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
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)
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
Tasks:
• 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
Tasks:
• 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
Tasks:
• Explore the use of alternative modalities of delivery, including micro-credentialling, 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)
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
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.