Date: April 9, 2015

To: Members of the NDSU Community

From: Core Undergraduate Learning Experiences (CULE)

RE: Revised QUEST model for new General Education

To begin with, CULE thanks everyone for participating in the multiple stages of this process that began in the fall of 2010. As part of this process CULE:

- Held open-ended meetings on GE revision with 40 units and 460 individuals
- Received 1370 responses from alumni, employers, faculty, staff and students to a survey asking respondents to rate 29 student learning outcomes in terms of how well NDSU students are currently addressing each one and how important each outcome will be in the future
- Used Institutional Research’s qualitative analysis of the results of six surveys administered over the past decade to triangulate with and confirm the CULE survey results
- Held 14 campus meetings on the proposed Core Questions and Learning Outcomes
- Held 13 campus meetings, attended by over 300 people, on the proposed QUEST model
- Received 304 responses (with 129 comments) from faculty to a survey about the new QUEST model

Based on the feedback, CULE proposes six changes to the QUEST model:

1. Critical Thinking and Student Success
   - University 189 will no longer be a general education course, although many colleges or departments may wish to continue it as a requirement to meet the needs of their students.

2. Critical Thinking
   - Critical Thinking classes will be new or restructured courses that focus on how disciplines make sense of the world or particular issues (world hunger, social inequality, justice, beauty, love, entropy, climate change, sustainability, clean water, renewable energy, etc.)
     - Courses could be disciplinary or cross-disciplinary and could be offered by any college or department (or combination of departments), but they must
       - address the Critical Thinking outcome as a substantial part of student work
       - teach the critical thinking skills employed by the discipline or needed to understand the problem or issue and
       - address at least one of the Core Questions.
     - There will need to be professional development funding to support this.

3. Natural and Physical Sciences
   - Added a one-credit (or equivalent) laboratory experience with the stipulation that the laboratory must involve active or problem-based learning.

4. Natural and Physical Sciences
   - Increased from 3 credits to 6 in didactic classes.

5. Personal and Social Responsibility
   - This will be double-counted by being embedded in the major or met through a QUEST approved course that includes this learning outcome. There will be no separate credits required for this outcome.
6. Breadth
   - Students must complete 12 QUEST credits outside their major, in addition ENGL 120 and COMM 110.

Based on the feedback to the proposed QUEST model, CULE proposes three changes to the previous Undergraduate Learning Outcomes to support the fullest participation by disciplines in the new model:

1. Technology
   - Revised to emphasize applying, not just analyzing

2. Natural and Physical Worlds
   - Revised to Natural and Physical Sciences

3. Personal and Social Responsibility
   - Revised to allow more options for students

CULE also proposes the following steps.

1. CULE requests the Faculty Senate to approve the concept of the revised QUEST model this spring, contingent upon these three steps.
   a. The Provost will appoint a QUEST Feasibility Committee to analyze the resources needed to implement the model. This committee should be composed of at least two deans and three department chairs.
   b. The Provost will appoint a QUEST Design/Professional Development Committee to develop specific models for the proposed new Critical Thinking courses and the proposed Applied Communication modules. This committee should include one or more of the course design professionals recently hired in several of the colleges.
   c. Based on reports from the QUEST Feasibility and Design/Professional Development Committees, the Faculty Senate will give the final approval to implementing the new QUEST model at an appropriate starting date.

2. CULE will be dissolved as an ad hoc Faculty Senate committee.

3. The General Education Committee will be charged with implementing the new QUEST model and assessing it in order to make revisions and improvements on an ongoing basis.

CULE Members:
Cole Davidson, Registration (9/13-09/14); Noah Engels, Students (09/14-present); Marion Harris, AFSNR (08/10-present); Robert Harrold, Assessment (08/10-12/11); RaNelle Ingalls, Student Affairs (08/10-present); Rajesh Kavasseri, Engineering (08/10-present); Andrew Mara, AHSS (08/10-present); Kevin McCaul, Deans (08/10-08/12); Charlene Myhre, Libraries (08/10-08/13); Cynthia Naughton, PNAS (08/10-present); Lisa Nordick, DCE (08/10-12/14); Larry Peterson, Provost/Assessment (08/10-present); Seth Rasmussen, Science & Math (08/10-present); Susan Ray-Degges, HDE (08/10-present); Kent Sandstrom, Deans (09/12-present); Carolyn Schnell, University Studies (08/10-present); Herbert Snyder, Business (08/10-present); Amy Rupiper Taggart, General Education (01/14-present); Beth Twomey, Libraries (09/13-present); Kevin Walsh, Students (09/13-05/14).