**Re-envisioning the Undergraduate Experience Committee Meeting**

**January 25, 2017**

* Eugene Seeley, chair of the GE committee, presented information about the history of the GE Committee, what they are currently working on, and some suggestions for the Re-envisioning committee to consider (see PowerPoint).
* Oral communication and teamwork are two areas the GE Committee are not confident a student will experience in their undergraduate experience.
* If something is made a graduation requirement the major has to fit it in somewhere but it does not necessarily have to be a GE course.
* The committee chairs, Sean Tolman and Cheryl Hanewicz, presented on using design thinking as a problem solving approach (see PowerPoint).
* There are two steps before you get to how you are going to solve the problem. You first have to figure out your problem. Learn about audience; empathize.
* This is based on an article from the Chronicle of Higher Education titled [“Can Design Thinking Redesign Higher Ed?”](https://www.chronicle.com/article/Can-Design-Thinking-Redesign/241126)
* The “PLO” homework was designed to get to the what before the how. What should a student come away with after 60 hours?
* Important to remember that the beginning is fuzzy and can be frustrating.
* Another week was given to complete the “PLO” homework. “PLO” is being used for lack of a better term.
* With a dedicated, talented group of people amazing things can happen. This can be done within the time constraints.

**Activity**

Rapid development exercise: develop charge or vision statement for the committee

1. 3 minutes of individual thinking- 5 words
2. 10 minutes in groups of 5 taking those words and creating a 20 word statement
3. 10 minutes in 3 groups- so 10-12 combining their 20 word statements

The three groups came up with the following:

Group 1

Gather and examine best practices within the GE/Undergraduate experience that lead to student success through transformative learning.

Group 2

Undergrad experience, learning outcomes, GE

Group 3

Define the vision and implementation plan of a high quality, accessible GE experience that prepares and enables each student for success in their major, career, and community.

* The facilitation team will combine the three statements into one and send to the committee.
* David Connelly shared that Liz Hitch stated, “Feel free to carry this as far as you want and then come talk to us.” Do not worry about the constraints. Do something creative.
* The committee was encouraged to go and talk to their colleagues to get input. Meetings could be held in each school/college to give updates and get feedback.
* A brief review of Tristen Denley’s information was presented (see PowerPoint).
* Tristen has presented to USHE and the CAOs. His work is behind some of the things we have been seeing from USHE such as high impact practices.
* The five things that his research has shown to increase retention and graduation are:

* 1. Make a purposeful program choice – everyone has a major or pathway
	2. All student complete initial math and English with their 1st year and preferably 1st semester – corequisite models
	3. All students attempting 30 credit hours in the 1st year – go fulltime
	4. 9 hours (3 classes) in the major of pathway in the first 30
	5. Create a productive academic mindset
* In Georgia they have what is called a Momentum Year which includes all five. The results have been an increase in the three year community college graduation rate of 42% and a University 4 year graduation rate increase of 26%.
* This leads into looking at high impact practices and predictive analysis. There should probably be a future conversation on Civitas which will be live on campus February 6. Civitas helps predict probability of student success so we can intervene if needed.
* USHE is leaning towards at least one high-impact practice within first 30 credits and another one towards the end.
* Two emails will go out tomorrow with homework assignments and other information.