



**Statement of Need for the
Bachelor of Applied Science Degree
in Interior Design**

December 29, 2017

by

Clover Park Technical College

4500 Steilacoom Blvd. SW

Lakewood, WA 98499

cptc.edu

**COVER SHEET
STATEMENT OF NEED**

Program Information

Institution Name: CLOVER PARK TECHNICAL COLLEGE

Degree Name: Bachelor of Applied Science in Interior Design CIP Code: 50.0408

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS-T Interior Design CIP Code: 50.0408 Year Began: 1996

Degree: AAT Interior Design CIP Code: 50.0408 Year Began: 1996

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2019

Projected Enrollment (FTE) in Year One: 12 at Full Enrollment by Year: **2022**

Funding Source: State FTE: Self-Support: Other:

Mode of Delivery

Single Campus Delivery: Clover Park Technical College

Off-site: Internship Opportunities

Distance Learning: online and/or hybrid courses

Statement of Need: *Please see criteria and standard sheet. Page Limit: 20 pages*

Contact Information (Academic Department Representative)

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Chief Academic Officer

Date

**APPLIED BACHELOR DEGREE
STATEMENT OF NEED CRITERIA**

CRITERIA	STANDARD
1. Relationship to institutional role, mission, and program priorities.	Describe how the proposed program reflects and supports the role and mission of the institution and reflects program priorities.
2. Support of the statewide strategic plans.	Describe how the program will support SBCTC Mission goals outline in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.
3. Employer/community demand for graduates with baccalaureate level of education proposed in the program.	<ul style="list-style-type: none"> •Employer demand must exceed regional supply of graduates with relevant degrees. •Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates verses the number of job opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance.
4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.	Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.
5. Student demand for program within the region.	Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards. Include enrollment projections for each year over the next five years.
6. Efforts to maximize state resources to serve place-bound students.	<ul style="list-style-type: none"> •Describe how program will serve place-bound working adults. •Identify similar program offered by public or independent institutions in the region. •Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and /or community organizations considered in the development of the proposal and include a brief description of initial conversations. •Describe collaboration with similar CTC BAS programs and related CTC Centers of Excellence. •Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.

Introduction

“A bachelor's degree in interior design is your best bet for working in this field.”
-Worldwidelearn.com¹

In the United States interior design revenue has consistently been on the rise since 2010 and is projected to continue this pattern reaching approximately \$12.7 billion by the year 2020.² Our goal is to serve this engaging and diverse growing industry by providing the South Sound area with a Bachelor of Applied Science in Interior Design degree option at Clover Park Technical College.

Interior Design applied baccalaureates are underserved in our area. We propose implementing a BAS-Interior Design (BAS-ID)) degree to better qualify our interior design graduates for positions with the number of architecture, design and design-build firms in the area requiring this level of education. The following proposal demonstrates how offering a Bachelor of Applied Science in Interior Design degree supports the college’s mission and goals; addresses the goals of the state’s master plan for education; and meets student and employer demand.

Criteria #1

CRITERIA	STANDARD
1. Relationship to institutional role, mission, and program priorities.	Describe how the proposed program reflects and support the role and mission of the institution and reflect program priorities.

Clover Park Technical College (CPTC) is guided by its vision, mission, program priorities, and core themes.

Vision: Transforming lives, enriching communities and enhancing futures by creating an environment of innovation, equity and excellence through education.

Mission: The Bachelor of Applied Science in Interior Design supports Clover Park Technical College’s mission, “Educating Tomorrow’s Workforce” and underscores our program’s commitment to developing a Bachelor of Applied Science degree in Interior Design for our students and community. The interior design faculty at CPTC are dedicated to meeting the needs of industry in our region, increasing the presence of our graduates in the community and the interior design industry, and ensuring students are well-qualified for a variety of interior design opportunities upon graduation. Increasingly, employers in industry are expecting “tomorrow’s workforce” to begin entry-level positions with a bachelor’s degree specifically in interior design, particularly larger architecture/design firms and those focusing on commercial design.

¹ <https://www.worldwidelearn.com/online-education-guide/arts-humanities/interior-design-major.htm>

² <https://www.statista.com/forecasts/409745/united-states-interior-design-services-revenue-forecast-naics-54141>

Institutional Role. The technical college role is to serve the community as an open admission educational resource that is responsive to both student and business needs. The Bachelor of Applied Science in Interior Design program will serve our local community in this role. As the only applied baccalaureate program, the BAS-ID will fill the needs of place-bound, working adults needing a four-year degree to progress in their field. Our Advisory Committee, composed of representatives from local business, has requested this degree.

Program Priorities. Graduates awarded the BAS-ID degree will be well prepared to enter tomorrow's workforce. Our AAT and AAS-T graduates currently enjoy an excellent employment rate. The mission of the BAS-ID program is to provide business and industry with highly competent employees capable of advancing in their field. The BAS-ID degree is in line with the program priorities. BAS-ID graduates, while qualified for entry-level jobs, will also qualify for jobs requiring a baccalaureate degree and training in interior design. This should move them up the pay scale initially and position them for future promotion without the need for additional training. The positioning for promotion without additional training is significant, and goes to the heart of the word choice "Educating" vs "Training" in the College mission statement. The Applied Bachelor's degree will supply the tools needed for today's job as well as the next stage in our graduate's career.

These program priorities directly lead to and tie in with CPTC's Core Themes: *Workforce Preparation, Student Success, and Institutional Excellence.*

Core Theme Workforce Preparation: Interior design is a profession in which it is imperative to stay current within the industry and for the program to provide students with opportunities that will allow them to be successful within that industry. While we encourage students to obtain degrees, we also welcome interior design personnel in industry who take our courses as continuing education, for instance updating their skills in kitchen and bath, without the option of pursuing a baccalaureate degree. The BAS-ID will increase workforce preparedness opportunities by offering the degree and allowing designers with an associate's degree expanded continuing education possibilities.

Core Theme Student Success: This program is designed for working, place-bound adults from the community as well as current students and alumni, enabling them to progress in their careers to positions of increased income and responsibility. The college is committed to facilitating student success through innovative, targeted instruction that meets the needs of the student and the workforce.

Core Theme Institutional Excellence: Building a bridge for students to obtain a baccalaureate degree, through targeted instruction, advisory committee input, local employer input, and positioning this program into the Guided Pathways model to which the college is currently working all contribute to institutional excellence.

College Strategic Priorities: The College has three Strategic Priorities: 1) Increase student success and educational access, 2) Respond to local community and business & industry, and 3) Become more entrepreneurial.

Offering an applied baccalaureate in Interior Design at CPTC will certainly *increase student success*, as obtaining the degree will make them eligible for many more opportunities in our industry. This offering will also *increase educational access*, as currently there are no bachelor degree options in interior design offered in Washington State within a 40-mile radius. The nearest opportunity is Bellevue College, approximately two hours away due to traffic conditions.

In addition to serving the students, the BAS-ID would be *serving our local community and business & industry* by producing interior design graduates ready to start any entry level position with the required qualifications, both in education level and skills, or progress in their established job. A survey of employers was conducted, as will be described in a later section. The survey found that approximately half of all job listings for interior design in this region required a four-year degree.

Criteria #2

CRITERIA #2	STANDARD
1. Support of the statewide strategic plans.	Describe how the program will support SBCTC Mission goals outline in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

Offering a Bachelor of Applied Science in Interior Design at Clover Park Technical College clearly aligns with the Mission Study goals outlined in **Washington’s State Board for Community & Technical College’s Mission Study**.³

The study notes on page three that, “Our state’s most urgent need is to *educate more people to higher levels of skill and knowledge*.” One primary challenge the study proposes, “*is to educate those who have been under-represented in our higher education system*.”⁴ It is, and has been, a goal of Clover Park Technical College to serve students from all backgrounds. CPTC hosts a unique diversity of backgrounds within our student population, as noted in Table 1 on the following page. The College maintains an open enrollment policy.⁵

³ Washington State Community and Technical Colleges. Mission study. Retrieved from <https://www.sbctc.edu/about/agency/initiatives-projects/mission-study.aspx>

⁴ Washington State Community and Technical Colleges. Mission study. Retrieved from <https://www.sbctc.edu/about/agency/initiatives-projects/mission-study.aspx>

⁵ Fact Sheet. Clover Park Technical College. Retrieved from <http://www.cptc.edu/institutional-effectiveness>

Disaggregated Student Populations	Percentage of Student Body
Working while attending school	51%
Students of Color	43%
Students with Children	41%
Students Receiving Need-Based Financial Aid	57%

Table 1. Sample Diversity Characteristics of Student Body

Page 4 of the study states, “Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need.”⁶ Once again, this offering supports that need and the needs of our students and community. A recent poll of current students and alumni produced a very positive response towards a BAS in interior design, but are place bound, working adults, often with children and family obligations. Nationally, online bachelor’s degree options are currently available for interior design; unfortunately, they are through private institutions and simply unaffordable to our students. Adding the BAS-ID option at CPTC will allow this population and others within our interior design program the opportunity to take their education and careers to the next level; an opportunity they may otherwise not have, as moving or commuting is a luxury that many of our students cannot afford, particularly as the daily commute will average about four hours.

Developing this BAS-ID program directly supports the State’s twenty-year **action plan** by allowing us to *serve more people (1), contribute to the production of baccalaureate degrees (4), and with the hybrid format promote the adoption of web-based and mobile technology tools for eLearning and online student services (9).*

Washington Student Achievement Council’s (WSAC) Strategic Plan for 2017-19 notes in the Executive Summary three key challenges that need to be addressed to meet Washington’s education needs: 1) Closing gaps in educational outcomes for historically underrepresented populations, 2) Improving postsecondary recruitment, retention, and completion for working-age adults, and 3) Making college affordable for low- and middle-income students.⁷

By offering a Bachelor of Applied Science in Interior Design at CPTC, we will be supporting challenge number one, *closing gaps in educational outcomes for historically underrepresented populations*, as CPTC serves these populations, and would become the only baccalaureate program with open enrollment for interior design in Southwestern Washington. Bringing this degree option to Clover Park Technical College will open up many opportunities for the region we serve. A good portion of CPTC’s student population are tied to the area by work and/or family obligations, and/or simply cannot afford the schools farther north that currently offer a bachelor’s degree in our field of interior design. The BAS-ID will be designed for place-bound working adults.

⁶ Washington State Community and Technical Colleges. Mission study. Retrieved from <https://www.sbctc.edu/about/agency/initiatives-projects/mission-study.aspx>

⁷ Washington Student Achievement Council Strategic Action Plan. Retrieved from <http://www.wsac.wa.gov/strategic-action-plan>

The average age of a student is 30 years. These students not only are older than the traditional university student, many have work or family obligations and might be progressing toward a new career. New opportunities, like the BAS-ID offering for this population, will encourage and allow these students to return to school and complete a degree that will put (or keep) them in higher paid positions than what an associate degree alone may offer. By doing so, we would be supporting the second challenge of *improving postsecondary recruitment, retention, and completion for working-age adults*.

As the two private schools farther north that offer a bachelor’s degree in interior design are less affordable and prohibitively far away for our student population, bringing the baccalaureate option to Clover Park Technical College will support the third challenge of *making college affordable for low- and middle-income students*.

Criteria #3

CRITERIA #3	STANDARD
2. Employer/community demand for graduates with baccalaureate level of education proposed in the program.	<ul style="list-style-type: none"> •Employer demand must exceed regional supply of graduates with relevant degrees. •Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates verses the number of job opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance.

The proposed Bachelor of Applied Science in Interior Design degree will supply demand in Pierce, Thurston, Mason, Kitsap and Grays Harbor Counties, as well as help supply the increasing demand in King County. According to the Bureau of Labor Statistics’ Occupational Outlook Handbook for Interior Designers, the typical entry-level education required is a bachelor’s degree; and according to their Occupational Employment Statistics, Washington State was in the highest category of employment for interior designers at 1,510 and the highest category for annual mean wage at \$58,320 annually. The Tacoma-Lakewood, Washington metropolitan division showed 100 employed interior designers in 2016 and was listed as one of the top paying metropolitan areas in the United States with an annual mean wage of \$68,360. The Seattle-Bellevue-Everett, WA Metropolitan Division was listed as one of the areas in the United States with the highest employment level in this occupation at 1,260.⁸

⁸ 27-1025 Interior Designers. (n.d.). Retrieved July 13, 2017, from <https://www.bls.gov/oes/current/oes271025.htm#st>

Area name	Employment	Hourly mean wage	Annual mean wage
Seattle-Bellevue-Everett, WA Metropolitan Division (0042644)	1260	28.56	59,390
Seattle-Tacoma-Bellevue, WA (0042660)	1350	28.86	60,030
Tacoma-Lakewood, WA Metropolitan Division (0045104)	100	32.87	68,360

Table 2. Occupational Employment Statistics for Interior Design (SOC code 271025) – Period: May 2016⁹

Projections show an increase of 17.2% in employment of interior designers is expected to occur in Washington State by 2024.¹⁰

Area	Title	Base	Projected	Change	% Change
Washington	Interior Designers	2,330	2,730	400	17.2

Table 3. Long Term Occupational Projection.

According to the United States Census Bureau’s 2016 information, only 6,301 (7.8%) of the population in Pierce County ages 18 to 24 have earned a bachelor’s degree or higher, and only 140,235 (approx. 25.4%) of those age 25 years and over have earned a bachelor’s degree or higher, which is lower than the national averages of 10.2% and 30.3% respectively.

The Washington State Employment Security Department shows interior design as an “in demand” profession in King County, the most populous county of Washington State, and the central component of the greater Puget Sound Region (the I-5 corridor) to which CPTC supplies employers with competent, well-trained workers. Washington State and Pierce County show the demand as “balanced.”¹¹

Demand	Workforce development area
↑ Demand	Seattle King WDA: King County
↔ Balanced	Pierce WDA: Pierce County
↔ Balanced	Statewide

Table 4. Occupational Demand for Interior Designers (SOC# 271025) updated by Washington State’s Employment Security Department 07/31/2017.

A recent survey of local job postings for interior designers indicated that approximately half of all job listings, or 17 of 35 unique employer postings, required a baccalaureate degree in interior design. Six additional postings required a degree but did not specify the level. An

⁹ (2015 Data – latest data available) (n.d.). Retrieved December 11, 2017, from <https://www.universities.com/find/washington/best/interior-design-degrees>

¹⁰ Data Access and Dissemination Systems (DADS). (2010, October 05). Your Geography Selections. Retrieved January 03, 2018, from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_16_5YR_S1501&src=pt

¹¹ <https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/occupations-in-demand>

additional three required or preferred an associate’s degree at minimum, and nine did not specify their education requirements. These statistics indicate that CPTC students with a BAS-ID will have a distinct advantage in the local job market. While college tracking data shows interior design associate degree students have maintained approximately a 74% rate of employment within three months upon graduation, students with associate degrees tend to be limited to positions such as sales, showroom consultant, and assistant positions, rather than interior designer positions, particularly at architecture/design firms.

Annual Industry Demand	Annual Supply w/Bachelor’s Degree	Gap
Pierce County Average Job Openings: 59	Pierce County Average Supply: 0	59
King County Average Job Openings: 644	King County Average Supply: 48 Bellevue College ⁹ 25 Seattle Pacific Univ. ⁹ 12 Art Institute of Seattle ⁹ 11	596
WA State Average Job Openings: 944	WA State Average Supply: 80 Washington State Univ. 32 Seattle Pacific Univ. 12 Bellevue College 25 Art Institute of Seattle 11	864
Grand Totals	Total Supply 128	Total Gap 864

Table 5. Average Demand/Supply Gap for WA State and Pierce/King Counties, Interior Design Baccalaureate-Level Jobs.¹²

Table 5, on the previous page, shows the average gap between job openings and graduates for Washington State as well as King and Pierce Counties. Additional information is in Appendix A. Information was not available for other nearby counties.

There are currently no colleges or universities in the Pierce County or Southwestern region of Washington or to the west of the Puget Sound that offer a bachelor’s degree in interior design. There are only three colleges or universities in Western Washington that offer a bachelor’s degree in interior design. Two of those are private institutions, and none within a 40-mile radius of CPTC’s Lakewood campus. For potential students that live south or west of our campus, it is even farther.

¹² <https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/occupations-in-demand>

Criteria #4

CRITERIA #4	STANDARD
3. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.	Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.

Clover Park Technical College currently offers an Associate of Applied Science-T, which will be used as the foundation for the proposed applied baccalaureate program. It is a 6-quarter program of 105 program-specific credits and 23 general education credits. More information is in the Scope and Sequence of the program, located in Appendix B. This program prepares students to work for design and architectural firms, home-furnishing venues, and contractors.

This program is for creative individuals who desire a career in the dynamic profession of interior design. Hospitality, residential, kitchen and bath, and sustainable design are just a few of the many paths an interior designer may embark upon. The instructors are active in the design community, bring realistic projects to the classroom, and are committed to providing the most current materials and standards of the interior design profession.

In addition to the degree program, a Kitchen and Bath certificate option is offered every spring and fall quarter. A Sustainable Interior Design certificate option is offered every quarter. New students or continuing program students may enroll for either option. CPTC intends to explore upper division certificates or concentrations when the BAS-ID is implemented.

Foundational Program Scope and Sequence. The current associate degree in Interior Design curriculum is laid out in the Scope and Sequence found in Appendix B.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
FTE Enrollment	47	40	40	58	60

Table 6. Enrollment FTEs in Interior Design at Clover Park Technical College (FY13 to FY16)

History and Enrollment. Clover Park Technical College’s interior design program has been in existence since the 1970’s, while the current associate degree options began in the summer of 1996. Over the past five years, enrollment in the program has increased, despite general enrollment decline of the college overall, as seen in Table 6, above.

Criteria #5

CRITERIA #5	STANDARD
4. Student demand for program within the region.	Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards. Include enrollment projections for each year over the next five years.

Current Student Interest. Positive feedback was received by currently enrolled CPTC students related to their interest in a BAS in Interior Design. A total of 56 students from three cohorts were asked to complete an anonymous survey during face to face classes. Students were provided the following context for the survey:

“CPTC would like to develop a baccalaureate program in Interior Design. Graduates will be well prepared for positions in related fields and to seek a master’s degree. CPTC already has a memorandum of understanding in place with Western Governors University for CPTC BAS-OPM students to obtain an MBA. The BAS in Interior Design at CPTC would offer the only baccalaureate program in this field within the South Sound region, which includes Federal Way to Portland, Oregon. This program would also serve the Washington peninsula. The program currently has students from Aberdeen, Bremerton and as far north as Bothell. The availability of a BAS in Interior Design is lacking in the Western Washington region, while the demand for a BAS in Interior Design has grown. A BAS in Interior Design is intended for those who have received their associate degree and are seeking to advance their careers while working.”

A survey of three cohorts of current students had a 61% response rate, or 68 students. Results of the survey is located in Table 7, below.

Survey Question	Positive	Negative
Would you be interested in a BAS in Interior Design?	34	0
Would you be inclined to receive this degree from CPTC?	34	0
TOTAL	68	0

Table 7. Current Student Survey of Interest.

Additionally, students were offered an opportunity to comment anonymously on the possible BAS and had very positive feedback relating to the need for this type of education pathway for place-bound students in the South Sound region:

“Hurry!”

“I’m quite impressed with the program and would love to be able to achieve a BAS in Interior Design. Currently, most of the job market requires it.”

“Please, yes! This would be amazing! No other school compares to this environment and the teachers are by far the best I’ve encountered. I’d love to continue my education here at CPTC for my BAS with my new family! This would make obtaining a Bachelor’s possible for me.”

“Should have been offering this long ago. Love the way the teachers teach and the overall environment of the classes.”

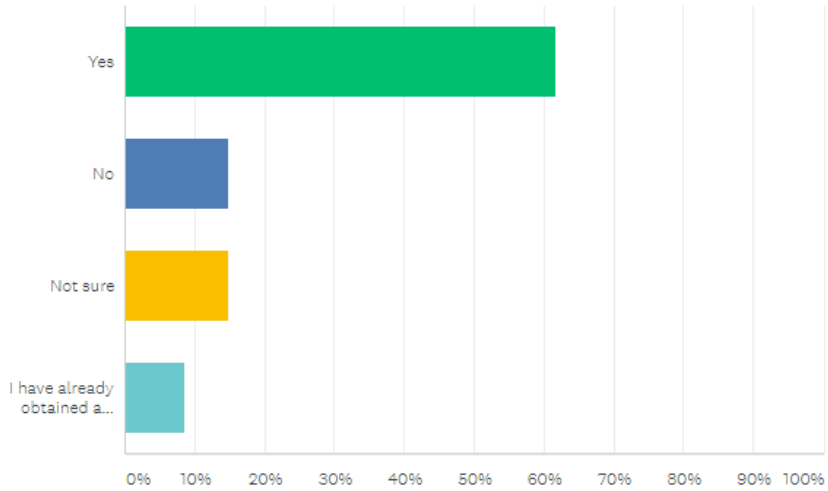
“Do it! Sooner than later.”

“I would love to continue and get my BAS at the same program I have been doing.”

Alumni Interest. CPTC Interior Design alumni were also queried. In an anonymous two question survey to CPTC’s Interior Design program alumni, the responses are also in support of a BAS in Interior Design being offered at CPTC. The questions and answers are located in Table 8, on the next page.

Do you have a desire to obtain a bachelor's degree in interior design?

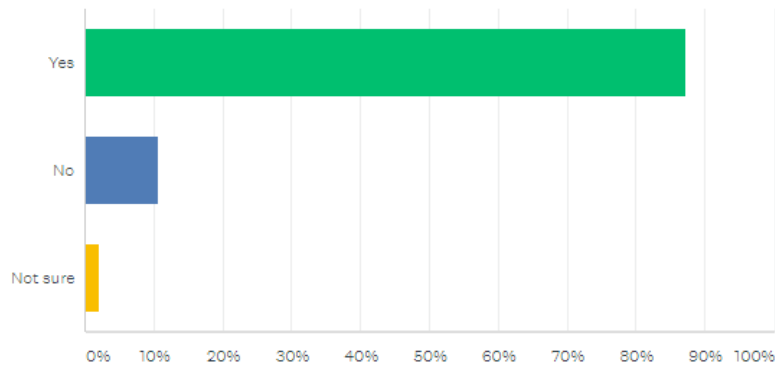
Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	61.70% 29
No	14.89% 7
Not sure	14.89% 7
I have already obtained a bachelor's degree in interior design.	8.51% 4
Total	47

Would you be likely to pursue a bachelor's degree in interior design at Clover Park Technical College if one were offered? Or, if you have already obtained a bachelor's degree in interior design, would you have been likely to pursue that degree at CPTC should one have been offered at the time?

Answered: 47 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	87.23% 41
No	10.64% 5
Not sure	2.13% 1
Total	47

Enrollment Projections for Proposed Bachelor’s Degree:

We anticipate a small group to start off with our first year, but anticipate a steady incline over a five- year period.

2019-20	2020-21	2021-22	2022-23	2023-24
12	12	15	17	17

Table 9. Conservative Anticipated Enrollment Projections.

Additional Data and Information:

The BLS’s Occupational Outlook Handbook states, “Interior Designers usually need a bachelor’s degree with a focus on interior design.”¹³

Worldwidelearn.com: “A bachelor's degree in interior design is your best bet for working in this field.”¹⁴

Interior design education is a requirement for eligibility to take the National Certification for Interior Design Qualification (NCIDQ) exam. While an associate degree is sufficient for the education portion of the eligibility requirements, the Council for Interior Design Qualification (CIDQ) requires these graduates to gain more years of experience in the field before one can be fully eligible compared to those whom have obtained a bachelor’s degree. While Washington State currently has no licensing requirements for interior designers, approximately 27 states and provinces do, and passage of this exam is a requirement in most of these areas in order to be a licensed interior designer.

Conclusion:

The results of the surveys indicate that there is a need and an interest for a BAS in Interior Design at CPTC. Not only would, potentially, a significant number of current students continue on for their BAS, but graduates from the program have expressed an interest in returning for their bachelor’s degree. CPTC is excited to begin offering this pathway to a BAS in Interior Design to its students, so that they may qualify for the ever-expanding opportunities available in the design industry.

¹³ <https://www.bls.gov/ooh/arts-and-design/interior-designers.htm>

¹⁴ <https://www.worldwidelearn.com/online-education-guide/arts-humanities/interior-design-major.htm>

Criteria #6

CRITERIA #6	STANDARD
5. Efforts to maximize state resources to serve place-bound students.	<ul style="list-style-type: none"> •Describe how program will serve place-bound working adults. •Identify similar programs offered by public or independent institutions in the region. •Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and /or community organizations considered in the development of the proposal and include a brief description of initial conversations. •Describe collaboration with similar CTC BAS programs and related CTC Centers of Excellence. •Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.

Place-bound Working Adults. Clover Park Technical College is dedicated to serving students who are limited in their ability to access education outside the South Sound service district, although the demographics of the Greater Puget Sound region show many residents commute or relocate across the region for employment. Many students at CPTC are non-traditional students, currently employed, returning to college after a break to prepare for a new career, or pursuing degrees and credentials as a way to access higher paid and more secure employment. To meet the needs of our place-bound students, CPTC has designed multiple, diverse methods to provide access to education in the South Sound region.

CPTC’s Lakewood campus is in an easily accessible location just five minutes from I-5, with easy access to public transportation. Pierce County Transit provides bus access from most areas of Pierce County, with bike racks to allow individuals to easily combine bike and bus transport. Sound Transit depots are located both to the north and south of the campus, allowing access for our students in the Seattle metropolitan area.

CPTC will ensure efficiency in the delivery of the BAS in Interior Design by using both state and local resources to offer a clearly defined pathway to students to transition seamlessly from their AAS-T program to the BAS program. The efficient and consistent delivery will allow employer predictability and encourage employer support of their workforce accessing the BAS program.

Similar Programs and Collaboration. There are no direct competitors for CPTC's BAS in Interior Design because the degree is focused on applied and technical skills necessary to be successful in the regional workforce.

1. Bellevue College offers a BAA in Interior Design, but is 41 miles from Lakewood and over an hour's drive, creating a geographic barrier for place-bound students. Student surveys supported the need for a local option allowing students to achieve a BAS without commuting or relocating. Clover Park Technical College's interior design program currently holds an articulation agreement with Bellevue College's interior design program so that our students may more seamlessly transfer, however the geographic barrier still exists.
2. Bellevue College's interior design program chair is on our program's advisory committee and has expressed support (Appendix C) of our moving forward with the development of a bachelor's degree option here at CPTC.
3. There are three private, higher-education institutions located in the western Washington and the northwest region of Oregon. All are highly selective and do not offer open enrollment opportunities for students. These institutions are The Art Institute in Seattle, over an hour's drive away, Seattle Pacific University, also over an hour's drive away, and Portland University in Oregon, over two hour's drive away.

Unique Aspects. The most important aspect of the Clover Park Technical College BAS-ID program is cost. While the tuition for a baccalaureate degree at the Art Institute of Seattle and Seattle Pacific University are approximately \$89,000 and \$81,000, respectively, the cost of tuition at Clover Park is much less expensive (based on regional public university rates). A second unique aspect of the program is that this is a technical program, where Bellevue's program is more conceptual, with a greater number of art and design history requirements. Our program gives students a different set of skills that are needed in addition to the skills of the Bellevue College BAA in Interior Design, according to their program chair (Appendix C).

Ferguson Architecture in Tacoma is willing to provide additional advisory support to a bachelor's degree option for the interior design program at Clover Park Technical College. The program's standing advisory committee, which is made up of local industry members has also expressed support of moving forward. If CPTC is approved to move forward with the development of the BAS in Interior Design program, faculty and staff will be reaching out to local design firms to help the program best identify current industry needs.

Conclusion

Clover Park Technical College is excited to expand offerings in the region and provide affordable access to bachelor's degree programming. The BAS in Interior Design will allow pathways from the existing AAS-T degree currently offered as well as support the top industry needs in the Greater Puget Sound and South Sound regions. Additionally, the BAS in Interior Design will provide increased opportunities for our underrepresented population in the region to achieve a bachelor's degree with a livable wage and sustainable employment. Industry partners and current students are excited about the prospect of a bachelor program being available to all students locally.

The BAS in Interior Design will:

- Align with the role, mission and vision of Clover Park Technical College
- Provide access to baccalaureate education not available to place-bound students in the South Sound region at an affordable rate, allowing employees to upskill across regional occupational clusters.
- Support SBCTC's goal of providing an educational workforce to meet the demands of local employers.
- Build an existing successful workforce program in Interior Design.
- Provide a baccalaureate pathway for supporting workforce programs.
- Facilitate regional skills transformation by growing the local talent pool and eliminating occupational skill gaps.

With its dynamic history of proactive technical, professional, and workforce education for local industry, Clover Park Technical College is uniquely situated among Washington's community and technical colleges to launch an applied baccalaureate degree in Interior Design. Across the region, the state, and even the nation, there have been numerous voices advocating for enhancements in the interior design educational opportunities. This program represents Clover Park's intention to be at the leading edge of this movement. The curriculum will be industry-driven, competency-based, and student centered, employing the latest innovations in both the content and delivery of instruction. It will provide students and partner institutions throughout the region with unique opportunities to explore additional career possibilities. In the future, it will become one of Clover Park's signature academic programs.

Appendix A

Demand Supply Gap Matrix

College Name: Clover Park Technical College																						
Program Name: Bachelor of Applied Science in Interior Design																						
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>																						
If local demand/supply information is available for the specified degree program and target occupation(s),**																						
<p>For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. <i>(Provide absolute numbers, not just percentages)</i></p>	<p>I-5 Corridor and the greater Seattle area: In-Demand Washington State: Demand is Balanced</p> <p>While the state demand is balanced, the I-5 corridor and greater Seattle areas are in-demand and remain underserved due to a lack of baccalaureate programs for the interior design industry, particularly in the South Sound region.</p> <p>A survey of 35 employers advertising entry-level job openings in the Greater Puget Sound Region showed half of their interior design positions require a bachelor’s degree in interior design.</p> <p>PIERCE COUNTY</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Demand:</td> <td style="width: 60%;">Average annual total openings</td> <td style="width: 25%; text-align: right;">59</td> </tr> <tr> <td>Supply:</td> <td>Annual total bachelor’s degree completers</td> <td style="text-align: right;">0</td> </tr> <tr> <td></td> <td style="text-align: right;">GAP</td> <td style="text-align: right;">59</td> </tr> </table> <p>KING COUNTY</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Demand:</td> <td style="width: 60%;">Average annual total openings</td> <td style="width: 25%; text-align: right;">644</td> </tr> <tr> <td>Supply:¹⁵¹⁶</td> <td>Annual total bachelor’s degree completers</td> <td style="text-align: right;">48</td> </tr> <tr> <td></td> <td style="text-align: right;"><i>(2015 - Bellevue Coll. 25, Seattle Art Institute 11, Seattle Pacific Univ. 12)</i></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">GAP</td> <td style="text-align: right;">596</td> </tr> </table> <hr style="width: 50%; margin-left: auto; margin-right: auto;"/> <p style="text-align: right;">TOTAL GAP 655</p> <p>The statistics above show the demand is not met.</p>	Demand:	Average annual total openings	59	Supply:	Annual total bachelor’s degree completers	0		GAP	59	Demand:	Average annual total openings	644	Supply: ¹⁵¹⁶	Annual total bachelor’s degree completers	48		<i>(2015 - Bellevue Coll. 25, Seattle Art Institute 11, Seattle Pacific Univ. 12)</i>			GAP	596
Demand:	Average annual total openings	59																				
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	GAP	596																				

¹⁵ Retrieved from (<https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/occupations-in-demand>)

¹⁶ (2015 Data – latest data available)

(n.d.). Retrieved December 11, 2017, from <https://www.universities.com/find/washington/best/interior-design-degrees>

<p>For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).</p>	<p>There are currently no bachelor's degree programs for interior design in the Pierce County or Southwest regions. There are three (3) programs within the Seattle and Bellevue area (these are the only in Western Washington, two of which are private) that offer a bachelor's degree in interior design with a total of 48 bachelor's graduates in 2015.¹⁷</p> <p>According to fortress.wa.gov, there is expected to be an average of 206 annual Interior Designer job openings in Pierce and King Counties alone with an average annual growth rate of approximately 2%. Because there are currently no bachelor's degree programs in the South Sound region, the current demand is not met.¹⁸</p>
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¹⁷ (n.d.). Retrieved July 13, 2017, from <https://www.universities.com/find/washington/best/interior-design-degrees>

¹⁸ (n.d.). Retrieved July 13, 2017, from <https://fortress.wa.gov/esd/employmentdata/reports-publications/occupational-reports/occupations-in-demand>

Appendix B

Scope and Sequence of Courses – Interior Design AAS-T

Quarter 1					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
DSN 105 Drafting I	22	88		110	6
DSN 119 Interior Design & The Design Process	22	44		66	4
DSN 124 Color Theory	11	66		77	4
DSN 136 Introduction to Drawing & Rendering	11	66		77	4
TOTAL				330	18

Anticipated Quarter Start: Fall/Spring

Quarter 2					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
DSN 121 Drafting II	11	88		99	5
DSN 123 Materials, Methods and Techniques of Interior Design	11	66		77	4
DSN 132 Lighting	22	66		88	5
DSN 140 Textiles	33	22		55	4
TOTAL				319	18

Anticipated Quarter Start: Winter/Summer

Quarter 3					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
DSN 158 History Of Interiors	11	66		77	4
DSN 159 Intro to Technology for Interior Designers	12	42		54	3
DSN 153 Drafting III	11	66		77	4
DSN 145 Residential Planning, Design & Exterior Spaces	22	66		88	5
TOTAL				296	16

Anticipated Quarter Start: Fall/Spring

Quarter 4					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
DSN 204 Intro to Commercial Interior Design	10	60		70	4
DSN 216 CAD I	22	66		88	5
DSN 225 Design I	11	88		99	5
DSN 231 Historic Preservation/20th Century Design & Phil.	22	22		44	3
TOTAL				301	17

Anticipated Quarter Start: Winter/Summer

Quarter 5					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
DSN 227 Commercial Specifications	22	44		66	4
DSN 241 Business Practices	22	44		66	4
DSN 236 Design II	22	100		122	7
DSN 239 CAD II	22	66		88	5
TOTAL				342	20

Anticipated Quarter Start: Fall/Spring

Quarter 6					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
DSN 251 Contract Furniture	11	44		55	3
DSN 152 Furniture and Cabinet Design	11	22		33	2
DSN 266 Portfolio/Professional Presentation	20	110		130	7
DSN 245 Internship	10		90	100	4
TOTAL				318	16

Anticipated Quarter Start: Winter/Summer

General Education - Required courses taken throughout the program					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
ENGL& 101 English Composition or CMST& 220 (or higher)	55	0		55	5
MATH& 141 PreCalculus (or higher)	55	0		55	5
PSYC& 100 ^{div} General Psychology (PSY 112 ^{div} , SOC& 101 ^{div} , or other humanities course that meets the diversity requirement)	55	0		55	5
ART&100, MUSC&105, ASL&121, BIOL&160 or higher, CHEM&121 or higher, GEOL&110, PHYS&114, ECON101 or higher courses to meet the social science, humanities, or science requirement	55	0		55	5
COLL 102 College Success for All	20	20		40	3
TOTAL				260	23

Anticipated Quarter Start: _____

Program Hours and Credits	1906	105
Gen Ed Hours and Credits	260	23
Total	2166	128

*Optional Additional Courses (outside of program requirements)					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
DSN 202 Elements of Kitchen & Bath Design	30	40		70	5
DSN 206 20/20 Drafting	30	40		70	5
DSN 208 Materials and Estimating	20	46		66	4
DSN 211 Business Procedures and Sales	20	46		66	4
DSN 215 Sustainable Design: An Overview	30	40		70	5
DSN 224 Sustainability for Residential & Commercial Applications	20	46		66	4
DSN 226 Sustainable Strategies in Design	30	40		70	5
DSN 229 Sustainable Interiors & the Integrated Design Process	30	40		70	5
DSN 265 Independent Study	0	60		60	3
DSN 270 Independent Study	0	90		90	4
DSN 275 Independent Study	0	120		120	5

Appendix C

Collaboration with Bellevue College

From: Dan Beert
Sent: Tuesday, July 18, 2017 12:00 PM
To: Chris Bell <chris.bell@bellevuecollege.edu>
Subject: RE: Clover Park Proposal

Hi Chris,

I'm on their advisory board, in fact, and quite familiar with their program. I've been involved with their program since we started our BAA, as a way of sharing best practices, and to give them a better idea of the kind of skills that would translate into success for graduates of their program applying to our BAA.

It's a very different population, and their outcomes are much more focused on the needs of students and employers in the South Sound region. They are much more of a trade school model, focused on specialized skill sets for residential, kitchen and bath design, and a few certificate programs that address regional demand for professional education (I wish we could accomplish this). They have the capacity for only a small number of students in their classrooms, featuring a kind of residency model: students occupy one of two classrooms all day – five days a week, with instructors rotating in for each class.

The weekend degree option makes sense for them. We're not nimble enough as a program or a college to offer something like this without a sea-change effort involving Workforce Education and a dedicated project lead to recruit, staff, and develop a curriculum.

I think the CPTC Interior Design instructors do an excellent job with all of this, and have a lot of respect for the them. Very professional, hard-working and dedicated.

I don't envision this having a big impact on our program. We might have one or two graduates of their AA attend our program each year, and a few of them do well. But the skill sets they cover don't translate as well to success in our BAA. Nor are most of their graduates interested in attending our program. This is partly due to distance, being place bound, but also because of student goals, affordability, and the kind of jobs that are available to them upon graduation from CPTC's program. They're well-connected to the industry and employers in their region, and have been successful in placing graduates in a variety of jobs, depending on their skills and ambitions.

Our program emphasis is more big-picture, conceptually driven, developing leadership and design-thinking, and more aligned with preparation for competing with entry-level architectural graduates in larger firms. We have a greater number of art and design history requirements, shop and model-building in the design process, and a teach a wider variety of computer-aided design tools.

Let's talk about this, if you think that's helpful.

Dan

Dan Beert, IIDA :: Chair, Interior Design
Bellevue College :: Bellevue, WA 98007
425.564.4041