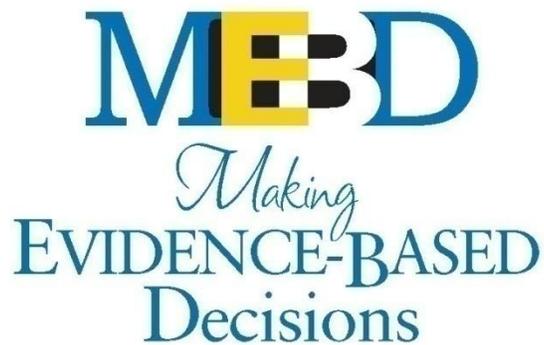




Quality Enhancement Plan



Submitted to

Commission on Colleges
Southern Association of Colleges and Schools
In support of On-Site Visitation

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Executive Summary

The vision for the Fayetteville State University (FSU) Quality Enhancement Plan, *Making Evidence-Based Decisions* (MEBD), is to provide an enhanced learning environment in which upper-division FSU students receive more support in facilitating critical literacy skills (reading, writing, and reflecting), which are the basic elements, or building blocks of learning, that help students develop new or enhanced mental structures or thinking capabilities. Our vision is that instruction for developing such skills will be based on a wide variety of strategies and techniques that have proven successful in facilitating students' abilities to build their application of critical literacy skills in real-world problem solving work.

The goals of the MEBD are adopted from the work of the AAC&U VALUE Project:

1. Students will demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion;
2. Students will demonstrate simultaneous extracting and constructing of meaning through interaction and involvement with written language;
3. Students will demonstrate the ability to develop and express ideas;
4. Faculty members will employ an increased use of strategies to encourage and assess making evidence-based decisions; and
5. FSU will demonstrate that it has become a learning environment supported by a culture of evidence.

The student-learning outcomes are:

- Students will demonstrate continued growth in making evidence-based decisions from lower-division through upper-division studies as measured by the Collegiate Learning Assessment (CLA).
- Students will demonstrate continued growth individually in making evidence-based decisions in the major as measured by formative evaluations such as rubrics.
- Students' critical and analytical thinking scores will be equal to that of selected peers as measured by ratings on National Study of Student Engagement (NSSE) item (11e).

The knowledge, skills, and abilities will be measured formatively using a common rubric at least two times in various experiences or courses during MEBD. In addition, the extent to which these skills have been enhanced will be ascertained through administration of the CLA at two transition points (the Rising Junior Examination and the Senior Exit Exam) during the matriculation period.

Facilitators of this learning environment enhancement may be major professors or extracurricular activities heads. Over a 2-year period, the facilitators will participate in professional development and implement strategies learned in projects that address Reading Across the Curriculum, Writing Across the Curriculum, Information Literacy, Creating Significant Learning Experiences, and Collegiate Learning Assessment (CLA) at the university. Each unit will design its own professional development package by combining one or more pathways in which to participate.