Department of Design & Industry

Spring Semester, 2015

Proposal for Discontinuance of BAIA Degree Major

The Department of Design and Industry offers a B.A. Industrial Arts, a B.S. in Visual Communication Design, and a B.S. in Industrial Design with a concentration in Product Design & Development, and a concentration in Industrial Technology (the Industrial Technology concentration has been submitted for discontinuance in a separate document). The department also offers a minor and a M.A. in Industrial Arts.

This proposal is for the discontinuance of the Bachelor of Arts in Industrial Arts degree program starting Fall 2015.

- Students who have applied to BAIA program for Fall 2015 will be advised of the discontinuance and advised of other options, either within the department or at other institutions.
- BAIA majors admitted on or before Fall 2014 will have the option to continue in major through graduation, or choose one of the other programs offered in the department.

Rationale: The BAIA is attracting very few applications (see data, below) yet requires its own contract, public information in the bulletin, department web page, advising, etc. This degree declares itself to be interdisciplinary yet students almost always focus on courses offered in the Visual Communication Design (VCD) major.

Having fewer major options will better facilitate allocation of resources and improve class scheduling. History: The original reason for retaining a DAI BA degree was to serve as a general degree from which a concentration in Visual Communication Design or Industrial Design would recruit students via portfolio review. Unfortunately, the department did not succeed at implementing that plan. After that, we created distinct BSID and BSVCD degrees which have been very successful with applicants, and implemented impaction which has provided the selective admission component of the previous plan.

Impact: The BAIA entails no specialized classes but rather draws on a more introductory subset of the other degrees. Likewise there are no BAIA dedicated facilities, equipment, or instructors. The very small number of students currently in this degree will be able to finish or will be guided to other majors through supportive advising.

Here are SUPPLEMENTAL application statistics since impaction began with the major cohort of 2011:

<table>
<thead>
<tr>
<th>Degree</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAIA</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>BSVCD</td>
<td>59</td>
<td>77</td>
<td>67</td>
<td>111</td>
</tr>
<tr>
<td>BSID/PDD</td>
<td>31</td>
<td>45</td>
<td>36</td>
<td>58</td>
</tr>
<tr>
<td>BSID/IT</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>104</td>
<td>138</td>
<td>116</td>
<td>191</td>
</tr>
</tbody>
</table>
This shows degrees granted for relevant majors (BAIA/PDD and BAIA/VCD discontinued in 2009 not shown):

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>BAIA (no concentrations)</td>
<td>86</td>
<td>73</td>
<td>51</td>
<td>41</td>
<td>19</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>BSVCD</td>
<td>2</td>
<td>31</td>
<td>46</td>
<td>68</td>
<td>60</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>BSID/PDD</td>
<td>21</td>
<td>19</td>
<td>26</td>
<td>25</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSID/IT</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSIT</td>
<td>19</td>
<td>15</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Conclusion:** Discontinuing the BAIA major will allow the department to optimize resources, enhance class scheduling and enrollment tracking, simplify advising, and render our public and system presentation of degree offerings more straightforward. We see these proposed changes as an opportunity to pull together formerly discrete resources and enhance our remaining undergraduate degree programs.

2. Discontinuance Policy Required Information

A. Importance to the Institution (Weighted 25%)

- **The extent to which the program is consistent with or advances SF State's mission and/or current strategic plan.** Only insofar as it requires considerably fewer units (other than the Complementary Studies 12 additional units now required for BA degrees) and might allow for earlier graduation.
- **The extent to which the program is integral to the curriculum of a department, a college, or the University.** Not as a unique entity in and of itself.
- **The extent to which the program advances the University's goals for access, retention, equity, and social justice.** The BAIA program is neutral on this point except that it does not require advanced, and more challenging classes.
- **The extent to which the program's uniqueness and distinctiveness helps SF State to differentiate itself from other colleges and universities.** None. The BAIA actually resembles a more common design concentration of a fine art degree offered by an Art Department. The BAIA curriculum now consists of an interdisciplinary mix of foundation and introductory courses that vary based on the needs of each individual advisee. It does not form a distinct program apart from the other undergraduate degrees, the Bachelor of Science in Industrial Design (BSVCD) or the Bachelor of Science in Visual Communication Design (BSVCD). There are no DAI courses that are unique to the BAIA and it only distinguishes itself by fewer required classes and proportionately more electives than the BSID or BSVCD.
- **The extent to which the program serves people in ways that no other program does, or serves a
unique demographic or societal function. Only insofar as it requires fewer units (13 or 15) than either the BSID or the BSVCD if one does not count the new Complimentary Studies elective requirements of each SFSU BA degree.

B. Quality of the Program Inputs, Processes and Outcomes (Weighted 50%)

- **Quality of curriculum and curriculum delivery.**
  The BAIA does not intersect with any of these parameters separately from the BSID or BSVCD because it does entail any unique courses of its own.

- **Quality of faculty (and staff, where appropriate)**
  This parameter is not an issue in the proposal to discontinue this degree program.

- **Strength of teaching performance**
  This parameter is not an issue in the proposal to discontinue this degree program.

- **Outcomes.**
  Most BAIA students succeed in completing the program, except for those that switch to either the BSID or the BSVCD degree program in order to access advanced design courses.

C. Efficiency and Demand for the Program. (Weighted 25%)

- **Demand for the program.**
  - **External and internal demand**
    - The BA is a liberal arts degree program as designated by NASAD, which also designates the BS as a liberal arts degree, but with some professional preparation content. Given that we are seeing very few applications for the BAIA, we want to focus our curriculum on the BSID and the BSVCD in order to serve the professional aspirations of the vast majority of our majors within the valuable context of a liberal arts education. SEE CHART, ABOVE.

    - **Services provided by the program to the University** – None unique to the BAIA

    - **Enrollments in courses required for other programs** – Due to low numbers of applicants to this program, no significant enrollments of this sort.

    - **Proportion of enrollments for other majors, minors, and general education**
      - Due to low numbers of applicants to this program, no significant enrollments of this sort.

    - **Other programs that would suffer, or possibly fail, without the service courses provided by the program**
      - Because the programs in DAI are impacted, many courses are restricted to majors, with the exception of DAI 256, (GE C1: Arts), DAI 210 and DAI 227 (all of which the department will continue to offer).

- **Revenues, expenses, and efficiency.**
  - **Resources allocated to the program**
    - Due to the very low number of applicants, resources allocated to this program are minor.
- Resources generated by the program
  - Not significantly discrete from other DAI programs.

- Equipment and capital items generated by the program
  - Not significantly discrete from other DAI programs.

- Costs and other expenses
  - Not significantly discrete from other DAI programs.

- Opportunities. Evidence of existence of future opportunities for this program. Opportunities are emerging, or will be emerging, which could change the nature of the academic program's entire role and situation within or outside of the university. These opportunities would have been previously nonexistent; engaging with these new opportunities would amount to a complete paradigm shift for the program.
  - The BA does not have enough professional preparation course content to attract adequate levels of applicants.

- Were there different viewpoints in the Department surrounding these curricular changes? If so, what were they? How were they accommodated or resolved? What were the Curricular bases for the differences in opinion?
  - There was one vote against this proposal. The point made by this faculty was that this one of our "root" programs. The majority opinion was that DAI has evolved over the last 10-15 years in parallel with the professional design disciplines and the increasingly prominent role of design in many industries (consumer electronics, online media, technology, etc.) and that has required more professional content to prepare students for the rigors of the increasingly numerous design roles in industry and institutions of all sorts.

- Specifically, how were the results of your student learning outcomes assessment used to develop the proposed curricular changes?
  - No, rather the low number of students’ applications to this program was the key factor.

- What relationship, if any, do these proposed changes have to recommendations from the Department’s last program review?
  - None.