SELF STUDY:
PROGRAM REVIEW

BACHELORS OF SCIENCE
IN

**English: English for New Media**

COLLEGE OF ARTS AND SCIENCES
2024

DAKOTA STATE UNIVERSITY

ONSITE VISIT DATE:
April 15, 2024

EXTERNAL REVIEWER:
Robert Kibler, Minot State University

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# PART 1: INSTITUTIONAL HISTORY

## Brief History of Dakota State University

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

For much 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 moved to a new classification.

## History of the English Program

*Recent:*

In 2020, the department moved both English programs under one umbrella, now offering two tracks that had formerly been distinct majors: English: Education and English: New Media.  Nevertheless, the state criticized the new program for not having achieved new enrollment goals in the mere 2 years that followed.

So in late 2023, recognizing that the national trend away from English programs was reflected in enrollment at DSU, the department elected to create a still more nimble program that could be bundled with other majors for added value as a dual-major or as a standalone major.  The 90-credit major was trimmed to 51 credits for English and 80 credits for English Ed, making the English: Lit major an excellent fit as a dual major, especially given the Board of Regents' new decision that all new majors must be significantly smaller in order to encourage students to graduate with two majors as a normal expectation.

Also approved nearly at the same time, English faculty proposed a new interdisciplinary major that assumed a number of the former courses taught under the former English: New Media program.  This program, Digital Content Creation, has been unusually well received by multiple entities across campus. We say unusual because English has struggled mightily to find representation in past recruiting materials and marketing strategies.  Not long ago, we were flummoxed to discover several new majors had been recruited under the illusion that we offered a major in communications. Some recruiters hadn't understood the distinction.

Digital Content Creation is another major designed for bundling, and we hope to see it bundled with the new and lean English: Lit major.  At 50 credits, 23 are shared with English, leaving open the possibility of a robust minor or yet another lean major.

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

*Earlier History of the Program:*

Dakota State University developed a Bachelor of Science in English for New Media in 2009 as a continuation of the 1984 mission change. The English program was first named English for Information Systems (EIS), and that degree continued with minor changes until the ENM program replaced it. At that time, the EIS degree was spun into two different programs—

English for New Media and Professional and Technical Communications, which was added in 2010. The second program, offered entirely online, never gained more than four students (although it was the only one in the state), and was discontinued in 2016.

To enable more people to afford a college degree, the Board of Regents of South Dakota required in 2012 that all the number of credits in programs in regental schools be capped at 120. As a result, the English for New Media program made changes to the program, eliminating one course in Myth and Media and one required literature survey course.

Our efforts to build a robust program extended to a short-lived Digital Humanities Graduate Certificate, approved in 2018, but ultimately victim to the same difficulties in recruiting that limited Professional and Technical Communications: in a large state with low population, we need the capacity to recruit beyond our borders, and there has been no budget earmarked for English for a marketing campaign that might reach students interested in novel programs like this.

## PART 2: TRENDS IN THE DISCIPLINE

Recently, faculty proposed a revised and streamlined English degree program while maintaining a unique angle in a cyber-forward institution. With a significant portion of general electives, the newly approved degree is an attractive double major option and offers the possibility of a specialization in English Education. The core courses feature a significant world, British, and American literature sequence, special topics and major authors courses, as well as upper-level writing and research-driven courses. These modifications reflect a trend in English degree requirements at other South Dakota Board of Regents (SDBOR) institutions and other universities. By adopting a smaller core credit load, the degree provides a simplified path for double majors and potential transfers.

For much of the review period, the English degree included varying levels of specialization in new media: both an English for New Media BS degree and a revised English BS degree with either a new media or English education track. As such, our faculty developed courses that attend to literature and writing as digital texts, archival collections, as well as visual, verbal, time-based, and networked media forms. While our traditional courses in English still implement these digital angles in unique ways, we relocated many of the new media courses (ENGL 351: Digital Collection and Curation, MCOM 161 Graphic Communication, MCOM 351: Web Design, and MCOM 353: Digital Media Communications) to a new interdisciplinary degree program, Digital Content Creation. As a companion program with a

small credit load, the two programs provide a feasible and complementary double major pathway.

On the other hand, digitized data, artefacts, and texts continue to proliferate, and so does the demand for people who can analyze, process, and create those materials. Graduates of the English degree leave with capacities for creative problem-solving, critical thinking, communication, information literacy, empathy, and cultural understanding, as well as ample training in writing, critical reading, and research. As technological tools and concepts (e.g., artificial intelligence, quantum computing, etc.) continue developing, this program responds to the ongoing and increasing need for professionals who can bridge technological and human concerns. The trendy title of "prompt engineer" carves a path for English graduates in the tech field. Moreover, our students understand how to tell and navigate human stories—those that will reveal the qualitative and unmeasured impacts of our technological movements—and how to engage with language to anticipate and address the problems that define our present and future. Our systems and institutions still operate through the human interpretation of language, sometimes even at the sentence- and word-level. As prompts and data collection generate exponentially more texts and information, the abilities to ask the right questions and contextualize outputs will only increase in necessity. DSU's English program equips graduates with the ability to question, interpret, synthesize, analyze, and reason—in short, to solve problems with a capacious and dexterous handling of language.

## Curriculum Implications

We transposed our new media specialization to a complementary Digital Content Creation major or minor, which we believe better conveys to students the skills and productions involved in such courses. The current curriculum includes a minimal credit load while offering a robust core in literary studies, advanced seminars, and writing. Upper-level courses offer students the opportunity to build project management skills in individual and collaborative projects, such as an internship and individual supervised research.

## Program Limitations

Several limitations continue to impact our program. These include student numbers, curtailed data collection periods, and clear and up-to-date marketing and admissions materials. In response to low program numbers, our faculty have exercised creative

solutions and strategies to attract students from our institution's well-supported computer science programs, including the development of special topics courses in hacking, an AI-focused advanced composition course, marketing staff invitations into classes and meetings, dual-modality course sections, and partnerships with other departments, community organizations, and businesses.

Our faculty substantially revised the major twice during the review period. Due to the timing of revisions, we were not able to gather a full cycle of data to assess efficacy. However, our most recent revision creates a drastically reduced credit load to present English as an enticing option as a potential double major. In the rapidly advancing tech and AI-industries, developers with the capacity to think, research, and communicate as humanists will be not only desirable but paramount to its future.

## PART 3: ACADEMIC PROGRAM AND CURRICULUM

English has just been significantly changed in two ways. These changes do not yet appear on the DSU website. The changes reflect two significant developments.

1) Creation of a new major, Digital Content Creation, which assumes much of the content formerly taught under the "New Media" moniker, but with significant cross-curricular content and an overall reduction in credit load, in order to both meet new BOR requirements for smaller, more "dual-able" majors and to reflect the diminished load capacity of fewer faculty now working under the "English" umbrella.
2) Creation of a new English Lit specialization within the English major, resulting in two track options: English Education or English Lit.

### System-wide General Education Requirement (30 Credits)

Online Catalog details of General Education

### English Major Core requirements (45 Credits)

| ENGL | 211 | World Literature I or | 3 |
| ENGL | 212 | World Literature II | |
| ENGL | 221 | British Literature I | 3 |
| ENGL | 222 | British Literature II | 3 |
| ENGL | 241 | American Literature I | 3 |
| ENGL | 242 | American Literature II | 3 |

*Students in the English Education specialization must take 3 credits in American Literature I or II and 3 credits in British Literature I or II.

| ENGL | 284 | Introduction to Criticism | 3 |
|---|---|---|---|
| ENGL | 383 | Creative Writing | 3 |
| ENGL | 405 | Media Studies | 3 |
| ENGL | 425 | Modern Grammar | 3 |
| ENGL | 490 | Seminar | 3 |

Choose 9 credits from

| ENGL | 333 | Period study | 3 |
|---|---|---|---|
| ENGL | 343 | Selected Authors | 3 |
| ENGL | 363 | Literary Genres | 3 |
| **Supporting Coursework** | | | |
| CSC | 105 | Introduction to Computers | 3 |
| **Choose one course from the following:*** | | | |
| CIS | 123 | Problem Solving & Programming | 3 |
| CSC | 150 | Computer Science I | 3 |
| CIS | 130 | Visual Basic Programming | 3 |

## Digital Content Creation curriculum

Required General Education Courses

| Prefix | Number | Course Title add or delete rows as needed | Gen. Ed. Goal |
|---|---|---|---|
| ENGL | 283 | Intro to Creative Writing | 1 |

Required Support Courses

| Prefix | Number | Course Title | Credit Hours | |
|---|---|---|---|---|
| ARTD | 280 | Digital Photography I | 3 | |
| BADM | 370 | Marketing | 3 | |

| Prefix | Number | Course Title | Credit Hours | |
|---|---|---|---|---|
| BADM | 481 | Promotional Management | 3 | |
| BADM CMST | 334 470 | Managerial Communication OR Intercultural Communication | 3 | |
| CMST | 311 | Business & Prof Communication | 3 | |
| CIS | 123 | Problem Solving & Programming | 3 | |
| CIS | 338 | Project Management | 3 | |
| CSC | 105 | Intro to Computers | 3 | |
| DAD | 222 | Audio Production: Foundations | 3 | |
| DAD | 280 | Film Editing | 3 | |
| | | Subtotal | 30 | |

| Major Core Requirements | | | | |
|---|---|---|---|---|
| Prefix | Number | Course Title | Credit Hours | |
| ENGL | 351 | Digital Collection and Curation | 3 | |
| ENGL | 405 | Media Studies | 3 | |
| MCOM | 161 | Graphic Communication | 3 | |
| MCOM | 351 | Web Design | 3 | |
| MCOM | 353 | Digital Media Communications | 3 | |
| MCOM | 389 | Portfolio & Prof Development | 3 | |
| MCOM | 494 | Internship | 2 | |
| | | | 20 | |

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

| Prefix | Number | Course Title add or delete rows as needed | Credit Hours | |
|---|---|---|---|---|
| | | Open Electives | 40 | |
| | | Subtotal | 40 | |

### *Accreditation Standards in the Discipline*

There is no accreditation in the field of English. Programs vary widely.

• Involvement with HASTAC and NMC

• Rigorous program focused on principles rather than facility with tools

*Program delivery*

Some English courses in the program are delivered only face-to-face on-site in Madison, SD in a traditional classroom. All courses required to earn a major are available through DSU. All courses and requirements which overlap with DSU's Digital Arts and Design program are available both on-campus and online through Dakota State University.

*Strengths of the Program*

DSU's program is distinguished by its rigor and its systemic approach incorporating skills from design, computer science, writing, and literature into a coherent degree.

• DSU's program is rigorous and broad, incorporating skills from traditional English courses and technology-rich courses into a coherent educational experience that prepares students for work in media relations, publishing and editing, and creating online documentation and resources.

• DSU's program prepares students for graduate study, with recent graduates receiving graduate degrees in technical writing, creative writing, and English. Graduates of the program have also gone on to get law degrees.

• DSU's program is reasonably priced. Students attracted from across the nation have described the reason as a solid program with a reasonable price tag.

• DSU's program enjoys the support and benefit of strong related programs such as Digital Arts and Design, Production Animation, and the national reputation of Cyber Operations.

• DSU's program has been successful in national conferences, having sent students to the Sigma Tau Delta English Honors Society Convention to deliver papers.

*Curriculum management*

Curriculum for the program is overseen by the English faculty, led by Dr. Blessinger.

Under the current structure, curriculum modifications initiated at this level are then reviewed by both the College of Arts & Sciences and approved by the dean. They are then forwarded to the university curriculum committee and are acted on under the university policies.

## PART 4: PROGRAM ENROLLMENTS AND STUDENT PLACEMENT

## Admission standards

Each university may adopt specific admission regulations, consistent with law and the requirements set by the Board of Regents, as may be required for each school or program to assure acceptable student preparation and enrollment levels. A copy of such regulations and any subsequent amendments shall be filed with the Executive Director and shall be subject to review by the Board of Regents.

The English program does not have any additional requirements into the program beyond those stated for the university as a whole. The current DSU admissions guidelines now cover a wide range of potential students. Therefore it is recommended that one view the current admission standards at:

https://catalog.dsu.edu/content.php?catoid=40&navoid=2006

## Enrollment, Retention, and Completion

Program enrollment is based on the number of students enrolled in at least one DSU class with an active program of English for New Media (BS). Program enrollment also includes both those who had a major of English for New Media and those who had a major of English with the English for New Media specialization. University and college enrollment is based on the number of students enrolled in at least one DSU class as of fall census.

*Table 1: English for New Media Program, College, and University Enrollments*

|  | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|---|---|---|---|---|---|---|---|---|
| **BS in English for New Media** | 15 | 19 | 19 | 16 | 11 | 13 | 11 | 10 |
| **College of Arts & Sciences** | 384 | 391 | 366 | 369 | 325 | 337 | 332 | 315 |
| **University Enrollment** | 3190 | 3307 | 3382 | 3268 | 3186 | 3219 | 3241 | 3509 |

*Table 2: Student Diversity – Gender & Ethnicity*

|  | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|---|---|---|---|---|---|---|---|---|
| **English for New Media (BS)** | | | | | | | | |
| **Gender** | | | | | | | | |
| **Female** | 6 | 11 | 13 | 10 | 6 | 7 | 7 | 6 |
| **Male** | 9 | 8 | 6 | 6 | 5 | 6 | 4 | 4 |
| **Ethnicity** | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| White | 13 | 14 | 16 | 13 | 9 | 8 | 6 | 6 |
| Other Races/Unknown | 2 | 5 | 3 | 3 | 2 | 5 | 5 | 4 |
| **College of Arts & Sciences** | | | | | | | | |
| Gender | | | | | | | | |
| Female | 189 | 181 | 176 | 168 | 134 | 139 | 126 | 130 |
| Male | 195 | 210 | 190 | 201 | 191 | 198 | 206 | 185 |
| Ethnicity | | | | | | | | |
| White | 319 | 318 | 302 | 290 | 257 | 264 | 258 | 237 |
| Other Races/Unknown | 65 | 73 | 64 | 79 | 68 | 73 | 74 | 78 |
| **University Diversity** | | | | | | | | |
| Gender | | | | | | | | |
| Female | 1355 | 1325 | 1340 | 1196 | 1139 | 1194 | 1156 | 1279 |
| Male | 1835 | 1982 | 2042 | 2072 | 2047 | 2025 | 2085 | 2230 |
| Ethnicity | | | | | | | | |
| White | 2553 | 2674 | 2714 | 2592 | 2534 | 2541 | 2493 | 2619 |
| Other Races/Unknown | 637 | 633 | 668 | 676 | 652 | 678 | 748 | 890 |

Other Races/Unknown includes all students who are not classified as "white" based on ethnicity, including students who identify themselves as Hispanic/Latino and those classified as a U.S. nonresident.

## Table 3:  Number of Degrees Awarded by Academic Year

| | AY16-17 | AY17-18 | AY18-19 | AY19-20 | AY20-21 | AY21-22 | AY22-23 |
|---|---|---|---|---|---|---|---|
| **BS in English for New Media** | 4 | 3 | 4 | 6 | 1 | 3 | 0 |
| **College of Arts & Sciences** | 88 | 101 | 86 | 113 | 78 | 99 | 89 |
| **University** | 470 | 478 | 454 | 558 | 543 | 519 | 583 |

Degrees awarded are representative of all program completions at the associate, bachelors, masters, and doctoral level. Certificates are not included.

## *Table 4:  Persistence Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2016 to Fall 2022 Cohorts)*

| | Fall 2016 Cohort | | Fall 2017 Cohort | | Fall 2018 Cohort | | Fall 2019 Cohort | |
|---|---|---|---|---|---|---|---|---|
| | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring |
| **BS in English for New Media** | 2 | 100% | 3 | 100% | 4 | 100% | 2 | 100% |
| **College of Arts & Sciences** | 63 | 78% | 70 | 90% | 60 | 87% | 82 | 88% |
| **University** | 305 | 86% | 354 | 88% | 377 | 86% | 399 | 89% |

| | Fall 2020 Cohort | Fall 2021 Cohort | Fall 2022 Cohort |
|---|---|---|---|
| | | | |

| | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring |
|---|---|---|---|---|---|---|
| **BS in English for New Media** | 2 | 50% | 3 | 100% | 1 | 100% |
| **College of Arts & Sciences** | 63 | 79% | 68 | 88% | 66 | 95% |
| **University** | 355 | 83% | 345 | 90% | 354 | 90% |

Number of Students=all students in the starting cohort of students

% Returned Next Spring = the percentage of students from the cohort who registered for at least one DSU class in the subsequent spring.

## Table 5:  Persistence Rates for Incoming Degree-Seeking Transfers (Fall 2016 to Fall 2022 Cohorts)

| | Fall 2016 Cohort | | Fall 2017 Cohort | | Fall 2018 Cohort | | Fall 2019 Cohort | |
|---|---|---|---|---|---|---|---|---|
| | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring |
| **BS in English for New Media** | 0 | - | 1 | 100% | 2 | 100% | 0 | - |
| **College of Arts & Sciences** | 30 | 80% | 27 | 78% | 27 | 74% | 35 | 84% |
| **University** | 272 | 79% | 289 | 82% | 251 | 75% | 245 | 78% |

| | Fall 2020 Cohort | | Fall 2021 Cohort | | Fall 2022 Cohort | |
|---|---|---|---|---|---|---|
| | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring | Number of Students | % Returned in Spring |
| **BS in English for New Media** | 1 | 100% | 1 | 100% | 0 | - |
| **College of Arts & Sciences** | 20 | 84% | 23 | 87% | 23 | 78% |
| **University** | 207 | 77% | 183 | 84% | 210 | 80% |

Number of Students=all students in the starting cohort of transfer students, including both part-time and full-time transfers.

% Returned Next Spring = the percentage of students from the cohort who registered for at least one DSU class in the subsequent spring.

## Table 6:  Retention Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2016 to Fall 2022 Cohorts)

| | Fall 2016 Cohort | | Fall 2017 Cohort | | Fall 2018 Cohort | | Fall 2019 Cohort | |
|---|---|---|---|---|---|---|---|---|
| | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall |
| **BS in English for New Media** | 2 | 50% | 3 | 67% | 4 | 100% | 2 | 50% |
| **College of Arts & Sciences** | 63 | 68% | 70 | 64% | 60 | 63% | 82 | 65% |
| **University** | 305 | 72% | 354 | 67% | 376* | 66% | 399 | 71% |

*One student passed away in the Fall 2018 Cohort. They are counted in the persistence table but excluded in the retention table.

| | Fall 2020 Cohort | Fall 2021 Cohort | Fall 2022 Cohort |
|---|---|---|---|

|  | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall |
|---|---|---|---|---|---|---|
| **BS in English for New Media** | 2 | 50% | 3 | 67% | 1 | 0% |
| **College of Arts & Sciences** | 63 | 75% | 68 | 71% | 66 | 83% |
| **University** | 355 | 72% | 345 | 75% | 354 | 75% |

Number of Students=all students in the starting cohort of students

% Returned Next Fall = the percentage of students from the cohort who registered for at least one DSU class in the subsequent fall.

*Table 7:  Retention Rates for Incoming Degree-Seeking Transfers (Fall 2016 to Fall 2022 Cohorts)*

|  | **Fall 2016 Cohort** | | **Fall 2017 Cohort** | | **Fall 2018 Cohort** | | **Fall 2019 Cohort** | |
|---|---|---|---|---|---|---|---|---|
|  | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall |
| **BS in English for New Media** | 0 | - | 1 | 100% | 2 | 100% | 0 | - |
| **College of Arts & Sciences** | 30 | 67% | 27 | 52% | 27 | 52% | 35 | 51% |
| **University** | 272 | 64% | 289 | 62% | 251 | 56% | 245 | 62% |

|  | **Fall 2020 Cohort** | | **Fall 2021 Cohort** | | **Fall 2022 Cohort** | |
|---|---|---|---|---|---|---|
|  | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall | Number of Students | % Returned Next Fall |
| **BS in English for New Media** | 1 | 0% | 1 | - | 0 | - |
| **College of Arts & Sciences** | 20 | 40% | 23 | 61% | 23 | 61% |
| **University** | 207 | 57% | 183 | 60% | 210 | 62% |

Number of Students=all students in the starting cohort of transfer students, including both part-time and full-time transfers.

% Returned Next Fall = the percentage of students from the cohort who registered for at least one DSU class in the subsequent fall.

## Table 8:  Graduation Rates for First-time, Full-time, Baccalaureate Degree-seeking Freshmen (Fall 2011 to Fall 2017 Cohorts)

|  | **Fall 2011 Cohort** | | | **Fall 2012 Cohort** | | | **Fall 2013 Cohort** | | |
|---|---|---|---|---|---|---|---|---|---|
|  | Total Number of Students in Cohort | Graduated within 5 years | Graduated within 6 years | Total Number of Students in Cohort | Graduated within 5 years | Graduated within 6 years | Total Number of Students in Cohort | Graduated within 5 years | Graduated within 6 years |
| **BS in English for New Media** | 5 | 60% | 60% | 3 | 0% | 0% | 2 | 0% | 0% |
| **College of Arts & Sciences** | 74 | 30% | 35% | 69 | 38% | 45% | 63 | 33% | 33% |
| **University** | 275 | 32% | 35% | 283 | 37% | 43% | 276 | 37% | 38% |

| | Fall 2014 Cohort | | | Fall 2015 Cohort | | |
|---|---|---|---|---|---|---|
| | Total Number of Students in Cohort | Graduated within 5 years | Graduated within 6 years | Total Number of Students in Cohort | Graduated within 5 years | Graduated within 6 years |
| **BS in English for New Media** | 1 | 100% | 100% | 1 | 0% | 0% |
| **College of Arts & Sciences** | 52 | 35% | 40% | 66 | 41% | 44% |
| **University** | 263 | 43% | 47% | 320 | 42% | 45% |

| | Fall 2016 Cohort | | | Fall 2017 Cohort | | |
|---|---|---|---|---|---|---|
| | Total Number of Students in Cohort | Graduated within 5 years | Graduated within 6 years | Total Number of Students in Cohort | Graduated within 5 years | Graduated within 6 years |
| **BS in English for New Media** | 2 | 50% | 50% | 3 | 33% | 33% |
| **College of Arts & Sciences** | 66 | 39% | 41% | 70 | 44% | 44% |
| **University** | 305 | 42% | 46% | 354 | 47% | 48% |

# PART 5: FACULTY CREDENTIALS

## Stacey Berry

Diversity, Equity, and Inclusion Certificate, Cornell University, August 2023

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

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

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

Stacey Berry is the Associate Dean for the College of Arts and Sciences. She has been a Professor of English at Dakota State University since 2010 teaching classes in English, new media, literature, and writing. She also teaches for the Cyber Leadership and Intelligence degree program. She uses ethnic and queer theory in combination with digital humanities methods to study how literary and historical documents create social change. Berry is the Coordinator of Undergraduate Research and the Institutional Review Board Chair.

## Justin Blessinger

Ph.D., University of South Dakota

M.A., Emporia State University

B.A., Tabor College

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

### Haley Larson

Ph.D., English, University of Iowa, 2020

Graduate certificate, Public Digital Humanities, University of Iowa, 2020

M.A., English, University of Iowa, 2017

M.F.A., Creative Writing, Colorado State University, 2012

B.A., Psychology, University of Nebraska-Lincoln, 2007

Dr. Haley Larson teaches digital media and graphic communication, writing, literature, film, and web design. Her research interests include *avant-garde* media cultures, intermedial studies, and poetics. She writes and publishes poetry and essays. As a media artist, she creates digital works that have screened and traveled nationally and internationally, and she frequently collaborates on music videos and films. She advises the DSU chapter of Sigma Tau Delta and the DSU art and literary magazine *New Tricks*.

### William Sewell

Ph.D., University of Kansas

M.A., Missouri State University

B.A., Drury University

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

### Deana Hueners-Nelson

M.A., South Dakota State University

B.S., Dakota State University

Deana Hueners-Nelson teaches a variety of topics at DSU, specializing in writing courses from developmental and general education composition to major-specific professional and

technical writing. She also teaches literature, language arts, and mass communication courses. Hueners-Nelson serves as a DSU representative on the Community Center Governing Board.

## Scott Richardson

M.A., Emporia State University

B.S., Kentucky Christian College

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

## PART 6: ACADEMIC AND FINANCIAL SUPPORT

# Part 6 - Academic and Financial Support

Resources providing academic support to faculty and students in English include the Karl E. Mundt Library, a wireless computer infrastructure, and classrooms equipped with computer projection systems.

## Karl E. Mundt Library & Learning Commons

The Karl E. Mundt Library & Learning Commons provides a wide range of library services as well as a diverse collection of reference and informational materials for the use of the faculty and staff of Dakota State University. The library 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. It is one of the main sources of knowledge and reference for students in English.

The mission of the Karl E. Mundt Library & Learning Commons is to meet the 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 to purchase the most appropriate materials to achieve the educational objectives of Dakota State University. The total collection contains approximately 175,000 items (physical and electronic), ranging from books, journals, and other formats that support all subjects the University offers. Even though the library does not have an extensive list of books related to English, they are usually obtainable through interlibrary loan.

The library also has subscriptions to Academic Search Premier, SD Library Network (SDLN), Proquest Research Library, and Dissertation Abstracts for rudimentary research in humanities fields, but the university has not, to date, offered meaningful research support in the humanities, and does

not offer subscription support to essential databases like Project Muse or JSTOR. The library tracks periodical and research database usage and subscribes to titles most in demand.

**CTL**
Dakota State University's Center for Teaching and Learning (CTL) is focused toward building on a tradition of teaching and learning excellence. CTL offers opportunities for the academic community to strengthen teaching and assessment strategies and technology-enhanced learning.

**Computer Infrastructure**
Working in partnership with the colleges and the institution's academic support areas, Network services develops the image of applications installed on student tablets. 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 or with students tablet PCs.

**Advisory and Support Staff**
Mark Spanier, Interim Dean of Arts and Sciences
Justin Blessinger, English Coordinator
Mary Francis, Director of the Library
Sarah Rasmussen, Director of Online Education
Susan Langner, Administrative Assistant for the College of Arts and Sciences
Shawn Jaacks, Chief Information Officer

**Financial Support**
Funds from the Operating Budget of the College of Arts & Sciences are used to support the English Program, for general operating expenses of the Science Center, and for support of instruction including printing, and office supplies. Additionally, faculty may apply for funds from the College Profession Development Fund to travel to conferences, engage in in-service training, or otherwise support their research/scholarly activities. This fund was formerly held in the Office of the Provost but is now a part of the individual College budgets.

| Year | Total College Budget | Professional Development Funds |
|------|---------------------|-------------------------------|
| **FY23** | $58,791 | $21,750 |
| **FY22** | $58,791 | $21,750 |
| **FY21** | $58,791 | $21,750 |
| **FY20** | $58,791 | |
| **FY19** | $60,385 | |
| **FY18** | $60,385 | |
| **FY17** | $60,955 | |
| **FY16** | $60,600 | |

# PART 7: FACILITIES AND EQUIPMENT

**Existing Facilities:** Students in the English program are able to make use of all facilities on campus, including especially the dedicated labs for media production.

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

**Updates**: Beadle Hall will undergo a major renovation from Summer 2024 through Summer 2025. Two faculty served on the renovation committee, which was comprised of 8 stakeholders.

## PART 8: ASSESSMENT AND STRATEGIC PLANS

Program Assessment/Achievement **(NB: This section reflects on the assessment method for the former English New Media program. We will use a similar system in assessing the revised English program. The data below is included in order that existing assessment systems are able to sunset properly and we may reflect on their effectiveness).**

The English for New Media - Exit Exam was designed to assess the program goals through student work. Before graduation, English for New Media students compiled a portfolio of five (5) works that demonstrate their proficiency in the following program learning goals:

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

story, painting, film, or music video; how history or the history of ideas may help illuminate a "text" (using this term in its broadest sense); how the arts are related -- e.g. Romanticism as a concept in literature, music, painting, history, philosophy, etc.

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

Students present their projects and discuss how they see these artifacts as representative samples of specific learning goals. The portfolio and presentation give students an opportunity to reflect on representative work from courses in the English for New Media degree program. The exit exam also provides the faculty with a coherent demonstration of student achievement in the program and speaks to their potential to succeed in graduate/professional schools, businesses, and institutional careers. Most importantly, the presentation and portfolios help faculty assess the majors' mastery of the learning outcomes that guided curricular development.

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

All faculty members attending the presentation submit responses to comment on how well the student met the following program goals. The responses are compiled into an electronic spreadsheet and reported as numerical scores (ie: number of faculty responses) in three assessment categories (ie: exceeds, meets, does not meet) that align with the goals of the English for New Media: Major Field Assessment Plan:

| Major Field Assessment Plan: English for New Media |
| --- |

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

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

# Part 9 - DSU STRATEGIC PLAN: ADVANCE 2022-2027

Dakota State University's ADVANCE strategic plan began in 2022 and will continue to evolve through 2027 and beyond. Below are selected institutional strategic plan goals (from the larger plan).

## Pillar 1: Increase student success.

• Goal: Meet or exceed national norms and internal benchmarks for student academic success.

o Benchmarks: By 2027 the 4-year overall graduation rate for 1st-time, full-time degree-seeking graduates is 40%.

- By 2027 the 6-year overall graduation rate for 1st-time, full-time degree-seeking graduates is 60%.
- By 2027 the overall retention rate from fall to fall for 1st-time, full-time freshmen degree-seeking graduates is 80%.
- By 2027 the overall employment rate for 1st-time, full-time degree-seeking undergraduates accounted for is 100%.

## Pillar 2: Improve Engagement, Governance, & Communication

- Goal: Increase employees' sense of engagement with the university.

o   Benchmark：  By June 30th, 2027, the Gallup Index shows that 50% of DSU employees are engaged (feel involved in and enthusiastic about their work and workplace; they are loyal and productive).

## Pillar 3: Grow Scholarship, Research, Intellectual Property, & Economic Development

• Goal: Increase the productivity of research and scholarly activities.
o   Benchmarks：  By June 2027, DSU has had 10 or more collaborative research partners in the last five years.
• By June 2027, sponsored research has $12,000,000 in annual expenditures.
• By June 2027, Research and Economic Development has generated 10 new research jobs since 2022.
• From 2022-2027, faculty participating in sponsored programming for the first time increased by 50%.
• From 2022-2027, the number of staff participating in sponsored programming increases by 25%.
• From 2022-2027, the number of students participating in sponsored programming increases by 25%.

## Pillar 4: Elevate Athletics

• Goal: Elevate the importance of academic success of student athletes through the delivery of student academic supports.
o   Benchmark：  By fall 2027, the DSU athlete average GPA is 3.0.

## Pillar 5: Increase Sustainability & Resilience

• Goal: Increase Beacom College's capacity to graduate more students each year in targeted computer and cyber sciences programs.
o   Benchmarks：  By 2027, the number of unduplicated graduates in computer science, cyber operations, and artificial intelligence at the BS, MS, and PhD levels will increase 10% of the baseline annually to 291 graduates.

• Goal: Increase university enrollment through program development, targeted recruitment, admission, and marketing campaigns.
o   Benchmark：  DSU enrollment will exceed 3,700 total students.