Strategic Planning External Analysis Summary

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Strategic Plan Comparisons: CDHE, CCCS, Otero

Vision, Mission, and Values

	CDHE	CCCS	Otero
Vision	All Coloradoans will have an education beyond high school to pursue their dreams and improve our communities.	Colorado community colleges are unsurpassed at providing quality educational opportunities for all who aspire to enrich their lives.	Otero College will provide superior educational opportunities and be a valued partner with the communities we serve.
Mission	We support students, advocate, and develop policies to maximize higher education opportunities for all.	To provide an accessible, responsive learning environment where our students can achieve their educational, professional, and personal goals in an atmosphere that embraces academic excellence, diversity, and innovation.	To provide quality higher education that is accessible, transforms lives, expands employment opportunities, enriches our communities, promotes individual and global cultural diversity, and fosters economic development.
Values	Collaboration, Data-Driven, Inclusive, and Student-Focused		Integrity, Honesty, Teamwork, Communication, and Innovation
Outcomes	Increase Credential Completion Erase Equity Gaps Improve Student Success Invest in Affordability and Innovation	Transform the Student Experience Transform Our Own Workforce Experience Create Education Without Barriers Through Transformational Partnerships Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence	Student Success: Access, Retention, and Completion Fiscal Stability and Human Resources Communication, Campus Culture and Diversity, and Community Engagement Facilities Planning/Campus Environment/Campus Safety and Security Institutional Effectiveness

Strategies

	CDHE	CCCS	Otero
Strategies	**Increase Credential Completion** Increase annual credential completion Increase high-demand credential completion **Erase Equity Gaps** Increase credential attainment for the age 25-34 population Increase number of annual credentials completed by minority and low-income students Increase certificate completion by minority and low-income students Increase high-demand credential completion **Improve Student Success** Improve student persistence and retention Reduce remediation rates of students Reduce average time-to-degree Reduce average credits to degree **Invest in Affordability and Innovation** Increase public investment in student success, research, and innovation Decrease average undergraduate federal student debt Increase innovation	**Transform the Student Experience** Design rigorous educational experiences that combine the delivery of practical knowledge with the development of student creativity and innovation Implement and scale-up proven student-support mechanisms that partner with students to confront and overcome educational barriers Create an innovation fund to foster student success through the utilization of best practices, such as technology-enhanced, immersive simulation and predictive analysis **Transform Our Own Workforce Experience** Develop a workforce that reflects student diversity Reward teamwork, innovation, and measurable outcomes through employee recognition programs and compensation Develop technology-based, best practice repositories as employee resources Support learning through professional development Develop future leaders for our institutions **Create Education Without Barriers Through Transformational Partnerships** Develop additional partnerships with businesses,	**Student Success: Access, Retention, and Completion** Provide accessible higher education opportunities that transform lives by expanding students' engagement in learning, providing greater transfer options, and paving the way for future employment opportunities. **Fiscal Stability and Human Resources** Maintain solid business practices and prudently manage state resources in support of mission fulfillment while continuing to seek additional resources. **Communication, Campus Culture and Diversity, and Community Engagement** This goal will foster effective communication campus-wide, create an environment which celebrates cultures and diversity and fosters a sense of community belonging, and support a healthy working environment and high employee and student satisfaction. **Facilities Planning/Campus Environment/Campus Safety and Security** This goal ensures that the campus' physical environment (buildings, classrooms, offices, landscaping, etc.) provides access, supports the instructional process, and ensures a safe working environment that enables productivity. **Institutional Effectiveness** This goal expresses the need for accountability, data-driven decision-making, and outcomes assessment. It is essential that

		K-12, community organizations, policy-makers, and other higher educational institutions	we can measure progress and achievement in meaningful ways, and that we can demonstrate impact and outcomes to our internal and external stakeholders.
		Devise technology-supported and hybrid educational delivery solutions that transcend time and place barriers, maintain high quality, and foster student success	
		Develop competency-based criteria to grant credit for prior experiences in order to widen educational pathways while reducing time to credential completion	
		Design experiential learning opportunities in all programs	
		Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence	
		Develop system-wide capacity in institutional research and data analytics to support a culture of inquiry, evidentiary decision-making, and student success	
		Increase external resource development capacity to allow investment in student scholarships, and in appropriate physical and technological resources that support high quality learning experiences	
		Promote the value of community colleges and of our successful student outcomes to prospective students, policy-makers, and taxpayers	

Key Performance Measures

	CDHE	CCCS	Otero
Key Performance Measures	**Increase Credential Completion** INCREASE ANNUAL CREDENTIAL COMPLETION 9,200 credential completions per year on top of natural growth Increase certificate completion, as a proportion of total credential completion, from 25 percent (15,845) in 2017 to 33 percent (20,915) by 2025 INCREASE HIGH-DEMAND CREDENTIAL COMPLETION Increase STEM credentials, including health care, from 12,500 to 14,500 by 2025 Increase educator-preparation credentials from 2,800 to 3,280 by 2025 **Erase Equity Gaps** INCREASE THE AGE 25-34 POPULATION CREDENTIAL ATTAINMENT: Of the Hispanic population from 29 percent (2017) to 66 percent by 2025 Of the African American population from 39 percent (2017) to 66 percent by 2025 Of the Native American population from 29 percent (2017) to 66 percent by 2025 INCREASE NUMBER OF ANNUAL CREDENTIAL COMPLETION BY MINORITY AND LOW-INCOME STUDENTS INCREASE CERTIFICATE COMPLETION BY MINORITY AND LOW-INCOME STUDENTS INCREASE HIGH-DEMAND	**Transform the Student Experience** Increase number of certificates and degrees awarded by one percentage point annually Exceed the national fall-to-fall retention rate for full and part-time community college students by 2025 Assure equity in outcomes for students from underrepresented groups, as compared to overall student outcomes Review and, as appropriate, redesign programs of study in five state-wide disciplines per year to better serve student needs Beginning in Fiscal Year 2017, develop 10 competency-based courses per year Design three accelerated and competency-based strategic pathways per year in statewide disciplines with high student demand beginning in FY 2020 Increase online and hybrid share of enrollment annually by one percentage point beginning in FY 2017 **Transform Our Own Workforce Experience** Disaggregate diversity/representativeness statistics of workforce, then set goals and develop a plan by group to measure the success of outreach and retention efforts in moving towards a workforce that reflects student demographics	**Student Success: Access, Retention, and Completion** Increase the number of students completing developmental classes with a C or better the first time by 1.5% annually from 2015-2019. Improve assessment in order to obtain reliable, measurable data that can be used for continuous improvement of student retention, completion, and success. Achieve 80% student satisfaction in the advising process. Increase the total number of certificates and degrees awarded within 3 years by 2% per year by 2019. Improve employability rates among certificate and AAS degree graduates by 2% annually. Increase transfer rates of degree-seeking AA/AS students to 4-year institutions by 2% annually. Increase the number of students who have enrolled in concurrent credit classes who then enroll at Otero after graduation by 2% annually. **Fiscal Stability and Human Resources** Meet or exceed the 6% operating reserve required by CCCS. Conduct the requisite outreach and recruitment efforts to ensure that annual Otero enrollment stays above the annual system FTE average.

	CREDENTIAL COMPLETION INCLUDING: Increase STEM credential completions by minority and low-income students Increase educator-preparation credential completions by m **Improve Student Success** IMPROVE STUDENT PERSISTENCE AND RETENTION Increase first-to-second year and second-to-third-year retention rates REDUCE REMEDIATION NEEDS OF STUDENTS Increase number of students successfully completing introductory gtPathways courses in English and math REDUCE AVERAGE TIME-TO-DEGREE Improve on-time graduation rates REDUCE AVERAGE CREDITS TO DEGREE Improve percentage of students who return for the second year with sophomore standing (30 credit hours or more) **Invest in Affordability and Innovation** INCREASE PUBLIC INVESTMENT IN STUDENT SUCCESS, RESEARCH AND INNOVATION Increase state investment Increase funding for need-based student aid (federal, state, institutional)	Increase the use of learning object repositories in three statewide disciplines per year Devise a pilot evaluation system that rewards innovation, team accomplishments, and measurable outcomes by 2018 Achieve the goal that 25 percent of employees annually will engage in professional development Complete a succession planning process for System and college leadership by 2020 **Create Education Without Barriers Through Transformational Partnerships** Increase concurrent enrollment compared to the overall increase in high school enrollment Increase transfers to four-year institutions of students who earn at least 15 credits, for all students and specifically for underserved populations, by two percent per year beginning in FY 2017 **Redefine Our Value Proposition Through Accessibility, Affordability, Quality, Accountability, Resource Development, and Operational Excellence** Develop metrics for social media impressions and click-through rates and propose appropriate goals Develop greater capacity in predictive and summative analytics system-wide by FY 2020 Increase outside resources from public and private sources by increasing private fundraising by five percent and grant generation by five percent per year	Develop strategies for aligning grant applications with the institutional strategic plan. Develop strategies for institutionalizing grant-funded programs and functions that align with the institutional plan and meet the evolving needs of the institution. Pursue additional revenue streams to support campus operations in line with the institutional mission. Support the professional development of faculty and staff as measured by funding provided and participation rates. Develop career opportunities for staff advancement and succession planning. **Communication, Campus Culture and Diversity, and Community Engagement** Improve internal and external communications as measured by implementation of new strategies. Improve the visibility and awareness of Otero's Mission. Keep website and social media current to communicate effectively with students and the community. Host events that bring together students, staff and community in order to foster communication, celebrate cultures, and build relationships. Foster mutual campus and community involvement and partnerships. **Facilities Planning/Campus Environment/Campus Safety and Security** Maintain a 5-year physical plant master plan for campus in order to maintain safe and productive working and learning

	DECREASE AVERAGE UNDERGRADUATE FEDERAL STUDENT DEBT Decrease percentage of students with debt Of those students with debt, decrease average debt load INCREASE INNOVATION Innovate new education-delivery methods and business models	Calibrate tuition levels to other Colorado institutions of higher education, maintaining greater affordability	environments. Maintain food service options that meet the needs of students, faculty and staff measured by the satisfaction survey. Maintain recycling efforts on campus. Develop and implement a 5-year IT plan for campus in order to maintain working technological systems and devices and continue to be on the cutting edge of technology. Improve safety and security plans. Revise the comprehensive, campus-wide emergency communication plan. Upgrade the security measures on campus. **Institutional Effectiveness** Strengthen the decision-making process by utilizing all relevant sources of data. Maximize campus-wide awareness and understanding of institutional effectiveness. Analyze and prioritize current and future data needs.

Otero College EMSI Economic Impact and Return on Investment of Education

Executive summary

Otero College (Otero) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. It provides students with the skills they need to have fulfilling and prosperous careers. Further, it supplies an environment for students to meet new people, increase their self-confidence, and promote their overall health and well-being

Economic impact analysis

Otero promotes economic growth in the Otero Service Area in a variety of ways. The college is an employer and buyer of goods and services, and the living expenses of students benefit local businesses. In addition, Otero is a primary source of education to the Otero Service Area residents and a supplier of trained workers to regional industries

Average earnings by education level at career midpoint in Colorado

Less than high school	$16,500
High school	$22,300
Associate	$29,300
Bachelor's	$39,800

Impacts created by Otero in FY 2015-16

	ADDED INCOME	JOBS
Operations spending impact	$18.1 million	208
Student spending impact	$1.5 million	33
Alumni impact	$29.9 million	747
Total impact	**$49.5 million**	**988**

Student Perspective

The present value of the higher future earnings that Otero's students will receive over their working careers is $52 million. Dividing this value by the $12 million in student costs yields a benefit-cost ratio of 4.3. In other words, for every $1 students invest in OJC in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of $4.30 in higher future earnings. The average annual rate of return for students is 14.9%. This is an impressive return, especially when compared to the 10-year average 7.2% return to the U.S. stock market.

Student rate of return

Average Annual Return for Otero Students	14.9%
Stock Market 10-year Average Annual Return	7.2%

* Interest Earned on Savings Account (National Average)*   .06%

* Forbes' S&P 500, 1994-2

Taxpayer Perspective

Benefits to taxpayers consist of the savings generated by the improved lifestyles of students and the proportionally reduced government expenditures. Education is statistically correlated with a variety of lifestyle changes that generate taxpayer savings across three main categories: 1) health, 2) crime, and 3) unemployment

Social Perspective

Benefits to society also consist of the savings generated by the improved lifestyles of students. Similar to the taxpayer section above, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers, and are distinct from the costs avoided by taxpayers outlined above.

Summary of investment analysis results

	STUDENT PERSPECTIVE	TA X PAY E R P E R S P E C T I V E	SOCIAL PERSPECTIVE
Present value benefits	$52.0 million	$20.6 million	$218.1 million
Costs	$12.0 million	$8.8 million	$36.6 million
Net present value	$40.0 million	$11.8 million	$181.6 million
Benefit-cost ratio	4.3	2.3	6.0
Rate of return	14.9%	6.8%	N/A*

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

Conclusion

The results of this study demonstrate that Otero creates value from multiple perspectives. The college benefits local businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers into the workforce. It enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. It benefits state and local taxpayers through increased tax receipts across the state and a reduced demand for government-supported social services. Finally, it benefits society as a whole in Colorado by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students. Source: ESMI 2017 Economic Impact Study

5-Year Rural College Enrollment Comparison

Institution	Academic Year	Headcount	FTE	Retention	Graduation	Concurrent HC
LCC	1617	1027	585.3	57.00%	34.30%	359
	1718	1015	601.2	55.50%	39.30%	340
	1819	989	556.86	54.00%	42.60%	311
	1920	1045	615.04	47.50%	41.60%	
	2021	910	531.26	56.80%	35.50%	
TSJC	1617	2330	1192.4	53.90%	45.10%	777
	1718	2326	1207.91	63.00%	42.30%	792
	1819	2261	1141.87	70.50%	49.80%	763
	1920	2296	1137.37	61.70%	58.30%	
	2021	2100	1068	63.70%	51.40%	
PCC	1617	8649	3432.2	54.40%	23.30%	1757
	1718	9905	3455.23	48.50%	20.90%	1857
	1819	9666	3411.72	53.90%	26.30%	2056
	1920	9668	3591.78	56.50%	36.30%	
	2021	8676	3208.21	60.00%	31.10%	
NJC	1617	2286	1249.9	58.50%	40.50%	403
	1718	2220	1141.97	59.00%	45.00%	345
	1819	2227	1098.15	63.10%	47.70%	360
	1920	1981	1012.33	65.30%	48.50%	
	2021	1731	906	67.10%	52.50%	
CNCC	1617	1684	765.2	51.20%	31.60%	460
	1718	1796	749.69	52.00%	42.00%	540
	1819	1750	759.65	53.00%	42.70%	623
	1920	1567	701.68	54.80%	35.60%	
	2021	1435	645.7	54.20%	33.10%	
MCC	1617	1944	853	52.30%	45.30%	825
	1718	1789	772.88	60.80%	51.70%	671
	1819	1619	677.9	63.10%	41.20%	560
	1920	1682	708.4	61.20%	50.00%	
	2021	1693	741.18	64.30%	44.70%	
Otero	1617	1860	1016.1	57.90%	37.40%	568
	1718	1740	905.82	56.10%	41.50%	469
	1819	1622	877.05	52.50%	43.20%	461
	1920	1608	818.38	55.10%	38.50%	
	2021	1542	817.27	48.20%	40.70%	

Review of Programs & Recruiting from Other Rural Colleges

*All programs listed are programs that are different than Otero's programs

1. **Lamar Community College**
   a. Programs Offered*
      i. Sports & Exercise Science, Construction Trades, Equine – 3 AAS, Accounting Cert, Health & Wellness, Vet Science Cert, Precision Ag
      ii. Other programs are similar to Otero, the usual Arts & Sciences
   b. Recruiting
      i. Lisa is the main travelling Recruiter. She was on the road at the very beginning of fair season, and she hit at least 75% of the college fairs across the state (I would guess Lamar had a presence at around 45-50 college fairs). There was one other travelling recruitment person in her office that also helped and traveled one or two weeks to give Lisa a break. LCC will also be attending the career fair in Denver at National Western. Tori Hawks is the Coordinator of Recruiting, so there are at least 3 people who specifically work in Recruiting.
      ii. Besides attending college fairs, LCC hosts Open House days that are similar to our Discovery Days, but they actually help students apply for admission, apply for scholarships & Fin. Aid, supply free food and give away door prizes. These are held in the evening, once per semester, for 2 hours.
      iii. Campus tours can last all day, regardless of how many people sign up. They start with a presentation, do the campus tour, have the option to attend a class or receive career counseling, then they can pay for their lunch in the cafeteria or get lunch in Lamar and then they have the option to meet with a coach, take the ACCUPLACER, register for classes, etc. Students are also told to bring all of their paperwork to the campus with them (immunization records, transcripts, ID, ACT Scores, etc.)
      iv. Financial Aid Night is hosted on campus every fall. The presentation is posted to the website afterwards, so students can still have access to the information.

2. **Trinidad State College**
   a. Programs
      i. Automotive, RN-BSN, Dental Assistant, Diesel Tech, Gunsmithing, Heavy Equipment Tech, Human Services degree, Lineman, Manufacturing Tech, Occupational Safety and Health, Pre-Engineering
      ii. All other programs are the same, including Law Enforcement, Welding and Nursing
      iii. They did something interesting on their website. They made lists of careers that were traditionally held by men but are now being held by more women, and v.v. Looks like they are specifically trying to recruit women for welding, law enforcement, OSHA, Gunsmithing, etc and they are trying to recruit more men for teaching programs, cosmetology/barbering and nursing.
   b. Recruiting
      i. Going to High Schools in the Spring
      ii. Used to have 2 Recruiters, just have 1 now who was hired this fall, Morgan Wadleigh, so she doesn't really know how recruiting works either. She wasn't planning on getting instructors involved in high school visits.
      iii. Campus tours: There are 2 campuses, Trinidad & Alamosa. The Trinidad campus houses an archaeology museum.

3. **Colorado Northwestern Community College (each campus houses 350 students)**
   a. Programs offered depend upon which campus you're looking at*
      i. Craig: Cybersecurity, Mine Training, Auto & Diesel
      ii. Rangely: Aviation Maintenance Technology, Aviation Tech Flight, Dental Hygiene, National Park Ranger Academy, Equine Training & Mgmt
      iii. Both: Marine Science & Oceanography (Degree w/ plan of study), Pre-Pharm, Pre-Med, Pre-PT, Pre-Engineering, Economics, BSN through an agreement w/ UCCS and Metropolitan SU Denver. They do NOT have a welding program.
      iv. Other programs are similar to Otero, the usual Arts & Sciences, RN, CNA, LPN
   b. Recruitment
      i. I saw a rep at a few college fairs I went to this fall but I think they stuck to the smaller recruiting events in rural areas. They have a CTE Recruiter based in Rangely (Kat Tredeaux) but no recruiter based in Craig. However, they do have several advising/retention specialists.
      ii. Campus tours include the option of advising, financial aid visit, off campus airport tour, meeting with a coach
      iii. Sometimes faculty from the trade programs (aviation and dental) will have their own booths at college fairs IN ADDITION to a general booth manned by Kat. Kat also involves CTE faculty in high school visits.

4. **Northeastern Junior College**
   a. Programs*
      i. Ambulance Driver, Athletic training & sports medicine, Mechanics, Equine, Wind & Industrial Technology, Communication, Fire Science, Diesel.
      ii. Other programs are similar to Otero, the usual Arts & Sciences, welding, cosmo, nursing. They do have a Criminal Justice degree but they don't have a Law Academy.
   b. Recruiting
      i. Campus tours: Visit with admissions counselors, campus tour with student ambassador, visit with academic or faculty advisor to discuss the student's specific area of interest.
      ii. They have days similar to our Discovery Days called "Northeastern Preview". They can do campus tours and talk to staff and faculty.
      iii. The Director of Admissions/Recruitment, Camille Rose, was at some of the college fairs that were on the front range and in the NE part of the state. There are 2 people who work under her who also do some recruiting, and they have one person based in Denver somewhere. They have been coordinating with their COSI person to host campus tours for the people they are targeting through the COSI program. Here's what she said about Student Ambassadors, and they don't use athletes for student ambassadors "So for our Ambassadors we give a scholarship at the end of the semester based on how much they did for us. I think we divvied up about $3,000 or so, which we get from the NJC Foundation. Our top 3 Ambassadors (who did the most tours, Preview Day, etc.) got $600 each this past semester. "
      iv. They hold a 2-hour, in-person orientation for Spring on a Monday and then classes start on a Tuesday. They serve pastries and coffee and some of the campus staff comes to the event to meet with students. Students go to the computer lab to get logins and access to D2L (sounds like what we used to do with Jump Start).
5. **Pueblo CC**
   a. Programs*

      i. BAS Advanced Paramedic Practitioner, Manufacturing & Auto, Behavioral Health, Broadcasting & Production Tech, Communications, Culinary Arts, Cyber Security, Dental Hygiene (AAS & BAS), Nursing BSN, Medical Sonography, PT Assistant (5 semesters), Hospitality, Library Tech, Economics, Social Work, Health Information Technology, IT Systems Admin, Fire Science, Wildland Firefighter, HVAC, Jewelry design & repair, Plumbing

    ii. Other programs offered are similar to Otero, the usual Arts & Sciences, Welding, Nursing, Law Enforcement

b. Recruiting

      i. PCC is currently offering 3 free credits to new students who enroll for their spring 2022 semester. Supposedly the offer is coming from their President Patty Erjavec and she's calling it the "3 on Me" offer. Not sure if she is personally paying for it….

    ii. Campus Tours: There is an option to enroll for an individual/family tour and another option to schedule a group tour. They also offer "self-guided" tours. As students go around campus, they can scan QR codes on different signs and it connects them to videos on the website. They also offer specific tours of their Machine Technology Program every Friday throughout the semester, and one Friday/month during the summer.

   iii. I remember seeing a PCC rep at most of the college fairs I went to. Between their 3 campuses and 2 high schools where they have mini campuses, they have 6 recruiters, so they share the load and recruit in their specific areas. Since they have mini campuses at Durango HS and Bayfield HS, they have easy access to high school students and there are college mentors whose job is to specifically mentor HS kids about college classes and career options.

Review of Social Media at Other Rural Colleges

Lamar

- Instagram
    - Daily
    - Content: "Flyers", Alerts, Events. Almost entirely for current students.
    - 915 Followers
    - Average likes per post >10 (real people photos create more engagement)
    - Separate account for athletics page and updates
    - Includes several story highlights
- Facebook
    - Linked to Instagram, Post Shares from other pages, Information
    - Very little visible engagement other than shares from different LCC pages
- Twitter
    - 832 followers
    - (Same as content across all platforms)
- Website
    - Same pictures, flyers, and announcements as all social media.
    - Updated content based on events and news updates.
    - Unprofessional looking (stretched picture formats)
    - Includes photos all over, but most look like stock photos.

Notes: Very consistent in how often they post, color schemes, and their target audience being students. All the content on each platform and website is the exact same. Not a lot of traction on any specific platform. Pictures posted from real people, teams, or events on campus get the most engagement.

Trinidad

- Instagram
    - Daily / every other day
    - Content: "Flyers", Motivation, Information. Most posts are made from the same 4 templates. Very few personal posts or "real" pictures.
    - 1,032 Followers
    - Average likes per post >10
- Facebook
    - Same content as Insta
    - Other posts are shares from other Trinidad pages such as athletics or foundation pages

- Twitter
    - No main Twitter account, only separate athletics accounts
- Website
    - Landing page looks outdated. Contains a highlight reel of photos at the top that are stock photos with Trinidad branding pasted over.
    - Informational tabs and the rest of the website contains small text sizes and hardly any photos.

Notes: Social medias and website look like a bulletin board. Each post looks the same and there are hardly any authentic photos. The website is boring and full of small text that makes it boring to read.

Colorado Northwestern

- Insta
    - Several times a week

- o Content: More flyers, Tuesday tip memes, stock photos, recruitment posts, athletic box scores.
  - o 630 Followers
  - o Average likes per post about 30. Flyer posts get about 4 likes. Personal or athletic posts receive more. 40-60
  - Facebook
    - o Same content as Insta plus shares from other pages, game day posts
    - o About the same engagement as Instagram
    - o Some videos with students
    - o Dean's list and presidents list for students. Parents love that.
  - Twitter
    - o 329 followers
    - o Retweets from students, athletic signings, and other organizations
  - Website
    - o Easy to navigate, relatable pictures on landing page, videos from events

Notes: Good website set up and content. Different social media platforms have different content geared towards the audience.

Northeastern Junior College

- Insta
  - o Daily, sometimes more than one post daily
  - o 1,772 followers
  - o Content: good variety of different kinds of posts like athletics, news updates, student features, and recruitment
- Facebook
  - o Linked to Instagram, post Shares from other pages, Information
  - o Average likes and engagement are decent 30+
- Twitter
  - o 535 followers
  - o Content: school alerts and updates, same content but also added content specifically for twitter audience
- Website
  - o Easy to navigate, eye catching, great pictures and visuals of the school
  - o Landing page has drone shot videos of the campus
  - o Big text making it easy to read

Notes: They have a lot of content, sometimes overwhelming, but they consistently use stories and highlights for even more information. Their branding is consistent using templates and a defined color scheme. Their website is also a good representation of the school and what to expect to see while being informative.

Pueblo Community College

- Insta
  - o Twice a week
  - o 1,725 followers
  - o Content: pictures and videos from events, videos from the president, tune in links, announcements and wrap ups
  - o Average likes about 30
- Facebook
  - o Same content as Insta
  - o Other posts are shares from other Pueblo CC pages
  - o More posts specifically based for Facebook

- Twitter
  - No main account, just a foundation page
- Website
  - Very easy to navigate, lots to look at, info and photos for almost every link
  - Professional looking and consistent branding

Notes: Content is more personal compared to other schools. Not an overload. There is a good balance between personal photos and graphics created for announcements. The website is simple and clean.

Adult Education Summit

Enrollment of Adult Learners

- Adult learner enrollment has been decreasing since 2016-2017.
- In AY 2020-2021, adult learners were 29% of Otero's population. The decrease in enrollment among adult learners in 2020-2021 was from students ages 35+ (-21.9%).

Adult Learner Student Profile

- Black or African American and White students represented a higher percentage of adultlearners than younger students during the last three years, as did female students.
- More likely to be first gen and file FAFSA, but only 41.7% were Pell Eligible.
- More likely to pay resident tuition than younger learners.
- Compared with younger students, a higher percentage of adult learners were in CTEprograms, namely AAS and certificates, and non-degree seeking and undeclared.

Performance

- Adult learners have had a higher pass rate than their peers since AY 2018-2019.

Retention

- In the most recent two years, adult learners' cohort retention rates were higher than their peer's retention rates. However, in 2020, the adult learners' cohort retention ratedecreased by 14.3% from 2019, while younger students' cohort retention rate decreased by 7.5% (COVID?)
- Adult learners have had higher fall-to-fall retention rates than their peers for the last three years.

Credentials Awarded

- Compared with younger students, a higher proportion of adult learners received 2-yearcertificates and AAS degrees.

Dropout

- During the last three years, an average of 29% of enrolled students were adult learners. However, adult learners were more likely to drop all courses than younger students. Thetop five courses that adult learners dropped out of were BIO 201, ENG 121, BIO 111, PSY101, and ENG 122 (Pre-nursing?).

Applied Not Enrolled in CCCS

- Compared with younger applicants, a higher percentage of adult learners enrolled in 4-year institutions outside of Colorado. Most of the popular institutions were online universities or programs, and business programs were the most popular major

Otero's Adult Learner Clusters

Cluster 1

- Smallest of the two clusters with 163 students.
- Comprised of older, non-traditional students taking a course here and there for reasonsthat are not necessarily career-related (e.g. Choir, Silver Sneakers, PED, Art).
- Median age is 58.
- Of all clusters, this is Whitest of the clusters and has the highest percentage of femaleenrollment.
- Median credits attempted in fall term is the lowest (1 credit).
- Highest pass rates for the fall term.

Cluster 2

- 563 students in this cluster.
- Most likely to be found in the RN program or in a liberal arts program.
- The youngest of the clusters with a median age of 34.
- More males than Cluster 1 (40% vs 36%).
- Compared to Cluster 1, more likely to be first generation and full-time, and to beretained in the spring following their fall enrollment.
- Highest proportion of students filing a FAFSA, with 85% of those qualified as Pell Eligible.
- A significant number have earned as CCCS degree previously, and to have earned eitheran associate degree or post-secondary certificate/diploma requiring less than one year of instruction.
- Median income of $10,964 and mean of $16,423.

Adult Education Summit Themes

Theme	Comments
Communicating with Adult Learners	- Email alone is not an effective way to communicate. - Adult learners are more likely to read emails sent by instructors through their D2L email than they are to read emails sent to their student account. - Texting works for a lot of students but not all. - Setting up tables in high traffic areas to market programs and services is a good way to reach adult learners.
Current Campus Resources for Adult Learners	- Learning Commons (Extended hours, tutoring, TutorMe) - AIM (Mentoring, case management, financial literacy, career exploration, student research and experiential learning) - TRiO (Tutoring, advising, workshops, field trips, transfer assistance) - NTSO - Teacher Community - Study Buddy feature in Navigate - Prior Learning Assessment (PLA) and CLEP - Digital Literacy classes (coming soon!)
Barriers for Adult Learners	- Child Care - Transportation and commute time - Mental Health - Finances
Course Format and Structure for Adult Learners	- Adult learners want to be able to complete their coursework on their own time. - Self-paced courses and programs may be advantageous, with or without an instructor option. - Adult learners prefer structured syllabi and due dates so they can plan for what's next and work ahead. A lack of structure in syllabi and courses is notbeneficial. - Consider structuring classrooms to match a work and skills-based environment instead of a study and regurgitate info environment. - Hybrid classes in the evening that meet for 1 hour a week. - Saturday classes.

Adult Learner Needs	- Introductory seminar or AAA class for all new students taught by faculty - Financial Aid education and information on income-based repayment, Public Service Loan Forgiveness and other forms of loan forgiveness. - Extended hours for academic advising. - More night classes, and night and weekend programs. - Hybrid classes that meet in the evening that meet for 1 hour a week.

Institutional Needs	- Survey businesses in our community to see what they want/need and how we help. Also reach out to advisory councils and the manufacturing section.As where they'll be in 10 years and what kind of jobs they anticipate having at that time.
	- Research companies that are employing remote workers and identify the credentials required for these jobs. Do any of our courses/programs alignwith these jobs?
	- Market support services
	- Student referrals are a great recruiting tool. How could we capitalize on referrals? Free swag? Scholarships?
	- Increase Prior Learning Assessments, CLEP
	- Develop non-credit courses
	- Market WUE
	- Mobile Learning Lab to teach computer skills and other skills at employer sites and throughout the community
	- Bilingual outreach and marketing materials in Spanish
	- Focus more on military and veteran students; investigate what it will take to become a Military Friendly campus.
	- Training for Academic Advisors
	- Utilize rural consortium
Community Needs	- Teachers
	- Employees that will show up on time and pass a drug test
	- Tradespeople (e.g., electricians, plumbers)
Program Ideas	- Protein and Meat Science
	- Meat Cutting and Processing Certificates *
	- Crop Dusting
	- Airplane Mechanics
	- Fermentation Science
	- Precision Ag
	- Hemp/Cannabis
	- Fiber Arts
	- ESL
	- ECE
	- eSports *
	- IT/Computer/Cyber Security *
	- GIS *
	- CDL *
	- Diesel Mechanics *
	- Electrician
	- Plumbing
	- AB and M instead of ABM *
	- BAS Business *
	- Pharmacy Tech
	- Insurance

	- Entrepreneurial Program *
	- * = Programs we will research in the next 90 days

Region 6 2021 CTE Needs Assessment

Colorado Career and Technical Education. (2021). *Region 6 2021 CTE needs assessment.*

The following themes emerged from the Region 6 2021 CTE Needs assessment:

- Improve communication between institutions, industry partners, and stakeholders
- Address program and resource development, alignment, and sharing
- Increase online/hyflex offerings

CDHE Financial Aid Application Working Group Report

Colorado Department of Higher Education. (2022). *CDHE financial aid application working group report.* Retrieved from https://highered.colorado.gov/Publications/Reports/Legislative/1330/2022_FA_WorkingGroup_Report.pdf

EDUCATION

National Impact of COVID-19

- As students have suffered throughout the pandemic, so too has their learning. In the fall of 2020, according to some assessments, many students appeared to have made gains from the previous year, though in most cases, significantly smaller ones than in prior year-over-year comparisons—including a five to ten percentile point drop in math achievement on NWEA's MAP Growth assessments. 27 This and other early reports suggest that trends may vary by subject, with math skills generally slipping more than in reading, perhaps substantially so.

- Emerging evidence also shows that the COVID-19 pandemic has had a strikingly negative impact on academic growth for many students of color, widening the pre-existing disparities discussed above. In fall 2020, early reports were mixed, with some finding academic growth for many students while others reporting or projecting more substantial losses for all students on average, with the greatest losses concentrated among students of color. More recent evidence shows that the gap continued to widen sharply through winter 2021 for many Black and Latinx students.

- For students who graduated from high school in 2020, college enrollment was down in 2020. The National Student Clearinghouse reported a nearly 7% drop in enrollment compared with 2019 graduates. For 2020 graduates of high-poverty high schools, the turn away from college has been even greater: an 11.4% falloff in college enrollment compared to a 1.6% decline in 2019.

- Steep drops in community-college enrollment. Community colleges were also hit hard, with enrollment among 2020 high school graduates down 13.2% in fall 2020. 183 And although overall enrollment in community colleges had been declining in recent years, the fall 2020 drop—by 10.1%—was almost 10 times steeper than the 1.4% decrease in overall enrollment reported in 2019.

- Enrollment by young college students (aged 18-20) who make up 40% of all undergraduates shrunk by 7.2%, the greatest of any age group, with the deepest declines occurring at community colleges, which were down 14.6%.

- The pandemic's disparate impact on college students of color can be seen in self-reported concerns about basic needs, including food, shelter and internet access. A study by the American Association of Colleges and Universities found that of more than 38,600 students from 15 four-year institutions and community colleges found that while all students report that they are struggling, students of color disproportionately reported

experiencing insecurities in meeting basic needs like food and housing. Likewise, students of color struggled with the transition to remote learning with inadequate technology that made it difficult for them to get online.

- The pandemic's negative effects on college students' mental health, while still emerging, are already well documented and deeply concerning. In a survey by Active Minds of nearly 2,100 college students about the impact of COVID-19 on their mental health, one in five of respondents reported that "their mental health has significantly worsened under COVID-19," with 80% reporting that "COVID-19 has negatively impacted their mental health."230 Reports included heightened levels of stress and anxiety, feelings of disappointment, sadness, loneliness, and isolation. These results are echoed by faculty who, according to a survey conducted from 1,685 faculty members at 12 colleges and universities throughout the country, reported overwhelmingly (87%) that they believed student mental health had "worsened" or "significantly worsened" during the pandemic. The same survey found that 73% of faculty would embrace additional professional training on student mental health issues.

CDHE Student Success and Workforce Revitalization

Colorado Department of Higher Education. (2022). *CDHE student success and workforce revitalization.* Retrieved from https://highered.colorado.gov/Publications/Reports/Legislative/1330/2021_SSWR_TaskForce_Report.pdf

- Colorado consistently ranks near the bottom in U.S. FAFSA completion rates of graduating seniors; as a result, it is estimated that Colorado students leave $30 million in federal financial aid unclaimed each year.
- Research from the National Center for Educational Statistics suggests that 90% of all students who complete a FAFSA go on to enroll in college within 12 months. Similar research shows that the neediest students overestimate the cost of college relative to the financial support they may be eligible to receive; completing the FAFSA can help those students and their families better understand the resources available to help them pursue a postsecondary credential and subsequently enroll.

EMSI Otero Service Area by County

EMSI (2021). *Economy overview: OJC service area by county.* Retrieved from www.economicmodeling.com

- Otero County's population is expected to grow by 3.9% over between 2020 and 2025, but anticipated job growth is minimal
- In 2020, average earnings in Otero County were $24,200 below the National Average of $74, 200 per year ($47,900)
- Otero County is oversaturated with residents who have an associate degree, but 9.8% below the national average of residents with a bachelor's degree (10.2% vs. 20%)
- In Otero County, residents ages 25-34 had the highest level of unemployment in July 2021, followed by residents ages 35-44.
- The groups with the highest unemployment in July 2021 were women, individuals who identify as White, and individuals who identify as non-Hispanic.
- In 2020, the Top 5 largest industries in Otero County were:
  - Government
  - Health Care and Social Assistance
  - Retail Trade
  - Agriculture, Forestry, Fishing and Hunting
  - Manufacturing

  Government, Health Care and Social Assistance, and Agriculture, Forestry, Fishing and Hunting industry jobs exceeded the national average.

- In 2020, the Top 5 growing industries in Otero County were:
  - Other Services (Except public administration)
  - Retail Trade
  - Manufacturing
  - Utilities
  - Professional, Scientific, and Technical Services

- In 2020, the Top 5 growing occupations in Otero County were:
  - Production
  - Education Instruction and Library
  - Transportation and Material Moving
  - Personal Care and Service
  - Building and Grounds Cleaning and Maintenance

- In 2020, the Top 5 in-demand skills were:
  - Nursing
  - Merchandising

- o Flatbed Truck Operation
- o Food Services
- o Basic Life Support

- Regarding 2020 earnings, the Top 5 highest paid industries in Otero County were:
  - o Utilities
  - o Transportation and Warehousing
  - o Professional, Scientific, and Technical Services
  - o Finance and Insurance
  - o Information

  Wages for most of the Top 5 largest industries in Otero County are significantly lower than earnings in the highest paid industries. For example, the average wage for the Government and Agriculture, Forestry, Fishing and Hunting industries was approximately $40,000 less than wages in the Utilities and Transportation and Warehousing Industries.

- In 2020, approximately 20% of jobs in Otero County did not require formal education, and approximately 50% of jobs required a high school diploma or equivalent. Approximately 8% of jobs required Some College but No Degree, and approximately 2% required an associate degree. Regarding employment opportunities that require some college or an associate degree, Otero County has more residents with these credentials than job opportunities that require them. There is an opportunity for growth in the bachelor's degree realm as there are more jobs requiring a bachelor's degree (approximately 18%) than residents who have this credential (10%).

La Junta Economic Development Action Plan

Progressive Urban Management Associates. (2021, November). *City of La Junta Colorado economic development action plan*.

- La Junta's strengths are its affordability, neighborliness, historic character, natural beauty, and entrepreneurial spirit
- La Junta's challenges include a limited housing supply, low household incomes, low levels of educational attainment beyond an associate's degree, and poor healthcare quality and consistency
- La Junta's economic drivers include the livestock sales barn, manufacturing jobs, educational and cultural institutions, and outdoor and heritage tourism destinations. *Regarding the manufacturing industry, we must consider the impact automation will have on this industry in the next 5-10 years. A lot of these jobs start at $15/hr and include routine tasks that may be replaced with AI.*
- Individuals identifying as Hispanic or Latinx represent nearly half of La Junta's total population
- A socioeconomic disparity exists in La Junta along lines of race/ethnicity, class, and gender. There is a sense of two La Junta's with those who have had historical access to wealth and education, and those who have not.
- Goals for the future are focused on quality of life (i.e. housing, medical care), community cohesion and leadership, business development, and creating a skilled workforce. Otero College can support these goals by:
    - Building cohesion among economic development entities and educational systems
    - Enhancing training programs to respond to local employment needs
    - Developing or maintaining programs related to construction and health care
    - Developing fast-tracked certification programs
    - Strengthening our concurrent enrollment partnerships
    - Lead a story telling campaign on why Otero alumni stayed in La Junta, or returned
    - Partner with BOCES to formalize a youth and workforce coalition to fills jobs in the area

2020 Colorado Talent Pipeline Report

- COVID-19 has accelerated work trends (e.g., globalization, demographic shifts, technological advances) by approximately 10+ years and has made it difficult to plan and predict what will happen next.

- Colorado is the eight most vulnerable state in the nation with 21.4% of jobs being classified as vulnerable (i.e., jobs that pay low wages and do not provide benefits). The hospital sector (i.e., food and drinking places and accommodations) hold the highest share of vulnerable jobs in the state (49.17%) followed by the retail sector (33.47%). These are also the sectors that have experienced significant job losses due to COVID-19.

- COVID-19 has accelerated the need for digital skills, access to technology, and access to broadband for workforce and education. 77% of all jobs require digital skills, and 84% of small business use at least one digital platform. Of the adult population with no digital skills, 80% have a high school credential or less, and 57% have earnings in the bottom or second-lowest quartile. *Otero has partnered with NorthStar and will begin offering non-credit Digital Literacy courses this spring.*

- Jobs vulnerable to displacement or significant transformation due to technology, automation, and artificial intelligence (AI) are disproportionately concentrated among people of color, those without college degrees, and workers under the age of 34 and over the age of 50.

- When looking at top jobs, we must consider the automation potential of these occupations. Higher paying jobs that require fewer routine tasks have the lowest risk of automation, and white workers are typically employed in these jobs.

- According to Brooking's Automation and Artificial Intelligence analysis, tasks in the following occupations have a **medium** susceptibility rate of automation:
    - Military
    - Health Care Support
    - Transportation and Material Moving
    - Protective Services
    - Office and Administrative Support
    - Food Preparation and Related Services
    - Sales
    - Farming, Fishing, and Forestry
    - Building and Grounds Cleaning and Maintenance
    - Construction and Extraction
    - Production

    Black or African American and Hispanic or Latinx individuals are more likely to be employed in these occupations than White individuals.

- According to Brooking's Automation and Artificial Intelligence analysis, tasks in the following occupations have a **low** susceptibility rate of automation:
  - Legal
  - Management
  - Architecture and Engineering
  - Life, Physical, and Social Science
- Hispanic and Latinx individuals have the highest labor force participation rate at 71%, followed by white individuals at 69.3%, and Black or African American individuals at 68.6% Hispanic and Latinx males have the highest labor force participation rate at 78.6%, while White females have the lowest labor force participation rate at 62.9%.
- Individuals with a bachelor's degree or higher have the highest labor force participation rate at 76.8%. Those with less than a high school diploma have a labor force participation rate of 57.7%. Labor force participation increases as credentials increase.
- The overall postsecondary attainment is 57.6% for all Coloradoans between 25-34 years old. To reach the CDHE attainment goal of 66% by 2025, this percentage must increase by 8.4%, and even more for Black or African American Individuals (currently at 41.3%), American Indian or Alaskan Native individuals (currently at 29.9%), and Hispanic and Latinx individuals (currently at 29.9%).
  - Hispanic and Latinx individuals have the highest labor force participation rate, and one of the lowest postsecondary attainment rates.
- Credential attainment is an issue in Colorado because most of the Colorado's Top Jobs require education beyond high school.
  - We need to expand our idea of higher ed beyond associate, bachelor's and graduate degrees to capture the full scope of education and training throughout Colorado as a majority of Colorado's 9th grades are taking paths like apprenticeships, certifications, and military after high school.
  - Interest in non-degree pathways has increased over the last year, so we must understand and communicate the value of non-degree credentials, in addition to tracking the attainment of these credentials in a way that complies with WIOA reporting requirements
- Skills-based hiring is becoming more popular in Colorado as it allows for a more diverse candidate pool in the hiring process by including individuals who have acquired the knowledge, skills, and abilities to successfully perform a job through avenues other than postsecondary education. Colorado has set a goal of increasing the adoption of skills-based job descriptions and hiring by employers from 5% to 10%.
- The strategy for location-neutral jobs has been elevated because workers favor or flexible remote working opportunities.
- The Colorado Workforce Development Center (CWDC) has teamed up with the Office of Economic Development and International Trade (OEDIT), the Economic Council of Colorado, and the Office of the Future of Work to launch a remote work initiative. This

initiative will be beneficial in rural Colorado communities to help connect workers and businesses located anywhere in the State.

- OEDIT launched the Location Neutral Employment Program that tartes location-neutral jobs and rewards the placement of those jobs in locations outside of Colorado's traditional urban corridors.
- The Top 5 Posted Remote Occupations from March 2020 – September 2020:
  - Software Developers and Software Quality Assurance Analysts and Testers
  - Insurance Sales Agents
  - Customer Service Representatives
  - Computer Occupations, All
  - Marketing Managers

Through Ed2Go, Otero has an opportunity to get more residents connected with computer classes and certifications that could help them obtain employment.

- The Top 5 Essential Skills for Remote Occupations from March 2020 – September 2020:
  - Communications *(Otero ISLO)*
  - Sales
  - Management
  - Customer Service
  - Leadership
- Concurrent enrollment programs help merge education and industry. Students who attempt one more concurrent course in high school are more likely to go college than those who do not.

2021 Colorado Talent Pipeline Report (3)

Colorado Workforce Development Council. (2021). *2021 Colorado talent pipeline report.* Retrieved from
https://drive.google.com/file/d/1xTOZLkJlKkCEF4e63Yodq1W742F0SvAf/view

- Colorado's labor market recovery from the pandemic recession continues at a rapid pace, though encumbrances linger. Job openings continue to outpace job seekers as the labor demand is stronger than market supply. 60% of employers reported hiring challenges that may be attributed to:
    - The Great Resignation
    - Conflicts emerging from AI based screening, causing qualified candidates to be overlooked
    - Shifting preferences away from entry level positions and service occupations
- More than 90% of restaurants report they are struggling to staff up even though 84% have modified business practices to attract and retain workers.
- The labor market shortage continues to create market inefficiencies, but Colorado's employment- to-population ratio is one of the highest in the nation, ranking 7th in the nation in August 2021
- As of August 2021, employment in rural economics in Colorado has almost fully received from the pandemic recession by 97%
- In 2021, average hourly earnings increased from $31.02 to $32.46
- The Top 5 Posted Occupations from Jan 2021 – Oct 2021 were:
    - Heavy and Tractor-Trailer Truck Drivers
    - Registered Nurses *(RN program offered through Otero)*
    - Software Developers and Software Quality Assurance Analysts and Testers *(Programs offered through Ed2Go)*
    - Retail Salespersons
    - Computer Occupations, All Others *(Programs offered through Ed2Go)*
- The Top 5 Posted Industries March 2020 – Aug 2021 were:
    - Administrative Support and Waste Management and Remediation Services
    - Professional, Scientific, and Technical Services
    - Health Care and Social Assistance
    - Retail Trade
    - Manufacturing
- Colorado's Fastest Growing Industries Are:
    - Computer and Mathematical
    - Personal Care and Service Occupations
    - Healthcare Support
    - Healthcare Practitioners and Technical
    - Food Preparation and Serving Related
- Colorado's Top Essential Skills March 2020 – June 2021

- o Planning
- o Detail Oriented
- o Innovation
- o Leadership
- o Problem Solving
- o Operations
- o Customer Service
- o Communications
- o Management
- o Sales
- Colorado's Top Qualifications March 2020 – Aug 2021
  - o CDL
  - o Top Secret-Sensitive Compartmented Information Clearance
  - o CAN
  - o LPN
  - o MBA
  - o BSN
  - o BS Business
  - o Secret Clearance
  - o Certified Information Systems Security Professional
  - o Associate's Degree in Nursing
- Colorado's Topy 10 Technical Skills Jan 2021 – Oct 2021
  - o Accounting
  - o Nursing
  - o Merchandising
  - o Auditing
  - o Finance
  - o Basic Life support
  - o Agile Methodology
  - o Selling Techniques
  - o Restaurant Operation
  - o Warehousing
- The pandemic sped up a trending shift in manufacturing from global to more local economies due to supply chain disruptions and inflation concerns
- Employers who will be shedding positions in the future will most likely shed these positions due to:
  - o Skills mismatches between employer demand and the labor pool
  - o Changes in job preferences across job seekers
  - o The slowdown in services the spiked during the pandemic
  - o Lack of consumer confidence

- In 2021, MIT adjusted the methodology used for the Living Wage Calculator to reflect actual costs for expenses, such as childcare. Based on this updated methodology, Colorado's living wage increased by 20.52% for Tier 1 Top Jobs and 21.74% for Tier 2 Top Jobs since 2020. For 2021:
  - Tier 1: $31.19/hr: a living hourly wage threshold that can support a family of three with two adults – one working – and a child.
  - Tier 2: $16.35/hr: a living hourly wage threshold that can support an individual

  *Top Jobs must meet three criteria: (1) projected high net annual openings > 40, above average growth rate over 10 years (> 10%), and a good wage

  Where does Otero fit in to this equation? $64,875 is the approximate annual salary needed to support a family of three with one parent working. $34,008 is the approximate annual salary needed to support a single individual.

- While 73.1% of new jobs require at least a 4-year degree for eligibility (and 90.7% require a credential past high school), 10.8% of Tier 1 jobs in 2020 were made available to job seekers with a high school diploma or less, but these workers were required to attain quality, non-degree short-term credentials specific to that position (e.g. apprenticeships, accredited licenses, and/or government-issued certificates).
  - Interestingly enough, employers report the pandemic has had little effect on education importance or skills and competencies.
  - Anticipated educational need is higher among urban employers than rural employers with two exceptions: Colorado Springs and the southeast/eastern regions of the state who anticipated elevated needs for workers with a 4-year degree *(This includes Otero County)*
- 70% of Colorado businesses are interested in partnering with learning providers and local colleges/universities by developing new opportunities to advance talent in the state that is equally as attractive to their workforce. To do this, the following will be crucial moving forward:
  - Employer partnerships with learning providers
  - Providing policies that facilitate and environment for employees to pursue and complete professional development education and training leading to certificates and degrees

  This is a great opportunity for Otero to strengthen our relationships with industry partners for new-skilling, upskilling, and reskilling

- There were several Tier 1 Top Jobs that fell under the healthcare practitioners and technical occupations umbrella that require completion of a one-year college or hospital program for professional certification or licensure, or an associate degree, but not a 4-year

degree. Massive job creation is expected within the state for this industry, which is projected to grow at a rate between 48.1% and 89.4% by 2030.

- Labor shortages must be addressed in the following critical industries:
    o Behavioral Health (jobs projected to expand by 12% between now and 2030)
    o Direct-Care (Jobs projected to expand by 33% between now and 2030)
    o Education (Jobs projected to expand by 10% between now and 2030)
    o Transportation and Material Moving (Jobs expected to expand by 9% between now and 2030)

Otero's CNA and T-PREP programs can help fill these shortages, and we can continue to explore BAS degrees in fields related to community and social services

- The percentage of remote workers is expected to double in 2021
    o 55% of employees surveyed claim they would prefer to be remote at least 3 days a week once pandemic concerns recede
    o 60% of executives say a typical employee should be in the office at least 3 days a week to maintain a distinct company culture
    o Potential for remote work is largely concentrated among highly educated workers
- According to Brooking's Automation and Artificial Intelligence Analysis, higher-paying jobs requiring fewer routine tasks have a lower risk of automation. In this environment, the 4-year bachelor's degree is not the only measure of postsecondary success. Employers and workers are calling for new upskilling and education delivery models that can deliver qualified and skilled workers faster and at lower costs.
    o Once a job is automated, it is difficult to turn back
    o The World Economic Forum's Future of Jobs 2020 Report found that COVID-19 is pushing 50% of companies to accelerate automation adoption and 84% of companies surveyed accelerated digitalization.
    o A recent study from the National Bureau of Economic Research found strong evidence suggesting U.S. females with mid-to-low-paying jobs and minimum education credentials are at highest risk of losing jobs to automation.

Otero can answer this calling if we focus on ways to deliver fast-tracked certification programs for in-demand jobs. We can also focus our marketing efforts on key words like upskilling and reskilling and work closer with industry partners to deliver what they need.

- The COVID-19 pandemic has disrupted the way we work, and has emphasized that if workers are to fully participate in work, learning, and daily life, they need access to reliable internet as well as training and educational opportunities.
    o Device gaps in Colorado are most prevalent in southern, rural counties
    o 52% of children without internet access live in households earning less than $50,000.

- o Results from a National Skills Coalition analysis of digital skills of the American workforce found:
    - 13% of the workforce has no digital skills
    - 18% of the workforce has very limited skills (can complete simple digital tasks with generic interface and a few simple steps, but struggle to do things like sort emails into different folders)
    - 35% have achieved a baseline of proficient skills
- The 65+ age group have left the workforce for early retirement during the pandemic.
- Colorado's population growth is projected to slow, and the slowing of births has led to a declining 18-and-under population.
- Although the share of women in Colorado's labor force has been increasing since 1970, impacts brought on by the pandemic caused women's labor force participation rate to be lower than usual, with October 2020 seeing the lowest participation rate for women in 34 years, which aligns with national trends. According to research published by the Bell Policy Center, this is a result of:
    - o The over-representation of mothers (and women in general) in historically lower-wage industries that were hit hardest when the economy shut down (this is especially true for women who identify as Black or African American, and for women with young children who do not have a college degree)
    - o Childcare barriers
- As credential attainment increases, labor participation increases, and unemployment decreases.
- At the state level in 2021, immigrants made up 1/8 of Colorado's workforce, with 89.9% of foreign-born Coloradoans between the ages of 16 and 64. This could be vital to the state's workforce in the long run – as Colorado's population continues to age, the immigrant population will become even more critical to the state's economy.
    - o Approximately 80% of Colorado's immigrants have a status that makes them eligible to work
- At a national level, there has been a 70% increase in new apprenticeships programs since 2011. The Top 5 industries for apprentice participants in the U.S. include:
    - o Construction
    - o Public Administration
    - o Manufacturing
    - o Transportation and Warehousing
    - o Utilities

U.S. Bureau of Labor Statistics

U.S. Bureau of Labor Statistics. (2021, September 8). *Economic projections: 2020-2030   Summary.* Retrieved from https://www.bls.gov/news.release/ecopro.nr0.htm

- The COVID-19 pandemic triggered an economic recession from February to April 2020, which led to substantial and immediate declines in output and employment
- Many industries are expected to experience cyclical recoveries in the earlier part of the projections decade (2020-2030)
- The civilian noninstitutional population growth rate is expected to decline slightly
- The labor force participation rate is expected to decline slightly due to the ageing of the baby-boomer generation
- Employment in leisure and hospitality is projected to grow the fastest among all sectors between 2020 and 2030, largely due to recovery from the pandemic as restaurants, hotels, arts, cultural, and recreational related establishments see restored demand from the pandemic
- Employment in healthcare and social assistance, including mental health care, is projected to add the most jobs of all industry sectors
- Technological advancements are expected to support strong employment growth in professional, business, and scientific services industries, including computer systems design and related services, management, scientific, and technical consulting services.
- While the manufacturing sector as a whole is projected to have some recovery-driven employment growth, it is one of the industries projected to have the most rapid employment declines due to global competition and the adopting of productivity-enhancing technologies, such as robotics.
  - *Changes in manufacturing could significantly disrupt Otero County as many of our residents are employed in this industry. There is an opportunity here to get these individuals cross-trained or certified in programs that may support the future of manufacturing, particularly in regards to technology and robotics*