

# AMOC'S FIRST YEAR

## QEP Report – Year One

### A Moc's First Year

The committee charge for this first year was to finalize the logistics of A Moc's First Year (AMFY), with responsibilities to:

- Provide oversight and coordination of the QEP implementation plan development.
- Engage with the UTC community members on AMFY.
- With the Reaffirmation Leadership Committee, participate in the SACSCOC on-site Quality Enhancement Plan (QEP) External Evaluator during UTC's SACSCOC visit on March 5 to 9, 2023.
- Respond to feedback provided by the QEP External Evaluator and finalize a 5-year implementation plan for the QEP.
- Record minutes of all meetings and file with the Office for Planning, Evaluation, and Institutional Research (OPEIR).
- Provide regular updates to the RLC and meet as needed.

Additionally, the implementation committee was to meet as a whole, with members serving on two smaller subcommittees: Faculty and Course Development and Workflow Development and Business Planning. Each of these subcommittees was to have specific tasks and questions to address.

A QEP Director was to be hired and would join as co-chair of AMFY Implementation Committee.

Other tasks to be completed during the first year:

- All departmental versions of 1250 proposed and uploaded into Curriculumlog in order to be in the 2024-2025 Academic Catalog.
- First AMFY Faculty Development Workshop held (repeated each year moving forward).
- First Orientation that identifies participants for AMFY and introduces the program overall; program faculty meet with the students at orientation (repeated each year moving forward).
- First mid-term and end-of semester surveys collected from all AMFY participants (repeated each year moving forward).
- Run and document assessment reports for all AMFY participants.

The majority of these items, and many additional items, were completed during this first year. Dr. Delight Yokley was hired as the Assistant Provost for Student Success (QEP Director) and has taken her responsibilities seriously, as much of the work planned for the second year has already been accomplished. She has gone above and beyond what was expected and solidified the foundation on which AMFY will continue to build. This report will highlight items listed above and then provide a summarized progress report to include everything that has been accomplished during this first year.

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## **Provide oversight and coordination of the QEP implementation plan development.**

AMFY Implementation Committee has provided oversight and coordination of the implementation and development of the QEP. They began meeting in Spring 2024, after the Assistant Provost for Student Success, Dr. Yokley, was hired and began work in September 2023. There are four subcommittees: Business Planning, Curriculum and Assessment, Training, and Workflows. These subcommittees are meeting individually, outside of the larger Implementation Committee, to complete necessary items in Spring and Summer 2024.

## **Engage with the UTC community members on AMFY.**

Dr. Yokley has been able to engage with several departments and individuals regarding AMFY. Additionally, she has worked with Marketing and Communication to develop ways to communicate with incoming students who will be part of AMFY and to set up webpages devoted to providing information about AMFY.

## **With the Reaffirmation Leadership Committee, participate in the SACSCOC on-site QEP External Evaluator during UTC's SACSCOC visit on March 5 to 9, 2023.**

It was not necessary for the Implementation Committee to participate in the SACSCOC on-site visit, as they had not been fully formed yet so had not met. The Reaffirmation Leadership Committee was included in the necessary meetings, as they were more familiar with AMFY and what had been discussed and developed as part of the QEP up to that point.

## **Respond to feedback provided by the QEP External Evaluator and finalize a 5-year implementation plan for the QEP.**

Feedback regarding AMFY was incorporated into an updated version of the QEP and finalized. Subsequently, UTC was required to submit an executive summary of the QEP to SACSCOC and it is available to view on their website.

## **Record minutes of all meetings and file with the Office for Planning, Evaluation, and Institutional Research (OPEIR).**

The Office of Accreditation and Assessment (OAA) was formed in July 2023 and will archive the official documents and information related to AMFY. Currently the SACSCOC Liaison is the Director of OAA, so having documents and information in that office aligns with the organizational structure.

## **Provide regular updates to the RLC and meet as needed.**

AMFY Implementation committee has met and will continue to meet. Regular updates are provided to the RLC.

## **All departmental versions of 1250 proposed and uploaded into Curriculog in order to be in the 2024-2025 Academic Catalog.**

See detailed information below regarding AMFY Learning Communities (planned courses).

## **First AMFY Faculty Development Workshop held (repeated each year moving forward).**

Three faculty training sessions were held in Spring 2024. See details below.

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**First Orientation that identifies participants for AMFY and introduces the program overall; program faculty meet with the students at orientation (repeated each year moving forward).**

Students completing orientation in Spring or Summer 2024 will be introduced to AMFY. Dr. Yokley will speak with them, and they will have received information via mail and email about the program and how it will help support their success at UTC.

**First mid-term and end-of semester surveys collected from all AMFY participants (repeated each year moving forward).**

There have not been any official AMFY year classes, although some have been identified to serve as pilot classes. Data from those courses and students within those courses will be collected and analyzed.

**Run and document assessment reports for all AMFY participants.**

OAA will compile, analyze, and report data and information on students included in pilot AMFY classes and aggregate information on those classes, in general, for comparison purposes. Previously collected data will be updated to include graphs and tables.

Assessment of AMFY includes five outcomes. Information regarding assessment of these outcomes is provided, along with appropriate data:

*Increase National Survey of Student Engagement (NSSE) Scores Related to Sense of Belonging in First-Year Students.* This outcome will be assessed beginning in year two, as data from the second year is needed for comparison. Benchmark data from 2023 is provided in Table 1.

Table 1. NSSE Sense of Belonging Scale Mean Scores 2023

NSSE Sense of Belonging Scale	N	Mean (max score of 4)
I feel comfortable being myself at this institution.	533	3.2
I feel valued by this institution.	533	2.9
I feel like part of the community at this institution.	533	2.9

*Improve National Survey of Student Engagement (NSSE) Scores in Specific Areas Related to Engagement in First-Year Students.* This outcome will be assessed beginning in year two, as data from the second year is needed for comparison. Benchmark data from 2023 is provided in Table 2. NSSE Engagement Indicators are assessed on a 60-point scale (0=Never; 20=Sometimes; 40=Often; 60=Very Often).

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Table 2. NSSE Themes and Engagement Indicators Mean Scores 2023

Theme & Engagement Indicator		First Year Students (N=533)
Learning with Peers	Collaborative Learning	30.0
	Discussions with Diverse Others	39.8
Campus Environment	Quality of Interactions	44.0
	Supportive Environment	34.9
Experiences with Faculty	Student-Faculty Interactions	24.3
	Effective Teaching Practices	38.7

*Increase GPA of First-Time Full-Time (FTFT) Undergraduates.* This outcome will be assessed beginning in year two, as data from the second year is needed for comparison. However, Table 3 provides data for cohorts from Fall 2015 through Fall 2023.

Table 3. First-Time Full-Time Undergraduate First Year GPA

FTFT Cohort	N					Average First Year GPA				
	All	Housing	Non	RLC	FYE	All	Housing	Non	RLC	FYE
Fall 2015	1,852	1,493	359	100	669	2.72	2.75	2.63	2.9	2.52
Fall 2016	2,066	1,690	376	114	666	2.73	2.75	2.65	2.95	2.6
Fall 2017	2,134	1,644	490	145	132	2.76	2.79	2.63	3.13	2.67
Fall 2018	2,271	1,778	493	140	468	2.7	2.75	2.55	3.28	2.58
Fall 2019	2,297	1,842	455	128	319	2.97	2.98	2.91	3.32	2.87
Fall 2020	2,212	1,509	703	128	351	2.84	2.87	2.77	3.3	2.75
Fall 2021	2,057	1,554	503	178	429	2.79	2.8	2.77	3.12	2.74
Fall 2022	2,227	1,747	480	333	887	2.83	2.84	2.8	3.07	2.86
Fall 2023*	2,356	1,880	476	397	920	2.7	2.76	2.5	2.99	2.76
All Cohorts	19,472	15,137	4,335	1663	4,841	2.78	2.8	2.69	3.12	2.7
2015-2022 Cohorts	17,116	13,257	3,859	1266	3,921	2.79	2.8	2.71	3.13	2.7

\*Please note, Fall 2023 data only uses Fall 2023 as Spring and Summer 2024 data are not yet available. Cohort totals and averages without Fall 2023 cohort are listed beneath the table in red.

*Lower DFW Rates for Students in the Learning Communities and Residential Colleges.* This outcome will be assessed beginning in year two, as data from the second year is needed for comparison. However, Table 4 provides data for cohorts from Fall 2015 through Fall 2023.

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Table 4. First-Time Full-Time Undergraduate First Year DFW Rates

FTFT Cohort	N					Average Student First Year DFW Rate				
	All	Housing	Non	RLC	FYE	All	Housing	Non	RLC	FYE
Fall 2015	1,852	1,493	359	100	669	21%	19%	28%	17%	26%
Fall 2016	2,066	1,690	376	114	666	21%	20%	28%	16%	24%
Fall 2017	2,134	1,644	490	145	132	21%	20%	26%	15%	24%
Fall 2018	2,271	1,778	493	140	468	23%	21%	31%	11%	26%
Fall 2019	2,297	1,842	455	128	319	17%	16%	20%	13%	17%
Fall 2020	2,212	1,509	703	128	351	22%	21%	25%	11%	24%
Fall 2021	2,057	1,554	503	178	429	21%	20%	23%	14%	21%
Fall 2022	2,227	1,747	480	333	887	23%	22%	25%	17%	21%
Fall 2023*	2,356	1,880	476	397	920	22%	20%	28%	15%	20%
All Cohorts	19,472	15,137	4,335	1,663	4,841	21%	20%	26%	14%	23%
2015-2022 Cohorts	17,116	13,257	3,859	1,266	3,921	21%	20%	26%	14%	23%

\*Please note, Fall 2023 data only uses Fall 2023 as Spring and Summer 2024 data are not yet available. Cohort totals and averages without Fall 2023 cohort are listed beneath the table in red.

*Continuous Improvement in Faculty Development Workshop Efficacy.* Survey will be sent to faculty at the completion of their third training session. This will serve as baseline data for assessment purposes.

## Progress Report

In order to accomplish goals set for years one and two of AMFY, several tasks needed to be completed and are outlined below.

Dr. Yokley met with:

- Deans from the College of Arts and Sciences, College of Engineering and Computer Science, College of Health, Education and Professional Studies, Rollins College of Business, University Honors College, and the Freshmen Senate.
- Attended departmental meetings for Computer Science, Electrical Engineering, Health and Human Performance, Music, and Religion and Philosophy.
- Presented at department head meetings for the College of Arts and Sciences and College of Engineering and Computer Science.
- Created weekly 1-hour Zoom sessions with the College of Engineering and Computer Science department heads to begin the planning redesign process for the College's USTU 1250 courses for 2025.
- Held 84 faculty and staff individual meetings to share about the QEP and talk through ways they could connect with AMFY.

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## **Learning Communities:**

- March 1, 2024, there are 42 unique topics and a total of 51 sections. Forty of the unique topic sections cohort students in a First Year Experience course, paired with one or more general education or introductory major courses. (see Appendix A)
- Three departments, Rollins College of Business, the College of Engineering and Computer Science RLC, and Gateway Scholars plan to host multiple sections of learning communities. This explains the additional 9 sections of learning communities.
- Two departments, Art and Theatre, selected to have all their incoming first-year students take three courses instead of a First Year Experience course. These departments will do departmental programming to build community and encourage student retention.
- Eighteen sections of the total 51 sections are connected to an RLC (31%) and 13 (25%) of the sections are new and were not previously developed or redesigned “1250” sections.

## **AMFY Implementation Committee:**

- Held two large committee meetings and then split the group into four subcommittees (Business Planning, Workflows, Curriculum, and Training).
- The Training Committee held two planning meetings and divided the Spring training into three mini-trainings.
  - Learning Community Coffee Chat: This is an opportunity for the FYE instructor and Paired Instructor(s) to meet over a cup of coffee. The training committee created 10 guided questions to help facilitate the conversation. The training goal is for paired instructors to get to know each other and begin to think about ways they can work together. To support this conversation, they each received an \$8 Starbucks voucher. After completing the training, the faculty members completed an assessment survey.

Date: Faculty members scheduled at their convenience - March 4 - 29, 2024.

- Learning Community Nuts and Bolts: The second training will cover all the information needed to lead a First Year Experience class or participate as a paired instructor in AMFY. This is an in-person training.

Date: April 12<sup>th</sup> from 12:00 - 2:00 p.m.

- Learning Community Speed Networking: The third training is an opportunity to learn more about campus partners as faculty members begin to plan the social and community components of their learning community. This training is in partnership with the Assistant Vice Chancellor for Student Affairs and Dean of Students, Jim Hicks, and EMSA staff members. This is an in-person training.

Date: April 19<sup>th</sup> from 12:00 - 2:00 p.m.

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## CRM - Strategic Enrollment Technology:

- Worked with the CRM team in partnership with Marketing to create an email campaign with three emails for students, one email for parents, and a mailing list. They also developed the departmental email, [AMocsFirstYear@utc.edu](mailto:AMocsFirstYear@utc.edu).
- The department also created a mailer campaign with two postcards to send to accepted students, who did not select a residential learning community (RLC). RLC students were removed from the list to help alleviate confusion between the two programs. Additionally, the A Moc's First Year Selection Survey has a built-in question for students selected to participate in an RLC to be notified early in the survey, that they would be matched with their RLC community instead of selecting an additional learning community.

## Information Technology:

- Partnered with IT to create a Dynamic Form to allow incoming students to share their learning community selections. The form launched on March 1 in connection with the webpage. A Moc's First Year Selection Survey

## Marketing:

- Worked with the Marketing Department to develop a student-facing website where students and others can learn about A Moc's First Year, view the available learning communities, and read about frequently asked questions.
- The video production team restructured the QEP video to make a student-facing video. This was placed on the front page of the AMFY website.
- The website was made available on March 1. [go.utc.edu/amfy](http://go.utc.edu/amfy)

## Campus Committees:

- Serving on the Student Success and Retention Committee (subcommittee: Institutional Policies) and the Community Based and Service-Learning Task Force.
- Recently, asked to serve as co-chair on the Strategic Planning subcommittee: Mocs Experience: Students

## Conferences:

- Academic Affairs and Student Success Summit in Nashville, Tennessee (November 2-3)
- The National Resource Center for The First-Year Experience and Students in Transition FYE Conference in Seattle, Washington (February 18-22)
- The American Association of Blacks in Higher Education in Las Vegas, Nevada (March 22-26). Co-presenting *Ubuntu: Establishing Collaborations for Incoming First-Year Students* roundtable with Jamia Danzy, Dean of Students at Vermont State University.

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## **Administrative Coordinator:**

- Alexis Hurley, Administrative Coordinator, has worked with the Budget and Finance Department to develop the budget breakdowns and commitment items for the 2024 fiscal year. She is also working on developing a timeline of key departmental functions including marketing, event planning and funding requests, and instructor stipend input (training and course instruction).
- She created the A Moc's First Year Course Proposal Form, Training #1 Coffee Chat Survey, and Training #3 Speed Networking Survey in Qualtrics.
- She is chairing the Business Planning subcommittee and serving as a member of the Workflows subcommittee for the QEP Implementation Committee.
- She will host a table at Blue and Gold Preview Day, March 23, to share information about A Moc's First Year.



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## Appendix A.

### A Moc's First Year Learning Communities - Fall 2024

#### College of Arts and Sciences:

1. **A College Survival Guide** - Dr. Jenn Stewart - ENGL 1011: Rhetoric and Composition I with Writing Tutorial (WC)
2. **AdvanceU: Leadership and Transitioning to College \*\*** - Danny Grzesik - SOC 1250: Sociology of Social Problems (SB)
3. **CAS Explorers: Exploring Majors in the Scenic City \*\*** - Dr. Ashley Manning- Berg - ENG 2510R: Scene of the Crime: Crime Literature (HF)
4. **Experiencing Chattanooga's Live Entertainment** - Dr. Chad Harriss - COMM 1010: Introduction to Mass Communication
5. **Exploring Religion in Chattanooga** - Dr. Donna Ray - REL 1100: Introduction to Western Religions (HF)
6. **First-Year Foundations Art** (Entire 1<sup>st</sup> Year Art Program) - Katie Hargrave, coordinator - ART 1010: Studio Processes and ART 1050: Observational Drawing
7. **Let's Ballet the World** - Lisa Bellino - ANTH 1200: Cultural Anthropology (CZ or SB)
8. **Life Out Loud: First-Year Intercultural Awareness and Competence \*\*** - Hilary Browder-Terry and Dr. Brandee Strickland - MLNG 1500R - World Cinema (CZ or HF)
9. **MEDIC FYE: A Healthy Start to a Healthcare Profession** - Dr. Davy Giles - BIOL 1110: Principles of Biology I (LL) and CHEM 1110: General Chemistry I (LC); Recommended: BIOL 1110L: Principles of Biology I Lab and CHEM 1110L: General Chemistry I Laboratory (LB)
10. **Mocs Explore Chattanooga** - Dr. Amy Brock-Hon - GEOL 1040: Earth Resources and the Environment and GEOL 1105L: Earth and Environment Lab (LB)
11. **Mocs in STEM \*\*** - Dr. Emily Alonge - CHEM 1110: General Chemistry I (LC); Recommended: CHEM 1110L: General Chemistry I Laboratory (LB)
12. **Music Row \*\*** - Jordan Hicks - Any Musical Ensemble
13. **Puzzle and Problem Solving Through Recreational Mathematics** - Matthew Villanueva - MATH 1130: College Algebra (QR) OR MATH 1730: Combined Precalculus (QR); OR MATH 1950: Calculus with Analytic Geometry I (QR)
14. **Social Media's Influence on Us** - Nicki Norris - COMM 1010: Introduction to Mass Communication

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15. **Stress Management and Resilience Skills for Surviving College** - Dr. Kristen Black - PSY 1010: Introduction to Psychology (SB)
16. **Sustainable Mocs: Science and Sustainability** \*\* - Dr. Sarah Farnsley - BIOL 1110: Principles of Biology I (LL) OR ESC 1500 - Introduction to Environmental Science I (LL) OR GEOL 1110: Physical Geology (LC); Recommended: BIOL 1110L: Principles of Biology I Lab (LB) OR ESC 1500L - Introduction to Environmental Science I Lab (LB) OR GEOL 1110: Physical Geology (LB)
17. **Talking Across the Political Divide** \*\* - Dr. Michelle Deardorff - PSPS 1020: World Politics (CZ or SB)
18. **The Cuisines of Latin America** - Dr. Niky Tejero - LTAM 1250: Introduction to Latin American Studies (CZ or HF)
19. **The History of Chattanooga** - Dr. Susan Eckelmann - HIST 2010: Making the United States: Cultures in Conflict through the Civil War Era (CZ or HF)
20. **The Science of Cooking** - Dr. Luis Sanchez Diaz - CHEM 1050: Principles of Chemistry (LC) and CHEM 1050L: Principles of Chemistry Laboratory (LB)
21. **We Are the Drama** (Entire 1<sup>st</sup> Year Theatre Program) - Steve Ray, coordinator - THSP 1410: Stagecrafts and THSP 2000R: Performance and Production
22. **Writers in the Wild** \*\* - Alex Quinlan - ENGL 2700: Creative Writing (HF)

## College of Engineering and Computer Science:

1. **CECS RLC** (2 sections) \*\* - Irene Hillman - MATH 1130: College Algebra (QR) OR MATH 1730: Combined Precalculus (QR); OR MATH 1950: Calculus with Analytic Geometry I (QR)
2. **Civil Engineering and Civil Engineering Environment** - Dr. Zakia Tasmin - ENCE 1010: Introduction to Civil Engineering
3. **Computer Engineering** - Roland Howell - CPSC 1100: Fundamentals of Computer Science
4. **Computer Science** - Bill Worden - CPSC 1100: Fundamentals of Computer Science
5. **Construction Management and Engineering Technology Management** - Dr. Khalid Tantawi - ETEM 1000: Engineering Technology Management Seminar I and ETEM 1320: Introduction to Material Science and Technology
6. **Electrical Engineering and Mechatronics** - Jack Perry - ENEE 1010: Introduction to Electrical Engineering
7. **General Engineering** - Kayla Boyles - MATH 1130: College Algebra (QR) OR MATH 1730: Combined Precalculus (QR)

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8. **Mechanical Engineering** - Mackenzie Clark - ENME 1011: Introduction to Two- and Three-Dimensional Modeling
9. (Spring 2025 section) **Chemical Engineering and Chemical Engineering Environment** - TBD - ENCH 1000: Introduction to Chemical Engineering

## College of Health, Education and Professional Studies:

1. **CHEPS General: Exploring Health, Education, and Professional Studies\*\*** - Mary Marr - HIST 2010: Making the United States: Cultures in Conflict through the Civil War Era (CZ or HF)
2. **College & Care: Initiating Your Nursing Story\*\*** - Tessa Mullinax-Baker - CHEM 1050: Principles of Chemistry (LC) and CHEM 1050L: Principles of Chemistry Laboratory (LB)
3. **Educate to Elevate: Unleashing the Power of Teaching \*\*** - Dr. Kim Wingate - EDUC 2010: Education in the United States
4. **Going the Distance in HHP: Developing Skills for College Success\*\*** - Dr. Liz Hathaway - BIOL 1110: Principles of Biology I (LL) and BIOL 1110L: Principles of Biology I Lab

## Rollins College of Business:

1. **BSBA Business Success** (4 sections) - Elizabeth Bell and A.J. Davis - ETR 1010 - Entrepreneurship: The Mindset and Skillset (SB)
2. **Rollins Scholars 1410 \*\*** - Jaclyn Wooten-York - ENGL 1310: Values in 20th-Century American Fiction (HF) and THSP 1110: Introduction to the Theatre (HF)

## UTC Honors College:

1. **Brock Scholars: Freshman Honors Studies** (4 sections) \*\* - Dr. Linda Frost - (UHON 1010: Humanities I (HF and WC)

## Access and Engagement:

1. **MOCS in the City (Meaningful Opportunities to Collaborate in Service)** - Bryant Fairley and Amy Hitchcock - INTS 1000: Introduction to Community Engagement

## EMSA:

1. **The G.U.I.D.E Experience** - Dr. Tara Mathis - SOC 1510: Introduction to Sociology (SB)
2. **First Gen Mocs \*\*** - Dr. Crystal Edenfield - PSY 1010: Introduction to Psychology (SB)
3. **The International Student Experience** - Kelsey Simoni - ENGL 1011: Rhetoric and Composition I with Writing Tutorial (WC)

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## Community:

1. **Gateway Scholars** (3 sections) - Ashley Leverett, Anna Liu, Mandy McAllister - PSY 1010:  
Introduction to Psychology (SB)

\*\*These Learning Communities are also an RLC. Some communities are only available for students selected to participate in the associated [Residential Learning Community](#); while some have additional space for nonRLC students.