Quick Facts about Making Evidence-Based Decisions (MEBD)

MEBD Summary
The enhancement of the FSU environment with opportunities to develop and assess critical thinking, specifically making evidence-based decisions as measured by CLA-style performance tasks and other instruments such as the AAC&U Critical Thinking Rubric, through the professional development of faculty and staff.

Institutional Process for Identifying Key Issues Emerging From Institutional Assessment
Created a committee based on volunteers at the Pre-School Conference 2009 Committee reviewed data from Accuplacer, NSSE, CBASE, CLA, and Alumni Survey Committee solicited input from faculty, staff, students and members of campus advisory boards through the Bright Idea Campaign Presentation at Mid-Year Conference 2010 for faculty staff reached consensus on the QEP topic—evidence-based decision-making Presentation at Steering Committee Meeting after which consensus was reached by administration

Focuses on Learning Outcomes and/or Environment Supporting Student Learning Outcomes and Institutional Mission
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).

Demonstrates institutional capability for the initiation, implementation, and completion of the QEP
Faculty development toward the enhancement of reading, writing, critical thinking, information literacy, and creating significant learning activities has been successfully implemented for the past three to four years. Faculty members participating in the faculty development report that they use the strategies learned and that their student learning outcomes improved as a result of applying the techniques and strategies learned. The activity funding is available through Title III Endowment funds as well as continuing Title III activity grants. The use of CLA-style activities has been successful in University College. Thus we have a successful track record, financial resources, and faculty expertise to initiate, implement and complete the QEP.

Includes broad-based involvement of institutional constituencies in the development and proposed implementation of the MEBD
QEP Committee Demographics: 18 Committee Members, 12 Female, 6 Male, 10 African American, 2 Caucasian, 6 Unknown, 7 Faculty, 4 Administrators, 1 Dual appointment, 6 Unknown, 16 departments, Division of Student Affairs, and all schools and colleges.
QEP Writing Committee Demographics: 11 Committee Members, 8 Female, 3 Male, 5 African American, 4 Caucasian, 2 Unknown, 8 Faculty, 3 Administrators, 4 departments, College of Arts and Sciences, School of Education, School of Business and Economics, Library.

Implementation Infrastructure will include the Office of Academic Affairs, the Office of Faculty Development, an Assistant Director of Faculty Development, a Coordinator of CLA Assessments, University Testing Office, five professional development pathway directors, teams of faculty and staff from participating units to include at least three teams from among the School of Education, the School of Business and Economics, the College of Arts and Sciences and two co-curricular teams from among those units making up the Division of Student Affairs and Athletics, CLA assessment teams of faculty and staff, CLA task development teams from among faculty and staff, the Evaluation Team to include university faculty on and off campus, the marketing team comprised of faculty staff and students, and the MEBD digital commons team comprised of technologists, librarians, faculty and staff.

**Identifies goals and a plan to assess their achievement**

Goals have been identified for planning, student learning outcomes and professional development implementation. There are plans for multiple means of assessment for each component of MEBD.

**QEP Planning Stage**

**Goal:** FSU will demonstrate that it has become a learning environment supported by a culture of evidence.

**Assessment Measures:** Survey of participation in professional development, Feedback on QEP Forum (Survey), Senior Exit Exam (CLA-like), Unit Proposal Rubric Participating unit/ department quarterly report using SWOT-style analysis

**Student Learning Outcomes**

**Goals:** 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.

Students will demonstrate simultaneous extracting and constructing of meaning through interaction and involvement with written language.

Students will demonstrate the ability to develop and express ideas.

**Assessment Measures:** Internally generated CLA-style performance tasks, CLA performance tasks, Rubric for course embedded assignments, National Survey of Student Engagement (NSSE) item 11e

**Professional Development Activities**

**Goal:** Faculty members will employ an increased use of strategies to encourage and assess making evidence-based decisions.

**Assessment Measures:** Feedback on rubric training (Survey), Feedback on training (Survey) to develop Rubric for Reusable Instructional Objects( RIOs), Focus group reports, Quarterly reports

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)