**In attendance:** Connor Baade, Stacey Bradley, Sara Corwin, Dan Friedman, Maegan Gudridge, Stuart Hunter, Nichole Knutson, Aaron Marterer, Kim McMahon, Bethany Naser

1. Review Committee’s Accomplishments
	1. Conducted a SWOT analysis of the first-year experience.
	2. Created a profile of USC freshmen and discussed implications of data.
	3. Drafted initial set of learning outcomes for the first-year experience.
	4. Created a timeline of processes, programs, actions, and services that impact first-year students.
2. Overview of Next Steps
	1. Establish learning outcomes for the first-year experience.
	2. Determine what excellence in the first-year of college looks like.
		1. Identify top challenges and barriers to achieving this excellence.
	3. Assess how current programs compare to best practices and provide suggestions for improvement.
	4. Map programs to first-year learning outcomes and develop approaches to achieving outcomes in order to integrate the first-year experience.
		1. Consider online aspects.
		2. Recognize calendar limitations and issues.
	5. Consider implementing a communications audit to integrate messaging across the university.
	6. Develop and conduct an assessment plan.
	7. Provide recommendations for the first-year experience.
3. Reviewing Learning Outcomes for the First-Year Experience
	1. The committee reviewed a list of learning outcomes based on committee members’ responses to the prompt, “At the end of the first year, students should…”
	2. The goals represent what the University will facilitate or deliver, and the outcomes convey desired behaviors students will develop by the end of their first college year.
	3. **Goal 1: Foster Academic Success.**
		1. Advance toward timely attainment of degree requirements and maintain good academic standing relative to university, departmental, and financial aid requirements.
			1. When we establish markers of success, we will consider specific characteristics that mirror this outcome, such as earning at least 30 credit hours at USC or maintaining qualifications for scholarships.
		2. Identify relevant academic policies, processes, and resources that foster their academic success.
			1. The committee discussed adding an outcome regarding employability or career and major exploration, but decided these are perhaps indicators of successfully engaging with resources that develop professional competencies and assist in the attainment of purposeful goals.
	4. **Goal 2: Foster Integration and Belonging.**

The culmination of the following outcomes contributes collectively to a student’s sense of belonging at Carolina. Other phrases the committee considered include: attachment, connection, affinity, and “at home.”

* + 1. Demonstrate the principles embodied in the Carolinian Creed.
		2. Develop positive relationships with faculty, staff, and peers.
		3. Identify and use appropriate campus resources.
		4. Engage in opportunities essential to their learning and development.
	1. **Goal 3: Foster Competence and Resilience.**

The committee started to develop the outcomes for this goal, but additional outcomes addressing employability, empathy, life planning, self-management, and identity development still need to be crafted. In this goal, the committee would like to model “wellness” as a combination of physical, mental, social, and occupational health, matched with responsible decision-making. A subgroup will meet before the next meeting to further develop outcomes that address these aspects.

* + 1. Demonstrate awareness of self and others.
		2. Develop and initiate a process towards the attainment of purposeful goals.
		3. Practice wellness and responsible decision-making.
1. Preparing for next meeting
	1. The next meeting will be held on March 7th from 2:00-3:30 p.m. in Osborne 107.