SUBJECT: Program Review Reports – DSU & SDSU

The system has established a process requiring periodic reviews of all programs offered. A primary purpose for these reviews is to continuously improve the quality of all educational programs. Periodic program review involves stakeholders in an analysis of past performance which is used to inform present and future directions and decision-making. The review process is integrated with strategic planning and budgeting, with regional and specialized accreditation processes, and with student-learning outcome assessment. The system’s processes require each campus to maintain a schedule that indicates the time frame for the review of every program offered.

For each review, representatives of the program completed a self-study driven either by the system’s guidelines or by those of an external accrediting body, if applicable. An external review was engaged to evaluate the program using both the self-study and interviews of constituents. In each case the reviewer prepares and a report of findings and the campus then prepares a response.

For each program reviewed, the reviewer’s report and institutional response is attached.

Dakota State University
- Mathematics for Information System (Attachment I)
- MS in Information Assurance and Computer Security (Attachment II)

South Dakota State University
- Associate of Arts in General Studies (Attachment III)
- Bachelor of General Studies (Attachment IV)
- Dairy Production and Dairy Manufacturing (Attachment V)
- B.S. and M.S. in Mathematics, M.S in Statistics, and Ph.D. in Computational Science and Statistics (Attachment VI)
- Economics (including Business specialization), Agricultural and Resource Economics, Agricultural Business, and Entrepreneurial Studies (Attachment VII)
- Human Development and Family Studies (Attachment VIII)
- B.S. in Interdisciplinary Studies (Attachment IX)

RECOMMENDED ACTION

Information.
Institution: Dakota State University
Department or School: College of Arts and Sciences
Program(s) Reviewed: Mathematics for Information System
Date of Review: February 28, 2014

Please identify the program reviewers and any external accrediting body:
Asok K. Sen, Ph.D., Department of Mathematical Sciences, Indiana University Purdue University Indianapolis, 402 Blackford Street, Indianapolis, IN 46202

A. Describe the strengths and weaknesses identified by the reviewers.

The strengths identified by the reviewer for the Mathematics for Information Systems program at Dakota State University were: effective use of technology, excellent job placement record of graduates, quality of the faculty, consistency with university mission, program assessment, low student to faculty ratio, and support of other academic programs on campus. The weakness of the program was identified as low enrollment and the concurrent problem of offering upper-level courses on a more frequent basis.

B. Briefly summarize the review recommendations.

The program review of the Mathematics for Information Systems degree at Dakota State University recommended a new tenure track faculty position to meet the ongoing needs of the program, increasing student enrollment by better advertising the program to high school teachers and their students, directing efforts to increasing scores on the MFAT Exam, offering upper-level courses on a more regular basis, encouraging Computer Network Security majors to take Calculus I, and expanding online course offerings by the program.

C. Indicate the present and continuing 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?

Dakota State University just completed a successful search for a new tenure track position in mathematics with an emphasis in discrete mathematics to further support and enhance the Computer Network Security and Computer Science degree programs on campus. Filling this position will certainly help to strengthen the program. As noted in the reviewer’s report, enrollment in the program has been increasing again after declining briefly in 2010. Increasing advertising of the Mathematics for Information Systems Program at Dakota State University should focus on its integration and use of technology and the excellent job placement of its graduates. Given that the majority of students in the program are double majors in Computer Science (as noted in the reviewer’s report), efforts should be made to increase inter-program collaboration and communication. The computer science faculty are in the best position to encourage students to double major in mathematics. Discussions among the program faculty regarding the MFAT scores (and assessment in general) are already taking place and focus on creating a 1-credit capstone/seminar course that provides some motivation for students to do their best on the assessment measures – at present, a certain subset of students do not take the
MFAT Exam seriously and hence do very poorly. Efforts to increase enrollment and the addition of a new tenure track faculty should help with the upper-level and online course offering recommendations.

Reviewed by: ________________________________________________________

Dean of the College for Arts and Sciences

Reviewed by: ________________________________________________________

Vice President for Academic Affairs
PROGRAM REVIEW REPORT TO BOARD OF REGENTS

Institution: Dakota State University
Department or School: Graduate School, College of Business and Information Systems
Program(s) Reviewed: MS in Information Assurance and Computer Security
Date of Review: March 3, 2014

Please identify the program reviewers and any external accrediting body:

Dr. Ray Vaughn, Vice President for Research, The University of Alabama in Huntsville

A. Describe the strengths and weaknesses identified by the reviewers.

Strengths identified by the reviewer included the 4+1 Graduate Program, which allows students to obtain a MS in 5 years. Our strong hands-on components of the program were also highlighted as a strength. This includes our Information Assurance (IA) virtual lab. Other strengths include very dedicated, hardworking and technically competent faculty, hands-on exercises for students integrated into all classes, strong distance learning participation, national credentials and a good assessment program.

Opportunities for improvement include the “extraordinary high teaching loads that the faculty are assigned, the lack of institutional support for research by the faculty, and an apparent below average salary structure.” In addition the reviewer also noted that there needs to be more assessment data collected on distance students’ graduation rates and persistence in DSU programs. Other weaknesses include structured distance learning modules that use more modern distance education approaches, a request to change the name to MS in Cyber Security, and faculty diversity was noted as female and minority populations are not represented equally in terms of faculty numbers.

B. Briefly summarize the review recommendations.

Overall the reviewer identifies the following areas for improvements:
- Need for teaching load reduction to accommodate research time
- Structure distance learning modules using more modern techniques rather than simply recording lectures and posting them on a web site.
- Assessment data should include graduation rates, persistence, and retention of distance students separate from on-campus students.
- Consider changing the name of the MSIA program to MS Cyber Security (a more current term)
- Consider forming a faculty committee to look at overlap/duplication between various IS/IA programs
- Faculty diversity appears to need improvement- female and minority populations are weak.
- Consider technology refreshment in IA laboratory

C. Indicate the present and continuing 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?
There are a number of actions that the university is undertaking to address the issues raised by the review including:

- To handle the need to manage the faculty workload, the institution is hiring additional graduate faculty members coupled with actively managing the teaching workload for faculty teaching in graduate programs. Moreover, as part of an Academic Quality Improvement Program (AQIP) project, the institution is embarking on a project that is aimed at optimizing faculty schedules to accommodate research time. We expect these initiatives will result in manageable teaching loads that will allow time for research activities.

- DSU has a number of resources to support the development of innovative distance delivery modules. This includes the Office of Extended Programs with in-house expertise in distance delivery, the College of Education with graduate faculty supporting its Master in Educational Technology, and a Professional Development institutional committee. The program will take proactive measures to ensure that its entire faculty leverages these resources to continue to provide innovative delivery modes for its courses.

- The Office of Institutional Effectiveness currently collects data on graduation rates. There is already an ongoing project to extend the data collection to include persistence and retention which can be further segmented by delivery mechanism.

- The program committee will have conversations regarding the reviewer’s suggestion to change the name of the MSIA program to MS Cyber Security.

- Many of the MSIA program faculty are also members of other graduate programs’ committees at DSU. This ensures that curriculum discussions in any one program do not result in duplications across programs. Moreover, DSU’s Graduate Council oversees and approves all curriculum changes providing an added measure against duplication.

- The institution recognizes the issue of faculty diversity and every effort is taken to address this issue. Given the composition of the faculty in the computer science and related areas, the institution recognizes that this is a long-term endeavor.

- DSU continues to invest in its information technology infrastructure and the IA lab is no exception.

Submitted by: [Signature]

Reviewed by: [Signature]
Interim Dean of the College of Business and Information Systems

Approved by: [Signature]
Vice President for Academic Affairs
Appendix A

South Dakota State University

Program Review Report to South Dakota Board of Regents
(Due 30 days following receipt of the External Reviewers’ Report)

This report is filed with the South Dakota Board of Regents Office. All units/programs undergoing a specialized program accreditation or institutional program review need to complete this form. The Dean, Department Head and Provost/Vice President for Academic Affairs (or designee) must approve this report. The Office of Academic Affairs will submit the report to the S.D. Board of Regents.

Institution: South Dakota State University

College: Arts & Sciences

Department: N/A

Program(s) Reviewed: Associate of Arts in General Studies (AA-GenSt)

Dates of Review: February 28, 2014

External reviewers (name, degree, rank, title and institution)

Dr. Rachelle Darabi, Ph.D. Rhetoric & Composition, Associate Provost, Student Development and Public Affairs, Missouri State University

Dr. Amy Siagell, Ph.D. Communication Arts-Rhetoric, Associate Dean for Academic Programs, College of Liberal Arts and Sciences, Iowa State University

Indicate: [X] Institutional Program Review OR [ ] Specialized Program Accreditation

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

ASSOCIATE OF ARTS IN GENERAL STUDIES

A. Describe strengths and weaknesses identified as part of the self-study and peer reviewers’ report.

The AA-General Studies program is both a legitimate academic degree and a service program serving distinct populations. The academic degree fits with the College of Arts and Sciences strategic plan and may be guided effectively by advising services within the college. The majority of students in the current AA program seem to belong in the pre-collegiate programs within the University College.

Strengths.
- Fit with SDSU’s strategic plan, specifically Goals 1 and 3 for fostering student success/academic excellence and outreach
- Passionate and dedicated advisors
• High student satisfaction
• Good preparation for specialty programs
• Student success initiatives available to support provisionally admitted students
• Articulation agreement with Avera McKennan
• Potential to develop more articulation agreements
• Offers access to higher education for traditional and non-traditional students
• Serves a diverse population of students

Weaknesses.
• Inability to identify which AA-GenSt students are seeking the associate's degree and which are required to enroll in the program due to academic under-preparation
• Inadequate staffing to market the program to those who have left the university after completing 60+ credits or to promote future articulation agreements
• Inadequate staffing to effectively coordinate strategic planning and assessment
• No designated budget. Costs are currently provided through University College for staffing and office space.
• Potential image problem stemming from questions about the purpose and legitimacy of the degree

B. Briefly summarize the review recommendations.

AA in General Studies
Provisional admits
• Create an academic program with a unique program code within the University College for provisionally admitted students rather than admitting them into the AA-GenSt program
• Require all provisionally admitted students to successfully complete the Summer Bridge program prior to achieving regular admit status [Note that this could significantly increase Summer Bridge enrollment. Steps should be taken to identify how to resource the program to support the increased numbers.]
• Select Summer Bridge courses intentionally to meet the needs of AA-GenSt students
• Advise provisionally admitted students in the First Year Advising Center until they meet the requirements to enter a baccalaureate program
• Assess program outcomes that emphasize completion of the Summer Bridge program, entrance to a baccalaureate program, first-semester GPA, and year one to year two retention rates

Associate’s degree
• Assign a professional advisor in CAS to coordinate the AA-GenSt program
• Identify coordinator tasks including
  o Advising students who are pursuing an associate's degree
  o Assessing program outcomes that emphasize job placement, including specialty school placement, and student satisfaction
  o Pursuing more articulation agreements with specialty or technical programs (Note that this task likely could not be completed under current staffing and budgeting structures.)
  o Identifying which of the 3,000 students who have left SDSU after completing 60+ credits and achieving a 2.0 or higher GPA in the past three years are eligible for the
AA-GenSt degree and contacting them about steps to obtain the degree (Note that this task likely could not be completed under current staffing and budgeting structures.)

C. Indicate current and future 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?

Many of the recommendations require additional resources. Given that the college is currently undergoing budget cuts along with the university implementing a new budget model, it is expect this program will continue to function as it has in the past until a clear institutional goal for the program is established.

<table>
<thead>
<tr>
<th>Action</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Create unique program code to differentiate specially admitted students from those who meet regular admissions requirements. Design success programs specific to each group.</td>
<td>Improved capacity to track student success, develop meaningful assessment and strategic plans, and determine resources needed to best serve each population.</td>
</tr>
<tr>
<td>Establish assessment plan to address student outcomes in the program which includes methods for tracking at-risk, transferring, articulating students in the program.</td>
<td>Improved capacity to determine transfer success and relevant supports for those admitted under special admission criteria.</td>
</tr>
<tr>
<td>Establish separate index codes for the program.</td>
<td>Greater transparency in costs to administer each program. Collaborate more closely with University College to determine the most appropriate use of resources within each college.</td>
</tr>
<tr>
<td>Develop strategic goals in alignment with the College goals to increase enrollment and degree completion of underrepresented groups via the AA-GenSt. Building collaborations with admissions, alumni, and high schools will be needed.</td>
<td>Increase diversity and improve recruitment/retention within the program to more intentionally serve as a feeder program for SDSU bachelor degree programs.</td>
</tr>
<tr>
<td>Establish strategic plans to increase the number of articulation agreements with technical colleges and provide greater outreach to those who stop out with a significant number of credits completed. Collaboration with Continuing &amp; Extended Education, Academic Affairs and other relevant offices will be required.</td>
<td>Increase enrollment in the program to provide for high-need career areas and increase the level of degree attainment within the state.</td>
</tr>
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</table>

Submitted by: Kathie Erdman Becker, Interdisciplinary Studies Coordinator
Appendix A

South Dakota State University

Program Review Report to South Dakota Board of Regents
(Due 30 days following receipt of the External Reviewers’ Report)

This report is filed with the South Dakota Board of Regents Office. All units/programs undergoing a
specialized program accreditation or institutional program review need to complete this form. The Dean,
Department Head and Provost/Vice President for Academic Affairs (or designee) must approve this report.
The Office of Academic Affairs will submit the report to the S.D. Board of Regents.

Institution: South Dakota State University
College: Arts & Sciences
Department: N/A

Program(s) Reviewed: Bachelor of General Studies (BGS)

Dates of Review: February 28, 2014

External reviewers (name, degree, rank, title and institution)

Dr. Rachelle Darabi, Ph.D. Rhetoric & Composition, Associate Provost, Student Development and Public
Affairs, Missouri State University

Dr. Amy Siagell, Ph.D. Communication Arts-Rhetoric, Associate Dean for Academic Programs, College of
Liberal Arts and Sciences, Iowa State University

Indicate: [X] Institutional Program Review OR [ ] Specialized Program Accreditation

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

BACHELOR OF GENERAL STUDIES

A. Describe strengths and weaknesses identified as part of the self-study and peer reviewers’ report.
The Bachelor of General Studies program is, at some level, a service degree program supporting
the mission of the university and serving the needs of students, businesses and the state. It is
owned more by the university than as an essential part of the College of Arts and Sciences. The
university can take the opportunity to use this program as a signature initiative in meeting
strategic goals 1 and 3 and invest accordingly, or can sustain a solid program serving the small
number of students completing the degree each year.

The BGS program may belong, structurally, fully within the Continuing Education office. The
exception to this recommendation would be if Continuing Education cannot award degrees, in
which case, some minor repair of the current system, funded centrally, is recommended.
Strengths.
- Strong fit with SDSU’s strategic plan, especially goals #1 and #3
- Passionate, qualified and dedicated advisor
- Strong quality of the core Capstone Course
- Good array of course offerings online and at the Centers to support degree completion
- Record of capstone course assessment leading to course improvement
- High student satisfaction and exceptional completion rate
- Potential for growth
- Supports the statewide goal of increasing degree attainments for South Dakota residents
- Offers access to higher education for non-traditional students
- Potential to serve a diverse population of students
- Collaboration with University Centers to support student achievement

Weaknesses.
- Lack of faculty input, ownership of and knowledge of the program (No faculty are directly associated with this program.)
- Budget constraints posed by the lack of credit hour generation to support the program in the new decentralized budget model.
- Invisibility of the program due to limited marketing/promotion
- Structural limitations of collaboration between Continuing Ed and College of Arts and Sciences
- Overall program assessment could be strengthened to align more directly with a strategic plan
- Inadequate infrastructure to increase the impact of the program to better meet the goals of the state
- Inadequate staff time to market the program or work with admissions or the registrar to market the program
- Potential image problem stemming from questions about legitimacy of degree

B. Briefly summarize the review recommendations.

Reviewers noted that a small infusion of resources and some structural changes would allow SDSU to grow the BGS program enough to show a positive impact and provide great talking points about the contribution of the university to a key state goal. Two possible paths to address the infrastructure of the BGS program were presented.

- **Path 1:** Administer and budget the program fully within the Continuing Education Unit with a 4 member faculty board who oversee the program and teach the Capstone class on a rotating basis. This path would increase the program coordinator role to half time to address current weaknesses such as strategic planning goals, assessment plans, marketing, funding streams and industry partnerships. This path assumes Continuing Education can award degrees.

- **Path 2:** Move the program into a newly formed Department of Interdisciplinary Studies within the College of Arts and Sciences. This path would require a half-time
advising/recruiting/coordinator position to address the issues detailed in the Path 1 option above. This path would require coordination with Continuing Education on course offerings and recruitment of faculty to oversee and teach the required Capstone/Seminar course.

Implied in either path above is the idea of a co-developed, co-owned online course to which multiple faculty members contribute and take turns teaching. The course should build on the firm foundation already developed by Dr. Erdman Becker.

Reviewers suggested the following additional minor repairs.
- Update websites to make sure hot links are active to take students to the right information [for example see: http://www.sdstate.edu/cee/degrees/generalstudies.cfm where there is not a hotlink to existing online courses that can contribute to the BGS].
- Update the current catalog to make sure that GS 491 is listed.
- Change Freshman Seminar requirement; it does not fit this program and a standard waiver should be in place for BGS students.

C. Indicate current and future 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?

<table>
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<tr>
<th>Action</th>
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<tbody>
<tr>
<td>Hire adjunct or identify existing faculty member(s) to assist in teaching Capstone.</td>
<td>Increase faculty ownership of the program and enhance awareness among internal/external sources. Relieve Dr. Erdman Becker of teaching role to provide leadership in developing assessment plans.</td>
</tr>
<tr>
<td>Move Dr. Erdman Becker from a 10-month to a 12-month contract to continue coordination of the IDL major, develop the assessment plan, and explore the establishment of a Center for Interdisciplinary Studies and proper structure for the BGS program in the future.</td>
<td>Interdisciplinary programs establish a unit affiliation that can pool resources for marketing, assessment, external partnerships, and enhanced processes for evaluating competency-based credit.</td>
</tr>
<tr>
<td>Design a robust assessment plan for the program that includes methods for tracking migration into and through to graduation for non-traditional, part-time, distance, and stop-out students. Traditional measures of graduation/retention rates do not accurately represent success rates in adult degree completion programs.</td>
<td>Provide data to quantify gains relevant to the university and college strategic plans as well as better define and recruit the audience for the BGS program.</td>
</tr>
<tr>
<td>Establish index numbers for the purpose of tracking cost/revenue in the program (in process)</td>
<td>Provide greater transparency in the planning/decision making process. Determine feasibility of additional staffing over time as suggested by the reviewers.</td>
</tr>
<tr>
<td>Collaborate with Academic Affairs to identify partnerships with associate degree programs or industry partners to enhance upward mobility.</td>
<td>Increase level of degree attainment within SD and enhance available labor force in critical need areas.</td>
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<tr>
<td>Partner with Continuing and Extended Education and other units to provide greater outreach to those who stopped out after completing 60 or more credits.</td>
<td>Increase level of degree attainment within SD and enhance available labor force in critical need areas.</td>
</tr>
<tr>
<td>Collaborate with Academic Affairs, Evaluation &amp; Assessment offices, and related committees to review the appropriateness of IGR requirements for returning adults and promote clear guidelines for awarding competency-based credit.</td>
<td>Enhance recruitment levels by increasing the relevance of remaining credits and providing a menu of options for earning competency-based credit in designated core or emphasis areas.</td>
</tr>
</tbody>
</table>

Submitted by: Kathie Erdman Becker, Interdisciplinary Studies Coordinator

Signed: [Signature]

Reviewed by: Dennis Papini

Dean

Approved by: [Signature] 8-27-2014

Provost/Vice President for Academic Affairs (or designee)
Appendix A

South Dakota State University

Program Review Report to South Dakota Board of Regents

Institution: South Dakota State University

College: Agriculture and Biological Sciences

Department: Dairy Science

Program(s) Reviewed: Dairy Production and Dairy Manufacturing

Dates of Review: 14 – 17 April 2014

External reviewers (name, degree, rank, title and institution)

- Dr. Jim Linn – Team Leader, Professor Emeritus, University of Minnesota, Department of Animal Science, White Bear Lake, MN 55110, linnm002@umn.edu
- Dr. Dave Barbano, Professor, Cornell University, Food Science Department, Ithaca, NY 14853, Barbano1@aol.com
- Dr. Padmanaban Krishnan, Professor, (Academic Affairs Representative), South Dakota State University, Department of Health and Nutritional Sciences, Brookings, SD 57007, Padmanaban.krishnan@sdsstate.edu
- Mr. Brian Paulson, Food Ingredient - Director Quality Assurance, (Dairy Manufacturing Industry representative) Davisco Foods International, Le Sueur, MN 56058, Brian.Paulson@DaviscoFoods.com
- Mrs. Olga Reuvezkamp, Co-Owner, (Dairy Production Industry representative) Hilltop Dairy, Elkton, SD 57026, olga.hilltop@gmail.com

Indicate: [X] Institutional Program Review OR [ ] Specialized Program Accreditation

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

A. Describe strengths and weaknesses identified as part of the self-study and peer reviewers’ report.

Strengths
The Dairy Science Department at South Dakota State University (SDSU) is unique on two accounts. First, it is one of very few remaining agricultural animal departments identified with a single species – dairy. Second, the department includes both dairy production and dairy manufacturing. Both functions of the department have served it well over the years leading to a national and international reputation in the discovery and dissemination of knowledge related to dairy production and dairy foods. The reputation spans across the scientific community, clientele groups and employers of SDSU graduates. The support of stakeholders and clientele groups is evident through the funding of the Davis Dairy Plant for manufacturing research and teaching and the $100,000 plus in scholarships given each year to students in Dairy Science.

The manufacturing program is anchored by faculty who have international reputations, have been successful in attracting extramural research funding and published extensively in scientific journals. The production faculty are going through a major transformation from senior professor leadership to all tenure-track junior faculty. The production faculty in the past have been very successful and productive in their research and teaching programs, and by all indications, this will continue with current and to be hired tenure-track professors in the production area. The new and modern Alfred Dairy Science Hall is an excellent office/laboratory facility supporting faculty programs and attracting both undergraduate and graduate students. The faculty are supported by staff that are very dedicated and support the mission and programs of the department. Scholarship within both the tenured and tenure track faculty is high and very capable of making significant science and education contributions in their signature areas.

The department has an excellent undergraduate and graduate student population. Both undergraduate and graduate students were complementary of the education they are receiving. The outcome of this is evident with 100% placement of undergraduate and graduate students upon completion of their degree.
Both the dairy production Extension program and Manufacturing outreach program are highly regarded and have successfully fulfilled the Land Grant Mission of education and technology transfer to residents of South Dakota and beyond. As the dairy industry in South Dakota grows, the demand for education and technology transfer will greatly exceed current capabilities to deliver the service and education needs of the dairy industry.

The department's research, extension and teaching programs are aligned with the College of Agriculture and Biological Sciences strategic plan and Impact 2018.

Weaknesses

The major limiting component in the future drive for excellence in the Dairy Science Department research, teaching and extension programs is the supporting infrastructure in a dairy production facility.

B. Briefly summarize the review recommendations.

Undergraduate – Dairy Manufacturing

- Continue to maintain focus on Food Safety aspects of the Dairy Manufacturing curriculum and further expose students to presence of PMO and FSMA regulations. Regulations are an ever-changing aspect of the food industry and this must be kept in mind when curriculum is reviewed on an ongoing basis to provide up to date knowledge to students.
- Establish a cross-departmental team (Dairy Science & Food Science) to evaluate possible course and lab efficiencies in the Dairy Manufacturing degree. Also, evaluate opportunities for equipment sharing. Lastly, evaluate the lack of knowledge or exposure to the available Food Safety minor in Food Science Department.
- The suggested Minor in the Manufacturing Program could potentially increase credit hours for the department. The Review Team recommends the addition of a Minor be investigated.

Undergraduate – Dairy Production

- If more students enter into the Dairy Production program, additional credits (courses) should be added and teaching FTE’s should be in balance across the Production and Manufacturing programs.
- A strong recommendation is to fill the open position of Dr. Kalscheur with a senior faculty member who has a strong teaching and research record and recognition. Addition of a lecturer position in Production similar to the one in Manufacturing also should be considered as student numbers increase.
- Explore the possibility of adding a Minor in Dairy Science to increase enrollment in Dairy Science classes and increase student credit hours of teaching.
- Explore opportunities to work with other departments at SDSU, such as Vet Science and Animal Science, to offer combined courses and increase student class size for teaching efficiency. Expanding student numbers in Dairy Science classes now offered alternate years so they can be offered every year will benefit the department financially as well as facilitate double Major students (Minor also if approved) in completing course and credit requirements for their degree in a timely manner.
- Make the current non-required internship for Production undergrad students a mandatory internship with options for fulfilling.
- The Department Head should invite Dairy Club officers for an annual review of the Dairy Science program. Club leadership should organize this and present club member thoughts to the Department Head.

Graduate

- Both the Manufacturing and Production graduate programs should consider a requirement for one semester of teaching for all graduate students and/or require course credits in education and teaching
techniques. Involving student in actual teaching of courses could also benefit faculty in reducing their teaching workload.

- Consider enhancing seminar experience by inviting in presenters from industry and outside the department.

Research

- In refilling the production tenure track faculty position, the department should explore hiring an area of expertise other than nutrition to meet teaching needs and reduce demand on animal resources for nutrition research.
- Explore possible opportunities for graduate students to be more involved in the general nutrition management of the dairy farm to acquire practical experience.

Extension and Outreach

Manufacturing

- An increased effort into marketing the Manufacturing Program and recruiting students should be consider. A summer science course based around dairy foods for high school science teachers was one suggestion as a way to make both Dairy Science and Food Science programs at SDSU more visible. Science teachers could become good recruiters for the program by incorporating the information from summer classes into their lesson plans making students more aware of opportunities at SDSU. This is likely to have great benefits and a long-term return for minimal investment.

Production

- Extension Specialist has been very successful and very productive in fulfilling industry needs. This position is essential to the industry and needs to be filled.
- Recommendation for filling the open position of Extension Specialist: good communication skills, adaptability to industry needs, business economics skills, diverse expertise. The position description needs to clearly state research component (20% to research) is expected and required for tenure.
- Field Specialist is a great addition, positive and a strong advocate for dairy. She should continue being involved and integrated into department programs.

Personnel

- In the near future, the department will have only two senior faculty (one is Department Head) and five assistant tenure track faculty. The Review Team recommends a mentoring committee of two or three tenured faculty. One person from within the College, outside the department, be assigned to each new tenure track faculty member. Ideally, the college person would have served on the college Promotion and Tenure Committee. Committee members should be selected by the tenure track faculty member in consultation with the Department Head.
- The Extension position should have a well-defined research component in the position description, as research scholarship will be included in the requirement for tenure.
- With two new hires coming in the production area, now is a good time to have a thoughtful discussion on areas of expertise desired in these individuals. Undergraduate students raised a concern on whether they were getting the depth and competency in their classes in areas other than nutrition with only nutritionists teaching.
- While the dairy farm appears to be functioning adequately, concern was expressed about the workload of the dairy farm Manager. Many thought he was being pulled in too many directions trying to manage a dairy, supervise students, teach class, assist with research studies and work on an advanced degree. Some felt this has led to communication problems and insufficient training an oversight of student workers on the farm.
Department Facilities

Dairy Plant

- Many products manufactured in the facility are being sold retail on campus with the desire to expand to off campus sales. The review committee recommends a stronger environmental pathogen monitoring program at a higher frequency. Currently it is done as an educational experience and not on a routine basis.

Dairy Farm

- In the short term, investments are need in young stock facilities, improvements in animal handling equipment to provide safer sampling, and improved feed support facilities. Feed door maintenance should be improved. These investments will provide immediate benefit to the quality of research performed and improved efficiencies.

- For the long term, the department should establish a formal advisory committee including College, Department and Industry stakeholders to clearly define the needs for a new facility including a program to support research and education goals of the department, evaluate the appropriate herd size to achieve the desired goals, type of physical facility needed to achieve the goals with consideration taken for the desired undergraduate and graduate student population utilizing the facility. This advisory committee will outline a course of action to take with the SDSU farm, be it construction of entirely new facilities or updating the existing facility to address the concerns expressed by many. At the Stakeholders meeting, there was good support for a new facility.

- The department should evaluate the potential cross departmental needs and usage of the dairy farm to maximize utilization of the facility including the Veterinary Department and Animal Sciences Department.

- Standardize protocols and procedures along with training of farm employees, especially student labor, needs to be improved and followed through on. Comments received indicated training of students by students is not providing consistent practices on the farm, particularly with respect to equipment maintenance and upkeep.

Classroom and teaching labs

- Exposure and increased hands on access to NIR/FTIR equipment in undergraduate teaching labs for rapid product analysis should be made available. Undergraduate students also should acquire an understanding of in process control methods vs. standard lab test methods. Use of the equipment and testing methods also would be of benefit to new graduate students entering a modern production facility.

- Explore possibilities of coordinating equipment and laboratory usage with the Food Science Department in teaching undergraduate courses and for research.

Research labs

- There exists an opportunity to collaborate with laboratories in the Food Science Department, particularly with respect to sensory evaluations and smaller scale bench top sanitary food preparation areas.
C. Indicate current and future 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?

- Food Safety is already being promoted within the Dairy Manufacturing curriculum. Recent curriculum adjustments have made it significantly easier for Dairy Manufacturing majors to pursue a Food Safety Minor. Adjustments have been made in the content of Dairy Microbiology and Lab to address HACCP and other aspects. FSMA regulations will also be addressed in the future. It is anticipated that with the current curriculum changes, more students will enroll in the Food Safety Minor. Further, recruiters that visit the department also strongly urge students to enroll in this Minor, increasing the visibility of the Minor.

- Since the completion of the IPR there has been a new campus initiative to integrate Food Science into the College of Agriculture and Biological Sciences. Under this effort the efficiencies with Food Science will be addressed.

- Minors in Manufacturing and Production will be investigated and programs developed. A concern to consider during their development is sustainability in terms of enrollment.

- Rather than providing an equal number FTEs and credits between the two majors, it will be more important to ensure that the two majors are providing the required competencies. This could also mean that certain required competencies will have to be acquired from the inclusion of courses from other departments or through team teaching between departments. A major curriculum evaluation effort was initiated in 2012 to develop an inventory of competencies in both majors and this will be continued to finally implement needed changes. An example of a change already made as a result of this exercise is the inclusion of AST 463, Agricultural Waste Management in the Production curriculum. Other considerations include the expansion of Business and Management aspects into both, Manufacturing and Production.

- The Kalscheur vacancy is currently on hold due to budget constraints in the college and a position description will be developed to address precision dairy and dairy farm management aspects that are currently lacking. The addition of a lecturer position will strengthen Dairy Production teaching and advising and will be strongly considered but will be dependent on the availability of resources. The position will very likely be advertised for a tenure-track Assistant Professor level. We have generally found it difficult to attract senior faculty members with an already established research and teaching record because of salaries required for such individuals. It should also be noted that we have been able to hire excellent quality faculty members at the Assistant Professor rank who have over time developed excellent programs and who have also developed recognition world-wide.

- Efforts are underway to evaluate cattle nutrition classes that are offered in Dairy Science and Animal Science with the ultimate objective of making modifications that will enhance teaching and content efficiencies between the two departments. As stated earlier, AS 463 has already been added to the Dairy Production curriculum. This class has replaced a former Dairy Waste Management class.

- Internships are currently not required in the curriculum because of the very common need among many students to return home in the summer to assist with family operations. Previous efforts at requiring an internship has been met with resistance due to this genuine need. Discussions have begun to develop creative ways of incorporating internships within the curriculum. This could include internships during the academic year, or to develop focused and supervised internships at the home operation.
Beginning with the fall '14 semester the Department Head will invite Dairy Club leadership annually to provide students the opportunity to offer input into the program.

Two years ago the department adopted a practice of including graduate research assistants in teaching programs. This was followed by the adoption of a teaching policy among graduate research assistants by the Agricultural Experiment Station in 2013. The Graduate School is now in the process of developing protocols for teaching assistance by to address the Fair Labor and Affordable Health Care Act. Once the new expectations and regulations have been finalized, a more concrete teaching policy will be developed for the department. In principle, faculty members as well as graduate students are in favor of the inclusion of teaching in the programs of graduate assistants, not just to reduce the teaching workload of faculty members but to also provide graduate research assistants valuable skills.

The Kalscheur vacancy is currently on hold and a draft position description is being developed. The department will strive to maintain nutrition expertise among two faculty members and the vacant position will be targeted towards dairy farm management and precision dairy operations. Along with this, teaching efficiencies will be explored with the Animal Science department, specifically in the genetics and nutrition areas.

The position of Dairy Farm Manager is currently being advertised. Once filled, this position will be asked to address the need for inclusion of graduate assistants in nutrition management at the farm in concert with their academic advisor. This position has also been reconfigured. A M.S. degree will be required in order to facilitate the research functions of the farm. Further, all teaching duties of the farm manager will be reassigned to other faculty members. Thus, the farm manager will be expected to fully focus on management of the farm, including supervision of employees, overseeing all teaching and research functions of the farm, etc.

Extensive recruiting efforts are in place and being further enhanced to facilitate the recruitment of students into Dairy Science. The idea of a summer science course for high school teachers is being discussed and will be implemented subject to securing resources. An avenue being considered is through the Higher Education Challenge Grants of the USDA. Further, department participation in events such as high school career fairs is also being enhanced.

The Dairy Extension Specialist position was advertised and Dr. Maristela Rovai of Spain has accepted and will begin her position as Extension Specialist on 1st November 2014. The expectation of scholarship has been clearly stated in the offer letter and is understood by Dr. Rovai. She brings expertise in lactation, dairy farming in general and Spanish. The latter will be particularly valuable in assisting dairy producers with communication and training of Spanish-speaking employees. She will also continue to teach a Dairy Spanish class for our students.

The Field Specialist has been fully integrated into the department and participates in faculty meetings and also represents the department at events such as the Central Plains Dairy Expo, World Dairy Expo. She also routinely serves in search committees for the department, and is fully engaged with the Dairy Club through activities. These levels of integration will continue as will the collaborative efforts of the Field Specialist with the new Assistant Professor/Extension Specialist.

A mentor system for new faculty members as suggested will be initiated with the new Assistant Professor/Extension Dairy Specialist in November 2014.

The plant under the supervision of an experienced plant manager, has implemented a HACCP, GMP, and QA that is part of operations rather than just a learning experience. An environmental pathogen
monitoring program is not in place and will be studied and implemented.

- The department in conjunction with the Agricultural Experiment Station have developed a Maintenance and Repair plan for the above mentioned as well as additional items that will undergo repairs in the new fiscal year.

- Conceptualization of a new facility and informal discussions with stakeholders has already begun and will be formalized in the coming months through discussions with a wide range of stakeholders and university personnel. The new/remodeled facility will be designed with future research, curriculum and service to stakeholder factors as the central themes. Related to this planning are the designations of new faculty members. These have already been discussed above.

- While collaborations with Veterinary and Biomedical Sciences, and Animal Science Departments already exist, planning of the future facility will more extensively involve these and other departments such as Ag Engineering for teaching and research opportunities in environmental and waste management matters.

- A new Standard Operating Procedure, and student expectation statement has been developed over the summer and will be implemented immediately. The new farm manager will be expected to follow through with the new SOP and continually make necessary adjustments.

- NIR/FTIR equipment is currently not available and will require resource planning in order to acquire it. Students working in the Davis Dairy Plant now undergo more rigorous training on all aspects of dairy processing, including process control. All students are required to take a Field Experience class in the plant, after which they are eligible to work in the plant. We are now looking at the possibility of expanding the Field Experience class into two classes; Beginning and Advanced. This will provide the opportunity for more extensive training in the plant processes and methods. All graduate students are required to spend two semesters in the dairy plant; one at the beginning of their program and the other at the end. The purpose of this is to provide graduate students hands-on experience in the plant. During these semesters graduate students work under the supervision of the plant manager.

Submitted by:

Department Head

Dean

Provost/VPAA (or designee)

cc: Dept. Head, Dean, Assoc. VP for Academic Affairs

22 August 2014
Date

26 August 2014
Date

8-27-2014
Date
South Dakota State University

Program Review Report to South Dakota Board of Regents

Institution: South Dakota State University

Department or College: Department of Mathematics and Statistics

Program(s) Reviewed:
- B.S. in Mathematics
- M.S. in Mathematics
- M.S. in Statistics
- Ph.D. in Computational Science and Statistics

Date of Review: March 5 and 6, 2014

Please identify the program reviewers and any external accrediting body:
- Dr. Don Gantz, Professor in the Department of Applied and Engineering Statistics and Chair of the Department of Applied Information Technology, George Mason University
- Dr. Farhad Jafari, Professor and Head, Department of Mathematics, University of Wyoming
- Dr. Allen Jones, Professor, Civil and Environmental Engineering Department, SDSU (SDSU Academic Affairs Committee representative)

Indicate: X Institutional Program Review OR Specialized Program Accreditation

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

A. Describe strengths and weaknesses identified as part of the self-study and peer reviewers’ report.

Strengths
- Faculty are very student-centered. Elements of both undergraduate and graduate programs require close coaching of students by faculty. Teaching innovations are being tried and there is strong emphasis in improving student success rates.
- Faculty are very collaborative and the relationship between faculty seems good, in general. Department atmosphere is very friendly.
- There is administrative support for GTAs, faculty travel and faculty development.
- Faculty in key programs (Financial Math, Statistics and Forensics, Computational Math and Math Education) are of high energy.
- Faculty research is on hot topics. This increases chances of funding, growth and career placement for graduates.
- There is support for the department at the upper administration level.
- The department leadership is very good, effective and forward thinking.
- Math Help Center is an asset to department and institution.

Limitations
- Teaching loads are still quite high for a PhD granting department. While there are course releases, faculty seem unsure of the research and funding expectations and their role in evaluations, particularly at the dean’s level and above.
- Curriculum seems to be lacking a clear path to CSS PhD. An overall look at the graduate curriculum seems warranted.
- Some graduate students indicated that they would like to have more graduate level courses in such core areas as Complex Analysis, Functional Analysis, Differential Geometry and Topology. With nearly 35 students in the graduate program, a broader offering of graduate level courses in mathematics should be possible.
- The department has increased its interaction with other College of Engineering departments and other departments across campus. With the introduction of a Statistical Consulting Center, more research and
collaboration can be brought to the department. Revenues raised from this consulting center should have a positive effect on the entire department mission.

- The department's recruitment efforts seem non-existent. Given the rising quality of the program, the department should recruit a more diverse population of graduate (and undergraduate?) students.
- The administration should consider investing in an Office of Institutional Analysis (OIA). This center would gather data on student success rates, class GPAs, student evaluations, and many other data that can eventually chart a course towards better practices and away from inflationary trends.

B. Briefly summarize the review recommendations.

Recommendations

The department has made significant advances in its undergraduate curriculum and student success rates, in research and recruiting new faculty, in its publication and funding profiles and in producing well-trained graduates. The Advisory Board of the department is complimentary to the efforts and has contributed by creating partnerships, internships and reviewing the curriculum. A new building is being built that will solve the space and facilities issues of the department and should provide brand-new and (hopefully) first-class collaborative classrooms, offices for the instructors and faculty and computer labs. This investment of resources was recommended highly during the last site review, and its adoption shows the administration’s commitment to improving the department even further. The limitations described above can be readily converted into recommendations, but more importantly there are some very specific measures that can be taken to improve the department both in the short-term and in the long-run.

To retain focus on excellence in undergraduate education and improve student outcomes:

1. Advance the salaries of instructors (see 2014 OSU data attached) to regional averages.
2. Obtain local data on student performance and continue to experiment with ways to improve student outcomes. Continue to increase the rigor of the undergraduate courses.
3. Increase faculty and graduate student participation in capstone courses. Advanced graduate students can serve as mentors to undergraduates in such courses, and receive credit for their tutoring efforts (e.g. Professional Development credits).
4. To the extent possible, create a 24 credit hour (4-4) cap on teaching loads for a full-time teaching faculty. Currently some instructors have a nominal 5-5 teaching load. This may require hiring of a few additional instructors.
5. Combat attempts to limit the teacher-training program to 3-years.

To improve the graduate program and student outcomes and career placements:

6. Expand on the number and quality of faculty publications in refereed journals.
7. Expand effort to obtain outside funding, with the aim that the majority of the faculty serve as either PI or co-PI on one or more grants, or submit a proposal as PI or co-PI at least every second year.
8. Develop a plan for hiring a minimum of three new research faculty. It is important to remember to maintain the needed breadth, and not just hire all people for the new program. Having each faculty teach at least a graduate level course in their research area each semester, there will be an additional three graduate courses offered each semester. Graduate students will highly benefit from this breadth in their training.
9. Improve the assessment programs, including adding assessment of service and general ed courses.
10. Offer additional graduate level core courses each semester to expose students to core areas of mathematics.

To improve research and funding:

11. Begin a Statistical Consulting Center. The increased collaboration between such an entity, the Ag Experiment Station, the College of Engineering and other departments should increase the collaborative research and generate more funding.
12. While hiring at least three new faculty (see item 8) will help to improve the graduate program and graduate outcomes, hiring strategically in key areas of research will continue to build a niche.
13. Reduce teaching loads of research active/research intensive faculty to allow them more time to do research.
14. Clarify the expectation document on research to create continuity in the event of changes in the upper administration ranks.
Appendix A

South Dakota State University

Program Review Report to South Dakota Board of Regents

Directions:

1. All units/programs undergoing a specialized program accreditation or institutional program review need to submit the program review report using this template.
2. The Department Head, Dean, and Provost/Vice President for Academic Affairs (or designee) must approve the report as indicated by signatures.
3. The report is due 30 days following receipt of the review team’s report.
4. The report needs to be submitted electronically to the Office of Academic Affairs at SDSU.Office.AcademicAffairs@sdsstate.edu
5. The Office of Academic Affairs will submit the report to the South Dakota Board of Regents.

Template:

Institution: South Dakota State University

College: Agriculture and Biological Sciences

Department: Economics

Program(s) Reviewed: Economics (including Business specialization), Agricultural and Resource Economics, Agricultural Business, Entrepreneurial Studies

Dates of Review: March 26-28, 2014

External reviewers (name, degree, rank, title and institution)

Dee Von Bailey, PhD, Professor, Utah State University
Helen Jensen, PhD, Professor, Iowa State University
Chi-Lyi Liang, PhD, Professor, University of Vermont
Meg Meloy, PhD, Associate Professor, Penn State University
Michael Keller, PhD, Professor, South Dakota State University

Indicate: [X] Institutional Program Review OR [ ] Specialized Program Accreditation

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

A. Describe strengths and weaknesses identified as part of the self-study and peer reviewers’ report.

Strengths
- Strong leadership
- High-quality undergraduate and graduate academic programs
- Good junior faculty
- Priorities aligned well with stakeholder needs
- Well-positioned to address issues of sustainability and climate change
- Collegial atmosphere

Weaknesses
- Very high student-faculty ratios
- Faculty members spread thin
- Will need to re-allocate resources and restructure classes and curriculum to achieve accreditation

B. Briefly summarize the review recommendations.
Major recommendations include the following:

- Streamline the undergraduate majors. Specifically, collapse closely-related majors into a smaller number of degrees with specializations/concentrations providing differentiation. The Entrepreneurial Studies program in particular would be better positioned as a concentration instead of a separate major.
- Develop service learning or experiential learning opportunities for undergraduate students.
- Provide networking and mentoring opportunities for graduate students.
- Consider the development of a one year Master’s of Professional Studies program, in addition to the traditional two year MS in Economics.
- Specialize faculty appointments, with some specialized in teaching and others specialized in research. Such specialization would allow research faculty more opportunity to develop scholarly agendas and compete for external grants.
- Improve faculty participation in grant writing and multi-state collaborative activity.
- Retain the College of Agriculture and Biological Sciences as the department’s administrative home.
- Hire faculty to support the management curriculum. AACSB accreditation will require prioritizing this area.
- Raise the minimum standards needed to be admitted into a management-related major.

C. Indicate current and future 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 university has already agreed that the Department of Economics will remain in the College of Agriculture and Biological Sciences. Faculty lines and administrative authority will all flow through this college.

The department is holding a day-and-a-half retreat in May to focus on the curricular issues raised by the external reviewers. During the retreat and the ensuing summer, we will design a new core curriculum required for all students pursuing economics- and management-related fields in the department. This process will involve specifying a coherent set of student learning outcomes (SLOs) for each program, mapping the curriculum based on these SLOs and desired competencies, and identifying points at which to assess student learning. We expect that the result will be a reduction in the number of majors (one or two) with other current and potential programs built as concentrations or specializations. The department will be left with an intentionally-designed curriculum in line with national norms, enhancing its viability for accreditation.

The department is currently revising its standards document. The new document will clearly indicate increased expectations for scholarly productivity and grant writing. We expect that the department’s collective research profile will increase with the professional maturation of junior and mid-career faculty.

As faculty vacancies arise, the department will prioritize new hires in management disciplines. In some cases, this prioritization will require reallocating lines away from economics and agricultural economics toward management.

Submitted by:

Department Head

Dean

Provost/VPAA (or designee)

Date

Date

Date

cc: Dept. Head, Dean, Assoc. VP for Academic Affairs
Appendix A
South Dakota State University
Program Review Report to South Dakota Board of Regents

College: Education and Human Sciences

Department: Counseling and Human Development

Program(s) Reviewed: Major in Human Development and Family Studies


External reviewers (name, degree, rank, title and institution)

Dr. Maurice MacDonald, Professor/Director of School of Family Studies and Human Services, Kansas State University

Dr. Joel Hektner, Associate Professor of Human Development and Family Science, North Dakota State University

Dr. Douglas Malo, Professor of Plant Science, South Dakota State University

Indicate: ☑ Institutional Program Review  OR  ☐ Specialized Program Accreditation

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

A. Describe strengths and weaknesses identified as part of the self-study and peer reviewers’ report.

Strengths
The reviewers reported strong enrollment numbers, strong delivery of on-line courses, and a highly-qualified, dedicated faculty as strengths. More specifically, the faculty were described as a caring, dedicated, and student centered group with a diverse background. Additionally, faculty were described as well prepared, having very good interpersonal skills, and working well as a cohesive group.

The student experiences during practicum were highlighted as being key success stories. Other strengths include support and understanding in the college and Vice President of Academic Affair’s office along with departmental leadership. New faculty members and the progress they have made on scholarly activities were also highlighted as positive.

Weaknesses
The consistent issue throughout the report was the large number of adjuncts used to deliver the program. For example, of the 25 undergraduate HDFS sections taught last semester, adjunct faculty served as instructors for 16 of the sections. Additionally, the review team identified the lack of a formal strategic plan, placement data, and limited assessment of the program as other weaknesses.

In the curriculum area, large class sizes in some of the face-to-face sections were identified as a challenge. The HDFS faculty also noted their interest in more interactions with the CHRD program faculty since both programs are now in the same department.
B. Briefly summarize the review recommendations.

The review team feels strongly that a SWOT analysis would be an excellent step toward development of a strategic plan both at the program and department levels. This planning process should include the CHRD program faculty and in doing so, would address another recommendation. Development of a mechanism for adjuncts to become more involved in the program was also a recommendation. Also, program was strongly encouraged to convert adjunct teaching to a full-time instructor position.

From a program perspective, the review team recommended the development of an undergraduate student club. This club could be aided by assigning workload time for a faculty member to help initially develop its formation. Finally, English 379 (Technical Writing) and HDFS 441 (Professional Issues) appear to have overlap and should have the content reviewed.

C. Indicate current and future 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?

A proposal to hire a full-time instructor has been submitted. This would decrease the significant reliance on adjunct faculty.

A departmental retreat for all program faculty and staff within CHD is planned for the Fall of 2014 to develop cohesion strengthen working relationships. Also, the SDSU Foundation is aggressively seeking funds to support renovation of the Wecota Annex for shared office and clinical lab space. This would significantly increase both formal and informal interaction among faculty.

Some students have contacted a faculty member and initial plans are being implemented to start a student group. This group will be used to help support the program as an Ambassador and during on campus events such as Junior Days, etc.

While the faculty workload for the full-time faculty in Sioux Falls is very high, the assignment is dictated by the Office of Continuing Education. Fortunately, the average assignment for scholarship during AY 2013-2014 was 24.5% for the rest of the program. This is generally higher than the CHRD program faculty and meets the recommended 20% from College of Education and Human Sciences. An increased scholarship assignment can be achieved through successful grant submissions.

The program is in the process of reviewing the current assessment plan, which includes the standard exit exam and exit interview, both at the graduate and undergraduate levels. Changes will happen in the near future. As expected, some of these recommendations will be slowed by the overall lack of resources available to the program and department.

Submitted by:

[Signature]
Department Head

[Signature]
Dean

[Signature]
Provost/VPAA (or designee)

5.1.2014
Date

_7/24/14
Date

8-27-2014
Date

cc: Dept. Head, Dean, Assoc. VP for Academic Affairs
Appendix A

South Dakota State University

Program Review Report to South Dakota Board of Regents
(Due 30 days following receipt of the External Reviewers’ Report)

This report is filed with the South Dakota Board of Regents Office. All units/programs undergoing a specialized program accreditation or institutional program review need to complete this form. The Dean, Department Head and Provost/Vice President for Academic Affairs (or designee) must approve this report. The Office of Academic Affairs will submit the report to the S.D. Board of Regents.

Institution: South Dakota State University

College: Arts & Sciences

Department: N/A

Program(s) Reviewed: Interdisciplinary Studies (BS)

Dates of Review: February 28, 2014

External reviewers (name, degree, rank, title and institution)

Dr. Rachelle Darabi, Ph.D. Rhetoric & Composition, Associate Provost, Student Development and Public Affairs, Missouri State University

Dr. Amy Slagell, Ph.D. Communication Arts-Rhetoric, Associate Dean for Academic Programs, College of Liberal Arts and Sciences, Iowa State University

Indicate: [X] Institutional Program Review OR □ Specialized Program Accreditation

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

INTERDISCIPLINARY STUDIES

A. Describe strengths and weaknesses identified as part of the self-study and peer reviewers’ report. The Interdisciplinary Studies program is clearly a program that belongs in the College of Arts and Sciences. All of the reviewers were impressed by the program and excited by its potential. Interdisciplinarity is a growing presence in higher education today, and this program has a strong foundation that, with additional collaborations and support, could grow to a program with national distinction.

Strengths.

- Passionate and dedicated staff provide a high level of productivity given the less than one FTE dedicated fully to the program.
• Strong course core sequence that perfectly integrates the philosophies and pragmatic aspects of interdisciplinary programs. These courses scaffold the student experience in highly beneficial ways and are unique to this type of program.
• Clear student learning outcomes supporting the university’s strategic goal #1 for academic excellence
• Record of capstone course assessment leading to course improvement
• Accessibility as all four IDL courses are online supporting the university’s strategic goal #3 for outreach
• Poised for experiential learning opportunities (i.e., service-learning, internships, and undergraduate research) which support the university’s strategic goals.
• Steady with slightly growing enrollments
• Academically motivated students who often plan for graduate school

Weaknesses.
• No growth opportunities due to staff limitation serving two programs (BGS and IS) and advising all 60+ students currently in the interdisciplinary studies program
• No marketing of program due to staff limitation and lack of resources
• Overall program assessment processes is lacking due to staff limitations and limited access to data
• Limited campus understanding of major and its differentiation from BGS degree; thus, the IS suffers from a bit of an identity crisis
• Lack of budget and funding for future growth

B. Briefly summarize the review recommendations.
• Relieve Dr. Kathie Erdman Becker of the duty of teaching BGS capstone course to better differentiate two viable degree paths for students which will also allow Dr. Erdman Becker the ability to coordinate the IS program and serve IS majors better.
• Initiate an Interdisciplinary Advisory Committee. This committee could create economies of scale for marketing. In addition, this council could consider expanding the IDL four-course sequence or at least a part of it to be implemented by other interdisciplinary programs. This council can also assist with assessment. Members of the council could examine student artifacts from all the interdisciplinary programs for formative assessment purposes.
• Expand methods of assessment to include review of student satisfaction data from instruments like NSSE, comparison of proficiency exam scores of IS majors versus other majors, examination of graduate student entry and job placement rates of IS students to other students, and possible exit interviews or surveys.
• For future growth, additional staffing needs must be considered. An overall coordinator of all interdisciplinary programs at the status of Assistant or Associate Dean would validate and strengthen the program. Additional faculty lines may need to be added if the program expands greatly.
• Consideration should be given to moving Dr. Erdman Becker to full faculty status rather than the “quasi” faculty role she now holds. This would also further legitimize the major.
• The IS program and other interdisciplinary programs, such as American Indian Studies and Women’s Studies, should be noted as a degree option on the academic programs page: https://www.sdstate.edu/academic/programs/index.cfm.
C. Indicate current and future 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?

Many of the recommendations require additional resources. Given that the college is currently undergoing budget cuts along with the university implementing a new budget model, some actions will be delayed until additional funding can be identified. Further, a planning year is needed to determine the feasibility and most efficient structure for some of the following actions.

<table>
<thead>
<tr>
<th>Action</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire adjunct or identify existing faculty member(s) to assist in teaching foundational interdisciplinary studies courses.</td>
<td>Open workload for Dr. Erdman Becker to focus on program assessment plans and strategic planning.</td>
</tr>
<tr>
<td>Move Dr. Erdman Becker from a 10-month to a 12-month contract to continue coordination of the IDL major, develop the assessment plan, and explore the establishment of a Center for Interdisciplinary Studies.</td>
<td>Interdisciplinary programs within the college tend to struggle in a similar manner in that they do not fit into traditional department structures. Center models exist to coordinate efforts between programs resulting in greater efficiencies and content integration. Strategic reinvestment funding will be required to implement the center model.</td>
</tr>
<tr>
<td>Design a robust assessment plan for the program that includes methods for tracking student migration in/out of the program including adult learners studying part-time.</td>
<td>Provide data to quantify progress relevant to the university and college strategic plans. Measure student outcomes to clearly determine program effectiveness and inform strategic recruitment plans.</td>
</tr>
<tr>
<td>Establish index numbers for the purpose of tracking cost/revenue in the program (in process)</td>
<td>Provide greater transparency in the planning/decision making process. Determine feasibility of additional staffing over time as suggested by the reviewers.</td>
</tr>
<tr>
<td>Establish an advisory council</td>
<td>Enhance campus understanding of the program and provide a richer interdisciplinary experience for students in the program. The advisory council may also provide input in the development of assessment and strategic plans going forward.</td>
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Submitted by: Kathie Erdman Becker, Interdisciplinary Studies Coordinator

Department Head

Reviewed by: Dennis Papini
Approved by: [Signature]

Provost/Vice President for Academic Affairs (or designee)

8-27-2014