

Career Technical Education and Other Programs

Criteria	No: 0 points	Yes: 5 points		Points
Program exists to remove barriers for marginalized or otherwise vulnerable students.				
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"> • Low wage / high demand • High wage / low demand 	High wage / high demand	
Fills a curricular gap at the community college level in Oregon, based on number of programs at Oregon community colleges other than Clackamas.	8-17 colleges have program, one in metro area	<ul style="list-style-type: none"> • 8-17 colleges, none in metro area <li style="text-align: center;">OR • 4-7 colleges, one in metro area 	<ul style="list-style-type: none"> • 4-7 colleges, none in metro <li style="text-align: center;">OR • 2-3 colleges 	
Program or curriculum has been focus of bond investment.	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.	
Program associated with a field at risk for some level of automation	30+% displacement	16-30% displacement rate	15% or lower displacement rate	

Criteria	Low: 1 point	Moderate: 3 points	High: 5 points	
Student Retention and Persistence 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	
Dual credit enrollment				
Point total				

Narrative data (a narrative response to these questions should be no longer than 250 words):

1. Will reduction or elimination of the program or curriculum affect diversity, equity and inclusion initiatives? If so, how?
2. Does this program or curriculum exist to remove barriers for marginalized or otherwise vulnerable students? Explain.
3. Is there clear evidence that the community expects us to offer education in this area, such as engagement with advisory boards or external partners?
4. What other future events or trends could impact the program or curriculum?

The Instruction and Student Service Deans and the Vice President of Instruction and Student Services programs will conduct an analysis of programs and curriculum using financial data and the application of criteria through the rubric and review of narrative responses. If the Vice President recommends reduction or elimination of a program in the initial draft analysis, then the following questions will be explored by the deans in conjunction with College Services and Business Services:

1. Will reduction or elimination reduce the projected ending fund deficit in year 3 or 5? How so?
2. What would be the cost, timeline and impact, if a teach-out were required?
3. Can equipment be repurposed or investments in equipment be recouped?
4. Will elimination or reduction trigger a need for renovation of the facility? What would be the cost?
5. What other financial costs are associated with reducing or eliminating the program or curriculum?

Lower Division Transfer Subject Areas

Criterion	No: 0 points	Yes: 5 points	Total
Program exists to remove barriers for marginalized or otherwise vulnerable students.			
Criteria	Low: 1 point	Moderate: 3 points	High: Five Points
Transfer demand	Not a top 20 transfer major	Moderate 11-20 top transfer major	High – top 10 transfer major
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"> • 8-17 colleges, none in metro area • 4-7 colleges, one in metro area 	<ul style="list-style-type: none"> • 4-7 colleges, none in metro • 2-3 colleges
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Dual credit enrollment			
Point total			

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