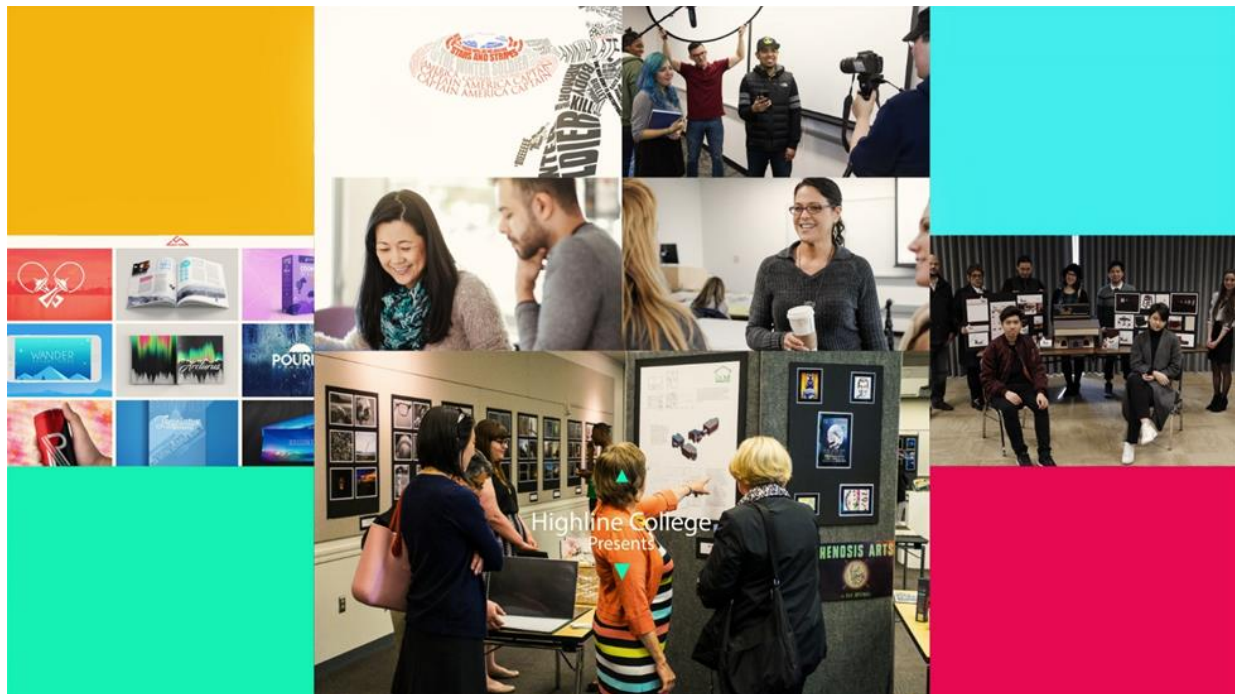




# Integrated Design Applied Baccalaureate Degree Program Program Proposal



**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Program Information**

Institution Name: Highline College

Degree: Integrative Design CIP Code: 50.0401

Name(s) of the 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: \_\_\_\_\_

Planned Implementation Date ( i.e. Fall 2014): Fall 2019

**Contact Information**

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\_\_\_\_\_  
Chief Academic Officer

11/20/18  
\_\_\_\_\_  
Date

# BACHOLOR OF APPLIED SCIENCE INTEGRATED DESIGN

## PROGRAM PROPOSAL

### **Introduction**

This degree will integrate the threads of design philosophy, design technique and equitable design for a global community. The bachelor's degree provides the foundation for students to integrate their design skills and apply their AAS degree toward a deeper level of design expertise with opportunities to collaborate and present ideas using a higher level of creative thinking. The BAS in Integrated Design is built on the three pillars: design across disciplines, integration of technology, and equity-based design. This degree will be interdisciplinary in nature with program outcomes focused on design theory, process, interactive technology, equity-based design and leadership. This degree and its outcomes reflect the evolving needs of the community and workplace.

Careers in art and design are steadily increasing, an increase in job opportunities that is not matched with the production of an educated workforce. 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. Despite growing need for such certification, there is currently no access to baccalaureate level education in design in South King County. In addition, the field of art and design has advanced far beyond traditional art media like painting, drawing and drafting. In order for designers to be successful in this field, they are required to have a solid foundation in technology as it relates to design. Washington State has one of the highest concentrations of design jobs in the nation; a Bachelor of Applied Sciences in integrated design will open additional baccalaureate pathways to students and workers in our region.

The proposed BAS degree in Integrated Design emerges from our current AAS degree and builds on our existing strengths. Highline's Art and Design program offers an especially solid foundation for expansion into baccalaureate-level instruction. Our programs has a history of offering high quality degrees, taught by skilled instructors. In our dedicated labs with state of the art software and technology, our students can create video, digital illustrations, 3-D models and motion graphics and get hands-on experience in experience in creative problem solving.

Highline continues to attract skilled instructors to meet the demands of this program and provide quality education for our students. Highline is dedicated to fostering diverse and equity-minded designers.

### **Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor**

#### ***1.1 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 and 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 equity-based design approach that incorporates cultural values, beliefs and perspectives to create a global and inclusive design community.
- Demonstrate business abilities in managing projects and/or in entrepreneurial endeavors.

## *1.2 Program Evaluation Criteria and Process*

Highline has an established process for reviewing AAS degrees that assures comprehensive examination, allows focus on pertinent areas, and requires timely action on recommendations. That process informs the foundation for the regular review of BAS degree programs. A BAS program review will be scheduled every 3 to 5 years. The program review committee includes faculty representation from the department, division, and industry representation from an Advisory Committee member who provides a liaison with the committee, and the Dean for Instruction for Professional Technical Education. The process includes collaboration with the institutional researcher. Unique to the BAS degree review is the role of an external reviewer. The external reviewer is an impartial professional with skills in facilitation and assessment. The committee determines the focus points of the review process that typically include, but are not limited to, examination of the following information:

- Mapping of degree/program outcomes, college wide outcomes, curriculum and course alignment, and student learning outcomes
- BAS related industry relationships, meeting regularity, program contributions
- Student enrollment, retention and completion
- Surveys and/or focus groups of students determining satisfaction with feedback/recommendations
- Surveys and/or focus groups of BAS alumni determining satisfaction and feedback/recommendations
- Report of student work-based learning/internships, submitted by the student, employer and internship coordinator
- Data tracking employment in the industry post BAS graduation
- Employer satisfaction and feedback regarding graduate preparation, advancement opportunities, wage progression
- Opportunities for pathways to related master's degrees and actual student access

The process includes quantitative data collection, interviews with employers, faculty, and students, and focus groups with students and alumni. The external reviewer conducts student and alumni focus groups and compiles the findings for the review committee.

The program review committee completes a self-study that includes relevant quantitative and qualitative data, recommendations and a timeline for implementation. The external reviewer analyses the self-study and meets with the review team for final suggestions prior to report submission to the Vice President for Academic Affairs.

The program review self-study is submitted to the Vice President for Academic Affairs.

The VP for Academic Affairs presents the review to the Executive Staff (President and

Vice Presidents). The Executive Staff reviews the report, provides feedback and suggestions to be considered to the review team and Advisory Committee, and assists in identifying resources for implementation. Follow-up reporting progress of the implementation of recommendations continues as this is a recursive process assuring continuous quality improvement. The subsequent review cycle requires the program to begin by documenting actions taken in response to recommendations, if any, from the prior cycle.

| Method   | Element Assessed  | Time Frame                            |
|--|---|---------------------------------------|
| <b>Effectiveness of Curriculum</b> – continuously refine curriculum and program design to keep the program current   |   |                                       |
| Program Statistics   | <ul style="list-style-type: none"> <li>• Student retention</li> <li>• Course completion and success</li> <li>• Student progression</li> <li>• Student work-based internships</li> </ul>   | Annually                              |
| Expected Student Learning Outcomes   | <ul style="list-style-type: none"> <li>• Level of mastery of expected knowledge and competencies</li> </ul>   | Quarterly/<br>Annually                |
| Instructor/Course Evaluations  | Level of Satisfaction with: <ul style="list-style-type: none"> <li>• Delivery of instruction</li> <li>• Classroom experience</li> <li>• Course content and rigor</li> </ul>   | Quarterly                             |
| <b>Graduate follow-up and Industry Feedback</b> – assess the program’s effectiveness in preparing students for employment to refine curriculum and teaching methodologies. |   |                                       |
| Graduate Survey  | <ul style="list-style-type: none"> <li>• Effect of program on career</li> <li>• Effectiveness in meeting job expectations</li> <li>• Effect on career progression</li> <li>• Effect on wage progression</li> <li>• Opportunities for graduate pathways</li> </ul> | Annually, six months after graduation |
| Employer Survey  | <ul style="list-style-type: none"> <li>• Student-Effectiveness in meeting employers’ expectations</li> <li>• Observed increase in skills and performance</li> <li>• Perceived strengths and weaknesses of program</li> </ul>                                      | Annually                              |
| <b>Advisory Committee</b> – provide ongoing support and review of program goals, curriculum and outcomes.  |   |                                       |
| Advisory Committee of industry professionals   | <ul style="list-style-type: none"> <li>• Relevance of curriculum to employer needs</li> <li>• Educational pathways</li> <li>• Trends in field, current research, endorsements, practices and job markets</li> </ul>   | Twice per Year                        |

Table 1: Program Assessment

***1.3 Course Preparation Needed by Students Transferring with Technical Associates Degree***

Entering students who have completed an AAS degree in a related field such as Drafting Design, Interior Design, Mobile Technology Expert, Multimedia Design, Online Marketing & Social Media Architect, Visual Communication, and Web Design would be eligible to apply.

Students who have an associate’s degree in a field that is not design-related will take the following classes as part of their prerequisites for the BAS coursework:

-Art 101 Two Dimensional Design: Through lectures and studio problem-solving experience, students will study the elements and principles of design and design effectiveness in the visual arts.

-VICOM 165 InDesign Layout: This is an introductory course that focuses on the tools and editing capabilities of the Adobe InDesign software program. Students learn how to use the Adobe InDesign interface and access its expansive set of typographic and graphic layout features. Lessons include shortcuts and tips to effectively use the programs tools. Students will produce projects for print and web that apply to real-world business situations.

-VICOM 236 Portfolio: This class will prepare Visual Communications students to enter the workforce or prepare a portfolio for college admissions. The main focus of the class will be to prepare a professional portfolio as well as developing a resume and interviewing skills. At the end of the quarter, all students will participate in a portfolio show.

-5 credits in any of the following: DRAFT, INT D, MMD and VICOM (Drafting Design, Interior Design, Multimedia Design, and Visual Communications).

Though it would seem that the BAS is intended for students coming from the design degrees, these additional courses are not intended as a barrier. Instead, these prerequisite courses will provide incoming students without design degrees with the background and skills they will need to succeed in a rigorous BAS program.

If students without the required AAS degrees have equivalent experience to any of these courses, either through classroom or work experience, they will be able to apply for credit through Highline’s already established prior learning assessment process.

It is recommended that students complete the following general education courses in their AAS or AAS-T degrees:

| <b>AAS-T General Education Requirements (100-200)</b> |           |
|---|-----------|
| ENGL 101 English Composition                          | 5 credits |

|                                      |                   |
|--------------------------------------|-------------------|
| Math 107 Math in Society             | 5 credits         |
| PSYC& 100 Introduction to Psychology | 5 credit          |
| Natural Science requirement          | 5 credits         |
| Art 101 Two dimensional Design       | 5 credits         |
| Art 228 Design Drawing               | 5 credits         |
| <b>Subtotal (AAS-T Requirements)</b> | <b>30 credits</b> |

**Table 2:** Art and Design AAS-T General Education Requirements

The thirty general education credits are always available for students progressing toward these degrees. College departments use annual course planning to insure breadth and availability throughout the school year.

#### ***1.4 General Education Components for the BAS Integrated Design Degree***

If students enter with the equivalent of the general education requirements of the HC associate degrees, 30 credits of additional general education is required for the BAS. Table 2 below outlines the classes that will be required in this program. The state requires a lab science and a second natural science for BAS degrees. Global Environmental Issues – ENV 301 – will be the required lab science, given the growing interest around sustainable design in the design industry. Students can select any lower or upper division natural science for the other five credits.

| <b>Distribution Area</b>               | <b>Required Credits</b> | <b>ID BAS Gen. Ed. Requirements</b>   | <b>Credits</b> |
|--|-------------------------|---|----------------|
| Communications Skills                  | 10 Credits              | -ENGL& 101<br>English Composition<br><br>-ENGL 205 Research & Persuasive Writing or<br>ENGL 235 Technical Writing | 10 Credits     |
| Quantitative/Symbolic Reasoning Skills | 5 credits               | -Math 107 Math and Society or<br>Math 146 Statistics  | 5 credits      |
| Humanities                             | 10 Credits              | -CMST 320<br>Presentation Skills<br><br>-Art 101 Two Dimensional Design   | 10 credits     |
| Social Science                         | 10 credits              | -PSYCH 100<br>General Psychology<br><br>-DGS 160<br>Social Issues   | 10 credits     |

|                              |            |  |            |
|------------------------------|------------|--|------------|
| Natural Sciences             | 10 credits | -5 credits of natural science<br>-ENVS 301<br>Global Environmental Issues  | 10 credits |
| Additional General Education | 15 credits | -Art 228<br>Design Drawing<br><br>-CMST 330<br>Organizational Behavior and Communication<br><br>-Art 120 Introduction to Art History | 15 credits |
| TOTAL                        | 60 credits |  |            |

**Table 2:** BAS Integrated Design General Education Requirements 60 credits

***1.5 Coursework for the BAS Integrated Design degree***

The BAS degree is designed to create a pathway for students to complete a bachelor’s degree, which will make them more marketable in the workplace. As indicated, there is currently no clear pathway for this transition without backtracking to the traditional Associate of Arts degree.

A key item is the 5 credit internship, 150 hours of work experience, which will be required for BAS students not currently working in the field. Real world experience is critical and this requirement would provide this. Students who are entering the program from the workforce with applicable experience will apply for Prior Learning Assessment (PLA) credit for the internship class. The student will have to demonstrate the competencies required in the course outcomes and be approved through the standard PLA process. PLA grades are determined by an individual assessment described as a PLA contract developed in a faculty/student conference. Each PLA contract is reviewed by the campus PLA Director.

Another key element is the diversity and inclusion studies, both in our core requirements and our general education requirements. This degree will include a focus on diversity and globalism studies, to ensure that designers will have a foundation focused on equity, which will help them understand the world and community in which they design for.

This degree is unique in that it focuses on the process of creative problem solving across disciplines while utilizing most current trends and technology. Students will also develop their leadership skills and the ability to design in a team environment. Students will learn to solve higher level problems in order to create or evaluate the best design solutions.

| <b>BAS Core (300-400)</b>       |           |
|---------------------------------|-----------|
| DSN 401 Design Theory           | 5 credits |
| DSN 405 Creative Design Process | 5 credits |



|  |                    |
|--|--------------------|
| DSN 410 Interactive Technology Design              | 5 credits          |
| DSN 415 Systematic Team Process                    | 5 credits          |
| DSN 420 Cross-disciplinary design                  | 5 credits          |
| DSN 425 Diversity and Inclusive Design             | 5 credits          |
| DSN 430 Leadership for Designers                   | 5 credits          |
| DSN 435 Capstone I                                 | 5 credits          |
| DSN 440 Capstone II                                | 5 credits          |
| DSN 445 Internship                                 | 5 credits          |
| <b>Subtotal (BAS Core Requirements)</b>            | <b>50 credits</b>  |
| <b>BAS General Requirements (100-400)</b>          |                    |
| ENGL 205 Research and Persuasive Writing           | 5 credits          |
| CMST 320 Presentation Skills                       | 5 credits          |
| DGS 160 Social Issues                              | 5 credits          |
| ENVS 301 Global Environmental Issues               | 5 credits          |
| CMST 330 Organization Behavior and Communications  | 5 credits          |
| Art 120 Introduction to Art History                | 5 credits          |
| <b>BAS Gen Education Credits</b>                   | <b>30 credits</b>  |
| <b>AAS-T Gen Education Credits</b>                 | <b>30 credits</b>  |
| <b>Subtotal</b>                                    | <b>60 Credits</b>  |
| <b>Electives (100-400)</b>                         |                    |
| BUSN 318 Project Management                        | 5 credits          |
| Choose from ART, CSCI, DRAFT, INT D, MMD, or VICOM | 5 credits          |
| <b>Subtotal BAS Electives</b>                      | <b>10 Credits</b>  |
| <b>AAS-T Credits</b>                               | <b>60 Credits</b>  |
| <b>Total BAS</b>                                   | <b>180 Credits</b> |

**Table 3:** Bachelor of Applied Science Integrated Design degree course work

## Two-Year Schedule

### Year 3

| <b>Fall</b> | <b>Winter</b> | <b>Spring</b> | <b>Summer</b> |
|-------------|---------------|---------------|---------------|
| DSN 401     | DSN 410       | DSN 420       |               |
| DSN 405     | DSN 415       | DSN 425       |               |
| ENGL 205    | CMST 320      | DGS 160       |               |

#### **Year 4**

| <b>Fall</b> | <b>Winter</b> | <b>Spring</b> | <b>Summer</b> |
|-------------|---------------|---------------|---------------|
| DSN 430     | DSN 435       | DSN 440       |               |
| Art 120     | CMST 330      | DSN 445       |               |
| ENVS 301    | BUSN 318      | BAS Elective  |               |

### **Three-Year Schedule**

#### **Year 3**

| <b>Fall</b> | <b>Winter</b> | <b>Spring</b> | <b>Summer</b> |
|-------------|---------------|---------------|---------------|
| DSN 401     | DSN 405       | DSN 410       |               |
| ENGL 201    | CMST 320      | DGS 160       |               |

#### **Year 4**

| <b>Fall</b> | <b>Winter</b> | <b>Spring</b> | <b>Summer</b> |
|-------------|---------------|---------------|---------------|
| DSN 415     | DSN 420       | DSN 425       |               |
| Art 120     | CMST 330      | BAS Elective  |               |

#### **Year 5**

| <b>Fall</b> | <b>Winter</b> | <b>Spring</b> | <b>Summer</b> |
|-------------|---------------|---------------|---------------|
| DSN 430     | DSN 435       | DSN 440       |               |
| ENVS 301    | BUSN 318      | DSN 445       |               |

**Table 4:** Two and Three Year Schedule

The part-time students would take approximately three quarters longer to complete the program. For part time students, Table 4 lays out a typical schedule for a student completing 10 credits a quarter.

Students will be able to begin at any quarter. DSN 301 is a foundational course, and it is recommended that it be completed as early as possible. We anticipate offering this course every other quarter.

Because we are allowing BAS students to start any quarter, our BAS courses are designed to stand alone and be taken in any order. This allows students to participate in full-time or part-time status and to skip a quarter when needed. While we recognize that strong student cohorts help improve retention and completion, we want maximum flexibility for working students and

expect that soft cohorts will form around shared core/general education classes and group research activities. The BAS Director and Program Faculty Lead will be facilitating the development of program-long course plans and will provide intrusive advising so students take exactly what they need to graduate on time.

**Criteria 2: Qualified faculty.**

Because the Bachelor of Applied Science in integrated design is built upon the college’s longstanding associate-degree programs in art and design, the program will build on faculty expertise and energy that already exist within the department. By design, the new upper-division courses and the existing lower-division assignments will be shared among the department members, both part- and full-time. In this way, the program will align its teaching assignments with particular areas of faculty strength and maintain full integration of upper- and lower-division studies.

| <b>PROGRAM CORE FACULTY</b> |   |   |
|-----------------------------|---|---|
| <b>Lead Faculty</b>         | <b>Credentials</b>  | <b>Courses Qualified</b>                        |
| Tamara Hilton               | <p>Masters of Art Education - University of Nebraska, Kearney</p> <p>Bachelor Degree Workforce Education and Training – Southern Illinois University</p> <p>Associates Art/Interior Design – Art Institute of Seattle</p>   | DSN 301, 305, 310, 315, 320, 325, 401, 405, 410 |
| Zanetka Gawronski           | <p>Master of Arts in Whole Systems Design from Antioch University, Seattle, WA</p> <p>Bachelor of Fine Arts Major from University of Idaho, Moscow, ID</p> <p>Graduate Architecture Program Abroad, Rome, Italy from University of Washington, Seattle, WA</p> <p>Certificate of Fine Arts – Sculpture from The Pennsylvania Academy of the Fine Arts, Philadelphia, PA</p> | DSN 301, 305, 310, 315, 320, 325, 401, 405, 410 |

|                     |  |   |
|---------------------|--|---|
| Sean Puno           | <p>Master of Arts - MA, Creative Producing from Seattle Film Institute</p> <p>Bachelor of Arts (B.A.), Electronic Media and Filmic Arts from Eastern Washington University</p> <p>Associate of Arts and Sciences (A.A.S.) from Olympic College</p> | DSN 301, 305, 310, 315, 320, 325, 401, 405, 410 |
| Amanda Hood-Sweeney | <p>MFA, Iowa State University; Ames, IA<br/>Integrated Visual Arts</p> <p>BFA, Pittsburg State University; Pittsburg, KS</p>   | DSN 301, 305, 310, 315, 320, 325, 401, 405, 410 |

**Table 5:** Program Core Faculty

The staffing plan anticipates two-member core faculty, with specialized coursework offered on an occasional basis by adjunct instructors drawn largely from local industry. In light of the BAS program’s modest cohort size, the resulting group of 3.0 full-time equivalent (FTEF) staff is sufficient to maintain a student-to-faculty ratio of no more than 20-to-1 in didactic courses. The particular distribution of faculty duties can be summarized as follows:

*Program manager (current position, .5 FTEF):* To complement the program’s instructors, the college has determined that one full-time staff appointment is required to support the BAS degree. Because the BAS will require significant advising, curriculum work, and internship development, the department requested a twelve-month mid-level administrative position, with a 0.5 FTE teaching assignment, for that role. The position’s year-round appointment schedule and reduced instructional load will better address the program’s administrative demands than a full-time, nine-month faculty appointment would. Program managers at Highline College manage multiple roles while teaching a reduced load.

Highline’s lead instructor in Art and Design, Tamara Hilton, is the Program Manager for the Art and Design Department. She holds an Associate of Arts in interior design from the Art Institute of Seattle. A Bachelor in Workforce Education and Training from Southern Illinois University and a Master in Art Education from University of Nebraska Kearney. She has over 13 years of teaching experience at Highline and 7 years of interior design industry experience.

*Faculty:* Zanetka Gawronski is a full-time faculty appointment and earned her Bachelor of Fine Arts from the University of Idaho and her Master of Arts in whole systems design from Antioch University. She has twenty years of teaching experience and is well versed in fine art design.

*Faculty:* To complement the program manager, the college determined that an additional full-time faculty appointment is required to support the BAS option. The instructor, Sean

Puno, is the program manager for the Multimedia department. He earned his Associate of Arts from Olympic College, his bachelor’s degree from Eastern Washington University in electronic media and filmic arts. He earned his Master of Arts in creative producing from Seattle Film Institute. He has 3 years of teaching experience at Highline and 7 years of multimedia industry experience.

*Adjunct faculty:* Adjunct instructors will offer additional specialized courses. The department is fortunate to have a stable, highly qualified pool of regular adjunct instructors who are willing to share their particular areas of expertise. Amanda Hood-Sweeney has been teaching for the program for two years now, including 300 level art education courses for our Early Childhood Education BAS degree. Other adjunct instructors who have terminal degrees such as a MFA or PhD will be invited to teach our art history and capstone classes. The Art and Design Department will continue to recruit adjunct faculty who are working professionals in the local design community.

Though the field is highly competitive, in the past the college has been able to fill its Art and Design vacancies, part- and full-time, from a number of sources, including local industry and part-time faculty at other institutions. BAS Integrated Design faculty and administrators for technical courses will meet the certification requirements for professional and technical administrators and instructors in the Washington Administrators Code. Preference in hiring at the doctoral level will be given, when possible. It should be noted that in the art and design arena, successful practitioners often hold no higher than baccalaureate-level credentials. Because the field is highly technical and highly changeable, professional development is commonly obtained in the workplace or through third-party training. If necessary, Highline is prepared to support degree-completion to at least the master’s level for successful faculty candidates as the program continues to grow.

In addition to the core faculty within the department, the BAS program will engage instructors from Highline’s five divisions to teach upper-division general-education and support courses. In most cases, these 300- and 400-level offerings have been taught by tenured faculty who have been assigned to teach the new coursework, with adjunct instructors serving as replacement faculty at the lower-division level.

| <b>GENERAL EDUCATION FACULTY</b> |  |                    |
|----------------------------------|--|--------------------|
| <b>Name</b>                      | <b>Credentials</b>   | <b>Courses</b>     |
| Lydia Garas                      | BS, University of California - Davis; MS and MAT, University of California - Irvine; PhD, University of California - Davis                                       | ENV 301            |
| Wendy Swyt                       | BA, College of Wooster; MA, PhD, University of Washington  | ENGL 205           |
| Lisa Voso                        | BA Mathematics & Political Science, St. Mary’s College, MA Communication & Leadership, Gonzaga University; Juris Doctorate, University of Maryland School of Law | CMST 330, CMST 320 |

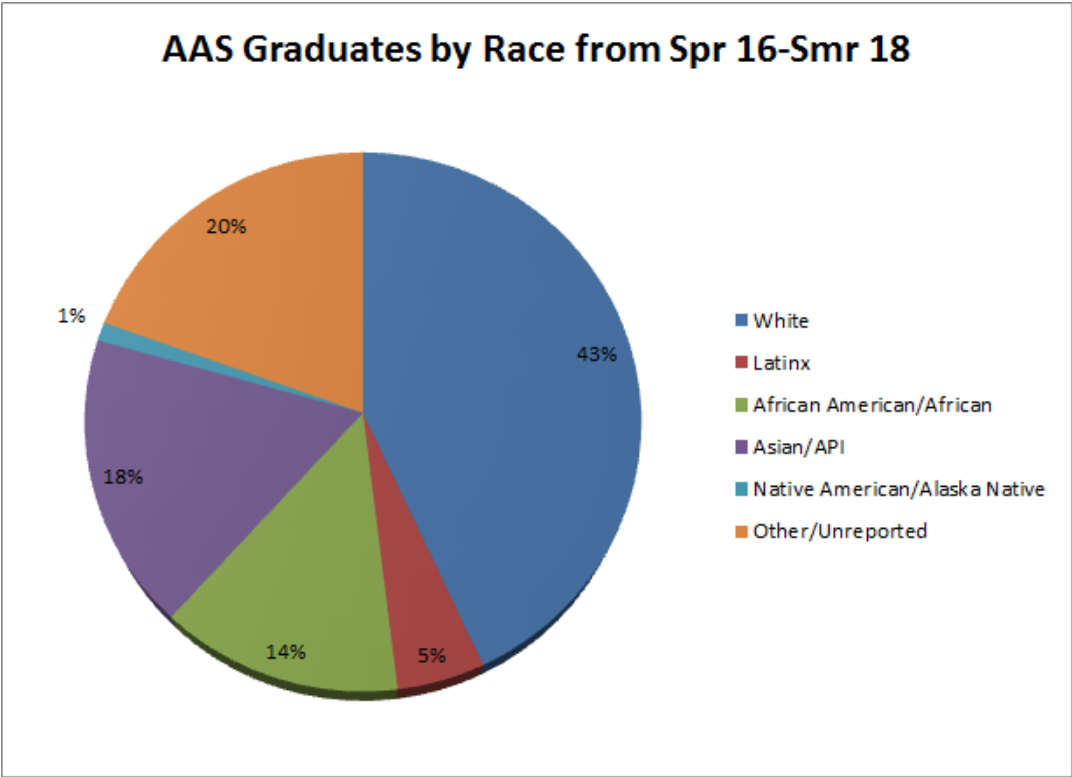
|                   |  |         |
|-------------------|--|---------|
| Jennifer Jones    | BA, Carleton College; MA, University of Chicago; PhD, University of California   | DGS 160 |
| Zanetka Gawronski | MA, Antioch University<br><br>Bachelor of Fine Arts Major, University of Idaho<br><br>Graduate Architecture Program Abroad, UW-Seattle<br>Certificate of Fine Arts, Philadelphia, PA | ART 101 |

**Table 6:** General Education Faculty

Highline is fortunate to have 36 doctorate-prepared faculty among its tenured ranks. They will be given preference for upper-division assignments. In no case will upper-division courses be taught by anyone with less than master’s-level credentials.

**Criteria 3: Selective admissions process, if used for the program, consistent with an open door institution.**

HCC is committed to open-door general admission, a policy that provides increased access to higher education for those that have been disenfranchised. HCC is the most diverse institution of higher education in Washington State; 70.1% of our student body is comprised of students of color. Almost all our students are first-generation and we serve a community that is economically challenged. As Figure 1 shows, the diversity of students who have completed Associate of Applied Sciences degrees at Highline are 38% students of color.



**Figure 1.** AAS Completions at Highline Community College, spring 2016-summer 2018

The Art and Design program has many students who are receiving assistance from programs that serve low income and diverse students, such as TANF, The Washington State Opportunity Grant, and Worker Retraining. The Bachelor of Applied Science – Integrated Design should continue to reflect the diversity that exists in the current AAS programs that will feed into it.

*Admissions*

The application process has clearly defined minimum qualifications and prerequisites. Students will be expected to have completed an AAS degree or to have had equivalent experience. Admission requirements for all students include a preferred 2.0 cumulative GPA, a minimum of 2.5 in select courses, a portfolio, and official copies of their transcripts.

Below is the matrix that identifies the criteria used for selection and how each criteria is weighted for overall admission.

**Bachelor of Applied Sciences (BAS) in Integrated Design  
BAS Application Scoring Rubric**

| Admissions Requirements  | Completed<br><input type="checkbox"/> | Points | Notes |
|--|---------------------------------------|--------|-------|
| Associate technical degrees (or within 30 credits) in interior design, visual communications, drafting, multimedia |                                       | 30     |       |

|   |  |           |                  |
|---|--|-----------|------------------|
| design, web design, mobile technology expert or online marketing social media shall be considered as related. |  |           |                  |
| Minimum of a 2.0 cumulative GPA across all college coursework   |  | 20        |                  |
| Highline Student or institution w/articulation agreement  |  | 5         |                  |
| ENGL& 101   |  | 5         |                  |
| ART 101   |  | 5         | Minimum of a 2.5 |
| Portfolio (DRAFT 270, INTD 236, VICOM 236 or MMD 236 or equivalent)   |  | 5         | Minimum of a 2.5 |
| Statistics or Math and Society (Math& 107 or 146 or equivalent) – 5 credits                                   |  | 2.5       |                  |
| Communications (CMST& 101 or equivalent) – 5 credits  |  | 2.5       |                  |
| Portfolio: See Portfolio requirements and rubric  |  | 5         |                  |
| <b>TOTAL</b>  |  | <b>80</b> |                  |

**Table 7:** Bachelor of Applied Sciences (BAS) in Integrated Design BAS Application Scoring Rubric

Overall GPA for admission with an AA degree should be a minimum of 2.0 cumulative GPA, though students need to have earned a minimum of 2.5 in Art 100 and the Portfolio course. In the interested of equity, we want the BAS in ID to be open to students who have successfully earned an AAS in a required field.

Students need to submit one portfolio piece with supporting design process documents and design intent statement. Process documents could include thumbnails, sketches, mapping and storyboard. Portfolios are rated on the following criteria:

**Portfolio Rubric**

| <b>Criteria</b> | <b>Requirements</b>   | <b>1 point each</b> |
|-----------------|---|---------------------|
| Portfolio       | Portfolio types include the following design fields, but are not limited to:<br>-Drafting<br>-Interior Design<br>-Graphic Design<br>-Web Design<br>-Multimedia<br>-Mobile App Development<br>-Online Marketing & Social Media Architect |                     |



|                                      |  |  |
|--------------------------------------|--|--|
| Technical Proficiency                | Technical proficiency will be assessed on specific criteria within design discipline                             |  |
| Innovation and Diversity Perspective | Portfolio piece is inventive and shows originality and a diverse perspective within the design discipline        |  |
| Design Process                       | Portfolio piece includes one or more of the supporting documents: Sketches, thumbnails, storyboards, and mapping |  |
| Communications                       | Design Intent Statement includes the following:<br>-Design Intent<br>-Target Audience<br>-Desired Outcome        |  |
|                                      | <b>Total Points</b>  |  |

Table 8: Portfolio Rubric

The applications will be reviewed and scored by the Bachelor of Applied Science committee. Students will receive a handbook that outlines procedures, expectations, requirements for continuation in good standing in the program, and the process through which the requirements for teacher certification can be met.

In the event that there are more applicants who meet all of the qualifications than there are slots available and it is not feasible to set up additional classes, the college will admit students based on a ranking system that takes into account relevant work experience, GPA, and the portfolio -- with priority going to students who have completed their Associate of Applied Science degrees. A wait list will be formed for the remaining qualified candidates. Admissions processes will be evaluated annually by Highline’s BAS Committee, which consists of program lead faculty and the director of baccalaureate programs. Key factors relevant to evaluating this process include student diversity, retention, and academic achievement.

**Criteria 4: Appropriate student services plan.**

Highline College (HC) has been recognized as an Achieving the Dream Leader College. This status not only signifies its commitment to student success, but its ability to increase retention and graduation rates through wide scale, data-based interventions. It has also been selected for the Working Families Success Network Strategy, which helps low-income individuals and families achieve financial stability by promoting postsecondary completion.

Conceptually, our student services plan is shaped around an institutional commitment to integrate our BAS programming fully into our existing governance structures, services, and academic department roles. We anticipate that, at our current capacity, we will offer a total of six modestly-sized BAS degree programs. A full time BAS admissions advisor will provide start up

services for all of HC's BAS programs. The BAS admissions advisor will facilitate the application process, deliver acceptance notices and facilitate initial enrollment.

Normal Student Services hours are 8:00 am to 7:00 PM. Additionally the full time BAS Admissions advisor and the full time BAS director have flexible hours and can be available to prospective and/ or current BAS students at other times. As part of the network of coordinated services that the director will facilitate for BAS students, the college has enlisted help from a variety of campus resources to support BAS student success.

- *Academic Advising:* Advising availability and accuracy are critical to BAS student success:
  - During the academic year, there will be information sessions for prospective BAS students. These faculty-led sessions will cover the admissions requirements for each BAS program, application deadlines, learning format, funding sources, and other pertinent program information.
  - BAS in ID students will be assigned a faculty advisor. Faculty advisors in the Art and Design department will review and approve initial applications for graduation. They will also be a primary source for general professional advising. In addition, BAS in ID students will be assigned to a staff advisor in the Art and Design Department and thus will consistently receive the most complete, accurate and current information not only on graduation requirements, but on college resources, internships, and course selection. The staff advisor will assure that courses are taken in the correct sequence. This dual-pronged advising model leverages classroom relationships between students and their instructors, providing yet another avenue for engagement and retention and for the technical skills related to certification and endorsements.
  - BAS in ID students will also have the seamless support made possible by the Educational Planning and Advising Center (EPAC). While faculty and staff will handle in-program student advising as described above, EPAC will work closely with the instructional department to offer advising for students at the times when neither faculty or staff are available and to support students who are seeking admission into the program.
- *Internship support:* BAS in ID students will gain valuable work experience through required internships. Students will meet with the staff internship coordinator (and the advisor) to review the requirements and processes. Internship placements will be developed in cooperation with industry site supervisors. Learning outcomes will be carefully described in the course syllabi and aligned with appropriate program competencies. The internship will be designed around the schedule of the institution where the intern is placed and will provide a work-like experience so that our students get a realistic experience of the work.
- *Career Advising*  
HC is prepared to serve BAS in ID students with resources and guidance to support their transition:
  - To successfully assist program graduates with placement, our counseling center is acquiring resources about placement opportunities relevant to these new career pathways. These resources will be available in individual sessions and in curriculum for career exploration courses.

- For all BAS in ID students, faculty will play a key role in helping them assess strengths and find jobs that best match the skill sets they have developed in their education.

BAS in ID students may be older students with more challenges and needs than traditional student populations. Along with the general services for BAS support, we will provide care for students in the BAS in ID program who are struggling and for special populations that might need additional attention. Toward this end, the BAS director will meet one-on-one with students who need special consideration. If needed, the director will set follow-up appointments with faculty, counseling, access services and veteran's services or other sources of support on and off campus. Along with our director's response to students in need, we have designated several services to address retention and success for our BAS cohorts:

- *Academic Early Alert*  
Our program design emphasizes close contact between the students and their lead instructors, Art and Design Department staff who act as the students' professional and academic advisors. The full-time BAS director will be in weekly contact with all Art and Design faculty and staff to monitor student progress. The BAS director will contact any student identified by faculty as a concern within 24 hours. In the third week of the first quarter, a grade check will go to each student and primary advisor. Students who have earned below a 2.0 in any of their core classes will be required to meet with their faculty advisor. An appropriate plan for additional support will be developed between student and advisor. In addition, regardless of their GPA, all students will also be required to meet with their faculty advisor at the end of their first quarter, as well as at their 45-credit threshold, to assess their progress.
- *Academic Support Center*  
The HC tutoring center will assist BAS in ID students in both general education courses and core courses through a variety of tutoring techniques, addressing individual needs in a constructive environment. The Art and Design Department will work closely with the Academic Support Center to have peer tutors available for students in the program, as we do with many of our existing programs. BAS in ID students may use the HC Writing Center for help with writing in any class or see one of the math support tutors for assistance with quantitative literacy in any of their courses.
- *Veteran's Services*  
In Enrollment Services, Veterans Services is the liaison between the federal Veterans Affairs (VA) and veterans and dependents, helping veterans use their VA benefits for their education at Highline. This office connects students with on and off-campus resources to meet needs that may be affecting their academic performance. Students can also access one-on-one counseling or support in a group setting through Dropzone, which is an informal social gathering of veterans, dependents, and allies. A veterans' club through Student Leadership will provide more opportunities for advocacy and community-building. Counseling Services supports veterans by providing ongoing counseling for issues related to adjustment to college, PTSD symptoms, stress management, and symptom management. Our counseling department also provides referrals to appropriate long term services such as VA, counseling for serious impairments and other specialized support.

In addition to the services focused toward creating a robust support system for our BAS students, other student services will change to serve the new BAS cohorts.

- *Financial Aid*

Highline will provide a comprehensive financial aid package to all admitted and eligible BAS students. Financial Aid will work to ensure that students have access to as wide a variety of funding options as possible and will consider the unique needs of special populations, such as veterans. Required documents and deadlines will be consistent for all Highline students. Aid will be packaged based on eligibility and availability of funds. The Financial Aid Office will make available orientations, workshops and advisor appointments. The Financial Aid Director and her staff are committed to helping all HC students understand the financial aid application process and guidelines. Our Financial Aid office is preparing for the unique needs, experiences and situations of the BAS in ID student. Our Financial Aid Office has been in contact with the Department of Education and Department of Veterans' Affairs. We will submit the required program updates to those entities as soon we receive approval from the Northwest Commission on Colleges and Universities.

- *Library*

The HC librarians are tenured or tenure-track faculty with advanced degrees and the practice and skills to work with BAS in ID students on high level research projects. In addition to working with individual students and providing classes in information literacy, librarians routinely assist faculty members on research projects or in their studies for advanced degrees. The HC Library has a reference librarian on duty whenever it is open. In addition to the usual services the library provides (study rooms, interlibrary loan, a quiet floor for study), it has over 70 computers available to students, with full search capabilities and Microsoft Office software (Word, Excel, PowerPoint, etc.). Regarding information resources, the library is using additional collection development funds allocated by the college administration to actively select and acquire materials directly related to the BAS in ID, with the intent to build a collection to support study and research at the undergraduate level. A reference librarian has been appointed to act as a liaison to the Art and Design Department faculty, collaborating with them to select relevant titles. These selections are based on the curriculum that has been developed for the degree as well as curricular materials commonly used in art and design settings.

The library also has a fully-orbed interlibrary loan service that allows for access to any materials not directly available through the HC library.

- *Instructional Computing*

Recognizing that the right tools are critical for academic success, HC has invested significant resources in technology. Our college has a dedicated instructional computing department (IC). Separate from our administrative technology department, the focus of IC is centered on the needs of the student. This department ensures that we have quality facilities, technical support, equipment, systems and resources adequate for the high-demand technology needs required for student success. Open extended hours and featuring 15 classroom labs and 3 drop-in labs areas, the Instructional Computing Center (ICC) makes both computing resources and human expertise readily available to all students. This ICC is in addition to 13 classroom or

open labs throughout campus and other satellites both on- and off-campus. Coupled with the eLearning platform, the integrated myHC system gives students the mobility they need to work in any location. From financial aid status to educational progress, online services provide transparency and protected access to student record information. Specifically, in anticipation of the BAS in ID students and their needs, HC is preparing by adding additional equipment and resources, including staffing. BAS in ID students will receive comprehensive and extensive technology access and support services from HC.

- *Access Services*

A core value of HC is *access* and that is just what BAS in ID students will receive from the skilled staff in this department. Access Services supports and assists students who have disabilities with campus and classroom accommodations. Reasonable accommodations to otherwise qualified students include services like interpreting, transcription, alternate format textbooks and alternative testing.

- *Registration & Records*

BAS in ID students will receive attentive registration services and accurate and safe record-keeping from our Registration & Records department. To prepare for our BAS in ID programs, course adoption forms will be authored and submitted, and permissions for programs and degrees obtained. All systems will be updated from degree audit to SMS to ensure that BAS in ID students are served and included. BAS in ID students can go to Registration & Records for any needs related to transcript evaluation, degree posting and transcript generation.

- *Campus Community*

We are prepared to offer the BAS in ID student an experience that extends beyond the classroom. The co-curricular and extra-curricular activities we offer will work in unison with the classroom experience to ensure BAS in ID student success and retention. Our college is well-regarded among our peer institutions and recognized as a leader in the area of student leadership and engagement. In our most recent accreditation visit, we received compliments for our innovative and exemplary programming in this area. We are excited to provide this experience to our incoming BAS in ID students and welcoming them into our campus community through opportunities for the following experiences:

- Art and Design specific clubs: faculty are evaluating how best to develop a club specifically for candidates in our BAS in ID
- Service: student governance, advocacy, leadership jobs
- Engagement: clubs, organizations, Intercultural Center (a physical space with resources to explore and celebrate culture and diversity)
- Formal Learning: First Fridays Leadership Institute, Winter Leadership Retreat, MLK Week, Unity through Diversity Week, Students of Color Conference, Teaching Equity Conference

#### **Criteria 5: Commitment to build and sustain a high quality program.**

The rationale for this degree and its projected enrollment is directly tied to the employment market. Careers in art and design are steadily increasing, an increase in job opportunities that is not matched with the production of an educated workforce. 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. Despite growing need for such certification, there is currently no access to baccalaureate level education in design in South King County. 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. According to EMSI, there were 7,543 job postings for King County for 2018. Of these job postings, 4,261 require a bachelor's. In addition, the data indicates there were 189 bachelor completions in 2017. As these numbers show, more bachelor completions will be needed to meet the demand for jobs in the design field.

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. For the schools that do accept our students, there are significant barriers for students: most cannot afford the tuition, or can navigate the commute easily. This analysis

### *Projected Expenses*

Because the program can utilize the existing faculty, staff, facilities and instructional technologies associated with the existing AAS-level curriculum — and because the organizational home for the degree will remain within Highline's established departmental and administrative structures — the projected, new expenditures for the BAS in ID option are almost entirely in direct-service personnel. The bulk of this new investment will be in faculty positions, a half-time program manager, officer, adjunct faculty salaries, and a modest investment (0.2 FTE) to offset impacts on Student Services staff. The remainder of the program's expenditures will primarily be in library resources, supplies and materials, marketing, and professional development.

Because the planning effort has been integrated with routine processes and governance structures of the college, no other significant expenditures have been associated with the development of the new degree. Table 7 provides a detailed five-year projection of expenditures and revenues for the BAS start-up phase.

|   |                | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
|---|----------------|---------------|---------------|---------------|---------------|---------------|
| Projected FTE enrollment:               |                | 24            | 28            | 32            | 36            | 38            |
|   | <u>Per FTE</u> |               |               |               |               |               |
| <b>Gross Tuition Revenue/FTE</b>        | \$6,457        | \$154,962     | \$180,789     | \$206,616     | \$232,443     | \$245,357     |
| Less Building                           | -\$406         | -\$9,749      | -\$11,374     | -\$12,998     | -\$14,623     | -\$15,436     |
| Less S&A                                | -\$428         | -\$10,278     | -\$11,991     | -\$13,704     | -\$15,417     | -\$16,274     |
| Less institutional financial aid (3.5%) | -\$197         | -\$4,723      | -\$5,510      | -\$6,297      | -\$7,084      | -\$7,478      |
| Less innovation fund (3.0%)             | -\$169         | -\$4,048      | -\$4,723      | -\$5,397      | -\$6,072      | -\$6,409      |
| <b>Net Operating Revenue</b>            | \$5,256        | \$126,164     | \$147,191     | \$168,220     | \$189,247     | \$199,760     |
| Plus Fees (@\$300/FTE)                  | \$300          | \$7,200       | \$8,400       | \$9,600       | \$10,800      | \$11,400      |
| Plus Local support                      |                | \$53,792      | \$36,412      | \$23,140      | \$5,772       | \$2,826       |
| <b>Total Revenue</b>                    |                | \$187,156     | \$192,003     | \$200,960     | \$205,819     | \$213,986     |
| <b>Expenditures</b>                     |                |               |               |               |               |               |
| Program manager (0.5 FTE)               |                | \$ 50,000     | \$ 51,000     | \$ 52,020     | \$ 53,060     | \$ 54,122     |
| BAS Director (.15 of 1 FTE)             |                | \$ 15,225     | \$ 15,225     | \$ 15,225     | \$ 15,225     | \$ 15,225     |
| Full-time ID faculty                    |                | \$ 20,000     | \$ 21,000     | \$ 22,500     | \$ 23,000     | \$ 25,000     |
| Part-time faculty (0.5-1.0 FTE)         |                | \$ 30,000     | \$ 34,000     | \$ 38,000     | \$ 40,000     | \$ 43,000     |
| Student services support (0.2 FTE)      |                | \$ 8,100      | \$ 8,262      | \$ 8,427      | \$ 8,596      | \$ 8,768      |
| Benefits (@ 31%)                        |                | \$ 38,231     | \$ 40,141     | \$ 42,213     | \$ 43,363     | \$ 45,296     |
| Professional development                |                | \$ 3,000      | \$ 3,000      | \$ 3,000      | \$ 3,000      | \$ 3,000      |
| Library materials                       |                | \$ 8,000      | \$ 4,375      | \$ 4,375      | \$ 4,375      | \$ 4,375      |
| Supplies                                |                | \$ 6,500      | \$ 6,500      | \$ 6,500      | \$ 6,500      | \$ 6,500      |
| Equipment                               |                | \$ 2,500      | \$ 2,500      | \$ 2,500      | \$ 2,500      | \$ 2,500      |
| Local travel                            |                | \$ 600        | \$ 1,000      | \$ 1,200      | \$ 1,200      | \$ 1,200      |
| Marketing                               |                | \$ 5,000      | \$ 5,000      | \$ 5,000      | \$ 5,000      | \$ 5,000      |
| <b>Total Expenditures</b>               |                | \$187,156     | \$192,003     | \$200,960     | \$205,819     | \$213,986     |

**Table 9:** Proposed BAS Integrated Design budget

The initial enrollment of 24 FTE's with incremental increases to a fifth-year 38 FTE's is a conservative estimate based on growth in the other BAS programs at the college. FTE's for other BAS programs have doubled in the past three years: in spring of 2018, the Cybersecurity BAS program had 78 annual FTE, Youth Development BAS program had 45 FTE and Global Trade and Logistics had 40 FTE. Highline offered BAS programming to a total 197 FTE in the 2017-2018 school year.

The College expects the program to enroll to 38 FTEs for the BAS in integrated design by year 5. Highline's BAS director has an existing budget for marketing these degrees and this new BAS degree will utilize established successful practices: mailings, media releases, websites, social media, advisory board and industry connections, and student and alumni outreach. In order to retain students who do enter this BAS program, the college will employ: flexible course scheduling in a variety of modes (hybrid, online, face-to-face, weekend and evening classes), mandatory advising and course planning.

If enrollment does not match the projections, the BAS courses and support will still be offered without decreased program quality or the core academic experience. The college is successfully running five other BAS programs and has the resources for art and design programming. The degree, as required, builds on the existing AAS degree in a sustainable fashion that will use the

same institutional resources without duplication. Net tuition revenues plus a program fee of \$300 generate sufficient revenue to cover proposed expenses, which are largely in personnel and goods and services.

### **Criteria 6: Program specific accreditation.**

There are no accreditation bodies required for this specific field and program at this time. To ensure that our curriculum is relevant and current, we are fully collaborating with our advisory board and aligning our curriculum and course level outcomes with design program standards. We will, of course, continue to work with Northwest Commission on Colleges and Universities (NWCCU), our regional accrediting organization.

### **Criteria 7: Pathway options beyond baccalaureate degree.**

There are several options for graduates from the Highline College BAS in ID program who want to pursue a master's degree while remaining in the community. Seattle University, University of Washington, Washington Governors University and Goddard University have all indicated that should Highline College's BAS in ID be approved by the SBCTC and NWCCU, graduates would be eligible to apply to their graduate programs.

The MFA in Arts Leadership at Seattle University could be a next step for graduates of the new BAS in Integrated Design who are particularly interested in leading design and other arts organizations. The Seattle University MFA, with a focus on social justice combined with an emphasis on professional development would be a strong match. Completion of the BAS degree, overall GPA, and an internship or previous work within an arts related organization, would all contribute to acceptance into the MFA at Seattle University.

### **Criteria 8: External expert evaluation of program.**

The proposed classes were initially presented to industry professionals currently serving on advisory committees for the visual communication, multimedia, and interior design programs. The advisory committee members from these three programs were very supportive of the timeline and content for the proposed degree. Because these industry professionals stressed the importance of project management as a skill for these BAS graduates, Business 318 Project Management was added as one of the supporting courses for the degree. Our course DSN 430 Leadership for Designers will address the requested focus on business for professionals. Accessibility and universal design was also emphasized as a needed component of the designer's skillset. In response to this suggestion, DSN 425 Diversity and Inclusive Design will be a requirement for all BAS students. Industry professionals stressed the importance of students developing a complex understanding of user experience, in line with the rhetorical expectations of the audience. These comments led to the plans for DSN 410 Interactive Design Technology and DSN 405 Creative Design Process. Because advisory members indicated that understanding design across cultures would be very important for graduates of this program, DSN 425 Diversity and Inclusive Design was added to the degree.



For more in-depth reviews of the proposed degree programs, we turned to professors at local four-year institutions with graduate programs. As noted in Criteria 7, one of the pathways is to transfer for a masters or PhD in a related field. The reviewers are from the institutions that Highline interacts with regularly – these institutions would also serve as ideal transfer programs for students who want to pursue advanced degrees. The two reviewers were Professor Carol Clay from Seattle University and Dr. Scott Carnz, who served for many years as the Dean of Academic Affairs at the Art Institute of Seattle. Each of the reviewers had praise and suggestions for the proposed program, which are discussed in the paragraphs below.

Professor Carol Clay, as can be seen from her resume in Appendix B, is one of those individuals who has been a leader in design education for more than four decades. As an experienced arts administrator, she has ushered in years of change and growth at Seattle University. She has designed for many Seattle theatres and received a recent art award for her set designs. In her review, Professor Clay made the following comments of note:

- [This program] incorporates the vast and dynamic qualities of the current state of design in the structure of the program itself, bringing together students in various fields of design to work side by side.
- Designers now must be adept in current trends and software, nimble as they negotiate all sorts of design projects, and agile as they go between fields of design, often working in collaborative teams.
- The learning outcomes...point to a degree program that is exciting, contemporary, relevant, dynamic and challenging.

Professor Clay recommended that a more specific art history course be added to the requirements and she suggested that course descriptions be more intentionally aligned with the program outcomes. She also remarked on the importance of project management, writing, and presentation skills in the curriculum. At several points in her review process, she recommended the hiring of an additional faculty member with a terminal degree (MFA or PhD) for advising students into this type of degree. She noted that this degree provides students “with a skillset that is both relevant and necessary for success in business and academia.”

The second reviewer, Dr. Scott Carnz, taught and led programs at The Art Institute of Seattle for over 20 years. While at the Art Institute, he In addition to this teaching and leadership, he has over 15 years of professional industry experience in the field of design. He currently teaches undergraduate and graduate classes in design. His comments are also favorable:

- I see a strong need for this training in the marketplace and am confident it will adequately prepare students for work in a variety of design disciplines.
- One of the most unique and intriguing things about this degree is that this approach to design training is mainly seen only at the graduate level currently. I appreciate that this degree offers students such training at the baccalaureate level without the requirement to pursue a higher degree to obtain it.
- Upper level courses are relevant to industry and will train students in key aspects of working within the design industry beyond simply an entry level basis.

Dr. Carnz recommended that Highline put concerted outreach into hiring adjuncts from the vibrant design industry to compliment the strengths of current faculty.

Dr. Carnz emphasized that this new degree will be promising for Highline students and employers in the design industry: “I do not know of many programs across the country that take this particular approach to design education. It is an approach I have advocated for years, so I am personally pleased to see such a degree come into fruition.” Dr. Carnz believes that students with this degree will be well-prepared for higher level work and have a “leg up” on gaining acceptance to graduate programs.

All of the comments have been used to improve the proposed program. Professor Clay’s suggestions for the supporting classes (like the art history course and distinction between the capstone courses) have been used in the revision. As a direct result of the comments made by Professor Clay, the second capstone course was modified to be focused on the specific design media and to include specific outcomes regarding professional presentations.

The reviews have laid the groundwork for articulation agreements with Seattle University. Having an articulation agreement will strengthen that relationship.

## **Appendix A- Course Descriptions**

### **DSN 401 Design theory**

This course will cover basic design theory, along with an in-depth look at psychological and social understanding of design. Design elements like layout, contrast, and pattern are present in all design fields and serve as the tools designers use to emphasize aspects of their work. Students will interpret the psychological and social design process and construction through written and oral presentation. Students will also analyze how the human factor influences design, and produce a design that promotes inquiry and sparks conversation within a space. Students will articulate how their design responds to the given design theories.

### **DSN 405 Creative Design Process**

From conception to finalization, designers go through critical steps to create the final design. Designers from all disciplines set out to fill a need or make life better. Through a series of studies, students will develop creative solutions to the design problem or challenge. With a purposeful understanding of each stage of the design process, students will formulate a design with interdisciplinary applications.

### **DSN 410 Interactive Technology Design**

Students will learn how to integrate technology, online platforms and other interactive tools technology to communicate ideas and conceive innovative products. Students will analyze innovative technology through research, testing and critical analysis to determine effective applications to their discipline. Each student will present a critical analysis of emerging technology and various design applications to the classroom. Students will create dynamic solutions in digital/electronic imaging, illustration, 3D modeling, rendering and 3D printing and other fabrication processes.

### **DSN 415 Systematic Team Process**

Good design, especially for complex systems, demands that different disciplines bring their point of view to the matter. However, different disciplines coming together without a clear structure can produce ineffective solutions. This course will expand students' horizons by engaging with other design disciplines in strategic and collaborative ways. Students will learn the principles of human labor relations as they apply to interdisciplinary design situations. They will form teams with a variety of designers from multiple disciplines to find creative solutions. Teams will critically analyze and evaluate the final design and provide comprehensive feedback regarding strengths and areas for growth. The design process allows designers from different backgrounds to collaborate through research, ideation, prototyping, redesign, and concept presentation.

### **DSN 420 Cross-Disciplinary Design**

In today's creative industry, designers are asked to design outside of their discipline. Since all design work is rooted in a familiar language, practicing one discipline increases aptitude in another. Growth in a specific discipline simultaneously boosts overall design intuition. This class will help students apply design principles to situations outside of their disciplinary, emphasizing the shared fundamental understanding of the language, process and application of design and

design thinking. This broad perspective allows for students to see the connections between these design specialties and focus on the process of design as a creative idea and development framework.

### **DSN 425 Diversity and Inclusive Design**

The new generation of diverse designers must identify and dismantle stereotypes that are pervasive in design and work toward an equitable and global design community. Designers ethically respond to the needs of people and the environment using a creative process based approach. Ideas should be implemented in a strategic manner and question the status quo. Students will analyze historical context and cultural significance of a design. Students will practice creating designs that are inclusive and represent principles of universal design and model accessibility.

### **DSN 430 Leadership for Designers**

Students will develop leadership skills through exploration of leadership theory and research-based best practices. Using role plays, real life scenarios and case studies, students will apply leadership thinking and problem solving to design situations in the workplace. Students will learn how to engage with end users, effectively frame problems, identify potential solutions, and build prototypes to test assumptions and learn what works (and doesn't).

### **DSN 435 Capstone I**

To prepare for the transition from graduation to employment, students will incorporate previous coursework and utilize the design process to create a project that demonstrates fulfillment of the degree outcomes. In Capstone I, students produce project that shows their ability to identify, research, and design. Through this capstone project, students will present original and innovative work that demonstrates their abilities as professional artists and designers.

### **DSN 440 Capstone II**

The second capstone requires students to utilize all aspects of the design process to create a project that illustrates and documents fulfillment of all degree outcomes. The capstone project must additionally show the student's area of interest/specialization. Students will be required to present their capstone project to an audience of professional designers. Students will take a project from concept to final presentation. Students are expected to discuss, present, and critique their work with a high level of professionalism, and implement research strategies that contribute to the overall finished project.

### **DSN 445 Internship**

Internship requiring 150 hours of industry experience each quarter working with employers that promote design. Internship experiences are approved by the current department coordinator and are intended to place the student in challenging and key roles within high quality and established programs. Students will develop a comprehensive learning plan including measureable learning objectives, planned learning opportunities, and an evaluation method. The internship process requires the students to identify connections and apply components of their academic program to the workplace.

## **Appendix B – Doctoral Evaluations and Backgrounds**

### **Reviewer’s Qualifications**

**Your full Name:** Carol Wolfe Clay MFA

**B.A.:** in Interior Design – California State University, Fresno, 1977.

**M.F.A.:** in Dramatic Art-Design – University of California, Davis, 1985. Gene Chesley Award for Outstanding Design, received two consecutive years, 1983 and 1984.

Professor Clay received her M.F.A. in dramatic art – design from the University of California at Davis and her B.A. in interior design from the California State University at Fresno. She began teaching, designing scenery & lights and production managing at Seattle University in 1986. Since that time, she has designed over 50 productions at SU. Clay chaired the department of Fine Arts at Seattle University for 13 years and 2017 will mark her 30th year as a professor of theatre at Seattle University.

As an arts administrator, Clay was chair of the department of fine arts from 1996-2009, a period of tremendous growth that included a tripling of student majors; 10 new tenure-track faculty, 2 new professional staff & numerous part and full-time faculty; new degree programs in art history, interdisciplinary arts, digital design, photography, music and the MFA in arts leadership; new studios, practice rooms and classrooms for visual art, design and music; the Hedreen and Vachon art galleries; and the building of the theatre, the Lee Center for the Arts.

As a scenic designer, Clay’s work was seen in 2017 at The 5th Avenue Theatre, Pajama Game, and Seattle Children's Theatre, Into the West. Clay has also designed for Seattle Shakespeare Company (footlight award for Cymbeline), upstart crow collective, Book It Repertory Theatre, Strawberry Theatre Workshop, New City Theatre and The Empty Space Theatre. Clay received, along with her long-time collaborator Ki Gottberg, a 2012 Seattle CityArtist award for little world. Clay is a union member of United Scenic Artists Local USA 829, the United States Institute for Theatre Technology, and the Puppeteers of America.

Applied Baccalaureate External Review Rubric

|   |  |   |  |
|---|--|---|--|
| <b>College Name:</b>                                      | Highline College   | <b>BAS Degree Title:</b>                              | Integrated Design  |
| <b>Reviewer Name/<br/>Team Name:</b>                      | Carol Wolfe Clay   | <b>Institutional or Professional<br/>Affiliation:</b> | Seattle University Professor Emerita,<br>Theatre Scenic Designer |
| <b>Professional License or<br/>Qualification, if any:</b> | MFA UC Davis<br>United Scenic Artists local 829  | <b>Relationship to Program,<br/>if any:</b>           | none   |
| <b>Please evaluate the following Specific Elements</b>    |  |   |  |
| a) Concept and overview                                   | <p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p><b>Comment</b></p> <p>The Bachelor of Applied Science in Integrated Design <i>Statement of Need</i> asserts, “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 is a significant statement. More and more research points to the need for creativity in the workplace – and the importance of technology goes without saying. The Partnership for 21<sup>st</sup> Century Learning in Washington DC, whose mission is, “to serve as a catalyst for 21st century learning by building collaborative partnerships among education, business, community, and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops” lists Creativity as the Premier Skill of the 21<sup>st</sup> Century. The BAS in Integrated Design, with a focus on Creativity and Technology within the design arts, enlightens students with a skillset that is both relevant and necessary for success in business and in academia.</p> <p>The Bachelor of Applied Science in Integrated Design incorporates the vast and dynamic qualities of the current state of design into the structure of the program itself, bringing together students in various fields of design to work side by side. While designers of the past were able to learn their craft and then work independently on projects, designers now must be adept in current trends and software, nimble as they negotiate all sorts of design projects, and agile as they go between fields of design, often working in collaborative teams. The degree program as written will equip graduates well for employment in the rapidly changing field of design.</p> |   |  |

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|                             | <p>The BAS in ID addresses these challenges by integrating a variety of design concentrations within the program and preparing students for the vibrancy of the field.</p> <p>The student who is prepared as a creative and critical thinker, armed with state of the art technological skills, poised to lead, collaborate &amp; present their ideas, and informed by ethical &amp; equity-based design, will be sought after by graduate programs and employers alike. And these are the underpinnings of this degree.</p>   |
| b) Degree Learning Outcomes | <p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment</b></p> <p>Yes, absolutely. The learning outcomes are a real strength of this degree program. They are comprehensive and cover the breadth and depth of the field. They require the kind of higher learning and rigor appropriate for the baccalaureate degree. They point to a degree program that is exciting, contemporary, relevant, dynamic, and challenging. See comments following each outcome below:</p> <ul style="list-style-type: none"> <li>• Articulate, research and conceptualize multiple solutions to any design problem.<br/>This outcome covers the deeper learning gained through problem solving, including preparation, critical and complex thinking, and then the skills required to speak about these concepts.</li> <li>• Communicate design intent, clearly and competently, in their work, their speech and their writing.<br/>This outcome focuses on communication about a visual/design work through speech and writing. The challenge of communicating verbally or in writing about a visual idea or work... again, complex thinking. It's one thing to create something, it's quite another to be able to talk or write about it.</li> <li>• Convert abstract design requirements into original and creative design work.<br/>This outcome is somewhat the reverse of the previous... it involves listening to and communicating verbally and in writing about a design idea and then creating original work from that information. This is critical in the design field and for successful employment.</li> <li>• Integrate the use of technology seamlessly into the design process.<br/>Most of the coursework requires the use of technology. This learning objective ensures that the technology is</li> </ul> |

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|                         | <ul style="list-style-type: none"> <li>• Demonstrate effective leadership, group and collaborative skills to work across disciplines in successfully implementing a design.<br/>This is a key aspect of the program and essential for the success of the student in the workplace. Collaboration, leadership and working across disciplines. This is a huge learning outcome, but aspects of it are imbedded in most of the coursework.</li> <li>• Develop an ethical and equity-based design approach that incorporates cultural values, beliefs and perspectives to create a global and inclusive design community.<br/>This is a powerful learning outcome that goes beyond basic design education. It may be the most difficult to include in coursework because it will require faculty to make a point of focusing on these areas within each project and each course. The outcome requires deep level learning.</li> <li>• Demonstrate business abilities in managing projects and/or in entrepreneurial endeavors.<br/>This outcome is more specific than most included here and will likely be part of the business course and the capstones. While more specific, it is also essential for success in the workplace.</li> </ul>   |
| c) Curriculum Alignment | <p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p> <p>On page 12 of the <i>Statement of Needs</i> document it is written, "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 proposed design curriculum aligns with this statement. Many courses focus on problem solving skills, project work, and collaboration in teams – <i>Creative Design Process, Systematic Team Process, Cross-Disciplinary Design</i>. Complex technological skills are the focus of <i>Interactive Technology Design</i>. Cultural and global issues are part of <i>Diversity and Inclusive Design</i>.</p> <p>The college currently offers a variety of AAS design degrees in interior design, drafting design, multimedia design, visual communications, web design, mobile technology Expert, and Online Marketing &amp; Social Media Architect. The new BAS in Integrated Design brings all of these together as the basis of the program, taking</p> |

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|                                 | <p>advantage of the foundation already on campus and offering a clear pathway to an undergraduate degree for many students.</p> <p>The <i>Statement of Needs</i> makes a clear and strong case for a baccalaureate degree program in design in terms of community demand for designers and number of jobs available. Highline College already has a strong AAS curriculum in design along with state of the art technology, software and classroom labs devoted to this work.</p>  |
| d) Academic Relevance and Rigor | <p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>While employers necessarily seek employees who can work with the latest technology and know how to design, ultimately they also want people who are creative and critical thinkers, can work in teams, can lead and listen, and can write and speak. The courses as written provide access points for learning the technology and the design... they also encourage students to think, create, collaborate, and research. The courses matched with the learning outcomes demonstrate appropriate academic rigor and lead to the kind of design employee in demand.</p> <p>The number and type of upper level design courses are excellent and the choices made for supporting coursework are also powerful. In particular <i>Presentation Skills, Research and Persuasive Writing, Social Issues, Global Environmental Issues and Organizational Behavior and Communication</i>; these are a significant bundle of classes that will strengthen the students' understanding of design and make them more valuable to employers. <i>Project Management</i> and the <i>Internship</i> will connect students to the work world after graduation.</p> <p>My one recommendation is to increase the visible/written connection between the design curriculum &amp; the learning outcomes. The learning outcomes are excellent as written. The design course titles are also powerful. The course descriptions however are not as strong; in some cases the descriptions are too short and unclear while others are too long (the lengthy descriptions of the capstone courses that are almost, but not quite, the same are confusing for that reason. Is this a repetition of the same class and relevant for that rationale or can they be written as clearly unique and a progression of learning?). I believe reworking the course descriptions could instill the same level of excitement and intrigue represented in the learning outcomes. Since students normally read course descriptions and not learning outcomes, this is important. More important, there needs to be a direct link between the curriculum and the learning outcomes. This might mean literally listing the</p> |

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|   | <p>In reading through the proposal, including the descriptions of classrooms, facilities, and library services, the program resources appear to be appropriate and in place. In terms of facilities, Highline College already has the classrooms and technology for teaching the courses. The number and type of labs described in the section <i>Instructional Computing</i> is excellent; better than what can be listed by many 4-year institutions. This is a real strength of the program. Additional expenses will primarily be the hiring of individual adjunct faculty to teach specific courses.</p>  |
| i) Membership and Advisory Committee      | <p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p><b>Comment</b></p> <p>I have been informed that the college advisory committee has approved the degree program. I have not seen their letter and am not aware of any recommendations.</p>  |
| j) Overall assessment and recommendations | <p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b></p> <p>This is a well considered and thoughtful new degree program that takes advantage of the state of the field of design at this time. Design, indeed all that is visual, saturates every aspect of our lives. Through technology, all of the arts connect and overlap in ways never before possible. These interdisciplinary connections are the foundation of the BAS in ID. The Integrated Design program takes advantage of the resources already in place at Highline College and puts them together with additional deep, layered and diverse new design courses to form a powerful new baccalaureate degree. The learning outcomes as written are excellent and should be kept close at hand by all faculty teaching in the program as a guide and reminder – incorporating these outcomes into course descriptions would strengthen that connection for faculty and students alike. I would encourage the program to seek additional faculty, even part time faculty, who have terminal degrees in the field of design, the MFA or PhD, as these faculty will be important mentors to some students. In the interim, it may be possible to bring faculty mentors into the program to help guide with career and graduate program planning. I also encourage the addition of a history of design or history of art course, possibly in place of the art elective, as this course will provide more academic rigor, more writing and more reflection... all aspects of the stated learning outcomes.</p> <p>Overall, I believe this is a powerful degree program: relevant, timely, rigorous, and needed by the industry.</p> |

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|              | <p>themselves have a terminal degree will be great mentors for students who are considering graduate education in the field.</p> <p>If a student is interested in a graduate MFA program in design, it will be of utmost importance that they have an exciting, creative, unique and excellent portfolio of work. The portfolio will be the most important aspect of their submissions for graduate school.</p> <p>If a student is interested in a graduate MFA program in arts leadership, it will be important that they have interned within an arts organization or two for at least a year and that they are able to articulate their future plans in the field verbally and in writing.</p> <p>If a student is interested in a graduate PhD program in design, excellent writing and research skills will be necessary.</p>  |
| g) Faculty   | <p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b></p> <p>The faculty have a wealth of teaching experience in the field of design. All of the faculty have completed graduate programs in art education or similar fields. Only one faculty member has the terminal degree in the arts, the MFA, and she will be an important resource to students who may consider going on to the MFA degree. It should be a priority in the years ahead that at least one additional faculty member is hired with the terminal degree, a PhD or MFA. This is particularly important when advising students who are considering advanced degrees themselves. Even a part time faculty member with the PhD would be a necessary resource to students who are considering a more academic future. At the same time, it is extremely difficult to find faculty members in the design field who have degrees beyond the BA. This is because the field of design is lucrative and the number of qualified designers is small. Most designers complete a BA and then go on to work in the field; few continue on to terminal degrees. Even so, the program should continue to seek faculty members with these degrees.</p> |
| h) Resources | <p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>Comment</b></p>  |



## **Reviewer's Qualifications**

**Your full Name:** Scott Carnz EdD

**B.A.:** in Visual Communications The Evergreen State College, Olympia WA, 1993

**M.A.:** in Whole Systems Design, Antioch University, Seattle WA, 1997

**PhD/EdD/Doctoral Degree:** in Education Leadership, Argosy University, Seattle WA, 2009

Scott Carnz has worked in higher education for more than 20 years. He teaches courses in various design disciplines as well as in leadership and management. He has been the Dean of Academic Affairs at The Art Institute of Seattle for 8 years. Scott has worked with a variety of non-profits in the Seattle area including the Greater Seattle Business Association, AIGA Seattle, Three Dollar Bill Cinema, Fashion First, Inspire Youth Project and the Washington State FCCLA. Scott holds a Bachelor of Arts from The Evergreen State College, a Master of Arts from Antioch University and a Doctorate in Education from Argosy University.

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| <b>College Name:</b>                                      | Highline College   | <b>BAS Degree Title:</b>                              | Integrated Design                                   |
| <b>Reviewer Name/<br/>Team Name:</b>                      | Scott Carnz  | <b>Institutional or<br/>Professional Affiliation:</b> | Independent Contractor/Subject<br>Discipline Expert |
| <b>Professional License or<br/>Qualification, if any:</b> |  | <b>Relationship to Program,<br/>if any:</b>           |   |
| <b>Please evaluate the following Specific Elements</b>    |  |   |   |
| a) Concept and overview                                   | Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?<br><br><b>Comment</b><br>In my assessment, I do find that the degree program is relevant and appropriate to current employer demands. The market is seeking individuals who are creatively minded across disciplines and prepared to approach problem solving from design-thinking position. I believe this degree is well suited to prepare students to fulfill that role. I also find that the program meets accepted academic standards. It is appropriately structured, has sufficient scaffolding for student to build on existing skill sets and is thorough enough to provide the training the programs seeks to deliver. In my estimation this program will lead to job placement for most students coming out the program. |   |   |
| b) Degree Learning Outcomes                               | Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?<br><br><b>Comment</b><br>Yes, I find that there is appropriate rigor in the program. Courses build on each with an appropriate level of higher level course work to warrant this being a bachelor degree. The combination of theory and practice courses provides a level of rigor that one would expect to see in such a program and the general education work supplements core course work in such a way to further demand an appropriate level of rigor of students.   |   |   |

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| c) Curriculum Alignment              | Does the curriculum align with the program's Statement of Needs Document?<br><br><b>Comment</b><br>I believe that the curriculum as proposed does align well with the Statement of Needs Document. The needs outlined are clearly articulated and neatly aligned with the various aspects of the curriculum. The focus on employment in the need statement is well addressed by the variety of curricular requirements expected of students and, I believe, will lead to the needs being met.   |
| d) Academic Relevance and Rigor      | Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?<br><br><b>Comment</b><br>The core and elective courses complement each other nicely. The core courses provide students a sufficiently broad base from which to draw further expertise in the elective courses. Upper level courses are relevant to industry and will train students in key aspects of working within the design industry beyond simply and entry-level basis. Those who hire such positions in the industry will find an excellent skill set in graduates of the program. There is sufficient work at the upper division to demonstrate appropriate rigor one would expect in a baccalaureate program. The work will push students to higher levels of critical thinking and synthesis that should be expected of bachelor graduates and will position them well for work in the field. |
| e) General Education Requirements    | Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?<br><br><b>Comment</b><br>General education requirements do appear to be suitable for bachelor level work. There is sufficient course work required across disciplines to provide students a liberal base of knowledge to support their core work in the required and elective courses. They do appear also to have appropriate breadth and depth, meeting Washington State ICRC guidelines and exposing students appropriately to a range of disciplines with the opportunity to develop depth within each.  |
| f) Preparation for Graduate Programs | Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?   |

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| Program Acceptance                   | <p><b>Comment</b><br/>I believe this program is particularly well suited for students who wish to go on to master's level work or beyond. There a number of programs at the master and doctoral level that are more broadly focused on design across discipline and allow entry from a variety of disciplines. This program sets students up very well for higher level work in these types of programs and I suspect graduates of this program would have a leg up on other students both in gaining acceptance to graduate programs and performance in them.</p>   |
| g) Faculty                           | <p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b><br/>Faculty qualifications as outlined in the proposal do appear adequate to teach and improve the program's curriculum. There seems to be sufficient variety in training and professional experience on the part of faculty to provide students a well rounded experience in the program and to foster appropriate growth and development within student learning and portfolios.</p>  |
| h) Resources                         | <p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>Comment</b><br/>As this program is an outgrowth of existing programs already in place on campus, it does seem clear that the resources are more than adequate to support this program. Student services, including student advising and career advising among others, already seem to be robust and able to provide students with a variety of support options that may help them succeed in school. Similarly, the library holdings and facilities are already in place to support a variety of design disciplines and students in this degree program will benefit greatly from what the college has to offer.</p> |
| i) Membership and Advisory Committee | <p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p><b>Comment</b><br/>I am not able to address this.</p>  |
| j) Overall                           | <p>Please summarize your overall assessment of the program.</p>  |

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| assessment and recommendations | <p><b>Comment</b><br/>I believe this program to be very promising for Highline College and its students. I do not know of many programs across the country that take this particular approach to design education. It is an approach I have advocated for years, so I am personally pleased to see such a degree come into fruition. I see a strong need for this training in the marketplace and am confident it will adequately prepare students for work in a variety of design disciplines.</p> <p>One of the most unique and intriguing things about this degree is that this approach to design training is mainly seen only at the graduate level currently. I appreciate that this degree offers students such training at the baccalaureate level without the requirement to pursue a higher degree to obtain it. This is a great service to the students of Washington and to those who hire within the various design fields this program will serve.</p> <p>If I had to make a recommendation it would be regarding the hiring of adjunct faculty. I believe that the faculty already in place are more than able to deliver this curriculum and meet the expected outcomes. There is no question of that. There is opportunity, I believe, to make this program a superior one by taking advantage of the broad array of amazing design that happens in the Seattle region by exposing students to a variety of adjuncts from different disciplines. It would only serve to enhance an already excellent program offering.</p> |
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