DAI Proposal for Discontinuance of IT Concentration of the BSID Degree Major
March 30, 2015

1 Department of Design & Industry
2 Proposal for Discontinuance of IT Concentration of the BSID Degree Major
3 Contact: Jane Veeder, Chair, Department of Design and Industry

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

8 This proposal is for the discontinuance of the Industrial Technology concentration of the Bachelor of
9 Science in Industrial Design degree program starting Fall 2015.
10 - Students applying to DAI in Fall 2015 will not have the BSID/IT option to select.
11 - BAIA majors admitted on or before Fall 2014 may continue in that concentration through graduation.

12 Rationale: The BSID/IT concentration is attracting very few applications (see data, below) yet requires
13 its own contract, public information in the bulletin, section on the BSID department web page,
14 advising, etc. Many of the applicants to this concentration do not express an understanding of this
15 program in their application statements of purpose, often confusing it with construction management
16 or architecture, etc. The majority of non-foundation units for this major are for courses in other
17 departments, giving DAI little control over the BSID/IT curriculum content or course offerings. At the
18 same time, the very low number of BSID/IT majors makes it very difficult to offer the only two DAI
19 classes required for this concentration (DAI 332 and 532) in the present climate of optimization,
20 efficiency, and unstable state support, thus presenting BSID/IT majors with an unpredictable
21 enrollment picture.

22 The original products of this degree were high school shop teachers and managers in manufacturing
23 industry and the remaining industrial technology programs in the CSU reside in colleges of engineering
24 (SJSU and CSLA), agricultural sciences and technology (Fresno), and business (Cal Poly). Since the mid-
25 1990’s, DAI has seen its student body shift dramatically toward design. The BSID/IT contributes to a
26 confusing public picture of DAI majors which has the potential to adversely impact department support
27 since data is collected and analyzed per degree program in the CSU, not by department.

28 In 2004, DAI voted to discontinue the BSIT degree but this request was denied by the faculty senate.
29 With the successful proposal of the BSID degree in 2008/09 and the creation of the Industrial
30 Technology Concentration, the BSIT degree was discontinued.

31 Recently, California community colleges were granted the ability to offer 4 year Bachelor degrees and
32 many of these new programs have an industrial technology focus e.g. Industrial Automation, Bakersfield
33 College, and some are aligned with emerging sectors in US manufacturing, e.g. Bio-Manufacturing.
MiraCosta College. Community colleges already offer Associate degrees that align with the sort of basic skills required for entry level production roles (vs design roles) in industrial employment. In these programs and their industrial technology historical counterparts, the emphasis is on learning how the relevant technology works. By contrast, our program has evolved quickly in the direction of learning technology in order to apply it (e.g. 3D printing, HTML/CSS) toward a design goal (e.g. a product design, a web design).

**Impact:** The single faculty member who teaches the two remaining BSID/IT courses also regularly teaches a DAI foundation course and has experience teaching other DAI courses. We have begun working on further integrating his abilities into the remaining BSID program. The few students currently in this degree will have the option to finish or choose to change to the Product and Design concentration or the Visual Communications major. Given the low application rate for the BSID/IT concentration, the impact on required courses in other programs (sciences and business) will be minimal.

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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<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>
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</tbody>
</table>
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Conclusion: Discontinuing the BSID/IT concentration will enable DAI 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. Over the last 20 years, DAI's mission has moved further away from the original, manufacturing technology focus of this concentration.

- 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. Out of a total of 63-64 units, BSID/IT majors take 24 units outside DAI (in Business, Math, and Science courses), and the concentration only has at most two or three DAI courses that are unique to it.

- The extent to which the program advances the University's goals for access, retention, equity, and social justice. The BSID/IT concentration seems neutral on this score and given the low enrollment seems unlikely to have an impact. By comparison, the BSID/Product Design & Development concentration and the BS in Visual Communication Design (graphic design & digital media) have expanded along with dramatic growth in the relevant industry sectors, providing a diverse student body access to a career path with exciting promise.

- The extent to which the program's uniqueness and distinctiveness helps SF State to differentiate itself from other colleges and universities. Most industrial technology programs in the CSU have been discontinued and the remainder are not in the same college as design programs as noted in the rationale section, above.

- The extent to which the program serves people in ways that no other program does, or serves a unique demographic or societal function. Industrial technology topics (often with an updated and/or localized focus) are becoming the province of California community colleges, both in Associate degrees and in the new 4 year technical specialty degrees so our remaining fragment of the once broader BSIT curriculum does not make the unique and valuable contribution it once did.

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

- Quality of curriculum and curriculum delivery.
Not the issue. We no longer have the type of specialist technology courses or facilities required to support a full, updated industrial technology program.

- Quality of faculty (and staff, where appropriate)
  Not the issue. We no longer have the type of specialist technology faculty required to support a full, updated industrial technology program.

- Strength of teaching performance
  We have one remaining faculty member (electronics) who teaches two DAI industrial technology specific courses.

- Outcomes.
  Not the issue. Most of the IT concentration students complete the program, not including those who switch majors to the Product Design & Development concentration of the BSID.

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

• Demand for the program.
  o External and internal demand
    The National Association of Schools of Art & Design designates the BA as a liberal arts degree program, and the BS degree as a liberal arts degree 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 overwhelming majority of our majors within the valuable context of a liberal arts education. SEE CHART, ABOVE.

  o Services provided by the program to the University –
    None unique to the BAIA

  o Enrollments in courses required for other programs –
    Due to low numbers of students in the program, loss of enrollment in courses required in other programs will be minimal.

  o Proportion of enrollments for other majors, minors, and general education –
    Minimal impact due to low numbers of students in this program.

  o Other programs that would suffer, or possibly fail, without the service courses provided by the program –
    Not applicable. Most DAI courses are restricted to majors with the exception of DAI 256 (GE C1: Arts), DAI 210 and DAI 227 (not GE) which the department will continue to offer.

• Revenues, expenses, and efficiency.
  o Resources allocated to the program
    Due to the very low number of applicants, small number of dedicated courses and one senior faculty, resources allocated to this program alone are small.

  o 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.

  Opportunities in this discipline are growing in the California Community College system, not in the CSU.

- **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 the direction of design and that our small department should focus our resources on design areas that are in demand and likely to grow in the future.

- **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.