Quality Enhancement Plan | Project Plan and Timeline

TIME	ACTION ITEMS	PERFORMANCE MEASURES
Goal I. Constitute QEP Organizational Structure and Budget		
Program Outcome: Create framework, organizational structure, and budget necessary to implement the QEP.		
2019–2021 Sept. 2019 Oct.–Nov. 2019	**1.a. Develop organizational structure using previous QEP models, input from the Office of Accreditation, Office of Micro-Credentials, and FIU SACSCOC Leadership Team.** **Responsible Personnel:** SACSCOC Liaison/Sr. VP Academic & Student Affairs: E. Bejar; Director of Accreditation: J. Restrepo; and AVP Academic & Student Affairs: B. Cram **Components:** • Draft organizational structure, key positions, and job functions. • Present to FIU SACSCOC Leadership Team for approval. • Identify faculty QEP co-chairs and gain approval from FIU SACSCOC Leadership Team. • Create QEP Development Committee to include expertise in areas of AI, data, and EI.	**QEP Milestone:** FIU SACSCOC Leadership Team approves QEP framework, organizational structure, and budget. **Responsible Personnel:** Senior VP Academic & Student Affairs (SACSCOC Liaison): E. Bejar; QEP Oversight (Director of Accreditation): J. Restrepo **Deliverables:** • QEP Framework (Feb. 2020) • QEP Organizational Structure (Jan. 2021) • QEP Budget (Jan. 2021)

Feb. 2020
 	
Jan. 2021
	1.b. Initiate QEP Development Committee and create the theoretical framework and learning outcomes for the QEP. Finalize QEP organizational structure and budget.
	
	Responsible Personnel: Director of Accreditation: J. Restrepo; AVP Academic & Student Affairs: B. Cram; assessment expert (Senior Director of Institutional Effectiveness): K. Perez; faculty QEP Co-chairs: M. Creeden, M. Finlayson, G. Narasimhan; and QEP Development Committee
	
	Components:
	• QEP Development Committee creates QEP framework to include AI, data, and EI.
	  – Define student learning outcomes
	  – Identify how the three micro-credentials will be launched (curricular and co-curricular)
	• FIU SACSCOC Leadership Team approves QEP organizational structure.
	• FIU SACSCOC Leadership Team approves final QEP report with final organizational structure and budget.	

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TIME	ACTION ITEMS	PERFORMANCE MEASURES
*Goal II. Develop, Deliver, and Issue Micro-Credentials for Pilot Study*		
Program Outcome: Develop QEP micro-credentials focusing on AI, data, and EI.		

2020
 	
Feb. 2020
May–Sept. 2020
 	
Aug. 2020
	2.a. Identify faculty experts led by faculty QEP co-chairs and create micro-credential modules.
	
	Responsible Personnel: Faculty QEP co-chairs: M. Creeden, M. Finlayson, G. Narasimhan; faculty subject-matter workgroups (includes assessment and instructional design experts)
	
	Components:
	• FIU SACSCOC Leadership Team approves faculty subject-matter workgroups.
	• Faculty subject-matter workgroups
	  – determine competencies for each badge;
	  – refine the student learning outcomes;
	  – construct learning modules in the Canvas platform based on current and relevant literature;
	  – incorporate contemporary readings and learning activities to facilitate learner attainment of knowledge, skills, abilities, and values; and
	  – develop direct and indirect assessment methodologies and grading tools (formative and summative)
	    ▪ quizzes – multiple choice/fill-ins (answers)
	    ▪ assignments (rubrics)
	    ▪ reflective writing assignments (rubric).
	• Faculty QEP co-chairs present educational content, assessment plans, and pilot study protocol to the FIU SACSCOC Leadership Team.
		QEP Milestone: FIU SACSCOC Leadership Team approves micro-credential content, assessment methodologies, and pilot study protocol.
		
		Responsible Personnel: Faculty QEP Co-chairs: M. Creeden, M. Finlayson, G. Narasimhan; and faculty subject-matter workgroups
		
		Deliverables:
		• QEP micro-credential modules (including direct and indirect measures of student learning – Aug. 2020):
		  – Artificial Intelligence: How It Works and Its Impact
		  – Thinking and Communicating with Data
		  – Understanding Emotional Intelligence

           Aug.–Sept. 2020	**2.b. Complete educational technology functions for operational micro-credentials.** **Responsible Personnel:** Faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data); instructional designers: M. McKie (AI), M. Moreno (Data), A. Rosario (EI); micro-credentials expert (AVP Academic & Student Affairs): B. Cram; and assessment expert (Senior Director of Institutional Effectiveness): K. Perez **Components:** • Upload and test Canvas shells for micro-credentials. • Embed micro-credential into existing courses (AI, data, and EI). • Activate stand-alone micro-credentials for co-curricular launch. • Construct badge design for integration into Credly® Acclaim platform.	

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TIME	ACTION ITEMS	PERFORMANCE MEASURES
Program Outcome: Complete a "soft launch" of the micro-credentials through a pilot study.		
2020–2021 Oct.–Dec. 2020 and Feb.–Apr. 2021	**2.c. Implement pilot study on the three micro-credentials: Artificial Intelligence: How It Works and Its Impact; Thinking and Communicating with Data; and Understanding Emotional Intelligence.** **Responsible Personnel:** QEP oversight (Director of Accreditation): J. Restrepo; assessment expert (Senior Director of Institutional Effectiveness): K. Perez; micro-credentials expert (AVP Academic & Student Affairs): B. Cram; and micro-credential implementers: faculty QEP co-chairs M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Components:** • Recruit students for co-curricular micro-credential enrollment through the Division of Human Resources: student employees (micro-credential counted for professional development requirement). • Oversee curricular and co-curricular micro-credential deployment. • Grade completed assignments. • Monitor students' perseverance and intervene when necessary. • Submit assessment results to the Office of Institutional Effectiveness. • Submit list of completers to the Office of Micro-Credentials to issue digital badge through Credly® Acclaim platform.	**QEP Milestone:** FIU IRB approves micro-credential pilot study. **Responsible Personnel:** micro-credentials expert (AVP Academic & Student Affairs): B. Cram **Deliverable:** Completed IRB protocol proposal (Aug. 2020) **QEP Performance Indicator:** Enroll sufficient students in the pilot study (20-25 students per micro-credential) **Responsible Personnel:** Human Resources staff; and faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Deliverable:** Micro-credential enrollment roster (Oct. 2020)
Dec. 2020–Jan. 2021 and Apr.–May 2021	**2.d. Collect and analyze feedback on micro-credentials; utilize feedback for improvement of micro-credential.** **Responsible Personnel:** QEP oversight (Director of Accreditation): J. Restrepo and Faculty QEP Director; assessment expert (Senior Director of Institutional Effectiveness): K. Perez; micro-credentials expert (AVP Academic & Student Affairs): B. Cram; and micro-credential implementers: faculty QEP co-chairs M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Components:** • Administer micro-credential student survey at the end of each micro-credential. • Recruit students to conduct interviews. • Transcribe interview recordings. • Conduct qualitative analysis of transcription. • Utilize survey and interview feedback for improvement of micro-credentials.	**QEP Performance Indicator**: 80% of students enrolled in curricular micro-credentials and 60% of students enrolled co-curricular micro-credentials complete one badge (meet success criteria for all assessments). **Responsible Personnel:** Office of Institutional Effectiveness staff **Deliverable:** Analysis of completion rates (Jan. 2021) **QEP Milestone:** Conduct pilot study data analyses **Responsible Personnel:** Office of Institutional Effectiveness staff

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TIME	ACTION ITEMS	PERFORMANCE MEASURES
		Deliverables: • Completion rates (Jan. 2021) • Survey data analysis (Jan. 2021) • Interview data qualitative analysis (March 2021) **QEP Milestone:** Revise micro-credential modules as needed based on pilot study data. **Responsible Personnel:** Faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Deliverables:** Revised QEP micro-credential modules (Aug. 2021): • Artificial Intelligence: How It Works and Its Impact • Thinking and Communicating with Data • Understanding Emotional Intelligence
	Goal III. Engage and Incentivize Students	
	Program Outcome: Communicate value of micro-credentials to academic and career success, and encourage student completion.	
2020–2021 Nov. 2020–Jan. 2021 Feb. 2021	**3.a. Develop branding design and implement plan representing a variety of avenues appropriate for current and future student cohorts.** **Responsible Personnel:** Marketing and branding expert: E. Merille (AVP Marketing & Branding); QEP oversight (Director of Accreditation): J. Restrepo; micro-credentials expert (AVP Academic & Student Affairs): B. Cram; and micro-credential implementers: faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Components:** • Meet with Division of External Relations, Strategic Communications, and Marketing to review 2010 QEP publicity campaign and brainstorm ideas based on uniqueness of 2021 QEP. • Develop communication budget and plan for review and approval by FIU SACSCOC Leadership Team. • Develop timeline for implementation. • Implement "initial launch" portion of campaign before March 2021 virtual SACSCOC site visit.	**QEP Milestone:** FIU SACSCOC Leadership team approval of communication campaign **Responsible Personnel:** Communication campaign oversight (AVP Marketing and Branding): E. Merille & staff **Deliverables**: • Branding design for QEP (Feb. 2021) • QEP communication plan (Feb. 2021) • QEP communication campaign launch (March 2021)

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TIME	ACTION ITEMS	PERFORMANCE MEASURES
Spring 2021	**3.b. Create and implement communication plan prior to launch of micro-credentials that explains the value of the digital badge to academic and career success.** **Responsible Personnel:** Marketing and branding expert: E. Merille (AVP Marketing & Branding) & staff; QEP oversight (Director of Accreditation): J. Restrepo; micro-credentials expert (AVP Academic & Student Affairs): B. Cram; badge implementers: faculty QEP co-chairs M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data); Faculty QEP Director; Coordinator; and graduate assistants **Components:** • Develop student-focused materials for communicating the value of digital badges. • Market test the materials. • Implement as outlined in communication plan. • Launch a variety of initiatives designed to promote student interest, enrollment, and completion of micro-credentials (e.g., social media, academic advising materials, presidential message, outdoor signage). • Maintain records of completed campaign initiatives.	**QEP Performance Indicators:** • # of students who enroll in micro-credentials (based on 5-year projections) – Curricular student enrollment projections: minimum enrollment = 25 students per section; maximum enrollment = 50 students per section for AI and Data and 30 students for EI – Co-curricular student enrollment projections: minimum enrollment = 10 students per section; maximum enrollment = 50 students per section for AI and Data and 30 students for EI • 80% of students enrolled in curricular micro-credentials and 60% of students enrolled in co-curricular micro-credentials complete one badge (meet success criteria on all assessments).
Each year 2021–2026	**3.c. Monitor student engagement in the QEP by analyzing completion rates and student perceptions of micro-credential value.** **Responsible Personnel:** QEP oversight (Director of Accreditation): J. Restrepo and Faculty QEP Director; assessment expert (Senior Director of Institutional Effectiveness): K. Perez; micro-credentials expert (AVP Academic & Student Affairs): B. Cram; and micro-credential implementers: faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Components:** • Enroll students in curricular and co-curricular micro-credentials. • Maintain records of student completion. • Administer student surveys upon completion of each micro-credential. • At least annually, conduct student interviews. • Analyze all quantitative and qualitative data.	**Responsible Personnel:** QEP oversight (Director of Accreditation): J. Restrepo; Faculty QEP Director; and Office of Institutional Effectiveness staff **Deliverables:** • Completion rates (semesterly) • Survey data analysis (semesterly) • Interview data qualitative analysis (annually)

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TIME	**ACTION ITEMS**	**PERFORMANCE MEASURES**
Each semester 2021–2026	**3.d. Utilize graduation recognition and recognition by president for student "shout outs."** **Responsible Personnel**: Faculty QEP Director; Coordinator; and Office of the President staff **Components:** • Monitor badge recipients' graduation applications. • Based on branding design for digital badge, provide graduation-gown pins for students completing the micro-credentials. • Work with Office of the President staff to implement opportunities for presidential recognition of micro-credential completers (e.g., written communication, reception). • Continue to develop incentives (e.g., meta-badge for completion of numerous micro-credentials).	**QEP Milestone:** Student recognition at graduation **Responsible Personnel**: Faculty QEP Director; Coordinator; and Office of the President staff **Deliverables:** • Graduation pins (semesterly) • Graduation "shout outs" (semesterly) • List of graduates that completed micro-credentials (semesterly)
Goal IV. Engage and Incentivize Faculty		
Program Outcome: Develop a campus culture that supports faculty and subject-matter experts in teaching and implementing micro-credentials.		

2021–2026
 	
Spring 2021
	4.a. Create professional development training for faculty and subject-matter experts to deliver AI, data, and EI micro-credentials through curricular and co-curricular offerings.
	
	Responsible Personnel: Faculty training expert (Director, Center for the Advancement of Teaching): L. Wells & staff; faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data); micro-credentials expert (AVP Academic & Student Affairs): B. Cram; and assessment expert (Senior Director of Institutional Effectiveness Senior Director): K. Perez
	
	Components:
	• Develop training modules for faculty and subject-matter experts:
	  – Concept of micro-credentialing;
	  – Content of QEP micro-credentials (AI, data, EI);
	  – Delivering micro-credentials as an online activity;
	  – Coaching students through completion; and
	  – Grading rubrics and assessment tools for student completion.
	• Develop assessment methodology for evaluating quality of training.
		QEP Milestone: Office of Academic Planning and Accountability approval of professional development training content and assessment methodology
		
		Responsible Personnel: Center for the Advancement of Teaching (Director): L. Wells & staff; and Office of Institutional Effectiveness staff
		
		Deliverables:
		• Training modules (May 2021)
		• Assessment methodology (May 2021)

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TIME	ACTION ITEMS	PERFORMANCE MEASURES
Each year 2021–2025	**4.b. Implement professional development trainings for recruited micro-credential faculty and subject-matter experts.** **Responsible Personnel:** Faculty training expert (Director, Center for the Advancement of Teaching): L. Wells & staff; faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data); faculty fellows: Faculty Development Peer Trainers; micro-credentials expert (AVP Academic & Student Affairs): B. Cram; assessment expert (Senior Director of Institutional Effectiveness Senior Director): K. Perez; Faculty QEP Director; Coordinator; and Steering Committee members **Components:** • Recruit adequate numbers of faculty and subject-matter experts for successful micro-credential implementation as curricular or co-curricular offerings. • Deliver professional development training sessions. • Review and approve faculty integration of micro-credentials into a specific course or course sequence (curricular offering). • Certify faculty and subject-matter experts' completion of training and required deliverables prior to award of stipend. • Analyze completion rates, learning outcomes (direct and indirect measures), and satisfaction (survey) with the training. • Revise training based on feedback and implement annually, if necessary, to recruit new faculty and subject-matter experts to teach co-curricular micro-credentials.	**QEP Performance Indicator:** • # of faculty recruited **Responsible Personnel:** Center for the Advancement of Teaching (Director): L. Wells & staff; faculty fellows: Faculty Development Peer Trainers; and Faculty QEP Director **Deliverables:** List of recruited faculty (annually) **Responsible Personnel:** Faculty QEP Director **Deliverables:** • Completion rates (annually) • Learning outcomes analysis (annually) • Survey data analysis (annually)
Each semester 2021–2026	**4.c. Implement sufficient curricular and co-curricular micro-credential offerings overseen by trained faculty and subject-matter experts.** **Responsible Personnel:** Micro-credential faculty; Office of Micro-Credentials staff; Faculty QEP Director; and Coordinator **Components:** • Recruit and register students to complete curricular and co-curricular micro-credentials. • Implement sections and provide oversight and feedback to students.	**QEP Performance Indicators:** • # of trained faculty/subject-matter experts implementing curricular and co-curricular micro-credentials (based on 5-year projections) • # of sections of curricular and co-curricular micro-credentials offered (based on 5-year projections) • # of students completing curricular and co-curricular micro-credentials (based on 5-year projections)

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TIME	ACTION ITEMS	PERFORMANCE MEASURES
Each semester 2021–2026	**4.d Provide oversight and feedback to faculty and subject-matter experts during micro-credential implementation.** **Responsible Personnel**: Faculty training expert (Director, Center for the Advancement of Teaching): L. Wells & staff; faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data); faculty fellows: Faculty Development Peer Trainers; and Faculty QEP Director **Components:** • Provide faculty and subject-matter experts with assistance and feedback throughout micro-credential implementation. • Develop strategies to address issues and concerns. • Utilize implementation experience to revise annual training and next implementation cycle (semester).	**Responsible Personnel:** Faculty QEP Director **Deliverable:** Data analysis of scaling indicators (annually)
	Goal V. Execute Assessment Plan and Reporting Cycle for Continuous Improvement	
	Program Outcome: Implement continuous data-driven improvements to the micro-credentials to support student competency achievement.	
2021–2026 Each semester 2021–2026	**5.a. Collect and analyze data on students' achievement of student learning outcomes (direct and indirect measures) and satisfaction with the micro-credential (survey).** **Responsible Personnel:** Assessment expert (Senior Director of Institutional Effectiveness): K. Perez and staff; Faculty QEP Director; and faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Components:** • Analyze collected student achievement data from Canvas and define student learning outcome achievement gaps. • Analyze collected student micro-credential survey data administered at the end of each micro-credential and identify level of student satisfaction.	**Student Learning Outcomes (direct measure):** • Students will achieve a score of 80% or higher on each assessment (e.g., quiz, project, assignment) in the micro-credential modules. **Student Learning Outcomes (indirect measures):** • Students will achieve a score of 80% or higher on the summative reflection assignment.

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Each semester 2021–2026	• At least annually, conduct student interviews for each micro-credential and analyze the qualitative data for themes and findings. **5.b. Use data to drive plans for improvement and follow-up to determine efficacy of changes.** **Responsible Personnel:** Assessment expert (Senior Director of Institutional Effectiveness): K. Perez and staff; Faculty QEP Director; and faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data) **Components:** • As necessary, and at least annually, develop and implement micro-credential improvement strategies based on data analysis of student learning outcomes, surveys, and interviews. • Follow-up on implementation of improvement strategies in subsequent semesters to determine efficacy of changes. • Utilize Nuventive Improve and Canvas platforms for recording data, conducting analyses, tracking improvements, and noting follow-ups. • Document assessment processes, improvement strategies, and follow-ups in internal annual QEP progress report.	• Students will be satisfied with the micro-credential experience as indicated by an average rating of 4 or higher on the overall satisfaction survey. • Students will rate their perceived learning achievement by an average rating of 4 or higher on the overall satisfaction survey. • Based on a thematic analysis of qualitative data, students will express perceived ability to describe, apply, and communicate competencies acquired through their participation in a micro-credential. **Responsible Personnel:** Micro-credential faculty; faculty QEP co-chairs: M. Creeden (EI), M. Finlayson (AI), G. Narasimhan (Data); Office of Institutional Effectiveness staff; and Faculty QEP Director **Deliverables:** • Student assignments scores and analysis (semesterly) • Survey data analysis (semesterly) • Student interview qualitative data analysis (annually) • Assessment report, including compilation of direct and indirect results, data analysis, improvement actions, and follow-ups (annually)