

## **Making Evidence-Based Decisions**

### **Fayetteville State University**

#### **Executive Summary**



The vision for the Fayetteville State University (FSU) Quality Enhancement Plan (QEP), *Making Evidence-Based Decisions* (MEBD), is to provide an enhanced learning environment in which FSU faculty and staff facilitate the development and application of critical literacy skills that help students develop new or enhanced thinking capabilities. The student learning outcomes that must be demonstrated in order to make evidence-based decisions are the knowledge, skills and abilities to: assess the quality and relevance of evidence; analyze and synthesize data and information; form a conclusion from his/her analysis; acknowledge additional perspectives and consider multiple sources of evidence; organize logical and cohesive arguments in writing; and present clear and concise arguments in writing.

FSU's QEP is designed to enhance making evidence-based decisions among juniors and seniors. Facilitators of this enhancement may be major professors or extracurricular activities heads who will participate in professional development over a 2-year period and implement strategies learned. The vehicle for change will be four professional development pathways: Reading Across the Curriculum, Writing Across the Curriculum, Information Literacy, and Collegiate Learning Assessment (CLA) in the University. Success of the implementation of the faculty development will be measured by the increase in the average performance of students in major courses or extracurricular programs.

The knowledge, skills, and abilities will be measured formatively using rubrics modeled after the FSU University College Competency Rubric for Critical Thinking, the AAC&U Critical Thinking Value Rubric, Reading Value Rubric, and Written Communication Value Rubric applied in various courses within each major. Students will be assessed on their application of making evidence-based decisions in activities embedded in classes or extracurricular activities, using a common rubric at least two times each semester during the QEP. Success in the enhancement of making evidence-based decisions also will be ascertained by comparing pre- and post-scores on a performance task that requires students to make or critique arguments based on supporting materials provided (Collegiate Learning Assessment).

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