Quality Enhancement Plan Proposal:

Communicating Our Excellence: Enriched Communication Curricula Across the University

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FOCUS OF THIS QEP PROPOSAL:
In this proposal we seek to develop a comprehensive Communication Across the Curriculum (CAC) initiative with an emphasis on four communication modalities—written, spoken, visual, and digital/technological. The CAC initiative would develop skills in effective, ethical communication practices, preparing students for their future roles in their communities, in further study, and in the workforce. The initiative would foster curricular change through departmental self-study, especially in the upper division; faculty support; and departmentally-determined assessment outcomes, procedures, and tools. Additionally, it would strengthen and expand existing university-wide initiatives and student services to further support these curricular changes and provide additional opportunities for students to develop and practice strong communication skills. By empowering students with greater communication abilities, this initiative promises to make our graduates better equipped for graduate programs, more competitive for higher earning jobs, and poised to be change-makers in their many and diverse communities, thereby growing FAU's reputation within the community and nation-wide.

Effective communication both requires and fosters critical thinking skills and diversity, equity, and inclusion, all of which are necessary for a healthy civil society and for navigating the workforce. Communication is a complex and dynamic process. The ability to clearly convey one's ideas requires evaluating, analyzing, and interpreting information; synthesizing ideas and applying logic to craft sound and compelling arguments; and adapting one's message to diverse contexts and audiences–in short, critical thinking. Recognizing and adapting to the beliefs, attitudes, and values of various and diverse audiences, moreover, requires and cultivates an appreciation of diversity and more inclusive and equitable communities. Culture is created, sustained, and transmitted through communication, and it is through communication that we learn about, appreciate, and value other cultures. Moreover, inclusion is fundamentally relational and, therefore, formed through communication. A comprehensive understanding of communication and how to develop communication effectiveness, as proposed by this initiative, cultivates the values and skills most sought by employers and most necessary for a vibrant and prosperous civil society.

When reviewing the FAU QEP surveys, employers and faculty ranked the abilities to communicate effectively and to think critically as two of the top three needs required for success. Currently, FAU lacks a uniformly focused, fully aligned, and integrated approach to tackling these identified needs. Across the University developing enhanced communication skills may often be addressed in a piecemeal fashion, with faculty, departments, or other groups and organizations pursuing more independent paths. This QEP proposal has identified and builds upon existing efforts and programs, while developing new methods and tools designed to foster and create a more consistent approach to delivering high quality, comprehensive, and actionable experiences for faculty, staff, students, and the community. The alignment of these efforts with FAU's Academic Learning Compacts enables departments to build on a state mandated assessment process for each of its baccalaureate degree programs to better integrate and assess learning outcomes for communication, critical thinking, and diversity, equity,

and inclusion into their curriculum.

PLAN DERIVED FROM DATA:
Bob Ward, CEO of the Florida Council of 100, met with the Florida Career Centers and presented to the SUS BOG Task Force on Workforce Development this past February. He asked his council of approximately 140 business representatives to assess the hard skills of new employees and received unsolicited responses that "verbal and written communication skills remain imperative but are still lacking in post-secondary graduates." He also noted that "skills involving how to work in teams, and adaptability are lacking but necessary." Despite being asked specifically about hard skills, the representatives even highlighted ethics, demonstrating its importance in the workplace. "It was acknowledged that these soft skills are well known work culture issues to be addressed," Ward concluded. This data is further supported by correlating two data sets from employer surveys on skills needed by FAU graduates and their ratings of FAU graduates they have hired on these competencies (See Appendix A). Employers rated the importance of (1) critical thinking, (2) effective written communication, and (3) effective oral communication at 91% percent or higher. They also rated the (4) ability to appreciate diversity of others at 74% importance and (5) effective use of digital technology at 73%; only time management, professional behavior, working in teams, and respect for ethical and professional behavior ranked higher. Yet, in each of these areas, employers rated our graduates as excellent in these areas at a significantly lower rate: appreciation of diversity at 51%, technological effectiveness at 47%, written communication at 44%, critical thinking at 42%, and oral communication at 40%. There is no question that our students need better support for these soft skills to perform better after they leave FAU.
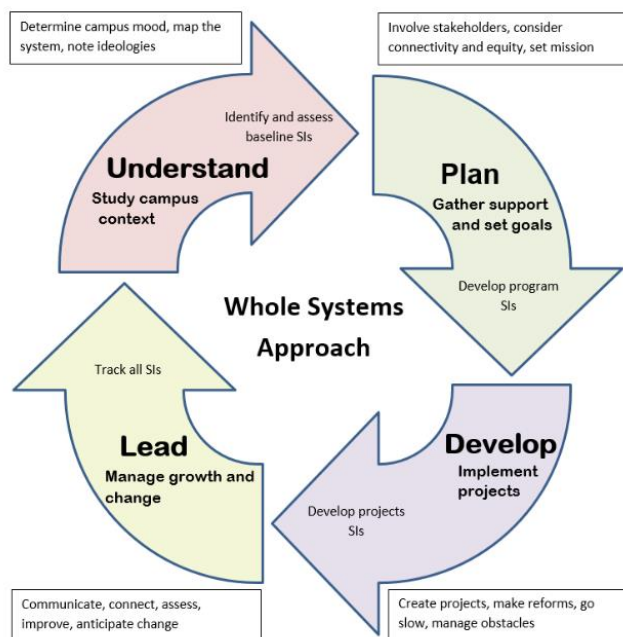
While employers of FAU students have not been asked about the ability of our alumni to effectively use visual communication or the ability to use visual materials to convey ideas and information, all of us create and interpret visual texts daily. Capacity in visual communication is tied to the student's "ability to make and share meaning in different modes and formats; to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes." (Hague, 2010, p. 2). Digital literacy "involves critically engaging with technology and developing a social awareness of how a number of factors, including commercial agendas and cultural understandings, can shape the ways in which technology is used to convey information and meaning" (2010, p. 3). The vast majority of our communications are visual and digital, and our students need to excel in these areas.

According to the "World Economic Forum's Top 10 Soft Skills in their Future Jobs Report," creativity is the third most important skill students must bring with them to the workplace, and visual literacy is one of the most significant and pervasive ways to develop creative thinking (Tarrant, 2020). Furthermore, The Future of Jobs Report (2020) notes that the most significant change to the future workforce will be accelerating the digitization of work processes. The COVID-19 pandemic has likely permanently changed the way we work and meet. Most predictions suggest that virtual/remote work will only increase after this pandemic. Twitter and Spotify, for example, recently

announced their employees could elect to permanently work from home. Even more established companies like "JPMorgan Chase & Co., which has more than 20,000 office employees in the city, have told their work forces that the five-day office workweek is a relic" (Hagg, 2021). Given this shift, it is even more important that students learn visual and digital communication skills. The Association of College and Research Libraries (ACRL) explain in "Visual Literacy Competency Standards for Higher Education" that even though visual media is ubiquitous and it is possible for anyone to create and share visual media with new digital technologies, individuals do not necessarily have the abilities to "critically view, use, and produce visual content" (2016). The standards note further that "Individuals must develop these essential skills in order to engage capably in a visually-oriented society. Visual literacy empowers individuals to participate fully in a visual culture."

THEORY AND METHODOLOGY

Building transformative curricular change at the university level that is sustainable requires a systematic and comprehensive approach. This proposal is based on the "whole systems approach" (WSA) to transformative curricular change, as defined by Cox, Galin, and Melzer (2018), which they theorized drawing on complexity, systems, social network, resilience, and sustainable development theories. They note that because universities are complex, adaptive systems, it is essential to consider the entire system when creating sustainable change and to identify points of leverage to foster change that can have ripple effects throughout the system and which enable reinforcing processes (Senge, 1990). It is essential also to map communication networks that can serve as conduits or bottlenecks (Cox, Galin, Melzer, 2018) and to identify hubs and nodes. Furthermore, they discuss how layering transformative curricular change across a university requires implementing a practical methodology to build sustainable programs and monitoring that system within anticipated boundaries to gauge program resilience. While this initiative will draw on their principles, strategies, and tactics, it will rely most heavily on their recursive methodology of understand, plan, develop, and lead to establish a project-based approach (for each initiative) to program implementation. In addition to the QEP process that builds in these stages, this initiative will also track sustainability indicators (SIs) at each stage to ensure the projects remain viable over time. The impact of this methodology has grown over the past three years as Cox, Galin, and Melzer have collaborated with six universities across the country on a

National Council of Teachers of English (NCTE) grant to implement the WSA at their institutions to build WAC programs. Many additional universities are using it as well.

GOALS:
To improve the communication abilities and workplace/graduate opportunities of our students and faculty across written, spoken, visual, and digital modes by:
1. **Providing/improving student services** in each of these areas to better support students in the performance and acquisition of these abilities (the UCEW, SC, and CVDS --sustainability indicators).
2. Developing communication effectiveness by **integrating communication abilities into departmental curriculum** for all majors, with an emphasis on ethical and effective communication for diverse audiences.
3. **Supporting the presentation and publication of undergraduate and graduate student research**, including existing OURI research initiatives.
4. **Providing faculty support for curricular revision, teaching resources, and researching** the effectiveness of student abilities to communicate effectively and of their teaching practices.
5. Preparing students with the skills and sensibilities to **effectively and ethically communicate with multiple and diverse communities**.
6. Exploring the **possibility of expanding communication services for the local community** to increase community engagement for Carnegie status.

8 PROJECTS
The project-based approach assumes that all new initiatives are managed as individual projects that are planned and implemented over time for incremental development. A detailed budget is provided below for each project.

1. **Expand the mission of Writing Across the Curriculum (WAC) to a more encompassing Communication Across the Curriculum (CAC) that emphasizes four communication modalities–written, spoken, visual, and digital/technological.** The CAC initiative would foster curricular change through departmental self-study, especially in the upper-division, faculty support, and departmentally determined assessment outcomes. It would hire a full-time director who will oversee all projects, a budget/assessment coordinator, and a graduate administrative assistant.
2. **Establish a Center for Visual and Digital Scholarship (CVDS) to provide support for students and faculty in the use of digital tools and methods for research, creation of visual materials, digital publications, and other forms of digital communication**. Similar centers offer support for digital-based projects and scholarship and are increasingly common within university libraries, including the University of Chicago, Brown University, Emory University, Columbia University, and University of Virginia. FAU's center will promote an ethical engagement with visual and digital platforms for communication at the university, in the workplace, and society. The center would provide one-on-one consulting appointments; collaborative workspaces for undergraduate students, graduate students, and faculty; and a wide range of workshops to advance visual and digital pedagogy, enhancing the culture of research on campus. Students could get support in the development of graphs,

figures, tables, data visualizations, infographics, videos, design, and computing enriched projects, as well as all forms of online publication, such as podcasts and vlogs. Faculty could get support for digital research techniques, including the many software tools and methods used in digital humanities and social sciences research. The CVDS would be in the Wimberly Library on the Boca campus.

3. **Establish a Communication Enriched Curriculum (CEC) program that integrates various communication modes with 3-4 departments a year for the length of the 6-year QEP initiative (including one of the planning years)**: the CEC coordinators facilitate four departmental meetings in collaboration with a part-time paid departmental liaison for a year of planning to (1) articulate student communication abilities based on survey data from students, faculty, and future employers of students in two primary and two secondary modalities to help students succeed in and beyond their majors, (2) map departmental curriculum to determine gaps in support, (3) tie Academic Learning Compact assessments to the new learning outcomes, and (4) develop a five-year implementation plan for curriculum change, student and faculty support, recognition events, and support services, with a revision after the third year and pre-and post-surveys of students, faculty, and affiliates outside of the university. Three-four departments per year will start in a new CEC cohort, and each cohort works through a five-year cycle. Presentations will be made each year at faculty assemblies to solicit departmental participation. All proposals and their revisions will be posted online for faculty to review to better understand how each department adapts the CEC model and develops learning outcomes. About 20 departments will participate during the QEP period, but the process will continue beyond the QEP. This process is modeled on a Writing Enriched Curriculum (WEC) process developed at the University of Minnesota, which has had over 65 of its 75 departments participate, and has been piloted here at FAU for the past six years. Languages, Linguistics, and Comparative Literature, Sociology, Political Science, and Linguistics as a separate unit have made significant changes in their curriculum and support for student writing.

4. **Reestablish the Director of Scholarship of Teaching to support faculty research on the curricular changes and assessment practices instituted by departments and their impact on student learning**. This half-time position would provide support for departments participating in the CEC initiative to support departmental workshops, assessments, and scholarship on revised teaching practices. This position would also foster research on teaching pertaining to effective and ethical communication practices and provide several annual faculty research grants concerning the QEP.

5. **Enhance the newly opened Speaking Center to expand its support of effective oral communication skills for students, faculty, and staff across the university.** The Speaking Center will support new and existing opportunities for students to practice and celebrate communication abilities, including the OURI research symposiums, Life Sciences South Florida STEM Undergraduate Research Symposium, and the Graduate College's annual 3 Minute Thesis Competition. In addition to the individual consultations it currently offers, The Speaking Center will provide workshops at the department, university, and–in collaboration with the Community Center for Excellence in Communication (CCEC)–community levels. This

expanded support will require a half-time director, additional graduate consultants, sufficient technologies, and furnishings.

6. **Maintain the University Center for Excellence in Writing (UCEW) to continue supporting student writing in all disciplines.** Under the CEC initiative, the UCEW will expand to support and collaborate with the other two centers, provide university workshops, and support OURI initiatives such as the prestigious fellowships, writing, presentations, and symposium, as well as the above-mentioned collaborations.

7. **Establish Campus Liaisons Jupiter/Davie and a virtual liaison for Ft. Lauderdale to foster collaboration and communication support across our campuses.** The Jupiter and Davie centers would utilize the space currently used only by the UCEW to provide consulting for all four communication modalities. Each center director would be responsible for training the consultants. The campus liaisons would promote the centers, collaborate with the directors to host workshops, and foster collaborations with departments and programs.

8. **Establish a combined position to grow student support and preparation for community work and provide communication services to the community for reasonable fees to cover costs.** This half-time Workplace Engagement Liaison/ half-time Director for the Community Center for Excellence in Communication (CCEC) would work with the Career Center to reach out to community partners for input on the communication abilities of our graduated students. This position would also collaborate with departments and the Office of Leadership Education And Development (LEAD) at FAU to support internships, service-learning, and volunteer programs to enhance student communication in the community and student transition to the workplace after FAU. The CCEC director role would provide community communication workshops and institutes, bring community affiliates to campus for student workshops and roundtable discussions, and partner with local non-profit organizations and schools. Since the Community Center for Excellence in Writing (CCEW) currently exists but is not supported by the university, this is an opportunity to demonstrate a commitment to supporting all modalities of communication throughout south Florida, thereby enhancing our Carnegie Community status.

CLEAR PLAN FOR ASSESSMENT:
Appendix C aligns direct, indirect, and institutional outcomes with each QEP goal and identifies the measures used to evidence success for each. Several of these outcomes are highlighted below.

Direct Measures
Student Learning Outcomes (SLOs) will be established by each participating department based on disciplinary needs in two major and two minor modalities. Authentic assessment research notes (Wiggins,1998) that the closer SLOs are to the needs of departments and majors, the more effectively they can impact student learning in their degrees. While we will track university-wide impact for SLOs that overlap between departments (i.e., core SLOs), we will work with departments to identify, measure, and report disciplinary-specific SLOs (e.g., through the FAU data assessment system). This includes extending the gains that Academic Learning Compacts foster in increased communication of disciplinary content, critical thinking, communication, and diversity, equity, and inclusion (DEI). Currently, learning compacts track a few abilities in

each department. Additional abilities would be added, and learning compact data would be collected in a state of the art assessment interface produced by Weaver. This data will be used to revise departmental curriculum and will be aggregated at the university level to track student performance in subsequent learning experiences to document sustainable impact.

The departments will select 6-8 SLOs per year on a rotating basis across modalities that are programmatically purposeful, based on an analysis of their student's learning needs in the major. The selection of SLOs may also be decided by their program evaluation design. For example, departments may implement a scaffolding of skills across their curriculum by choosing SLOs that represent beginning skills (e.g., Understanding context in writing) for earlier or pre-requisite courses, and more advanced skills (e.g., Communicate meaning) in higher-level courses. Departments may choose to use the following list of SLOs, rotating in a 3-year cycle through a few in each modality. They may also choose to augment these with outcomes they derive from their self-study process. It is also possible that a department may choose to evaluate all SLOs in a single modality a year on a 4-year cycle, supplementing or replacing those that are less relevant. The following sample SLOs are derived from AACU Values Rubrics, ACRL's standards for visual literacy, and digital literacy (Hague et al., 2010). Departments may choose also to draw upon the AACU's Value Rubric for critical thinking.

WRITTEN (See "AACU Value Rubric")

1. Demonstrate understanding of context, audience, and purpose that is responsive to the assigned task(s)
2. Use content to illustrate mastery of the subject
3. Demonstrate execution of conventions particular to a specific discipline and/or writing task(s)
4. Use sources to develop ideas that are appropriate for the discipline and genre of the writing
5. Communicate meaning to readers with consideration for clarity, fluency, and sentence-level errors

ORAL (See "AACU Value Rubric")

1. Provide a consistently observable organization
2. Use language choices that enhance the effectiveness of the presentation for appropriate audience(s)
3. Make a compelling presentation(s) with effective delivery techniques
4. Draw upon a range of supporting materials for support and analysis
5. Provide a compelling central message

Visual (See ACRL's "Visual Literacy Competency Standards for Higher Education)

1. Determine the nature and extent of the visual materials needed
2. Find and access needed images and visual media effectively and efficiently

3. Interpret and analyze the meanings of images and visual media
4. Evaluate images and their sources
5. Use images and visual media effectively
6. Design and create meaningful images and visual media

Digital/Technological (Derived from Hague et al, 2010)

1. Share meaning in different modes and formats
2. Navigate and use digital systems, databases, and applications effectively
3. Collaborate and communicate effectively using digital technologies
4. Understand how and when digital technologies can best be used to support these processes
5. Critically engage with technology
6. Develop a social awareness of how several factors including commercial agendas and cultural understandings can shape how technology is used to convey information and meaning

Indirect Measures
Because of the additional support services for student research and OURI, this QEP also anticipates that (1) the number of students participating in research, presentations, and publications will increase above what OURI has been tracking these past 6 years. (2) In collaboration with OURI, the three centers would be able to scale the number of students applying for prestigious fellowships, as specific consultants are trained to support students for specific fellowships, removing the sole burden of support on OURI. Furthermore, we could offer significantly more workshops and information sessions on prestigious fellowships as more consultants receive training. (3) Students will be better prepared to communicate in internships, service-learning courses, and volunteer opportunities. (4) Faculty will be supported to produce scholarship on student learning and communication outcomes in their fields. And (5) by improving the communication of students beyond FAU, this program would lead to increased median wages of bachelor's graduates employed full-time one year after graduation, as well as the percent of bachelor's graduates enrolled/employed ($25,000+) in the U.S. one year after Graduation. (See Appendix C for more details below.)

Institutional Outcomes
Several university metrics and specific university-wide learning targets are the most significant institutional outcomes. The university metrics most impacted are Time to Graduate (TOG); Drop, Fail, Withdraw (DFW) rates; increased median wages of bachelor's graduates employed full-time one year after graduation; and the percent of bachelor's graduates enrolled/employed ($25,000+) in the U.S. one year after graduation. Better supporting students in their communication practices will also increase academic progress rate and degrees awarded without excess hours by students avoiding having to retake courses because of communication concerns. This QEP will help departments improve their curriculum for timely awarded bachelor degrees to minorities. Finally, the student support centers will help improve retention rates, which we will assess by tracking success rates of students using the centers regularly against a control group not using the centers.

RESOURCES NEEDED FOR IMPLEMENTATION:
The budget for this proposal is provided below (see Appendix B). The primary expenditures are for developing the CVDS, expanding the existing UCEW and the Speaking Center, positions to manage the office of Communication Across the University, support the curricular initiative, Scholarship of Teaching, Workplace Engagement Liaison/CCEW Director, and resources to support departments for CEC (including stipends for department liaisons and departmental grants). Support is also necessary to fund the assessment process of the QEP for SACs visits and grants for faculty research on teaching. These expenses include the support of about sixty graduate and undergraduate consultants across the centers; however, many parts of the network of services listed here already exist and need only minor support. The budget below identifies only new money needed over a seven-year time frame. Most of the student impact comes from curricular change, student support services, and expansion of student publication, presentation, and community engagement.

SCOPE OF PLAN AND TIMETABLE OF IMPLEMENTATION:
The projects are listed above in the order of development. The following Gantt chart provides a timeline for implementation. The student support centers grow incrementally as needed.

Task	Planning Year 1		Planning Year 2		Year 1		Year 2		Year 3		Year 4		Year 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Transition WAC to CAC	█													
Hire CAC Dir	█													
Hire CAC Assess/Budget Coord	█													
Hire Grad Assistant		█												
Hire 1st CEC Coordinator	█													
Replace Dir 1/2 UCEW	█													
Start CVDS	█													
Idenftify Planning Year 1 Depts		█												
2-3 Depts initiate CEC work			█	█	█	█	█	█	█	█	█	█		
Idenftify Year 1 Depts				█										
3-4 Depts initiate CEC work					█	█	█	█	█	█	█	█	█	█
Reinstate Dir School & Teaching					█									
Idenftify Year 2 Depts						█								
3-4 Depts initiate CEC work							█	█	█	█	█	█	█	█
Add CEC Coord							█							
Establish Workplace Liaiason								█						
Identify Year 3 Depts								█						
3-4 Depts initiate CEC work									█	█	█	█	█	█
Identify Year 4 Depts										█				
3-4 Depts start work											█	█	█	█
Identify Year 5 Depts												█		
3-4 Depts CAC effort													█	█

DEPARTMENTS INTERESTED IN LEARNING MORE

The following is a partial list of Departments that have expressed interest in learning more about implementing this proposal. We did not perform an exhaustive or systematic request, but rather sought a representative list of departments across colleges. With the support of the university, regular marketing, publication of outcome results, and

sufficient resources to manage the program, it should be easy to get twenty or more departments involved over six years, and then more beyond that.

- School of Communication and Multimedia Studies
- English
- Business Communications Program
- Civil Engineering

- Languages, Linguistics, and Comparative Literature
- Social Work
- Political Science
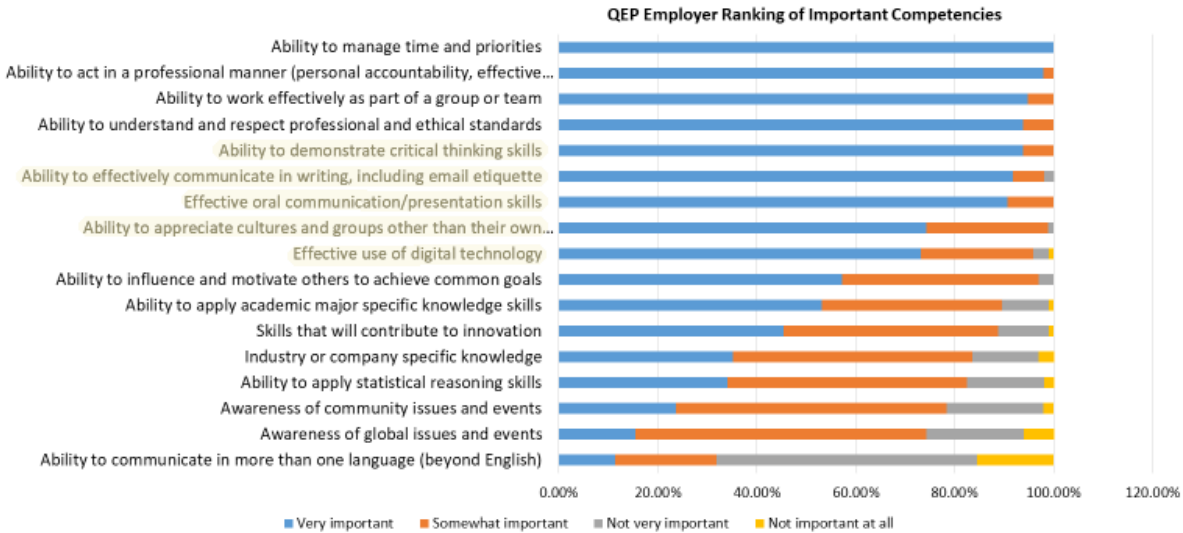- Honor's College
- School of Architecture

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APPENDIX A: Employer Data on Student Abilities

Fall QEP Employer Survey on Key Competencies

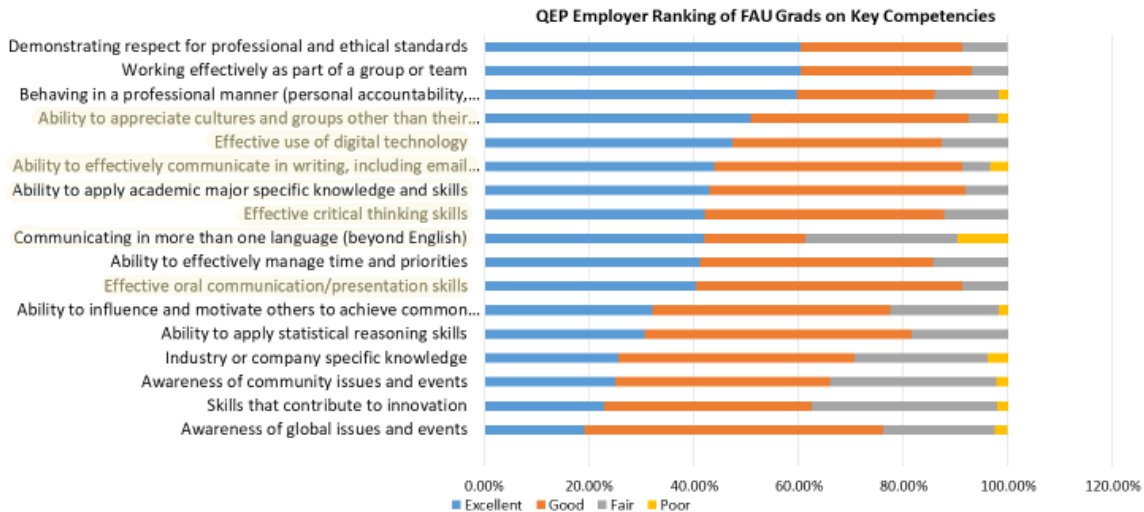*Rate the importance of the following attributes and competencies in your organizations hiring process:*

QEP Employer Ranking of Important Competencies

- Ability to manage time and priorities
- Ability to act in a professional manner (personal accountability, effective...
- Ability to work effectively as part of a group or team
- Ability to understand and respect professional and ethical standards
- Ability to demonstrate critical thinking skills
- Ability to effectively communicate in writing, including email etiquette
- Effective oral communication/presentation skills
- Ability to appreciate cultures and groups other than their own...
- Effective use of digital technology
- Ability to influence and motivate others to achieve common goals
- Ability to apply academic major specific knowledge skills
- Skills that will contribute to innovation
- Industry or company specific knowledge
- Ability to apply statistical reasoning skills
- Awareness of community issues and events
- Awareness of global issues and events
- Ability to communicate in more than one language (beyond English)

0.00%   20.00%   40.00%   60.00%   80.00%   100.00%   120.00%

■ Very important ■ Somewhat important ■ Not very important ■ Not important at all

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Fall QEP Employer Survey on Key Competencies

Please rate the graduates of Florida Atlantic University employed by your organization on the following attributes and competencies

QEP Employer Ranking of FAU Grads on Key Competencies

- Demonstrating respect for professional and ethical standards
- Working effectively as part of a group or team
- Behaving in a professional manner (personal accountability,...
- Ability to appreciate cultures and groups other than their...
- Effective use of digital technology
- Ability to effectively communicate in writing, including email...
- Ability to apply academic major specific knowledge and skills
- Effective critical thinking skills
- Communicating in more than one language (beyond English)
- Ability to effectively manage time and priorities
- Effective oral communication/presentation skills
- Ability to influence and motivate others to achieve common...
- Ability to apply statistical reasoning skills
- Industry or company specific knowledge
- Awareness of community issues and events
- Skills that contribute to innovation
- Awareness of global issues and events

0.00%   20.00%   40.00%   60.00%   80.00%   100.00%   120.00%

■ Excellent ■ Good ■ Fair ■ Poor

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APPENDIX B: Full Budget

[Removed from proposal as requested by Undergraduate Dean]

APPENDIX C: Assessment of QEP Goals

QEP Goals	QEP Projects	Direct and Indirect Student Learning Impact Outcomes	Student Success (Institutional) Outcomes	Measurement Data (Sources)
Goal 1. Provide/improve writing & communication support services for students	CAC office & three centers	Increased availability of learning support in all modalities Additional opportunities to publish, present, & develop multimodal projects out of class Greater instructor satisfaction with student communication in all modalities Improved perception of students' own communication abilities #s utilizing support centers increase year over year CRLA certification of all center consultants Annual center improvement goals set	Decrease time to graduate (TOG) Drop in DFW rates Increase academic progress rate Increase degrees awarded without excess hours Timely awarding of bachelor degrees to minority students	IEA analysis of TOG & DFW Faculty survey in each department every 2 years Student responses to consultations on their work #students publishing, presenting, & using visual arguments #digital tools being used in classes, centers, & labs College Reading and Learning Association statistics for consultant training Annual center reports #students helped with workplace portfolios
2. Integrate communication abilities into departmental curriculum	CEC, Scholarship of Teaching, 3 centers	Improve grades of communication abilities in each modality through revised class assignments Demonstrate increased awareness of audience, including attention to diversity, equity, & inclusion Improve ability to communicate in & about their chosen field	Departments will meet or exceed benchmark targets in 2 major & 2 minor modalities annually #s departments participating in CEC annually Decrease time to graduate (TOG) Drop in DFW rates Increase academic progress rate Increase degrees awarded without excess hours	Learning Compact assessments based on departmentally identified student communication abilities and SLO above Employee surveys measure student improvement in modalities in pre/post departmental cohorts. # revised assignments based on CEC analysis IEA analysis of TOG & DFW
3. Support student research initiatives, in collaboration with OURI	CAC office & three centers, Scholarship of Teaching	Create poster presentations Effective oral communication Ability to Evaluate quality of sources Effective use of research methodology Ability to analyze data Better prepare students for higher degrees	Increase in #s students participating in research Increase in student applications of prestigious fellowships	OURI participation statistics & workshop offerings # of student posters at annual symposium # of students participating in Publication Recognition Ceremony # of students who complete CITI training each year # of OURI certified courses each year
4. Provide faculty teaching resources &	CAC office, CVDS, CEC, Scholarship of Teaching	Improve grades of communication abilities in each modality through revised class assignments	Extended exposure to all modalities for students in participating departments	# faculty publications on research of curricular changes made through the CEC & its impact on students

research on teaching		Increase awareness of audience, including attention to diversity, equity, & inclusion Improve ability to communicate in all 4 modalities & about their chosen field	Faculty research on communication modalities informs teaching Increase academic progress rate Increase degrees awarded without excess hours Timely awarding of bachelor degrees to minority students	Support for visual & digital research produced by faculty # Faculty workshops on researching their teaching # publications on community engagement involving CEC
5. Prepare students for communication after FAU	Workplace Engagement Liaison/ Director CCEW	Increased awareness of audience, including attention to DEI Improve student communication abilities for service learning courses Increased familiarity of communication needs in workplaces	Better match students with communication internships Repository of workplace communication tips	# workshops & roundtables that include employer discussions of communication in their fields Increased collaboration with Career Center Increased collaboration with LEAD Center
6. Communication services for local community	Workplace Engagement Liaison/ Director CCEW	Learn how specific disciplines & industries communicate across media & levels of expected competence Enhance internship, service-learning, & volunteer communication abilities Learn to communicate effectively with diverse audiences	Increase of Median Wages of Bachelor's Graduates Employed Full-time 1 year after Graduation Percent of Bachelor's Graduates Enrolled/Employed ($25,000+) in the U.S. 1 year after Graduation	# workshops provided to faculty on researching their teaching # publications on community engagement involving CEC # CCEW events for students annually IEA alumni data Internship, service learning, & volunteer self-report

APPENDIX D: Organizational Chart