



Subcommittee: NGGE First-Year Experience

Report due: Final report May 1, 2023

Taskings:

- Provide guidelines and serve as consultants to programs using the USP elective during the AY23/24 First Year Seminar (FYS) pause.
- Assist the VP for Undergraduate Education in establishing answers and guidelines to FAQs related to the FYS pause.
- Review and explore the relationship and benefits of different elements of the first-year experience, including Saddle Up, the First Year Seminar, Freshmen Interest Groups, and the Bridge Program.
- Explore different models for FYS, including larger-enrollment sections, 1-credit vs. 3-credit, and college-specific vs. general.
- Gather information about common learning outcomes and institutional goals for first-year programming.
- Estimate the cost of existing FYE components, and explore alternate staffing and funding models for the first-year experience, including the First Year Seminar.
- Explore the impact of any FYE-related curricular changes on UW's ability to participate in the WICHE Passport Program.
- Develop two+ models to illustrate how UW might revise FYS/FYE elements to more effectively meet a clear set of outcomes and institutional goals.

Subcommittee: NGGE Transfer Relations

Report due: Subcommittee midterm report May 1, 2023, final report December 1, 2023.

Taskings: Community college and transfer student implications must be considered so that students who join UW after completing coursework or degrees elsewhere will not be at a disadvantage.

- Gather current gen-ed requirements for each of Wyoming's community colleges and identify key pressure points (existing) and opportunities (potential/proposed) for ease of transfer
- Explore the framing of *statewide* general education in other states to determine common practices/parameters for in-state transfer articulation.
- Explore and address barriers to non-resident transfer students and distinguish between those who transfer with an AA degree vs. those who do not come with a degree.

Subcommittee: NGGE COM Revision (Communication-Intensive Courses)

Report due: Subcommittee midterm report May 1, 2023, final report December 1, 2023.

Taskings:

- Review existing outcomes and approaches to communication skills at UW and comparator schools.
- Review existing assessment practices at UW and comparator schools to determine a possible *cycle* of ongoing assessment for communication outcomes.
- Identify a list of specific revisions that will improve the delivery of communication intensive instruction

- Craft a preliminary narrative to communicate and advocate for the holistic “WHY” of the essential communication skills and learning outcomes.
- Explore policies/approaches that provide more flexibility in satisfying COM requirements for students who are transferring from other institutions.

Subcommittee: NGGE Digital Literacy

Report due: Subcommittee midterm report May 1, 2023, final report December 1, 2023.

Taskings:

- Consider the possible role of a gen-ed digital literacy component in making UW “more digital...”
- Develop a working definition of digital literacy.
- Provide a potential list of digital literacy development guidelines, outcomes, and delivery standards for gen ed. (Consider WDE’s K-12 Computer Science standards as well as digital-literacy-related gen-ed outcomes at other universities.)
- Evaluate the potential impact of a standalone “digital literacy” designation on ease of transfer.
- Review existing assessment practices at UW and comparator schools to determine a possible *cycle* of ongoing assessment for digital literacy outcomes.
- Craft a preliminary narrative to communicate and advocate for the holistic “WHY” of the essential digital literacy skills and learning outcomes.

Subcommittee: NGGE Cultural Competence

Report due: Subcommittee midterm report May 1, 2023, final report December 1, 2023.

Taskings:

- Explore the diversity of student populations that UW serves, and develop a list of variations in scaffolding these populations may need.
- Explore gen-ed cultural competency requirements at other institutions to identify a list of possible learning outcomes.
- Review existing assessment practices at UW and comparator schools to determine a possible *cycle* of ongoing assessment for cultural competency outcomes.
- Craft a preliminary narrative to communicate and advocate for the holistic “WHY” of the essential cultural competency skills and learning outcomes.

Subcommittee: NGGE Best Practices in Structure and Pedagogy

Report due: Subcommittee midterm report May 1, 2023, final report December 1, 2023.

Taskings:

- Explore the use of alternative modalities of delivery, including micro-credentialing, might be used to meet learning outcomes
- Evaluate the use of gen-ed course *sequences* to reach and reinforce learning outcomes.
- Evaluate the appropriateness/value of building experiential components and career services skills into the Next Gen USP. (Consider the findings from the UW “Careers Everywhere Report” as well as relevant AAC&U publications.)
- Craft a preliminary narrative to communicate and advocate for the holistic “WHY” of non-traditional elements (e.g., micro-credentialing, sequencing, experiential learning) that you have found compelling
- Explore university-level student learning objectives to determine how innovative requirements/elements can help gen ed to better meet overall student learning objectives.

Subcommittee: NGGE V Requirement (American/Wyoming Government)

Report due: Subcommittee midterm report May 1, 2023, final report December 1, 2023.

Taskings:

- Access the Wyoming constitution and/or other relevant legislation to determine the *specific* parameters of UW's obligation to a requirement related to US and Wyoming constitutions.
- Explore gen-ed cultural competency requirements at other institutions to identify a list of possible learning outcomes for a revised V.
- Craft a preliminary narrative to communicate and advocate for the holistic "WHY" of a revised V requirement.
- Review the current delivery modalities for "V" courses and evaluate whether other modalities may be more effective/efficient.

Subcommittee: NGGE Assessment

Report due: Subcommittee midterm report May 1, 2023, final report December 1, 2023.

N.B. Assessment should be an integral part of UW's gen-ed program; however, the sub-committee should not omit learning outcomes that are important to our students' success simply because they are difficult to assess during students' undergraduate careers.

Taskings:

- Collect gen-ed assessment models from other institutions. Identify at least 3 models that seem both sustainable and appropriate to UW's context.
- *Beyond the course level*, identify other existing or potential forms of data-gathering (e.g., NSSE/FSSE, program exit surveys, qualitative measures, teaching evaluations) that can provide relevant information about teaching and learning within the gen-ed program.
- Develop a tentative plan to show how student SLOs will be regularly assessed via an efficient, sustainable, *ongoing cycle*. The plan should describe processes/stages that show how assessment results can be used to inform continuous improvement.
- Stage 2: Review the assessment plans developed by other sub-committees to determine their feasibility/validity and provide recommendations.