SELF STUDY
PROGRAM REVIEW
BACHELORS OF SCIENCE
IN

English for New Media

COLLEGE OF ARTS AND SCIENCES
FALL 2017
DAKOTA STATE UNIVERSITY

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PART 1: INSTITUTIONAL HISTORY

Brief History of Dakota State University

Dakota State University has enjoyed a long and proud history of leadership and service since its founding in 1881 as the first teacher education institution in the Dakota Territory.

For most of its history, DSU has been identified with teacher preparation, first as a normal school and later as a four-year public college. The University has had several different names, among them Madison Normal, Eastern Normal, and General Beadle State College. The name, Dakota State College, was adopted in 1969. On July 1, 1989, Dakota State College became Dakota State University. The University title was conferred on the institution by the South Dakota Legislature in order to better reflect its purpose in the total scheme of the state's higher education system. Prospective elementary and secondary teachers continue to be educated here. To this traditional emphasis, DSU added business and traditional arts and science programs in the 1960s and two health services programs, Health Information Management and Respiratory Care, in the late 1970s.

In 1984, the South Dakota Legislature and the South Dakota Board of Regents turned to Dakota State University to educate leaders for the information age. In response, Dakota State University developed leading-edge computer/information systems degree programs. The graduates of these programs enjoy enviable status in the national marketplace. As a leader in computer and information systems programs, DSU has pioneered the application of computer technology to traditional fields of academic endeavor. This thrust has led to the development of unique degree programs in biology, English, mathematics, and physical science.

Dakota State University continues to serve the needs of a changing society in its second century. In order to provide its academic programs to a broader audience, DSU has promoted the use of distance education to deliver academic courses and programs.

Dakota State has been recognized nationally for innovative curriculum. In Spring 2004, DSU was one of ten colleges in the country named a National Center of Academic Excellence in Information Assurance Education by the National Security Agency.

DSU was ranked first in the Top Public Comprehensive Colleges - Bachelor's Division in the Midwest region by U.S. News and World Report magazine in 2007, 2008, 2009, 2010 and 2011. When DSU added two Doctor of Science programs they were move to a new classification.

College Mission – College of Arts & Sciences

History of the English for New Media Program

The ENM program is at the forefront of a growing movement to build digital skills into humanities programs, recognizing the strength of digital tools for use in investigating the humanities, from history to literature and other programs. English for New Media is a unique program, providing a graduate with basic training in digital humanities and preparing them for several options, including graduate study, media production, and writing and publishing.

Dakota State University developed a Bachelor of Science in English for New Media in 2009 as a continuation of the 1984 mission change. The English program was first named English for Information Systems (EIS), and that degree continued with minor changes until the ENM program replaced it. At that time, the EIS degree was spun into two different programs— English for New Media and Professional and Technical Communications, which was added in 2010. The second program, offered entirely online, never gained more than four students (although it was the only one in the state), and since 2016 it has since been discontinued, with courses in that program offered as needed for students to finish. DSU also offers a degree in English Education, and many literature courses are shared between that program and ENM.

To encourage more people to obtain a degree in higher education, the Board of Regents of South Dakota required in 2012 that all the number of credits in programs in regental schools be reduced from 128 to 120. As a result, the English for New Media program made changes to the program, eliminating one course in Myth and Media and one required literature survey course.

Our efforts to build a robust program have extended to propose a Digital Humanities Graduate Certificate, now approved by our Board of Regents and planned for implementation in the fall of 2018. A full graduate program in Digital Humanities, built by and taught primarily by English faculty, is also in the works.

- The English for New Media Program is a hybrid program that seeks a marriage between a traditional study of English literature, writing, and language analysis--with technological tools that facilitate that study.

- The curriculum was inspired by a recognition of the developments in social media and in digital analytics, giving researchers and scholars tools by which they could produce new texts in a variety of types and new knowledge about texts.
- The program recognizes the need to engage with a wide variety of texts, from traditional works such as poems and novels to movies, videos, and games.
- Students in the program are introduced to the wide variety of production tools available to them, including social media, web publishing, and even video and interactive materials.
- The program has developed away from teaching students how to code programs that would run digital analysis of texts, to teaching students how to use available and robust tools such as Voyant Tools and other text analysis tools to answer critical questions about texts.
- The number of students in the program, though low, has remained relatively consistent. Marketing efforts are ongoing, but the unique nature of the program and its fit at a university known primarily as a "high-tech school" seem to hinder our efforts to stand out as a viable program that delivers successful graduates.
- There has been an ongoing effort to incorporate persistent projects that allow for students to participate in outward-facing digital humanities projects, most notably the Museum of Fictional Literary Artifacts.
- Faculty participate in digital humanities projects and attend and present in national and international conferences relative to this field, especially HASTAC, the Humanities, Arts, Science, and Technology Alliance and Collaboratory, PCA/ACA, the Popular Culture Association/American Culture Association, and the NMC, the New Media Consortium.
- The DSU English department served as host to the regional group The Great Plains Alliance for Computers and Writing Conference in 2011 and has had members present at the conference at other venues.
- Open faculty positions in the English department, including the current one, seek candidates that are proficient in digital humanities or related fields.
- The curriculum offers a well-rounded selection of courses that provide literature, literary criticism, rhetoric, and media studies, as well as courses that focus on digital tools, practices, and theory.
- There has been a consistent focus on providing a thorough overview of literary and media traditions as well as offering cutting-edge views of text production, processing, and publication.
- The program emphasizes the soft skills that are essential to work in media, including teamwork, communication, collaboration, and problem solving. These soft skills have proven to be attractive to potential employers.
- English for New Media students are well-represented in college and university level awards, including both scholarly and leadership awards.

Beyond the curricular developments, the English for New Media program has played a significant role in various events on campus, including the publication of *New Tricks*, the DSU literary magazine, published in print and online, *The Trojan Times*, an online bi-weekly campus newspaper, and various events including open-mic nights, poetry slams, and guest speakers. DSU also hosts a chapter of Sigma Tau Delta, the international English honors society

Prior Institutional Review of the English for New Media Program

This is the first institutional review for the English for New Media program. The English faculty have made a practice of discussing the curriculum internally in regular meetings and with external entities, including employers of ENM graduates such as *The Madison Daily Leader* and the *Grant County Review*, Blooming Twig publishers in Minneapolis, and the game magazine *Gamasutra*, and academics in related fields. Regular reviews of exit presentations and results have informed our discussions of curriculum and course design and outcomes. These reviews have resulted in tweaks to the curriculum, including changes in various core courses.

The last review of our English program, a review in 2006 of the English for Information Systems program, noted several strengths, but some weaknesses were also evident. These noted weaknesses provided the impetus behind the revamping of the program into the English for New Media program in 2009 and the PTC program in 2010.

One of the ongoing concerns about the EIS program noted in the review was the disjuncture between the technological aspects of the program and the literature courses. They did not appear to adhere to a single outcome or goal. The technological side included courses in writing documentation for software, in writing technical documents, and in writing programs (in COBOL or SNOBOL) that would provide information about texts. In a revision of the program following that review, the technical writing courses became the core of the PTC program, and newly developed courses, such as Foundations of English for New Media, Digital Collection and Curation, English Informatics, Publishing for New Media, became the core of the technological components of the ENM program.

Another concern was the need for revamping the exit assessment, which had become a weak link in gathering information and feedback on the program. As a result, the English faculty devised a new assessment that required each student to give a live presentation to faculty and others, providing a snapshot of their progress through the program. That assessment has been a success and results in useful information and data that the faculty discuss and use in planning.

Additional curriculum planned changes based on previous informal and internal reviews include modifications to the curriculum, including the following:

- Several courses have been redesigned and renamed to better identify the nature of the course.

- English faculty recognized some weaknesses in our exit assessment and have made changes to produce more substantial and actionable results. Since the change, students build a portfolio and make a formal presentation to faculty, staff, and other students. In this presentation, graduating seniors provide information about significant projects and experiences that have occurred over the course of their program.

Faculty in the program continually seek out new strategies for making the program as robust as it can be within the limitations of a 120 credit program and the limited resources available.

PART 2: TRENDS IN THE DISCIPLINE

The English for New Media degree program is a hybrid program partially within the rapidly growing field of Digital Humanities. Graduates from this ENM program have had an introduction to some of the core practices in the DH field, focused primarily on the use of digital technology in the study of English language texts. According to the 2017 *NMC Horizon Report*, over 40 percent of the world's population currently accesses the internet. With the increasing amount of digitized data and text available, demand for people who are able to analyze, process, and create those materials will rise.

The growing body of born-digital documents as well as archives and the migration of physical documents into digital form continues to transform this growing field. The use of audio, video, and graphics has also expanded what the traditional field of English considers a text. In addition, the use of social media as a means of extending discourse into new environments is altering socio-economic processes and changing the way we build communities, share, create, and publish. Our English program extends the discussion of texts into this phenomenon.

Students in the English for New Media program encounter the tools for study in this field, with introductions to textual analysis, hypertext creation, data modeling, archiving, and remediating texts from one form to another. The understanding of these practices puts our English majors, armed with a basic understanding of literary traditions, creative and critical both, at the forefront of the transformation of texts.

In this field, the concept of projects as a form of scholarship and practice is vital. These projects are typically performed in teams, where students learn the values and practices of collaboration and coordination. Projects allow students to experience working on texts in the fashion of professionals who work at libraries, museums, newspapers, publishing houses, or online development services--or, in fact, any entity that requires a presence on the web. These entities include small-town newspapers, churches, hospitals, and restaurants, for example, where one person may serve as the social media expert, web writer, and project manager, as well as well-heeled businesses that have teams at work on the same projects.

Although predictions for journalists, writers, broadcasters, and public relations personnel in the U.S. show flat or even negative growth, students whose background gives them a broad array of communications and technical skills will continue to find meaningful and fulfilling work and expand their experience into business and other fields. In his 10 February 2017 article in *Chronicle Vitae*, Leonard Cassuto reported observed that digital humanities jobs were "one of the few growth areas in today's dismal academic job market. Some departments have advertised specifically for digital humanists, while others have proved eager to hire people who bring digital expertise to their applications — even if the advertised job calls for a specialty in something else."

Curriculum Implications

The importance of project management skills and collaboration is reflected in our curriculum. Students work on long-term, persistent projects like *New Tricks* and The Museum of Literary Artifacts, as well as self-defined projects that reflect individual or small-group interests.

Program Limitations

Currently the major limitation of the English for New Media program at DSU is conveying clearly the nature of the program to potential students. Our numbers in the program are not where we want them to be, and the current attention on Cyber Security and other computer science degrees (with a new building and millions of dollars in new funding) leaves programs like the ENM degree in the shadows. However, we have seen that some students lured to DSU by programs other than ours find themselves drawn to our program, one that better meets their sense of what a fulfilling career can be.

In addition, English faculty continue to seek new opportunities and means of advertising our program. Also, faculty seek partnerships and cooperation with those teaching in these burgeoning technical fields, seeking new ways of bringing technology, literary studies, and humanistic scholarship together.

PART 3: ACADEMIC PROGRAM AND CURRICULUM

Program description and requirements

The English for New Media program offers a Bachelor's of Science in English for New Media with supporting academic minors possible with a concentration of 18 hours. Some courses required for the program are offered also for students completing the English Education degree, who take many of the literature courses alongside English for New Media majors.

2017-18 Program Requirements

System-wide General Education Requirement (30 Credits)

Majors must take <u>ART 121</u>, <u>ENGL 210</u> and <u>SOC 285</u> as part of the System-wide General Education Requirement.

Major Core (73 Credits)

<u>CSC 105 - Introduction to Computers</u> 3 credits

Choose one course from the following: (3 Credits)
<u>CIS 123 - Problem Solving and Programming</u> 3 credits
<u>CIS 130 - Visual Basic Programming</u> 3 credits
<u>CSC 150 - Computer Science I</u> 3 credits

<u>ENGL 283 - Introduction Creative Writing</u> 3 credits OR
<u>ENGL 386 - New Media: Genre</u> 3 credits

<u>ENGL 284 - Introduction to Criticism</u> 3 credits
<u>ENGL 303 - Foundations of English for New Media</u> 3 credits
<u>ENGL 310 - Applied Grammar</u> 3 credits
<u>ENGL 332 - The Evolving Stage: Classical Theatre to New Media</u> 3 credits
<u>ENGL 351 - Digital Collection and Curation</u> 3 credits

<u>ENGL 365 - Classical Myth and Media</u> 3 credits OR
<u>ENGL 366 - Contemporary Myth and Media</u> 3 credits

<u>ENGL 375 - Publishing for New Media</u> 3 credits
<u>ENGL 405 - Media Studies</u> 3 credits
<u>ENGL 467 - English Informatics</u> 3 credits
<u>ENGL 480 - Contemporary Rhetoric</u> 3 credits

ENGL 490 - Seminar 1-4 credits (3 credits required)

ENGL 494 - Internship 1-12 credits (2 credits required) OR
ENGL 498 - Undergraduate Research/Scholarship 0-12 credits (2 credits required)

MCOM 161 - Graphic Communication 3 credits
MCOM 351 - Web Design 3 credits
MCOM 353 - Digital Media Communications 3 credits
MCOM 389 - Portfolio and Professional Development 1-3 credits (2 credits required)

Choose 9 credits from the following (9 Credits)

ENGL 211 - World Literature I 3 credits
ENGL 212 - World Literature II 3 credits
ENGL 221 - British Literature I 3 credits
ENGL 222 - British Literature II 3 credits
ENGL 241 - American Literature I 3 credits
ENGL 242 - American Literature II 3 credits

Choose 9 credits from the following (9 Credits)

ENGL 333 - Period Study 3 credits *
ENGL 343 - Selected Authors 1-3 credits (3 credits required) *
ENGL 363 - Literary Genres 3 credits *
*Since content varies, course may be repeated.

Electives (17 Credits)

Plan of Study (POS)

English for New Media

EFFECTIVE CATALOG YEAR 2017-18

Sample Academic Plan for English for New Media

Sample Schedule (subject to course rotations)

FALL		SPRING	
First Semester	**CR**	**Second Semester**	**CR**
CSC 105 Intro to Computers	3	CSC 150 Computer Science I or CSC 123	
SGE Oral Communications	3	Problem Solving and	
SGE Written Communications (ENGL 101		Programming or CIS Visual	
Composition I)	3	Basic Programming	3
SGE Arts & Humanities (ART 121 Design I 2-D)	3	SGE Mathematics (MATH 102 or 103)	3
SGE Social Science	3	SGE ENGL 210 Introduction to	
GS 100 University Experience	0	Literature	3
	15	ENGL 303 Foundations of English for	
		New Media (S, A)	3
		Elective	2
			14

Third Semester	**CR**	**Fourth Semester**	**CR**
SGE Natural Sciences	3	SGE Natural Sciences	3
SGE Written Communications (ENGL 201		SGE Social Science (SOC 285	
Composition II)	3	Information Society)	3
ENGL 365 Classical Myth and Media (F, A)	3	ENGL 283 Creative Writing I (S,O) or	
MCOM 161 Graphic Communication (F, A)	3	ENGL 386 New Media: Genre	
ENGL 284 Introduction to Criticism (F, E)	3	(S,E)	3
	15	ENGL 310 Applied Grammar (S,O)	3
		ENGL 222 British Literature II (S,O) or	
		other survey course	3
			15

Fifth Semester	**CR**	**Sixth Semester**	**CR**
MCOM 351 Web Publishing I (F,A)	3	ENGL 375 Publ for New Media (S,A)	3
ENGL 405 Media Studies (F,A)	3	ENGL 480 Contemp Rhetoric (S,A)	3
ENGL 332 The Evolving Stage (F,O)	3	ENGL 467 English Informatics (F,O)	3
ENGL 333/343/363 Author/Period/Genre		ENGL 333/343/363	
(FS,A)	3	Author/Period/Genre (FS,A)	3
ENGL 211 World Literature I, ENGL 241		ENGL 211 World Literature II, ENGL 242	
American Literature I, or other survey course		American Literature II or other survey	
(FS,A)	3	course (FS,A)	3
	15		**15**

Seventh Semester	**CR**	**Eighth Semester**	**CR**

MCOM 389 Portfolio & Prof Dev (F,A)	2	ENGL 498/494 Undergraduate Research and Scholarship/Internship (FS,A)	2
ENGL 351 Digital Collection and Curation (F,E)	3		
MCOM 353 Digital Media Communications	3	ENGL 490 Seminar (S,0)	3
ENGL 333/343/363 Author/Period/Genre (FS,A)	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	17		**14**

Session Cyle				Yearly Cycle		
ID	Description	Location		ID	Description	Location
A	Fall, Spring, Sum -Main Campus	Main Campus		A	All Years - Main Campus	Main campus
F	Fall Only - Main Campus	Main Campus		D	On Demand - Main Campus	Main campus
FS	Fall & Spring Only-Main Campus	Main Campus		E	Even Years - Main Campus	Main campus
S	Spring Only - Main Campus	Main Campus		O	Odd Years - Main Campus	Main campus
SF	Fall & Summer Only-Main Campus	Main Campus		X	Alternate Years - Main Campus	Main campus
SS	Spring & Sum Only-Main Campus	Main Campus		AO	All Years - Online	Online
SU	Summer Only - Main Campus	Main Campus		DO	On Demand - Online	Online
FO	Fall Only - Online	Online		EO	Even Years - Online	Online
FSO	Fall & Spring Only - Online	Online		OO	Odd Years - Online	Online
FSSO	Fall, Spring, Summer - Online	Online		XO	Alternate Years - Online	Online
SO	Spring Only - Online	Online		ASF	All Years - Sioux Falls	SFUC
SSO	Summer Only - Online	Online		DSF	On Demand - Sioux Falls	SFUC
FSF	Fall Only-Sioux Falls	SFUC		ESF	Even Years - Sioux Falls	SFUC
FSSF	Fall & Spring Only-Sioux Falls	SFUC		OSF	Odd Years - Sioux Falls	SFUC
FSSSF	Fall, Spring, Sum -Sioux Falls	SFUC		XSF	Alternate Years - Sioux Falls	SFUC
SSF	Spring Only - Sioux Falls	SFUC				
SUSF	Summer Only - Sioux Falls	SFUC				

Accreditation Standards in the Discipline

There is no accreditation in the field of English for New Media. Programs vary widely.
- Involvement with HASTAC and NMC
- Rigorous program focused on principles rather than facility with tools
- Looked to solid established programs in digital humanities when considering curriculum (U of Nebraska-Lincoln, USC, UCLA, etc.)

Program delivery
Core English for New Media courses in the program are delivered only face-to-face on-site in Madison, SD in a traditional classroom. All courses required to earn a major are available through DSU. All courses and requirements which overlap with DSU's Digital Arts and Design program are available both on-campus and online through Dakota State University. Some courses from the Design area of the ENM requirements are also available via online courses from DSU.

Strengths of the Program
Since the discipline of English for New Media is new and in the process of being defined, there is a great deal of variety among programs. DSU's program is distinguished by its rigor and its systemic approach incorporating skills from design, computer science, writing, and literature into a coherent degree.
- DSU's program is rigorous and broad, incorporating skills from traditional English courses and technology-rich courses into a coherent educational experience that prepares students for work in media relations, publishing and editing, and creating online documentation and resources.
- DSU's program prepares students for graduate study, with recent graduates receiving graduate degrees in technical writing, creative writing, and English. Graduates of the program have also gone on to get law degrees.

- DSU's program is reasonably priced. Students attracted from across the nation have described the reason as a solid program with a reasonable price tag.
- DSU's program has been successful with job placement (e.g., 91% in 2014).
- DSU's program enjoys the support and benefit of strong related programs such as Digital Arts and Design, Production Animation, and the national reputation of Cyber Operations.
- DSU's program has been successful in national conferences, having sent students to the Sigma Tau Delta English Honors Society Convention to deliver papers the past three years.
- DSU's program was successful in having an Assistant Professor promoted and tenured.
- DSU's program has a marked strength in narrative design (in the sense of integrated or systemic design). It has a nationally recognized faculty member, Dr. Stacey Berry in this area, along with concerted support from all English faculty.
- DSU's program is in the planning stages of establishing an advisory board.

Curriculum management
Curriculum for the program is overseen by the English for New Media faculty, led by Dr. Nelson. Under the current structure, curriculum modifications initiated at this level are then reviewed by both the College of Arts & Sciences and approved by the dean. They are then forwarded to the university curriculum committee and are acted on under the university policies.

PART 4: PROGRAM ENROLLMENTS AND STUDENT PLACEMENT

Admission standards
Each university may adopt specific admission regulations, consistent with law and the requirements set by the Board of Regents, as may be required for each school or program to assure acceptable student preparation and enrollment levels. A copy of such regulations and any subsequent amendments shall be filed with the Executive Director and shall be subject to review by the Board of Regents.
The English for New Media program does not have any additional requirements into the program beyond those stated for the university as a whole. The current DSU admissions guidelines now cover a wide range of potential students. Therefore it is recommended that one view the current admission standards at:
http://catalog.dsu.edu/content.php?catoid=18&navoid=972

Persistence[1] / Retention[2] in English for New Media

Program Growth since Inception

Table 1: Program, College and University Enrollments

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
English for New Media (BS)	1	11	20	19	25	32	30	15
College of Arts & Sciences	487	575	506	490	465	503	564	528
University Enrollment	2861	3101	3102	3110	3129	3047	3145	3190

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[1] Persistence is defined as: The proportion of a student cohort who enrolled for the first time in a given fall semester and then re-enrolled in a subsequent spring semester. The student must be enrolled in at least one DSU class to be considered persisted. For persistence purposes, specific populations are used: (1) first-time, full-time, baccalaureate degree-seeking freshmen; (2) incoming degree-seeking transfers (includes part-time and full-time). A student may be counted more than once. If the student is seeking multiple majors, they will be counted in each major.

[2] Retention is defined as: The proportion of a student cohort who enrolled for the first time in a given fall semester and then re-enrolled in a subsequent fall semester. The student must be enrolled in at least one DSU class to be considered retained. For retention purposes, a specific populations are used: (1) first-time, full-time, baccalaureate degree-seeking freshmen; (2) incoming degree-seeking transfers (includes part-time and full-time). A student may be counted more than once. If the student is seeking multiple majors, they will be counted in each major.

Data Tables for Persistence of New Freshmen

Table 2: Persistence[1] Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen *(Fall 2009 to Fall 2012 Cohorts)*

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	N	% Ret. 2nd semester (SP10)	N	% Ret. 2nd semester (SP11)	N	% Ret. 2nd semester (SP12)	N	% Ret. 2nd semester (SP13)
English for New Media (BS)	1	100%	1	0%	5	80%	3	100%
College of Arts & Sciences	97	85%	83	84%	75	81%	69	88%
University	274	88%	302	88%	277	81%	283	91%

N=total number of students

% Ret 2nd semester = the percentage of students from the cohort who registered for at least one DSU class in the subsequent spring.

One student passed away in 2009 in spring 2010; therefore, the student is removed from the cohort.

Table 3: Persistence[1] Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen *(Fall 2013 to Fall 2016 Cohorts)*

	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	N	% Ret. 2nd semester	N	% Ret. 2nd semester	N	% Ret. 2nd semester	N	% Ret. 2nd semester

		(SP14)		(SP15)		(SP16)		(SP17)
English for New Media (BS)	2	100%	1	100%	1	100%	2	100%
College of Arts & Sciences	63	86%	52	88%	66	85%	63	78%
University	276	88%	262	90%	320	87%	305	86%

N=total number of students

% Ret 2nd semester = the percentage of students from the cohort who registered for at least one DSU class in the subsequent spring.

Discussion of New Freshmen Persistence[1]

The sample size is far too low to extrapolate in meaningful ways, but aside from 2011 when the program was only a year old, our retention rates of our small freshmen cohorts has been very stable. Likely not coincidental was the addition of the required freshmen experience course (GS100) at about the same time as the major was made available. GS100 sections are usually major-specific, which has allowed us to foster a sense of community among students in our majors. We also host the students for occasional barbeques or picnics to ease barriers to open communication between faculty and our students. These have been well received and attended by students. We hope to increase the use of activities that foster unity.

Data Tables for Persistence[1] of Transfer Students

Table 4: Persistence[1] Rates for Incoming Degree-Seeking Transfers (Fall 2009 to Fall 2012 Cohorts)

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	N	% Ret. 2nd semester (SP10)	N	% Ret. 2nd semester (SP11)	N	% Ret. 2nd semester (SP12)	N	% Ret. 2nd semester (SP13)
English for New Media (BS)	0	n/a	3	100%	3	67%	1	100%
College of Arts & Sciences	45	73%	59	85%	51	80%	53	68%
University	201	81%	198	83%	226	81%	275	76%

N=total number of students

% Ret 2nd semester = the percentage of students from the cohort who registered for at least one DSU class in the subsequent spring.

Table 5: Persistence[1] Rates for Incoming Degree-Seeking Transfers (Fall 2013 to Fall 2016 Cohorts)

	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort		Fall 2016 Cohort	
	N	% Ret. 2nd semester (SP14)	N	% Ret. 2nd semester (SP15)	N	% Ret. 2nd semester (SP16)	N	% Ret. 2nd semester (SP17)
English for New Media (BS)	0	n/a	4	100%	1	100%	0	n/a
College of Arts & Sciences	42	74%	32	72%	27	74%	30	80%
University	259	80%	259	75%	255	82%	272	79%

N=total number of students

% Ret 2nd semester = the percentage of students from the cohort who registered for at least one DSU class in the subsequent spring.

Discussion of Transfer Student Persistence[1] Rates

Clearly English New Media relies heavily on transfer students, who comprise the majority of our majors since 2009. The department has struggled to succinctly and successfully communicate our major to recruiting high school seniors, who, when it has come up, have been told by our recruiters that ENM was a communications major. Students who signed up under those auspices have, unsurprisingly, not persisted. Students who transfer have often found their more traditional English major lacking in something specifically contemporary – awareness of modern media, digital publishing, or writing for online environments – and have searched for programs such as ours only once they recognize what is lacking in their current form. We also have recruited students coming to DSU for other reasons, such as athletics, and for whom New Media or English Ed are the only possible English majors.

Data Tables for Retention[2] Rates of New Freshmen

Table 6: Retention[2] Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2009 to Fall 2012 Cohorts)

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	N	% Ret. 2nd year (FA10)	N	% Ret. 2nd year (FA11)	N	% Ret. 2nd year (FA12)	N	% Ret. 2nd year (FA13)
English for New Media (BS)	1	100%	1	0%	5	80%	3	67%
College of Arts & Sciences	97	62%	83	65%	75	68%	69	64%
University	274	64%	302	67%	277	60%	283	69%

N=total number of students

% Ret 2nd year = the percentage of students from the cohort who registered for at least one DSU class in the subsequent fall.

One student passed away in 2009 in spring 2010; therefore, the student is removed from the cohort.

Table 7: Retention[2] Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2013 to Fall 2015 Cohorts)

	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort	
	N	% Ret. 2nd year (FA14)	N	% Ret. 2nd year (FA15)	N	% Ret. 2nd year (FA16)
English for New Media (BS)	2	0%	1	100%	1	100%
College of Arts & Sciences	63	62%	52	73%	66	74%
University	276	65%	262	74%	320	72%

N=total number of students

% Ret 2nd year = the percentage of students from the cohort who registered for at least one DSU class in the subsequent fall.

Data Tables for Retention[2] Rates of Transfer Students

Table 8: Retention[2] Rates for Incoming Degree-Seeking Transfers (Fall 2009 to Fall 2012 Cohorts)

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	N	% Ret. 2nd year (FA10)	N	% Ret. 2nd year (FA11)	N	% Ret. 2nd year (FA12)	N	% Ret. 2nd year (FA13)
English for New Media (BS)	0	N/A	3	33%	3	0%	1	100%
College of Arts & Sciences	45	60%	58	52%	51	57%	53	53%
University	201	63%	198	65%	226	61%	275	59%

N=total number of students

% Ret 2nd year = the percentage of students from the cohort who registered for at least one DSU class in the subsequent fall.

Table 9: Retention[2] Rates for Incoming Degree-Seeking Transfers (Fall 2013 to Fall 2015 Cohorts)

	Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort	
	N	% Ret. 2nd year (FA14)	N	% Ret. 2nd year (FA15)	N	% Ret. 2nd year (FA16)

English for New Media (BS)	0	n/a	4	75%	1	100%
College of Arts & Sciences	42	52%	32	72%	27	56%
University	259	61%	259	61%	255	66%

N=total number of students

% Ret 2nd year = the percentage of students from the cohort who registered for at least one DSU class in the subsequent fall.

Discussion of Student Retention Rates

Again, small samples sizes make extrapolation impossible. The numbers are erratic from year to year. Absent from this data is information about a significant student population – majors we have recruited from other majors, especially other colleges, on campus. DSU's college of Computing is very well funded, drawing exceptional students to campus. These students are often talented in many areas, but it is their mathematics and reasoning skills that drew them to the recruiters' attention. Given that population of talented writers and readers across campus from us, it's inevitable that a number every year, often wooed via a general education or honors section of a writing or literature class, will abandon their initial major and select instead one of our English majors, especially New Media, given its technical skillset wed to writing and literature.

Program Graduation[3]

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[3] Graduation is defined as the number of the first-time, full-time, baccalaureate degree-seeking freshmen who enrolled at DSU in the fall and received a baccalaureate degree from DSU within five or six years. If a student graduated with an associate degree, they are counted as not graduated. English for New Media was implemented in fall 2009; therefore, there is only two years of graduation data.

Table 10: Graduation Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2009 to Fall 2010 Cohorts)

	Fall 2009 Cohort					**Fall 2010 Cohort**				
	Total No. of Students in Cohort	Graduate within 5 years		Graduate within 6 years		Total No. of Students in Cohort	Graduate within 5 years		Graduate within 6 years	
		N	%	N	%		N	%	N	%
English for New Media (BS)	1	1	100%	1	100%	1	0	0%	0	0%
College of Arts & Sciences	97	30	31%	36	37%	83	23	28%	26	31%
University	273	93	34%	107	39%	302	101	33%	113	37%

Two students from the 2009 cohort passed away from 2009 to 2016; therefore, these students are removed from the cohort.

Degrees Awarded

Table 11: Number of Degrees Awarded by Academic Year

Program	Academic Year							
	2008-2009	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**

English for New Media (BS)	0	0	0	1	4	2	5	7
College of Arts & Sciences	70	66	70	65	71	63	56	68
University	311	313	357	384	409	401	409	466

An academic year is defined as summer, fall, and spring for the purpose of this report.

Discussion of Program Graduation and Degrees Awarded

Given the six year window, we are too new to be able to track cohorts beyond the one student in each of the years of the initial rollout. As to Degrees Awarded, however, there seems to be an emerging, positive wavelength. We see an uptick, followed by a little stasis, followed by a larger increase. 2017, here uncollected, was down again, but we're aware of larger groups in the near future, and our incoming freshmen cohort for Fall 2017 is larger than the last two years.

PART 5: FACULTY CREDENTIALS

The English for New Media program at Dakota State University is currently planning to hire a key faculty member in English, after losing a critical faculty member late summer 2017. After careful consideration, the department and the dean of the college decided to post the position in the fall and plan for them to arrive for fall, 2018, classes. The person who fills that position has and will play a key role in the planning, teaching, and recruiting in the ENM program. Teaching new media courses in the curriculum and assisting in planning for improvements and changes will be expected of the new faculty member. In the meantime, our current faculty, assisted by trusted adjuncts and others in the College of Arts and Sciences, are providing the courses planned for this year.

Stacey Berry

Ph.D., English, University of Nebraska-Lincoln, 2007

M.A., English, Northern Illinois University, 2002

B.A., English, Stephen F. Austin State University, 1996

Dr. Stacey Berry teaches English, new media, literature and writing classes. Her research and areas of interest include post-1945 American literature--especially marginalized voices and violence in literature and film--textual editing, computational textual analysis, and digital collections. She serves on the General Beadle Honors Program Committee, the Graduate Faculty, and advises the student group The Alliance. Her research spans the 19th century to the present, and her methodologies treat literature, technology and media as products and symptoms of sociological spaces. Her work in digital humanities and new media production links critical theory with practical application–a pragmatic approach that also informs her approach to literary study.

Current projects include an object-based digital thematic research collection to support scholarly and critical approaches to literature, a National Endowment for the Humanities Grant proposal, and a book manuscript examining the role of violence in literature. Her digital humanities and electronic editing research work (in-progress) includes co-directing The Museum of Fictional Literary Artifacts (mfla.omeka.net), editing an electronic version of The Homesteader (The Homesteader Project), and co-directing the Stop Hurt. Start Here. (archived site) project.

John Nelson

Ph.D., English, University of South Dakota, 2004

M.A., English, University of Wyoming, 1984

B.S., English Education, Black Hills State University, 1982

Dr. John Nelson teaches English, new media, literature, and writing classes. His research and areas of interest include Native American literature, J.R.R. Tolkien, and digital collections. He writes and publishes poetry in professional journals. He serves as the coordinator for the English Department and is the advisor for the DSU chapter of Sigma Tau Delta, the international English Honors Society. He also advises publication of the DSU literary magazine New Tricks (new-tricks.org). Along with Dr. Berry, he is co-director of The Museum of Fictional Literary Artifacts (mfla.omeka.net) and an archives project sponsored by the South Dakota Humanities Council.

Justin Blessinger

Ph.D., University of South Dakota

M.A., Emporia State University

B.A., Tabor College

Justin L. Blessinger teaches creative writing, modernist lit, media studies, and literature of the British Isles. Winner of the 2008 Doug Fir prize for fiction, he also publishes poetry; his work has appeared in *The Bear Deluxe Magazine*, *Up the Staircase Quarterly, Mulberry Fork Review, Orlo, South Dakota Review*, and in the anthology *In Our Own Words*.

William Sewell

B.A., Drury University

M.A., Missouri State University

Ph.D., University of Kansas

William Sewell (PhD, University of Kansas) is assistant professor of English Education and Composition at Dakota State University in Madison, South Dakota. His research interest includes multimodal intertextuality, content area literacy, active learning strategies, young adult literature, and middle and secondary English education.

Deana Hueners-Nelson

M.A., South Dakota State University

B.S., Dakota State University

Deana Hueners-Nelson teaches a variety of topics at DSU, specializing in writing courses from developmental and general education composition to major-specific professional and technical writing. She also teaches literature, language arts, and mass communication courses. Hueners-Nelson serves as a DSU representative on the Community Center Governing Board.

Scott Richardson

B.S., Kentucky Christian College

M.A., Emporia State University

Scott Richardson teaches several courses in the English department, including basic writing, composition, and the more advanced composition course. He regularly teaches a course in the Harry Potter series of books by J.K. Rowling, and he serves on a variety of committees.

PART 6: ACADEMIC AND FINANCIAL SUPPORT

Resources providing academic support to faculty and students in English for New Media include the Karl E. Mundt Library, a wireless computer infrastructure, classrooms equipped with computer projection systems, and dedicated computer laboratories for upper level project development. Opening fall, 2017, is a new writing lab, where students will be able to get support for writing projects and, for skilled English majors, allow them to work as tutors and gain experience in assisting others.

Undergraduate Programs Support Services

The College of Arts and Sciences office is the key point of support for English for New Media students. This office is located in Beadle Hall, where most English courses are taught.   College buildings are very convenient for students and faculty. The offices are also provided with several work study students who provide additional assistance.

College of Arts and Sciences Support Personnel

Benjamin Jones	Dean
Susan Langner	Senior Secretary
Nancy Presuhn	Senior Secretary

Graduate Programs Office

There is no current graduate program in English for New Media. However, approval has been given for a Graduate Certificate in Digital Humanities at DSU, spearheaded by English faculty. That program is set to begin in the fall of 2018.

Library Resources and Services

The mission of the Karl E. Mundt Library and Learning Commons is to supply the library and information needs of the students, staff, and faculty of Dakota State University and to support the University's stated mission and goals.

In an information society, information literacy is critical. DSU students should be able to find, evaluate and use information for problem solving and decision making in all aspects of their lives -- at home, in the workplace, and as informed citizens in a democratic society. The goal of the library is to provide the instruction and tools students need to be effective information users. A Learning Commons is defined as a student-centered collaborative learning place. Increasing use of technology as a means of accessing information and the recent shift towards cooperative learning and group study have brought changes in the way students use academic libraries and library resources. In the Mundt Library and Learning Commons they are experimenting with new ways to combine information resources, services, technology, and research assistance. They partner with the DSU Retention Specialist to provide space for tutoring, and provide art gallery space managed by the College of Arts and Sciences.

The Library provides access to an extensive collection of materials through its online library catalog which includes the over 4.5 million holdings of more than 70 member libraries of the South Dakota Library Network (SDLN). In addition to its print holdings, the Library subscribes to numerous electronic indexes and full text research databases, most notably, EBSCO's Academic Search Premier, IEEE CS Digital Library, ProQuest Research Library, ABI-Inform, MLA Bibliography, Lexis-Nexis and many, many more. These databases are authoritative scholarly research tools needed to support DSU's academic programs. The Library's website provides the on- and off-campus community with direct access to the information resources critical to the various disciplines. Materials held by other libraries are also readily available through the interlibrary loan system so rarely is the Library unable to quickly meet an

individual's information needs. The Library also provides online access to tutorials and other research aids for the independent scholar.

The most important and best resources available are the library staff. These trained professionals are here to help you find and use the resources you need – in person or online by using the "Ask a Librarian" link on the Library's website. In addition to the collections, systems and services offered, library staff provides assistance and instruction to faculty and students through workshops, classroom and one-to-one instruction.

The Library has a wide array of digital equipment like video cameras and digital audio recorders for use by students as well as standard AV equipment like video players and format converters. Meeting rooms, collaboration spaces, study rooms and viewing rooms equipped with TV/DVD/VCR or video projectors connected to various types of players are also available. Many computer peripheral devices like cameras and recording devices are available for check out. Networked computers and scanners are located on the main floor as are many tables equipped with power sources for quick and easy Tablet PC battery recharging between classes. Tutorial support is provided online in Lynda.com and Learning Express Library; link to them in the Database Quicklinks drop down box on the Library's main page.

In addition to the collections, systems and services offered, library staff also provide assistance and instruction to faculty and students through workshops, classroom instruction, and one-to-one. Library faculty collaborates with course faculty to ensure students have the research background necessary to complete course assignments. Library faculty develop tutorials, subject guides, and other instructional materials to support classroom learning on campus and at a distance.

It is also the Library's goal to graduate students who are able to find, evaluate, and use information to solve problems and to make decisions effectively. Graduates should have the knowledge and skills to function successfully as continuous learners in a continuously changing information world. To successfully meet its goals, the library provides excellent collections,

information systems, services, instruction, and staff. The professional library staff is included in the table below.

Professional Library Staff

Jan Enright	Assoc. VP/ Professor / Library Director
Mary Francis	Assistant Professor / Instruction / Reference Librarian
Vaughn Hennen	Digital Access & Design Librarian

Technology Infrastructure

DSU has an excellent technology infrastructure supporting wired and wireless access to computing resources. Information Technology Services staff provides technology support to faculty, staff, and students.

Lead Information Technology Services Support Staff

Stephanie Baatz	Director of Help Desk Services
Jordan Stewart	Senior Computer Support Specialist
Craig Miller	Director of Networking Services
David Overby	Vice President for Technology & Chief Information Officer
Scott Paulsen	Network Administrator
Brent Van Aartsen	Director of Web Services
Tyler Steele	Multimedia Specialist
Haomin Wang	Manager of Instructional Technology

Online Education Services

Extended Programs is responsible for program planning, marketing, program implementation and overall management of courses and programs offered by alternative delivery (i.e., Internet, DDN) or at off-campus locations by Dakota State University. Working in partnership with the colleges and the institution's academic support areas, Extended Programs works to design and develop active and collaborative degree programs at a distance or at off-campus sites such as the University Center in Sioux Falls.

The Extended Programs staff is located in the Tunheim Classroom Building. The staff serves the needs of students who are enrolled in the online and videoconferencing courses at DSU and in

courses at off-campus locations. The office is the mainstay of distance services to students, working with the administrative offices of DSU to provide these services. The office staff assists faculty in the design and implementation of courses delivered by various forms of technology. Proctoring services for online courses are provided by the Extended Programs office at DSU. The video conferencing classrooms on campus are located in the Tunheim Classroom Building (TCB). The Dakota Digital Network (DDN) room is located in TCB 103. The Governor's Electronic Classroom (GEC) is located in TCB 111 and the third room is located in TCB 109. E-Education Services is staffed with the Director of Extended Programs, the Manager of Instructional Technology, an Instructional Technology Specialist, a Communications Network Specialist, the Distance Education Specialist, and a Senior Secretary. This team serves the needs of students who are enrolled in the online and videoconferencing courses at DSU. The office is the mainstay of distance services to students, working with the administrative offices of DSU to provide these services. The staff also serves the Web needs of faculty, staff and students at DSU and the needs related to educational technology. The office staff assists faculty in the design and implementation of courses delivered by various forms of technology.

Extended Programs Support Staff

Name	Title
Sarah Rasmussen	Director of Extended Programs
Abby Roderick	Distance Education Specialist
Annette Miller	Senior Secretary
MingMing Shao	Instructional Technology Specialist

Administrative Staff
Current administrative staff provide the academic support services to successfully deliver undergraduate and graduate programs at DSU. The administrative support personnel who are particularly critical to the delivery of these programs are listed below.

Administrative Support Staff

Name	Title
Jay Kahl	Director of Institutional Effectiveness and Assessment
Kathy Callies	Registrar
Steve Bartel	Director of Student Union/Residence Life
Amy Crissinger	Associate VP for Enrollment Management/Marketing
Patty Weber	Director of Bookstore

Jeff Dittman	Director of Athletics
Amy Dockendorf	Controller
Dan Friedrich	Director of Center for the Advancement of Health Information Tech
Denise Grayson	Director of Financial Aid
Angi Kappenman	Director of Human Resources
Sara Hare	Director of Budget & Grants Administration
Javier Lopez	Director of Food Service
Corey Braskcamp	Director of Physical Plant
Peter J. Hoesing	Director of Sponsored Programs
Marie Lohsandt	Director of Career Services / Assoc Vice President for Student Affairs
Mandy Parpart	Director of Student Activities
Jona Schmidt	Director of Alumni Affairs

Academic Advising

Academic advising is primarily handled by the English for New Media faculty members: Drs. Berry, Nelson, and Blessinger. Because the discipline is new and career paths are not obvious, advising in this discipline is unusually demanding. Instructors must consult with students to determine whether they plan to go to graduate school or to enter the work force, and each of these paths offer multiple options. With the demands of teaching several sections of general education courses, especially the two composition courses required for the major, the teaching load is one of the commitments that limits the ability of the faculty to pursue additional opportunities.

Computer Infrastructure

Information Technology Services (ITS) advances the mission of DSU by ensuring reliable core systems and network infrastructure, excellent technology support, and assisting technology integration into the curriculum and business processes. Information Technology Services is responsible for the planning, management, and direction of technology initiatives in support of both academic and administrative operations at DSU. ITS staff provides the campus community with a diverse set of technology services including the following:

- Development, monitoring, and maintenance of the campus data network
- Help desk and tablet repair services
- Computer lab and server management
- Administrative application development

- Website and web application development services
- Academic technology training and assistance
- Multimedia services

Working in partnership with the colleges and the institution's academic support areas, Information Technology Services develops the image of applications installed on student tablets. ITS staff operates a help desk and repair center, staffed primarily by students, to quickly respond to any computing or network access problems in campus offices or computing laboratories or with students' tablet PCs.

Financial Support

Support for professional development and training is provided from funds allocated through the Vice-President of Academic Affairs (VPAA) office. Faculty members may apply for support up to $1,000 per year, which is available for each faculty member. In addition to these traditional funds, there is also available funding from the VPAA's Office for additional faculty development funding.

PART 7: FACILITIES AND EQUIPMENT

Students in the English for New Media program are able to make use of all facilities on campus, including especially the dedicated labs for media production. Powerful machines with dual monitors and high-end graphics cards useful for work in web and audio production, video production, and desktop publishing are available with programs such as InDesign, Photoshop, and Director.

All campus students are required to have a mobile computer. Freshmen and sophomores participate in a program to lease a DSU-issued machine. This standardization is very beneficial to students and faculty. Upper-level students may lease a machine or supply their own device. Through this program the general computing needs are met, and the university is able to spend money on wireless infrastructure, specialized hardware needs, power to the tables, bandwidth, etc. rather than turning over general purpose computing labs.

Classroom space is adequate. Space and facility needs are being augmented by the new Beacom Institute of Technology building that was completed of Fall 2017. This new construction will not solve all of the space challenges but it will allow specialized needs to have a dedicated space. Space in the new building supports project course development with adjacent space for larger meetings, lectures, presentations, reviews, and other meetings.

PART 8: ASSESSMENT AND STRATEGIC PLANS

Program Assessment/Achievement

Summary of Fall and Spring Learning Outcomes Assessment Reports (Fall 2014 - Fall 2016)

The English for New Media - Exit Exam, ENGL DEXIT3, was designed to give students an opportunity to present significant projects in five areasto demonstrate proficiency in interpreting and producing critical and imaginative texts in traditional and non-traditional media. These five areas are noted here:

1. To analyze and critically respond to a variety of texts, including both traditional, literary print texts and new media texts, including interactive texts, film, still images, etc.

2. To express themselves clearly and effectively in writing, whether creative or expository, as well as in verbal discussions & presentations.

3. To create a variety of texts (traditional expository prose, hypertext, creative writing, etc.) that integrate multiple modalities into a variety of media (traditional documents, web-based texts and content, video, audio, etc.)

4. To have the knowledge and skills to be successful in graduate or advanced study, whether in traditional "English" programs, law school, or divinity school.

5. To demonstrate critical and creative thought in a variety of situations -- i.e.,

    a.   in determining and applying appropriate media for the situation;

    b.   in using technology to achieve rhetorical objectives

    c.   in making connections among ideas, technologies, and ethics.

We envisioned three main purposes for the Exit Exam presentation. First, it would give students an opportunity to reflect on and revise together a portfolio of representative work from courses in the English for New Media degree program. Second, it would facilitate each graduating student's construction of a professional portfolio, making their disparate coursework into a coherent demonstration of their achievements as English for New Media majors and their potential to succeed in graduate/professional schools, businesses, and institutional careers. Third, it would help faculty assess the majors' mastery of the learning outcomes that guided curricular development.

Students, and their advisors, are alerted via email from the College of Arts and Science's Program Assistant about the Exit Exam presentation and portfolio requirements early in the semester for which they have applied for graduation (or in the Spring term, if students plan to complete coursework in the Summer). Advisors and professors discuss the Exit Exam portfolio and presentation throughout the degree seeking process. Students are given clear instructions about the requirements, which are updated by the English for New Media faculty every year. A timeline and deadlines are also established each semester and communicated to the student with the instructions. Students work closely with their academic advisors to choose materials, and build, and revise the portfolio. The portfolios are submitted by a set deadline to the College of Arts and Sciences Dean's Office, and then forwarded to the English for New Media faculty for review. The students work with faculty, staff, and students to schedule and advertise the public presentation of their work. Successful completion of the Exit Exam is required to complete the Registrar's Office final graduation audit.

In terms of assessment, the Exit Exam portfolio and presentation are intended to help faculty assess the majors' mastery of the student learning outcomes that guided curricular development. Students are required to have at least two faculty members from English in attendance at their presentations. All faculty members attending the presentation submit responses to comment on how well the student met the following program goals:

- To analyze and critically respond to a variety of texts, including both traditional, literary print texts and new media texts, including interactive texts, film, still images, etc.
- To express themselves clearly and effectively in writing, whether creative or expository, as well as in verbal discussions and presentations.
- To create a variety of texts (traditional expository prose, hypertext, creative writing, etc.) that integrate multiple modalities into a variety of media (traditional documents, web-based texts and content, video, audio, etc.)
- To have the knowledge and skills to be successful in graduate or advanced study, whether in traditional "English" programs, law school, or divinity school.
- To demonstrate critical and creative thought in a variety of situations -- i.e., a. in determining and applying appropriate media for the situation; b. in using technology to achieve rhetorical objectives c. in making connections among ideas, technologies, and ethics.
- To see, appreciate, and pursue conceptual connections among texts from across time, genres, cultures, and media -- e.g. how mythology might inform a poem, short story, painting, film, or music video; how history or the history of ideas may help illuminate a

"text" (using this term in its broadest sense); how the arts are related -- e.g. Romanticism as a concept in literature, music, painting, history, philosophy, etc.

- To Integrate elements of design to best serve rhetorical purpose (See Item 5 of the Ball State Rubric, multimodal project).
  http://www2.bgsu.edu/departments/english/cconline/murray_etal/writing-program-rubric.html

The assessment responses are compiled into an electronic spreadsheet, and the totaled responses are reported as numerical scores (ie: number of faculty responses) in three assessment categories (ie: exceeds, meets, does not meet) that align with the goals of the English for New Media: Major Field Assessment Plan:

Major Field Assessment Plan: English for New Media
Goals:
Students are able to
1. Analyze and critically respond to a variety of texts, including both traditional, literary print texts and new media texts, including interactive texts, film, still images, etc.
2. Express themselves clearly and effectively in writing, whether creative or expository,
3. Express themselves clearly and effectively in verbal discussions and presentations.
4. Integrate elements of design to best serve rhetorical purpose (See Item 5 of the Ball State Rubric, multimodal project).
5. Create a variety of texts (traditional expository prose, hypertext, creative writing, etc.) that integrate multiple modalities into a variety of media (traditional documents, web-based texts and content, video, audio, etc.).
6. Identify or formulate an appropriate rhetorical framework to communicate effectively for the purpose and audience (BSR 1).
7. Demonstrates critical thinking that is clear, insightful, in depth, and relevant to the topic (BSR 3). To this end, the student can see, appreciate, and pursue conceptual connections among texts from across time, genres, cultures, and media.

Text comment boxes also capture general comments, concerns, and remarks that faculty members want to make during the presentations. These general comments are reviewed during the annual ENM retreat to address any programmatic and curricular needs or changes.

Fall and Spring reports are distributed to the English for New Media faculty and to the Director for Institutional Effectiveness and Assessment.

Combined Report data: Fall 2014 - Fall 2016

Measures

All graduates achieve a score of "meets" or "exceeds" on the final presentation rubric.

All graduates achieve a score of 2.5 or better on the final evaluative essay rubric, "overall writing" category.

The table below shows the raw scores of all students 2014-2017 who have given an exit presentation under our current scoring rubric in the English for New Media program. Totals differ because evaluators did not score every goal.

Table 1: Total scoring for all seven goals 2014-2017.

Goal	Exceeds	Meets	Does Not Meet	Analysis
1	27	16	0	PASS
2	17	0	0	PASS
3	22	20	1	FAIL
4	21	22	0	PASS
5	24	19	0	PASS
6	30	13	0	PASS
7	22	17	4	FAIL

Analysis

Two goal areas presented "does not meet" evaluation responses. These included:

GOAL 3: Express themselves clearly and effectively in verbal discussions and presentations.

Learning Outcomes Assessment item 2:

To express themselves clearly and effectively in writing, whether creative or expository, as well as in verbal discussions & presentations.

Faculty comment: Didn't apprehend [student]'s point, frequently.

GOAL 7: Demonstrates critical thinking that is clear, insightful, in depth, and relevant to the topic (BSR 3). To this end, the student can see, appreciate, and pursue conceptual connections among texts from across time, genres, cultures, and media.

Learning Outcomes Assessment item 6:

To see, appreciate, and pursue conceptual connections among texts from across time, genres, cultures, and media -- e.g. how mythology might inform a poem, short story, painting, film, or music video; how history or the history of ideas may help illuminate a "text" (using this term in its broadest sense); how the arts are related -- e.g. Romanticism as a concept in literature, music, painting, history, philosophy, etc.

Faculty comment: none given

Faculty comment: There was some development of this skill, but it seemed very limited.

Faculty comment: none given

Faculty comment: none given

In summary, we have the following concerns:

1.   As a faculty, we have not made any direct program changes to the English for New Media degree based on exit exam reports or general comments. Responses from students range from suggesting that we require too many or too few literature classes or that we should include courses in writing and new media journalism (including online and multimedia writing). Because our numbers are small, these suggestions are usually made by one student. While we always value this feedback, we are not sure at this time what changes, if any, need to be made.

2.   Although almost all students seek to put their best foot forward at this presentation, a few do not do their best work in the presentation and/or the portfolio, because there is no direct consequence. Also, because students are in the last semester, the pressure of graduation, finding a job, final projects, and senior fatigue can all have a negative impact on overall quality.

3.   The process by which someone meets or does not meet the requirements of the Exit Exam is unclear because the primary function is to assess the program and not the student. At this time, we have never made the decision as a faculty to report to the Dean's office and the Registrar's office that a student did not meet the Exit Exam requirement because of poor quality or for failing too many requirements or measures. We wonder if a report (pass fail) or formal feedback should be provided to both the student and the Registrar's office to complete the communication loop.

4.   Student work produced during the Exit Exam portfolio and presentation process could provide excellent marketing and promotional material for the English for New Media program. As faculty have been stretched thin by always-growing responsibilities, we have not made a conscious effort to collect and transform this work into potential marketing material.

5.   Further guidance on how to meet goal 7 should be given by advisors and instructors. It may be that students simply do not understand how to illustrate this goal, and with a more clear explanation, this goal could be better met.