

Mid-Year CTE Retreat

September 29, 2017

Lowry Campus

Johanna Morrison, Derek Patton, Lorraine Yost, Kevin Seiler, Ruthanne Orihuela, Mark Broyles, Bob Studinger, Thomas Williams, Mary Murphy, Eric Miller, Carol Miller, Leigh Sinclair, Stacey Beckman, Victoria Linemeyer, Matthew Sweeney, Michelle Kohler, Christine Smith Olsey, James, Kynor, Michelle Hoffer, Shannon Burkhalter, Corey Dennis, Stephanie Harrison, Ernie Post, Kaylah Zelig, Cynthia Phillips

Funded Projects Year End Analysis – FY17

Kaylah Zelig

- underspent last year by \$30,000
- More formalized “true up” process moving forward to ensure spending
- \$80,000-85,000 to play with this year as of our first quarter “true up”
- delay the DR monitor (Yost)

Perkins Assessments due by end of fall semester 2017

- Digital radiography imaging system - Radiology
- Architectural technologies tools for fabrication – Architectural
- DR monitor – Radiology (DELAY—YOST)
- Hot dog warmer for veterinary technology - Veterinary
- Architectural technologies desktop laser cutter epilog zing - Architectural

One year local plan (question 1) - What all CTE programs at CCD are committed to.

- (1) CCD will create and ensure clear pathways from high school to CCD for all CTE programs. This will be done in conjunction with the College Pathways office.
 - Michelle Hoffer will share the new form later today.
- (2) All student complaints in regards to disability will be inputted into our Maxient system
 - In process
 - Required under Federal Compliance to have a central repository system for formal complaints
 - Maxient is our designated central repository
 - Any student with an accommodation issue that hasn't been addressed can input that into Maxient
 - We need to capture these per federal regulations

- (3) CCD CTE programs have committed to completing at least 20 prior learning assessment (PLA) portfolio reviews. These can be done through Learning Counts, but need not be.
 - CCCS has created a dashboard for students. Recently improved. www.placredit.com
 - State has updated the law. If veteran with JCerts, they must be accepted by 4-year institutions. Issues remain in other areas where PLA is awarded but not accepted by 4-year institutions.
 - If anyone is made aware of PLA reviews completed, please let Kaylah know.
- (4) All of our CTE faculty, instructors, and deans will be trained in the new plans of study process.
 - This training will be provided today during the meeting.
- (5) Create an employer survey so that all 100% of our identified employers can be surveyed.
 - Who tracks identified employers?
 - i. AMC—both programs
 - ii. RTE
 - iii. Vet Tech
 - iv. NUA
 - v. DHE
 - vi. HSE
 - **Strategic Plan 6** – This has not been accomplished and will roll into next year.
 - **Strategic Plan 7** – This has not been done for all programs, and an employer survey will be created.
 - **Strategic Plan 12** – We still need to increase funding for professional development.

One year local plan (question 5) – Describe the process that will be used to evaluate and continuously improve the local performance of the institution.

- Discussion on ASB and the specific recommendations that are being acted upon.
- Discussion on how program review here at CCD is in development and will align with the CCCS cycle.
 - No CTE program uses CCCS 5-year program review data for their own program improvement measures. There is consensus that the CCCS numbers are not correct/useful.

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CHAMP Grant – Internship Agreement Packet

Matt Sweeney

Through CHAMP, goal was to provide more work-based learning activities. Matt's predecessor represented internships for the entire college. There may not be a representative in Career Development Center to assist with this. Goal to target internships near the end of pathway. GPA minimum, sufficient academic progress, set of requirements for paperwork (Internship Agreement with expectations for student, site supervisor, Career Development Center rep, and faculty advisor).

Co-creation of learning objectives and outcomes by student, site supervisor, and faculty advisor.

Consider worker's compensation. If paid internship, that person becomes employee under site worker's comp. If unpaid, CCD covers worker's compensation. Do inform HR about internships or other experiential learning opportunities, paid or unpaid. This needs to be explored and clarified, given the contradictions in the verbiage above and that written in the Internship Handbook. Also, academic departments (or students) may need to pay for worker's comp coverage for students pursuing experiential learning.

If internships offered, consider requesting program fee for those internship courses (\$15). Program fee requests need to be submitted to Mike Miller by the provost by January for consideration and review for the coming FY.

Blanket clinical and internship program fee request for FY19 to be submitted by provost to Mike. We just need a list of clinical and internship courses in catalog.

Where should the Internship Handbook live? Designed to be a resource to reference for internship supervisors. This technically represents all CTE programs. Should cover more than just internships, to include clinical, service learning, and any other experiential learning.

To create an electronic document so that people can access specific CTE program applications/processes for enrollment. Process to be explained for each program/course.

Given the wide variability of expectations and processes across programs, some of which are required by outside accreditation bodies, it is not practical or even possible to have a college wide process for experiential learning.

Kaylah will send out handbook for CTE programs to use in developing their own handbook for experiential learning. Expectation that each CTE program will create a handbook that can be uploaded to each program's page for student use.

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Common language will be developed around worker's compensation processes and that will then be included in each handbook or information page.

Discussion around responsibility for worker's comp for students engaged in experiential learning at their own place of work. Consensus: CCD is responsible regardless.

Need for electronic survey for employers, students, or any others. This is necessary for several programs' outside accrediting processes, but would be handy for most/all.

Reminder that internships need to be 3:1 contact hour based (750 minutes/credit). 75% of grade comes from site experiences. 25% out-of-class experience needs to make up 25% of grade. Can be graded or satisfactory/unsatisfactory, but it must affect their grade. There needs to be "homework". There needs to be evidentiary artifacts in case there are audits. Kaylah will provide the regular retention limits and will send that to everyone.

Work Based Learning Opportunities

Deans

- How many locations are currently involved and is the program or the student charged with finding the location?
- How many students currently participate? What is that in percentages of the program?
- Do they track if these work places then hire our graduates?

RTE, PAR, ACC, HSE, NUA, DEH, MAP, MOT, STE, ECE are at 100% requirement for experiential learning experience in the workplace

75% none

BUS at 50%

25% none

MAC, CIS, CRJ, JOU, HWE, ACC, EGT have opportunities for students to engage in experiential learning but it is not a requirement for the degree

MGD, AEC, ACC do not have opportunities for students to engage in experiential learning.

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Who is in charge of finding the location?

PAR, MAP—internship locations are provided but students have opportunities to find alternative sites. These are then vetted by PAR chair.

JOINTLY—BUS, RTE-CT, MAC, Vet Tech, BTE

HSE, ECE—Student responsibility

Faculty only—RTE, DEH, ACC

Experiential learning is a requirement for CTE programs. Kaylah will reach out to chairs, copying deans, to figure out how/where these experience are/can be developed into the programs.

Do any programs track whether the student got a job where they did the experience?

Advanced schooling is required for HSE.

Captured on VE-135.

This has an impact on retention. Internships turn into salaried fulltime positions before students complete their certificate/degree.

Plans of Study Training

Michelle Hoffer

State requirement that each CTE has a plan of study that aligns from high school. Training on the new [form](#) (click on program of study and download). Once completed, please send to Kaylah. Michelle Hoffer provides a training on how to complete. PPT available.

Goal is to create career-literate students who understand why CTE is relevant.

Michelle provides the CCD Health and Wellness Program of Study

The System loves links. The more links the better, as opposed to much language. Michelle needed to work with CEC partners. Needed to engage with [Brandon Protas](#) in order to help HS partner engage and understand what was needed.

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Remember to put any prerequisite experience leading into your programs as well as any college requirements not within your prefix, such as ENG 121, COM 115, MAT courses available via concurrent enrollment.

To find out Career Cluster, there's a link from Michelle's PowerPoint, or [here](#).

With CETE and General Education Sequence of Courses, link to four-semester plan information from Catalog or program webpage.

The most challenging part is getting the secondary-level information. First step would be to work with [Brandon Protas](#).

Once completed, send it to Kaylah and she will forward to the appropriate CCCS program director.

LMI Colorado (Labor Market Information Colorado)(is essentially the O*Net for Colorado. Great place for you to go to justify need in Colorado, even if national need data isn't helpful. Wage data, starting, mid-career wage info available. Also more user friendly than O*Net site.

Two Deadlines:

Updated Programs of Study Due to Kaylah by: **February 15, 2018**

Handbooks will be up on the Web by: **March 1, 2018**

Working Lunch

- **Special Population Groups Discussion**

Kaylah

Displaced Homemakers

Last meeting, Crystal Hernandez spoke to the group about Displaced Homemakers. Machining and Welding have both worked with Crystal Hernandez.

Strengthening Working Families—Elizabeth Schroeder and opportunity for connection. This helps students' complete short-term certificates in one semester. CIS has been working with the CCD Foundation.

There is still opportunity to address our displaced homemaker population this year. Having Crystal come and speak to students this fall and spring about the KEYS Scholarship might be a good idea. It is hard to identify this population, as even individuals within this population may not identify as such.

In the spring we need to choose a subpopulation on which to focus for the coming year. Historically, system has determined that gender would be the focus. Now

that has opened up. Last year, we started focusing on displaced homemakers. We will have Crystal Hernandez come to our spring meeting to discuss impact, changes due to our focus. We will have someone come and speak to our ability to effectively serve first generation students. Kaylah will have Crystal provide an update to include: # of Key Scholars at CCD; program of study of each; contact information for students in CTE programs.

2015-16, we failed as a college in three areas:

Performance Metric	CCD Actual	State Target	State Actual
Student Retention	38.7	44.3	39.8
Non-traditional Participation	12.5	15.5	14.9
Non-traditional Completion	12	14	17

In other areas, we exceeded both state target and state actuals:

Performance Metric	CCD Actual	State Target	State Actual
Completion	63.6	61.2	57.5
Placement	98.6	95	97.6

Perkins Application Review

Kaylah

- \$80,000-85,000 funds are available for FY18.
- Applications for proposals are due Friday, October 20th.
- Electronic signatures are fine, but Facilities and IT need to sign off before submission.
- Application are available on the website; same process as always.
- Applications will be sent Tuesday, September 24th to all CTE Advisory Board Members.
- Everyone will vote electronically from Tuesday, October 31-November 3.
- Recommendations from vote will be sent to Executive Leadership for final approval.

Perkins Proposal Review

This was not completed as a group. Individual proposers met with Kaylah one-on-one for feedback rather than meeting with the entire group.