**In attendance:** Connor Baade, Stacey Bradley, Sara Corwin, Dan Friedman, Meagan Gudridge, Gene Luna, Aaron Marterer, Kim McMahon, Bethany Naser, Scott Verzyl, Mary Wagner

1. Academic Advising Survey
	1. Dan Friedman shared an update on the academic advising survey discussed at the previous meeting. Dennis Pruitt will discuss the survey with Helen Doerpinghaus, Senior Vice Provost and Dean of Undergraduate Studies.
2. “15 to Finish” Campaign
	1. The committee discussed the “15 to Finish” campaign, which encourages students to take 15 degree-applicable credit hours per semester in order to graduate on time in four years. Discussion raised the following questions:
		1. How many students would this campaign impact who do not take 15 degree-applicable credit hours a semester?
		2. Is there a specific time period that causes this to be an issue more than others? Examples include registration at orientation, after the add/drop deadline, or the withdrawal deadline.
		3. Is there a need for more degree-applicable half-term courses to be offered?
	2. Dan Friedman stated that more information would be gathered in order for the committee to discuss potential implications.
3. Pillars for Carolina
	1. Committee members discussed wanting more information regarding the Pillars for Carolina program, as it was included in the initial committee charge. Specifically, committee members mentioned wanting to learn more about the mission and history of the program, the program curriculum, and assessment data.
	2. Dan Friedman will reach out to Theresa Sexton, Coordinator for Student Government, for more information regarding the program.
4. Opening Week
	1. Committee members participated in a brainstorming activity in which they shared their thoughts on the following prompts with regards to the opening week for new students:
		1. I like it that we…
			1. Numerous committee members affirmed First Night Carolina as a program that they liked. Other members shared support for the number of opportunities available for students to connect with one another, as well as the substantial buy-in from University Housing in support of programs throughout the opening days.
			2. Several facets of the move-in experience were shared. Staggered move-in times in order to reduce crowding was the first to be mentioned. The move-in day crew was noted as well, though waning volunteer participation raised the question as to whether the purpose of this group is to assist with move-in, or to welcome new students. Finally, move-in on the weekend as well as offices being open for business on these days received support for meeting family needs.
		2. We need to stop…
			1. Committee members mentioned that the number of days between the move-in period and the first day of class contribute to a large amount of unstructured free time and the formation of cliques.
			2. The committee also discussed the following topics with regards to the prompt:
				1. The length of the sorority recruitment process,
				2. Admitting students and hosting Orientation on the day prior to the first day of class,
				3. Prospective student campus tours during the move-in period,
				4. Early move-in for sub-populations,
				5. Information overload during the opening days due to the number of programs and events, and
				6. The First-Year Reading Experience as a stand-alone event.
		3. Why don’t we…
			1. Committee members shared the following suggestions:
				1. Merge Convocation and the First-Year Reading Experience into a singular event on the day before classes begin, and rethink the common reading aspect of this event.
				2. Develop more common experiences and opportunities for students to meet other students.
				3. Have a more centralized administration or collaboration to coordinate opening days. Examples included having an opening days group and/or an office of new student programs.
				4. Require a campus safety presentation for all new students during opening days.
				5. Host a send-off event for parents and guests.
			2. The committee also discussed reducing the time between move-in and the first day of class, holding convocation the night before classes begin, setting a sub-population move-in day, delivering vital transactional services at more convenient times and locations, and providing tours for new students.
		4. I want to know (what questions do you need answered)…
			1. Members of the committee raised the following questions:
				1. How many students move-in each day? How many students move-in prior to the official move-in day? How many students are in each of the sub-populations that move-in early?
				2. Are there other groups on campus discussing Convocation and FYRE, and what are their thoughts regarding these events?
				3. How much does the opening week period cost, both time and money?
				4. Why is sorority recruitment so long, and why don’t we defer it?
				5. If we condense the opening week, what will the focus be, and what will we have to give up?
				6. What do students think about the opening week, and what do they need during this time?
		5. The purpose of opening week is to…
			1. Committee members shared their opinions for the purpose of opening week is to help students:
				1. Acclimate to the University and start building community.
				2. Develop strong peer connections and a sense of belonging.
				3. Feel comfortable and confident in their decision to come to USC.