Self-Study Program Review

Bachelor of Science in
Digital Arts & Design
College of Arts & Sciences
Dakota State University

Fall 2018

On-site Visit: 17 Sept 2018
External Reviewer: David Beck MFA, University of Wisconsin-Stout, Menomonie, WI

Contents

Part I: 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.

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.

University 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.

C. Wireless Initiative

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 successful careers. Computer technology is integrated throughout all majors. The College offers the majority of the general education courses that serve as background for all degrees. Faculty in the arts, English, and social sciences are principally located in Beadle Hall. Math and science faculty are located in the C. Ruth Habeger Science Center. The clinical faculty in Respiratory Care are located at Avera McKennan and Sanford USD Medical Center in Sioux Falls and Rapid City Regional Hospital in Rapid City.

The disciplines within the College of Arts and Sciences are Art, Art Design, Biology, Chemistry, Computer Game Design, Digital Arts & Design, English, Geography, History, Mass Communication, Mathematics, Music, Physics, Physical Science, Respiratory Care, Sociology, Spanish, Speech, and Theatre. In addition to degree programs, the

College of Arts and Sciences offers majors, minors, and courses which qualify students to apply for admission to professional schools.

Digital Arts & Design Mission

Adopted November 2017

The Digital Arts and Design at Dakota State recognizes that the media landscape is an increasingly expanding and shifting endeavor. We provide a strong foundation in art and design theory capable of traversing the changing field of media arts. Specializations in the Digital Arts and Design are intended to contribute to the growth of an integrated creative.

Offering a broad spectrum of courses at the core level, our students develop a foundation and a vocabulary that enables them to speak across various digital and analogue media. Specializations provide our students the opportunity to pursue an emphasis in one particular area (audio, film, graphics, or animation).

Our educational mission emphasizes that artistry and technology are essential. The strength of our program is derived by our emphasis on foundations and their subsequent technical applications. Our students produce, innovate, and think critically to craft design solutions. Faculty guide, inspire, and mentor students to work with digital and physical materials, and to develop an understanding of production tools beyond simple software application.

We cultivate individuality and artistry. Graduates enter the transforming career landscape prepared to begin professions in the digital arts, whether in media, the production industry, art, higher education, design, or the next opportunity the world has yet to realize.

History of the Digital Arts & Design at DSU

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.

In 2006, the College of Arts and Sciences began to offer a Bachelor of Science in Digital Arts and Design. The program originally featured a common core of courses and the two original areas of study: Computer Graphics and Web Design & Production. In 2008, the program expanded to offer five specializations: Audio Production, Computer Graphics, Digital Storytelling, Production Animation, and Web Design & Production.

In 2015 Digital Storytelling changed its name to Film & Cinematic Arts. This move was put into motion to define the specialization.

The 2016 academic year witnessed the termination of the Web Design & Development specialization due to low enrollment, the loss of faculty, as well as the belief that web

design is an extension of Graphic Design and that some of the course content could be absorbed into those classes.

The current state of the Major is four specializations: Digital Sound Design, Computer Graphics, Film & Cinematic Arts, and Production Animation. The majors share a core experience of at least one course identified as essential to understanding each of the specializations and courses deemed necessary to grasp the field, as well as foundational and communication courses deemed necessary for a career in the Digital Arts.

In an effort to be more collaborative, reduce small enrollment courses, align curriculum with national accreditation standards, listen to our Advisory Board, and provide our students with the best overall base in analogue and digital education the 2018 academic calendar reflects Audio Production's name change to Digital Sound Design and significant changes to the core courses. Changes include adding design fundamentals of drawing and photography, two classes of art history, a business course, a sound implementation course, freshman experience course focused on an introduction to the field, and a professional preparation course.

Date of Last Digital Arts & Design Program Review

The last institutional program review for the Bachelor of Science in Digital Arts & Design degree was in April 2010.
See Appendix A for last Review

Outcomes of the last Digital Arts & Design Program Review

See Appendix B for last external review and institutional response.

The highlights and challenges described by the last reviewer are still evident in the Digital Arts & Design Major at DSU.

The 2010 review identified opportunities to strengthen the program. A newly minted mission statement, November 2017, is in the process of being submitted for publication. Regularly scheduled meetings are happening to keep the faculty informed and to address ongoing concerns. Currently, faculty are discussing selective admissions to the program, as well as mid-program evaluations and a unified structure and outcome for the undergraduate research presentations. Changes which are under review at the state level will create a new course for incoming 2018 students to help them gain a clearer understanding of professional development for successful career. Newer projects based courses in the Major that help students work together have also been implemented in the last several years. Opportunities for travel and international studies are available through the International Programs Office as well as a regularly scheduled, and well received, photography tour that visits London, Edinburgh, and Paris. Due to construction in the university's library, the public on-campus art gallery's space has been moved to a space on the library's second floor. Construction is currently underway with the intent to have it open early Fall 2018. Planning continues to develop an online gallery to also exhibit student work. Computer labs have recently

been completely outfitted with high grade equipment and are outfitted with the Adobe Creative and Autodesk Entertainment Suites.

The institution acknowledges work remains to continue to improve the Digital Arts and Design program, especially in working toward NASAD accreditation. While there have been changes to curriculum and there is a coordinator position, there still is no direct controlled web presence for the program. Animation and graphics have greatly improved facilities, but music, theater, sound arts and film continue to need improved spaces. Budgets for equipment and computer hardware and software have improved substantially while course assessment has not been embraced. Marketing has been championed by the admissions department, but the program would greatly benefit from greater collaboration between the faculty, admissions, and university marketing.

Part II: Trends in Discipline

Trends in Digital Arts & Design

The rise of connectivity across multiple platforms has seen a rise in the demand for content. Currently demand for quality content is higher than that is being delivered, but that gap is quickly closing, in part by globalization and in part by the maturing of the field that is delivering the content. Specialized content is predicted as the next wave of demand. Specialized content that require more technical and creative problem solving, and content that creates experiences that integrate multiple avenues of delivery will drive the next generation of design artists.

Technology is currently driving many trends, augmented and virtual reality are center stage in many discussions.

Globalization and decentralization of the creative hubs that once dominated the industry will continue to offer opportunities to practitioners that are not in major metropolitan areas.

Trends also point out that group work, creative problem solving, and the integration of technology will continue to drive advances in the craft.

Overall, there is steady increased demand internationally and nationally for digital design and art professionals. According to the May 2016 reports from the Bureau of Labor Statistics' Occupational Outlook Handbook there is an expected rise in demand of four percent for combined art and design positions from 2016-2026, which is slightly lower than the average across all occupations. However, the same report shows some specialties increasing with larger gains, such as animation and visual effects artists. Regionally there is the perception of a slight increased demand. However, in-state and locally there does not seem to be an appreciable need for more digital artists.

Demand for good design hasn't diminished, the real problem is that mediocre design has flourished.

Curriculum implications

The faculty look at ways to incorporate various technologies into the curriculum, but due to the size of the program, facilities, budget, and location the trends of the industry are slow to influence the Digital Arts & Design program at DSU. Integration of new technology or new avenues of exploration is often out of monetary reach of the students and faculty. Locally and regionally there is little demand for the changes that are happening in the industry. With the eventual decrease in cost and stabilization of new technologies, new technologies are then likely to be added into the curriculum the faculty delivers.

The faculty look to incorporate problem solving skills at the course level, yet it is rarely a surface level topic. Several courses have been designed to offer a two-semester

experience in creating digital content and projects requiring team work are used regularly by some of the faculty.

Program limitations

Being part of a state institution requires our program to devote a full quarter (30/120 credit hours) of our students' curriculum to general course work (communication, arts & humanities, social sciences, mathematics and physical social sciences). Our university technology mission combined with the digital arts & design core classes make up another 45 credit hours. At this point, over one half of a student's allotted (120 credit hours) have been utilized, and we are just starting foundational courses in art and design.

The limitations we face are mainly in the number of faculty, course loads (in contact hours), and fiscal. Testing and integrating new technology requires time, personnel, and money – which require time and organized effort.

While the Digital Arts & Design major does enjoy being a larger on-campus major, we do not enjoy critical mass in any of the four specializations to enlarge the program. The university's reputation for cyber security and computer science overshadows all other programs. The university is leveraging these fields for institutional growth, and works to attract technology minded artists and designers to Dakota State University.

There is a small local economy in the digital arts and design, with many more opportunities outside the region. Relationships to professional forums, internships, and industries require travel to and participation in events centered around the industry. Such opportunities also drive up costs.

Part III: Academic Programs & Curriculum

Mission Statement

Adopted November 2017

> The Digital Arts and Design at Dakota State recognizes that the media landscape is an increasingly expanding and shifting endeavor. We provide a strong foundation in art and design theory capable of traversing the changing field of media arts. Specializations in the Digital Arts and Design are intended to contribute to the growth of an integrated creative.

> Offering a broad spectrum of courses at the core level, our students develop a foundation and a vocabulary that enables them to speak across various digital and analogue media. Specializations provide our students the opportunity to pursue an emphasis in one particular area (audio, film, graphics, or animation).

> Our educational mission emphasizes that artistry and technology are essential. The strength of our program is derived by our emphasis on foundations and their subsequent technical applications. Our students produce, innovate, and think critically to craft design solutions. Faculty guide, inspire, and mentor students to work with digital and physical materials, and to develop an understanding of production tools beyond simple software application.

> We cultivate individuality and artistry. Graduates enter the transforming career landscape prepared to begin professions in the digital arts, whether in media, the production industry, art, higher education, design, or the next opportunity the world has yet to realize.

Academic degrees offered within the academic programs

Within the academic program of the Digital Arts & Design at Dakota State University there is one major with four specializations and a multitude of minors.
Major: Bachelor of Science in Digital Arts & Design
      Specializations:
            Audio Production
            Computer Graphics
            Film & Cinematic Arts
            Production Animation
Minors:
      Art Minor
      Audio Production Minor
      Computer Graphics Minor
      Digital Photography Minor

Film Production Minor
Production Animation 2-D Minor
Production Animation 3-D Minor

Curricular options within the Digital Arts & Design program

Bachelor of Science in Digital Arts & Design:
All bachelor's programs at Dakota State for the 2017-18 academic calendar share a 30 credit hour System-wide General Education Requirement (SGE). These 30 credit hours attempt to address these six goals:

1. Write effectively and responsibly and understand and interpret the written expression of others.
2. Communicate effectively and responsibly through listening and speaking.
3. Understand the organization, potential, and diversity of the human community through study of the social sciences.
4. Understand the diversity and complexity of the human experience through the study of the arts & humanities.
5. Understand and apply fundamental mathematical processes and reasoning.
6. Understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

For more information on the 2017-18 System-wide General Education Requirements please refer to: http://catalog.dsu.edu/preview_program.php?catoid=22&poid=1501

Please note that as part of the SGE, all Digital Arts & Design majors must take ART 121 Two-Dimensional Design, and that students declaring Film & Cinematic Arts and Production Animation specializations must take THEA 131 Introduction to Acting as part of fulfilling their SGE requirements.

For the Bachelor of Science in Digital Arts & Design there is a 45-credit hour core that all four specializations share:

ART 111 – Drawing I (3 credits)
ARTD 185 – Introduction to Animation (3 credits)
ARTD 280 – Digital Photography I (3 credits)
ARTD 282 – 2-D Design on Computers I (3 credits)
Choose two courses from the following (6 credits) *
    ARTD 245 – History of Graphics
    ARTH 211 – History of World Art I
    ARTH 212 – History of World Art II
    ARTH 231 – Survey: Art, Music, & Theater
       * Computer Graphics requires ARTD 245
Choose one course from the following (3 credits)

BADM 360 – Organization and Management
BADM 370 – Marketing
Choose one of the following (3 credits) *
CIS 123 – Problem Solving and Programming
CIS 130 – Visual Basic Programing
CSC 150 – Computer Science I
* Audio Production Specialization must take CSC 150
CSC 105 – Introduction to Computers (3 credits)
DAD 110 – Introduction to Digital Arts & Design (1 credit)
DAD 180 – Introduction to Digital Storytelling I (3 credits)
Choose one of the following (3 credits)
DAD 310 – Digital Soundtrack Production
DAD 424 – Advanced Digital Sound Design
DAD 482 – Career Preparation: Digital Arts & Design (1 credit)
DAD 494 – Internship 1-3 credits (1 credit required)
DAD 498 – Undergraduate Research/Scholarship (3 credits required)
ENGL 480 – Contemporary Rhetoric (3 credits)
MUS 204 – Introduction to Digital Sound Design (3 credits)

Next, each of the four specializations have 45 credit hours to choose the courses that best prepare students for careers in their chosen track.

Digital Sound Design Specialization (38 prescribed credits, 7 credits of electives):
CIS 350 - Computer Hardware, Data Communications and Networking (3 credits)
DAD 222 – Audio Production I (3 credits)
DAD 322 - Audio Production II; Multi-track Environments (3 credits)
DAD 323 - Live Sound Reinforcement (3 credits)
DAD 350 - Recording Sessions (2 credits) (4 Credits required) *
*Offered as 2 credits - students must take course twice.
DAD 422 - Audio Production III: Advanced Techniques and MIDI Music (3 credits)
DAD 423 – Electroacoustic Sound Creation with Midi (3 credits)
DAD 424 – Advanced Digital Sound Design (3 credits)
GAME 111 - Introduction to Game Design (3 credits)
MUAP 152 - Applied Music (1-2 credits) (2 credits required)
MUEN 106 - Singer/Songwriter Studio (1-2 credits) (2 credits required)
MUS 108 - Basic Musicianship for Audio/Music Industry (3 credits)
MUS 292 - Topics (1-5 credits) (3 credits required)

Computer Graphics Specialization (42 prescribed credits, 3 credits of electives)
ART 122 - Design II Color (3 credits)
ART 123 - Three Dimensional Design (3 credits)
ART 231 - Painting I (3 credits)
ARTD 285 - 2-D Design on Computers II (3 credits)
ARTD 306 - Advanced Graphics Applications (1-4 credits) (3 credits required)
ARTD 339 - Advanced Computer Graphic Design (3 credits)
ARTD 356 - Digital Painting (3 credits)

ARTD 382 - 3-D Design on Computers I (3 credits)
ARTD 385 - 3-D Design on Computers II (3 credits)
ARTD 431 - Computer Graphic Effects I (3 credits)
ARTD 432 - Computer Graphic Effects II (3 credits)
ARTD 380 - Digital Photography II (3 credits)
DAD 330 - Film Editing I (3 credits)
DAD 480 – Studio Processes (3 credits)
MCOM 362 - Digital Typography (3 credits)

Film & Cinematic Arts Specialization (41 prescribed credits, 4 credits of electives)
ART 122 - Design II Color (3 credits)
ARTD 286 - Motion Graphics and Compositing (3 credits)
DAD 255 - Screenwriting (3 credits)
DAD 292 - Topics (1-3 credits)
DAD 330 - Film Editing I (3 credits)
DAD 335 - Film Editing II (3 credits)
DAD 340 - Narrative Filmmaking (3 credits)
DAD 345 - Documentary Filmmaking (3 credits)
DAD 375 - Storyboarding (3 credits)
DAD 380 - Professional Development for Digital Storytellers (3 credits)
DAD 465 - Advanced Film Development and Production (3 credits)
THEA 201 - Film Appreciation (3 credits)
THEA 241 - Stagecraft (3 credits)
THEA 272 - Drama Activities (0-1 credits) (1 credit required)
THEA 351 - Directing (3 credits)

Production Animation Specialization (39 prescribed credits, 6 credits of electives)
ART 122 - Design II Color (3 credits)
ART 123 - Three Dimensional Design (3 credits)
ART 213 - Figure Drawing (3 credits)
ART 231 - Painting I (3 credits)
ARTD 250 - 2D Digital Animation (3 credits)
ARTD 286 - Motion Graphics and Compositing (3 credits)
ARTD 382 - 3-D Design on Computers I (3 credits)
ARTD 385 - 3-D Design on Computers II (3 credits)
DAD 375 - Storyboarding (3 credits)
    And take 12 credits from the following list of four repeatable courses,
    minimum of two different courses. Students may opt to take all four or
    choose a primarily 2-D or 3-D track.
ARTD 386 - 2D Digital Animation - Preproduction (3 credits)
ARTD 439 - 3-D Design - Preproduction (3 credits)
ARTD 441 - 3-D Design - Production (3 credits)
ARTD 442 - 2D Digital Animation - Production (3 credits)

Minors
More information on the various minors offered wholly or in part by the DAD program at DSU may be found at: http://catalog.dsu.edu/content.php?catoid=22&navoid=1078.

DSU DAD compared to similar programs in the region

The Bachelors of Science in Digital Arts & Design program is believed to be unique in the region as it combines visual and audio arts into a singular major.

However, there is a Graphic Design BFA offered at Northern State University, Aberdeen SD. The curriculum at NSU is tiered with many options for fulfilling classes required to attain the degree, offering students a more personalized or tailored experience.

Likewise, there is a Graphic Design BFA offered at South Dakota State University, Brookings, SD. Their curriculum is prescribed and focused heavily on graphic design.

Several other in-state schools offer BA's and BFA's in Graphic Design, Art with a specialization in Graphic Design, Media Studies, and Multimedia.

Digital Arts & Design strengths and/or unique features

While the digital arts continue to evolve and change with technology, the DAD faculty believe that solid foundational theory and technique will transcend changes in tech and platform. We believe that having a broad base of theory and application will allow our graduates to succeed in the increasingly interdisciplinary digital workplace.

Student Progression

Following the Major Academic Plan/Plan of Study (MAP/POS) will allow a student to graduate in four years. The addition of a minor, if planned early, should not delay their graduation date. However, when changing their major it usually constitutes a new three-year commitment. Students have an academic advisor, some of which are professors, and there is one full time professional academic advisor, to help them follow their academic plan. To see sample plans of study please see the four specializations 2017-2018 POS in Appendix C.

WebAdvisor, an online advising system, is available to all students and advisors. Access allows students and advisors to see unofficial student transcripts, test scores, grades, and schedules. The student program evaluation, available via WebAdvisor, is particularly useful in auditing the courses necessary to fulfill the requirements for the students' degree program, emphasis, and any possible minors.

Curriculum Management

Core classes, shared by all specializations, are offered every fall and spring semester. Depending on demand, some courses have multiple sections. The majority of classes that are part of specializations are offered every year, and depending on demand some are offered in multiple sections. Classes with less demand may be offered every other year. In the current MAP/POS's a denotation has been added to show the frequency of course offerings and rotation.

Classes have been sequenced and timed to ensure that courses only offered once a year do not coincide with other necessary courses.

As the faculty continue to attempt to best serve the students and the demands of industry, considerable changes have been made in the DAD core curriculum, as well as to the specializations. The 2017 academic year saw the university drop the Institutional Graduation Requirements (IGR). Currently, we have significant changes in courses and curriculum that have been passed by the DAD group, the college, the university curriculum committee, were approved by the Board of Regents and just became active in our 2018-19 catalog.

Accreditation standards

The 2018 curriculum should be in line with NASAD curriculum guidelines for studio courses and course content.

Industry and Business on curriculum

The Digital Arts & Design program enjoys the support and input of an advisory board which is currently comprised of five professionals: a creative director from an affiliate television station, a technical production lead artist specializing in three-dimensional graphic application, a freelance digital graphic artist, an independent film producer, and a radio station executive.

The 2018 curriculum sees drawing and photography move out of the specialization and into the core. The addition of six credit hours of art history, a business course, a second audio course, an introduction to the digital arts, and a professional development course are also now in the core of the DAD major. The impact is greater on some of the specializations than on others but should see a strengthening of the graduates' overall skill level. Several external factors helped in reaching these decisions: the advisory board and aligning ourselves with NASAD guidelines.

Distance Education

Distance education is used sparingly in the program, as a good part of the classes are studio art classes.

Dakota State currently does not offer in person classes during the summer semester, and one section of ART 121 – Two Dimensional Design, which is a state system wide general education course is offered as an online course.

There is also one hybrid course, ARTD 356 – Digital Painting, that meets once a week in person and then online.

Instructional Methodologies

The majority of courses prefixed by ART, ARTD, and DAD are studio type courses, which meet for 6 contact hours per week. Some are of lecture or laboratory based in delivery but the coursework and content is supportive of this methodology. MUS, MUAP, and MUEN are lecture, private lesson, or music ensemble in their instructional method, dependent on course content.

Part IV: Program Enrollment & Student Placement

Admissions Standards

Currently we have open admissions to the university, college, and program. However, ongoing discussions for a selective admissions process are underway.

The university's admissions standards for high school graduate, first time students, under 24 years of age are:

First the student must meet one of these three requirements:

- An ACT score composite score of 18 or above, **or** get a subscore on the SAT Reasoning Test Math and Critical Reading of 870 or above

- Earn a cumulative GPA of 2.6 on a 4.0 scale (or equivalent)

- Rank in the upper 60% of your high school graduating class

Second, you must also have completed the following courses with a cumulative GPA of 2.0 or higher on a 4.0 scale:

English
   You must have one of the following:
   - 4 years of English
   - ACT English sub-test score of 18 or above
   - AP English score of 3 or above
Advanced mathematics
   You must have one of the following:
   - 3 years of advanced mathematics
   - ACT Math sub-test score of 20 or above
   - AP Calculus score of 3 or above
Laboratory science
   You must have one of the following:
   - 3 years of laboratory science
   - ACT Science Reasoning sub-test score of 17 or above
   - AP Science score of 3 or above
Social science
   You must have one of the following:
   - 3 years of social science
   - ACT Social Studies/Reading sub-test score of 17 or above
   - AP Social Studies score of 3 or above
Fine arts
   You must have one of the following:
   - 1 year of fine arts
   - AP Fine Arts score of 3 or above

The university's admissions standards for non-high school graduates require they meet both:
- Be 18 years or older
- Complete the GED High School Equivalency Certificate with the following minimum scores:
  - Total score of at least a 2250
  - Standard test score below 410

Admissions for students who are home-schooled or attended a non-accredited high school must submit an official transcript (in a semester format) for review from either an accredited regional authority or home school provider in conjunction with state requirements. For admission, you must meet **both** the following requirements:

- Meet the minimum course requirements list as listed above in the "High School Graduate" section
- An ACT score composite score of 18 or above, or get a subscore on the SAT Reasoning Test Math and Critical Reading of 870 or above

Enrollment

Program enrollment is based on the number of students enrolled in at least one DSU class with an active program of Digital Arts & Design (BS) as of fall census. University enrollment is based on the number of students enrolled in at least one DSU class as of fall census.

Enrollment in the Digital Arts & Design has maintained a relatively steady enrollment, with sustainable light growth over the last several years.

Diversity, in the program, based on gender and ethnicity is closely aligned with the university and is generally more ethnically diverse than the state.

Table 1: Program and University Enrollments

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
DAD (BS)	170	156	159	142	138	147	150	161
University Enrollment	3101	3102	3110	3129	3047	3145	3190	3307

Table 2: Student Diversity – Gender & Ethnicity

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Digital Arts Design (BS)								
Gender								
Female	79	69	67	47	53	61	67	66
Male	91	87	92	95	85	86	83	95

Ethnicity								
White	150	135	143	128	121	125	126	134
Other Races/Unknown	20	21	16	14	17	22	24	27
University Diversity								
Gender								
Female	1620	1590	1525	1468	1364	1349	1355	1325
Male	1481	1512	1585	1661	1683	1796	1835	1982
Ethnicity								
White	2679	2694	2661	2626	2461	2581	2570	2695
Other Races/Unknown	422	408	449	503	586	564	620	612

A student with an ethnicity of white includes only those students who are non-Hispanic with a race of white only.   Immigration status is not considered.

Degrees Awarded

Table 3: Number of Degrees Awarded by Academic Year

	Academic Year							
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Digital Arts Design (BS)	11	28	22	26	20	17	12	22
University	313	357	384	409	401	409	466	486

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

Persistence

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, a specific population is used: first-time, full-time, baccalaureate degree-seeking freshmen.

Table 4: Persistence Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2010 to Fall 2017 Cohorts)

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
	% Ret. 2nd semester (SP11)	% Ret. 2nd semester (SP12)	% Ret. 2nd semester (SP13)	% Ret. 2nd semester (SP14)	% Ret. 2nd semester (SP15)	% Ret. 2nd semester (SP16)	% Ret. 2nd semester (SP17)	% Ret. 2nd semester (SP18)
Digital Arts Design (BS)	89%	93%	88%	89%	88%	100%	79%	89%

College of Arts & Sciences	84%	81%	88%	86%	88%	85%	78%	90%
University	88%	81%	91%	88%	90%	87%	86%	88%

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

Retention

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 population is used: first-time, full-time, baccalaureate degree-seeking freshmen.

Table 5: Retention Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2010 to Fall 2016 Cohorts)

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort
	% Ret. 2nd year (FA11)	% Ret. 2nd year (FA12)	% Ret. 2nd year (FA13)	% Ret. 2nd year (FA14)	% Ret. 2nd year (FA15)	% Ret. 2nd year (FA16)	% Ret. 2nd year (FA17)
Digital Arts Design (BS)	79%	77%	67%	70%	92%	73%	71%
College of Arts & Sciences	65%	68%	64%	62%	73%	74%	68%
University	67%	60%	69%	65%	74%	72%	72%

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

Program Graduation

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.

Table 6: Graduation Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2006 to Fall 2008 Cohorts)

	Fall 2006 Cohort		Fall 2007 Cohort		Fall 2008 Cohort	
	Percent Graduated within 5 years	Percent Graduated within 6 years	Percent Graduated within 5 years	Percent Graduated within 6 years	Percent Graduated within 5 years	Percent Graduated within 6 years
Digital Arts Design (BS)	42%	42%	58%	68%	34%	50%

College of Arts & Sciences	32%	34%	36%	41%	27%	36%
University	39%	42%	43%	49%	35%	41%

Table 7: Graduation Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2009 to Fall 2010 Cohorts)

	Fall 2009 Cohort		Fall 2010 Cohort	
	Percent Graduated within 5 years	Percent Graduated within 6 years	Percent Graduated within 5 years	Percent Graduated within 6 years
Digital Arts Design (BS)	46%	56%	25%	36%
College of Arts & Sciences	31%	37%	28%	31%
University	34%	39%	33%	37%

Placement

Table 8: Placement data for Digital Arts & Design graduates

	2010	2011	2012	2013	2014	2015	2016
Total Graduates	12	33	16	26	21	17	12
Accounted for	12	30	12	26	20	16	12
Continuing Education	0	4	0	1	0	1	2
Placed	9	22	10	23	17	11	9
Otherwise Employed	1	3	2	0	1	2	0
In State	8	20	7	20	13	8	7
Out of State	1	2	3	3	4	3	2
Seeking employment	0	0	0	2	1	1	0
Program Placement	75%	86%	83%	100%	90%	81%	92%
Average Salary	$24,663	$26,960	$30,289	$26,686	$25,739	$24,336	$30,300

Graduates, since the last self-study, have been employed with Lawrence & Schiller, Kalliki Software, Preferred Printing, Tega Technologies, 44 Interactive, Commercial Audio & Video, The Mitographers, US Golf TV, Vista Comm, KSFY, and Paper & Pleather all of Sioux Falls. They have also taken positions with Firstline Funding Group, Equalizer, Isabel Dakotan, Daktronics, Dakota State University, and Outlaw Graphics in

state. Out of state we have recent graduates who have taken positions with NLFX Professional, IBM, Keith Merrick Co., Hawaii Business Magazine, Kapost, and Fata.

In the last three years, we have also helped place four students, including one 2017 grad, into graduate schools. At least two of these have full graduate assistantships in part due to the skills and practices they acquired while attending classes at Dakota State.

Part V: Faculty Credentials
The faculty listed below are the principle instructors in the program. Faculty vitae are included in Appendix D.

Jeffrey Ballard (2015), Adjunct Instructor – Foundations
M.F.A., University of South Dakota

Angela Behrends (2015), Assistant Professor of Art – Foundations
M.F.A., University of Nebraska, Lincoln

Sandy Champion (2010), Director of Music Programs / Instructor of Music – Audio Production
M.Mus., University of Southern California

Susan Conover (1999), Professor of Speech – Film & Cinematic Arts
Ph.D., University of Nebraska, Lincoln

Ryan English (2015), Assistant Professor of Animation – Production Animation
M.F.A., The Ohio State University

Thomas M. Jones (2000), Professor of Art – Computer Graphics and Photography
M.F.A., Stephen F. Austin State University

Kelly MacLeod (2007), Director of Theatre / Instructor of Speech – Film & Cinematic Arts
M.A., North Dakota State University

Alan Montgomery (2000), Professor of Art – Foundations
M.F.A., University of Nebraska-Lincoln

Timothy Orme (2016), Assistant Professor of Animation – Production Animation
M.F.A., University of Iowa, M.F.A., Colorado State University

Zhe (Joe) Ren (2015), Assistant Professor of Digital Arts & Design – Computer Graphics
M.F.A., Southern Illinois University

Wendy Romero (2018), Associate Professor of Art and Design
M.F.A., Georgia Southern University

Joseph A. Staudenbaur (2001), Associate Professor of Digital Arts & Design – Film & Cinematic Arts
M.F.A., Northern Illinois University

Shawn Trail (2018), Assistant Professor of Audio Production – Audio Production
Ph.D., University of Victoria

Anticipated Changes

Dr. Trail is at Dakota State University on an appointment as Artist-in-Residence for the academic year. We will have a national search for a permanent sound arts faculty to begin join us in Fall 2019.

With anticipated changes in curriculum and some shifting of workload, there will also be at least one, possibly more, adjunct instructors hired to teach in the Audio Production / Sound Design / Foundations / Production Animation areas.

Grant Activity

Grants for the DAD faculty have been for development of online delivery of course content, travel, and hosting conferences. Several have been to offset costs of research/creative production.

Research Activity

Creative output as research activity is strong by the DAD faculty at DSU. All professors and instructors have active research agendas. Established faculty showing extensively in galleries and exhibits locally, regionally, nationally, and even international. Time based media has been screened and awarded at various national and international festivals. Photography and graphic arts are also very well represented from the regional to international viewings.

Service

Service by the faculty is varied from departmental, college, university, local, and even at the state level. Service within the university is usually accomplished on a committee, while local and state are volunteer and community driven.

Annually starting in 2016, the university has sponsored a service day where students, staff, and faculty participate in service projects in Madison and nearby.

Student organizations

There are quite a few student clubs directly related to the Digital Arts & Design program at Dakota State. The clubs' faculty advisors are from the Digital Arts & Design faculty.

> Animation Club: The Animation Club fosters and supports extra-curricular animation activities within the DSU community.

> Fear the Turkey Drama Club: Fear the Turkey puts on a day long drama camp for kids from Madison. Kids get to spend a Saturday playing educational and fun games exploring the different aspects of theatre. They also get a tour of the Dakota Prairie Playhouse. After a lunch break, the kids create and practice a short skit. At the end of the day, parents are welcome to come and watch their kids perform. This is a great way for parents to have a Saturday to get stuff done

while the kids are away. The children have a fun day with their friends in a safe environment. Kids also receive a T-shirt to remember the day!

KDSU Online Radio Station: KDSU Online Radio is a student organization within Dakota State University, Madison, SD. Our DJs have different styles from rock and metal to country and alternative. Check out the schedule to see what DJs are playing and when.

Lights, Camera, Action (LCA) Film Club: Lights, Camera, Action Film Club fosters an environment of creativity. It establishes a network of resources and people to use in the creation of film and video production and brings together those who enjoy the medium of film.

DSU Live: DSU Live features live music, karaoke, open mic night, and more! In addition to hosting our own events throughout the school year, our Event Technical Services assist University clubs and organizations with productions. Our main production center is "The Underground" in the Trojan Center student union.

Photography Club: The Photography Club brings awareness to the art of photography. This organization teaches members techniques to strengthen skills in photography

Part VI: Academic & Financial Support

Resources providing academic support to faculty and students in Digital Arts and Design 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.

Undergraduate Programs Support Services

The College of Arts and Sciences office is the key point of support for Digital Arts and Design. This office is located in Beadle Hall, where a good portion of the courses required by the Digital Arts & Design major are taught. College buildings are very convenient for students and faculty, and are accessible by all students and faculty 24 hours a day via identification card scanners. The offices are also provided with several work study students who provide additional assistance.

College of Arts and Sciences Support Personnel

Dean – Benjamin Jones
Program Assistant I – Susan Langner
Program Assistant I – Nancy Presuhn

Graduate Studies Office

There currently are no graduate programs in the Digital Arts and Design at Dakota State University.

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 are listed below.

Professional Library Staff

Jan Brue Enright – Library Director
Mary Francis – Assoc. Professor of Library Science / Reference & Instruction Librarian
Vaughn Hennen – Digital Design & Access Librarian
Ellen Hoff - Librarian
Montanna Barnett – Library Associate
Ryan Burdge - Archivist

Technology 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 and in each of the computer laboratories. 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, computing laboratories, or with students' tablet PCs.

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

David Overby – Vice President for Technology, Chief Information Officer
Stephanie Baatz – Director of Help Desk Services
Brett Van Aartsen – Director of Technical Operations & Development
David Miller – Security Engineer
Haomin Wang – Manager of Instructional Technology
Jordan Stewart – Senior Computer Support Specialist
Craig Miller – Technology Procurement & User Support

Scott Paulsen – Network Administrator
Tyler Steele – Multimedia Specialist

Computer Hardware & Software

Dakota State University provides full-time freshmen a new tablet PC in the fall. It is part of a campus initiative, the Wireless Mobile Computing Initiative (WMCI), which started in 2004. After completing 59 credits or more, students may opt of the program and use their own comparable computer. The tablets are the latest Fujitsu T Series, a tablet PC configured specifically for DSU academic programs. The tablet PCs have licensed software installed with universal access to secure wireless and wired networks across campus. Included with the student computers are warranty protection, replacement batteries, and on-campus Help Desk and repairs.

Each faculty member is generally provided with a laptop computer either a Fujitsu tablet PC or a MacBook Pro depending on preference. Memory or other special upgrades and accessories may be requested. A new initiative seeks to replace faculty computers every three years.

Faculty that teach in specialized computer labs are also provided with machines that clone those used in the computer labs.

All faculty and students are given a Microsoft 365 account administered by the university. Portions of the G-Suite are also available to faculty utilizing their DSU sponsored email. Software, such as Adobe Creative Cloud applications, are offered to faculty that utilize it in their courses.

Online Education Services

The Office of Online Education (OOE) 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 OOE 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 OOE 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.

The Office of Online Education is staffed with the Director of Online Education, a State Authorization Coordinator, a Program Assistant, and an Instructional Design Specialist. 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.

Office of Online Education Support Staff

Sarah Rasmussen – Director of Online Education
Annette Miller – State Authorization Coordinator
Paige Metzinger – Program Assistant I
Ming-Ming Shao – Instructional Design Specialist

Academic Advising

Academic advising is primarily handled by the Digital Arts & Design tenured and tenure track faculty members. Because the university and major have undergone relatively impactful shifts in curriculum and a relative lack of digital arts and design positions locally, advising in this discipline is unusually demanding. Advisors 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. The 2017 incoming class of students in the College of Arts & Sciences has, via a Title III grant, a professional academic advisor.

Financial Support

There are two sources of funds that support the DAD program. State funds are used for general operating expenses. Support for instruction including supplies, software, and lab facilities comes from credit hour-based fee.

Fees are dependent on the course. In FY18, $45.30 per credit hour fee for DAD and ARTD courses is assessed for each student enrolled. This fee was raised for FY 19 to $57.15 per credit hour. These fees are placed in a local account and support courses in the DAD program and the other technically reliant programs. At the end of the fiscal year, remaining funds are placed in a reserve account. Additionally, there is a separate fee for art (ART), music (MUS/MUAP/MUEN), and theatre (THEA) courses which in FY 18 is calculated at $15.10 per credit hour. This fee, too, will increase in FY 19 to $15.25/credit hour. There is a separate account with holds these funds for used in supporting the art, music, and theatre courses.

From the DAD/ARTD account, Digital Arts & Design courses benefited greatly this year, the Audio Lab as well as the two Graphics labs received brand new retina display iMacs (~$160,000). Last year, FY 17, the Animation lab received new Fujitsu workstations (~ $76,000) from the DAD/ARTD account. The computer labs should receive funding to have their hardware replaced every four years.

The Art, Music, and Theatre account was responsible for the Art studios receiving an upgrade in their furniture at a cost of $20,244. An additional $650 was spent on labor for upgrading and maintaining the traditional art spaces.

The college also budgets some of its operating account to support needed items during the year. Of this amount $8,764 was spent on peripheral hardware and relevant software.

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.

Financial Needs/Concerns

The recording studio is slated for an upgrade, but has been delayed due to other facility funding priorities. The studio is partially sufficient, and plans are underway to redesign a portion of the Dakota Prairie Playhouse to include a new studio. It would also include music practice space, storage, and a sound booth for live performances. The Film program has been receiving new equipment as it grows, color grading and other specialized topics will be added.

Part VII: Facilities & Equipment

Facilities

Most of the curriculum required for a Digital Arts & Design degree, or minor, are delivered in computer labs, studio spaces, or a traditional classroom.

As the program is facilitated from Beadle Hall (BH), a good number of classes are housed in the building. All of our art foundation courses are currently held in Beadle's three dedicated art classrooms. The three classrooms are setup in distinct fashion to facilitate the courses offered in them. In the basement, there is a physical workshop that hosts our introductory 3D design course. Then on the third floor there are two other studio spaces that house the remainder of the foundational art courses, one of which has drafting tables and the other easels and drawing benches. Also housed in Beadle Hall is the photography darkroom, a classroom/lab setup for shooting film, and two computer labs. Of the two computer labs, one has an area set aside for photography and mounting of images/prints.

Next door to Beadle Hall is the Tunheim Classroom Building (TCB). The TCB houses the digital arts and design's audio production classroom and recording area, with several sound isolation rooms.

Theatre classes are generally held at the Dakota Prairie Playhouse.

This year has also seen a new building on campus the Beacom Institute of Technology (BIT) that has a dedicated Production Animation computer lab.

Quality of the Facilities

The current computer labs in Beadle Hall have seen significant upgrades this year and are well appointed. The physical workshop is constrained in its current space and is a bit cramped. The photography darkroom is satisfactory. The art studios have seen some equipment updates and are generally in good condition.

The Tunheim audio production facilities are minimally adequate to perform in their duties.

The acoustics and instructional space in the Dakota Prairie Playhouse is insufficient.

The Beacom Institute of Technology is a well-appointed new facility.

Additional Facilities Needed

With the addition of the new Beacom space this year, the space the production animation lab occupied has been used to house a new computer lab for the digital arts and design program. This addition has greatly eased pressure on the computer lab facilities.

Most notably, Dakota State is lacking space for music/audio and drama/theatre elated courses and extracurricular activities. Large spaces for movement in theatre/dance and large spaces for music ensembles are non-existent or are shared causing scheduling problems. Smaller spaces for practice are also non-represented in our current facilities.

With renovations to the Karl Mundt Library, the university will soon see a return of a proper gallery space. While we do have an enclosed glass display cabinet in Beadle Hall, that is currently the only dedicated space available for display of artwork on campus. Several spaces for the display of digital arts and design student's and faculty's work are desired throughout the campus. Displays/spaces that support audio, audio/visual, flat static, and 3D forms would all be utilized and a welcome addition to our facilities.

As the program does not have computer labs that are specifically retained for 24-hour student access, additional pressure from larger enrollment numbers may begin to encroach on student ability to finish their assignments. If the program attains the growth that has been asked of the department, this may become a serious issue.

Equipment Requirements

Digital Arts and Design relies, in part, on maintaining currency with newly released software and consumer based operating systems. The tablet PC program with a touch sensitive screen has afforded our students portability and independence, however, the speed and capability of prosumer desktops and workstations are hard to compete against. Luckily DSU students and faculty enjoy access to both laptops and desktop machines.

Due to enrollment caps/limitations placed on our foundations art courses, we have sufficient equipment for these classes.

Recently, photography and graphic arts classes received new printers, scanners, and work tables.

Quality of Current Equipment

The following table shows the computing resources currently allocated for courses in the Digital Arts and Design program, we are fortunate that they have all been updated within the last 2 school years. All of the iMac labs are in their first year of usage. The PC lab is in its second year of service.

Location	Machine Specs	Software	Course Impact
Beadle 113	iMac Retina 5K - 27", 4.2 GHz Intel i7 (7700K), 16 GB DDR4 RAM, 500 GB PCIE SSD,	Adobe CC 2017, Microsoft Office 365, Google Chrome, Firefox, VLC, Logic Pro X, Mainstage, Motion and Final Cut Pro	ARTD 282, 285, 339

	Radeon Pro 580 w/8GB VRAM		
Beadle 223	iMac Retina 5K - 27", 4.2 GHz Intel i7 (7700K), 16 GB DDR4 RAM, 500 GB PCIE SSD, Radeon Pro 580 w/8GB VRAM	Adobe CC 2017, Microsoft Office 365, Google Chrome, Firefox, VLC, Logic Pro X, Mainstage, Motion and Final Cut Pro, Toast, Object2VR, Pano2VR, Hype 3	ARTD 245, 282, 306, 330, 431, 432, 436, 480 DAD 330,
Beacom 114	Intel Xeon E5-2620V4 8 core @ 2.1 GHz, 32 GB DDR4 RAM, 500 GB SATA SSD, 1 TB 7200RPM HDD, Nvidia Qaudro M4000 w/ 8GB DDR5 VRAM	Adobe CC 2017, Microsoft Office 365, Google Chrome, Firefox, VLC, Autodesk Maya, Autodesk ReCap	ARTD 185, 250, 286, 382, 385, 386, 439, 441,442
Tunheim 209	iMac Retina 5K - 27", 4.2 GHz Intel i7 (7700K), 16 GB DDR4 RAM, 500 GB PCIE SSD, Radeon Pro 580 w/8GB VRAM	Adobe CC 2017, Microsoft Office 365, Google Chrome, Firefox, VLC, Logic Pro X, Mainstage, Motion and Final Cut Pro, iLok License Manager, Sibelius, Pro Tools, Muse Score, Amplitube, Reason, Band-in-a-Box, Max	DAD 222, 310, 322, 323, 350, 422, 423, 424 MUAP 115 MUS 108, 204, 292

In addition to our computer labs we currently have on hand several DSLR cameras for our students to check out for usage. Coupled with lights, a crane jib, and several tripods, we have a relatively average spectrum of camera equipment.

The Audio Production specialization, as expected, has an extensive list of equipment for live sound recording and mixing. The majority of the pieces are about eight years old and as a whole are graded at average against a new prosumer standard. To see a list please see the Appendix E.

Additional Equipment Needed

Our labs and studios are sufficient for current enrollment. However, if we meet the goals set for the program by the provost, we will be in dire need of more equipment.

Equipment that would be quite useful to many students and to faculty include: a large format copy stand that could not only document 2D work, but help create 2D traditional animated or stop-motion work. Likewise, a large format scanner would be quite nice paired with a large format printer. Also, included the current DAD wish list is a dry mount press, black-out curtains for the photography area, and large locking metal storage cabinets.

With increased enrollment, there would be room for classes that could explore VR/AR/MR, motion capture, and related technologies. There currently is no equipment to facilitate these courses.

Plans to Improve Facilities and Equipment

The department wishes to improve facilities and equipment for sound recording as funding becomes available. Plans for new spaces, in existing buildings, have been submitted and are pending budget approvals.

The addition of digital storage on a university based server has been met with hesitation. It is the opinion of the Digital Arts & Design faculty that storage of information is crucial to a program offering courses in digital arts.

Part VIII: Assessment & Strategic Plans

Assessment Report

The Digital Arts & Design at DSU offers a broad base of design and art related curriculum as well as advanced content courses that attempt to prepare students for careers in their chosen specialization. Bridging the analogue and digital worlds the faculty work to instill into our students the ability to think, act, and perform in the medium that best suits the proposed outcome. DSU's DAD major is believed to be unique in the state and regionally with its combination of visual and audio into a single major. While it may be considered a detriment to the major to not be focused on a single specialization, we believe that is gives our students a unique perspective and opportunity to work in cross disciplinary settings.

The Digital Arts & Design program by its very nature is linked to Dakota State's signature mission of technology-intensive and technology infused degrees in its continued use of technology in the assistance of creating art and design.

Programmatic Outcomes

Graduates will be able to effectively work in a *Collaborative* group
The ability to actively participate in creative team endeavors. Students should be able to equally balance their participation as both followers and leaders. Being able to compromise and merge together multiple artistic visions, diverse concepts, and encouraging successful craft for the final product.

Graduates will have requisite mastery over necessary design theory and *Skills*
Students in all DAD specializations will demonstrate mastery of requisite concepts and skills of 2D and 3D visual design, written and visual rhetoric, audio recording and editing.   The ability to have complete control over the medium. Understanding the medium as a form of communication and expression. Using both basic skills and advanced techniques to realize the project.   Knowledge and proper use of universal design principles: balance, rhythm, composition, lights/darks, juxtaposition, etc.

Students need to *Think* creatively, holistically, and resourcefully
Students will demonstrate knowledge of contemporary aesthetic and technological trends in their specializations. Placement of the meaning of the works created within a historical and social context, students will demonstrate a global awareness of design trends.

Students must *Communicate* effectively – visually/audio, written, and spoken
Beyond craft/technique, students should be able to formally discuss and organize their work in a way that makes the work approachable by people outside the classroom.

Students should *Present* a strong Capstone/Undergraduate Research Project/Portfolio
The drive to play with the medium and innovate outside traditional restrictions associated with historical approaches in the medium. DAD graduates produce and exhibit a cohesive body of work focusing on their major specialization. DAD graduates should demonstrate strong identities as designers through their artistic productions and portfolio. All students should have a competitive portfolio/demo reel to help gain experience in an increasingly demanding workplace before graduation.

Curriculum Mapping

Table A – list of Core DAD classes compared against the programmatic outcomes.

course	collaborate	skills	Think	communicate	present
ARTD 185	I	I	I	I	I
ARTD 282	-	R	I	I	I
CSC 105	-	I	I	I	I
DAD 180	I	I	I	I	I
DAD 222	-	I	I	I	I
DAD 494	M	R	R	M	M
DAD 498	-	-	M	M	M
ENGL 480	-	-	M	M	M
MCOM 353	R	I	R	R	R
CIS 123 / CIS 130 / CSC 150	I	I	I	I	I

Key: (I)=Introduce, (R)=Reinforce, (M)=Mastery

Table B – list of Audio Production Specialization classes against programmatic outcomes

course	collaborate	skills	Think	communicate	present
BADM 360	R	-	R	R	R
CIS 350	R	R	R	R	R
DAD 310	R	R	R	R	R
DAD 322	I	R	R	R	R
DAD 323	I	I	R	R	R
DAD 350	M	R	R	R	M
DAD 422	M	M	M	M	M
DAD 423	R	M	M	M	M
DAD 424	M	M	M	M	M
GAME 111	I/R	I	I	I	I
MUAP 152	I/R	I/R	I/R	I/R	I/R
MUEN 106	R	R	R	R	R
MUS 100	-	I	I	I	-
MUS 108	I	I	I	I	I
MUS 204	I	I	I	I	I
THEA 241	I/R	I/R	I/R	I/R	I/R

Key: (I)=Introduce, (R)=Reinforce, (M)=Mastery

Table C – list of Computer Graphics Specialization classes against programmatic outcomes

course	collaborate	skills	think	communicate	present
ART 111	-	I	I	I	I
ART 122	-	I	I	I	I
ART 123	-	I	I	I	I
ART 231	-	R	R	R	R
ARTD 245	-	I	I	I	I
ARTD 285	R	R	R	R	R
ARTD 306	-	R	R	R	R
ARTD 336	-	I	I	R	R
ARTD 339	R	M	M	M	R
ARTD 356	-	M	M	R	R
ARTD 382	-	R	R	R	R
ARTD 385	-	R	R	R	R
ARTD 431	R	M	M	M	M
ARTD 432	R	M	M	M	M
ARTD 436	-	R	R	R	M
DAD 330	I	I	R	R	R
MCOM 362	R	M	M	M	M

Key: (I)=Introduce, (R)=Reinforce, (M)=Mastery

Table D – list of Film & Cinematic Arts Specialization classes against programmatic outcomes

course	collaborate	skills	think	communicate	present
ART 122	-	I	I	I	I
ARTD 286	R	R	R	R	R
DAD 255	-	I	I	I	I
DAD 292	I/R	I/R	I/R	I/R	I/R
DAD 330	I	I	R	R	R
DAD 335	R	R	R	R	R
DAD 340	M	M	M	M	M
DAD 345	M	M	M	M	M
DAD 375	R	R	R	R	R
DAD 380	-	M	M	M	M
DAD 465	M	M	M	M	M
THEA 201	R	R	R	R	R
THEA 241	I/R	I/R	I/R	I/R	I/R
THEA 272	I/R	R/M	R	R/M	R/M
THEA 351	I	I	R	R	R

Key: (I)=Introduce, (R)=Reinforce, (M)=Mastery

Table E – list of Production Animation Specialization classes against programmatic outcomes

course	collaborate	skills	think	communicate	present
ART 111	-	I	I	I	I
ART 122	-	I	I	I	I
ART 123	-	I	I	I	I
ART 213	-	R	R	R	R
ART 231	-	R	R	R	R
ARTD 250	-	R	R	R	R

ARTD 285	I	R	R	R	R
ARTD 286	R	R	R	R	R
ARTD 356	-	M	M	R	R
ARTD 382	-	R	R	R	R
ARTD 385	-	R	R	R	R
DAD 375	R	R	R	R	R
ARTD 386	R	M	M	M	R
ARTD 439	M	M	M	M	R
ARTD 441	M	M	M	M	M
ARTD 442	M	M	M	M	M

Key: (I)=Introduce, (R)=Reinforce, (M)=Mastery

Evidence of Student Learning

There is evidence of student learning, however the department has not engaged in a systematic collection and review of the outcomes. Mapping has been completed for the review and should be used as an outline for creating a timeline to begin instituting a process that allows for evidence that can be used to make informed decisions upon. Therefore, there exists no programmatic formal documentation of student learning. In the next section, upcoming changes, will hopefully facilitate a mechanism for such information to be placed into the students' accessible academic record.

Upcoming Changes

A significant change that is anticipated by the faculty is a 2018 curricular revamping. The overhauled curriculum sees drawing and photography taken out of the specialization level and moved to the DAD core. In addition, six credit hours of art history, a business course, a second audio course, an introduction to the digital arts, and a professional development course have been incorporated to the core to strengthen the major's graduates. These changes are greater on some of the specializations than others, but are generally welcomed. These changes were precipitated by our interpretation of NASAD guidelines, the DSU Digital Arts and Design advisory board, and faculty desire to increase our students' skills and practices across the major.

Selective admissions is another potential upcoming change. Discussions among the faculty have gone to the point of talking with administration to create documentation that will be used for the implementation of the new system. Along with selective admissions, based on a portfolio entry, is a mid-undergraduate career portfolio review. This will require students to have finished specified course work per specialization that will then be judged as a whole for access to 400/senior level coursework. Creating a unified and objective oriented undergraduate research (DAD 498) project outcome would create a third artifact for comparison to definitively support student learning in a very subjective field of study.

As stated earlier, the faculty will welcome an instructor line turned tenure track, as well as a filling a vacant tenure line during the 2018-19 academic year.

The DAD Audio Production specialization is also being renamed to Digital Sound Design to more broadly attract students and to more appropriately reflect the curriculum the specialization has adopted.

Curricular Changes

Not including those anticipated in autumn 2018, changes to curriculum in the recent past have been instigated by the state Board of Regents no longer requiring state institutions to have institutional graduation requirements (IGR) which allowed for some flexibility in changes to curriculum. The majority of other changes have been carried out at the specialization level to create more holistic and broad-based experiences in learning.

Interrelationship with General Education

The interrelationship of courses taught by faculty in the department between General Education and major's core classes is currently shallow with ART 121-2D Design being the only class that all DAD majors must take. ART 121 also fulfils the one of the student's required General Education - Arts & Humanities courses as prescribed by the South Dakota Board of Regents.

However, there are several classes that the specializations prescribe from the General Education courses. For instance, Audio Production suggests their students also take MUS 100 – Music Appreciation. Computer Graphics requires their students take ART 111 – Drawing and ART 123 - 3D Design, while Film & Cinematic Arts additionally requires THEA 131 – Introduction to Acting and THEA 210 – Film Appreciation. Production Animation also requires THEA 131, ART 111, and ART123 as part of their prescribed curriculum. As long as these courses are not an ART prefixed course, they too can be used to fulfil the institution's requirements for courses in the Arts & Humanities.

The classes that faculty associated with the Digital Arts & Design that meet the General Education guidelines are as follows:
- ART 111 – Drawing I
- ART,121 – Design I 2D
- ART 123 – Three Dimensional Design
- ARTH 211 – History of World Art I
- ARTH 212 – History of World Art II
- ARTH 231 – Survey: Art, Music, & Theatre
- MUS 100 – Music Appreciation
- THEA 131 – Introduction to Acting
- THEA 201 – Film Appreciation

Changes described to next years' incoming class will include adding ART111 to all DAD majors.

Strategic Planning

Program Focus

The program's focus, its mission, goals, and objectives, are part of a "living document". Meaning they are in a state of continual refinement. The DAD faculty believe they are proactively planning a program that will adapt to changes in its environment easily by having a strong core of classes to build specialized knowledge upon. Just this year a completely revamped mission statement was adopted. Our programmatic goals and objectives are currently under active review.

Student Enrollment

Adoption of a portfolio entry into the major will strengthen the pool of students while meeting student expectations. There has been a targeted campaign to attempt to attract regional based high caliber students who have expressed an interest in creative and digital arts.

There has been, and will continue to be, significant attempts to bolster the numbers in the Audio Production and Film & Cinematic Arts specializations. While numbers in Computer Graphics and Production Animation are at or near capacity.

The university's strategic plan is to increase enrollment, but to find the "right size" for the programs involved. We, as a faculty, have been asked to seek an enrollment of approximately 200 students. If we were to meet this goat it will expose significant holes in our ability to service that number of students, unless they are evenly distributed across the four specializations. While the portfolio entry requirements seem to be at odds with the enrollment goal of 200 students, the global need for creative problem solvers and well-informed designers is perceived as strong.

Curriculum

Hopes are that minimal changes to curriculum will be necessary to achieve NASAD accreditation in the spring of 2020. The college and university are in support of our goal of attaining NASAD accreditation.

Assessment

With the anticipated adoption of a portfolio entry, student mid-career review, and assimilated undergraduate research objectives, the hope is to be able to gather artifacts that show curriculum is effective, or show where work is needed.

In addition, a standardized exit interview for students would aid in the process of identifying areas that are lacking in the curriculum and department. This could be administered at or about the same time as mandatory undergraduate research presentation. A follow up, preferably three years later would help with identification of potential changes.

There is hope within the DAD group that the curriculum mapping done for this document will work as a framework for the eventual adoption and implementation of yearly DAD programmatic assessment.

Currently, on campus assessment data is being collected only in general education courses and there are differing ideas on how to best achieve objective data.

The university would like to see assessment data regularly collected for all programs. Where this information would be stored, and how it would be collected, from the faculty perspective are under scrutiny.

Resources

Resources available for the program are adequate. However, additional funding would always be welcomed. The student-centered teaching culture at Dakota State is a significant investment by faculty and staff.

We are actively trying to search for new venues for student work to be exhibited. In addition, we are also trying to identify locations that can be utilized for physical spaces for the creation of art and design. Laboratory space that is not earmarked for computing labs and course work are at a premium. Once identified, any new exhibit or laboratory space will require additional funding for development.

New spaces for research are being built as per the university's campus planning. However, much of the new space is being allocated for the largest and flagship programs of the Beacom College of Computer and Cyber Sciences.

Program Strength

The strength of Dakota State's Digital Arts & Design program lies within its ability to be "on our toes". As a small school and faculty, we are able to be more pro-active in our approach to self-governance. As we are comprised mostly of traditional and digital designers and artists, we believe we have developed a program steeped in foundational skills with the expertise to bridge those skills for digital application.

Action Plan

This academic calendar has seen the adoption of a new mission statement, a significant grounding and reworking of our curriculum, and will see the conversion of an instructor line to tenure track as well as replacement of a tenure line. All this while the faculty have been teaching, advising, researching, and performing service with substantial time investment. There is no doubt, this group, with motivation, can achieve goals it sets for itself.

In order to fulfill the program's potential, we need to attract more students at the same time as becoming a selective enrollment program. To accomplish this task, we must advertise our program with the help of admissions and recruit with faculty from a wider region than we traditionally draw from. There would need to be some budget necessary for travel expenses, and there is strong support from admissions to do so.

Additionally, gaining space for display of student/faculty work would greatly increase the DAD program's exposure to the university. There is often question why DAD even exists at South Dakota's "tech" school, a misconception due to DSU's technology mission.

Continual revisiting and refinement of our Mission Statement, Curriculum, and Assessment models, while listening to graduates, our advisory board, and staying abreast of the changes in the digital arts field will keep our "living" document current. These require time and there has been discussion of having one day per semester scheduled off for DAD faculty work on these plans and documents.

Space for working on projects and dedicated space for performing arts is also a goal. Currently we would need significant space and monetary investment to create or transform a space to the desires and needs of such spaces.