

AMOC'S FIRST YEAR

QEP Report – Year Two

A Moc's First Year

A Moc's First Year (AMFY), the University of Tennessee at Chattanooga's (UTC) Quality Enhancement Plan (QEP), was implemented in academic year 2023-24, with the second official year of AMFY being 2024-25. Details related to the second year of the QEP are provided in this report and include progress related to AMFY overall, as well as assessment of outcomes established prior to the implementation of AMFY. The implementation committee was charged with various tasks for the first year. Beginning with the second year of AMFY, the Assistant Provost for Student Success was tasked with the following responsibilities:

- Establish multiple web sites to share with the campus and extended UTC community, including students, parents, faculty, and staff members
- Launch the first iteration of AMFY with 30 sections
- Form AMFY Advisory Committee
- Eliminate general USTU 1250 course offerings

Other tasks to be repeated during the second year include:

- Continue hosting Learning Community Faculty Development Workshops
- During orientation have AMFY faculty meet with the students
- Collect mid-term and end-of-semester survey results from AMFY participants
- Continue compiling yearly data for 5-year report
- Run and document assessment reports for all AMFY participants

Dr. Delight Yokley, Assistant Provost for Student Success, went above and beyond what was expected and solidified the foundation on which AMFY will continue to build, as much of the work planned for the second year was accomplished in the first year. This report will highlight the items listed above and provide a summarized progress report to include accomplishments from the second year.

Establish multiple web sites to share with the campus and extended UTC community, including students, parents, faculty, and staff members

Several websites were established to disseminate important information about AMFY. These included [A Moc's First Year](#), [A Moc's First Year FAQs](#), [A Moc's First Year Learning Communities](#), and [A Moc's First Year Resources](#). Collectively, these sites described the purpose of AMFY, addressed frequently asked questions, outlined paired courses with corresponding descriptions, and highlighted campus resources available to students, including first-stop services, academic support, social and cultural support, health and wellness services, and financial services.

Launch the first iteration of AMFY with 30 sections

In the first year of AMFY, this goal was achieved with 50 AMFY sections being taught, and in the second year, there were a total of 83 sections offered. A few of the paired courses were Cuisines of Latin

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America - USTU 1250: FYE Cuisines of Latin America and LTAM 1750: Introduction to Latin American Studies, First Generation Mocs: C.R.A.F.T.I.N.G. Your Way to Success – USTU 1250: FYE First Gen Mocs and PSY 1010: Introduction to Psychology, Tech and Our Health – USTU 1250: FYE: Tech and Our Health and DATA 1110: AI for Everyone, and Health and Wellbeing – HHP 1250: FYE in HHP: Health and Wellbeing and BIOL 1110: Principles of Biology I.

Form AMFY Advisory Committee

Rather than waiting until the second year, committees and subcommittees were established during the first year to address specific needs, including the Implementation Committee, the Training and Budget Committee, and the Marketing and Communication Committee. Following the official launch of AMFY, the Implementation Committee successfully fulfilled its charge and was subsequently disbanded. The Training and Budget Committee and the Marketing and Communication Committee, however, remained active.

The Training and Budget Committee restructured the budget development process and continues to evaluate and enhance the training model. The Marketing and Communication Committee is actively exploring strategies to increase first-year student awareness of AMFY courses and to better connect students with appropriate course offerings.

Eliminate general USTU 1250 course offerings

As of the second year of AMFY, all standalone USTU 1250 course offerings were either eliminated or paired with a relevant course and some major specific AMFY (FYE) courses were developed. A few of the major specific courses included True Crime – USTU 1250: FYE: True Crime and CRMJ 1100: Introduction to Criminal Justice Systems, Chemical Engineering –USTU 1250: FYE Chemical Engineering and ENCH 1000: Chemical Engineering, and Nurse Jackie's Notebook –USTU 1250: FYE: Nurse Jackie's Notebook and HHP 2220: Public Health Essentials.

Run and document assessment reports for all AMFY participants

The Office of Planning, Evaluation, and Institutional Research (OPEIR) analyzed and reported data on students included in the AMFY pilot, first year, and second year of classes. OPEIR also provided aggregate data on these classes, in general, for comparative purposes. The Office of Accreditation and Assessment (OAA) then analyzed the findings and compiled a comprehensive report.

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

Increase National Survey of Student Engagement (NSSE) Scores Related to Sense of Belonging in First-Year Students (not all first-year students completing NSSE were enrolled in AMFY courses, with fewer being enrolled during the pilot and first year). Across the NSSE Sense of Belonging items, student responses remained generally stable from 2023 to 2025. The item *feeling comfortable being oneself* held steady at a mean of 3.2 across all three years. Perceptions of feeling *valued by the institution* increased slightly from 2.9 in 2023 to 3.0 in both 2024 and 2025. Similarly, students' sense of *being part of the community* rose modestly from 2.9 in 2023 to 3.0 in 2024 and 2025. Overall, results indicated small but

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consistent improvements in institutional value and community connection, while *feeling comfortable being oneself* remained consistently high at the upper end of the scale. Data from 2023-2025 is provided in Table 1.

Table 1. NSSE Sense of Belonging Scale Mean Scores 2023-2025

NSSE Sense of Belonging Scale	2023		2024		2025	
	N	Mean*	N	Mean*	N	Mean*
I feel comfortable being myself at this institution.	533	3.2	128	3.2	418	3.2
I feel valued by this institution.	533	2.9	128	3.0	418	3.0
I feel like part of the community at this institution.	533	2.9	128	3.0	419	3.0

*Max score of 4

Improve National Survey of Student Engagement (NSSE) Scores in Specific Areas Related to Engagement in First-Year Students. First-year student engagement remained relatively steady from 2023 to 2025, with small shifts across indicators. Collaborative Learning dipped slightly in 2024 (29.4) before rising above the 2023 level in 2025 (31.3). Discussions with Diverse Others showed a similar pattern, decreasing modestly in 2024 (38.4) and then increasing to the highest point in 2025 (40.1). Within the Campus Environment theme, Quality of Interactions declined in 2024 (42.8) but rebounded in 2025 (44.4), exceeding the 2023 score. Supportive Environment showed consistent improvement each year, increasing from 34.9 (2023) to 36.2 (2024) and 37.3 (2025). Under Experiences with Faculty, Student-Faculty Interactions remained relatively stable with slight fluctuations, and Effective Teaching Practices increased in 2024 (40.4) before settling slightly lower in 2025 (39.0), which was still above the 2023 level. Trends suggested modest gains by 2025, particularly in peer learning, interactions, and campus support. Data from 2023-2025 is provided in Table 2. NSSE Engagement Indicators were assessed on a 60-point scale (0=Never; 20=Sometimes; 40=Often; 60=Very Often).

Table 2. NSSE Themes and Engagement Indicators Mean Scores 2023-2025

Theme & Engagement Indicator		2023	2024	2025
		First Year Students (N=533)	First Year Students (N=128)	First Year Students (N=418)
Learning with Peers	Collaborative Learning	30.0	29.4	31.3
	Discussions with Diverse Others	39.8	38.4	40.1
Campus Environment	Quality of Interactions	44.0	42.8	44.4
	Supportive Environment	34.9	36.2	37.3
Experiences with Faculty	Student-Faculty Interactions	24.3	23.4	23.8
	Effective Teaching Practices	38.7	40.4	39.0

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Increase GPA of First-Time Full-Time (FTFT) Undergraduates. In the first two cohorts of AMFY, Fall 2023 and Fall 2024, UTC first-year enrollment increased from 2,356 to 2,473 students, with growth across all residential categories—most notably within the FYE/AMFY group, which more than doubled (from 920 to 1,909). Housing and Residential Learning Communities (RLC) participation also rose, though more modestly. Average first-year GPA patterns shifted slightly. The overall GPA decreased from 2.89 (2023) to 2.85 (2024), driven largely by declines among housing students (2.83 to 2.86) and non-residential students (2.62 to 2.79). RLC students remained stable (3.02 to 3.08), maintaining the highest GPA among all subgroups. While UTC would like to have more of an increase in the housing and RLC students, due to space limitations that is currently not possible. The FYE cohort showed a small increase from 2.85 to 2.88, signaling slightly stronger first-year academic performance in that program. Overall, Fall 2024 saw higher participation across housing-related experiences and FYE/AMFY, paired with largely stable academic performance and minor GPA fluctuations across student groups. However, Table 3 provides data for cohorts from Fall 2015 through Fall 2024.

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

FTFT Cohort	N					Average First Year GPA				
	All	Housing	Non	RLC	FYE/AMFY	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	2.70	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	2.89	2.83	2.62	3.02	2.85
Fall 2024	2,473	2,035	438	471	1,909	2.85	2.86	2.79	3.08	2.88
All Cohorts	21,945	17,172	4,773	2,134	6,750	2.81	2.82	2.71	3.12	2.73

Lower D, F, and W (DFW) Rates for Students in the Learning Communities and Residential Colleges. In the first two AMFY cohorts, Fall 2023 and Fall 2024, the overall first-year DFW rate improved slightly, decreasing from 23% to 22%. This small drop reflected modest gains across several student groups. Housing students held steady at 21%, while non-residential students showed a meaningful improvement, with DFW rates falling from 31% to 26%, a 5-point decrease and the largest shift among subgroups. RLC students maintained a consistent DFW rate of 16% across both years, continuing to perform better than the overall cohort. The FYE/AMFY group also saw improvement, dropping from 22% to 19%, indicating stronger early academic outcomes for students engaged in the program. Overall, Fall 2024 showed slightly stronger academic performance, with notable reductions in DFW rates for non-residential and FYE/AMFY students while other groups remained stable. Table 4 provides data for cohorts from Fall 2015 through Fall 2024.

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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/AMFY	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	23%	21%	31%	16%	22%
Fall 2024	2,473	2,035	438	471	1,909	22%	21%	26%	16%	19%
All Cohorts	21,945	17,172	4,773	2,134	6,750	21%	20%	26%	15%	22%

Continuous Improvement in Faculty Development Workshop Efficacy. The AMFY program aimed to enhance first-year student success by preparing instructors through targeted training sessions that built skills, community connections, and confidence in course delivery. Across Spring 2024 (N=101) and Spring 2025 (N=238), instructors overwhelmingly found the trainings (Nuts and Bolts, Speed Networking/Community Partners, and Coffee Chat) valuable; over 88% rated them as useful and more than 90% reported confidence in applying what they had learned. Instructors especially appreciated the practical guidance, interactive structure, and opportunities for collaboration and networking.

- **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 was for paired instructors to get to know each other and begin to think about ways they can work together. After completing the training, instructors completed an satisfaction survey.
- **Nuts and Bolts:** The second training covered all the information needed to lead an AMFY class or participate as a paired instructor in AMFY. This is an in-person training.
- **Speed Networking/Community Partners:** The third training was an opportunity to learn more about campus partners as instructors begin to plan the social and community components of their learning community. This training was in partnership with Enrollment Management and Student Affairs (EMSA) staff members and is an in-person training.

Based on the survey responses, some suggestions for improvement included offering more interactive engagement, providing additional concrete examples and resources, clarifying instructor roles, and improving accessibility through flexible scheduling and virtual options. The Coffee Chats were particularly valued for fostering collaboration and alignment between paired instructors. Looking ahead, instructors expressed interest in future professional development on topics such as student success and retention, innovative teaching strategies, community engagement, and the effective use of program resources.

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Looking to the Future

- The Year 3 goal of having a total of 60 AMFY sections has already been met, and well on the way to meeting the Year 4 goal of 90-110 sections.
- UTC will continue to run and document assessment reports yearly in preparation for the 5-year and QEP reports.
- Assess Housing's potential and capacity to increase participation in AMFY.
- Consider adding spring AMFY sections.
- Evaluate the potential of AMFY for transfer students.

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Appendix A

A Moc's First Year Learning Communities - Fall 2025

College of Arts and Sciences

1. **Advance U **** - Dr. Lori Waite – USTU: FYE: Advance U RLC and SOC 1150: Sociology of Social Problems (SB)
2. **Beyond Surviving** – Amy Kyriakidis – USTU 1250: FYE: Beyond Surviving
3. **Classified College Survival** – Terrance Banks and Patrick Sweetman – USTU 1250: FYE: Classified College Survival and THSP 1090: Public Speaking (WC)
4. **College Survival Guide** – Jennifer Stewart and Sheena Monds – USTU 1250: FYE: College Survival Guide and ENGL 1011 Rhetoric & Composition I with Writing Tutorial (WC)
5. **CS/CE Compass** – Mohamad Awwad and Trevor Thomas – USTU 1250: FYE: CS/CE Compass and MATH 1130: College Algebra (QR)
6. **Cuisines of Latin America** – Nikolasa Tejero and Edwin Murillo – USTU 1250: FYE Cuisines of Latin America and LTAM 1750: Introduction to Latin American Studies (HF)
7. **Different World** – Courtney Buford and Emma McDonell – USTU 1250: FYE Different World and ANTH 1200: Cultural Anthropology (SB)
8. **Discovering YOU** – Jamie Newberg and Gwendolyn Kurtz – USTU 1250: FYE: Discovering YOU and ENGL 1330: Introduction to Literature (HF)
9. **Exploring Majors** – Jacob Collum and Henry Mikhail – USTU 1300: Exploring Majors and PSPS 1010: American Politics (SB)
10. **Exploring Religion in Chat** – Donna Ray – USTU 1250: FYE Exploring Religion in Chat and REL 1100: Introduction to Western Religions (HF)
11. **First Generation Mocs: C.R.A.F.T.I.N.G. Your Way to Success** – Nichole Orr – USTU 1250: FYE First Gen Mocs and PSY 1010: Introduction to Psychology (SB)
12. **First Year Experience** – Irene Hillman and Matthew Villanueva – USTU 1250: First Year Experience and MATH 1730: Combined Precalculus (QR)

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13. **First Year Experience** – Amanda McAllister – USTU 1250: The First Year Experience
14. **First Year Experience in Music** ** - Jordan Hicks and Lee Harris – MUS 1250: FYE in MUS: Music Row and MUS 1000R: Seminar
15. **First Year Experience in Political Science** ** - Marcus Mauldin and Sarah Heise – USTU 1250: FYE in PSPS: Political Science RLC and PSPS 1010: American Politics (SB)
16. **Gateway Scholars** – Isabella Lilly – USTU 1250: FYE: Gateway Scholars: Mind Over Matter
17. **GUIDE Experience** – Tara Mathis and Darrell Walsh – USTU 1250: FYE: GUIDE Experience and SOC 1510: Introduction to Sociology (SB)
18. **History of Chattanooga** – Susan Eckelmann and Michael Thompson – USTU/HIST 1250: FYE: History of Chattanooga and HIST 2010: Making the United States (CZ/HF)
19. **Introduction to Theatre** – Anne Swedberg and Alexandra Miller-Long – THSP 1110: Introduction to Theatre (HF) and THSP 1410: Stagecrafts or THSP 2010: Voice and Body
20. **Life Out Loud** ** - Hilary Browder-Terry – USTU 1250: FYE: Life Out Loud and MLNG 1500R: World Cinema (HF)
21. **MASH** ** - Tessa Mullinax-Baker, Ritu Sharma, and Julie Bingham – USTU 1250: FYE: MASH and CHEM 1050: Principles of Chemistry and CHEM 1050L: Principles of Chemistry Laboratory (LL or LC/LB)
22. **MEDIC** ** - David Giles and Monica Miles – USTU 1250: FYE: MEDIC RLC and CHEM 1250: FYE in CHEM: Medic or BIOL 1250: FYE in BIOL: Medic or BIOL 1110: Principles of Biology I (LL or LC/LB)
23. **Math in Action** – Deborah Barr and Angelique Ramnarine – USTU 1250: FYE: Math in Action and MATH 1010: Mathematics in the Modern World (QR)
24. **Mocs Explore Chattanooga** – Amy Brock-Hon and Katherine Ludwig – USTU 1250: FYE: Mocs Explore Chattanooga and GEOL 1040: Earth's Resources and the Environment and GEOL 1050L: Earth and the Environment Lab (LL or LC/LB)
25. **Mocs in the City** – Bryant Fairley and Tammy Garland – USTU 1250: FYE: Mocs in the City and INTS 1030: Introduction to Community Engagement

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26. **Mocs in STEM **** - Emily Alonge, Julie Bingham, and Han Jung Park – USTU 1250: FYE: Mocs in STEM and PHYS 1250: FYE in PHYS: Mocs in STEM or CHEM 1250: Mocs in STEM or CHEM 1110: General Chemistry I with CHEM 1110L: General Chemistry I Laboratory (LL or LC/LB)
27. **Mocs on the Move** – Deanna Cameron and Zachary Simoni – USTU 1250: FYE: Mocs on the Move and SOC 1510: Introduction to Sociology (SB)
28. **Nature, Culture, and Environment** – Lucy Schultz and Catherine Meeks – USTU/EVST 1250: FYE: Nature, Culture, and Environment and EVST 2000: Introduction to Environmental Studies
29. **Overall Wellness** – Leslie Tyler and Meredith Adams – USTU 1250: FYE: Overall Wellness and BIOL 1110: Principles of Biology I (LL or LC/LB)
30. **Paranormal Chattanooga** – Matthew Kosuta – USTU 1250: FYE: Paranormal Chattanooga and REL 2770: Magic, Divination, and Witchcraft (SB)
31. **Puzzles and Problem Solving** – Matthew Villaneuva, Trevor Thomas, and Margaret Kiessling – USTU/MATH 1250: FYE: Puzzles and Problem Solving and MATH 1130: College Algebra (QR) or MATH 1730: Combined Precalculus (QR) or MATH 1950: Calculus with Analytic Geometry I (QR)
32. **Science of Cooking** – Sanchez Diaz, Julie Bingham, and Han Jung Park – PHYS 1250: FYE in PHYS: Science of Cooking or CHEM 1250: FYE in CHEM and CHEM 1110: General Chemistry I and CHEM 1110L: General Chemistry I Lab
33. **Scrubs and Success** – Theresa Blackman and Monixa Miles – USTU/BIOL 1250: FYE: Scrubs and Success and BIOL 1110: Principles of Biology I (LL or LC/LB)
34. **Social Media's Influence** – Cynthia Norris and John Zibluk – USTU 1250: FYE: Social Media Influence and COMM 1250: FYE in COMM: Social Media's Influence or COMM 2200: Mass Media History (HF)
35. **Student Athletes** (3 sections) – Amber Evans, Oren Whightsel, Lindsey Felix, Susan Fries Kaeline King, and Lisa Bellino – USTU 1250: FYE Student Athletes and ENGL 1011: Rhetoric & Composition I with Writing Tutorial (WC)
36. **Surviving and Thriving** – Akeyla Madison – USTU 1250: FYE: Surviving and Thriving
37. **Sustainable Mocs **** - Sarah Farnsley and Meredith Adams – ESC 1250: FYE in ESC: Sustainable Mocs and BIOL 1250: FYE in BIOL: Sustainable Mocs or ESC 1500: Intro to Environmental Science or BIOL 1110: Principles of Biology I (LL or LC/LB)

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38. **The Elementals** – Bryan Bulmer and Titus Albu – USTU 1250: FYE: The Elementals and CHEM 1250: FYE in CHEM: Elementals or CHEM 1010: Foundations in Chemistry (LC or NL)
39. **Tip Toe Thru College Life** – Lisa Bellino and Emma McDonell – USTU 1250: FYE: Tip Toe Thru College Life and ANTH 1200: Cultural Anthropology (SB)
40. **True Crime** – Cynthia Williamson and Sara Knox – USTU 1250: FYE: True Crime and CRMJ 1100: Introduction to Criminal Justice Systems (SB)
41. **Undecided** – Zachary Simoni – USTU 1250: FYE: Undecided and SOC 1510: Introduction to Sociology (SB)
42. **UTC and Me** – Susan Fries and Sarah Einstein – USTU 1250: FYE: UTC and Me and ENGL 2550: Read, Write, and Respawn (HF)
43. **Writers' Collective **** - Stephen Quinlan – USTU 1250: FYE: Writers' Collective and ENGL 2700: Creative Writing (HF)
44. **Women in STEM** – Mary Ondrusek and Krista McKay – USTU 1250: FYE Women in STEM and ENGL 1011: Rhetoric and Writing with Writing Tutorial (WC)
45. **Women and Gender Studies** – Sheena Monds – USTU 1250: FYE: WGSS and WGSS 2000: Introduction to Women and Gender Studies SB or CZ)

College of Engineering and Computer Science

1. **CECS RLC 2 **** - Irene Hillman and James Bradshaw – USTS 1250: CECS RLC 2 and ETR 1010: Entrepreneurship: Mind & Skillset (SB)
2. **Chemical Engineering** – Bradley Harris – USTU 1250: FYE Chemical Engineering and ENCH 1000: Chemical Engineering
3. **Civil Engineering** – Zakia Tasnim and Christopher Frishcosy – USTU 1250: FYE: Civil Engineering and ENCE 1010: Introduction to Civil Engineering
4. **Engineering Good** – Brandon Hayes and Benjamin Swords - USTU 1250: FYE: Engineering Good and ENME 1011: Introduction to 2D and 3D Modeling

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5. **Engineering Technology Management Seminar I** – Jennifer Goodrich and Wolday Abrha – ETEM 1000: Engineering Technology Management Seminar I and ETEM 1320: Introduction to Material Science and Technology
6. **Mechanical Engineering** – Trevor Elliott and Benjamin Swords – USTU 1250: FYE: Mechanical Engineering and ENME 1011: Introduction to 2D and 3D Modeling
7. **STEM 2** – Khalid Tantawi and Thomas Lyons – USTU 1250: FYE: STEM 2 and ETR 1010: Entrepreneurship: Mind & Skillset (SB)
8. **Tech and Our Health** – Tricia Thomas and Arben Asllani – USTU 1250: FYE: Tech and Our Health and DATA 1110: AI for Everyone (SB)
9. **Wired for Success** – Mandy McWeeney and Raga Ahmed – USTU 1250: FYE: Wired for Success and ENEE 1010: Introduction to Electrical Engineering
10. **Think, Code, Create** – Eisa Mohamed and Li Dai – USTU 1250: Think, Code, Create and CPSC 1100: Fundamentals of Computer Science

College of Health, Education, and Professional Studies

1. **CHEPS General RLC **** - Mary Marr – USTU 1250: FYE: CHEPS General RLC
2. **Education **** - Lloydia Murillo and Stephanie Lewis – EDUC 1250: FYE in EDUC: RISE and EDUC 2010: Education in the United States
3. **Health RLC **** - Elizabeth Hathaway and Sarah Farnsley – HHP 1250L: FYE in HHP: Health RLC and BIOL 1110: Principles of Biology I (LL or LC/LB)
4. **Health and Wellbeing** – Lindsay Hyden and Meredith Adams – HHP 1250: FYE in HHP: Health and Wellbeing and BIOL 1110: Principles of Biology I (LL or LC/LB)
5. **Nurse Jackie's Notebook** – Stacye Watson and Victoria Norwood – USTU 1250: FYE: Nurse Jackie's Notebook and HHP 2220: Public Health Essentials (SB)
6. **Roots and Relations** – Lorna Durrant – USTU 1250: FYE in EDUC: Roots and Relations

Rollins College of Business

1. **Foundations for Student Success** – Sylvana Matthews and James Bradshaw – USTU 1250: FYE: Foundations for Student Success and ETR 1010: Entrepreneurship: Mind and Skillset (SB)

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2. **Professional Experience I GS** – Kimberly Thomas and Monireh Rahmati – US 1410: Success Seminar: Professional Experience 1 GS and DATA 1000: Computers in Business
3. **Success Seminar: Professional Experience I** (7 sections) – Jaclyn Wooten-York, Matthew Evans, Patrick Sweetman, Monireh Rahmati, Cori Forte, Donisia Ward, Elizabeth Bell, Leanora Brown, Alexander Davis, and Adam Wolcott – BUS 1410: Success Seminar: Professional Experience I and ENGL 1310: Values 20th-Century American Fiction (HF) or THSP 1110: Introduction to Theatre (HF) or DATA 1000: Computers in Business or ECON 1020: Principles of Economics: Microeconomics (SB) or ETR 1010: Entrepreneurship: Mind and Skillset (SB)

UTC Honors College

1. **Freshman Honors** (5 sections) ** – Linda Frost, Jayda Coons, Stephen Quinlan, Andrew Najberg, Joseph Jordan, and Justin Wymer – UHON 1000R: Freshman Honors Studies and UHON 1010: Humanities I (WC)
2. **Humanities** – Mary McCampbell – UHON 1010: Humanities I (WC)

EMSA

1. **The International Student Experience** - Kelsey Simoni and Jill Tyson – USTU 1250: FYE: International Student Experience and ENGL 1011: Rhetoric and Composition I with Writing Tutorial (WC)
2. **Leadership in Action** – Tara Mathis and Christopher Vidmar – USTU 1250: FYE: Leadership in Action and SOC 2230: Technology and Society (SB)

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

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Appendix B

AMFY Instructor Workshop Correspondence and Surveys

Subject: AMFY Spring Training for FYE Instructors

February 5, 2025

FYE Instructors:

Good afternoon! Please find below information about the upcoming Spring training. Additionally, I am attaching the Paired Instructor Overview sheet, I am sharing with your paired instructor in their letter. This overview outlines their role and responsibilities within the learning community.


Spring Training:

As part of the A Moc's First Year program, both FYE and paired instructors are required to attend Spring training. Additionally, there is a \$500 stipend available for those who actively participate in all required training sessions and submit all three assessment items. (See stipend breakdown below.)

In-Person Attendance Required:

Based on lessons learned from last year, we have determined in-person participation is the most effective way to engage with the training. Attending in person allows for better discussions, relationship-building, and preparation for a successful Fall semester.

 **Please coordinate with your Paired Instructor to attend the same training session.**

 **Note:** Paired instructors only need to attend the second hour for Training 1: AMFY Nuts and Bolts but are invited to attend the full training and/or lunch 15 minutes before the second half of training starts.

AMFY Spring Training Schedule

Training 1: AMFY Nuts and Bolts

 **Location:** UC Tennessee Room

 **Dates: Select one session**

- Thursday, March 20 | 2:00 – 4:00 p.m.
- Friday, March 21 | 12:00 – 2:00 p.m.

 **[RSVP for the training here](#)**

Training 2: AMFY Community Partners Speed Networking

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 **Location:** MAPP 102

 **Date:** Friday, March 28 | 12:00 – 4:00 PM

This event will occur in smaller blocks, and time options will be sent closer to the date.

Training 3: AMFY Coffee Chat


 Meet with your paired instructor between **March 24 – April 28.**

 Materials will be distributed during Training #1.

Stipend Breakdown

 Total potential stipend: \$500

- \$125 per training session (*for a total of \$375 if all three sessions are attended*)
- \$125 for submitting all three assessment items

 *FYE instructors must attend all required training sessions and submit all three assessment items to receive the full stipend.*

We look forward to working with you and appreciate your commitment to supporting first-year students! If you have any questions, please don't hesitate to reach out.

Best,
Delight

Subject: March 28th: AMFY Training #2: Speed Networking – Important Details

Good afternoon.

The second A Moc's First Year training is scheduled for **March 28th from 12:00 – 4:00 p.m.** in **James R. Mapp Building, Room 102** (311 E. M L King Blvd., Chattanooga, TN 37403.) This is an interactive speed networking event with community and campus partners, designed to help you develop and enhance the social and community activities for your AMFY learning community.

To help manage the flow of participants, we have scheduled three start times: **12:00, 1:00, and 2:00 p.m.** Please coordinate with your FYE or Paired instructor to select the time that works best. Feel free to stay as long as you need – the training is designed to be flexible and engaging. Please note the training is only offered on one day.

Please confirm your attendance and preferred session time by March 20th using the [Qualtrics Survey](#).

AMOC'S FIRST YEAR

We look forward to your participation in the second AMFY training, which will help you connect with local community and campus partners and strengthen the social and community activities for our incoming first-year students.

If you have any questions or concerns, please feel free to reach out.

Best,
Delight

Subject: AMFY Training 1 Follow-up

A Moc's First Year Family:

Thank you to everyone who joined us for our first training yesterday and today! We hope you left with a better understanding of A Moc's First Year (and we answered all your burning questions.) If not, don't hesitate to reach out!

As promised, here's what you'll find below:

1. The PowerPoint slides from the presentation (see attachment)
2. [AMFY website link](#) – check out your community description here
3. [AMFY Resources](#) – don't forget to add these to your USTU 1250 or BUS 1410 syllabi
4. [Training 1 Survey Link](#) – in case you had trouble scanning the QR code on the tables
5. And for good measure, I reattached the Syllabus Template, AMFY SLOs, and the SLO Worksheet

Note: **If** you reached out ahead of time to let us know you couldn't make it, no worries! We'll be sending the recording along with a task to catch you up before next week's training.

Lastly, if you haven't already, please [select your training time for Training 2](#). We're excited to *speed network* with campus and community partners next Friday at MAPP 102!

Enjoy your weekend!
Delight

AMOC'S FIRST YEAR

A Moc's First Year

Nuts and Bolts Training Evaluation

Please rate your level of agreement with these statements:	Strongly <u>DISAGREE</u>	Disagree	Neither	Agree	Strongly <u>AGREE</u>
I found this training useful in preparing for A Moc's First Year?					
I feel confident to use what I've learned today in my teaching.					

1. What did you enjoy most about this training?
2. In what ways could AMFY training be improved?
3. What new questions do you have after completing today's training?
4. Other comments:

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Learning Community Speed Networking Evaluation

1. Please rate your level of agreement:	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I found this training useful in preparing for A Moc's First Year?					

2. Please rate your level of satisfaction:	Strongly Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
How satisfied were you with the networking opportunities provided?					

1. What did you enjoy most about this training?
2. In what ways could AMFY training be improved?
3. For Fall 2024, in connection with the Walker Center for Teaching and Learning, AMFY will host Virtual Brown Bag sessions to continue to support FYE instructors. What topics are you interested in attending?

AMOC'S FIRST YEAR

Appendix C

AMFY Student Learning Outcomes

Goal 1: Academic Engagement

SLO 1: Students will remember/recall academic skills (including information literacy) that will facilitate success as a student. (GE 2, 4)

- AMFY students will develop critical thinking skills through information literacy skills and at least two of the following academic skills: note-taking, synthesis, test-taking, project planning/completion, collaboration

Goal 2: Psycho-Social Well-Being

SLO 2: Students will begin developing a positive sense of identity. (GE 1, 2, 3, 4)

- AMFY students will engage with peers and with diverse ideas and experience differing viewpoints.
- AMFY students will use support resources toward becoming academically, personally, and socially successful.

Goal 3: Campus Engagement

SLO 3: Students will engage with campus services, programs, and resources to support student success. (GE 1, 2, 3, 4)

- AMFY students will participate in different types of presentations or services, programs, and resources provided from a list that will be communicated to students.

Goal 4: Community Engagement

SLO 4: Students will engage in meaningful experiences within the community. (GE 1, 2, 3)

- AMFY students will demonstrate reflection related to at least one experience within the Chattanooga community.

Note: All “1250” courses must be reviewed and approved by the Assistant Provost for Student Success before submission to Curriculog.