3.0 Program Needs Analysis

Program Needs Analysis

Highline College offers a wide range of educational programs for students. HC offers associate transfer degree programs, adult basic education, professional/technical degrees, certificates and workforce training. In addition, HC now offers applied bachelor's degrees in seven programs: Cybersecurity and Forensics, Early Childhood Education, Elementary Education, Global Trade and Logistics, Integrated Design, Respiratory Care, and Youth Development. Students can also earn a bachelor's or master's degree on Highline's main campus through its partnership with Central Washington University, co-located in Building 29. HC strives to offer relevant coursework and training for high demand industries and foster economic development in the community at large.

3.1 CURRENT POPULATION SERVED

Highline College is one of the most diverse community colleges in the State. During the 2020-21 school year, 76% of students enrolled were students of color. Highline's commitment to diversity, social justice, and multiculturalism earned the college the Award of Excellence from the American Association of Community Colleges for increasing diversity and social equity on campus.

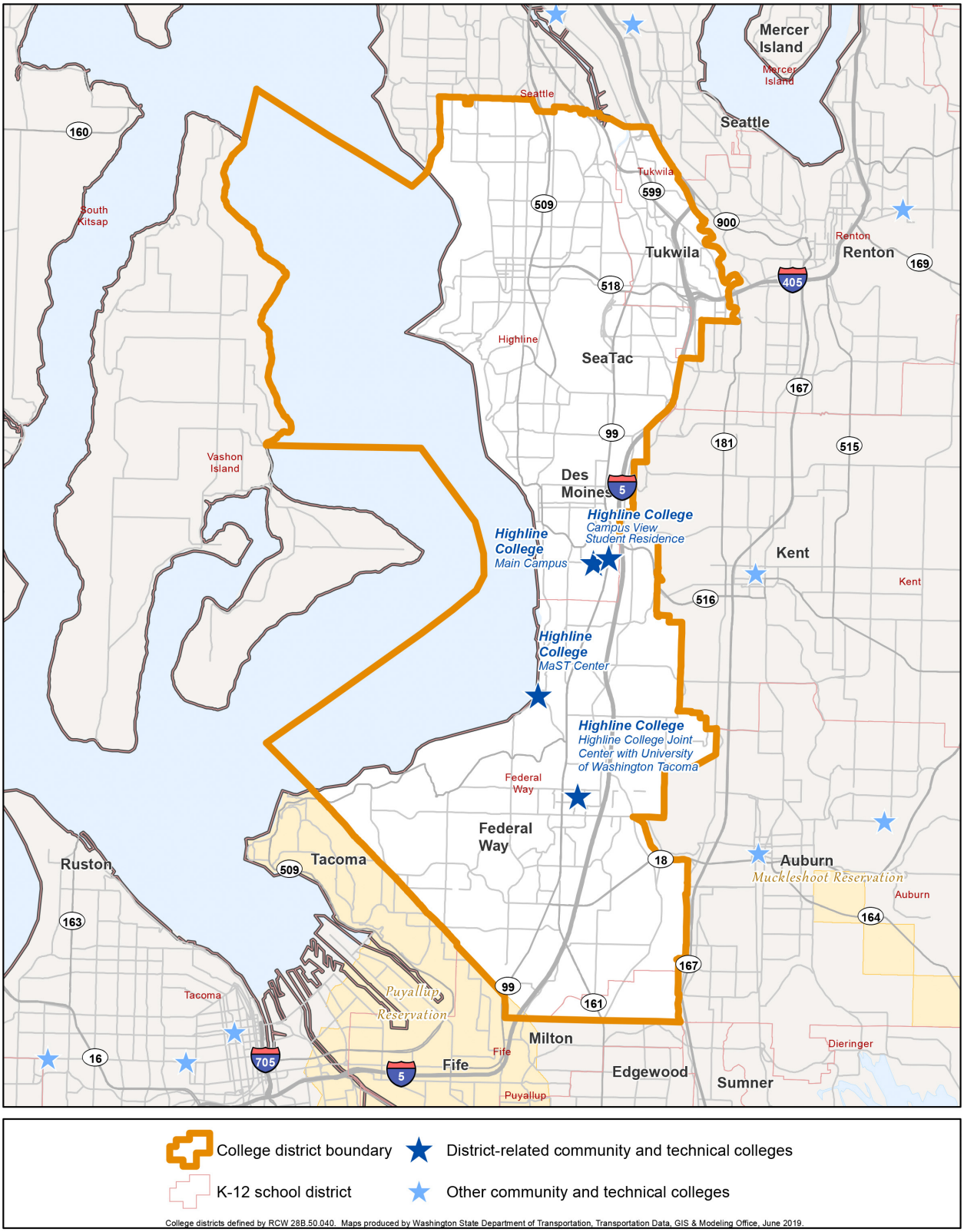
Table 1. Demographics of Highline College Student Population (2020 - 2021)

Student Characteristic	#	%
Total enrollment (cred and non-cred)	13196	100%
Enrolled in credit courses	8991	68%
Median age of credit enrolled	22	
Female	8233	62%
Students of color	7738	76% (of students excluding "None Reported")
Black/African American	2694	20%
White/Caucasian (non-Hispanic)	2432	18%
Asian (non-Filipino)	2396	18%
Hispanic/Latinx	2103	16%
Native Hawaiian/Pacific Islander	277	2%
Native American or Alaska Native	174	1%
Filipino	94	1%
None reported	3026	23%

Highline College Service Area

Highline College is one of 34 community and technical colleges in Washington State and serves the people of South King County. Following is the District map outlining Highline's service area.

Highline College — District 9



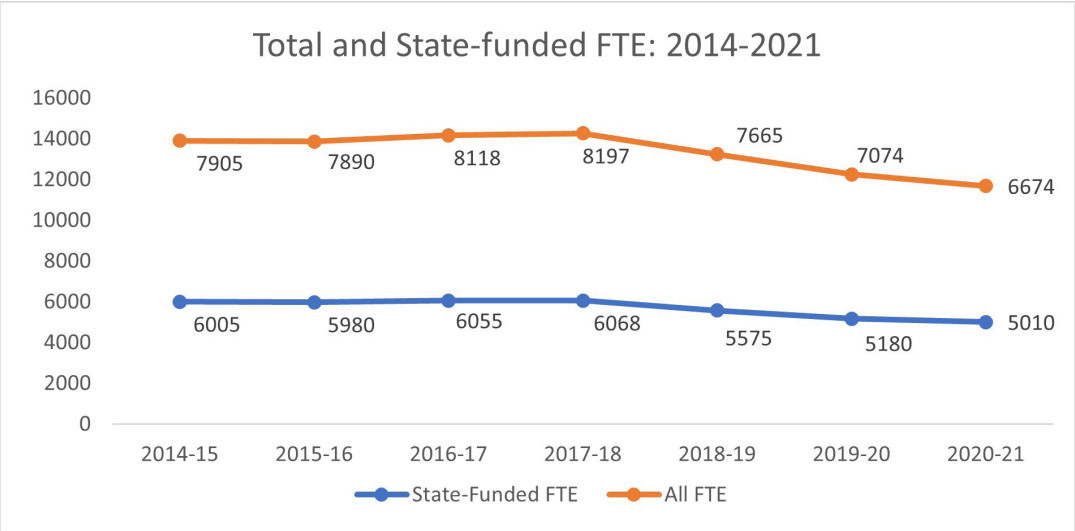
Approximately 92% of Highline's students come from King County. Table 2 below shows data on the cities where the majority of students reside. Federal Way contributes the highest percentage of students attending HC, followed closely by Kent.

Table 2. Distribution of student residence by City (2020 - 2021)

City	#	%
Federal Way	2,767	20.6%
Kent	2,092	15.5%
Des Moines/Normandy Park	1,280	9.5%
Seattle metro	1,162	8.6%
Auburn	1,007	7.5%
SeaTac	913	6.8%
Burien	678	5.0%
Tukwila	539	4.0%
Tacoma	514	3.8%
Renton	488	3.6%
Puyallup	162	1.2%
Other	1,858	13.8%

3.2 STUDENT FULL TIME EQUIVALENT (FTE) - HISTORICAL DATA

Student enrollment has fluctuated in the past decade, peaking in 2009-2010, with a gradual decline in recent years. This is typical at most community colleges, where enrollment fluctuates with changes in the economy. More students seek education and training during slow economic times while fewer students enroll in programs during times when the economy is thriving. The COVID pandemic has also impacted student enrollement between 2020 and 2022. It is expected for enrollment to remain in flux for some time as we emerge from the pandemic.



3.3 FTE GROWTH PROJECTIONS

While small FTE declines occurred in recent years as the economy strengthened, HC anticipates that enrollment will remain relatively flat in the short term plan. Growth is anticipated in the mid term plan, as the growth of the college age population rises in Washington State (Source: State of Washington Office of Financial Management) http://www.ofm.wa.gov/pop/stfc. Further, it is anticipated that Sound Transit's new Transit Center and light rail will potentially attract more students to Highline College.

We also continue to plan and rely on the State and Federal Government to create programs with states to help waive tuition in high-quality programs for responsible students, while promoting reforms to help more students complete at least two years of college. Redefining or restructuring the role of community colleges, coupled with free tuition, can lead to increases in student enrollment, persistence, and completion transfer.

All FTE *	FALL 2019	FALL 2029	Growth	Percent	FTE/Year
Academic	3,228	3,479	251	8%	25
Vocational	1,386	1,494	108	8%	11
Basic Skills/I	2,116	2,280	164	8%	16
TOTAL	**6,730**	**7,253**	**523**	**8%**	**52**

Prior to the COVID pandemic, the State Board of Community & Technical Colleges (SBCTC) projected HC to have a net growth of approximately 8%, equivalent to 523 student FTEs, over the 10-year period between 2019-2029 (Short and Mid Term Plans).

Faculty and Staff

2020-21 Faculty and staff:

- Full-Time Faculty: 157
- Part-Time Faculty: 182
- Exempt & Classified Staff: 311
- Hourly Employees: 92

Faculty is anticipated to grow, but at a slower rate than student FTE growth. The typical Faculty-to-Student ratio is 1:30. Relative to SBCTC's 523 Student FTE growth projection between 2019-2029, the 1:30 ratio would anticipate a Faculty FTE growth projection of approximately 17 additional faculty members over that time period.

3.4 PROGRAM SPACE NEEDS

The following list of program space needs are based on HC's priorities and growth expectations:

- There is a need for additional faculty offices. There are two existing stand-alone faculty buildings that are in poor condition. Existing offices are small (78 sf typical), and these two-story buildings are not accessible (no elevator). Faculty offices should be replaced with standard size offices of 120 sf typical, and integrated with Instructional/Academic buildings to improve student access to faculty as well as eliminating physical barriers to students.
- The Engineering and Arts programs, currently located in Building 16, are in need of appropriate space conducive to the learning environment. Building 16 was built to house long-gone professional technical programs. It was never designed to efficiently and effectively accommodate the Engineering and Arts programs. Furthermore, the Building is in deteriorating condition, with failing mechanical systems, along with a whole host of other issues relating to an aging building. The College plans to replace Building 16 as part of the Welcome Center for Student Success capital project.
- ABE/ESL courses will continue to be a substantial segment of the College's enrollment with ABE/ESL courses in demand by a growing population of immigrants and refugees to the South King County region, including Latinx and East Africans.

- Running Start, a dual-enrollment program for high school students, is also anticipated to remain robust in the mid-term plan.
- Highline College plans to continue expanding its offerings in the Applied Bachelor's Programs (4-year), The College currently offers seven different Applied Bachelor's Degrees, with the newest additions of Education and Integrated Design.
- Consequently, the College needs both additional classrooms as well as renovated/updated classrooms to continue supporting all instructional programs on campus.
- The administrative functions (recruitment, admission, new student orientation, placement & testing) for the ELCAP program are currently squeezed into a single office. Those functions will be re-located into the new Academic Pathways Building, allowing more space for supportive interactions. The administrative functions for the BAS programs (recruitment, admissions, orientation) are currently conducted in an administrative building with little student traffic. Locating those functions in the new Academic Pathways Building creates more opportunities for interaction with students and faculty.
- Student service departments and functions, including financial aid, counseling, advising, and testing, are currently spread out in several smaller buildings due to space constraints, resulting in inefficient and at times ineffective services to students. The College is in need of a larger comprehensive, inclusive, and all-service-in-one location to provide all of the necessary student services to support a successful academic experience.
- Off-site programming continues to be an essential element of the Highline College mission, to bring educational services to the local community. The College currently offers classes in Burien, White Center, Tukwila, and Federal Way. Off-campus programs however still require the support of on-campus staff and associated space in order to prepare the students for transitioning to the main campus and for degree completion

Please refer to the following Implementation Plan section of this document for anticipated schedules and implementation of proposed projects.

Back to Table of Contents