



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:	College of Arts & Sciences
PROGRAM REVIEWED:	Cyber Leadership & Intelligence
DATE OF REVIEW:	4/25/2025
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.

Signed by:

Jose Marie Griffiths

President of the University

10/17/2025
Click here to enter a date.

Date

1. Identify the program reviewers and any external accrediting body:

Dr. Jacob Shively
Associate Professor
Reubin O'D. Askew Department of Government
University of West Florida.

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:

- What makes CLI stand out is its distinctive, interdisciplinary focus on emerging technologies, drawing on the social sciences and the humanities to examine rapid changes in cyber-related fields. It thus delivers a practical, intellectually rich curriculum that aligns with DSU's mission.

- Faculty quality and advising are core assets, and students report high satisfaction and strong mentorship. Quoting a CLI student, the report observes, “There are no bad professors. They’re all great.”
- The curriculum is innovative and well targeted, with core CLI courses that are tailored to serve the unique, interdisciplinary focus. Moreover, the dual tracks—Digital Forensics and World Affairs & Human Behavior—provide students with flexibility to pursue either technical skills or analytical and policy interests. The fact that both tracks have similar enrollment and high placement suggests they are meeting student needs.
- The program’s reputation is growing, enrollment is robust, graduation and placement outcomes are impressive, and internships play a vital role in preparing students for career success.
- An active Advisory Board keeps the curriculum up to date with workforce needs—including, for example, the expectation that graduates are skilled users of AI writing tools.

Weaknesses:

- The program relies too heavily on a small number of instructors to deliver core CLI courses, creating sustainability risks if any take a leave. Overall, advising and teaching loads are very heavy.
- There are coordination gaps with Digital Forensics, which is delivered in another college, and students report uneven quality in the instruction of those courses.
- The program’s name, Cyber Leadership and Intelligence, creates branding confusion among peers and employers, prompting some students to re-label their major as “political science” for convenience.
- While the curriculum is innovative and ambitious, it offers limited coverage of “leadership” and, to a lesser extent, “intelligence.”

2(B). Briefly summarize the review recommendations

The reviewer has identified two sets of recommendations:

i) Curriculum & skills

- Leadership should be made more explicit throughout the program, perhaps by inviting guest speakers and providing clear statements about “leadership skills” on syllabi.
- Intelligence content should be expanded. In particular, the program should consider offering modules or courses on OSINT practices. It should also consider developing modules for the use and management of large language models.

- The CLI program should require instruction in basic statistics to strengthen quantitative literacy and data management skills.
- For the CLI minor, the program should add one CSC course and consider including CLI 110 (*US Intelligence Community*) in the elective category.

ii) Program resources & staffing

- Staffing is a major issue. As the report notes, “Existing CLI faculty and instructors are meeting the current need, but they are a thin line.”
- The program should consider rotating core courses among CLI faculty to build instructional redundancy.
- It should consider hiring in Criminal Justice with expertise in cyber law or cybercrime to deepen curricular coverage and support recruitment.
- DSU should invest in CLI faculty development, including summer grants and course releases to support the development of new courses.

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?**

- Before expanding leadership content, the program will first weigh the pros and cons of rebranding. To rename a successful program carries with it some risk, but to continue with a name that confuses prospective students and employers may ultimately hamper the program’s full growth potential. Serious reflection on this issue is therefore needed. Other options include visiting with CMST faculty for suggestions on revising and/or strengthening leadership content.
- The program has already begun assessing the feasibility of adding OSINT to the CLI curriculum, with the goal of introducing an entry-level course in OSINT investigative practices. The program has also included guidance on the use of AI writing tools in lower-level courses, including CLI 101 (*Introduction to Cyber Leadership*) and CLI 242 (*Cyber Social Science Methods and Analysis*).
- The program is pursuing a partnership with Northern State University to offer a double major in CLI and Criminal Justice/Criminology. The necessary approvals are expected to come soon. This joint degree will give students a stronger grounding in criminal justice and give them a greater opportunity to pursue careers in law enforcement.
- CLI will explore options to build instructional redundancy, primarily by rotating coverage of core courses. Any rotation plan will be considered alongside CLI’s new responsibility to contribute three courses to the M.S. in Data Privacy.

- The program plans to revise its curriculum so that students may complete a course in statistics to fulfil their math requirement. The program will also review the CLI minor to see whether adjustments in course offerings will increase its rigor and attractiveness.
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

CLI Learning Outcomes:

Core PLOS

- Analyze the broader contexts in which cyber and national security experts operate—such as international relations, political systems, economic conditions, popular culture, and leadership positions.
- Socialize relevant research findings for data-informed solutions in fundamental cyber leadership and security management problems.
- Adjust the communication of complex information for diverse audiences.

Digital Forensics PLO

- Explain the foundation of forensic investigations in diverse settings.

World Affairs & Human Behavior PLO

- Analyze the history of recent developments in cyber policy or cyber-related social trends