

QEP Executive Summary: Enhancing the Use of Evidence

Based on comprehensive planning and evaluation processes along with broad-based support, Parker University identified a need for students to engage more in evidence-based decision-making. Recognizing all students, beyond health and wellness populations, could benefit from a structured approach to incorporating evidence into decision-making, the QEP broadens the 5 A framework of Evidence-Based Practice (EBP) - ASK, ACQUIRE, APPRAISE, APPLY, ASSESS - across disciplines.

The mission of the QEP is to improve student learning by *Enhancing the Use of Evidence*. The first goal is to improve students' abilities to obtain and apply literature to a question or topic and is addressed through the following student learning outcomes:

1. Students will demonstrate an improvement in their ability to identify a question or topic for a literature search. (ASK)
2. Students will demonstrate an improvement in their ability to search for literature. (ACQUIRE)
3. Students will demonstrate an improvement in their ability to reduce bias in available literature. (APPRAISE)
4. Students will demonstrate an improvement in their ability to apply available literature to a question or topic. (APPLY)
5. Students will demonstrate an improvement in their ability to formulate a recommendation or hypothesis based on the application of available research to a question or topic. (ASSESS)

The second goal is to improve faculty members' abilities to assess students' ability to obtain and apply literature to a question or topic, and is addressed through the following faculty objective:

- Faculty will demonstrate improvement in their ability to assess students' use of evidence in their courses through implementing the 5A's.

To evaluate the *Enhancing the Use of Evidence* QEP, Parker University will utilize three rubrics. The first rubric evaluates how students obtain and apply evidence to a specified situation through a course assignment. The second rubric considers how faculty members assess students' abilities to incorporate evidence into decision-making for a specified situation in that assignment. The third rubric evaluates an entire course for its representation of the QEP topic.

Student learning will be facilitated through course-level interventions such as library workshops and resources, campus-wide guest speakers, and more accurate assessment measures within the courses. Through guest speakers and workshops, faculty will gain skills in improving assessments and evidence-based practice to evaluate students' use of evidence.

Institution Name: Parker University

Quality Enhancement Plan (QEP): Enhancing the Use of Evidence

QEP Presentation Video: <https://www.youtube.com/watch?v=jqq5TjpkGuQ&feature=youtu.be>

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