

**Self Study
Program Review**

Digital Arts and Design

**College of Arts and Sciences
Dakota State University**

Onsite Visit Date: April 30, 2010

External Reviewer:

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University of Wisconsin-Whitewater

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Part I: Institutional History

Brief History of the Institution and its Mission

History

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.

In recognition of its pioneering academic programs and outreach efforts, DSU was selected as one of the ten finalists for the 1987 G. Theodore Mitau Award. The Mitau Award is peer recognition by the nation's largest association of higher education institutions, the American Association of State Colleges and Universities, of the nation's top state colleges and universities for innovation and change.

More recently, Dakota State University has been named to Yahoo Magazine's list of the 100 most wired universities in the U.S. - ranking 12th on the list in 1998, 10th on the list in 1999, and 9th on the Baccalaureate II list in 2000. For two consecutive years, 2007 and again in 2008, Dakota State University in Madison is the best public baccalaureate college in the Midwest according to U.S. News & World Report's annual analysis of "America's Best Colleges 2008." Dakota State is ranked first in the category of Top Public Baccalaureate Colleges in the Midwest region.

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 taken a step forward in distance education and offers courses and academic programs via Internet, the Governor's Electronic Classroom, and the Rural Development Telecommunications Network. As society's educational needs change, Dakota State University will continue to evolve to meet these needs with education, scholarship and service.

History of the University

- 1881 - Dakota Normal School established by the Territorial Legislature.
- 1947 - Name changed to General Beadle State Teachers College.
- 1969 - Name changed to Dakota State College.
- 1984 - SD Legislature mandated mission change at Dakota State. The new mission integrated technology across all areas of the curriculum.
- 1989 - Name changed to Dakota State University.
- 2004 - DSU goes wireless with tablet computer initiative. DSU is named Center of Information Assurance by the National Security Agency and the Department of Homeland Security.

Mission

The mission of Dakota State University as it appears in the Board of Regents Policy Manual (1:10:5, adopted 08/07) states:

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL § 13-59-2.2. A special emphasis is the preparation of the elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process.

The Board implemented SDCL § 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region. Dakota State University is a member of the South Dakota System of Higher Education.

DSU implemented a wireless mobile computing initiative in the fall of 2004, mandating student leases of tablet PCs with a nominal user fee. The widespread and thorough integration of the wireless computing throughout courses and programs is an example of DSU's continuous efforts to incorporate the latest in technology into the curriculum.

College Mission

The College of Arts and Sciences offers a variety of programs and courses leading to many successful careers. Computer technology is integrated throughout all majors. The College offers the vast majority of the general education courses, serving as a background for all degrees. Faculty in Speech and Theater, English, and Digital Arts and Design are principally located in Beadle Hall. Math, science and social science faculty are housed in the C. Ruth Habeger Science Center. The clinical faculty in Respiratory Care are located at McKennan and Sanford Hospitals in Sioux Falls.

The College of Arts and Sciences offers degree programs in Biology, Computer Game Design, Digital Arts and Design, English, Mathematics, Physical Science, Professional and Technical Communication and Respiratory Care. In addition to these degree programs, the College of Arts and Sciences offers majors, minors, and courses which qualify students to apply for admission to professional schools and programs.

History of the Digital Arts and Design Program

Dakota State University developed a Bachelor of Science in Multimedia/Web Development in 1999, and expanded its minor in Computer Graphic Design to a Bachelor of Science in Computer Graphic Design in 2001. Both of these advances were in response to the rapidly expanding opportunities in these fields, which continue to burgeon.

In 2006, DSU began to offer a Bachelor of Science in Digital Arts and Design. This program features a common core of courses with 5 specializations including the 2 original areas, Computer Graphics and Web Design and Production, plus the new areas of Digital Storytelling, Production Animation and Audio Production (developed in 2008).

This program and its specializations use technology for the design and production of digital arts.

Date of Last Digital Art and Design Program Review

As a new program, this is the first opportunity for program review for Digital Arts and Design.

Part II: Trends in the Discipline

The baccalaureate degree in Digital Arts and Design was created in response to the phenomenal growth, availability, and use of New Media and Visual Communication at all geographic and demographic levels. The redesigned major was a logical rethinking of the two original majors focusing on the web and computer graphics.

Students in the DAD major acquire technical skills, training and experiences preparing them to move into the rapidly expanding sectors of New Media Arts and Design, including animation/motion graphics, digital storytelling, web design, audio production and computer graphics.

The program also emphasizes the "soft skills" so desired by New Media Arts and Design, including creativity, team building, critical thinking and problem solving, and an understanding of symbolic communication.

The best way to assess trends in any program is to place students and graduates into professional positions within the field. We have been proactive in placing interns. The information they bring back to the university is one means of assessing our program. For example, we have used this information to add advanced courses and a minor in digital photography. Advanced courses in production animation, digital storytelling and audio production have all been added.

The Digital Arts and Design major at DSU is active and growing. We are enjoying the expansion of our various programs. We are adding two new faculty members in Production Animation and Audio Production Fall 2010, and we look forward to continuing expansion of our physical spaces and equipment.

Currently, we are not limited by trends in the discipline.

Part III: Academic Programs and Curriculum

Mission Statement:

The baccalaureate degree in Digital Arts and Design at Dakota State University integrates technology and fine arts for the twenty-first century. With a core of courses that stress the importance of visual, strategic communication and artistic foundations, and five specialty areas that infuse technology into artistic vision and design, we educate students to take positions of strength in the world of New Media. Students may specialize in Web Design and Production, Computer Graphic Design, Production Animation, Digital Storytelling, and Audio Production. See **Appendix A** for a complete list of Core and specialty courses required in the program. See **Appendix B** for a course description of each Core Course.

Academic Degrees:

The college of Arts and Sciences offers a Bachelor of Science degree in Digital Arts and Design. The college also offers minors in Web Design, Computer Graphics, Production Animation, Digital Storytelling, Digital Photography and Audio Production.

Curricular Options:

Digital Arts and Design majors choose one of the 5 tracks in which to concentrate. They may choose electives and minors in the digital arts area or in other disciplines. They choose electives and minors in consultation with their advisors.

Differences Among the Programs Being Reviewed:

Digital Arts and Design is one major, comprised of a core of courses and 5 tracks or areas of concentration. The core focuses on foundations of visual art, visual and strategic communication, and team building. The 5 areas of concentration focus on web design and production, computer graphic design, digital storytelling, production animation and audio production.

Comparison of the Program with Other Regional Programs:

Digital Arts and Design is believed to be a unique program in the region.

Special Strengths and Unique Features:

Digital Arts and Design combines features of traditional visual and performing arts with technology. The major's core of courses, required by students in all program areas, gives a foundation in visual arts; stresses the significance of strategic communication in digital arts; and emphasizes working in teams and teambuilding in creating digital arts projects.

Students Progression:

Majors must enroll in "DAD 110, Introduction to Digital Arts and Design" during their first or second semester on campus. They are encouraged to complete their general education requirements during their first two years. Advisors suggest that they complete 100 level required courses during their first year, 200 level required courses their second year, 300 level required courses their third year and 400 level required courses their fourth year. Students must complete their internship (DAD 494) during their senior year and they must complete their final senior project (DAD 498) during the final semester of their senior year.

Webadvisor assists in keeping track of student progression. Advisors and the college office have access to student transcripts, schedules, testing scores, etc. Webadvisor keeps an up-to-date program evaluation, indicating what courses have been taken and what needs to be taken to complete the degree, the area of emphasis and their minor. See **Appendix C** for an example of the Webadvisor Program Evaluation.

Curriculum Management:

All courses in the core are offered on a yearly basis. Insofar as is practical, multiple sections of courses are offered.

Care is taken to make sure that single section required courses are not offered at the same time.

Because the Digital Arts and Design major is new, we have not had students complete the entire rotation in some of the specializations. Some specializations have made it through a rotation once. Therefore, we are still analyzing our course rotation to better meet the needs of the students.

The program was designed so that students could complete their degree in four years.

Accreditation Standards:

No national accreditation is available for this unique program.

Arrangements with Industry, Business, Etc.:

We actively pursue relationships with employers such as Daktronics, Lawrence and Schiller, the Eros Data Center and MediaOne, particularly in regards to internships and future career opportunities.

Students majoring in the program have had internships with many businesses. This is a small sampling of businesses and organizations with which we have had arrangements:

- **2Wheel Power Sports**
- Americinn of Madison**
- Be Online Inc.**
- “Black Hills Pioneer”**
- Budget Print**
- Cabela’s**
- Complete Media Inc.**
- East River Electric Power Cooperative, Inc.**
- Elk Haven Horse Camp**
- Dakota Computer Lessons**
- Daktronics**
- DSU Alumni Foundation**
- Fused Creative**
- HDR, Incorporated**

**Health Edventure
Hillside Resort
Inter-Lakes Community Action, Inc.
Kalaidoscope Productions
KELO and KDLT Television
KFAN and KJAM Radio
Lake Benton Opera House
Lodgenet
Madison Chamber of Commerce
Sharon Drews, author
Sioux Falls Chamber of Commerce
Sioux Falls Federal Credit Union
Sioux Valley Hospital
Siouxland Heritage Museums
South Dakota State Library
State of South Dakota BIT
United Methodist Church
University of South Dakota Student Activities Center
Web Attitudes, Inc.
Westward Ho Country Club**

Use of Distance Technologies:

DSU offers both programs and courses in an on-line format and at the University Center in Sioux Falls. In Digital Arts and Design, we offer courses in an on-line format, face-to-face, and at the University Center. In addition, university center students can gain a DAD degree with the emphasis in Web Design without having to come to the main campus.

Instructional Methodologies:

Appropriate methodologies are used to deliver the various courses in the program. These vary from traditional lecture/discussion/activity for various courses, to studio format for traditional and digital art courses. Students work in traditional classrooms, painting and drawing rooms, PC, Macintosh, and audio computer labs, and take some classes online.

Part IV: Program Enrollments and Student Placement

Admission Standards

There is no formal admission process for the Digital Arts and Design program other than the process of admission to the university.

Current Enrollments/Graduation Rates

NUMBER OF DECLARED MAJORS FOR THE LAST 5 YEARS

Major	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
B.S. in Computer Graphic Design	142	91	57	27	10
B.S. in Multi-Media and Web Development	95	53	31	19	6
B.S. in Digital Arts and Design	0	51	89	132	171

Data from census extract for fall term.

NUMBER OF DEGREES GRANTED FOR THE LAST 5 YEARS

Major	2004/05	2005/06	2006/07	2007/08	2008/09
B.S. in Computer Graphic Design	22	25	21	27	13
B.S. in Multi-Media and Web Development	20	11	11	9	8
B.S. in Digital Arts and Design	0	0	0	0	3

Data from the Integrated Postsecondary Education Data System (IPEDS). A student may be counted more than once if they graduated with multiple degrees. Summer is included with the following fall.

Program Capacity

Our laboratories and classrooms are highly used, but we are trying to be innovative and conscientious in our planning, so that we can accommodate our students. We are a growing program, hoping to continue to grow, and we have not yet met our capacity. We are hiring new audio production and production animation instructors for fall 2010.

Employment Potential and Placement

One-hundred percent of DAD graduates have found placement in their field. The employers include Imagination (Sioux Falls), Daktronics (Brookings), Larson Manufacturing (Brookings) and a company in Japan.

Part V: Faculty Credentials

The faculty listed below are the principle instructors in the program (that is, they teach at least two courses required in the program). Faculty Vitae are included in **Appendix D**.

SUSAN CONOVER (1999), Professor of Theatre, Speech and Digital Arts
Ph.D., University of Nebraska-Lincoln (Digital Storytelling)

BRADLEY HESSER (2003), Assistant Professor of Graphic Arts
M.F.A., Savannah College of Art and Design (Computer Graphic Design)

ROBERT N. JACKSON (2000), Associate Professor of Speech and Digital Arts
Ph.D., University of Nebraska-Lincoln (Digital Storytelling)

THOMAS M. JONES (2000), Associate Professor of Art
M.F.A., Stephen F. Austin State University (Computer Graphic Design and Photography)

D. SCOTT MACKENZIE (2001), Professor of Art and Computer Graphic Design
Ph.D., Colorado State University (Production Animation)

ALAN MONTGOMERY (2000), Associate Professor of Art/DSU Gallery Coordinator
M.F.A., University of Nebraska-Lincoln (Foundations in Digital Arts)

DANIEL MORTENSON (1994), Assistant Professor of Music and Digital Arts
M.S., Dakota State University (Audio Production)

MAUREEN A. MURPHY (2003), Associate Professor of English
Ph.D., Rensselaer Polytechnic Institute (Web Design and Production)

LINN NELSON (2006), Assistant Professor of Art
M.F.A., Southern Illinois University at Carbondale (Foundations in Digital Arts)

JOSEPH A. STAUDENBAUR (2001), Associate Professor of Art
M.F.A., Northern Illinois University (Foundations in Digital Arts)

DANIEL J. WEINSTEIN (2000), Associate Professor of English
Ph.D., State University of New York at Buffalo (Web Design and Production)

Anticipated Changes:

We are hiring a new Audio Production instructor and a new Production Animation instructor for fall 2010.

Faculty and Student Research

Susan Conover has a background in theatre and performing arts, but during the last several years, she has become interested in combining traditional arts with technology. She helped develop the Digital Arts and Design major and created the program in Digital Storytelling. Since then, she has been working on her personal digital art and technology skills, participating in workshops and exploring software. She continues to assess and refine the Digital Storytelling.

Brad Hesser: Assistant Professor Bradley Hesser currently serves on the Design Committee for the Kirby Science Center Ag Gallery at the Washington Pavilion. Additionally, he is also involved in Scientific Forensics workshops, SODAK Animation Festival, SDCAA Conference and Photoshop World Conference and Expo. Bradley is currently producing an independent film with his DAD465 class. He is also a member of National Association of Photoshop Professionals and AIGA.

With a background in Speech Communication, **Robert Jackson** has enjoyed helping to develop courses in Visual Communication and Strategic Communication for the DAD major. Each semester Robert engages his students in digital storytelling projects. Recently, Dr. Jackson and his students videotaped interviews about the science center and Ruth Habeger. They videotaped the renovations being done to the Habeger Science Center and are creating a digital story about the building, its history, and its present status.

Associate Professor Tom Jones creative activities include local, state and national exhibits. He routinely attends workshops and conferences to keep up with changes in the field of graphics/technology. He remains in touch with alumni and students currently working in the field. This provides valuable information on changes/trends to pass on the students in the classroom. His own creative activities lie within the field of graphics/photography. Through this, he remains up-to-date on trends and software in the field of graphics.

Scott Mackenzie's research interests deal with using innovative technology tools to more effectively teach Computer Graphics courses. In particular, one recent study Scott conducted dealt with the use of Reusable Learning Objects for advanced computer graphics courses. This research dealt, specifically with the creation of learning objects, using the software program Camtasia, to improve students' ability to access course information, specifically instructor demonstrations of procedures for creating "high end" 3-D computer graphics through capturing, recording, and maintaining video demonstrations of screen-based, step-by-step procedures. The results of this study were recently presented at two major conferences. Presently, Scott is conducting further research in this area.

Some of Scott's creative activities have/are involved with the creation of 2D/3D computer graphics/animations/multimedia productions that have been used on the vDUSEL (Virtual Deep Underground Science & Engineering Laboratory) evolving project. In addition, he has helped with organizing and mentoring a group of DSU students who have created numerous animations/simulations that are also being used on the vDUSEL project.

Alan Montgomery is an Associate Professor in Digital Arts and Design. He describes his art as,



irish history lesson/America

"My paintings are mixed media pieces that explore relationships between surface and image-- layers of information buried and exposed, then destroyed, re-created, erased, mixed, sliced, diced, and pieced back together. They are meditations and mediations. They are in effect reflections on my lived experiences. The process of making something that challenges me is what I am interested in. I am happy when things work out, and when they do not I begin again"

Our DAD program is an example of a *hybrid*, a form that is a synthesis of the past, present, and future. Without a thorough understanding and knowledge of physical media, it is difficult to understand the pedigree of process media (i.e digital) art forms. Professor Montgomery's goal as

an educator is to ground students in the tradition of materials and techniques that are now “tools” in many popular software packages. A brush in Photoshop is an emulation of the same brush that has existed for over 500 years.

Dan Mortenson, an Assistant Professor, teaches in the Audio Production emphasis. Even though this specialization is newly implemented, creative activities are underway. Under Professor Mortenson’s direction, students are inviting area rock bands and others to record in the newly created DSU studio. These sessions are student initiated projects that require multiple hours of planning, adjusting equipment, tracking and mixing. The most recent instance occurred on Saturday, April 10 for nearly eight hours involving an independent band from Sioux Falls. A session like this provides experience for DSU audio students and connects DSU to the community at large. Faculty supervision and technical input is required and provided.

Another example occurred in late March and early April when recording sessions were provided to create CDs for Madison children auditioning for the South Dakota Children’s Honor Choir.

Mark Hornsby is one of few persons worldwide certified by Digidesign at a Pro Tools Expert. In March 2010, Professor Mortenson arranged to bring in Mr. Hornsby as guest consultant/lecturer for two days to train faculty and students in advancing recording techniques, especially focused on Pro Tools HD recording systems. Students and faculty assisted with recording sessions (voice, guitar, drums) and editing while benefiting from Mr. Hornsby’s instructions for microphone selection, placement, gain stages, EQ settings, compression, track management, shortcut commands, and observed his approach to session and talent management.

Professor Mortenson is exploring ways to improve both the recording capabilities and his own creative expertise, along with that of his students.

Associate Professor **Maureen Murphy**’s research involvement with students takes place through classroom research assignments specifically designed to expose students to the kinds of research needed on the job in Web Design. This research is primarily either field or lab-based. Field research includes user research in the classes *Documentation and Presentation* and *Principles of Usability Testing*. She is also engaged in client and user research in the *Information Architecture* course. Lab-based research includes usability research within the design cycle, again associated with the course, *Documentation and Presentation*. Lab-based research tied to extensive course projects also occurs in the *Principles of Usability Testing* course.

Assistant Professor **Linn Nelson** has worked as a creative director of marketing materials for the Center for the Advancement of Health Information Technology and the Madison Community Arts Center. She continues to offer art direction to the vDUSEL video project for Sanford Lab at Homestake. Linn has organized printmaking workshops and works directly with students in continued research of screen printing and collagraph techniques. She is the faculty advisor of a

student-run advertising agency which offers design and marketing for the university and local non-profit organizations. Linn is a member of SDAF and AAF and has worked as a consultant for the SDAF Student Day workshops.

Associate Professor **Joe Staudenbaur** is currently involved as Assistant Gallery Director at DSU. Besides exhibiting student art, the gallery serves as a diverse venue for hosting art exhibits by local and nationally recognized artists. Recently Joe exhibited his artwork in Chicago, Minneapolis and Sioux Falls. He is a mixed media fine artist. Joe's visual research encompasses the physical and process mediums of drawing, watercolor, painting, pastel, multi-format still photography, digital 2D, and 3D visual disciplines.

Joe regularly leads a variety of research-based field trips with his students. Some outstanding tours include visiting: World renowned contemporary artist Jun Kaneko's vast studio & gallery complex in Omaha, the Bemis Center for Contemporary Arts in Omaha, nationally acclaimed artist Alan Fisher's studio including viewing of his public art, the Madison Daily Newspaper, Leader Publishing Co.

Each semester, Joe teaches courses, including 2D Design, Color Theory, 3D Design, and Computer Graphics which engage students in research based learning and applied learning projects resulting in art and design being displayed throughout the campus and community. Also, Joe is currently involved in a community project with the assistance of DSU student and tech fellow, Christopher Forsting. Joe is producing an audio slide show in recognition of a notable past Honoree of the University. This is an ongoing project in several phases that incorporates various disciplines, i.e., graphic design, storytelling, audio and visual production, multimedia and web design, digital editing, etc. and involves the honoree's widow who wishes to provide narration for the production.

Dan Weinstein's research areas include Computer Assisted Language Instruction; Composition Theory; Spoken, Written, and Visual Rhetoric, Critical Pedagogy, Narrative Analysis and Genre Studies, 19th Century American Literature; New England Regionalism; Sentimental Fiction; and Educational Technology.

He is responsible for courses that appear in DAD's Web Design and Production Specialization, and he frequently teaches ENGL 480, a course in Contemporary Rhetoric with a focus on visual conventions of the graphic novel. ENGL 480 is a required, writing intensive course for all DAD majors.

The following list of publications and presentations reflects, in particular, Dan's longstanding interest in using new media tools to explore new possibilities for knowledge management and writing in the classroom.

Dan Weinstein's Publications:

"Managing Classroom Documents: Keeping It Together with Buzzword's Open Access Docs". blogs.adobe.com. 7 Jan 2009. Web.

Wizards for Writing and Research (part of the Greenwood Resource Center database). Greenwood Publishing Group. Jan 2008. Web.

"Multimedia Journals: Persistent Platforms for Perception and Reflection Across the Curriculum" published in the proceedings of The International Conference on Technology, Knowledge & Society, 2005.

Review of A Community of Writers, or, "What Does A Writer Do?" in inReview, September, 2003: <http://www.asu.edu/inreview/Weinstein.pdf>

"Polyvocal Freewriting" in In our Own Voice: Graduate Students Teach Writing, Good and Warshauer, eds., Allyn & Bacon, 2000.

Dan Weinstein's Conference Papers:

"The Social Architecture of A Successful Collaborative Learning Environment" Computers and Writing Online, 2007

<http://acadianamoo.org/cwonline2007/papers/weinstein.pdf>

"Take(n): Teaching Revision Through Improvisation" Great Plains Alliance for Computers and Writing Conference, 2005.

"Electric Journals!" SDCTE Conference, 2005.

"Multimedia Journals: Persistent Platforms for Perception and Reflection Across the Curriculum" The International Conference on Technology, Knowledge & Society, 2005.

"Rhetorical Analogies: Teaching Language With Art" SDCTE Conference, 2003.

"Software Tools That Model Knowledge Work" Great Plains Alliance for Computers and Writing Conference, 2002.

"Machines That Help Students Write and Think:

PIM Freeware In the Computer-Assisted Writing Classroom," Midwest Modern Language Association Conference, 2001.

Description of student organizations

The DSU ART Club (Tom Jones, faculty advisor) sponsors field trips to the area museums (such as the Walker Art Center in Minneapolis) and encourages student artists and on campus student interest in art.

The Unlimited Possibilities Agency (UP Agency) developed by Linn Nelson, provides an opportunity for DSU students in all colleges to create, maintain, and promote a student-run agency. This agency allows a diverse group of students to work together across departments to create promotional materials. UP Agency assists in the publicity of local non-profit organizations and any DSU department, organization, or club that has a need. The agency furthers student talents, intercollegiate communication, and skills needed in a real-world agency. The UP Agency has also sponsored several field trips to advertising agencies and commercial printing businesses in Sioux Falls. Over the past couple of years the agency sponsored portfolio and screen printing workshops including guest speakers from SDSU and AdWerks.

Alan Montgomery is the current Director of the DSU Art Gallery which exhibits student art work throughout the year. Beadlemania is the culminating end-of-year event, featuring the work of students throughout the preceding school year. The event is adjudicated.

Alan Montgomery is also involved in organizing and leading European art tours for students each year.

Part VI: Academic and Financial Support

Academic Support

Resources providing academic support to faculty and students in Digital Arts and Design include the Karl E. Mundt Library and a wireless computer infrastructure.

Mundt Library: The Karl E. Mundt Library on the campus of Dakota State University exists to serve as an archive of accumulated knowledge, a gateway to scholarship, and a catalyst for the discovery and advancement of new ideas. In fulfilling its obligation to provide knowledge to the University and the scholarly community at large, the Library collects, organizes, and provides access to recorded knowledge in all formats. The Library faculty initiates discussions and proposes creative solutions to the information challenges facing the University and the scholarly community. The Library's faculty and staff actively participate in providing quality service, access, instruction, and management of scholarly information.

The mission of the Karl E. Mundt Library is to supply the library and information needs of the students, faculty, and staff of Dakota State University and to support the University's stated mission and goals. The college and library faculty work together to plan the development of library resources in order to purchase the most appropriate materials to achieve the educational objectives of Dakota State University. The total collection contains approximately 150,000 items, ranging from books to microfilms to interactive CD-ROMs, and supports all subjects the University offers.

These and additional resources are available through a variety of means: the South Dakota Library Network (SDLN), Internet, UMI ProQuest Full Text, and the various indexes accessed by the Mundt Library. In short, there is little the Library cannot acquire to fill student or faculty needs. The Library also maintains a Homepage on the World Wide Web (www.dsu.edu/departments/library/index.html) that can be accessed at any time and includes updated information and logical links to search engines.

Wireless Computer Infrastructure: Within the unit of Computing Services, the Network Services group is responsible for planning, implementing, and securing network services for

campus computing resources. A variety of servers in the Server Room provides applications hosting home directories, web space, e-mail, and other central applications.

Working in partnership with the colleges and the institution's academic support areas, Network services develops the image of applications installed in each computing laboratory. Network Services operate a Repair Center, staffed primarily by students, to quickly respond to any computing or network access problems in campus offices or computing laboratories.

Support Staff

Susan Langner, Administrative Assistant I, College of Arts and Sciences

David Zolnowsky, Chief Information Officer and Head of Computing Services

Craig Miller, Senior Systems Programmer, Computing Services

Brent Van Aartsen, Communication Network Specialist, E – Education Services

Financial Support

There are two sources of funds that support the DAD program. State funds are used for general operating expenses and support for instruction including supplies, software, and lab facilities comes from a lab fee of \$53.20 per course is assessed for each student in art courses. These lab fees are placed in a local account and support courses in DAD. Funds that remain in the lab fees account at the end of the fiscal year are placed in a reserve account.

Additional support for professional development and training is provided from funds allocated through the Vice-President of Academic Affairs office. Faculty apply for support and up to \$1,000 per year is available for each faculty member.

Including carryover fees from the previous year, during the 2009-10 academic year these fees totaled \$17,312. Of this amount \$28,461 was spent on hardware, software and traditional art supplies.

During the 2009 academic year, the university and the college supported the development and construction of a sound studio. The amount came to approximately \$100,000.

In addition, the University Computer Resource Account contributed approximately \$64,081 to support lab updates, acquisition of new software, license updates, and equipment to support the DAD program.

Major Financial Needs or Concerns

None

Part VII: Facilities and Equipment

Facilities

Most of the courses required in Digital Arts and Design program (i.e., specializations and minors) are taught in computer labs and classrooms. These labs and classrooms are located in Beadle Hall and the Jerald A. Tunheim Classroom Building.

Quality of the Facilities

Both buildings are adequate for program delivery.

Additional Facilities Needed

No additional facilities are needed. However, contingent on funding, future opportunities for updating and/or acquisition of facilities should be examined to accommodate program growth and development.

Equipment Requirements

Digital Arts and Design relies, in part, on maintaining currency with newly released software and major operating systems. The Tablet PC with a graphics sensitive screen has afforded our students portability and independence.

Quality of Current Equipment

The following table shows the computing resources currently allocated for courses in the Digital Arts and Design program.

Location	Resource	Course	Software Used
Tunheim Classroom Building 209	Intel(R) Core™ 2 CPU 6320 @ 1.86GHz, 2 GB of RAM, Windows XP, Dual Drives, 19" CRT Monitors, 13" Broadcast (SD) Monitors	ARTD 185, 306, 382, 385, 388, 440, 439, 441	Autodesk Education Suite for Entertainment Creation, Adobe Creative Suite – Production Premium
Tunheim Classroom Building Rooms 300 & 302	Gateway PC computer Pentium 4, 2.8 GHz 1.5 Gb RAM Windows XP Pro 2002, SP PowerMac G5 - Dual 2 GHz, 4 Gb DDR SDRAM Mac OS X 10.5.8 (Snow Leopard) 1 Tbyte Ext Harddrive Pro Tools HD Core and Accel 2 cards Digidesign 192 IO, Digi Sync, Digi Pre Motu 828 Interface Toft ATB 24 channel console	DAD 222, 322, 323, 350, 422, 423	Adobe Audition 3.0 Adobe Soundbooth CS4 Pro Tools 8 M-Powered (10 licenses) Band-In-A-Box 2009 PowerTracks Pro 12 Microsoft Office – SharePoint, PowerPoint Adobe Flash CS 4 (MCOM 353)

	Motu 128 Express Midi Interface Microphones, cables, patchbays etc		
Beadle 113	Gateway PC computers Pentium 4, 2.8 GHz 1.5 Gb RAM Windows XP Pro 2002, SP 3 Audio Interface: M-Audio Mobile Pre Microphone: Behringer C-3 Active Speakers	DAD 222, 322, 350, 422, 423, MCOM 353 , 379,408,409 MUS 108, 204, 292	Adobe Audition 3.0 Adobe Soundbooth CS4 Pro Tools 8 M-Powered (10 licenses) Band-In-A-Box 2009 PowerTracks Pro 12 Microsoft Office – SharePoint, PowerPoint Adobe Flash CS 4 (MCOM 353) Pro Tools HD 8 - with a variety of plug-ins. Camatasia Morae Bundle
Beadle 223	Pentium 3, 500 MHz, 128M RAM, Windows 2000	DAD 335, 465 ARTD 282, 285, 432, 436	RoboHelp X4; Dreamweaver MX; Adobe Photoshop 7.0

Additional Equipment Needed

The computer labs located in Beadle Hall and the Tunheim Classroom Building require optimum space to accommodate growth of the program. Equipment and space considerations represent an ongoing conversation.

Plans to Improve Facilities and Equipment

The department wishes to improve facilities and equipment as funding becomes available. Adding specialized furniture, i.e., drawing tables, ergonomic chairs, etc. and improving studio and lab equipment while maintaining accessibility reflect, in part, ongoing discussions. A prevalent concern, voiced by students, is secure storage units for students. Storage demands additional space. Freeing existing space of unused items may allow space for needed storage units.

These discussions are ongoing.

Part VIII: Assessment and Strategic Plans

Brief History: Assessment of program quality and student outcomes is an important component of program enhancement in the Digital Arts and Design Program at Dakota State University. The faculty in this program developed assessment plans which include student learning outcomes evaluated by multiple measures. The common set of assessment measures include the following direct and indirect measures: course grades, graduate surveys, employer surveys, essays and portfolios. The faculty meet annually to

review assessment data and recommend changes for improvement, if necessary. The complete assessment plans, summary analysis and changes for improvement are available at this link: <http://www.dsu.edu/academics/assessment/academic-assessment/major-field-undergrad-table.aspx>. In addition to the annual faculty review of assessment results in each major, the Dean of the College of Arts and Sciences provides a report to the Assessment Coordinating Committee each fall. This report summarizes the significant finds based on assessment data and summarizes the proposed program improvements and is also available [online](#).

Digital Arts and Design Goals and Student Learning Outcomes:

GOAL STATEMENT: Graduates of the program will be knowledgeable in graphics, computer graphics, art techniques, and technology and will be prepared for entry level positions in advertising, business, educational institutions and government.

Digital Arts and Design graduate will:

1. Be prepared for entry-level positions in advertising, business (computer graphics, art, etc.) educational institutions and government.
 - a. Students will be well-prepared academically for their first position in the career field.
 - b. Graduates will find ready employment in the field.
2. Be knowledgeable and competent users of computer technology.
 - a. Graduates will be competent and knowledgeable users of applications software programs.
 - b. Graduates will have a high level of computer knowledge.
3. Think logically, analytically and creatively.
 - a. Apply the principles of logic and sound reasoning in problem-solving.
 - b. Use technology in problem-solving.
4. Communicate effectively.
 - a. Graduates will be skilled at writing for a range of purposes and intended audiences.
 - b. Graduates will be skilled at speaking for a range of purposes and intended audiences.
 - c. Graduates will be able to work together to solve problems cooperatively.
5. Have well-developed research skills.
 - a. Use internal and external information resources.

Critical analysis and review of the major-field assessment plan and data for the majors

As mentioned above, the Assessment Plan, Data Tables, Summary Analysis and Changes for Improvement for the Digital Arts and Design program are [online](#) and in **Appendix F**. As can be seen in the plan, program assessment relies in part on contact with graduates and employers. Faculty who teach in the DAD program developed skill-

based criteria that graduates should be able to achieve. Reasonable achievement percentages were then derived for each criterion and program success will be measured by graduates' ability to meet or exceed these percentages.

Because Digital Arts and Design has produced few graduates yet, assessment data are very limited. Therefore, a combination of existing Computer Graphics data along with Digital Arts and Design information currently available will be discussed. The assessment of Computer Graphics is evaluated through a visual portfolio, essay, graduate and employer surveys. According to the 2009 Summary Analysis of the Computer Graphics major-field assessment data: the data for Essay (writing, choice of content and evaluation of content) show a consistent higher than normal average, if normal is a 3.75%, students should receive a 4 or better. The data for the portfolio portion of assessment show a consistent average score if combining percentages and averages, 75% of students receive a 4 or better. Scores show that we have possibly become more critical of the students' work and expectations have increased. (There were lower scores in 2007.) Computer Graphics assessment is on its last graduates and assessment will be routed to the DAD assessment. DAD assessment will look once again at having a group project assessment with individual presentations. This will allow the students to show their work in the project and will allow us to assess their progress in the program.

Faculty who teach in the Digital Arts and Design program developed skill-based criteria that graduates should be able to achieve. Reasonable achievement percentages were then derived for each criterion and program success will be measured by graduates' ability to meet or exceed these percentages.

The findings in this particular major show strong knowledge in program usage. For instance, applying a grade to the student's assessment has significantly improved their work. While the oral presentation and the exhibit of the students' work showed professionalism and pride.

We will continue to analyze this process and assess its efficacy for the other specializations under the DAD major.

Digital Arts and Design deviated from the assessment method established for Computer Graphics and Multi-Media/Web Development by including the assessment activities into the capstone course, DAD 498. While students still need to complete a portfolio, that portfolio is graded as part of the course. In addition, instead of writing an essay on assessment day, students are required to write an artist's statement. Furthermore, they are required to present an oral discussion of their DAD 498 project. We are very pleased with this method because students have an investment in doing quality work when the assessment activities are part of a course. Our investigation into different kinds of assessment activities to address the different DAD emphases is ongoing.

Regarding the faculty's annual review of assessment, the committee determined that applying a grade to the student's assessment resulted in noticeable improvement of the student's work. Students produced an oral presentation accompanied by an exhibit which resulted in a sense of professionalism and pride.

Three students graduated with a Bachelor of Science in Digital Arts and Design in the AY 08-09; all three received an A in the course DAD 498. The graduates from Summer 09 and Fall 09 will be entered in the data tables this summer along with the Spring 2010 graduates.

All Digital Arts and Design majors complete an internship before they graduate. The faculty have been proactive in program assessment by interviewing students who have completed internships within the field of Digital Arts and Design. Following their formal presentations, interns are asked about specific courses that they believed to be beneficial and courses or areas that they would like to see added to the program to better prepare them for entering the work force. The recent addition of the photography minor to Digital Arts and Design was a direct result of these intern interviews and we anticipate other program revisions once graduates and employers are able to provide feedback.

Strategic Planning

Strategic Plan of Dakota State University 2007-2012

Introduction

Dakota State University is a public, mission-driven institution. It is South Dakota's designated information technology university and is a leader in integrating this technology into the academic disciplines of its curriculum. Academic rigor and the infusion of information technology into teaching, research, and creative activity are at the heart of the university's work.

Vision (2012)

DSU has a broad national reputation for providing a dynamic, information technology rich learning and research environment.

Values and Commitments

Dakota State University's 2007-2012 strategic plan reflects the following set of values and shared commitments to:

1. An uncompromising passion for DSU's information technology mission.
2. The use of data-informed decision making to improve and enrich the university's programs.

3. Academic research that produces adapts and incorporates new discipline- and pedagogy-based knowledge.
4. An unwavering support for student success and learning by promoting active engagement and creative problem-solving.
5. A relentless pursuit of emerging technologies.
6. Effective communication that is open and honest.
7. A university experience that promotes an understanding of our diverse world.
8. Cutting-edge academic programs focused on its information-technology mission.

Where We Are Now

Dakota State University provides students with an open, friendly, safe, challenging, and collaborative environment. The university encourages all students to participate in activities that enrich their academic experience, such as participation in extra-curricular activities, research, and outreach. Its faculty and staff are high-quality, caring, and student-focused. In 1881 the university began as the teacher education institution for the entire Dakota Territory. It continues to fulfill that mission and at the same time integrate the use of information technology in the education of teachers. Dakota State University is proud to be recognized by both the National Security Agency (NSA) and the Department of Homeland Security as a National Center of Excellence in Information Assurance Education. In December 2005, the South Dakota Board of Regents authorized DSU to offer its first doctoral degree.

The institution is proud of its graduates, the high job placement levels that they achieve, and their frequent choices to remain in the state to build South Dakota's economic base and quality of life.

The University has concluded the successful implementation of its 2002 – 2007 strategic plan. Details regarding active and planned initiatives that grew and resulted from the 2002 -2007 Strategic Plan are available on our campus web site at—
http://www.departments.dsu.edu/presidentoffice/Documents/stategic_plan.htm.

Focus

Through a strategic planning process, DSU has developed seven overarching goals for the University. The goals are stated in brief here and discussed more fully in later sections.

1. Expand current information technology leadership through cutting-edge programs.
2. Optimize on-campus student enrollment and enhance program quality by attracting high-ability students.
3. Increase student retention and graduation by providing an exceptional student experience.
4. Advance DSU's emphasis on applied research.
5. Extend DSU's educational outreach through online and alternative-location delivery.
6. Promote increased visibility and recognition of the University.
7. Develop new sources of revenue.

Strategic Goals of the College of Arts and Sciences

The College of Arts and Sciences has produced a plan that encompasses the DSU strategic initiatives, but focuses on how the goals and objectives will be addressed at the college level. <http://www.dsu.edu/documents/assessment/institutional-effectiveness/sp-iec-table-2008.pdf>

Strategic Goals of the Digital Arts and Design Program

The mission of the Digital Arts and Design Program is to educate and prepare students to be life-long learners and professionals in the digital arts, animation, interactive media, digital storytelling, digital editing, and digital audio. Inherent in the educational process is challenging individuals to develop skills to think logically and to make sound decisions.

Graduates of the program will be knowledgeable in traditional visual art, design, digital art, art technology, teamwork, creativity and strategic communication. They will be prepared for entry level positions in advertising, business, public relations, and media development.

Strategic Goal 1: Expand current information technology leadership through cutting-edge programs.

- The DAD faculty will continue to revise the current curriculum in an effort to provide cutting-edge programs and needed skill sets for the job market.

Strategic Goal 2: Optimize on-campus student enrollment and enhance program quality by attracting high-ability students.

- The DAD faculty will continue to develop high-quality interactions with students in the program and provide consistent and accurate advice.
- The DAD program will increase interactions with external groups, such as potential employers and the K-12 systems and continue to provide excellent training through the internship program.
- The DAD program will increase its efforts to inform potential students about the program through active recruiting strategies, including dispersal of the newly created DVD regarding the DAD program.

Strategic Goal 3: Increase student retention and graduation by providing an exceptional student experience.

- DAD faculty, in collaboration with the College Dean, will investigate student retention through analysis of retention data, developing survey instruments, and conducting focus groups with DAD students.

- DAD faculty will expand on creating and promoting out-of-class learner experiences for students. They will build on the programs established through the Art Gallery and the workshops designed by Linn Nelson.

Strategic Goal 4: Advance DSU's emphasis on applied research/creative activities.

- The faculty will continue to enhance their own artistic reputations through a series of competitions, juried shows, journal articles, conference presentations, and others.
- The faculty will continue to support student creative activities through providing mentorship and helping students submit work in artistic venues.

Strategic Goal 5: Extend DSU's educational outreach through online and alternative-location delivery.

- The DAD program will continue to support and maintain to Web Design emphasis at the University Center.
- The DAD program will continue to create, support, and maintain on-line courses when appropriate.

Strategic Goal 6: Promote increased visibility and recognition of the University

- DAD faculty and students will continue to showcase their creativity in local, regional and national venues.

Strategic Goal 7: Develop new sources of revenue.

- The College of Arts and Sciences will earmark a portion of the operating budget for mini-grants to support the creative activities of DAD faculty.