

The Academic Reduction and Elimination rubrics are designed to apply more of the criteria from the process as a whole, following the Initial Financial Analysis. The purpose of the rubric phase is to further narrow the number of programs or subject areas that are being considered for reduction or elimination. The Rubrics consider the following criteria:

- Was this program or curriculum created to remove barriers for marginalized or otherwise vulnerable students?
- Is the program adaptable to changing needs?
  - Current and future labor market demand
  - Currently and in the future, linked to a high-demand transfer program
  - Addresses a gap that is not adequately filled by other public community colleges
- Is the program accountable to the community we serve?
  - Clear evidence that the community expects us to offer education in this area: Evidence of interest from school districts, based on dual credit enrollment
  - Recent bond investment, showing relevance and recent community support.
  - Student retention and/or completion rates
- What are the enrollment trends for the program for the prior three years?

After the above criteria are applied using the rubrics, criteria related to systemic, legal and additional financial aspects will be applied to programs or subject areas that continue to be considered for reduction or elimination. The deans will then work with programs or subject areas still under consideration, in order to review unique characteristics of programs or subject areas and to answer these remaining questions:

- How will reduction or elimination of the program or subject area affect diversity, equity and inclusion priorities?
- Is there clear evidence that the community expects us to offer education in this area, such as engagement with advisory boards or external partners?
- What other future events or trends could impact the program or curriculum?

The rubrics themselves are based on data gathered from the college or from Oregon's Higher Education Coordinating Commission.

Documents describing the full process can be found here: F:\Academic Reduction-Elimination Process OR [https://studentclackamas-my.sharepoint.com/:f:/g/personal/david\\_plotkin\\_clackamas\\_edu/EoVV36vqM1tMsmD5p7HZF9kBhEP46L0I-r8OVLrMgbuMUg?e=R9D3MC](https://studentclackamas-my.sharepoint.com/:f:/g/personal/david_plotkin_clackamas_edu/EoVV36vqM1tMsmD5p7HZF9kBhEP46L0I-r8OVLrMgbuMUg?e=R9D3MC)

Phase III, Academic Reduction / Elimination, Rubrics

CTE Rubric					
Criteria	N/A: 0 points	Yes: 5 points		Weighting	Points
Program created to remove barriers for marginalized or otherwise vulnerable students.				x2	
Criteria	Low: 1 point	Moderate: 3 points	High: 5 points		
Labor market demand – wage and demand	Low wage / low demand	<ul style="list-style-type: none"> <li>Low wage / high demand</li> <li>High wage / low demand</li> </ul>	High wage / high demand	x2	
Fills a curricular gap at the community college level in Oregon, based on number of programs at Oregon community colleges other than Clackamas.	8-16 colleges have program, at least one in metro area	<ul style="list-style-type: none"> <li>8-16 colleges, none in metro area</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>4-7 colleges, one in metro area</li> </ul>	<ul style="list-style-type: none"> <li>4-7 colleges, none in metro</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>1-3 colleges</li> </ul>	x2	
Program or curriculum has been the focus of the 2014 bond investment, to reflect relevance and recent community interest.	Not a focus at all	Some focus on program, but intention of bond investment was primarily for other programs or services	The intent of bond investment was primarily to support this program.		

Phase III, Academic Reduction / Elimination, Rubrics

Criteria	Low: 1 point	Moderate: 3 points	High: 5 points	Weighting	Points
Student Retention and Graduation Rates, Year Two, Average of Year 15, 16 cohorts	At 23% or lower	24%-49%	50% or higher		
Enrollment Trends, AYs 2016-17 to 18-19 Overall enrollment at CCC declined by 8.7% from 2016-2018	Enrollment decline > 8.7% (i.e. overall college enrollment decline)	Between 8.7% decline and 0% growth	Enrollment growth Or Enrollment demand exceeds program capacity		
Dual credit enrollment	At 25 or lower	26-131	At 132 or higher		
<b>Point total</b>					

Phase III, Academic Reduction / Elimination, Rubrics

<b>Lower Division Transfer Rubric</b>						
<b>Criterion</b>	<b>N/A: 0 points</b>		<b>Yes: 5 points</b>		<b>Weighting</b>	<b>Points</b>
Program created to remove barriers for marginalized or otherwise vulnerable students.					x2	
<b>Criteria</b>	<b>Low: 1 point</b>	<b>Moderate: 3 points</b>	<b>High: Five Points</b>			
Transfer demand – correspondence between subjects or programs at CCC and majors with high transfer rates at universities	Not a top 20 transfer major at universities	Moderate 11-20 top transfer major at universities	High – top 10 transfer major at universities		x2	
Fills a curricular gap at the community college level in Oregon	8-17 colleges have program, one in metro area	<ul style="list-style-type: none"> <li>8-17 colleges, none in metro area</li> <li>4-7 colleges, one in metro area</li> </ul>	<ul style="list-style-type: none"> <li>4-7 colleges, none in metro</li> <li>1-3 colleges</li> </ul>		x2	
Program or curriculum has been the focus of the 2014 bond investment, to reflect relevance and recent community interest.	Not a focus at all	Some focus on program, but intention of bond investment was primarily for other programs or services	The intent of bond investment was primarily to support this program.			
Enrollment Trends, AYs 2016-17 to 18-19 Overall enrollment at CCC declined by 8.7% from 2016-2018	Enrollment decline > 8.7% (i.e. overall college enrollment decline)	Between 8.7% decline and 0% growth	Enrollment growth			
Dual credit enrollment	At 25 or lower	26-131	At 132 or higher			
<b>Point total</b>						

Sources of data:

- **Program exists to remove barriers:** program descriptions provided to the state by CCC.
- **Labor market demand:** wage and demand 2017-2027 projection data from the state, compiled for CTE programs in March 2019.
- **Transfer demand:** Higher Education Coordinating Commission analysis of most common majors at Oregon public universities, 2010-2017
- **Fills a curricular gap:** Data from the Higher Education Coordinating Commission, checked by deans and departments for accuracy, 2020
- **Bond investment:** Documents provide to public regarding 2014 bond. Subsequent use of buildings.
- **Retention and Graduation:** Data and rubric ranges from CCC's Office of institutional Research, 2015, 2016 cohorts.
- **Enrollment Trends:** Data from CCC's Office of Institutional Research, 2016-17 to 2018-19.
- **Dual Credit Enrollment:** Data from CCC's Office of Institutional Research, 2018-19.