Cover/Signature Page – New Programs Follow-up Report Template

Institution Submitting Request: University of Utah Program Title: Multi-Disciplinary Design Minor

School or Division or Location: School of Architecture

Department(s) or Area(s) Location: 235 AAC

Recommended Classification of Instructional Programs (CIP) Code¹: 04.0201

Board of Regents' Approval Date: 01/10

Proposal Type (check all that apply):

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Regents' General Consent Calendar Items						
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar						
SECTION NO. ITEM						
5.6.1	Three-Year Follow-Up Report of Recently Approved Programs					
5.6.2	Two-Year Follow-Up Report of Fast Tracked Certificate					

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature Date: MM/DD/YEAR

Printed Name: Name of CAO or Designee

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Report – Third-Year Report Template School of Architecture Multi-Disciplinary Design Minor 11/13/2013

Program Description

The Minor in Design is a plan of study developed for an undergraduate student who has a strong interest in understanding the creative process of the intentional making of products and ideas that serve humans for both individual and collective needs. The students in the Design Minor program will learn the processes, techniques and tools of Design in general and be exposed to different specific areas of Design such as architecture, industrial design, interface design, industrial design and print media. Using "design thinking" as a model, the curriculum and course projects will be constructed to present the conceptual ideas such as emotion, desire and aesthetics in the context of the rational, systematic and scientific. The Board of Regents of Utah approved this program in January 2010. The program officially began accepting student in the Fall Semester of 2011-2012 academic year.

Enrollment and Revenue Data

Departmental/Unit	Prior to Program Implementation	Year 1		Year 2		Year 3		
Enrollment and Staffing Data		Est.	Actual	Est.	Actual	Est.	Actual	
Total Department Student FTE (Based on Fall Third Week Data)	0	17	21.67	34	27	51	39.8	
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)	0	1	1.25	2	2.0	3	3.5	
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)	0		17.3:1		13.5:1		11.37:1	
Program Level Data								
Total Number of Declared Majors in Program	Х	15		30		45	38	
Total Number of Program Graduates	Х	0	2	4	4	8	7	
Departmental Revenue								
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)	0	32,000	75,000	32,400	114,273	64,800	292,137	
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)	0	Х	53.85	Х	271.60	Х	217.17	

*****Please note that these numbers for salary and revenue are for all of design and not just minor and SCH is budgeted not total. Numbers for declared minor students per year are not tracked*****

Institutional Analysis of Program to Date

The Muliti-Disciplinary Design minor is close to meeting the estimates that were given in the proposal. We have found that the demand steadily increases each year as more and more students become aware of it. We are seeing an increase in the diversity of majors that are declaring the major. This includes students from Engineering, Business, Communication and Chemistry. The program has a good core of faculty and adjuncts that are consistently teaching the courses that helps with continuity. In the past the program has relied upon word of mouth for marketing. However, it is becoming evident that we will have to have a strategic marketing campaign to continue the growth. This will bring up the issue of space for studio courses that is constantly an issue for our college.

Employment Information

Specific quantitative data about the placement of students who have received this minor has not been obtained and is difficult to access since many students are outside of our major. It is also difficult to assess how many students have received employment because of the additional skills that they have acquired through participation in the minor. Anecdotally, we have heard from two students that have indicated the skills that they acquired in the minor differentiated them from others in the job search.