



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Institutional 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 and Sciences
PROGRAM REVIEWED:	Bachelor of Science in English for New Media
DATE OF REVIEW:	10/12/2017
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.

President of the University

8/30/2018

Date

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

Dr. Joshua Call, Ph.D., Professor of English
Grand View 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.

English for New Media "has done commendable work building a strong foundation for future success. Its curriculum and mission match well with the institutional priorities, while also representing a clear vision of how it sees itself in the field.

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

Strengths:

- The curriculum is built on a strong model for disciplinary excellence.
- Faculty owned the assessment culture.
- The Provost and Dean support departmental autonomy and sustainability.
- All agree more marketing and awareness is necessary.
- Student enthusiasm and support for the program exists due to faculty commitment.

- Excellent support for technology exists.

Weaknesses:

- Faculty workload, particularly with course rotations, is heavy.
- There is a need for a composition specialist.
- There is a lack of institutional data to make sound decisions for recruiting, assessment, and curriculum.

2(B). Briefly summarize the review recommendations

- Simplify the assessments by partnering with the assessment director to build easier processes for the department to manage.
- Streamline and simplify some of the learning outcomes and remove others.
- Collaborate with marketing and admissions to develop more recruiting.
- Make platforms for internal recruitment practices and outreach, such as 2+2 programs, double major tracks, and New Tricks as outreach.
- Increased enrollments in the Beacom college means a need for more composition in the general education classes.
- Empower students to recruit for the program.

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 recent Title III grant has created a more robust support for composition across a wider slate of courses. It has also added greater capacity to understand the institutional data we have and are creating to meet the grant's reporting requirements.
- A new degree program was added this year, Cyber Leadership and Intelligence, that will create more demand for some of our current courses in the English for New Media program. There are also discussions from some of the other programs on campus for more composition courses.
- The University marketing team is growing, and the Dean and faculty are making themselves available for outreach on and off campus, pushing publications to potential students, and recruiting off campus.
- With greater demand for the program's courses, the course rotations and subsequent workload on faculty, the faculty will gain greater regularity and predictability in their teaching assignments.
- Work is also being done to set up an advisory board or join in with the advisory board already existing in Digital Arts and Design.