

## **2019-2020: UNIV 1020**

### **Definition of Unit:**

#### **Providing Department:**

UNIV 1020

#### **Department/Unit Contact:**

Linda Null

### **Mission/Vision Statement:**

University 1020 First-Year Connections is a course specially designed to help students build the academic, social, and professional connections they will need for a successful college career. In this one-hour credit course, students are introduced to an assortment of University services, academic skills, and friendships that will make adjustment to the vibrant life of the Tennessee Tech campus much easier.

## **Goal 1: Personal Connections**

### **Define Goal:**

To connect students with other students (develop personal and professional networks)

### **Intended Outcomes / Objectives:**

Support students in building personal, curricular, and co-curricular connections across campus

Promote service learning and civic engagement

## **Goal 2: University and Department Connections**

### **Define Goal:**

To connect students with the faculty and staff in their department/program

### **Intended Outcomes / Objectives:**

Support students in building personal, curricular, and co-curricular connections across the campus as part of their continued transition to the University

### **Goal 3: University Life**

#### **Define Goal:**

To connect students with student life of the University

#### **Intended Outcomes / Objectives:**

Utilize and promote support networks for a diverse student body, including at-risk and high-achieving populations

### **Goal 4: Retention**

#### **Define Goal:**

To improve student retention, especially between the freshman and sophomore years.

#### **Intended Outcomes / Objectives:**

Foster student success as measured through first-semester to second semester retention rates

### **Goal 5: Campus resources and support**

#### **Define Goal:**

To connect students with available resources and support systems for both academic and student life

#### **Intended Outcomes / Objectives:**

Provide pathways to address academic challenges of college transition, including the development of foundational skills in critical thinking, information literacy, and ethical reasoning.

**Goal 6: To connect to resources that will facilitate identification and evaluation of information sources to support academic inquiry and introduce students to elements of creative inquiry/research**

**Define Goal:**

Provide pathways to address academic challenges of college transition, including the development of foundational skills in critical thinking, information literacy, and ethical reasoning

Cultivate a growth mindset for TTU students, including attention to articulating and achieving both short- and long-term personal, academic, and career goals

**Goal 7: To utilize written and oral communication skills to discover, develop, and articulate ideas and viewpoints**

**Define Goal:**

Provide pathways to address academic challenges of college transition, including the development of foundational skills in critical thinking, information literacy, and ethical reasoning

**Intended Outcomes / Objectives:**

Provide pathways to address academic challenges of college transition, including the development of foundational skills in critical thinking, information literacy, and ethical reasoning

Cultivate a growth mindset for TTU students including attention to articulating and achieving both short- and long-term personal, academic, and career goals

## **Assessment IDEA**

### **Goal/ Outcome/ Objective:**

1, 2, 3, 4, 5, 6, 7

### **Type of Tool:**

Survey

### **Frequency of Assessment:**

each semester

### **Rationale:**

We monitor the progress on student learning objectives.

## **Assessment: NSSE**

### **Goal/ Outcome/ Objective:**

1,2.5

### **Type of Tool:**

Survey

### **Frequency of Assessment:**

2017, every other year

### **Rationale:**

NSSE provides data on how students perceive their interaction with each other (in both academic and social settings) and how often they interact with faculty. NSSE also indicates the students' perception of the role of advisers and the college experience in preparing them for careers.

## **Assessment: Mentor Evaluation Forms**

### **Goal/ Outcome/ Objective:**

1

### **Type of Tool:**

Focus Group

### **Frequency of Assessment:**

Each fall semester

### **Rationale:**

(1)

## **Assessment: Retention Rates for First-Time Freshmen**

### **Goal/ Outcome/ Objective:**

1, 2, 3

### **Type of Tool:**

Retention Rate

### **Frequency of Assessment:**

Fall, Spring

### **Rationale:**

The Office of Institutional Research provides information on fall to spring and fall to fall retention for first-time freshmen. This data is closely watched, and fluctuations (or lack thereof) can result in changes to the first-year experience courses.

## **Results: Retention Rate**

### **Results:**

The retention rate fall to spring 2018 is 91.4%, up from the 90.3% of fall to spring 2017.

The retention rate fall to spring 2019 is 89.9% down from 91.4% of fall to spring 2018.

## **New Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item**

**Goal/Objective/Outcome Number:**

1,2,3,4,5,6,7

### **Program Changes and Actions due to Results:**

We revised the syllabus to place more emphasis on the Counseling Center and Counseling Center videos. In part the change was influenced by comments from peer mentors in the evaluation forms they complete at the end of the course.

### **Link to 'Tech Tomorrow' Strategic Plan:**

Experiential Learning, General Education Curriculum, Programs, Certificates, and Training