



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

### Full Proposal - Basic Info

Institution : University of Kentucky  
Program Type : Single Institution  
Program Name : Writing, Rhetoric, and Digital Studies  
Degree Level : Baccalaureate  
Degree Designation : BACHELOR ARTS  
CIP Code (2-Digit) : 23-ENGLISH LANGUAGE AND LITERATURE/LETTERS.  
CIP Code : 23.1304-Rhetoric and Composition.

Academic Unit (e.g. Department, Division, School) : Department of Writing, Rhetoric, and Digital Studi  
Name of Academic Unit : Writing, Rhetoric, and Digital Studies  
Name of Program Director : Elizabeth Connors-Manke

Intended Date of Implementation : 8/1/2014  
Anticipated Date for Granting First Degrees : 5/1/2016  
Date of Governing Board Approval : 5/9/2014

### Institutional Contact Information

First Name : Mia  
Last Name : Alexander-Snow  
Title : Director, Planning and Program Review  
Email : mia.alexander-snow@uky.edu  
Phone : 859-257-2873



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

## **Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals**

### **1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.**

1. To develop graduates who are able to write at the highest possible level of proficiency and therefore are prepared to succeed in professional and community settings requiring advanced writing skills.
2. To develop graduates who recognize the power of persuasive arguments in a variety of contexts (global, social, historical, professional) and are prepared both to identify those arguments and to participate in the development of arguments for the sake of organizations and a civil society.
3. To develop graduates who are prepared to participate in emerging media in which writing and rhetoric are deployed, both as producers and consumers.
4. To develop graduates who can develop writing, rhetoric, and digital media skills in others.
5. To develop graduates who are prepared to enter graduate and professional schools in areas in which foundational knowledge and abilities in writing and rhetoric are required.

### **2. Explain how the proposed program relates to the institutional mission and academic strategic plan.**

Our proposed program is consistent with the University of Kentucky's values of civic engagement and social responsibility. The study of writing, rhetoric, and digital media provides students with a traditional cornerstone in a liberal arts education and strengthens the University of Kentucky's UKCore curriculum, which values inquiry-based learning. The degree supports CPE Policy objective 3 (strategy 3.1.) by ensuring that students seeking teaching certification in language arts and who are also taking this degree will have appropriate content knowledge and mastery.

### **3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.**

The Commonwealth's postsecondary education agenda states that "Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens." The BA in Writing, Rhetoric, and Digital Studies will help citizens through the Commonwealth learn to write effectively in multiple forms, including flat print and mixed media; analyze arguments in multiple contexts, using tools of rhetorical analysis; and become critical and creative producers and consumers of digital media. These skills are essential for productive, engaged citizens.

### **4. Explain how the proposed program furthers the statewide implementation plan.**

The program will strengthen current programs and expand new ones to help the system control costs for both students and the Commonwealth. UK already has a strong writing, rhetoric, and digital studies faculty who were hired to develop the UK Core curriculum in Composition and Communication. This program will maximize the use of existing resources within the university.



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

## Full Proposal - Quality: Program Quality and Student Success

### 1. List all student learning outcomes of the program.

Graduates with the BA in Writing, Rhetoric, and Digital Studies will

1. write effectively in multiple forms, including flat print and mixed media, and multiple genres of nonfiction prose;
2. be able to analyze arguments in multiple contexts, using tools of rhetorical analysis,
3. demonstrate knowledge of rhetorical history and theory, in both local and global contexts,
4. be critical and creative producers and consumers of digital media,
5. be engaged citizens and community members,
6. have applied their knowledge of writing, rhetoric, and/or digital media in a professional/community environment (through an internship).

### 2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The goal of the majors is to equip students with the understanding of the core principles of rhetorical theory and practice, which will provide them both with a theoretical and practical understanding of how language and visuals persuade audiences. In addition to providing a foundation for doctoral studies in rhetoric and composition studies and technical and professional writing, the program offers three tracks: the Professional Writing track will prepare students for careers in professional writing, editing, and publishing; the Rhetorical Theory and Practice track will prepare students for positions in law and government agencies in which skill in argumentation is required; and the Digital Studies track will prepare students for careers in digital production, particularly in support of nonprofit and corporate use of social media. These outcomes will be met by curriculum coverage and emphasis. Coverage is met by requiring courses that offer foundations in writing, rhetoric, and digital studies and emphasis by providing advanced work in such areas as cross-cultural rhetorical traditions, documentary writing and production, and professional editing. Outreach opportunities occur throughout the curriculum, since authentic writing assignments (such as writing grants for a nonprofit) are a key program value, and students will be encouraged to pursue internships set up by the program.

### 3. Highlight any distinctive qualities of this proposed program.

The proposed degree at the University of Kentucky is similar in many ways to writing programs at our benchmarks. However, the degree is distinctive in two ways: 1) the variety and number of courses in digital media, and 2) the focus of many rhetoric courses on issues in the public sphere. The faculty in WRD believe that students of writing and rhetoric should be prepared to work with emerging literacies (including composing for audio and video-mediated environments) and be able to participate in public debates (through writing and other media). While all of the above majors have some coursework in digital media and rhetoric of the public sphere, the proposed degree BA in WRD offers more courses in these areas.

### 4. Will this program replace any existing program(s) or specializations within an existing program?

YES

Please specify.

The BA does not replace a program, but is an expansion of a small number of nonfiction writing courses originally created by rhetoric and composition faculty and taught on a regular basis for English, English education, and Journalism majors. Those courses will move to WRD, but the students who have been supported by these courses will continue to be provided seats. We believe we will enhance other majors that require advanced instruction in writing, rhetoric, and digital media as well as provide the Commonwealth of Kentucky with the first undergraduate degree that will prepare citizens for careers in writing.

### 5. Include the projected faculty/student in major ratio.

Per year, average 100 students to 15.25 faculty



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

---

**6. Is there a specialized accrediting agency related to this program?**

NO

**7. Attach SACS Faculty Roster Form.**

PIE\_CPE\_SACS FACULTY ROSTER FORM Writing Rhetoric & Digital Studies BA.doc

**8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.**

The University of Kentucky has long had a Research Librarian devoted to Writing who has created a series of Course Guides for lower-division courses. In addition, the University of Kentucky subscribes to all of the major journals in rhetoric and composition studies, including College Composition and Communication, Rhetoric Society Quarterly, and College English, to the major bibliographic guides that find resources in our field (e.g., MLA Guide, WorldCAT, Academic Search Premier), and to many other helpful resources such as online dictionaries, including the OED. The library also buys volumes in the major book series in our field, including the University of Pittsburgh Press's Series in Composition, Literacy, and Culture and the University of Alabama Press's Series in Rhetoric, Culture, and Social Critique. In addition, the Nunn Center for Oral History and other physical and digital archives in Special Collections have been instrumental in helping our faculty build resources for their courses. The library resources for the new major are outstanding.

**B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.**

The new Department of Writing, Rhetoric, and Digital Studies played an instrumental role in the building of the UK Core Composition and Communication courses and the technology infrastructure that supports them. The university's investment in classroom resources necessary for this curriculum has directly influenced our ability to mount the new major. We teach all of our courses in smart classrooms with video cameras installed to capture student presentations/performances. We also have access to computer classrooms (particularly in Young Library) for digital production and to the Hub, a technology-support area in the basement of Young Library. The Hub has also partnered with the Writing Center (a unit of our department) to provide digital media support, including a state-of-the-art collaboration hub where several students can edit videos and other digital content on a large screen at the same time. The department owns digital video cameras and sound equipment to support the documentary film classes as well as lower-end cameras for all other classes that may need them. The Writing Center also owns cameras that our students can check out. In addition, a technology fee helps to refresh any technology our students might need. Finally, students often take classes in the computer classrooms owned by the College of Arts & Sciences, including the Keeneland Dorm, where WIRED, a living-learning community, is centered. Software widely available on campus (including all computers in the Hub) is used for editing digital projects.



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

**9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.**

All majors in the College of Arts and Sciences are open to all students, including the new major in Writing, Rhetoric, and Digital Studies. We work very hard to help all of our students succeed, and will continue to do so. Some of our strategies include:

- Responding to drafts of all major oral, written, and digital assignments, allowing us to help students succeed in the final version of their project;
- Surveying students throughout the course to discover what they are struggling with or need more of;
- Requiring conferences so that students come in to consult with us;
- Requiring at least one major assignment before mid-term so that mid-term grades are meaningful to students;
- Interacting with advisers when we notice students are struggling (e.g., with excessive absences or signs of stress);
- Teaching primarily in classes with low student to faculty ratios.

We have already set up additional support for our potential new majors, including:

- Advising hours with a Director of Undergraduate Studies;
- Internship opportunities, which we have already begun to identify;
- Program-wide assessment, which will enable us to make corrections in ways meaningful to all students;
- An advisory committee that includes undergraduate members.

All of these measures will support completion rates, but in addition, we have:

- Created a major that requires only 42 credit hours, enabling students to lower their time to degree;
- Built a Bachelor of Science option so that students who want to double major or move from a science major can do so while allowing their Arts and Sciences requirements to count;
- Ensured that there are only two required classes (WRD 300 and WRD 430: Senior Project), and scheduled them every year;
- Set up a major with flexible tracks that students can identify through advising sessions with the DUS.

**10. Clearly state the degree completion requirements for the program.**

To graduate, students must complete:

- A. UK Core Requirements (see UK Bulletin 2011-12, pp. 85-89). (30 hours)
- B. College of Arts and Sciences Requirements for a Bachelor of Arts and Bachelor of Science degree (see UK Bulletin 2011-12, pp. 113) (51 hours, which includes 6 hours of free electives, for BA; 65 hours, which includes 6 hours of free electives, for BS)
- C. Major in Writing, Rhetoric, and Digital Studies (39 hours), designated as follows:
  1. Core Courses (Total: 6 hours)
    - a) WRD 300: Introduction to Writing, Rhetoric, and Digital Studies (3 hours)
    - b) WRD 430: Advanced Workshop: Senior Project (3 credit hours)
  2. Electives within WRD (27 hours—12 hours required at the 300 level; 12 hours required at the 400-500 level; and 3 hours, 200-level and above).
  3. Support electives in related programs outside the major (6 hours).

<b>Name</b>	<b>Total number of hours required for degree</b>	<b>Number of hours in degree program core</b>	<b>Number of hours in guided electives</b>	<b>Number of hours in free electives</b>
Program	120	81	33	6



**University of Kentucky  
BA - BACHELOR ARTS  
23.1304-Rhetoric and Composition.  
Submission Date: 05/13/2014 17:45**

**12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.**

The Department of Writing, Rhetoric, and Digital Studies has been involved in conversations across the Commonwealth on Writing and Communication common core standards used for transfer credits in the case of WRD 110, 111, and 112, the Composition and Communication I & II courses that returned articulation agreements. We have also been involved in transfer/equivalency decisions for many of our courses, including WRD 203, 204, and 205. We have not yet set up articulation agreements with other institutions at the program level, but we will be guided by agreements already in place for our courses and College-level requirements.

**13. List courses under the appropriate curricular headings.**

Course Listing Writing Rhetoric & Digital Studies BA.docx

**14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?**

NO

EXAMPLE





**University of Kentucky  
BA - BACHELOR ARTS  
23.1304-Rhetoric and Composition.  
Submission Date: 05/13/2014 17:45**

**Full Proposal - Demand: Program Demand/Unnecessary Duplication**

**1. Student Demand:**

**a. Provide evidence of student demand at the regional, state and national levels.**

According to data collected in a multi-year survey conducted by a committee of the Conference on College Composition and Communication charged with studying the growth of major programs in Writing, Rhetoric, & Discourse, “the number of writing majors is increasing rapidly,” jumping from 45 institutions offering such majors in 2005-2006, to 68 institutions offering 72 majors and tracks in February 2009. Despite this national growth, no Kentucky institution offers an undergraduate major in this area.

A nation-wide survey of business leaders conducted in 2004 by the College Entrance Examination Board’s National Commission on Writing found that “writing appears to be a ‘marker’ attribute of high-skill, high-wage, professional work” (19). According to the report, half the responding companies report that they take writing ability into consideration when hiring professional employees. Two-thirds of salaried employees in large American companies have some writing responsibility. Eighty percent or more of the companies in the service and finance, insurance, and real estate (FIRE) sectors, the corporations with the greatest employment growth potential, assess writing during hiring. Half of all companies take writing into account when making promotion decisions.

**b. Identify the applicant pool and how they will be reached.**

The student applicant pool will be identified primarily through outreach to high schools within the Commonwealth. The College of Arts and Sciences sends recruiters throughout the state, and we will participate in recruitment activities when possible and will send materials when we cannot go with recruiters ourselves. We also participate in summer advising conferences, offering workshops on writing to all students, regardless of potential/declared majors and talking with parents and incoming undeclared students about our courses and majors.

**c. Describe the student recruitment and selection process.**

We will send letters to chairs of language arts programs in high schools throughout Kentucky, letting them know of this unique opportunity for students interested in writing and digital media (the two primary doorways of interest from high school to college). In addition, as noted above, we will work with the College of Arts and Sciences. We have also been working on our social media presence, encouraging students and parents to connect to us through our Facebook page and through Twitter. Any student who identifies an interest in our major will be selected, provided they meet the minimum standards for admission in Arts and Sciences.

**d. Identify the primary feeders for the program.**

The primary feeder of the program will likely be the 5,000 students we teach in our basic courses (WRD 110, 111, and 112, as well as courses that meet other requirements, including WRD 203 and 204). Most students are unaware that there is a major available like ours, so direct outreach through our teaching is likely to be our best way of recruiting.

**e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.**

We have no evidence—yet—that interest in our proposed program has increased overall interest in admission to the University of Kentucky. We have not been allowed to advertise or recruit, so our ability to reach students outside of the university is limited. However, because we are the very first department of writing and rhetoric in the region and the first degree in writing and rhetoric at the undergraduate level in the Commonwealth, we believe we will be able to generate interest.

**f. Project estimated student demand for the first five years of the program.**

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2013-2014	0	0
2014-2015	2	20



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

2015-2016	15	50
2016-2017	40	100
2017-2018	90	150

**2. Employer Demand:**

**a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.**

Type of Job	Average Wages	Anticipated Openings
	Local/State/National per year	
Grant Writer/Director/		
Administrator	\$60,000-100,000	20 / 200 / 10,000
Online Writer/Blogger	\$40,000-100,000	10 / 100 / 5,000
Copywriter	\$50,000-75,000	10 / 100 / 5,000
Proposal Writer	\$40,000-80,000	20 / 200 / 10,000
Technical Writer	\$50,000-\$150,000	50 / 500 / 25,000
Speechwriter	\$40,000-\$100,000	
Social Media Manager or		
Specialist or		
Media Relations Specialist	\$60,000-\$90,000	20 / 200 / 10,000
Research Analyst	\$50,000-\$70,000	10 / 100 / 5,000
Information Architect	\$70,000-\$100,000	10 / 100 / 5,000
Internal Communications Manager	\$40,000-\$90,000	10 / 100 / 5,000
Public Relations Consultant	\$50,000-\$100,000	50 / 500 / 25,000
Usability designer	\$50,000-\$100,000	10 / 100 / 5,000
Web designer	\$50,000-\$90,000	10 / 100 / 5,000

**3. Academic Disciplinary Needs:**

Today's communication landscape requires citizen participants able to move adroitly in media environments; to understand the rhetorical frameworks of print and digital writing; and to recognize, evaluate, and adapt to shifts in society, culture, and technology in which they can advocate in academic, professional, and community environments. Our major will give students access to the tools necessary to write the future of Kentucky through their personal and professional lives, as responsible and critical producers, consumers, and builders of the Commonwealth. Through our role in training future teachers and professionals, as well as our commitment to community service learning, the major in Writing, Rhetoric, and Digital Media contributes to the University's various outreach efforts as well as to the institutional mission of promoting the social and economic well-being of Kentucky.

**a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.**

Today's communication landscape requires citizen participants able to move adroitly in media environments; to understand the rhetorical frameworks of print and digital writing; and to recognize, evaluate, and adapt to shifts in society, culture, and technology in which they can advocate in academic, professional, and community environments. Our major will give students access to the tools necessary to write the future of Kentucky through their personal and professional lives, as responsible and critical producers, consumers, and builders of the Commonwealth. Through our role in training future teachers and professionals, as well as our commitment to community service learning, the major in Writing, Rhetoric, and Digital Media contributes to the University's various outreach efforts as well as to the institutional mission of promoting the social and economic well-being of Kentucky.

**4. Similar programs:**

**a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?**

NO





**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

**Would your institution like to make this program available through the Academic Common Market?**

YES

**b. Our records indicate the following similar programs exist at public institutions in Kentucky.**

#Enr = Fall Enrollments , #Grd = Academic Year Graduates

Institution	Program	2013 - 14		2012 - 13		2011 - 12		2010 - 11		2009 - 10		2008 - 09	
		#Enr	#Grd	#Enr	#Grd	#Enr	#Grd	#Enr	#Grd	#Enr	#Grd	#Enr	#Grd
Northern Kentucky University	Rhetoric and Composition					250		213	55				

**c. Does the proposed program differ from existing programs?**

YES

**Please explain.**

NKU has two degrees in the same 2-digit CIP code. One is a graduate certificate (not an undergraduate degree) in Composition and Rhetoric, and does not have required coursework in digital media. The generalist English major has a track in writing studies, but does not have a full degree in Rhetoric and Composition. Our degree serves the needs of our resident student population.

**d. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs?**

YES

**Please explain.**

The University of Kentucky serves the entire Commonwealth and recruits a significant minority of its incoming class at the national level. We have a large and active College of Communications and Information Sciences, a School of Journalism, and a program in Library and Information Sciences which augment the student pool for this major, as well as providing additional options for combined study.

**e. Is access to existing programs limited?**

NO

**f. Is there excess demand for existing similar programs?**

YES

**Please explain.**

See Student Demand #1a above

**g. Will there be collaboration between the proposed program and existing programs?**

NO

**Please explain why there is no proposed collaboration with existing programs.**

There is no formal collaboration planned, but we will welcome informal collegial exchange of ideas.



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

**Full Proposal - Cost: Cost and Funding of the Proposed Program**

1. Will this program require additional resources?

NO

2. Will this program impact existing programs and/or organizational units within your institution?

YES

Please describe the impact.

A few of our courses are cross-listed with English: WRD 301: Style for Writers, WRD 401: Special Topics in Writing, and WRD 405: Editing English Prose. Twenty percent of the seats in these classes are dedicated to English majors. Our faculty taught these courses when we were a subset of English. We created the cross-listing arrangement to allow English majors to count these courses toward their degree in English.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The program will expand and grow as demand and student enrollment in the program grows. This is in line with a new budget model currently being proposed by the University of Kentucky.

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
<b>Total Resources Available from Federal Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : NA					
<b>Total Resources Available from Other Non-State Sources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : NA					
<b>State Resources</b>					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : NA					
<b>Internal</b>					
Allocation :	0	0	0	0	0
Reallocation :	106500	219390	225970	232748	239730
Narrative Explanation/Justification : Existing facult lines					
<b>Student Tuition</b>					
New :	70800	192000	256800	268800	268800
Existing :	0	0	0	0	0
Narrative Explanation/Justification : Income from student tuition					



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

<b>Total</b>					
<b>New :</b>	\$70,800	\$192,000	\$256,800	\$268,800	\$268,800
<b>Existing :</b>	\$106,500	\$106,500	\$225,970	\$232,748	\$239,730
<b>Total Funding Sources :</b>	\$177,300	\$298,500	\$482,770	\$501,548	\$508,530

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
---	-----------------	-----------------	-----------------	-----------------	-----------------

<b>Staff: Executive, administrative, and managerial</b>					
---	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

<b>Other Professional</b>					
---------------------------	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

<b>Faculty</b>					
----------------	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	106500	219390	225970	232748	239730

<b>Graduate Assistants (if master's or doctorate)</b>					
---	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

<b>Student Employees</b>					
--------------------------	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

Narrative Explanation/Justification : NA

<b>Equipment and Instructional Materials</b>					
--	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

Narrative Explanation/Justification : NA

<b>Library</b>					
----------------	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

Narrative Explanation/Justification : NA

<b>Contractual Services</b>					
-----------------------------	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

Narrative Explanation/Justification : NA

<b>Academic and/or Student Services</b>					
---	--	--	--	--	--

<b>New :</b>	0	0	0	0	0
<b>Existing :</b>	0	0	0	0	0

Narrative Explanation/Justification : NA



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

<b>B. Breakdown of Budget Expenses/Requirements</b>		<b>1st year</b>	<b>2nd year</b>	<b>3rd year</b>	<b>4th year</b>	<b>5th year</b>
<b>Other Support Services</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Faculty Development</b>						
New :		5000	10000	10000	10000	10000
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Faculty development				
<b>Assessment</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Student Space and Equipment (if doctorate)</b>						
New :		3000	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
<b>Faculty Space and Equipment (if doctorate)</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
<b>Other</b>						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		NA				
<b>Total</b>						
New :		\$8,000	\$10,000	\$10,000	\$10,000	\$10,000
Existing :		\$106,500	\$219,390	\$225,970	\$232,748	\$239,730
<b>Total Budget Expenses/Requirements :</b>		<b>\$114,500</b>	<b>\$229,390</b>	<b>\$235,970</b>	<b>\$242,748</b>	<b>\$249,730</b>
<b>Grand Total</b>						
<b>Total Net Cost :</b>		<b>\$62,800</b>	<b>\$69,110</b>	<b>\$246,800</b>	<b>\$258,800</b>	<b>\$258,800</b>



University of Kentucky  
BA - BACHELOR ARTS  
23.1304-Rhetoric and Composition.  
Submission Date: 05/13/2014 17:45

## Full-Proposal - Assess: Program Review and Assessment

### 1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

#### a. Which components will be evaluated?

The faculty in the Division of Writing, Rhetoric, and Digital Studies have been involved in creation and program-wide assessment of the UK Core Composition and Communication courses. The field of rhetoric and composition includes training and research in the assessment of writing instruction, so we have broad commitment to and expertise in assessment.

Learning Outcomes

Graduates with the BA in Writing, Rhetoric, and Digital Studies will

1. write effectively in multiple forms, including flat print and mixed media, and multiple genres of nonfiction prose,
2. be able to analyze arguments in multiple contexts, using tools of rhetorical analysis,
3. demonstrate knowledge of rhetorical history and theory, in both local and global contexts,
4. be critical and creative producers and consumers of digital texts,
5. be engaged citizens and community members,
6. have applied their knowledge of writing, rhetoric, and/or digital studies (through the Senior Project and the option of an Internship).

The Undergraduate Studies Committee in the Division will undertake periodic assessment of the above learning objectives in the following ways:

Learning Objective #1: Holistic scoring of randomly selected student writing.

Learning Objective #2: Holistic scoring of analytic writing randomly selected from students in rhetoric classes (WRD 320: Rhetorical History and Theory; WRD 322: Argumentation; WRD 420: Rhetorical Traditions, and WRD 422: Public Advocacy).

Learning Objective #3: Review of final exams from WRD 320: Rhetorical History and Theory to ascertain how well students are learning and applying rhetorical theory to local and global contexts. Holistic scoring of written essays in exam.

Learning Objective #4: Holistic scoring of digital projects (from WRD 208: Multimedia Writing, WRD 308: Visual Rhetoric, WRD 312: Introduction to the Documentary, WRD 408: Digital Composing, and WRD 412: Intermediate Documentary Production) and analytic writing from WRD 210: Social Media and WRD 308: Visual Rhetoric)

Learning Objective #5: Comparison of pre-major and graduation self-efficacy and behavioral instruments.

Learning Objective #6: Reviews of senior projects and internship evaluations by internship hosts.

#### b. When will the components be evaluated?

We will evaluate SLO#1-#3 and SLO#4-#6 on alternating years.

#### c. When will the data be collected?

Student work will be collected every semester (and in the case of specific courses, whenever they are offered).

#### d. How will the data be collected?

We use Blackboard to collect student work, and the Office of Assessment provides us with a sampling of student work that has been stripped of identifying course/instructor/student information.



**University of Kentucky**  
**BA - BACHELOR ARTS**  
**23.1304-Rhetoric and Composition.**  
**Submission Date: 05/13/2014 17:45**

**e. What will be the benchmarks and/or targets to be achieved?**

When conducting holistic scoring, the Undergraduate Studies Committee will solicit top-scoring, middle-range, and low student work to serve as anchors for the scoring. Our target will be to have at least 30% of our students achieving the highest score ("4" on the scale), and no more than 10% in the lower ranges ("2" or "1"). In the self-efficacy and behavioral instruments, we will be looking for significant growth, using Office of Assessment benchmarks. In the case of reviews of senior projects and internships, we will be looking for evidence that the student is ready to be hired or move on to graduate/professional school.

**f. What individuals or groups will be responsible for data collection?**

Undergraduate Studies Committee with the assistance of the Office of Assessment.

**g. How will the data and findings be shared with faculty?**

The faculty will be involved in the holistic scoring. The assessment will be shared with them at the annual Fall retreat, where we discuss goals for the year, including areas where we need to improve.

**h. How will the data be used for making programmatic improvements?**

The data will be used directly to improve individual course instruction, to improve advising/support to students, and to prompt reflection on the program requirements.

**2. What are the measures of teaching effectiveness?**

Because our department faculty have significant graduate training in the teaching of writing (it is an area of graduate education for us), we have very high standards for teaching effectiveness. We use University of Kentucky's TCE (student evaluation of teaching) system to collect student feedback. We want our faculty to be receiving 3.0 and above on teaching effectiveness for every class. We also have an extensive peer review system. All probationary faculty and lecturers are reviewed annually; senior lecturers and tenured faculty are reviewed as needed, but are encouraged to have a peer review every other year. Finally, we look at a teaching portfolio for all probationary faculty and lecturers that includes a statement of teaching philosophy, goals, and efforts to improve teaching.

**3. What efforts to improve teaching effectiveness will be pursued based on these measures?**

Because we have faculty expertise in teaching effectiveness, we offer intervention in-house. (However, faculty are encouraged to avail themselves of the service of our teaching resource center, CELT.) A mentor is assigned and works with the faculty member on areas both have identified as in need of improvement.

**4. What are the plans to evaluate students' post-graduate success?**

We will form an alumni association and will work with that group to keep in touch with students after graduation. We will send surveys annually and also will encourage students to write in with their successes so we can put this information in a program/alumni newsletter.