

| Community College Bachelor of Applied Science (BAS) and Bachelor of Science: Nursing (BSN) Phase 1 Statement of Need Rubric | | | | | | | |
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| College: | | | Program: | | | | |
| Reviewer Name: | | | | | | | |
| Standard | Criteria | Criteria Met (Check mark indicates criteria met) | | Reviewer Rating (if Criteria Met) | | Unmet Criteria Listed | Comments or Action(s) Requested |
| 1. Relationship to institutional mission and goals, and Oregon's educational goals. | A. Describe how this program serves 'Oregon's residents to obtain a bachelor's degree that provides technical/professional knowledge and skills required for specific career positions with Oregon's local, regional or statewide employers. | <input type="checkbox"/> | Statement of Need describes bachelor's program for Oregon's residents that provides knowledge and skills for specific career positions with Oregon employers. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |
| | | | | <input type="checkbox"/> | (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges | | |
| 1. Relationship to institutional mission and goals, and Oregon's educational goals. | B. How does this program serve Oregon's education diversity and equity goals? | <input type="checkbox"/> | Statement of Need describes how program serves Oregon's education diversity and equity goals. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |
| | | | | <input type="checkbox"/> | (3) Exceeds | | |

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| | | | | | There is strong evidence provided for this criteria that is an exemplar for other community colleges | | |
| 2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication. | A. Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal. | <input type="checkbox"/> | Statement of Need addresses similar programs at the associate and baccalaureate levels and describes important points of similarity with, or differences from proposed program. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |
| | | | | <input type="checkbox"/> | (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges | | |
| 2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication. | B. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations: <ul style="list-style-type: none"> to minimize costs to students and maximize effective use of state | <input type="checkbox"/> | Statement of Need describes how the college will collaborate with other colleges, industry, or community organizations. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |
| | | | | <input type="checkbox"/> | (3) Exceeds There is strong evidence provided for this criteria | | |

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| | <p>resources</p> <ul style="list-style-type: none"> • to enrich teaching& learning, and • to facilitate students' preparation to enter and succeed in postgraduation employment | | | | <p>that is an exemplar for other community colleges</p> | | |
| <input type="checkbox"/> | <p>Statement of Need describes how collaboration will help minimize costs to students and maximize effective use of state resources.</p> | <input type="checkbox"/> | <p>(1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness.</p> | | | | |
| <input type="checkbox"/> | | <input type="checkbox"/> | <p>(2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness.</p> | | | | |
| <input type="checkbox"/> | | <input type="checkbox"/> | <p>(3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges</p> | | | | |
| <input type="checkbox"/> | <p>Statement of Need describes how collaboration will help to enrich teaching and learning.</p> | <input type="checkbox"/> | <p>(1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness.</p> | | | | |
| <input type="checkbox"/> | | <input type="checkbox"/> | <p>(2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness.</p> | | | | |
| <input type="checkbox"/> | | <input type="checkbox"/> | <p>(3) Exceeds There is strong evidence provided for this criteria</p> | | | | |

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| | | | | | that is an exemplar for other community colleges | | |
| | | <input type="checkbox"/> | Statement of Need describes how collaboration will help facilitate students' preparation to enter and succeed in postgraduation employment. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |
| | | | | <input type="checkbox"/> | (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges | | |
| 3. Employers in relevant community area have substantive demand for graduates with baccalaureate level degree and specific competencies students | A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study. This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters | <input type="checkbox"/> | Statement of Need demonstrates that employer demand exceeds regional supply of graduates with bachelor's degrees in the employer-desired field of study. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |
| | | | | <input type="checkbox"/> | (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges | | |

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| <p>are expected to achieve in this program.</p> | <p>of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates. Note: Text that synthesizes your key data can help reviewers better understand your analysis and conclusion of employer need better than just attaching a generated data report. See Details to Calculate Supply/Demand Gap document for information on how to determine supply and demand data for both existing and emerging occupations.</p> | <input type="checkbox"/> | <p>Statement of Need has calculation of the estimated annual gap between employer demand and supply of graduates.</p> | <input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |
| | | | | <input type="checkbox"/> (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges | | |
| <p>4. Applied baccalaureate program builds upon academic, professional or technical degree</p> | <p>A. If the proposed degree is a bachelor of applied science (BAS), describe the existing professional and career technical degree program(s) that will be used as the foundation for this applied baccalaureate</p> | <input type="checkbox"/> | <p>Statement of Need describes any existing CTE program(s) that will be used as the foundation for a bachelor of applied science program or Statement of Need describes associate degree in nursing as</p> | <input type="checkbox"/> (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | | | <input type="checkbox"/> (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | |

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| <p>program(s) or courses already offered.</p> | <p>program. Include how long the program has been in existence, the date of its last review by its department within the college, and the enrollment history of the program(s) over the past six years. If the proposed degree is a Bachelor of Science: Nursing (BSN), the student must have already received an associate degree in nursing. Include how long the foundational nursing program has been in existence, the date of its last review by its department within the college, and the enrollment history of the program over the past six years.</p> | | <p>the foundation for a Bachelor of Science: Nursing program.</p> | <input type="checkbox"/> | <p>(3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges</p> | | |
| | | <input type="checkbox"/> | <p>Statement of Need describes how long existing CTE program(s) has/have been in existence.</p> | <input type="checkbox"/> | <p>(1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness.</p> | | |
| | | | | <input type="checkbox"/> | <p>(2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness.</p> | | |
| | | | | <input type="checkbox"/> | <p>(3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges</p> | | |
| | <input type="checkbox"/> | <p>Statement of Need describes the date of last review of existing CTE program(s) by its/their department.</p> | <input type="checkbox"/> | <p>(1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness.</p> | | | |
| | | | <input type="checkbox"/> | <p>(2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness.</p> | | | |
| | | | <input type="checkbox"/> | <p>(3) Exceeds There is strong evidence provided for this criteria</p> | | | |

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| | | | | | that is an exemplar for other community colleges | | |
| | | <input type="checkbox"/> | Statement of Need describes the enrollment history/histories of existing CTE program(s) over the past six years. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | <input type="checkbox"/> | | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | | |
| | | <input type="checkbox"/> | | (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges | | | |
| 4. Applied baccalaureate program builds upon academic, professional or technical degree program(s) or courses | B. How might this existing program need to be revised to better integrate with an applied baccalaureate program? | <input type="checkbox"/> | Statement of Need describes if existing CTE program(s) may be revised to better integrate with an applied baccalaureate program. | <input type="checkbox"/> | (1) Minimally Meets Requested evidence provided, but may lack rigor, detail, clarity, or effectiveness. | | |
| | | <input type="checkbox"/> | | (2) Fully Meets Requested evidence provided with adequate rigor, detail, clarity, and effectiveness. | | | |

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| already offered. | | | | <input type="checkbox"/> | (3) Exceeds There is strong evidence provided for this criteria that is an exemplar for other community colleges. | | |
| | | | | <input type="checkbox"/> | Not Applicable- No evidence provided that indicates existing CTE program needs to be revised to better integrate with applied baccalaureate program. | | |