



Integrated Design Applied Baccalaureate Degree Program Statement of Need



COVER SHEET: STATEMENT OF NEED

Program Information

Institution Name: Highline College

Degree Name: Integrative Design CIP Code: 50.0401

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

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

Degree: Drafting Design AAS and AAS-T CIP Code: 15.1301 Year Began: _____

Degree: Multimedia Design AAS and AAS-T CIP Code: 10.0304 Year Began: _____

Degree: Visual Communications AAS and AAS-T CIP Code: 50.401 Year Began: _____

Degree: Web Design AAS CIP Code: 11.0801 Year Began: _____

Degree: Mobile Technology Expert AAS CIP Code: 11.0103 Year Began: _____

Degree: Online Marketing & Social Media Architect AAS CIP Code: 11.0103 Year Began: _____

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

Projected Enrollment (FTE) in Year One: 12 at Full Enrollment by Year: **2020**

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

Mode of Delivery

Single Campus Delivery: Classes will be operated by Highline College with Highline faculty. Instruction will be delivered on campus or within service area.

Off-site: Instruction will be delivered on campus or within service area.

Distance Learning: Hybrid and online classes may be offered as part of this program.

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

Introduction

Highline College (HC) is proposing a Bachelor of Applied Science (BAS) Degree in Integrated Design. The Integrated Design BAS degree will prepare students for jobs that incorporate creativity and technology. Highline's program in BAS design will combine different design approaches, practices and techniques while using creative and cutting-edge technology.

This degree will create a pathway for students, graduates in the King County area, and will allow students with an associate's degree in any applied science subject area to enter a bachelor's degree design program. However, our main focus will be graduates from our applied science degrees in Drafting Design, Interior Design, Multimedia Design, Visual Communications, Web Design, Mobile Technology Expert and Online Marketing and Social Media Expert. This Integrated Design Bachelor Degree aspires to increase access and to mitigate the significant barriers faced by current graduates of Professional/Technical programs who need to pursue additional degree qualifications for their careers. Graduates from our professional technical programs encounter such barriers to completing baccalaureate level degrees, obstacles that include the significant additional credit work required in order to attain junior-level status and as obstacles that come from being place-bound as working adults with families.

Highline College is located in Des Moines, Washington in South King County, an area with a strong thriving economy. The proposed BAS in Integrated Design will meet two needs in the target area. First, the program will prepare students to work in a diverse range of design firms and innovative businesses. Second, this program will help to develop a design workforce that reflects the ethnic diversity of South King County. Edwin Beltran, IIDA, Assoc. AIA, Principal/Designer, NBBJ of IIDA reports on one possible reason for the current inequity, "There's a misunderstanding that design is only accessible to a privileged few. Because of the lack of exposure at the early educational level, many minority groups do not choose design as a professional path." Beltran's comments speak to the EMSI regional demographic statistics that report the current design workforce is nearly 76% White. Highline College has a unique opportunity with 76% students of color to meet the challenge of diversifying the design workforce.

Despite growing need for such certification, there is currently no access to baccalaureate level education in design in South King County. According to EMSI for Multimedia, Interior and Graphic Designers, there are currently 8,839 jobs in King and Pierce Counties, which is 71% above the national average, with anticipated growth by 2028 of 13.6% or 10,041 jobs. According to Employment Security Department for Washington State utilizing Department of Labor data, the typical level of education that workers in graphic, interior and multimedia design need to enter the occupation is a bachelor's degree. With occupational programs in the region, EMSI in 2014 noted eleven institutions offering design bachelor degrees, but none based in South King County. The nearest institutions are located 21.3 miles north or south of Highline College. They reported a total of 409 graduates, well short of the 8,839 jobs noted in the region. The options at University of Puget Sound are limited to students who receive an Associate of Arts degree. While the Art Institute of Seattle accepts our students with AAS degrees, most cannot afford the tuition, or can navigate the commute easily.

Although the initial EMSI research was for both King and Pierce county, in response to the review of our initial proposal, Highline focused on King County because this is where the majority of jobs our located. With this new focus, Highline disaggregated by CIP Code, job postings, occupational titles and Bachelor Degree completions. With this disaggregation, Highline College was able to narrow the focus to the

occupations and CIP Codes specific to the design industry, enabling us to target the precise needs in King County.

According to EMSI, there were 7,543 job postings for King County for 2018. Of these job postings, 3,987 require a bachelor's degree (for a breakdown of job posting by CIP see appendix F). In addition, the data indicates there were 189 bachelor completions in 2017 (See appendix E for breakdown). As these numbers show, more bachelor completions will be needed to meet the demand for jobs in the design field.

A BAS in Integrated Design would allow associate of applied science graduates to attain bachelor's level certification in the design field with fewer barriers. Not only would the addition of a BAS in Integrated Design offer a pathway to graduates of HC's multiple applied science programs but it would also specifically provide our design graduates a much needed pathway to a bachelor's degree.

Proposed Program Learning Outcomes:

Upon completion of the BAS in Integrated Design, students will be able to:

- Articulate, research and conceptualize multiple solutions to any design problem.
- Communicate design intent, clearly and competently, in their work, their speech and their writing.
- Convert abstract design requirements into original creative design work.
- Integrate the use of technology seamlessly into the design process.
- Demonstrate effective leadership, group and collaborative skills to work across disciplines in successfully implementing a design.
- Develop an ethical and equitable based design approach that incorporates cultural values, beliefs and perspectives to create a global inclusive design community.
- Demonstrate business abilities in managing projects or in entrepreneurial endeavors.

Criteria 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.

The statement of need has carefully examined the initiative through each of the four institutional core themes that collectively comprise its mission:

Core Theme 1: Promote student engagement, learning and achievement.

This BAS in Integrated Design will make a significant addition to the tools currently being used to address the mission. Specifically, the BAS in Integrated Design will build "*student engagement, learning, and achievement*" through helping candidates become skilled designers. By working closely with our advisory boards and industry contacts, the program can provide relevant, authentic, and timely learning for its students.

Of these four themes, Core Theme 1 is arguably the most closely and directly aligned with the BAS-degree initiative. Among its objectives, Core Theme 1 specifically cites the goal of empowering students

to “pursue their own educational pathways through innovative curricula, quality instruction, and student services.” Like many of its peer institutions, Highline has long adhered to a “pathway” model of educational planning that organizes curricula into series of stackable, integrated credentials within various professional interest areas. In its ideal form, this approach anticipates that all students will have the opportunity to move from short term certificates to associate degrees and, ultimately, to baccalaureate and higher level studies within their chosen career paths, continually increasing their earning power as they upgrade their credentials. One of the most stubborn obstacles to realizing this ideal, however, has been the lack of predictable, efficient transfer pathways for students holding applied associates degrees. The Bachelor of Applied Science (BAS) offers the promise of effectively removing that obstacle, allowing the college to better meet its commitment to career-long student achievement.

Core Theme 2: Integrate and institutionalize diversity and globalism throughout the college.

Highline’s BAS in Integrated Design aligns with HC’s second core theme. One of the purposes for developing this BAS in Integrated Design is to develop a more diverse and global perspective among the designer workforce. By capitalizing on the already diverse population of the area and of the HC community, by using and adapting the already considerable support services that HC provides to students from diverse backgrounds, and through explicit instruction and practice in culturally responsible pedagogy, the proposed BAS in Integrated Design will develop a program that *integrates diversity and globalism* within the college community as well as building a respect for diversity and broader (global) perspectives in the community at large.

Core Theme 3: Build valuable relationships and establish meaningful presence within Highline College’s communities.

As with any technical program in the community college sector, the development of Highline’s BAS in Integrated Design proposal has required significant engagement with the community. Of course, the members of the nearby employer community have been the primary focus of that outreach: Starbucks, REI, and City of SeaTac. However, in our broader needs-assessment efforts, the college sought input from its graduates and current students, the vast majority of whom live in the surrounding area. Additional conversations have taken place with the region’s workforce-development agencies including Auburn Worksource, the YWCA Greenbridge office—a WorkSource affiliate, and the industry partners that assist local students with retraining and career-planning. Taken as a whole, the BAS initiative has generated substantial energy within the college’s communities and had strengthened a number of relationships there. The very nature of the development process, building on already strong relationships with advisory boards and industry partners, *sustains relationships within its community*.

Core Theme 4: Sustain an open, honest and collaborative environment that is responsive to the needs of the college community and that promotes good stewardship of the college’s financial resources.

Throughout the BAS proposal’s development, long-term sustainability has been central to the college’s planning efforts. To begin with, the initiative for the BAS in Integrated Design builds upon one of the institution’s strongest existing associate degree programs, with an exceptionally qualified faculty and innovative facilities already in place. As a result, relatively minimal new investment is required for startup or long-term maintenance of a BAS option there. In keeping with the college’s collaborative culture, other departments have participated actively in developing general education and support courses for the BAS.

Vision Statement: “Highline College is valued as the educational crossroads where dreams are shaped, communities created and excellence achieved.”

The vision statement points to shaping dreams, creating community, and achieving excellence. The proposed program will expand access to higher education pathways for Highline design students and will provide a competitive diverse workforce to the surrounding design community. This will be achieved through a rigorous and demanding program that provides the necessary support for its students to be successful.

Finally, the program is being developed using the core values of HC, i.e. Access, Collaboration, Community, Diversity, Excellence, Integrity, Internationalization, and Learning. These values are explicitly mentioned in a Vision Statement (Appendix A). Thus, the BAS in Integrated Design can be seen to both serve and flow directly from the mission, vision, and values of Highline College.

Criteria 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

The SBCTC mission goals identify priority needs in the Mission Study¹, which states, “Our state’s most urgent need is to educate more people to higher levels of skill and knowledge. This is the only way we can hope to sustain a prosperous economy that will provide opportunities for all of us, and for our children” (p. 3). Highline is in a unique position to offer these opportunities. For the 2017-2018 year, as figure 1 below shows, we served 17,257 students, with 75.2% identifying as first generation and 69.1% students of color².

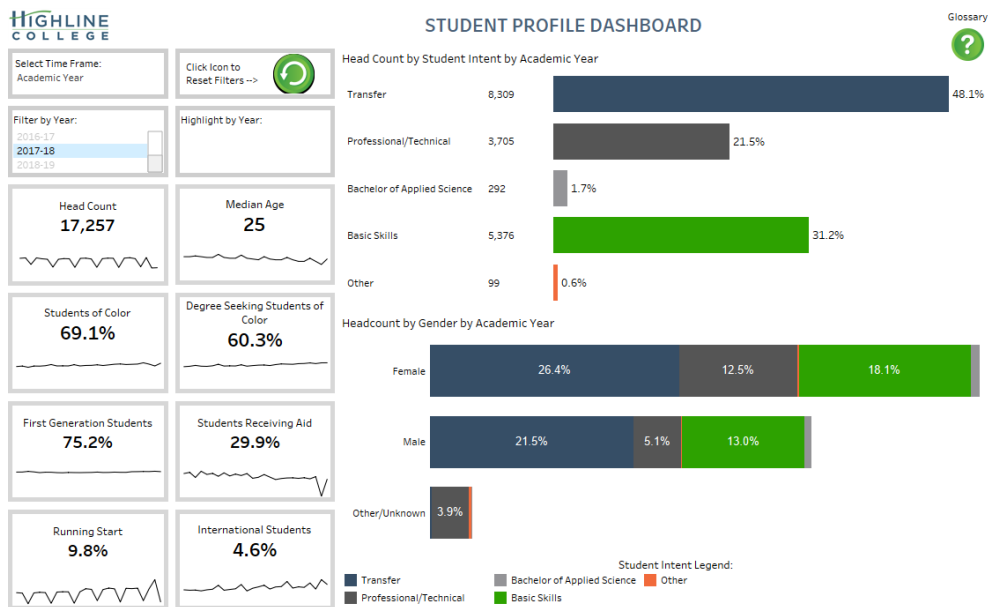


Figure 1: Highline College Student Profile

¹ Washington State Community and Technical Colleges. Mission Study. Retrieved from: <https://www.sbctc.edu/resources/documents/about/agency/initiatives-projects/sbctc-mission-study.pdf>

² Highline College. Office of Institutional Research. Retrieved from: <https://ir.highline.edu/Student.Profile.Dashboard.php>

Highline College has built pathways for students to access our programs through Running Start and Career Start, and for the 2017-2018 academic year, we had the fourth largest enrollment in the state³. Highline also currently has the second largest enrollment in the state for Basic Education for Adults⁴. Highline seeks to provide opportunities for all, the college has worked toward providing more students accessing BAS programs with an anticipated 175% increase in enrollment from 2016-2017 to 2017-2018.

This new BAS degree at Highline College will address several other SBCTC mission goals:

- Goal 1: Serve more people, including groups who have been underserved in the past.
- Goal 2: Close the statewide skills gap for technically trained workers.
- Goal 4: Contribute more to the production of baccalaureate degrees.
- Goal 9: Promote the adoption of web-based and mobile technology tools for eLearning and online student services.

The goals of the Washington Student Achievement's Council (WSAC) Strategic plans for 2017-2019 echo those of the SBCTC mission goals:

- Closing gaps in educational outcomes for historically underrepresented populations
- Improving postsecondary recruitment, retention, and completion for working-age adults
- Making college affordable for low-and middle-income students.

According to the Department of Labor, designers typically require a Bachelor's degree for the occupation; this degree will help to meet the local demand for a skilled workforce that comes from technically trained students. Highline currently does not offer a Bachelor's degree in the arts for students with AAS degrees; in addition, the closest available college for students is over 21.3 miles away in downtown Seattle and is a private college, so this degree provides an affordable option for working-age adults with onsite classes and e-learning opportunities. At a more aspirational level, this degree will address the equity goals articulated by the SBCTC and WSAC: to close achievement gaps and to intentionally create opportunities for underrepresented populations.

Criteria 3. Employer/community demand for graduates with baccalaureate level of education proposed in the program.

Employer demand must exceed regional supply of graduates with relevant degrees.

The proposed Bachelor of Applied Science in Integrated Design will fulfill the demand for designers in King and Pierce Counties. Current data from EMSI shows that in King and Pierce Counties, the demand for Graphic, Multimedia and Interior Designers is 71% higher than the national average. There are 8,839 jobs posted in 2018 and an anticipated growth of 13.6% between 2018 and 2028. These jobs promise median hourly earnings of \$24.82, which is \$4.40 higher than the national average.

According to the Bureau of Labor Statistics Occupational Projections Data Graphic, Interior and Multimedia designers require a Bachelor's degree for entry-level jobs. With occupational programs in

³ State Board of Community and Technical Colleges. Enrollment Monitoring Reports. Retrieved from: <https://www.sbctc.edu/colleges-staff/research/annual-reports-archive/enrollment.aspx>

⁴ State Board of Community and Technical Colleges. Enrollment Monitoring Reports. Retrieved from: <https://www.sbctc.edu/colleges-staff/research/annual-reports-archive/enrollment.aspx>

the region, EMSI in 2017 noted ten institutions offering design bachelor degrees, but none based in South King County. The nearest institutions are located 21.3 miles north or south of Highline College. EMSI reported 422 graduates, well short of the 8,839 jobs noted in the region, shown in Table 1.

Avg. Monthly Postings (Jan 2018 – Apr 2018)	Avg. Monthly Hires (Jan 2018 – Apr 2018)
672	248

Table 1: EMSI King County Jobs Posting verses hires.

Although the initial EMSI research was for both King and Pierce county, in response to the review of our initial proposal, Highline focused on King County because this is where the majority of jobs our located. With this new focus, Highline disaggregated by CIP Code, job postings, occupational titles and Bachelor Degree completions. With this disaggregation, Highline College was able to narrow the focus to the occupations and CIP Codes specific to the design industry, enabling us to target the precise needs in King County.

According to EMSI, there were 7,543 job postings for King County for 2018. Of these job postings, 3,987 require a bachelor’s degree in Table 2 (for a breakdown of job posting by CIP see appendix F). In addition, the data indicates there were 189 bachelor completions in 2017 in Table 3 (See appendix E for breakdown). As these numbers show, more bachelor completions will be needed to meet the demand for jobs in the design field.

Occupation	2018 Jobs	Annual Openings	Growth Rate (2018-2028)	Median Hourly Earnings
Interior Designers	783	82	8.56%	\$20.10
Graphic Designers	2,150	239	12.65%	\$25.35
Commercial and Industrial Designers	241	26	10.79%	\$28.30
Set and Exhibit Designers	77	8	10.39%	\$24.24
Designers, All Other	60	6	8.33%	\$32.66
Multimedia Designers and Animators	676	63	11.09%	\$40.86
Total	3,987	424		

Table 2: 2018 King County Jobs by Occupation for bachelor level requirements (for breakdown by CIP see Appendix F)

In Table 3, we included a list of relevant bachelor degree options in design in King County, broken down by institution and completions. Because graduates can pursue multiple occupations, we presented a summary table below of the completion data in aggregate form. The disaggregated data at the occupation level is in Appendix E. Even if Highline College offered a BAS degree in Integrated Design, we would still not satisfy the supply gap in the region. The most recent data for 2017 shows 189 bachelor degree completions, a decline from the previous 409 completions that was reported in 2014.

College	Competitions
Bellevue College	40
The Art Institute of Seattle	14
Seattle Pacific University	24
Sanford-Brown College-Seattle *	10
University of Washington-Seattle Campus	18
Cornish College of the Arts	25
Lake Washington Institute of Technology	17
DigiPen Institute of Technology	41
Total	189

*Sanford-Brown College Seattle is no longer operating.

Table 3: 2017 Bachelor Completions Summary for King County (see appendix E for full breakdown)

While we primarily serve students who reside in South King County and those who commute from Pierce and other areas of King County, students will most likely access employment in King County. Although there are institutions that grant bachelor’s degrees in both King and Pierce counties, there are no colleges or universities offering a design degree for students with AAS degrees, other than Lake Washington Institute of Technology and the Art Institute of Seattle. Some local colleges do have Interior Design degrees, but this is not typically the pathway that graphic and multimedia design students take. We did not include Pierce County in the updated data because it does not have a significant number of completions or job opportunities, UW-T would not have an impact and they do not offer a design degree.

Of the four-year colleges listed in Table 3, which offer multimedia design degrees in the region include Art Institute of Seattle and DigiPen, are both private for-profit institutions.

Of the eight design baccalaureate degree granting institutions located in King County, only three of the institutions accept Highline College’s AAS and AAS-T degrees. The three colleges that will accept Highline’s AAS and AAS-T degrees have significant challenges for students:

1. Art Institute of Seattle is a for-profit institution located over 17 miles away with a congested commute through I-5 in downtown Seattle, and thus it is not easily accessible because of the price range or commute time.
2. Lake Washington Institute of Technology offers a BAS Design degree; however, it is not easily accessible institution as it is 27.7 miles away through I-405 and another congested commute.
3. Bellevue College offers a BAS Degree in Interior Design, and we do have a formal articulation agreement with Bellevue. However, this degree is narrow in focus, for only interior design students.

The remaining five local colleges that offer baccalaureate design degrees do not accept AAS or AAS-T degrees from Highline College. They are Seattle Pacific University, University of Washington-Seattle, Cornish, DigiPen and Sanford Brown. Of these, five, one (Sanford Brown) recently closed. Of the remaining four, three are private colleges with high cost tuition, which again is a barrier for students. The remaining public institution, UW-Seattle, accepts approximately 4-5 transfer students per year because of its competitive admissions process.

After surveying 25 local employers, we found that the results were in alignment with EMSI for King County (See Appendix B for complete Employer Demand Survey Results). In numerical terms, 72% of the employers surveyed had current openings and 100% of employers anticipated a demand in the next three years, with 24% anticipating ten or more job openings.

In our survey, there is a response from our college; Highline College Communications Department is a separate entity under Institutional Advancement and not under Instruction, and hires graphic and multimedia designers. They have yet to hire Highline students because our graduates do not possess bachelor degrees. For these reasons, this department was included in our workforce survey.

The BAS in Integrated design is also important for drafters in order to advance to management positions. Even though drafting designers do not need a bachelor's degree for entry-level employment, Harris Rebar, the largest rebar supplier and installer in the state, noted for their drafting employees to advance, they would need a bachelor's degree. For this reason, drafting design is a viable pathway to the BAS in Integrated Design.

Reflecting the need for bachelor's level pathways, 23 employers of the 25 surveyed noted that a bachelor's degree is required or preferred. A significant number of employers noted that they had trouble finding qualified employees and 92% of employers said this degree would fulfill their requirements. Significantly, two of the companies that reported difficulty finding bachelor level candidates are biggest employers in King County: Starbucks and Amazon. Of the 7,543 job postings, 3,987 required a bachelor's degree. For Highline College students to be competitive in the graphic, multimedia and interior design job market, the typical level of education that most workers need to enter this occupation is a Bachelor's degree, according to Federal Bureau of Labor Statistics (BLS).

Criteria 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.

At Highline Community College, the existing program offers an AAS and AAS-T in Drafting Design, Interior Design, Multimedia Design and Visual Communication. There are six certificates that serve as pathways to the AAS, including a CAD Technology Cert, Drafting Design Cert, Residential Interior Design Cert, Adobe Suite Cert and Visual Communications Cert. The Art and Design programs provide the necessary skills and technology for each specialized field.

The AAS at Highline has provided a solid foundation for entry-level employment and further advancement in the design field. Areas of instruction include design theory, industry technology, practical design application, and portfolio development. As they learn these skills, students can focus on a variety of design fields: drafting, interior design, multimedia and graphic design. The BAS in Integrated Design will prepare students to work in a variety of design fields. This program is for students who want to capitalize on skills learned during their AAS curriculum and advance their knowledge of design, technology and business practices.

The Visual Communications program began in 1977, the Drafting Design Program began in 1978 and the Interior Design Program at Highline began in 1979. In 2015, the Multimedia Program rounded out our Art and Design offerings. These programs have grown steadily over the past 5 years. Table 4 shows the FTE's and enrollments increasing in the last five years by 34%.

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Art and Design FTE Enrollments	196	210	230	248	263

Table 4: Highline College FTE Enrollment Data

The program's growth and stability is evidence of the employers' need for our graduates; a BAS degree in the quickly expanding field of integrated design will provide even more opportunities for our students. Growth potential for Highline's program still exists with the addition of program options and opportunities for students and with the resources needed to support these improvements. We've recently added a Multimedia AAS degree in collaboration with industry partners. There are additional opportunities for new certificates in this area specifically.

The program is designed to meet the varied schedules of the students, so the schedule includes online, face-to-face, and hybrid courses. Many classes are scheduled to meet only one day a week, and in the evenings, all with the intent of providing access for the most students. Any of these formats or a combination can be employed, depending on the needs of the BAS students.

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
12	13	13	14	15

Table 5: Highline College projects BAS Design enrollment based on similar projections with our other five BAS degrees:

Criteria 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.

It is apparent to students, educators, and professionals in the field that industry demands are rapidly changing and require a deeper and broader understanding of design and technology. Professionals need excellent communication and problem-solving abilities, increasingly complex technological skills, and deeper knowledge of cultural and global issues to be competitive in the current job market. The BAS in Integrated Design will fill these industry needs.

In order to assess student need, the Art and Design Department surveyed a sampling of 30 students and alumni. Because the department was interested in the needs of both current students and recent alumni we reach out to both groups: 53% of the respondents were current students and the other 47% were recent alumni, students who had completed the interior design and visual communications degrees within the past two years. From the list of 41 recent graduates, the program manager chose an equal number of participants (10) from each of the three main programs: interior design, multimedia design and visual communications. 14 alumni responded to the initial outreach and agreed to be interviewed (4 from interior design, 5 from visual communications and 5 from multimedia design). A similar sampling was chosen from the current student population to insure equal voice for all three programs.

Survey responses were conducted by phone interviews with the program manager in the Art and Design department. In addition to gathering information about planned associate degrees and current employment, the manager asked all respondents two questions:

- Would you be interested in a Bachelor’s in Integrated Design?
- Would you like to receive this degree from Highline College?

Of the respondents, 100% reported that they would be interested in a Bachelor of Integrated Design; furthermore, they all indicated that they would like to receive this degree from Highline College. As indicated, given that major employers in this region report that they have challenges finding applicants with relevant degrees in the design field, our students are not currently prepared to compete in this industry.

In addition, at neighboring area community colleges, there are a substantial number of students graduating with associate degrees and certificates in design fields, who will want to obtain advanced degrees in integrated design. Table 6 illustrates, the colleges nearest to Highline granted 601 workforce associate’s degrees in Art/AV & Communications.

Washington CTC	Workforce Associate	Short Cert
Bates	43	24
Bellevue	171	5
Clover Park	88	35
Highline College	60	13
Seattle Central	180	-
Lake Washington	59	-

Table 6: SBCTC Credentials Awarded in Arts/AV &Comm Dashboard 2014-2017

In addition to Workforce Associates and short certificates listed in Table 2, Highline granted 33 long certificates in the Arts/AV & Communications.

Criteria 6. Efforts to maximize state resources to serve place-bound students. 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 unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.

With the closest related programs over 21 miles away from Highline College’s campus, it is essential that we have opportunities to serve place-bound working adults. Highline College serves students living in South King County with 20% of our student population coming from Federal Way and 33% coming from Kent and Des Moines area (table 7). The SBCTC report Washington State Community & Technical Colleges Transportation Access Study states that the current distribution and location of Washington State Community and Technical College campuses are well-situated relative to the address location and density of existing students. Statewide, this has resulted in relatively short travel and commute times for a large proportion of students. Over 42 percent of all students travel 10 minutes or less and over 72 percent of all students travel 20 minutes or less to attend college campuses. For our students, there are not any other accessible options of education in this pathway. This degree will help our place-bound students be more marketable when applying for jobs.

Serving Our Community

Approximately 92 percent of Highline's students come from King County.

Highline Students by City‡

City	Number of Students	Percentage of Students
Federal Way	3,544	20.9%
Kent	3,252	19.2%
Des Moines	2,375	14.0%
Burien	1,954	11.5%
Auburn	1,397	8.2%
SeaTac	1,101	6.5%
Tacoma metro	740	4.4%
Seattle metro	667	3.9%
Renton	615	3.6%
White Center	185	1.1%
Tukwila	163	1.0%

‡Top 11 cities of the students reporting

Table 7: Highline College location of student population

Our campus has considerable supports in place for Highline students. First, HC recognizes that our students bring work experience with them. As part of the admissions process, each candidate will have their credentials and work experience evaluated for potential credit through prior learning assessment.

Finances are often significant barriers as well. We have not yet conducted focus groups.

We have conducted one student survey, and we plan to conduct additional surveys and focus groups to establish the best times and formats for schedules. With focus groups and survey information, courses and program activities will be scheduled at a time that will allow most students to continue some kind of employment. In addition, every effort will be made to assist students to secure employment in the design industry of their choice. Collaborative relationships and work-study are tools that will be used to assist in this effort. Finally, every effort to secure financial aid through internal and external campus sources will be used to aid in retention. We will work with students to help them navigate the process of financial aid and determine eligibility for the Worker Retraining program.

Highline College is the home for the Working Student Support Network, which specializes in non-academic supports, including workshops and coaching around education and employment advancement, and financial services and asset building. Another non-academic resource that we provide is our food pantry, which is offered in collaboration with Des Moines Foodbank.

Through consultation with students about program logistics, academic support, and financial need, the proposed program should provide the kind of care for place-bound adults and other students that will allow them to be successful. The goal is to ensure that there is no barrier to student success.

The closest institution that offers an interdisciplinary design degree is Lake Washington Institute of Technology, which is located 27.4 miles away from Highline College. Lake Washington is the only college in the area that accepts the following AAS degrees that we offer: Drafting Design, Interior Design, Multimedia Design and Visual Communications. Despite our students having access to this bachelor's degree, only one student is currently participating in their program due to the arduous commute. Bellevue College offers a BAS degree in interior design and we have collaborated with them through the development of a Highline College AAS-T degree so that students who choose this option, can seamlessly transfer; however, we have seen a similarly low transfer rate to the Bellevue program due to the nature of the commute.

The next closest institution that will accept our Multimedia Design, Interior Design and Visual Communications is the Art Institute of Seattle, which is 21 miles away, located in downtown Seattle. The gridlocked traffic and costly tuition limits access to this option.

The advanced degree will provide new opportunities to provide design firms with highly skilled interns and employees who will be specifically prepared to work in this industry. Highline has established relationships with local high school advisory boards, groups that have expressed interest in bachelor's level pathways in design. Our partnerships with Northwest Society of Interior Designers, American Institute of Graphic Arts, and American Institute of Architects and provide a valuable connection with industry needs and jobs. Many of our current Art and Design students are playing critical roles in local companies such as Starbucks, Bargreen and Ellingson, and REI. These roles include graphic design, interior design/drafting and multimedia production. A bachelor's degree at Highline would greatly expand these possibilities.

Highline has a history of working with Northwest Society of Interior Designers (NWSID) to create internship and networking opportunities for our design students. Faculty from Highline College have served on their education committees and provide valuable feedback that create opportunities for our design students. Along with internship and networking opportunities, NWSID sees the value in Highline College offering a BAS in Integrated Design to address industry demands and needs.

As mentioned, our Art and Design Program at Highline College has a long established relationship with art and design advisory boards for Federal Way and Highline School Districts. We have dual credit articulations and consistently host student visits to campus. These partnerships have helped to educate the career and technical education instructors at these high schools about transfer options for students interested in art and design. Along with our associate's degree offerings, a BAS in Integrated Design would provide a local option for our place-bound high school students.

Highline College is collaborating with other colleges in the region to share information about our proposed degree and identify potential partnerships. Highline College contacted Lake Washington Institute of Technology (LWIT), Bellevue College, Seattle Central and Bates Technical College.

Highline College contacted the Dean of Instruction at Lake Washington Institute of Technology (LWIT). LWIT would be the institution most impacted by our proposed degree offering because our degrees will

be similar. However, due to the lengthy commute, we currently only have one Highline College student attending their degree. LWIT expressed no concerns with our proposed offering.

Highline College also contacted the Associate Dean of Instruction at Bellevue College to share information about our proposed degree offering. In our communication, we discussed that for students who were focused on Interior Design, we would continue to encourage them to consider Bellevue College. Highline College does have an articulation agreement with Bellevue for our interior design students who would like to access a BAS in Interior Design. Bellevue College expressed no concerns. Highline College emailed the dean connected with Arts, Humanities and Social Sciences at Seattle Central College. Seattle Central College expressed interest in partnerships with us and we have plans to meet in fall of 2018 and winter of 2019.

Highline College emailed the Executive Vice President of Bates Technical College who promised to establish a contact person so that we can explore information sharing and potential partnership.

We are willing collaborate with other local colleges such as Seattle Central and Bates Technical College to provide opportunities for students to access a Bachelor’s degree. They may possess associate degrees in related fields.

Highline’s Art and Design program consists of quality faculty members who have significant experience in all aspects of design. Many currently are or have been practitioners working in related fields and thus they keep apprised of related workforce trends and skill gap shortages. Our instructors have created well-received courses that broaden student access through instructional delivery. We are devoted to a comprehensive curriculum that is globally oriented, encompasses diversity, and remains on the cutting edge. As a result, our students receive a high quality education that fosters professional and personal growth.

Reflecting national trends in diversity and representation, the local design workforce does not represent the diverse populations of Washington State and especially South King County. According to EMSI, 75% of the design workers in King County are white as shown in Table 8. Considering this disparity, Highline College has a unique opportunity with 76% students of color to meet the challenge of diversifying the design workforce, as shown in Figure 2.


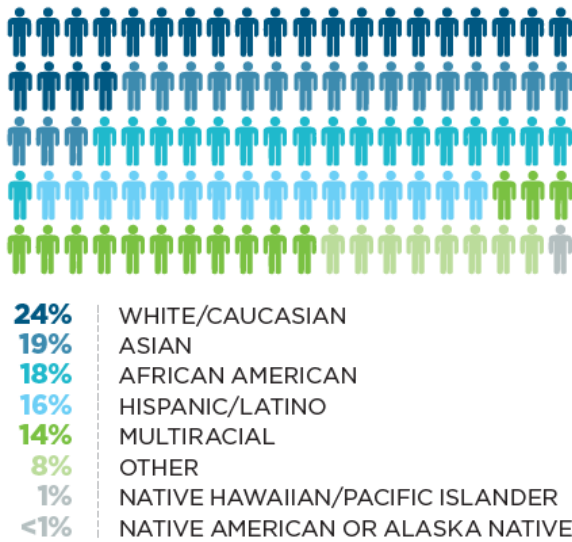
	Race/Ethnicity	2017 Jobs	2017 Percent
●	White	6,532	75.9% 
●	Asian	1,321	15.3% 
●	Hispanic or Latino	415	4.8% 
●	Two or More Races	214	2.5% 
●	Black or African American	91	1.1% 
●	American Indian or Alaska Native	19	0.2% 
●	Native Hawaiian or Other Pacific Islander	15	0.2% 

Table 8: King County Design Occupation Race/Ethnicity Breakdown.

ETHNICITY OF THE STUDENT POPULATION*



*Includes credit and non-credit students; ethnicity is self-reported

Figure 2: Highline College Ethnicity of the Student Population

Highline College has a commitment to developing our students into global citizens. Students will learn the necessary skills that the industry demands along with what it takes to work and lead a diverse workforce. One of our program learning outcomes shows this commitment: Students will develop an ethical and equitable - based design approach that incorporates cultural values, beliefs and perspectives to create a global inclusive design community.

The American Institute for Graphic Arts (AIGA) recognizes the need for making their industry more responsive by increasing the human diversity of the design technology workforce. The organization expresses this sentiment:

Design and technology has led the way through innovation and not only advanced our own industry but transformed everyday life for billions of people. Design and technology has the power to permeate every product, moment and solution in our lives and has immense opportunity for change. However, there are two areas in which the design and technology industry are lagging, and each rely on the other; diversity and inclusivity. For this industry to remain successful, it is crucial for both businesses and individuals to stop talking around these subjects and really start to make some definite inclusive actions.

As the AIGA suggest, designers cannot be effective without empathy for the diverse users. The applied Bachelor in Integrated Design would provide a robust and thoughtful approach to addressing this gap and preparing innovative designers to positively impact society. Highline College is prepared to address this challenge. As Figure 4 illustrates more than 70% of our current students identify as people of color, and are from more than 130 language backgrounds; Our student body represents many variations and intersections of human diversity. The majority of our students are classified as low income. We can

provide the authentic approach to an inclusive educational experience which, will result in diverse graduates entering the workforce.

Conclusion:

As with the other changes wrought by technology in our culture, the materials that are used in design have changed. Designers and companies must have websites and electronic portfolios. Brands are presented and marketed on search engines and social media, and video has become an integral part of this marketing. These examples indicate how technological applications and new media have transformed how design is created and consumed. All of these changes point to the need for a well-trained workforce.

For designers, a baccalaureate degree has become increasingly important for career advancement. With the scarcity of design programs in the area, a Bachelor of Applied Science in Integrated Design will serve the needs of students in Washington State. Highline's Art and Design Program, with its state of the art facilities, first-rate curriculum, and skilled team of instructors, is poised to provide excellent advanced degree opportunities.

Appendix A: Highline College's Mission, Vision and Values⁵

Mission Statement

As a public institution of higher education serving a diverse community in a multicultural world and global economy, Highline College promotes student engagement, learning, and achievement, integrates diversity and globalism throughout the college, sustains relationships within its communities, and practices sustainability in human resources, operations, and teaching and learning. *Adopted August 2013.*

Vision

Highline College is valued as the educational crossroads where dreams are shaped, communities created and excellence achieved.

Values

Highline College is committed to these values:

- **Access:** We believe education should be available to all who seek it.
- **Collaboration:** We value teamwork, joint responsibility and ownership.
- **Community:** We value our community and are dedicated to serving its educational needs.
- **Diversity:** We respect the rights and perspectives of the diverse populations, who live, learn and work in our community.
- **Excellence:** We strive for the highest quality in all our programs and services.
- **Integrity:** We believe in honesty and trustworthiness in all our college practices.
- **Internationalization:** We value a global perspective and respect cultural diversity.
- **Learning:** We develop an interactive, creative and learner-centered environment that supports student success.

⁵ Highline College. Our Mission. Vision and Values. Retrieved from: <https://www.highline.edu/about-us/mission-statement/>

Appendix B: Applied Baccalaureate Degree Supply Demand Gap Rubric

College Name: Highline College	
Program Name: Integrated Design BAS	
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),**	
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>	Economic Modeling Specialist International (EMSI) King County job posting data (January 2018 to April 2018) for the following occupation job titles: Interior design, multimedia and graphic design. -Average monthly postings: 653 -Average monthly hires: 309
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).	-EMSI for King County there was in 2018 there were 8,839 annual job postings. -EMSI for King County reported 422 Bachelors graduates for 2017. This difference of 8,417 demonstrates insufficient graduates in this high demand area.
OR, if demand information is not available or it is a new/emerging/changing occupation, **	
For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u>	See Appendix C for full results Currently Employers that were surveyed said that they currently had openings: 72% 1 to 5 openings 12% 5 to 10 openings 16% had 10 or more 92% reported that a bachelor's degree was required or preferred

<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u></p>	<p>See Appendix C</p> <p>36% of employers said they had difficulty finding qualified applicants.</p>
<p>OR, if based on a statutory or accreditation requirement, **</p>	
<p>Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/></p>	
<p>For demand: Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor’s degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor’s or above in the field is needed.</p>	<p>According to the Bureau of Labor Statistics Occupational Projections Data Graphic, Interior and Multimedia designers require a Bachelor’s degree for entry-level jobs. With occupational programs in the region, EMSI in 2017 noted ten institutions offering design bachelor degrees, but none based in South King County. The nearest institutions are located 21.3 miles north or south of Highline College. EMSI reported 422 graduates, well short of the 8,839 jobs needed in the region, as noted on page 7 of this report.</p>
<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u></p>	<p>Of the employers surveyed 92% said a BAS in Integrated Design will assist in filling the anticipated gap.</p> <p>Advisory committee members representing employers in multiple design areas (interior design, multimedia design, graphic design and drafting) provided qualitative responses about the current pool of job seekers stating their preference for bachelor’s level preparation. These representatives from large corporations such as Starbucks, REI and Two Dot Marketing commented on the need for the integrative design content to best prepare graduates for the breadth and flexibility in needed in today’s evolving workforce.</p>
<p>* Demand is defined by state law as “an occupation with a <u>substantial number of current or projected employment opportunities.</u>”</p> <p>**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	

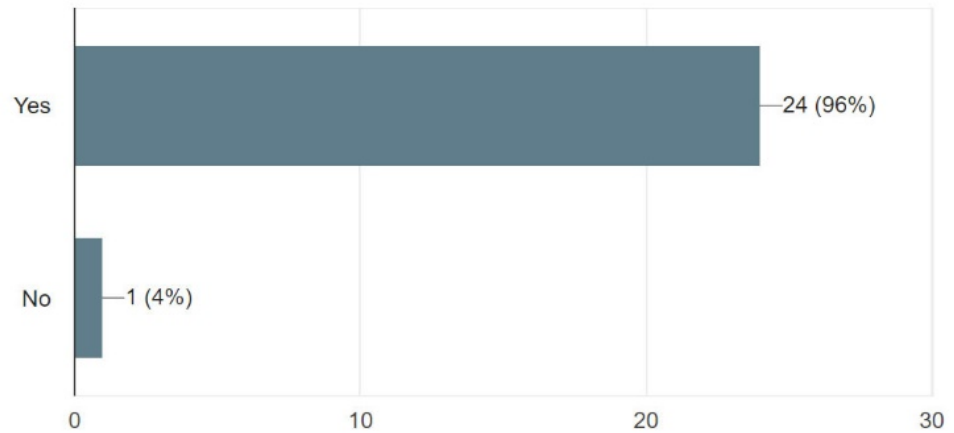
Appendix C: Employer Demand Survey Results: Companies that participated in Survey

<p>Wizards of the Coast Kent, WA Mandi Huffman</p>	<p>Lamps Plus Tukwila, WA Milissa Burke *</p>	<p>Norman International, WA LLC Kent, WA Laura Fournier *</p>	<p>Oculus VR c/o VR Limitless Ltd Redmond, WA Milton Cadogan</p>	<p>Turn 10 Studios Redmond, WA Danny Ngan</p>
<p>T-Mobile (Experis) Factorial, WA Hayden Smith</p>	<p>Allsteel, Inc. South Seattle, WA Justin B. Irons *</p>	<p>Inspirus Credit Union Tukwila, WA Morgan Cole *</p>	<p>Deltek Seattle, WA Blake Wetterauer</p>	<p>Seattle Thunderbirds Kent, WA Erin Saunders</p>
<p>Constantine Kent, WA Ramzey S</p>	<p>World Vision, Inc. Federal Way, WA Sal Inserra</p>	<p>Epic Games, Inc. Bellevue, WA James Jensen</p>	<p>Fred Hutch Seattle, WA Celeste Bernard</p>	<p>King County Seattle, WA Sonia-Lynn Abenojar</p>
<p>Starbucks South Seattle, WA Christina Jones *</p>	<p>Costco Issaquah, WA Paul Kendall</p>	<p>Data Science Dojo Redmond, WA Samjay Pantt</p>	<p>AT&T - Time Warner Seattle, WA Bill Weir *</p>	<p>Boeing South Seattle, WA Pamela McCarty</p>
<p>Run Studios Kirkland, WA Ashley Smith *</p>	<p>Amber Design Seattle, WA Amber Jacobs</p>	<p>Highline College Des Moines, WA Tony Johnson</p>	<p>Harris Rebar Tacoma, WA Kyle Yasuda *</p>	<p>Amazon Seattle, WA Kara DeVeney *</p>

* Had difficulty finding qualified applicants

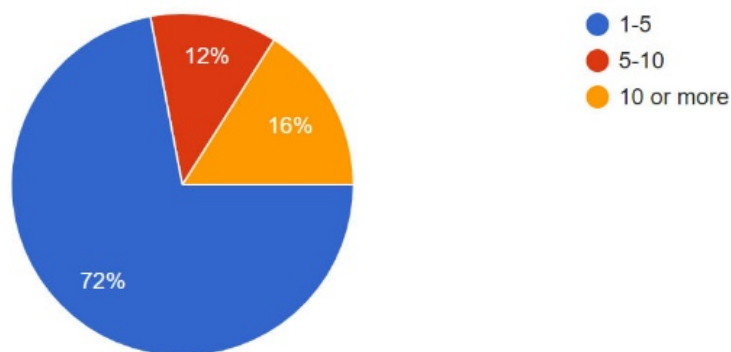
Do you have anticipated demand for Designers, Graphic Designers, Multimedia Designers, Drafting Designers or Interior Designers?

25 responses



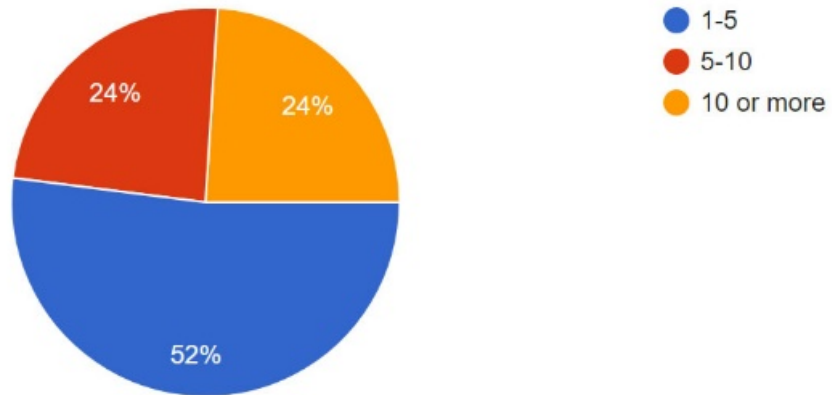
If there is a demand, how many positions do you currently have open?

25 responses



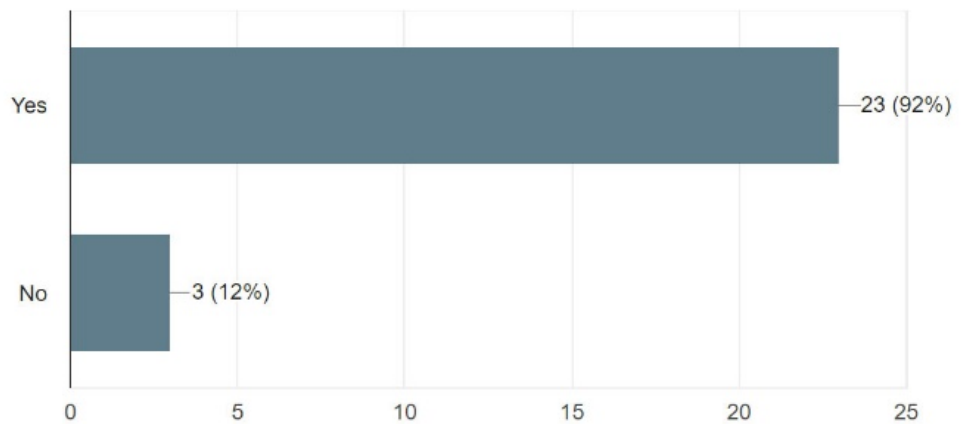
How many do you anticipate having open in the next 3 years?

25 responses



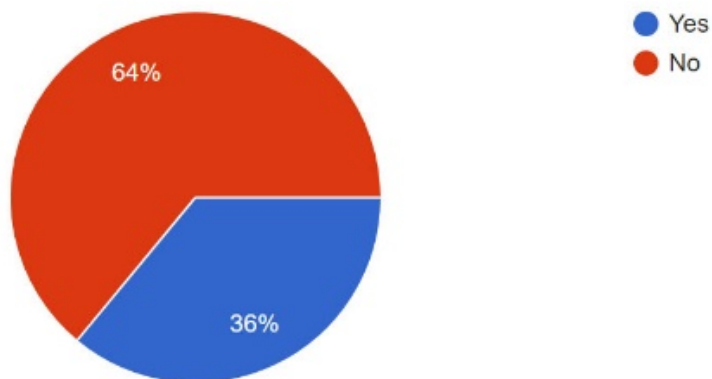
Is a bachelor's degree a requirement or preference for this position?

25 responses



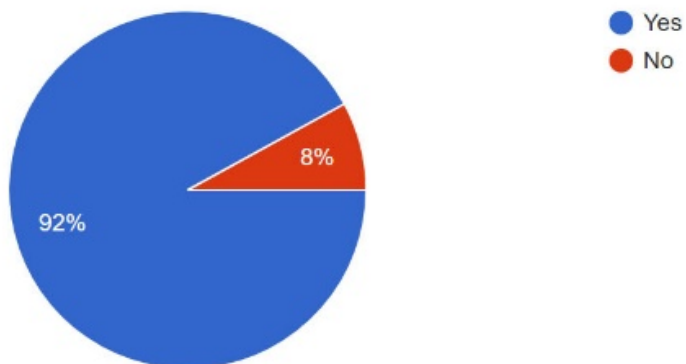
Do you have difficulty finding bachelor's degree level applicants for this position?

25 responses



Will the proposed program assist you in finding qualified applicants to fill position?

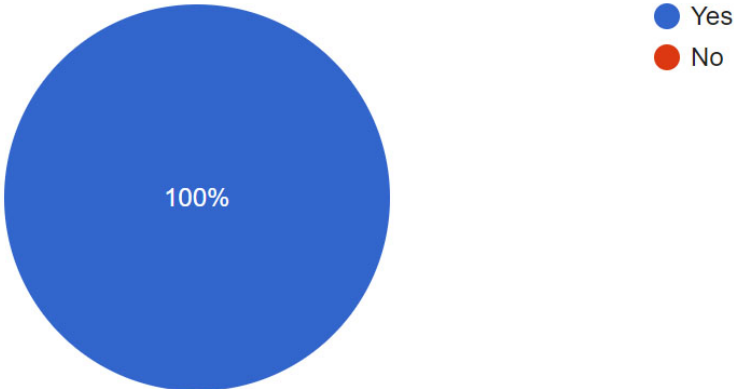
25 responses



Appendix C: Student Survey for Bachelor of Applied Science (BAS) in Integrated Design (ID)

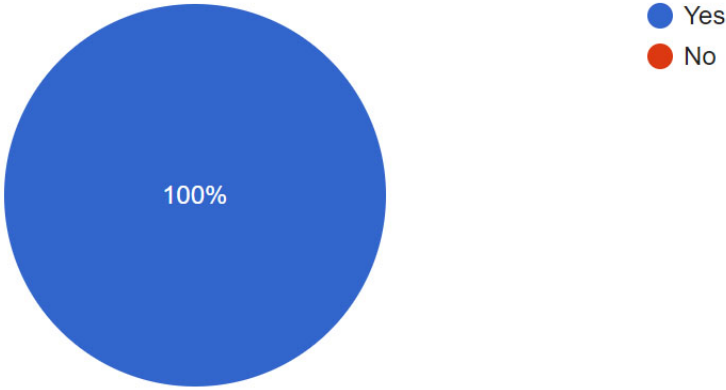
Would you be interested in a Bachelor's in Integrated Design?

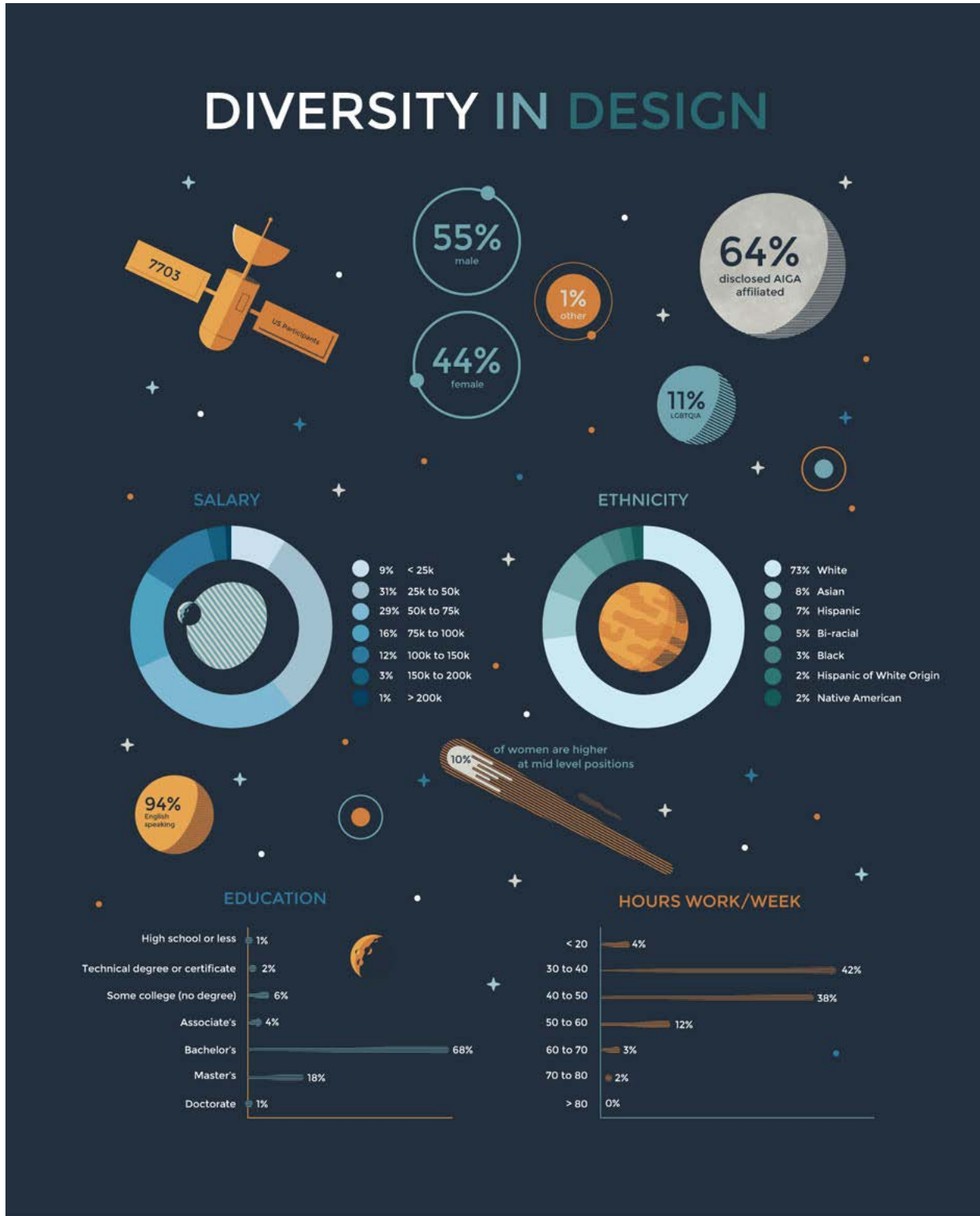
30 responses



Would you like to receive this degree from Highline College?

30 responses





Appendix E: Breakdown of Bachelors Completions and intuitions

2017 Interior Design CIP Code 50.0408 King County Region Code 53033

Bachelor's Completion Rates

Institution	Bachelor's Degree (2017)	Growth Percent (Year Over Year)	Market Share
Bellevue College	40	21.2%	60.6%
The Art Institute of Seattle	11	(8.3%)	16.7%
Seattle Pacific University	10	(9.1%)	15.2%
Sanford-Brown College-Seattle *	5	150.0%	7.6%

*Sanford-Brown College Seattle is no longer operating.

2017 Design and Visual Communications CIP Code 50.0401 King County Region Code 53033

Bachelor's Completion Rates

Institution	Bachelor's Degree (2017)	Growth Percent (Year Over Year)	Market Share
University of Washington-Seattle Campus	18	(21.7%)	24.3%
Cornish College of the Arts	25	(37.5%)	33.8%
Lake Washington Institute of Technology	17	(37.0%)	23.0%
Seattle Pacific University	14	(26.3%)	18.9%

2017 Animation, Interactive Technology, Video Graphics and Special Effects 10.0304 King County Region Code 53033

Bachelor's Completion Rates

Institution	Bachelor's Degree (2017)	Growth Percent (Year Over Year)	Market Share
The Art Institute of Seattle	3	(8.3%)	16.7%
DigiPen Institute of Technology	41	20.6%	83.7%
Sanford-Brown College-Seattle *	5	200.0%	6.1%

*Sanford-Brown College Seattle is no longer operating.

Appendix F: Breakdown of Job Postings for bachelor level requirements by CIP for King County

2018 Interior Design CIP Code 50.0408 King County Region Code 53033

Occupation	2018 Jobs	Annual Openings	Median Hourly Earnings	Growth (2018 - 2028)	Location Quotient (2018)
Interior Designers	783	82	\$20.10	8.56%	1.45

2018 Design and Visual Communications CIP Code 50.0401 King County Region Code 53033

Occupation	2018 Jobs	Annual Openings	Median Hourly Earnings	Growth (2018 - 2028)	Location Quotient (2018)
Graphic Designers	2,150	239	\$25.35	12.65%	1.34
Commercial and Industrial Designers	241	26	\$28.30	10.79%	0.97
Set and Exhibit Designers	77	8	\$24.24	10.39%	0.95
Designers, All Other	60	6	\$32.66	8.33%	0.99

2018 Animation, Interactive Technology, Video Graphics and Special Effects 10.0304 King County Region Code 53033

Occupation	2018 Jobs	Annual Openings	Median Hourly Earnings	Growth (2018 - 2028)	Location Quotient (2018)
Multimedia Artists and Animators	676	63	\$40.86	11.09%	2.65