Project Name:	Digital Studies (DS) Initiative
MIU Round:	Round 2
Sponsor(s):	College of Letters & Science, School of Education, School of Human Ecology
Coordinator(s):	Rob Howard (DS Director), Kristin Eschenfelder (DS Assessment Chair), Jon McKenzie, Greg Downey, Tom Loeser
Partner(s):	Departments of Art, English, Communication Arts, Library and Information Studies
Report Date:	Year 1, July 2011; Year 2, July 2012; Year 3, July 2013

Project Specific Goal and Measures

Project Impact Measure(s)	Increase the digital, information, media and visual literacies of UW-Madison students including their ability to useassess and discuss the impacts of various digital technologies and forms. Create an undergraduate Certificate in Digital Studies and implement the curriculum needed to support the certificate requirements. The DS Committee conducted a baseline assessment of literacy skills and interests from a sample of 60 students in early 2011.
Project Impact Data Source(s)	DS Initiative committee.
Baseline Measure(s)	The DS Initiative did not formally exist before MIU funding. 2010-11 course offering and course enrollments and faculty rosters can serve as a baseline. The DS Committee conducted an assessment of baseline literacy skills from a sample of students in early 2011. The DS Committee has defined program level learning outcomes and ways to measure progress towards those in summer 2012 for implementation in a web survey when the new DS courses and certificate is available.

General MIU Goals and Measures (applicable to project)

A	Increased access in bottleneck areas	- Art 107 (new course) will provide a much needed introductory-level digital media class to undergraduates in the BFA and BS Art majors. - MIU funding is allowing Communication Arts 346 to be taught regularly (and by a faculty member). - SLIS: The new course (LIS 341) will give students from all majors an opportunity to learn digital information management theories and skills that are usually only available to Business or Computer Science majors.

C	Increased capacity for high-impact practices	• Art 107 will be a hands-on studio class of no more than 20 students. • Comm Arts will expand its honors course array. • English: will expand its seminar course array. • SLIS: will offer a course as part of a FIG.
D	Increased student learning and teaching excellence	Develop program-level student learning outcomes related to digital literacies. Formal assessment will start in Year 2.
E	More tenured, tenure-track faculty teaching undergraduate courses	All new MIU faculty hires will teach undergraduate courses.
F	Decreased achievement gaps	Because the DS Initiative courses are new (and have yet to be offered) there is no known achievement gap. The DS Initiative has worked with the PEOPLE program and at SOAR to ensure that minority students know about the DS offering and feel welcome to participate.
G	Attention to diversity in new hires	• Art: Solicited applications from a diverse group of professional and academic associations and a wide range of contacts through other institutions and organizations. Included a preference statements for applicants with experience working with diverse populations. • Communication Arts: Send position postings to point people for the divisions, caucuses, and interest groups of national scholarly organizations in the disciplines of interest including caucuses for minority groups, GLBT, and women. Targeted emails were sent to prominent faculty members working at leading institutions in Media and Cultural Studies and/or Digital Media studies. Postings were also announced in the CHE and many other listserves. • English: Solicited applications from relevant professional organizations, contacts at various institutions, as well as a host of minority and diversity-targeted forums and listserves. • Journalism and Mass Communications: Targeted publicity to three major professional associations reaching a combine audience of 15,000 (Association for Education in Journalism and Mass Communication, The International Communication Association, and The National Communication Association). Specifically targeted the caucuses, interest groups, or divisions related to media and minorities, women in media, media and disabilities, and media and LGBT issues. Announcements were also submitted to the Chronicle of Higher Education and Black Issues in Higher Education. The chair of the search committee contacted HBCUs that have related doctoral programs as well as communication department with strong diversity programs. • Library and Information Studies: Posted notices in a variety of paper and internet locations, some of which are focused on under-represented groups in the LIS field. Emailed posting to diverse faculty in LIS and faculty who do research on diversity.

Progress Reports	
Year 1, 2010-11	• Established Digital Studies (DS) Administrative Structure. • Formalize space and planning design for the Media Studio computer lab in the College Library. • Formalized new courses and plans for assessment of learning outcomes. New courses include: Art 107 (Introduction to Digital Forms), English 236 (Bascom Seminar – Reading and Writing in Electronic Environments), English 307 (topic: Rhetoric, Mashed Up), Communication Arts 200 (Introduction to Digital Communications), Communication Arts 522 (Digitally Documenting Everyday Discourse), SLIS 341 (Building Digital Infrastructures for Culture and Science). • Conducted four successful new faculty searches. • Designed and completed new DS website (digitalstudies.wisc.edu) • Designed curriculum and started the approval process for a Certificate in Digital Studies. • Established relationships with the academic advisors in minority-service programs.
Year 2, 2011-12	• Redesigned and/or developed 6 new digital studies courses including: Art 107, Communication Arts 200, English (course number in progress), Journalism/Mass Communication (course number in progress), Library and Information Studies 301 and 351. • Developed or instructed two Digital Studies FIGs (one in Fall 2011, 2 planned for Fall 2012) • Developed and taught two lecture-lab courses (one taught in Fall 2011, 2 in Spring 2012). • Developed other Digital Studies courses to be added as options to the Digital Studies certificate program. • Developed capstone requirements for the Digital Studies certificate program. • Developed program-level student learning outcomes. Began developing tools to assess student achievement of learning outcome goals. Assessments will be conducted when students register for the certificate and when they complete the capstone requirement. Analysis will compare their self-ratings on 12 activities that demonstrate digital, media, information and visual literacies to their ratings when they started the certificate program.

Year 3, 2012-13	• Taught 9 undergraduate digital studies courses in Medial Studio A in both Fall 2012 and Spring 2013.
	• Hosted four public humanities workshops and TA training in the space.
	• Each collaborating department (Art, English, Communication Arts, Journalism and Mass Communication, Library and Information Studies) offered at least two of the new undergraduate courses in 2012-13. These courses include Art 107 (Introduction to Digital Forms), Inter L&S 102 FIG (Writing and Coding), English 550 (Digital Rhetorics), Communication Arts 346 (Critical Internet Studies), Journalism 670 (Digital Community Service Learning), Journalism 176 (Media Fluency for the Digital Age), Library and Information Studies 301 (Information Literacies in Online Spaces), and Library and Information Studies 340 (What is or was a Book).
	• Assessment: Activities include student assessments of their ability to undertake 12 activities related to digital, media information, and visual literacies when they declare the Digital Studies certificate (baseline) and when they complete the certificate capstone requirement with the goal of having students completing the Digital Studies certificate rating themselves as "confident" or "highly confident" in their abilities in each area. Comparing the assessment outcomes for these students in 2012-13 showed increases in the self assessments of learning gains in all areas.