

## **Aggregate Suggestions from Spring 2023 NGGE Sub-Committees** assembled May 11, 2023

This document provides the combined suggestions from each of 8 sub-committees formed and tasked by Provost Kevin Carman in Spring 2023 with exploring specific areas of interest related to UW's revision of its general education program. Those areas are:

- Assessment of general education
- Cultural competence
- Communication-intensive courses (existing COM requirement)
- Digital literacy
- First-year experience (including paused FYS requirement)
- Innovative pedagogy
- Transfer
- Existing V requirement (ie, constitution/government)

These areas of interest were initially identified in May 2022 by a full NGGE Committee who had gathered data through a stakeholder survey (>700 responses), "Idea Labs" held in conjunction with 2021-22 Strategic Plan development, and research of peer and comparator general education programs. Also informing the development of these sub-committees and their charges was the participation in Summer 2021 of several NGGE Committee members at AAC&U's Summer Institute for General Education and Assessment. The specific charges for each sub-committee are available at [uwyo.edu/usp/next-gen](http://uwyo.edu/usp/next-gen).

## **Assessment Sub-Committee**

**Members:** Jake Hayden, Heather Webb Springer, William Cain, Laurie Smith, Tristan Wallhead, Tawfik Elshehabi

Assessment for student learning opens the door for meaningful engagement into what, how and why learning occurs for all learners; this in turn, informs practice, pedagogy and curricula to better support all students.

### **NGGE Suggestions**

Based on our committee's discussion, research, and values, we want to emphasize the following suggestions for the NGGE Executive Team to consider as they work towards draft gen-ed models and revised charges for the remainder of Fall 2023:

1. General Education Learning Outcomes that are student centered, specific and measurable. These NGGE Learning Outcomes should meet HLC accreditation requirements and college level accreditation requirements.
2. NGGE Program Coordinator Position that provides administrative support and ensures that the General Education policies and procedures are followed.
3. NGGE Assessment Coordinator Position that leads all assessment activities of the General Education Program.
4. Faculty Coordinator for each category of the new General Education Program (similar to Rick Fisher's role with the Communication program and Allison Gernant's role with the First Year Seminar).
5. Instructor Development Requirement(s) for all individuals teaching NGGE Program Courses; our suggestion is that the Ellbogen Center for Teaching and Learning (ECTL) facilitate and execute this work in collaboration with the Faculty Coordinator of each specific General Education category.

## **Cultural Competence Sub-Committee**

**Members:** Christine Boggs, Jennifer Tabler, Nicole Crawford, Breanna Krueger, Dalal Bima, Koraline Wolfgang, Lay-nah Blue Morris-Howe, Caroline McCracken-Flesher, Janice Grover-Roosa

### **Introduction**

The University of Wyoming takes as its primary goal graduating students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world; Cultivate a community of learning energized by collaborative work among students, faculty, staff and external Partners; Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect; and Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.

Cultural Competency is the key factor to accomplish such readiness. Cultural competency includes being aware of your own cultural beliefs and values and recognizing that there are diverse and competing perspectives. It is through cultural competency that our explorations in all fields accomplish relevance, meaning and impact for our communities and the world.

As the University of Wyoming mission's statement stresses, being prepared for a richly diverse world and for an unpredictable future requires talents of collaboration, an understanding of diverse local and international communities, commitment to knowledge, engagement in free expression, personal integrity and mutual respect. Personal growth and leadership capacity underpin our graduates' commitment to service in the community, the state, the nation, and the world.

As the Wyoming constitution Article 1. Section 2 states, "In their inherent right to life, liberty and the pursuit of happiness, all members of the human race are equal." As the only land grant public university in the state of Wyoming, the University of Wyoming is committed to promoting the unalienable rights and liberties of our diverse residents and student body.

Cultural competency helps us to fulfill these charges of the University of Wyoming and the Wyoming Constitution.

### **Actionable Suggestions**

Based on our committee's discussion, research, and values, we want to emphasize the following suggestions for the NGGE Executive Team to consider as they work towards draft gen-ed models and revised charges for the remainder of Fall 2023:

1. Partner with non-academic units to determine alternative methods for attaining competencies. (Student Affairs, ODEI, SOAR) for full list see Appendix C.
2. Establish a partnership with ODEI's office to create an action plan integrating the 2023 Climate Survey result conducted from March 26th to April 30th with the committee's efforts for developing cultural competency on campus.
3. Examine how suggested changes to the USP in regard to cultural competency may interact or affect college-level degree requirements.
4. Consider goals rather than disciplines, in determining ranges of study; consider minors as expeditious methods to gain cultural competency (with absorbable curricular impact); include engagement/study abroad or elsewhere /experiential learning, in the range of activities.

5. Several existing courses, minors, majors, such as those within the School of Culture, Gender, and Social Justice, would likely fulfill learning outcomes in this area but programs would need to go through a comprehensive review by the NGGE Curriculum Committee.
6. Create a sub-committee of the NGGE Curriculum Committee with expertise to determine if a course meets the Cultural Competency learning outcomes. This could be a good model for other areas as well.

## COM Sub-Committee

**Members:** Beau Bingham, Kaijsa Calkins, Rick Fisher (chair), Shelby Hutson, Makayla Kocher, Julia Kremer, Sarah Lee, Stephanie Oneto, Mitzi Stewart, Breezy Taggart

### Actionable Suggestions

Based on our committee's discussion, research, and values, we emphasize the following suggestions about how Communication-Intensive (CI) courses should fit within a revised general education model:

1. **Maintain a minimum of 3 courses *focused on CI activity*.** This recommendation is based on review of (1) gen-ed requirements among peer and comparator institutions, (2) statewide gen-ed transfer agreements for nearby states and target recruitment states (TX and CA), and competencies in the WICHE Passport. Nine credits focused on communication is within the norm for peer and comparator programs (e.g., NDSU, NMSU, SDSU, Texas Tech, U Idaho, U Montana, Utah State).
2. **Make the outcomes for each CI course more specific, while reducing the number of required outcomes for each communication-intensive course.** We believe this change will allow instructors to have clearer priorities for communication-related activity in each CI course. At present we think that the number of outcomes in COM courses sometimes stretches faculty attention too thin, making it harder to maintain consistency across each COM course.
3. **Name each CI requirement in a way that emphasizes the *specific outcomes, skills, and competencies students will gain in each course*.** While the current USP COM courses are presented as a "sequence," we propose the CI courses be named Introduction to Academic Discourses (AD), Foundations of Oral Communication (OC), and Upper-Level Communication (ULC).
4. **Make Oral Communication a more visible priority of one CI course.** For ease of transfer, we suggest that any gen-ed course with the primary task of introducing students to foundations of oral communication should be named in a way that clearly indicates that focus. (Note: This recommendation is in line with the existing approval and renewal process for COM2.)
5. **Maintain an upper-level course that emphasizes advanced disciplinary, professional, and/or civic communication.** Based on student feedback gathered in Spring 2022, most respondents saw the COM courses as a part of USP2015 that is working well, and they also desired (more) courses they see as relevant to their degree program, future life goals, and professional aspirations.
6. **Strategically distribute communication activity across gen-ed courses.** Communication activity is such an essential *mode of learning* that we think it should be incorporated across other gen-ed courses. We see communication activity as both a "foundational" and a "cross-cutting" skill that deserves courses focused on essential elements of communication *as well as* courses where students have opportunities to use speaking, writing and multimodal communication. (Note: Writing is already partially distributed across FYS, PN, H, and V courses. We suggest that this effort be expanded and improved. For example, some institutions require that all lower-level gen-ed courses writing-to-learn exercises, at least one essay exam question, and/or a formal out-of-class writing assignment.)
7. **We feel strongly that "digital literacy" should be integrated into the new gen ed program,** though it is not yet clear how this should fit within CI courses. We think this issue should be revisited as the prospect of a Digital Literacy component becomes more clear. We note that general education programs at several other universities (e.g., Iowa State, UC-Davis, U Montana, Montana St, Miami, and LSU) do include attention to "digital," "visual," "multimodal," and/or "electronic" communication.
8. **We advocate for a class size of no more than 25 in CI courses,** a limit that is at or exceeding guidelines from the National Communication Association and the National Council of Teachers of English. Additionally, current COM instructors oppose higher course limits: over 80% "somewhat" or "strongly" disagreed with the statement, "I wish the enrollment cap for my COM course were higher."

## Digital Literacy Sub-Committee

Members: Samantha Peter (co-chair), Gabrielle Allen (co-chair), Jason Banks, Steven Barrett, Mike Borowczak, Rick Fisher, Ruben Gamboa, Michelle Hilaire, Tyler Kerr, Michael Kneivel, Candace Ryder, Bryan Shader.

### Introduction

The Digital Literacy Sub-Committee met as a group six times in Spring 2023. The sub-committee reviewed publications on topics related to digital literacy, researched how digital literacy was implemented in general education at other institutions, reviewed digital literacy in the context of existing majors, and discussed the new academic programs under construction in the School of Computing. The group worked to discuss what digital literacy means for the University of Wyoming campus and the state of Wyoming in the current world, while also expanding to consider implications for the future with changing and emerging technologies. Throughout the different ideas and conversations emerging themes emerged of communication, data, technologies like AI and algorithms, ethics and societal impact, and more while also focusing on mechanisms for sustainable implementation across the university.

### Actionable Suggestions

Based on our committee's discussion, research, and values, we want to emphasize the following suggestions for the NGGE Executive Team to consider as they work towards draft gen-ed models and revised charges for the remainder of Fall 2023:

- Digital literacy is a critical component of modern society. A strong sense of digital literacy enables students to navigate and thrive in an increasingly digital world. All UW students should leave with essential digital skills.
- We suggest defining digital literacy as "Digital literacy is the ability to ethically and critically explore, evaluate, create, and apply information using a range of digital technologies."
- The digital literacy component should feature a set of learning outcomes that faculty would meet a certain number of for a course to meet the digital literacy component. Examples of this would be the current Human Culture or Physical and Natural World USPs.
- We strongly believe that each discipline should create their own digital literacy component as this would foster student choice allowing students to choose courses that either put them out of their comfort zone or apply directly to their career pathways. This would also continue to foster every college to integrate technology, communication, and emerging themes into their everyday curriculum. Our hope is that by further integrating and encouraging digital literacy across all disciplines this will work to encourage the entire campus community to move to a digital future.
- These courses would not feature basic computer literacy skills like Microsoft office tools, email organization, routine social media arts and more, but rather would focus on arming the students with digital skills that support discipline or career success. This could include for the College of Agriculture, Natural Resources and Life Sciences classes that focus on understanding the algorithms behind modern farming equipment, weather models, and more. Or the College of Arts and Sciences could include a course focusing on digital humanities and data models. All courses would integrate elements of understanding the ethics of sharing and using information and tools in a digital way. This would require an assumption that students have arrived at the university with basic digital knowledge coming into this course.
- With these ideas the NGGE or university needs to create an assessment tool or resource to support the continued growth of different departments and schools towards a digital future. Understanding that the creation of a digital literacy component is a starting point and not an ending point.

## Innovative Pedagogy Sub-Committee

**Members:** Rick Fisher, Maggie Bourque, Jenna Krieschel, Ramesh Sivanpillai, Rebecca J. Despain, Nevin Thomas Aiken, Thomas Allen Grant III, Chrissy Renfro, Christine Elizabeth Wade, and Rachel Mim Watson

### Introduction

The fundamental underpinning of all actionable suggestions and key findings in this report is that pedagogical/andragogical best practices should fundamentally inform all decisions made when designing, developing, implementing and assessing the general education curriculum. These practices include metacognition, exploration through choice, experiential learning, learning with connection to career competencies, and high-impact practices (HIPs as identified by AAC&U – see below).

### Actionable Suggestions

Based on our committee's discussion, research, and values, we want to emphasize the following suggestions for the NGGE Executive Team to consider as they work towards draft gen-ed models and revised charges for the remainder of Fall 2023:

1. We recommend that NGGE include an experiential learning ("E") requirement, and that this component include reflection and synthesis (in line with best practices for experiential learning and based on the recommendations of the Carnegie Engaged University Task Force). The E could be fulfilled via multiple, flexible pathways from which students would choose experiential learning opportunities, and/or complete E credits *embedded within* degree requirements. The E requirement could be achieved via courses, co-curricular experiences, and/or micro-credential opportunities such as: study abroad, place-based education, internships, undergraduate research (including applied field research) and/or creative endeavors, Community Engaged Programs (CEP), capstone/senior design projects, volunteerism/community service or through SOAR (UW's platform within which co-and extra-curricular experiences may be documented).

**Rationale:** *UW already engages extensively in High Impact Practices (HIPs), which are well-documented and widely accepted ways to support student learning, increase retention, and empower exploration through choice while building academic and career readiness. Building on suggestions of the Carnegie summary, courses that employ experiential learning and engage in HIPs enhance success for all students and disproportionately benefit minoritized students. The option to use the SOAR platform to capture experiences beyond the course level that may fulfill the E requirement enhances access for students from dispersed learning environments and adds an option for micro-credentialing. With additional financial and human capital investment, the SOAR platform can be accessible to students across our state's 9 institutions of higher education and can be customized by departments/degree programs.*

2. We recommend a sustained NGGE subcommittee that designates courses or programs (including co-curriculars) as Experiential (E). Many experiential courses already exist within UW curriculum, a subset of which have been identified by the Carnegie committee. This suggested NGGE subcommittee would also engage in *curriculum mapping* so that students are assured prevalent accessible "E" opportunities many of which are no cost. This committee would also track and validate co-curricular activities for inclusion in general education. Currently, SOAR is used by several programs as a tool to track co- and out-of-classroom (OCC) activities (see details below).
3. We recommend educators teaching "E" and other NGGE courses have access to incentivized pedagogical training in HIP/evidence-based pedagogies. Such training could be provided by the Learning Actively Mentoring Program (LAMP) in collaboration with the Ellbogen Center for Teaching and Learning (ECTL).

**Rationale:** *Sustained training matters when trying to catalyze positive change (Pfund et al.) and is critical to the success of a largescale change to USP.*

4. We recommend “bookend” learning experiences at the gateway and exit levels that, upon completing, successful students will be able to: 1) explain the practices that allow them to learn best, 2) explain how their general education aligns with and begets career opportunities, and 3) write and iteratively revise an informed learning philosophy. The gateway “bookend” would preferentially be a course such as FYS but could also be embedded in Saddle Up. The exit “bookend” could be embedded in each designated “E” course that would include a requirement to a) incorporate a pre-experience learning philosophy component, b) participation in a significant high-impact learning experience and c) engage in a post-experience reflection on their learning philosophy.

***Rationale:*** *Students are not currently universally taught how to learn.* *Learning requires metacognitive reflection; Learning that is self-regulated enables more effective cognition, goal setting and goal tracking (NASEM). Learning is recursive (Doyle; Medina; NASEM). General Education courses should connect to one another to build from concepts and skills that are revisited.*



## First Year Experience Subcommittee

**Members:** Mandy Gifford, Nycole Courtney, Rick Fisher, Allison Gernant, Jake Hayden, Ben Herdt, David Mukai, Heather Webb, Brad Rettler, Jessica Rardin, Jennifer Waluta, TK Stoudt, Anne Alexander, Alison Looby, Adrienne Freng, Isaac Almejo-Ponce, Aidan McGuire, Brandon Kosine, Ronn Smith, Angela Simonton, Steve Barrett, John Kambutu (co-chair), April Heaney (co-chair)

**Sub-committee charge and recommendations:** available in [this link](#)

**Introduction.** The charge of the First-Year Experience Subcommittee was to review UW's current First-Year Experience (FYE) program, including the First-Year Seminar (FYS) course, and ultimately propose models that maximally serve students' needs and maintain cost-effective, transfer-aligned components. The subcommittee adopted Koch & Gardner's (2006) definition of FYE as "an intentional, horizontal, combination of academic and co-curricular efforts within and across postsecondary institutions...not a single program or initiative." The FYS, then, serves as one "anchor" of an institution's FYE alongside many other critical programs. The subcommittee's review of UW's current FYE found, in general, that UW's constellation of first-year initiatives represents an admirable breadth of student learning outcomes (both academic and co-curricular) and is founded on data-supported program goals. The following findings guided our eventual recommendations for FYE and FYS at UW:

- UW's FYE includes three "required" experiences of all freshmen: Saddle Up, professional advising, and First-Year Seminar (pre-pause).
- The remaining non-required FYE programs have widely varying participation among incoming students. The highest-engagement FYE programs include 50-60% participation (e.g. ENGL 1010, residence hall curriculum and engagement, Living-Learning Communities), while many include 10-25% engagement (tutoring/Supplemental Instruction, Cowboy Coaching, Fall Bridge, SOAR). Unsurprisingly, underprepared and underrepresented students are least likely to opt-into FYE support and learning experiences.
- Saddle Up is helpfully focused on preparing students for university-level coursework, self-advocacy, and awareness of faculty office hours and effective study habits. After the Saddle-Up week, we believe that students would continue to benefit from academic support and enrichment within first-year programming that offers critical-thinking and problem-solving skills, intercultural competence, engaging with difference, information literacy, student-faculty connection, and career exploration/preparation.

### Suggestions for UW's First-Year Experience

**UW's 96%** freshmen acceptance rate allows for tremendous university access for both Wyoming and non-resident students. At the same time, increased access fosters an incoming class that is highly diverse in academic preparation, family and cultural backgrounds, and suitability with chosen major or discipline. The following actions will increase the effectiveness of FYE in meeting the needs of our freshmen population.

- Continue evaluating and tailoring Saddle-Up to maximize potential impact for students and colleges.
- Increase support for first-year probationary students during their spring semester.
- Extend academic transition support through a 1-3 credit FYS. This course will partner with Saddle Up in a semester-long experience positioning students for success in college and building key relationships with peers, instructor, and resources. Struggling students will continue into an academic recovery course or coaching requirement in spring semester of students' first year.
- Consider changing the title from FYS to "First Year Foundation." Further, adopting a common prefix such as (UWYO) could ease course enrollment/management process.

- Ensure continuation/refining of information-literacy focused programming and course-based practice in FYE. Information literacy must be built into the overall curriculum, including targeted engagement with library instruction.
- Develop a full communication plan for incoming students to help them understand and invest in both USP and FYE in their first year. This first-year communication should include targeted student and family marketing, integration within syllabi and first-year USP faculty development, inclusion in advising, and maximization of residence hall curriculum in helping students grasp this vision.

### Suggestions for UW's First-Year Seminar

The underlying goal of FYS is to position students for academic success in their first year and continue to experience core learning outcomes throughout their baccalaureate experience at UW. Our committee outlined five possible approaches to FYS in the next USP cycle:

- 1) FYS is required as part of USP (current model)
- 2) FYS is offered as an elective within a USP category (optional but satisfies a USP requirement)
- 3) FYS is required as part of FYE program at UW but not part of USP
- 4) FYS is optional as part of FYE program (and not part of USP) -- committee designated as poorly positioned to achieve FYE goals and enrollment aims
- 5) FYS is not offered at UW

There are several key rationales for maintaining a First-Year Seminar course in UW's NextGen USP and FYE. An FYS course creates space for staff, faculty, and engaged academic depts. and colleges to impact a large percentage of freshmen -- most essentially those who are unlikely to access these supports in another program. At UW, FYS has shown to help increase first-year retention by approx. 3% over the past three USP cycles (two of which included FYS). Since the FYS Pause, a number of academic depts. have maintained an FYS for its effectiveness in enticing new majors or serving as an introduction to the discipline/major. However, several challenges must be attended to in imagining a new FYS for the next USP. These include

- Lack of resources to staff courses within colleges
- Optional FYS may not reach many students unless it is embedded as an option within a USP category (this model is already being discussed among NGGE committee chairs)
- To make FYS more successful will require greater intentional oversight of objectives, assessments, and faculty development

Our subcommittee spent the final four weeks of spring semester sketching out **3 potential models** of FYS outlined below (Models are not ranked.) While these models could be offered within departments and colleges, and include some flexibility in curriculum, they also require oversight, faculty development, and robust assessment of core FYE learning objectives through Undergraduate Education/LeaRN. It is important that core objectives for FYE are overseen centrally to build critical consistency and ongoing, data-based improvement. The proposed FYS models offer only a starting point for a "First-Year Foundations" course. The next-level USP teams should (as appropriate) develop a fleshed-out/acceptable FYS model. In addition, any model should transfer effectively across Wyoming community colleges and align with the WICHE Passport Program.

Cost estimates for the proposed FYS models vary based on credit load and assume that FYS instructors would expand in the next model to include staff, part-time lecturers, and, in some units, qualified GAs. Imputed costs of UW's **current** FYS model based on Fall 2022 offerings and inferring to Spring 2023 are - \$430K (low) - \$520K (mid) - \$645K (high).

Estimated cost of Model A, 1 single credit hour Fall course (if required of all freshmen) comes to \$198K assuming same number of sections as normal in FA/SP and one harmonized single credit hour rate of \$3000 (this

stipend would include faculty preparation/development for all staff and faculty teaching the course for the first time). Model B costs would be slightly higher, Model C would be similar to current costs.

<b>Overview</b> (Note: Models are not ranked)	<b>Course Goals</b>	<b>Considerations for students, departments, and FYE</b>	<b>Resources</b>
<p><b>Model A</b> 1-3 credits Transition to College and Academic Skills model</p> <p>Preferred as a required course in or outside of USP; this model could also serve as a USP elective.</p> <p>Possible Title: <b>“STEP into College.”</b> Centrally located/managed by LeaRN (so no direct “unfunded mandate” to colleges but also deliverable by colleges/programs who <i>want</i> to).</p> <p>This course is <i>not</i> critical-thinking oriented, but designed to respond to Saddle Up in helping students understand what is asked of them (and available to them!) and how to position themselves to succeed. This approach might include some programs offering the course on-load, along with applications from faculty and staff across UW units to teach for compensation.</p>	<p><b>Goals:</b>            *Small class            *Student-to-student connection            *Intro to academic expectations &amp; success strategies            *Knowledge of resources            *Sense of belonging            *Financial literacy            *Major/Career exploration            *Personal exploration or development            * High Impact Practices that reduce equity gaps (Men, First-Generation)  <b>Credit 1:</b>            Saddle-Up being the foundation for the model. All FTFT students are required to take the course.  <b>Credit 2:</b>  <b>“STEP Into College” First-Year Foundation course</b>            (could be optional or required depending on resource and management opportunities)  <b>Credit 3:</b>            Required for students with Academic Recovery (AKA Probation) with a self-placed academic coaching model. Offered in the spring term.</p>	<p>Undergrad Ed/LeaRN oversight and management</p> <p>May use Cowboy Coaches to help increase relationships/connections</p> <p>Semester-long connection and network for students</p> <p>Can build on STEP 1102/FYE current course model</p> <p>Block tuition makes it easy for students to take one-credit course</p> <p>No longer require FYS</p> <p>Fold identified FYE goals into the course: “STEP Into College”</p> <p>Continued work with ACES and the required Probation Course to ensure consistency.</p>	<p>No “quota” or designated resources required of colleges</p> <p>Tuition from course could be captured and some returned to program to fund instructor stipends/prof. development.</p> <p>Additional consideration of a split model with AA, 70/30.</p> <p>LeaRN faculty and staff, as well as resource-capable departments can contribute 20-30 FYS sections across models.</p> <p>Robust preparation needed for both faculty and Cowboy Coaches to teach up to 50 students in a course.</p>
<p><b>Model B</b> 2-3 credits <b>Academic Content</b></p> <p>Possible Title: “Exploring Contemporary Issues,” with a</p>	<p><b>Goals:</b>            *Small class            *Faculty/student connection            *Sense of belonging            *Critical/Creative Thinking</p>	<p>Semester-long connection and network for students</p> <p>Includes critical thinking taught by</p>	<p>No “quota” required of colleges</p>

<p><b>content-focused orientation to thinking critically, hands-on/scholarship learning, and/or intercultural competence.</b></p> <p>Themes/instructional topics vary with instructor. The focus is to excite students about complex, interdisciplinary intellectual work of modern society: what are the pressing problems of the world, and how do we think creatively and critically to address them after college?</p> <p>Could be offered as an "elective" in a revised general education program (ie, a class that counts towards required gen-ed credits but that not all students must take.)</p>	<ul style="list-style-type: none"> <li>*Communication skills</li> <li>*Information literacy</li> <li>*Intercultural competence</li> <li>*Integrative &amp; experiential learning</li> </ul>	<p>experienced instructors</p> <p>Optional courses do not obligate community colleges to offer equivalent courses</p> <p>Allows colleges and depts. to recruit majors</p>	<p>Tuition from course could be captured and some returned to program to fund instructor stipends/prof. development.</p>
<p><b>Model C</b></p> <p>3 credits</p> <p>Hybrid course that melds academic skills/extended orientation with academic content.</p> <p>Possible Title: "Becoming a Learner" course, focused on introducing students to the idea of becoming a "learner" rather than a "student" or "worker," with exercises and concepts from relevant paradigms of learning and methods of inquiry. Mostly fixed curriculum with flexibility for instructor shaping assignments and content.</p> <p>Could be offered as an "elective" in a revised general education program (ie, a class that counts towards required gen-ed credits but that not all students must take.)</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>*Small class</li> <li>*Faculty/student connection</li> <li>*Sense of belonging</li> <li>*Knowledge of resources</li> <li>*Major/career exploration</li> <li>*Intro to academic expectations</li> <li>*Information literacy</li> <li>*Academic success strategies</li> <li>*Personal exploration or development</li> </ul>	<p>Semester-long connection and network for students</p> <p>Fixed curriculum with flexibility for instructor shaping assignments and content could motivate faculty to teach.</p> <p>Adopting a common text/s is a possibility.</p>	<p>No "quota" required of colleges</p> <p>Tuition from course could be captured and some returned to program to fund instructor stipends/prof. development.</p>

## Transfer Sub-Committee

**Members:** Wendi Vanlandingham (chair), Beau Bingham, Kaijsa Calkins, Julia Obert, Robert Ratterree

### Introduction

42% of current UW students began as true transfer students according to reporting completed by the OTR this Spring. The same report revealed that over 80% of all current UW students transferred in with at least one college-level course on their transcripts. In addition to this, current transfer recruitment is up slightly in comparison to 2022 as reported by the Office of Admissions. Transfer Student Admission has increased from 739 to 838 this year to date, and confirmed numbers are up from 340 to 409. Given this data, it is pivotal that the University of Wyoming assess the transfer student experience and, in particular, examine issues related to transfer of credit and transfer mobility.

### Actionable Suggestions

Based on our committee's discussion, research, and expertise, we want to emphasize the following suggestions for the NGGE Executive Team to consider as they work towards draft gen-ed models and revised charges for the remainder of Fall 2023:

1. No combination of subjects should fall under a single core requirement (for example written, digital and oral communication should not be combined under a single C2).
2. Continued alignment with WICHE outcomes.
3. Core coursework should be easily transferable from Wyoming community colleges without widespread manual manipulation in the degree evaluation process (reducing the necessity for substitutions/pointing/petitions/grouped courses).
4. The NGGE Committee supports the stance of equating a transfer course to its direct UW match when that course is at least 70% similar to the UW offering and recommends that all equivalency opportunities (CCNS committee decisions, and general evaluation by Enrollment Management) hold to this practice as well. This stance is recommended by the American Association of College Registrars and Admissions Officials (AACRAO) Guide to Best Practices for Transfer and Prior Learning and has recently been approved UW Faculty Senate in UW's recently penned Standard Administrative Policy and Procedure Undergraduate Transfer Policy which is in its final stages of review for publication.
5. If FYS remains in general education requirements, we recommend that waiver thresholds be identified for the transfer student that will not require manual manipulation and additional work by Degree Analysts and Academic Advisors. Options would include removal of the requirement that 30 hrs be earned after high school graduation or up-front coding of the high school graduation date upon admission.
6. Core coursework (lower division) be easily transferable based upon course description vs requirement of submission of course syllabus or outcomes (as credit is generally evaluated from a transcript and not from course syllabi). This process is standard across the industry.
7. We recommend that the gen ed core continue to be transferable as "core complete" upon receipt of a qualifying associate degree. The 2022-2023 UW Catalog states this would occur with the exception of the Wyoming government (V) credit for out of state students and the upper division writing requirement. Our recommendation is that this policy be retained.
8. A recommendation specifically from the perspective of Transfer Relations is that further conversation occur about moving First Year Seminar (FYS), US and Wyoming Constitution (V) and Communication 3 (C3), plus any other upper division gen ed credits currently under potential discussion, out of general education requirements and into UW Degree or College requirements. This would allow students to transfer to UW and truly be considered "core complete," which would provide us with the ability to

recruit and market our degrees based on transfer mobility. This would also open more room in the core curriculum for other outcomes to be satisfied within the general education requirements.

The members of this committee who are experts in COM sequencing and best practices in communications instruction also urge UW to ensure that if the C<sub>3</sub> is moved out of the NGGE, there be strong oversight in the colleges to ensure continued commitment to requiring this course for all UW students.

## **“V” Sub-Committee**

**Members:** Anne Alexander, Adam Blackler, Gregg Cawley, Eric Krszjanek, Jason McConnell, Brent Pickett, Chris Rothfuss

### **Actionable Suggestions**

Based on our committee’s discussion, research, and values, we want to emphasize the following suggestions for the NGGE Executive Team to consider as they work towards draft gen-ed models and revised charges for the remainder of Fall 2023. ***Of note, the V course is required by Wyoming Statute § 21-9-102 (U.S. and Wyoming constitution graduation requirement), detailed below.***

1. Adjust the learning outcomes of the V course to include civic knowledge and engagement.
  - a. If this option is followed, we suggest promoting interdisciplinary delivery of the V requirement with Political Science, History, and Economics.
2. Retain the current learning outcomes and structure of the V course.
  - a. If this option is followed, we suggest promoting interdisciplinary delivery of the V requirement with Political Science, History, and Economics.
  - b. In addition, if this option is followed, we recommend that the NGGE Executive Team consider purposefully embedding the existing USP 2015 “Personal and Social Responsibility/Civic Knowledge and Engagement” learning outcomes into coursework and co-curricular activities, as well as ensuring access to opportunity in these outcomes and ensuring assessment of this competency.
3. Consider splitting the V requirement into a two-semester sequence. This option’s details are outlined below.