

Revised Cornerstone Course Curriculum Pilot Survey



1. Rate how well you think the common assignments in the cornerstone course aligned with one or more of the QEP student learning outcome(s). (Please review the student learning outcomes above before answering this question).

	Extremely Well Aligned	Well Aligned	Moderately Aligned	Slightly Aligned	Not Aligned at All	Rating Average	Response Count
Critical Thinking Journal	38.5% (5)	38.5% (5)	23.1% (3)	0.0% (0)	0.0% (0)	4.15	13
Passport Assignment	23.1% (3)	23.1% (3)	30.8% (4)	23.1% (3)	0.0% (0)	3.46	13
Final Essay Assignment	46.2% (6)	30.8% (4)	15.4% (2)	7.7% (1)	0.0% (0)	4.15	13
Final Group Presentation	53.8% (7)	23.1% (3)	15.4% (2)	7.7% (1)	0.0% (0)	4.23	13
					Additional Comments		5
					answered question		13
					skipped question		0

2. What changes would you make to the nine student learning outcomes for this course? Are there any that you would omit or combine with others? You may choose to answer this question by using the word "none" if you do not wish to make any changes.

	Response Count
	13
answered question	13
skipped question	0

3. Rate how well you think the common course rubrics assessed the critical thinking and communication student learning outcomes for the course.

	Extremely Well	Very Well	Moderately Well	Slightly Well	Not Well at All	Rating Average	Response Count
Critical Thinking Rubric	7.7% (1)	53.8% (7)	30.8% (4)	7.7% (1)	0.0% (0)	3.62	13
Final Group Project	16.7% (2)	50.0% (6)	25.0% (3)	0.0% (0)	8.3% (1)	3.67	12
					Additional Comments		2
					answered question		13
					skipped question		0

4. How resourceful were the following tools in assisting you to provide instruction in the class

	Extremely Resourceful	Very Resourceful	Moderately Resourceful	Somewhat Resourceful	Not at all Resourceful	Rating Average
SMARTERMEASURE	16.7% (2)	41.7% (5)	8.3% (1)	16.7% (2)	16.7% (2)	3.25
TypeFocus	10.0% (1)	40.0% (4)	30.0% (3)	20.0% (2)	0.0% (0)	3.40
					Additional Comments	
					answered question	
					skipped question	

5. Rate the quality of the required instructional materials used to promote the development of competencies in the nine student learning outcomes.



	Extremely Resourceful	Very Resourceful	Moderately Resourceful	Somewhat Resourceful	Not at all Resourceful	Rating Average
The adopted Cornerstone text by Marsha Fralich	23.1% (3)	30.8% (4)	38.5% (5)	7.7% (1)	0.0% (0)	3.69
Passport booklet packaged with text	15.4% (2)	7.7% (1)	15.4% (2)	15.4% (2)	46.2% (6)	2.31
The Aspiring Thinker's Guide to "Critical Thinking" by Richard Paul and Dr. Linda Elder	0.0% (0)	33.3% (4)	16.7% (2)	16.7% (2)	33.3% (4)	2.50

Additional Comments

answered question

skipped question

6. Were there any instructional materials that were required and not used at all or not used sufficiently for what the cost the students?




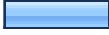

		Response Percent	Response Count
Yes		61.5%	8
No		38.5%	5

Additional Comments 8

answered question 13

skipped question 0

7. Rate the manageability of the number of common course assignments in the Cornerstone course.

		Response Percent	Response Count
Extremely manageable		7.7%	1
Very manageable		61.5%	8
Moderately Manageable		7.7%	1
Somewhat manageable		15.4%	2
Not at all manageable		7.7%	1
	Additional Comments		4
answered question			13
skipped question			0




8. Rate how well the common assignments supported the QEP student learning outcomes for which they are associated.

	Extremely Well	Well	Moderately Well	Not Well	Not at all	Rating Average	Response Count
Critical Thinking Journal	61.5% (8)	15.4% (2)	7.7% (1)	15.4% (2)	0.0% (0)	4.23	13
Passport Assignment	23.1% (3)	15.4% (2)	30.8% (4)	23.1% (3)	7.7% (1)	3.23	13
Final Essay	38.5% (5)	30.8% (4)	15.4% (2)	15.4% (2)	0.0% (0)	3.92	13
Final Group Project	46.2% (6)	23.1% (3)	23.1% (3)	7.7% (1)	0.0% (0)	4.08	13
					Additional Comments		3
answered question							13
skipped question							0




9. Describe any additional assignments (not common course assignments) that worked well in your class.

	Response Count
	9
answered question	9
skipped question	4

10. Rate the number of out-of-class requirements for the students.

		Response Percent	Response Count
Overwhelming		7.7%	1
Slightly too many		30.8%	4
Just right		61.5%	8
Too few		0.0%	0
	Comments		4
	answered question		13
	skipped question		0

11. After teaching this course, are you satisfied with the distribution of percentages for each assignment?

		Response Percent	Response Count
Extremely Satisfied		7.7%	1
Very Satisfied		61.5%	8
Moderately Satisfied		30.8%	4
Not Satisfied		0.0%	0
Extremely Dissatisfied		0.0%	0
	Additional Comments		3
	answered question		13
	skipped question		0

12. How would you change the common grading scale?

	Response Count
	8
answered question	8
skipped question	5

13. To what extent would you use the words below to describe the current curriculum of the Cornerstone course?

	Definitely	Probably	Maybe	Somewhat	Not at all	Rating Average	Response Count
Intellectually Engaging	38.5% (5)	23.1% (3)	15.4% (2)	23.1% (3)	0.0% (0)	3.77	13
Informative	69.2% (9)	30.8% (4)	0.0% (0)	0.0% (0)	0.0% (0)	4.69	13
Intellectually rigorous	15.4% (2)	38.5% (5)	30.8% (4)	7.7% (1)	7.7% (1)	3.46	13
Fun	7.7% (1)	53.8% (7)	0.0% (0)	23.1% (3)	15.4% (2)	3.15	13
Exciting	7.7% (1)	23.1% (3)	23.1% (3)	23.1% (3)	23.1% (3)	2.69	13
						Other	1
answered question							13
skipped question							0

14. To what extent SHOULD the words below be used to describe the curriculum of the Cornerstone course?

	Definitely	Probably	Maybe	Somewhat	Not at all	Rating Average	Response Count
Intellectually Engaging	76.9% (10)	7.7% (1)	15.4% (2)	0.0% (0)	0.0% (0)	4.62	13
Informative	100.0% (13)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	5.00	13
Intellectually Rigorous	15.4% (2)	30.8% (4)	23.1% (3)	7.7% (1)	23.1% (3)	3.08	13
Exciting	61.5% (8)	23.1% (3)	0.0% (0)	0.0% (0)	15.4% (2)	4.15	13
Fun	76.9% (10)	7.7% (1)	0.0% (0)	0.0% (0)	15.4% (2)	4.31	13

Other 2

answered question 13

skipped question 0

15. What challenges did you encounter while implementing the curriculum for the Cornerstone Experience?

Response Count

13

answered question 13

skipped question 0



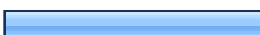

16. What do you consider to be the strengths of the Cornerstone curriculum?

	Response Count
	13
answered question	13
skipped question	0

17. What changes would you make to enhance the curriculum for the Cornerstone course?

	Response Count
	13
answered question	13
skipped question	0



18. How would you rate the future impact of having an assigned peer architect in your Cornerstone Experience course?

		Response Percent	Response Count
Extremely helpful		15.4%	2
Very helpful		30.8%	4
Moderately helpful		38.5%	5
Somewhat helpful		15.4%	2
Not helpful at all		0.0%	0
	Additional Comments		8
	answered question		13
	skipped question		0

19. What suggestions do you have for the classroom responsibilities for peer architects in the Cornerstone course?

	Response Count
	9
answered question	9
skipped question	4

20. Select one or more of the answers that describe(s) how you feel about your future involvement with the Cornerstone course.

		Response Percent	Response Count
I plan to teach this course again		92.3%	12
I do not plan to teach this course again		0.0%	0
I would like to participate in TLC activities to train other teachers how to teach the Cornerstone course		53.8%	7
I would like no further involvement as a teacher or in other activities associated with this course		0.0%	0
	Additional Comments		5
	answered question		13
	skipped question		0

21. Select the answer that best describes how often you would like to teach a section of the Cornerstone course.

		Response Percent	Response Count
Once a Year		30.8%	4
Once a Semester including summers		30.8%	4
Once a Semester excluding summers		7.7%	1
Only during summer sessions		0.0%	0
As often as my Dean will grant approval for me to teach this course		23.1%	3
My stint as a Cornerstone instructor is over!!		7.7%	1
	Additional Comments		4
answered question			13
skipped question			0

Page 2, Q1. Rate how well you think the common assignments in the cornerstone course aligned with one or more of the QEP student learning outcome(s). (Please review the student learning outcomes above before answering this question).

1	I think the assignments are geared in the right direction, but may need to be more fine-tuned to align more efficiently with the outcomes.	Apr 16, 2012 12:50 PM
2	I added specific activities to the Passport assignment so the students had to DO something at each location to better align that assignment to course outcomes.	Apr 16, 2012 7:59 AM
3	Passport assignment is well-aligned, but needs some modifications for different campuses and also some clarification on how best to use it .	Apr 15, 2012 3:15 PM
4	The Passport concept is great but the materials to support it used in the class need some major revisions to support all campuses. I also think that we should look at other strategies to engage students.	Apr 15, 2012 9:25 AM
5	Now that I have taught this course once, I will able to do a better job of developing, presenting, integrating, and grading these assignment.	Apr 14, 2012 10:02 AM

Page 2, Q2. What changes would you make to the nine student learning outcomes for this course? Are there any that you would omit or combine with others? You may choose to answer this question by using the word "none" if you do not wish to make any changes.

1	I think #4 could be deleted, because it appears to be addressed more specifically in #9. I also think #6 can be deleted because it is addressed in #5 when students need to reflect on the General Education Competencies (global socio-cultural responsibility).	Apr 16, 2012 12:50 PM
2	The methods for teaching the elements of critical thinking need to be addressed. I used "case studies" throughout the semester but discovered that students who could "quote the elements and segments" from the Critical Thinking handbook could NOT apply those skills while other students seemed to slowly grasp the concepts. I did notice a steady progression in thinking from other students in evaluating various sides of a problem and discussing it toward finding potential solutions during the "case study" activities.	Apr 16, 2012 7:59 AM
3	1. Eliminate number two. It is a part of number 1. 2. Eliminate number 4. 3. Eliminate number 7. That will happen if the develop number 8.	Apr 15, 2012 9:55 PM
4	Learning Outcomes 1 and 2 are similar enough to be combined. Outcomes 3 and 6 could be combined under diversity/self-awareness. Outcomes 8 and 9 could be combined. Outcome 5 could be eliminated.	Apr 15, 2012 4:08 PM
5	none	Apr 15, 2012 3:15 PM
6	Simplify them. Too many outcomes.	Apr 15, 2012 11:56 AM
7	I think the FYE course is a great opportunity to have students become acquainted with the concept of student learning outcomes. However I think that students are overwhelmed with the sheer number of student learning outcomes in this course. I would suggest that we have only one student learning outcome for each "corner" of the course making a total of four. I would also suggest that the language of the learning outcomes is revised to make sense for the students and not just for the SACS team and or faculty.	Apr 15, 2012 9:25 AM
8	I feel the CTTST test is needed, but I feel as an instructor I need to address the areas(inductive/deductive thinking,etc.) more thoroughly. Did any other instructor feel this way?	Apr 15, 2012 8:41 AM
9	This answer will depend on the academic preparedness of the students in the class. Some of my students were capable of doing college level work such as critical thinkiing and writing. Others had a difficult time just attending class and meeting assignment deadlines. Therefore, achieving all of these outcome is difficult, working toward them was my goal in some cases.	Apr 14, 2012 10:02 AM
10	none	Apr 13, 2012 1:02 PM
11	There are too many and become overwhelming for the beginning student. Perhaps a focus on CT and some success strategies would be more productive.	Apr 13, 2012 12:10 PM
12	None	Apr 13, 2012 9:40 AM
13	Too many learning outcomes. It is not possible to achieve all of this in one course. Suggest eliminating 2, 4, & 7. If you have too many goals or priorities, nothing is a goal or priority.	Apr 13, 2012 4:13 AM

Page 2, Q3. Rate how well you think the common course rubrics assessed the critical thinking and communication student learning outcomes for the course.

1	I had the students review the rubric with me at the beginning of the term and gave them many practice essays to learn how to score using a rubric. The vocabulary in the rubric was a challenge at the beginning, but as time progressed students could score and dialogue about rubrics and scoring.	Apr 15, 2012 8:41 AM
2	These assignments are both worthy goals. The rubrics will work well in assessing the student's attainment.	Apr 14, 2012 10:02 AM

Page 2, Q4. How resourceful were the following tools in assisting you to provide instruction in the classroom?

1	I didn't utilize Type Focus, but suspect that it would've been very resourceful. Instead of using Type Focus we actively explored the Myers-Briggs inventory by doing interactive activities during class. Next time, however, I plan to incorporate TypeFocus.	Apr 16, 2012 12:50 PM
2	I found several of the websites provided to students in the SmarterMeasure results informative. I liked the fact that students were directed to resources for further exploration. Rather than have these students reflect on these results in the critical thinking journal, I'd like to see them complete an activity that requires them to explore these resources and DEMONSTRATE they have done so. [My students were very confused what we asking of them in that early critical thinking journal entry and seemed at a loss on how to self-evaluate so early in this course.]	Apr 16, 2012 7:59 AM
3	The students only need one Myers-Briggs type assessment.	Apr 15, 2012 9:55 PM
4	I did have a few students who did not buy into the reason for taking these inventories, but those who did really benefited from these tools.	Apr 15, 2012 3:15 PM
5	I always integrated the results of the smartermeasure for my students throughout the course. The typefocus was not as helpful for my students. I could get by using the Myers-Briggs type indicator assessment that comes with the textbook.	Apr 15, 2012 9:25 AM

Page 3, Q5. Rate the quality of the required instructional materials used to promote the development of competencies in the nine student learning outcomes.

1	The Passport guide was focused on Lee campus. At our campus, students would have visited the same building and/or the same office/department around 18 times in order to complete their passports. I created brief assignments/activities for students to complete each time they visited a specific department, office, or resource on our campus. Students did say that it helped them learn about our campus. I like the idea of students earning points toward drawings for prizes by completing the passport booklet, though. I think it would help motivate students to fully participate in this course.	Apr 16, 2012 8:07 AM
2	It would not let me click on the circles. Textbook would be Very Resourceful, Passport - not at all resourceful, "Critical Thinking" - somewhat resourceful. The students liked the text. I would like to see the book in thinner paper and even leave all of the chapters. The students do not need the "Critical Thinking" guide. It would be nice for the faculty for a resource. The Passport booklet should also be eliminated.	Apr 15, 2012 10:02 PM
3	Passport needs some modifications and then would be more useful. Students did not refer to the Aspiring Thinker's Guide as much as I thought they would. They seemed to need it broken down into even simpler terms.	Apr 15, 2012 3:21 PM
4	I think that we can do away with the Passport but have faculty come up with their own ideas to promote student engagement in and outside of the classroom. I think that we each need to understand how important engagement is to the course but there are probably many other ways that faculty can achieve this using something that works for the individual campuses.	Apr 15, 2012 9:30 AM
5	In the futrue I will make better use of the textbook by using Canvas quizzes to assess student mastery of the textbook materials. The items in the Passport were very useful, however the activity in achieving the concepts did not work. It did drive students to the designated activities. Students and faculty both need work on critical thinking. In my mind, the students did not even come close to grasling the concepts in the Elder-Paul book. I think we could use it for faculty training but not for students.	Apr 14, 2012 10:07 AM

Page 3, Q6. Were there any instructional materials that were required and not used at all or not used sufficiently for what the cost the students?

1	The passport activity could've been excluded. The way it was presented it seemed to cause more confusion and chaos. It seems like it would be better suited as a fun classroom activity, or an extra credit opportunity.	Apr 16, 2012 1:01 PM
2	I liked the textbook and the quizzes/PowerPoint presentations from Fralick's website and used those throughout the semester.	Apr 16, 2012 8:07 AM
3	Again, I could not click on the circle. YES I did not use the Passport booklet and as I said above, the Critical Thinking Guide could be a faculty resource.	Apr 15, 2012 10:02 PM
4	I think we can come up with something that gets to the same place as the passport, but doesn't require purchasing that booklet.	Apr 15, 2012 4:09 PM
5	From my perspective, the Passport. I also used the critical thinking booklet, but I could also use that booklet for a resource for me and develop handouts that might be more effective for the students. I would use the book that we used next semester but I would not suggest packaging the critical thinking booklet or the passport assignment.	Apr 15, 2012 9:30 AM
6	The Elder-Paul book. The textbook was under utilized in my mind but with some work, it could be better utilized.	Apr 14, 2012 10:07 AM
7	The Passport was Lee specific and we had to develop our own. The Elder-Paul book was too difficult for my students.	Apr 13, 2012 12:11 PM
8	Critical Thinking	Apr 13, 2012 9:40 AM

Page 4, Q7. Rate the manageability of the number of common course assignments in the Cornerstone course.

1	Very manageable. The number of common course assignments was not a problem. It is the depth and breadth of the assignments that made it difficult.	Apr 15, 2012 10:22 PM
2	The students were motivated to complete the final group assignment! They really enjoyed it!	Apr 15, 2012 3:24 PM
3	I am trying to consider the answer to this question and to consider my answer with regards to teaching a subject for the very first time. Teaching something new for the first time can be overwhelming with any course. I would like to revisit the number of journal entries that students are writing. Perhaps fewer entries would be a good idea. I feel like I didn't spend enough time on one subject before it was time to cover another subject. This may be because students received books late and we were already behind before we started. I think that continuing to focus this course may help with that.	Apr 15, 2012 9:43 AM
4	I think more depth needs to go into less assignments	Apr 13, 2012 9:41 AM

Page 4, Q8. Rate how well the common assignments supported the QEP student learning outcomes for which they are associated.

1	CTJ - Extremely Well Passport Assignment - Not well Final Essay - Well Final Group Project - Extremely Well	Apr 15, 2012 10:22 PM
2	I think that the concept of the passport definitely supports QEP student learning outcomes, but the passport concept should be revisited.	Apr 15, 2012 9:43 AM
3	The student work load in the course was moderate. I would like to see more emphasis on success skills such as greater class attendance and timely assignment submission.	Apr 14, 2012 10:13 AM

Page 4, Q9. Describe any additional assignments (not common course assignments) that worked well in your class.

1	I found that students had a hard time understanding how to apply the elements of thought. To make it more interesting, I used a "moral dilemma" scenario, and had students apply each element to the scenario. The conversation and critical thinking skills came to life that day in class as they applied the different elements to the scenario.	Apr 16, 2012 1:04 PM
2	Case studies, quote/song excerpts describing success, writing about most influential person, analyzing advertising strategies, habits list, writing reflective letters.	Apr 16, 2012 8:13 AM
3	Using Canvas was a tremendous success. The students loved the open communication and sharing of ideas. I did the Passport Activity in Discussion. What fun to see them discuss this with each other. This is not practical though because we do not have enough computer labs. I was lucky to use the computer lab for my class since it was at night.	Apr 15, 2012 10:22 PM
4	I used a video on the role of children in the Civil Rights movement that included exercises in note taking and critical thinking. I followed that with a range of material on the Trayvon Martin case and had my students apply critical thinking skills to judge the reliability and bias of the media messages and their own personal history in forming their opinions.	Apr 15, 2012 4:18 PM
5	I started each class with a Brainteaser. They looked forward to figuring it out at the beginning of each class.	Apr 15, 2012 3:24 PM
6	I had an assignment where my students were asked to "think through their chosen careers" and complete a 3-5 minute presentation. They were given a template to of questions to answer to help them "think through" their career choices. I combined this with a trip to the library where students learned how to use the library and academic resources to help them find the answers. I really was impressed with what they learned and from the questions that their classmates asked them to make sure that they had thought through their career choices.	Apr 15, 2012 9:43 AM
7	1. Practice on using the rubric 2. Speakers-oral and written assignments 3. Exposure to other models of effective learning/effective people 4. Use of math/writing tutors and librarian with hands on assignments(used all learning modalities) 5. Contact with student's other professors to bring in an assignment that was relevant to a chapter covered in class. 6. Praticce public speaking in class	Apr 15, 2012 8:42 AM
8	Outside speakers were well received. Campus activities went over well. More planned student-teacher outside of class activites would be useful A group picnic might be fun and useful early on in the course. Once my students became confortable with me and some bonding occured, things went much better. Those who did not create a bond with the professor, struggled mightily. To me this is a crutial step for illprepared students.	Apr 14, 2012 10:13 AM
9	I used a Diversity exercise that worked well.	Apr 13, 2012 12:12 PM

Page 4, Q10. Rate the number of out-of-class requirements for the students.

1	While my students complained, I thought the amount of homework just right; it was especially important to provide worksheets or activities to complete between classes since we met only once per week.	Apr 16, 2012 8:13 AM
2	Slightly too many.	Apr 15, 2012 10:22 PM
3	I'd favor fewer out-of-class assignments for these students. Students who placed into two prep courses really worked hard just keeping up with in-class work. It isn't that there weren't capable, just that the struggle to write (and to overcome their fear of writing) may have gotten in the way of their production. I think several of them made their written work as brief as possible when they actually had much more to say.	Apr 15, 2012 4:18 PM
4	Actually, I would like to see more activities required instead of just suggested.	Apr 14, 2012 10:13 AM

Page 5, Q11. After teaching this course, are you satisfied with the distribution of percentages for each assignment?

1	Extremely Satisfied - The distribution of percentages matched our learning outcomes plus provided an ample percentage for the faculty to personalize the course.	Apr 15, 2012 10:24 PM
2	I'd raise the percentage for attendance/participation and lower it for exams, quizzes, etc.	Apr 15, 2012 4:19 PM
3	Most of my students did not score well on the CCTST, so perhaps we could just be looking for them to improve from the pre-test to the post test instead of counting it for .05 of their grade.	Apr 15, 2012 3:29 PM

Page 5, Q12. How would you change the common grading scale?

1	I wouldn't.	Apr 16, 2012 8:15 AM
2	I would leave it as is.	Apr 15, 2012 10:24 PM
3	Make the Final presentation .20	Apr 15, 2012 3:29 PM
4	I would increase the percentage for which each instructor is able to use their own creativity to "own" the course. I might suggest a minimum of .30 percent and possibly higher.	Apr 15, 2012 9:47 AM
5	Again this would work best if it were adjusted for the college preparedness of the students. It was fine for those better prepared but other needed emphasis on the more basic skills, such as attendance, participation and timely assignment submission.	Apr 14, 2012 10:15 AM
6	Too much emphasis on the CT journals when students are enrolled in writing classes. The final project is too heavily weighted. Not enough classtime to devote to necessary instruction for group projects.	Apr 13, 2012 12:23 PM
7	I wouldn't	Apr 13, 2012 9:41 AM
8	No changes	Apr 13, 2012 4:17 AM

Page 6, Q13. To what extent would you use the words below to describe the current curriculum of the Cornerstone course?

1	This will all depend on the teacher and the student mix.	Apr 14, 2012 10:18 AM
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Page 6, Q14. To what extent SHOULD the words below be used to describe the curriculum of the Cornerstone course?

1	Getting students to enjoy the college experience is critical. In my mind, academic rigor will be take time for many of them to be able to manage. More advanced course can work on developing some of these skills. We have to reinforce the basic skills to be able to succeed in more advance courses.	Apr 14, 2012 10:18 AM
2	The words fun and exciting may suggest the course is not serious.	Apr 13, 2012 4:20 AM

Page 7, Q15. What challenges did you encounter while implementing the curriculum for the Cornerstone Experience?

1	I had a hard time finding engaging ways to stimulate my group, and make the material come to life. Somethings seemed to work, and others didn't.	Apr 16, 2012 1:26 PM
2	Motivating students. Many were reluctant to participate in the self-reflection most of the units involved. The Elder-Paul method overwhelmed them. They tried very hard to implement it, but the case studies seemed to get the point across in a "stealth-learning" manner that worked for me. Lack of computer skills among about 1/3 of my older evening students.	Apr 16, 2012 8:36 AM
3	Time management - Giving ample time to all of the assignments and activities.	Apr 15, 2012 10:29 PM
4	Since this is the first time it is being offered, and since I gratefully took the demonstration syllabus, I now realize that I didn't have the same sense of ownership that I do when teaching my other courses. It felt a little harder to shift gears to adapt to the students sitting in front of me when their behavior and interests weren't quite in line with the curriculum.	Apr 15, 2012 4:27 PM
5	Unsure how to use the passport activity. Some students were hard to motivate. I wasn't able to attend weekly meetings. Students wanted to know about the prizes and party that was printed in the passport booklet.	Apr 15, 2012 3:42 PM
6	Too many academic assignment. The course does not promote retention and increase success.	Apr 15, 2012 12:01 PM
7	The books were late and that posed a problem in that my students didn't rush out to purchase the book when it arrived. Some said that they could not afford to purchase until later. A few students were upset because they had to take the course, but a few weeks in and they said that they were glad that they had to take it. There are not enough offices open in the evening to allow my evening students to become "engaged" in campus activities. There needs to be a budget to support "field trips" Dr. Amy Teprovich was a great asset helping out!!!! I felt like there were too many things that we were trying to do. I also believe in the "Cornerstone Community of Practice concept, but some faculty mentioned that in addition to the course requiring time to set up and time to engage with students, that were asking too much of their time.	Apr 15, 2012 10:08 AM
8	Pacing myself to meet the needs of the students and cover the material	Apr 15, 2012 8:43 AM
9	Poor attendance and lack of committment to completing and submitting assignments.	Apr 14, 2012 10:21 AM
10	Some students seemed bored with some of the topics and questioned the purpose of the topics in this course.	Apr 13, 2012 1:12 PM
11	I was not prepared for the challenges of teaching learning assistance students. Nor was I prepared for the discipline and attitude problems of a full class of students who were not mature and/or responsible enough to want to change their behavior.	Apr 13, 2012 12:23 PM
12	Too much to cover	Apr 13, 2012 9:42 AM
13	Generally the curriculum is very good. The real issue is the skill and experience	Apr 13, 2012 4:25 AM

Page 7, Q15. What challenges did you encounter while implementing the curriculum for the Cornerstone Experience?

required to deliver the curriculum and engage the students.

Page 7, Q16. What do you consider to be the strengths of the Cornerstone curriculum?

1	I think the personality segment was the foundation of the course. Gaining a solid understanding of self plays a direct role in personal, academic, social, and occupational success.	Apr 16, 2012 1:26 PM
2	The self-reflection and then connecting a better understanding and acceptance of themselves to personal, school, and career success. Students understanding the services/departments and resources available to them on our on campus.	Apr 16, 2012 8:36 AM
3	The Critical Thinking Journal - hands down and thumbs up!! Fewer entries would be better but it is truly the basis of this course.	Apr 15, 2012 10:29 PM
4	The ability to pull in people from other departments to talk with my students was wonderful.	Apr 15, 2012 4:27 PM
5	Support from ASC, Library, Advising, Student Services, and Financial Aid at the Charlotte campus was wonderful! Students got to know these people and this absolutely helped them be successful.	Apr 15, 2012 3:42 PM
6	Good academics but assignments need to be fun.	Apr 15, 2012 12:01 PM
7	I think that this course is bringing together the student services and the student academics divisions. We still have a way to go but this is a start. Enhancing this relationship is a win win for our students. I believe that since our orientation must be limited due to the time, this course extends the information that they need to be successful. I also think that approaching critical thinking in an "intentional way" and using a universal model that students can apply will contribute to them being lifelong learners.	Apr 15, 2012 10:08 AM
8	Faculty/Student relationship Relevant Interesting Real life experience Identifying incoming student's needs Addressing areas that are new and important to students Collaborative Creative Coaching	Apr 15, 2012 8:43 AM
9	Those students who became engaged told me that this course had a positive effect on the grades in their other classes.	Apr 14, 2012 10:21 AM
10	Variety of assignments	Apr 13, 2012 1:12 PM
11	A strength would be introducing students to the various aspects of the campus and the support staff necessary to their success.	Apr 13, 2012 12:23 PM
12	Information	Apr 13, 2012 9:42 AM
13	Curriculum is organized, clear, informative, and .appropriate	Apr 13, 2012 4:25 AM

Page 7, Q17. What changes would you make to enhance the curriculum for the Cornerstone course?

1	If the goal is to apply the critical thinking model of Elder and Paul (or any other model) I think it should be a more prominent part of the course activities.	Apr 16, 2012 1:26 PM
2	Break down or trim back the elements of the Elder-Paul critical thinking method. Create modules for specific computer skills necessary to complete course assignments and have them available at the lab or as a segment of the course (to demonstrate competency). I spent far too much time helping students with basic computer and Word skills whenever I reserved a computer lab. (Requiring the course to be taught in a computer lab is also a great idea!)	Apr 16, 2012 8:36 AM
3	Use the same common assignments but eliminate some of the depth and breadth of those assignments.	Apr 15, 2012 10:29 PM
4	I'd have more active assignments, use more current events, and link with other sections whenever possible for joint presentations, etc.	Apr 15, 2012 4:27 PM
5	Modify passports to match each campus. I would like to include a "vision" project where students produce a visual that shows what their goals for the future include.	Apr 15, 2012 3:42 PM
6	Make the assignments more student centered.	Apr 15, 2012 12:01 PM
7	I would not use the entire "Elder Paul" Critical Thinking Model. I would reflect and decide which of the elements, standards, and traits are key to what we are trying to impart to our students. I would rethink the student engagement piece and come up with something that is practical for students on all campuses. I would really try to think about how to focus this course for the future. We have not focused our student learning outcomes. We have merely postponed what we plan to do until we are able to do all of it. I think that this is a huge mistake. I would definitely revisit the student learning outcomes and focus, focus, focus!!!	Apr 15, 2012 10:08 AM
8	CTTST- teaching materials that are relevant	Apr 15, 2012 8:43 AM
9	Greater focus on success skills for illprepared students. More critical thinking for better prepared students.	Apr 14, 2012 10:21 AM
10	Delete some of the topics or narrow it down	Apr 13, 2012 1:12 PM
11	I would reduce the learning outcomes and cut back on the number of assignments. I would not use the CCTST.	Apr 13, 2012 12:23 PM
12	More relevant topics	Apr 13, 2012 9:42 AM
13	Reduce the Passport scope. Passport section needs to be redeveloped. It is too broad. However, this may a portion of the curriculum where the peer student helpers can improve the support and delivery.	Apr 13, 2012 4:25 AM

Page 8, Q18. How would you rate the future impact of having an assigned peer architect in your Cornerstone Experience course?

1	I'm still not exactly sure what role the peer architect will play. I think initially it might be more time consuming trying to determine what this person will do to make sure they are utilized to the fullest, but perhaps once that is determined, their impact will be very or extremely helpful.	Apr 16, 2012 1:40 PM
2	Motivating students, answering questions, demonstrating how the personal reflection is beneficial to personal, school, and career success.	Apr 16, 2012 8:38 AM
3	I feel our efforts may be better spent with developing exciting activities for the entire class. As we get a more intellectually diverse population of students, I think the student mentors would play an important role in this course.	Apr 15, 2012 10:33 PM
4	This is hard to assess until you experience having a peer architect. A lot will depend on that student and his/her relationship with the students in the course.	Apr 15, 2012 4:30 PM
5	I'm not sure how to answer this since I didn't have one this first semester. But I could see it being helpful with some guidelines.	Apr 15, 2012 3:47 PM
6	Have not tried it. Unable yo trully render an opinion.	Apr 15, 2012 12:03 PM
7	I was extremely excited about this possibility early on before I taught the course. I realize that this is considered to be a "best practice". However, with all we are trying to focus on in the course, along with being engaged with the student, attending the community of practice, I am a little concerned because the peer architect will require an additional meeting once a week to plan for the following week. This concept sounds great but with the teaching load of full-time faculty along with college service demands, I am concerned about whether I can add one more thing.	Apr 15, 2012 10:17 AM
8	It is difficult to gage as we did not have a peer architect. My sense is this would be extremely helpful in three ways. 1. Students may engage sooner-most students were very slow to openly communicate in class. For many it took about 7 weeks of the 15 week course. 2 PA could improve Passport support. 3. PA could encourage attendance and stay in touch with students who do not engage and do not attend class regularly	Apr 13, 2012 4:32 AM

Page 8, Q19. What suggestions do you have for the classroom responsibilities for peer architects in the Cornerstone course?

1	Assisting with group work, clarification on the material, motivation, guidance, connecting students with other campus events, and perhaps mini lectures.	Apr 16, 2012 1:40 PM
2	I see them having a greater impact OUTSIDE of class between class meetings. Demonstrating engaged student; working among small groups to get students to interact. Helping students who are struggling with the personal reflection.	Apr 16, 2012 8:38 AM
3	If they are going to used now, perhaps they could play a role in the Passport activities.	Apr 15, 2012 10:33 PM
4	not sure at this point	Apr 15, 2012 4:30 PM
5	Helping to guide group activities, Encouraging students to attend more campus events, encouraging students to join clubs, etc. It may make more of an impact than the instructor encouraging these activities.	Apr 15, 2012 3:47 PM
6	Responsive to student's needs.	Apr 15, 2012 12:03 PM
7	They can help take attendance. They can try to get in touch with the students when they are absent from class. They can be an additional support on days when students are in computer labs to make sure that each student is on the right screen and following directions. They may be the link to the engagement piece. They can help us by keeping the students informed about what is going on on campus and around town that might be of interest to them.	Apr 15, 2012 10:17 AM
8	Enthusiastic, helpful, academically successful, team players..	Apr 14, 2012 10:22 AM
9	1. Passport activities 2 Communicate the importance of attending class; follow up 3. Help demand that students do their work on time All of this is accomplished with frequent one on one communication from PA.	Apr 13, 2012 4:32 AM

Page 9, Q20. Select one or more of the answers that describe(s) how you feel about your future involvement with the Cornerstone course.

1	I'm considering teaching the course in the Spring term only. As of now, I'm not particularly interested in being involved in the training and development of the course.	Apr 16, 2012 1:41 PM
2	I plan to teach this course again. I would like to participate in TLC activities to train other teachers how to teach the Cornerstone course.	Apr 15, 2012 10:36 PM
3	Due to other obligations I won't be able to teach this course in the Fall, but would like to stay involved and pick up another section later.	Apr 15, 2012 4:31 PM
4	The second response depends on my schedule	Apr 15, 2012 8:50 AM
5	Teaching this course is not the same as teaching other courses. Students are shy, reluctant to communicate, and often well-intentioned, yet unreliable. I have learned much about how to teach and reach these students; it is very challenging. I want to continue with one course per term as I believe this is important and it will improve student learning and improve Edison State College.	Apr 13, 2012 4:38 AM

Page 9, Q21. Select the answer that best describes how often you would like to teach a section of the Cornerstone course.

1	As often as my Dean will grant approval for me to teach this course.	Apr 15, 2012 10:36 PM
2	I love this course but it is time consuming in my opinion to do it right!!! I would like for us to consider possibilities for how we can maintain the involvement of full-time faculty who have a five course base load.	Apr 15, 2012 10:19 AM
3	I could teach as many classes during the year excluding summer. I feel during the school year the passport activities are more relevant on Hendry/Glades campus.	Apr 15, 2012 8:50 AM
4	I would be willing to help organize and prepare and train for the course. I see its value and potential.	Apr 13, 2012 12:24 PM