### Quality Enhancement Plan | Project Plan and Timeline

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<tr>
<td><strong>Goal I. Constitute QEP Organizational Structure and Budget</strong>&lt;br&gt;Program Outcome: Create framework, organizational structure, and budget necessary to implement the QEP.</td>
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<td><strong>Responsible Personnel:</strong> SACSCOC Liaison/Sr. VP Academic &amp; Student Affairs: E. Bejar; Director of Accreditation: J. Restrepo; and AVP Academic &amp; Student Affairs: B. Cram</td>
<td>** Responsible Personnel:** Senior VP Academic &amp; Student Affairs (SACSCOC Liaison): E. Bejar; QEP Oversight (Director of Accreditation): J. Restrepo</td>
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<td><strong>Components:</strong>&lt;br&gt;• Draft organizational structure, key positions, and job functions.&lt;br&gt;• Present to FIU SACSCOC Leadership Team for approval.&lt;br&gt;• Identify faculty QEP co-chairs and gain approval from FIU SACSCOC Leadership Team.&lt;br&gt;• Create QEP Development Committee to include expertise in areas of AI, data, and EI.</td>
<td>** Deliverables:**&lt;br&gt;• QEP Framework (Feb. 2020)&lt;br&gt;• QEP Organizational Structure (Jan. 2021)&lt;br&gt;• QEP Budget (Jan. 2021)</td>
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<td>Sept. 2019</td>
<td>1.b. Initiate QEP Development Committee and create the theoretical framework and learning outcomes for the QEP. Finalize QEP organizational structure and budget.</td>
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<td>Oct.–Nov. 2019</td>
<td><strong>Responsible Personnel:</strong> Director of Accreditation: J. Restrepo; AVP Academic &amp; 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</td>
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<td><strong>Components:</strong>&lt;br&gt;• QEP Development Committee creates QEP framework to include AI, data, and EI.&lt;br&gt;  - Define student learning outcomes&lt;br&gt;  - Identify how the three micro-credentials will be launched (curricular and co-curricular)&lt;br&gt;• FIU SACSCOC Leadership Team approves QEP organizational structure.&lt;br&gt;• FIU SACSCOC Leadership Team approves final QEP report with final organizational structure and budget.</td>
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<td><strong>Goal II. Develop, Deliver, and Issue Micro-Credentials for Pilot Study</strong></td>
<td>Program Outcome: Develop QEP micro-credentials focusing on AI, data, and EI.</td>
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**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

**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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<td>Oct.–Dec. 2020 and Feb.–Apr. 2021</td>
<td>Responsible Personnel: QEP oversight (Director of Accreditation): J. Restrepo; assessment expert (Senior Director of Institutional Effectiveness): K. Perez; micro-credentials expert (AVP Academic &amp; 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.</td>
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<td>Dec. 2020–Jan. 2021 and Apr.–May 2021</td>
<td>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 &amp; 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.</td>
<td>QEP Milestone: Conduct pilot study data analyses Responsible Personnel: Office of Institutional Effectiveness staff 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)</td>
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| Nov. 2020–Jan. 2021 | 3.a. Develop branding design and implement plan representing a variety of avenues appropriate for current and future student cohorts. | 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  

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.  

Feb. 2021  

Program Outcome: Communicate value of micro-credentials to academic and career success, and encourage student completion.  

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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| 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.                                                                 | 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). |
|                 | **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  | **Responsible Personnel:** QEP oversight (Director of Accreditation): J. Restrepo; Faculty QEP Director; and Office of Institutional Effectiveness staff  |
|                 | **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. | **Deliverables:**  
- Completion rates (semestery)  
- Survey data analysis (semestery)  
- Interview data qualitative analysis (annually) |
| 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; Faculty QEP Director; and Office of Institutional Effectiveness staff  |
|                 | **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) | **Deliverables:**  
- Completion rates (semestery)  
- Survey data analysis (semestery)  
- Interview data qualitative analysis (annually) |
|                 | **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. |  |
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| 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) |
| 2021–2026 | 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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<td>Each year</td>
<td>4.b. Implement professional development trainings for recruited micro-credential faculty and subject-matter experts.</td>
<td>QEP Performance Indicator:</td>
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<td>2021–2025</td>
<td><strong>Responsible Personnel:</strong> Faculty training expert (Director, Center for the Advancement of Teaching): L. Wells &amp; 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 &amp; Student Affairs): B. Cram; assessment expert (Senior Director of Institutional Effectiveness Senior Director): K. Perez; Faculty QEP Director; Coordinator; and Steering Committee members</td>
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|                    | **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 Indicators:                                                            |
|                    | **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:**                                                                                                     • Completion rates (annually)                                                      |
|                    |                                                                                                                             • Learning outcomes analysis (annually)                                                |
|                    |                                                                                                                             • Survey data analysis (annually)                                                   |
|                    | 4.c. Implement sufficient curricular and co-curricular micro-credential offerings overseen by trained faculty and subject-matter experts.                                                                 |                                                                                      |
| Each semester      | **Responsible Personnel:** Micro-credential faculty; Office of Micro-Credentials staff; Faculty QEP Director; and Coordinator                                                                                   |                                                                                      |
| 2021–2026          | **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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| 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.

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| 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) |