SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Institutional (Comprehensive) Program Review Report to the Board of Regents

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	DSU
DEPARTMENT OR SCHOOL:	**English**
PROGRAM REVIEWED:	**English: New Media**
DATE OF REVIEW:	**4/15/2024**
TYPE OF REVIEW:	Institutional Program Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

DocuSigned by:

Jose Marie Griffiths
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06/12/2024 Click here to enter a date.

_____   _____
President of the University   Date

1. **Identify the program reviewers and any external accrediting body:**
   Dr. Robert E. Kibler
   Professor of Literature and Humanities
   Minot State University

2. **Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.**

   2(A). **Describe the strengths and weaknesses identified by the reviewers**

   Strengths
   English is a key service discipline to the central mission of the university to prepare cyber savvy graduates who are lifelong learners, problem solvers, innovators, and who lead lives of positive purpose and consequence. The review notes that the faculty continually work to ensure that the program reflects the technological focus of the institution while offering the analytic and conceptualizing skills required in the workplace. The faculty contribute to the university through their innovative curriculum and assessment. The review comments specifically on the English Department's agile creation of a course in AI in Writing as an example of the forward-thinking perspective the faculty brings to the campus in general.

As part of program advancement, English revised its curriculum from requiring 90 credits in the major to 51 credits for English and from 90 to 80 credits for English Education. It also created a new interdisciplinary major, Digital Content Creation. The English program also contributes to the life of the university through its media publications, which increase campus-wide access to practicing the real-world employability skills necessary in any discipline such as writing, editing, and other media content creation, as well as communication and project management. Made up of faculty who primarily contribute to teaching general education, the English program does not present additional cost to the university.

Weaknesses

No specific weaknesses were observed. Recommendations mirror trends in higher education regarding the decreasing number of students in specific areas of study, including English. The reviewer suggests continued work in marketing and collaboration to encourage more students in the program. The English department should review standards in composition class size, because it presents the largest contribution to and reach to influence student success across the university enrollment.

2(B). Briefly summarize the review recommendations

The review recommends broadening the footprint of the English programs through its collaboration efforts. It was noted that it might be beneficial to the department to develop more dual enrollment credit options and relationships for both high school students and teachers. We should also do all that we can to support the growth of cyber and computer science on campus, which are central to the mission of the university, through the development of more certificate programs that emphasize employability skills such as technical and grant writing.

The revised programs in English also present students who may have started degrees in other programs a clear jumping off point into another path toward graduation. The review envisions this as a positive and encourages the department to work collaboratively to continue marketing the programs through academic advisors and Deans to monitor and potentially address the enrollment cliff that all universities are likely to face.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

The English program anticipates the development of stronger ties to the academic programs in the Beacom College that are invested in the creation of certificates that support the employability goals of their graduates. We also anticipate growing connections with the cyber security and computer science students through the development of more AI-focused courses.

The review emphasizes the English faculty's commitment to the assessment process, especially the portfolio model. The faculty plan to continue using this strategy to assess both curricular and programmatic needs during the implementation of the forthcoming degree changes.

3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2.3.9. Program review completed prior to Fall 2019 need not include cross curricular skills.

Cross Curricular Skills (CCS):

1. Inquiry and Analysis
2. Critical and Creative Thinking
3. Problem Solving
4. Information Literacy
5. Integrative Learning

Program Learning Outcomes:

1. To analyze and critically respond to a variety of texts, including both traditional, literary print texts and new media texts, including interactive texts, film, still images, etc.	CSS 1, 2, 4, 5
2. To express themselves clearly and effectively in writing, whether creative or expository, as well as in verbal discussions and presentations.	CSS 2, 4
3. To create a variety of texts (traditional expository prose, hypertext, creative writing, etc.) that integrate multiple modalities into a variety of media (traditional documents, web-based texts and content, video, audio, etc.)	CSS 3, 5
4. 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.	CSS 2, 5
5. 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.	CSS 3, 5

Curriculum map of required courses in the English for New Media degree program using the heatmap method to indicate intensity coverage of key skills:

I = Introduction to Material; R = Reinforcing Material; C = Capstone / Mastery of material
Blue = some coverage; Yellow = moderate coverage; Red = significant coverage

	1. Analyze and critically respond CSS 1, 2, 4, 5	2. Write clearly and effectively CSS 2, 4	3. Create a variety of texts CSS 3, 5	4. Demonstrate critical and creative thought CSS 3, 5	Make connections across time, mode, and genre CSS 3, 5
ENGL 101: Composition 1	I	I		I	

Course					
ENGL 150: Foundations	I	I	I		
ENGL 210: Intro to Literature	I	I	I	I	I
ENGL 201: Composition II	I	R	R	I	
ENGL 284: Literary Criticism	R	R		R	R
MCOM 161: Graphic Comm		I	R	I	
MCOM 351: Web Design		R	R	R	
MCOM 353: Digital Media Comm	R	R	R	R	I
MCOM 389: Portfolio		R	R	R	
ENGL 333/343/363: Author/Period/Genre	R	R	I	R	R
ENGL 211/2, 221/2, 241/2: American/Brit/World	I, R	R	I	R	R
ENGL 332: Evolving Stage	R	R	R	R	R
ENGL 351: Digital Collection		R	R	R	R
ENGL 375: Publishing	C	R	R	R	R
ENGL 383: Creative Writing	R	R, C	R	R, C	R
ENGL 490: Seminar	C	C	C	C	C
ENGL 405: Media Studies	C	C	C	R	R
ENGL 425: Grammar		R	I	R	R
ENGL 432: Shakespeare II	R			I	C
ENGL 467: English Informatics	C	C	C	C	C
ENGL 480: Contemporary Rhetoric	R, C	R	R	R	R
ENGL 498: Internship	C	C	C	C	R
ENGL 494: Research	C	C	C	C	R