

EPPAC Meeting, April 5, 2018

1:12 meeting called to order
Introductions

Tristan Denley Assistant Vice Chancellor for Academic Affairs

Momentum Year – Student success in a holistic way with an intentional plan from the moment students step on campus. Creating clear pathways and making sure the pathways lead to success. Academic mindset role in student success. Plans have been submitted and are being reviewed. What are the ways we can ensure that students are able to understand what it is like to be a teacher early in their program?

Change in remediation – now using the co-requisite model. Fall 2018 and forward, placement criteria are changing. Clearly articulate to a student what might be best, i.e. retaking ACT, SAT, etc. Ensuring that students have pre-requisite knowledge doubles and triples the likelihood of success.

High impact practices - deliberately embedded into pathways that we are creating. Having these practices built in:

- Undergraduate research
- Service Learning
- Workplace experiences
- Study Abroad
- Capstone experiences

Looking at high impact practices in many ways, campuses looking at how this works for them and setting a pathway for getting there. Not intended to be restrictive, but to support and deepen experiences. Few campuses have ways of keeping up with these experiences and having systematic ways of doing them. At system level and university level will be able to identify students who have had these experiences, look at equity of access and equity of participation; be able to show that these experiences really do make a difference. This work will likely take the rest of this calendar year.

Academic Mindset – large scale survey at the beginning of this year (all incoming freshmen). Approximately 5000 students completed the survey. Will be able to make significant inferences from that data. Coming summer, ensuring that the survey will be part of everyone's onboarding. Use information to help us educate students in our classrooms and eventually move it into K-12.

NEXUS degree – February, board approved new credential in system – 18 hours - 6 experiential and 12 at upper division level. Curriculum in partnership with large scale industry. Blueprint for the skillset and knowledge base to work in specific sector. Faculty design curriculum to the blueprint specs. NEXUS degree four cases- credential can be embedded in traditional degree (like a minor). For Associate's degree, NEXUS could be Area F, some college with no degree could earn NEXUS in some specific skill base that opens door to industry or adds to something they already have. Opportunity for discussion around licensure in field of education.

Mindset in faculty – summer symposium USG

Penny and Angie

1. RELAY Graduate School- not approved provider in GA; RELAY secured a no-bid contract with Atlanta Public S

