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

1. Review and discuss final learning outcome edits
	1. The final learning outcomes and goals were drafted by a subgroup consisting of Dan Friedman, Tracy Skipper, Claire Robinson, Kevin Clarke, and Alex Thomas.
	2. The learning outcomes document is for internal purposes and strategic planning. The learning outcomes will be translated into relatable language for students’ use that will include more action-oriented examples of success in the first-year.
	3. **Goal 3: Foster Personal Growth, Wellbeing, and Professional Development.**
		1. Recognize strengths, values, and identity, and articulate how these shape their sense of self and relationships with others.
		2. Develop and initiate a process toward the attainment of professional and personal goals.
		3. Engage in practices that promote their overall wellbeing.
		4. Demonstrate skills and competencies embodied in the Carolina Core.
	4. The committee considered including resilience in the goal, but agreed that resilience is a facet of overall wellbeing.
	5. The committee expressed interest in incorporating “responsibility to the community” in the Goal 3 learning outcomes. The committee will revisit this aspect.
	6. The committee discussed articulating employability in the Goal 3 learning outcomes.
		1. Employability is a current priority among administrators, parents, and students. Parents and students often consider potential job opportunities when selecting a major.
		2. Instead of focusing on obtaining a job, the committee designed learning outcomes that will help students identify and develop soft skills that employers seek, including critical thinking and collaboration.
		3. The committee acknowledged that students’ development of employable skills spans across the undergraduate experience, not solely in the first college year.
		4. The committee highlighted the significance of employability by adding “professional development” to the title of Goal 3. The committee acknowledged that developing employability is a multidimensional process. Employability is embedded in the learning outcomes for Goal 3 and will be reflected by students’ abilities to design plans to attain goals, develop a sense of self, demonstrate competencies and skills, and engage in practices that promote their wellbeing.
	7. Next steps for the learning outcomes include editing the document for consistency and grammar, reviewing and finalizing the outcomes as a committee, and distributing it for review across the university. The committee will also develop markers of success for students in relatable language.
2. Discuss Carolina Welcome Week goals
	1. Kim McMahon led a discussion about the planning of Carolina Welcome Week.
	2. The committee discussed the length of time between move-in days and the start of classes. The majority of the committee was in favor of shortening the length of Welcome Week.
		1. The committee acknowledged the amount of unstructured free time that students experience between move-in day and the start of classes. Large amounts of unstructured time may contribute to students’ focus on homesickness, inactivity, or destructive behaviors like alcohol consumption.
		2. Early move-in days for women participating in sorority recruitment create a problem when women are released from recruitment early and have not yet established a community on-campus. While there are initiatives with resident mentors to support these women, there is data to suggest the harmful effects of early move-in for sorority recruitment.
		3. The lack of classes on Fridays matched with the first day of classes on Thursday contributes to additional unstructured time without academic engagement.
		4. University of South Carolina’s Welcome Week compared to peer and peer-aspirant institutions:

|  |  |  |  |
| --- | --- | --- | --- |
| **University** | **Days between move-in and classes** | **Move-in Day** | **Classes Begin** |
| University of Connecticut | 3 | August 23 | August 26 |
| University of North Carolina | 4 | August 17 | August 20 |
| University of Tennessee | 4 | August 17 | August 21 |
| University of Virginia | 4 | August 23-24 | August 27 |
| University of Kentucky | 5 | August 23 | August 28 |
| Indiana University | 5 | August 21 | August 26 |
| University of Missouri | 5 | August 14 | August 19 |
| **University of South Carolina** | **5** | **August 17\*** | **August 22** |
| University of Georgia | 6 | August 6 | August 12 |
| University of Maryland | 6 | August 28 | September 3 |
| Rutgers University | 7 | August 27 | September 3 |

* + 1. The committee recommended reviewing the Welcome Week schedule and considering shortening the time between move-in days and the start of classes.
	1. Limited resources pose obstacles for developing intentional Welcome Week programs.
		1. The committee recommended utilizing Welcome Week leaders to guide first-year students to attend and participate in events.
		2. To insure that new students will be able to attend a First-Night Carolina event, the committee suggested reserving a rain location in addition to Williams-Brice stadium. A rain location has not been secured in the past in large part because of limited resources.
		3. The committee recommended utilizing the Guidebook smartphone application to inform students about programs and event updates.
		4. As the size of the incoming first-year class continues to increase, the need for additional resources to manage and coordinate Welcome Week events increases as well. The committee recommended greater collaboration and coordination across campus for assisting with Carolina Welcome activities.
		5. Also, the Welcome Week coordinators may look to recruit campus offices to sponsor programs or events during Welcome Week.
	2. The committee also discussed the Mortar Board Student Agendas and ways to make the product more useful for students.
1. Preparing for next meeting
	1. The next meeting will be held on March 21st from 2:00-3:30 p.m. in Russell House Room 201 (SEC Room).