

## FORM B

**\*Use this form if your campus's First-Year Engagement Plan DOES NOT REQUIRE a First-Year Seminar of all students.**

### First-Year Engagement Plan Submission Form

#### Commonwealth Campuses

**Submission Date:** January 29, 2009

**Submitted By:** Paul J. deGategno      **Title:** Director of Academic Affairs

**Campus:** Brandywine      **Email:** pjd15 @psu.edu

**1. How will small-classroom experiences taught by full-time faculty members be achieved for all first-year students in your unit?** If the unit will be offering various options, describe.

Example: all students will be required to take either (a) a first-year seminar; or (b) a section of another course that is taught by a full-time faculty member in a class size no more than 25; or (c) a recitation section of a lecture course, with the recitation taught by a full-time faculty member and a class size no more than 25; etc. **(Please limit your answer to 500 words or less.)**

All first year students will be required to schedule a section of a course that is taught by a regular, fulltime faculty member (not staff or adjunct) in a class size of no more than 25 students. Program Coordinators will determine the courses which are appropriate for first year students, and one or more sections will be enrollment controlled and capped at a class size of 25. During FTCAP all students will be advised to take one of these designated courses. Each course will be academic in content, exemplifying the expectations of university level course work and will explicitly address First Year Engagement goals.

**2. How many credits will such courses carry?** If variable, explain. **(Please limit your answer to 500 words or less.)**

All of the courses that will be offered in the small classroom format described above will be 3-credit courses.

**3. Supplemental programming:** Identify and briefly describe the additional components (other than the small-class experience) that you plan to offer, such as other courses, special advising programs, intensive orientation experiences, special programs offered by Student Affairs, etc., to meet the goals and objectives of the First-Year Engagement Plan: **(Please limit your answer to 500 words or less.)**

All incoming freshmen will participate in a comprehensive FTCAP and orientation program during the summer, culminating with the Convocation. During the course of their freshman year, students will be exposed to the various campus resources such as the Library, the Writing Center, the Math Center, the Learning Center, and the Advising/Career Center. In addition, all students will become familiar with accessing degree audits and semester schedules. All sections of our small courses will include information on academic integrity. Students will be encouraged to participate in supplemental programs such as workshops and/or events from a list they will receive. This list will be revised from time to time. Components that may appear on the list include: 1) the One Campus One Book Program; 2) Library "How To" workshops; 3) the Bell Lecture Series; 4) advising workshops that will explain the structure of the baccalaureate degree, how to use resources such as the Undergraduate Degree Programs Bulletin, Advising@ PSU, DUS Navigator, and eLion; and, 5) Learning Center workshops on test taking, study skills and other topics.

**4. Assessment plan.** How will you assess the extent to which the First-Year Engagement goals and objectives are met? **(Please limit your answer to 500 words or less.)**

Retention rates and graduation data will be used to assess the success of our First Year Engagement Plan. In addition, at the end of their freshman year, students will complete

questionnaires relating their First Year Experience to the FYE goals and objectives. The questionnaire will address the extent to which the students believe that FYE expectations have been met. Our assessment plan will focus on student-centered outcomes that relate to student learning and development. We will use measures such as academic performance, student retention, and time to degree to determine if our FYE is benefiting our students. In addition, student will complete the National Survey of Student Engagement (NSSE) and this data will be used to assess our FYE. For example, we will compare how first year students responded in 2010 compared to 2014 with regard to “asked questions in class or contributed to class discussions,” “talked about career plans with a faculty member or advisor,” and “providing the support you need to succeed academically.”