

College Council Agenda

Date: 12.4.20 | Begin: 12:00 p.m. End: 2:00 p.m. | Location: via Zoom

Topic/Item	Presenter	Allotted Time	Key Points Briefly provide expected outcome
Minutes		N/A	Minutes from the November 20, 2020, meeting have been posted for review; please contact Tami Harper with comments or corrections.
Title III Grant Update	Kelly Love & Jennifer Anderson	10 min	Receive an update on the Title III Grant.
Registration/Fee Process & Language	Tara Sprehe	10 min	
Academic Reduction Rubrics – Drafts for Review and Comment	David Plotkin	40 min	The rubric workgroup has reviewed the rubrics and is ready to share their work.
Association Reports <ul style="list-style-type: none"> • Associated Student Government • Classified • Part-time Faculty • Full-time Faculty • Administrative/Confidential 		10 min	

Announcements		10 min		
	Upcoming Meeting Dates	Start	End time	Location
	January 15, 2021	12:00PM	2:00PM	Via Zoom
College Council Minutes can be found online at: http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body				

Title III Grant Update

Fall 2020

Title III Grant Overview

- Department of Education grant from 2019-2024
- 2.2 million dollar budget over 5 year period
- Goal of supporting and augmenting the Guided Pathways model by supporting students through their onboarding and first term experience to get on a path and stay on the path through graduation
- Supports Project Director position which includes coordinating the work of Guided Pathways and integrating Guided Pathways into the Title III work

Components of CCC's Title III Grant

1. Create 3 new College Navigator positions who facilitate onboarding for new students focused on first-generation, undecided, and low SES students
2. Support the creation of a "Start Lab" designed to provide a place for new students to learn how to navigate systems and gain key college success skills
3. Scale up FYE courses for all degree and certificate seeking students
4. Explore ways that Peer Assistant Program can support new student onboarding

College Navigators

- Created 3 Title III College Navigator positions
 - Provide onboarding and support steps from admission through first term (e.g. completing placement, orientation, financial planning, using Moodle, connecting to advising, getting registered, and “how to” activities)
- Hired lead Navigator, Beth Wicklund, and part-time Navigators Tasia Sullivan and Joanna Monaco
- In process of hiring full-time Bi-lingual College Navigator

Title III Operational Group

- AFaC Service directors and coordinators meet to coordinate the work across units (Navigators, Admissions, Advising, Financial Aid and Career Services)
- Collaborate on grant implementation including:
 - Work of the College Navigator role
 - Start Lab Workshops
 - Use of Navigate system to track contacts with students and notes
 - Simplify and combine various intake forms

Colleague and Navigate progress

- Developing reports in Colleague to identify Title III students and students' completion of each onboarding step
- Set up tags in Navigate to identify Title III students
- Created an Appointment Summary Report in Navigate to track students' progress with connecting with Navigators and engage in wraparound services during their first-term

Peer Assistants and Interns

- Developed a role for Peer Assistants to work with the College Navigators
- Started to identify how Peer Assistants can support incoming and first year students
- Created a partnership with Portland State's School of Social Work and welcomed two social work interns

Start Lab Workshops

- Started coordinating a weekly offering of virtual Start Lab workshops for incoming and first year students this fall
- Topics include:
 - preparing for your first term of college
 - online tools and resources at CCC
 - starting college on the right foot
 - financial planning
 - career exploration and planning
 - midterm prep and study tips
 - planning your winter term schedule

FYE 101 Expansion

- Grant calls for First Year Experience 101 course to be part of new student courses during their first year
- Exploring paths to determine how to implement an FYE 101 requirement

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

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"> Low wage / high demand High wage / low demand 	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"> 8-16 colleges, none in metro area OR <ul style="list-style-type: none"> 4-7 colleges, one in metro area 	<ul style="list-style-type: none"> 4-7 colleges, none in metro OR <ul style="list-style-type: none"> 1-3 colleges 	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		
Point total					

Phase III, Academic Reduction / Elimination, Rubrics

Lower Division Transfer Rubric						
Criterion	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: Five Points			
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"> • 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 • 1-3 colleges 		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			
Point total						

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.

Academic Reduction and Elimination



Education That Works



Process Overview - Purpose

The Academic Reduction and Elimination Process:

A comparative snapshot of the performance of academic programs or curricula based on cost, value, effectiveness and impact to determine whether or how to save money through reduction or elimination of academic programs or subject areas.

Process Overview - Goal

The goal of all the phases and steps:

- Substantive and focused conversations about a limited set of programs
- Executive Team makes thoughtful decisions about reduction or elimination

Process Overview

Phase I: Fall 2019

Establish criteria and process

Phase II: Fall 2020

Initial Financial Analysis Conducted

– Revenue Neutral + programs no longer under consideration

Final draft of rubrics

Process Overview

Phase III: Winter 2021

Rubrics adopted

Application of criteria

Phase IV: Winter 2021

College dialogue about results

Implementation

Initial Financial Analysis

Initial Financial Analysis

- Does not capture all data
- Programs continuing in process
 - Multiple criteria applied
 - Further financial analysis to take into account unique revenues and expenses
 - Systemic and legal impacts analyzed