students and I am proud of the work that all New Student Programs staff members do every day at each of Edison's service locations.

SLS 1515 Student Involvement						
Lab/Activity	January, 2013 (N=180)		February, 2013 (N=180)		March, 2013 (N=192)	
	Minutes	Hours	Minutes	Hours	Minutes	Hours
Prep Math	5582	93.03	8614	143.57	32744	545.73
Prep English	8659	144.32	18664	311.07	14933	248.88
Writing Center	2778	46.30	2105	35.08	1735	28.92
Math Center	0	0.00	672	11.20	219	3.65
Tutoring	775	12.92	730	12.17	2473	41.22
Other Labs	60	1.00	132	2.20	194	3.23
Computer Use	1101	18.35	1999	33.32	3006	50.10
Career Services	151	2.52	265	4.42	283	4.72
Other Sessions	184	3.07	1091	18.18	1407	23.45
FYE Consultation	909	15.15	2240	37.33	2477	41.28
FYE Workshops	1980	33.00	10917	181.95	11226	187.10
Total	22179	369.65	47429	790.48	70697	1178.28
Average Involvement hours per student	2.054		4.392		6.137	

The CornerSTONE Involvement Award Winners

January



Professor Rhyne's Class with Peer Architect Rachel Gorski

February



Professor Miller's Class with Peer Architect Jessica Sanchez

March

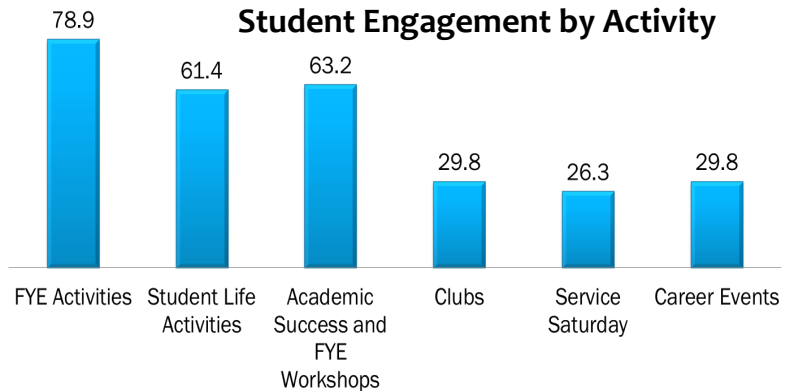


Dr. Tawil's Class with Peer Architect Cynthia Gingras



% of students reporting involvement as a result of SLS

Student Engagement by Activity



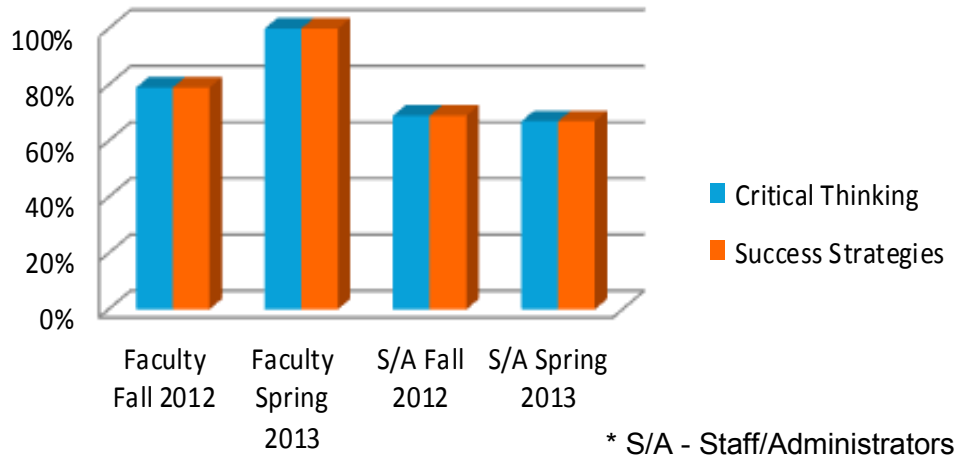
As a result of completing Cornerstone Training modules, faculty and staff apply strategies that promote Critical Thinking and success strategies among first-year students.

Highlights from Summer Training Institute, 2013



Professional Development Survey Results

% of Respondents Applying Strategies



Dr. Thomas Rath: Acting Dean, School of Arts, Humanities and Social Sciences



It is one thing to plan for and create a Quality Enhancement Plan; it is another to put it into action. The expertise, knowledge, and dynamism of the Cornerstone Experience Training facilitators helps bring the QEP from a world of goals and aspirations to that of actual practice. I have gained as much professional development from these trainings in the last few years than I have in the past 15. I highly encourage any and all Edison faculty and staff to complete the trainings.

Dr. Ann Eastman: Professor, Speech (Lee Campus)

I spend so much time caught up in my discipline and planning what I want to cover that I sometimes forget to consider what my students bring to the classroom in terms of their backgrounds, their prior knowledge and their life experiences. The Cornerstone Modules reminded me to stop more often and assess where students are right at that moment. Questions such as: “Do you know what this term means?”, “Is this what you need for me to cover?”, “Was that demonstration helpful?” and “What can I do next time?” let students know that their voices count.



Christina M. Seado Vasquez: Campus Coordinator, Student Services (Collier Campus)



Being a newer employee, participating in Cornerstone Modules has given me the opportunity to learn more about how Edison State College is taking the necessary steps to help our first-year students take on the demands of college life. Although I am not a faculty member, I have learned how to teach students important lessons from a perspective that will easily be understood and will allow me to get the message across as clearly as possible.

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 2012-2013 academic year!

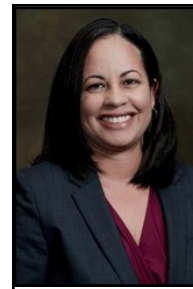
Color Key
Tan denotes faculty members
White denotes staff and administration

QEP Implementation Team 2012-2013		
Committee Member	Department	Campus
Dr. Eileen DeLuca, Chair	College and Career Readiness	Region
Dr. Kathy Clark	Economics	Collier
Dr. Christine Davis	Student Affairs	Region
Duke Dipofi	Academic Affairs	Hendry/Glades Center
Dr. Erin Harrel	Academic Affairs	Lee
Cindy Lewis	Enrollment Management	Collier
Dr. Tom Rath	School of Arts & Sciences	Charlotte
Whitney Rhyne	New Student Programs	Lee
Dr. Martin Tawil	FYE/SLS	Lee
Dr. Denis Wright	Academic Affairs	Region
Kristen Zimmerman	Enrollment Management	Lee

Subcommittee: QEP Advisory 2012-2013		
Committee Member	Department	Campus
Dr. Kathy Clark	Social Sciences	Collier
Dr. Eileen DeLuca	College and Career Readiness	Region
Dr. Tom Rath	Arts and Sciences	Region
Louisa Bobadilla	Enrollment Management	Charlotte
Cindy Campbell	Learning Resources	Lee
Michel Chiacchierro	Mathematics	Collier
Kevin Coughlin	Academic Affairs	Region
Denton DiPofi	Academic Affairs	Hendry/Glades Center
Dr. Christy Gilfert	Enrollment Management	Charlotte
Brooke Goehring	Student Affairs	Hendry/Glades Center
Dr. Rebecca Gubitti	Developmental Studies, Math	Lee
George Manacheril	Science	Charlotte
Rudy Moreira	Professional Development	Lee
Whitney Rhyne	New Student Programs	Lee
Dr. Martin Tawil	FYE/SLS	Lee
Scott VanSelow	Computer Science	Lee
Myra Walters	Speech and Communications	Lee
Dr. William Wilcox	Biology	Charlotte
Kristen Zimmerman	Enrollment Management	Lee

Subcommittee: Orientation, Registration, Advising 2012-2013

Committee Member	Department
Dr. Christine Davis, Chair	Student Affairs
Mary Sue Chupak	Student Affairs
Dr. Eileen DeLuca	College and Career Readiness
Jeanette Fritz	Student Affairs
Brooke Goehring	Student Affairs
Susan Hoeben	Student Affairs
Linda Johnsen	New Student Programs
Cindy Lewis	Enrollment Management
Crystal Maldonado	Student Affairs
Amber McCown	Student Recruitment
Dr. Tom Rath	Arts and Sciences
Whitney Rhyne	New Student Programs
Denise Swafford	Testing Service
Dr. Martin Tawil	FYE/SLS
Milana Williams	Research, Technology, Accountability
Kristen Zimmerman	Enrollment Management

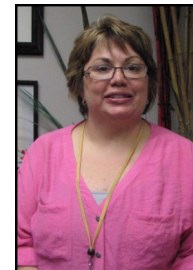


Dr. Christine Davis

The Department of New Student Programs at ESC challenges and supports first-year students in their academic pursuits. In doing so, we pay special attention to both inside and outside classroom experiences and how these experiences are related. Beginning with new student orientation and prior to enrollment, we aim to create an environment that is conducive to student persistence.

Subcommittee: QEP Assessment 2012-2013

Committee Member	Department
Dr. Eileen DeLuca, Co-Chair	College and Career Readiness
Dr. Kevin Coughlin, Co-Chair	Academic Affairs
Susan Marcy	Office of the General Counsel
Monica Moore	Academic Support Programs
Crystal Revak	Academic Affairs
Dr. Amy Trogan	English
Scott Van Selow	Computer Science
Abby Willcox	Research, Technology, Accountability



Dr. Amy Trogan

Due to its strong leadership, serving on the QEP Assessment Committee is a rewarding experience. It is encouraging to see evidence that the First-Year Cornerstone Experience is making a positive impact on student retention and success.

Subcommittee: Cornerstone Curriculum 2012-2013

Committee Member	Department
Dr. Martin Tawil, Chair	FYE/SLS
Dr. Eileen DeLuca	Career and College Readiness
Cindy Ewald	FYE/SLS
Karen Maguire	Developmental Studies, Reading
Jamie Marecz	Developmental Studies, Math
Freida Miller	FYE/SLS
Karen Miller	Advising
Tom Mohundro	Developmental Studies, English
Robert Olancin	Developmental Studies, EAP
Elaine Schaeffer	School of Education
Dr. Caroline Seefchak	Developmental Studies, English



Dr. Martin Tawil

Overall, this course gives students the foundation needed during their first semester to be more successful in college. Your SLS 1515 professor and Edison State College can help guide you to a better future!

Subcommittee: QEP Marketing 2012-2013

Committee Member	Department
Whitney Rhyne, Chair	New Student Programs
Catherine Bergerson	Enrollment Management
Dr. Kathy Clark	Economics
Dr. Christy Gilfert	Student Affairs
Brooke Goehring	Student Services
David Hoffman	Business
Linda Johnsen	New Student Programs
Amber McCown	Student Recruitment
Dr. Thomas Rath	School of Arts & Science
Rita Rubin	Academic Advising
Myra Walters	Speech



Myra Walters

The SLS 1515 Cornerstone Experience course is important for all students because they not only learn about skills that they need to acquire to be successful in the college environment but they develop skills that they need to be successful throughout life.

Subcommittee: Early Alert 2012-2013

Committee Member	Department
Whitney Rhyne, Chair	New Student Programs
Helen Algernon	New Student Programs
Laura Alvarez	Student Support Services
Sarah Corcoran	Registration
Kristin Corkhill	Dual Enrollment
Cindy Enslin	Speech
Nicole Fisher	Residence Life
Linda Freeman	Student Services
Dr. Christy Gilfert	Student Affairs
Lynn Gledhill	Financial Aid
Brooke Goehring	Student Services
Susan Hoeben	Academic Advising
Linda Johnsen	New Student Programs
Melanie LeMaster	Developmental Studies, Reading
Cal Majure	Financial Aid
Karen Miller	Academic Advising
Monica Moore	Academic Support Programs
Susan Potts	Academic Advising
Candace Rosene	Developmental Studies, Math
Rita Rubin	Academic Advising
Christina Seado Vasquez	Student Services
Frances O. Thomas	New Student Programs
Kim Turano	Edison Online
Catherine Vache	Developmental Studies, Math



Dr. Christy Gilfert

Students are more likely to be successful if they are actively engaged both academically and socially with College faculty, staff and students. SLS1515 provides an excellent opportunity for students to make meaningful connections with faculty members and Peer Architects. It also helps students connect with College resources and staff members who have the knowledge and skills to help students achieve their goals.

Subcommittee: FYE Programming 2012-2013

Committee Member	Department
Whitney Rhyne, Chair	New Student Programs
Helen Algernon	New Student Programs
Cindy Campbell	Library
Nicole Fisher	Residence Life
Dr. Christy Gilfert	Student Affairs
Brooke Goehring	Student Services
Dr. Rebecca Gubitti	Developmental Studies, Math
Angela Hodge	Student Life
Megan Jensen	Financial Aid
Linda Johnsen	New Student Programs
Dr. Kevin Kennedy	Career Services
Cal Majure	Financial Aid
Tara Marion	Student Life
Dr. Thomas Rath	School of Arts & Science
Dr. Martin Tawil	FYE/SLS
Fran Thomas	New Student Programs



Brooke Goehring

I can't begin to fully describe the importance of providing support to first-year students in a few sentences. The students we serve, especially in LaBelle, are many times at risk in terms of their success in college before they even make it to our doors. Through programming and support services, we can help ensure the success of students and provide a warm and welcoming place to encourage learning.

Subcommittee: Training and Development 2012-2013

Committee Member	Campus
Dr. Rebecca Gubitti, Chair	Lee
Sallie Arndt	Hendry/Glades Center
Kathy Clark	Collier
Dr. Eileen DeLuca	Region
Janice Esdale	Charlotte
Dr. Christy Gilfert	Charlotte
David Hoffman	Lee
Lana Hoffman	Lee
Kevin Kennedy	Lee
Amanda Lehrian	Hendry/Glades Center
Rudy Moreira	Region
Whitney Rhyne	Lee
Gary Rodgers	Lee
Joycellen Rollins	Lee
Scott Van Selow	Lee
Myra Walters	Lee
Cathy Vache	Lee



Dr. Rebecca Gubitti

One of the most unique features of our QEP is the commitment to training faculty and staff. Our goal is for 100% of faculty and staff to complete training that makes them better equipped to develop Critical Thinking skills and promote success strategies among students. The implementation of the trainings has provided a venue for many of our talented faculty and staff to shine as they lead workshops and share best practices.

Join a **QEP subcommittee and/or encourage faculty in your department to join**. Visit <http://www.edison.edu/fye/qep.php> 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 training to share what they have learned at department meetings. See current offerings; **additional trainings will be offered soon**.

<https://www.edison.edu/tlc/workshop>

Encourage students to **participate in FYE programming and activities**. Visit <http://www.edison.edu/fye/workshops.php>

Connect with us online!

Visit the **FYE Web page** <http://www.edison.edu/fye> and encourage students to sign-up to participate in the social media.



Edison FYE



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 the QEP Implementation Team ideas on how this course can better support your department or program. Upon full implementation, all FTIC degree-seeking students will be required to complete the course.

Review the SENSE/CCSSE Survey and the Benchmarks for Effective Practice with Entering Students <http://www.ccsse.org/sense/aboutsurvey/> and view Edison's SENSE/CCSSE results at http://www.edison.edu/rta/reports/sense_ccsse.

