

## 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:** 27 January 2009

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**Campus:** Wilkes-Barre **Email:** taj12 @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 at Wilkes-Barre take **one of more** of the following courses: an introduction to the major course, a lower-level composition course, a math course, and one or more General Education courses. At our small campus, virtually all of these types of classes have an enrollment of 25 or less. Most of these courses are taught by a full-time faculty member. It would be an **unusual** student who would not be in a course of 25 or less taught by a full-time instructor in her/his first year. We would check, however, to ensure that all students will meet this requirement.

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

The courses mentioned above are generally 3-credit courses. Math courses may be 4- or 5-credits.

**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.)**

1. Students in English, Business, or IST courses will have a library lesson and/or assignment.
2. FTCAP components will introduce students to the following: Undergraduate Degree Programs Bulletin (Blue Book); eLion; Advising@PSU; e-mail; personal academic advising; and co-curricular activities.
3. Orientation will introduce students to: the Learning Center; Career Counseling; ANGEL; Internship and Study Abroad opportunities.

4. All small course sections listed in number 1 above will discuss academic integrity.
5. During the first year, students will be **required** to attend a minimum of **three** small-group workshops on such topics as: study skills; time management; answering essay questions; test-taking skills; career counseling; depression testing; alcohol and substance abuse education; how to improve in-class performance etc.

**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.)**

We are interested in determining whether the first-year program results in increased retention and/or student satisfaction. For number 1, we will compare student retention rates for pre-Fall 2009 cohorts vs. post-Fall 2009 cohorts. For number 2, we will use NSSE data on relevant questions regarding student engagement to compare pre-Fall 2009 response rates to post-Fall 2009 rates. Additionally, we will add questions to our exit survey for seniors asking them how they felt the first-year programming did or did not positively impact their experience at Wilkes-Barre.