










Instructional Coordinators

Labor Market Analysis: San Diego County

March 2024

Summary

NEW PROGRAM RECOMMENDATION?	EVIDENCE OF A SUPPLY GAP?	AT OR ABOVE THE LIVING WAGE?	EXPECTED LEVEL OF EDUCATION
 Proceed with Caution	 	 	<input type="checkbox"/> Doctorate Degree <input checked="" type="checkbox"/> Master's Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Associate Degree <input type="checkbox"/> Some College or Certificate <input type="checkbox"/> HS Diploma or Equivalent <input type="checkbox"/> Less Than a HS Diploma <input type="checkbox"/> Apprenticeship
SUPPORT FOR PROGRAM MODIFICATION?	NUMBER OF INSTITUTIONS THAT PROVIDE TRAINING	NUMBER OF ANNUAL JOB OPENINGS	
 	<p>MEDIUM</p> 	<p>MEDIUM</p> 	

The San Diego & Imperial Center of Excellence (COE) developed this brief to assist the region’s community colleges with strategic planning and program development. According to available data, *Instructional Coordinators* in San Diego County have a labor market demand of 204 annual job openings (while average demand for a single occupation in San Diego County is 289 annual job openings), and six institutions supply 161 awards for this occupation, suggesting that there is a supply gap in the labor market. Employers historically reported to the California Employment Development Department (EDD) and U.S. Bureau of Labor Statistics (BLS) that *Instructional Coordinators* had entry-level earnings of \$27.83 per hour, which is above the living wage in San Diego County. Comparatively, recent online job postings (2021-2023) show earnings between \$33 to \$37 per hour, suggesting that employers are increasing wages for this profession. This brief recommends proceeding with caution when developing a new program because 1) the expected level of education for this occupation is a master’s degree; but 2) entry-level wages pay above the living wage; and 3) a supply gap exists for this occupation.

Introduction

This report provides labor market information in San Diego County for the following occupational code in the Standard Occupational Classification (SOC)¹ system:

Instructional Coordinators (SOC 25-9031): Develop instructional material, coordinate educational content, and incorporate current technology into instruction in order to provide guidelines to educators and instructors for developing curricula and conducting courses. May train and coach teachers. Includes educational consultants and specialists, and instructional material directors. Sample reported job titles include:

- Instructional Designer
- Education Specialist
- Curriculum Specialist
- Curriculum Coordinator
- Curriculum and Instruction Director
- Program Administrator
- Learning Development Specialist
- Instructional Technologist
- Instructional Systems Specialist
- Curriculum Director

Projected Occupational Demand

Between 2023 and 2028, *Instructional Coordinators* are projected to increase by 154 net jobs or eight percent (Exhibit 1). Employers in San Diego County will need to hire 204 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example.

Exhibit 1: Number of Jobs for *Instructional Coordinators* (2023-2028)²

Occupational Title	2023 Jobs	2028 Jobs	2023 – 2028 Net Jobs Change	2023 - 2028 % Net Jobs Change	Annual Job Openings (Demand)
Instructional Coordinators	1,971	2,124	153	8%	204

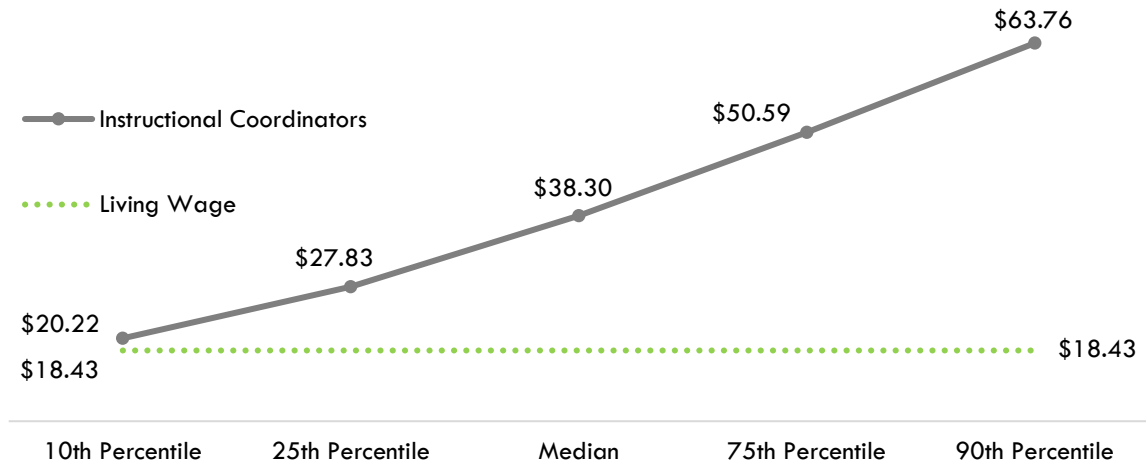
¹ The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data. [bls.gov/soc](https://www.bls.gov/soc).

² Lightcast 2024.01; QCEW, Non-QCEW, Self-Employed.

Earnings

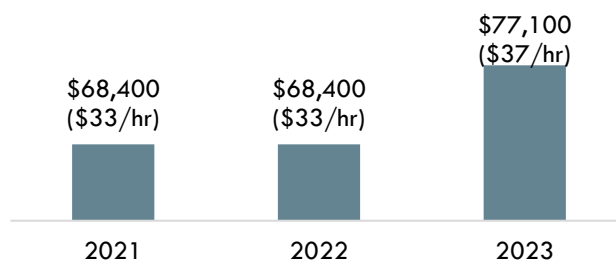
According to traditional³ labor market information (LMI), *Instructional Coordinators* had entry-level hourly earnings of \$27.83—or \$57,886 annual salary⁴; this is more than the living wage for a single adult in San Diego County, which is \$18.43 per hour (Exhibit 2).⁵

Exhibit 2: Hourly Earnings⁶ for *Instructional Coordinators* in San Diego County⁷



However, between January 1, 2021 and December 30, 2023, employers advertised between \$33 to \$37 per hour in online job postings for *Instructional Coordinators* in San Diego County. This suggests that employers in recent years are increasing wages due to labor market forces that may not be captured by traditional LMI (Exhibit 3).

Exhibit 3: Median Advertised Salaries in Online Job Postings for *Instructional Coordinators* in San Diego County (2021-2023)



³ Traditional LMI is generally historical data captured by the U.S. Bureau of Labor Statistics (BLS) or the California Employment Development Department (EDD). It does not account for recent technological, economic, or legislative changes that may affect labor market demand and wages.

⁴ Annualized salaries assume a full-time position with 2,080 hours. Multiplying the hourly wage with 2,080 yields the annual salary.

⁵ "Family Needs Calculator (formerly the California Family Needs Calculator)," Insight: Center for Community Economic Development, last updated 2022. insightccd.org/family-needs-calculator.

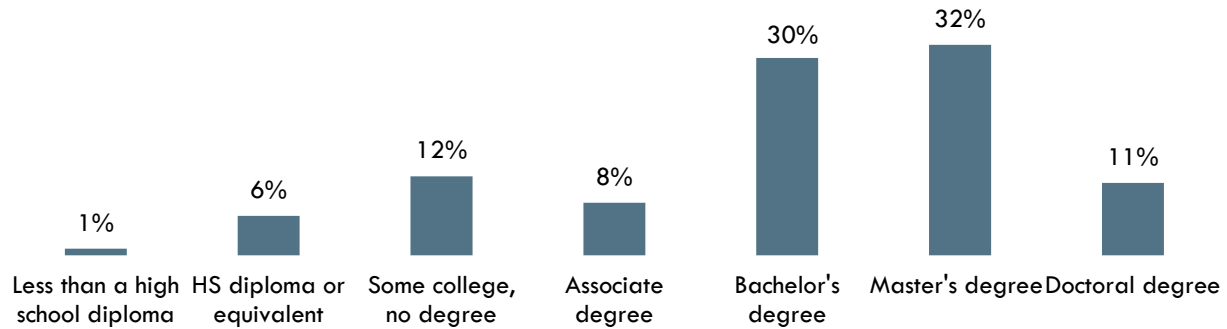
⁶ 10th and 25th percentiles could be considered entry-level wages, and 75th and 90th percentiles could be considered experienced wages for individuals who may have been in the occupation longer, received more training than others, etc.

⁷ Lightcast 2024.01; QCEW, Non-QCEW, Self-Employed.

Expected Level of Education

According to traditional LMI, employers typically require a **master's degree** as the entry-level education for *Instructional Coordinators*.⁸ Comparatively, the California labor force employed in this occupation typically has a **master's degree** (Exhibit 4).

Exhibit 4: California Educational Attainment of *Instructional Coordinators*⁹



Similarly, online job postings between January 1, 2021 and December 31, 2023 in San Diego County had a **bachelor's degree** as the most requested educational requirement for *Instructional Coordinators*; however, employers also expected the following certifications (Exhibit 5).¹⁰

Exhibit 5: Top Certifications for *Instructional Coordinators* in San Diego County in Online Job Postings (2021-2023)¹¹

1. Valid Driver's License
2. Teaching Certificate
3. Secret Clearance
4. Security Clearance
5. English Learner Authorization
6. No Child Left Behind Act Standards
7. Project Management Certification

⁸ Lightcast 2024.01; QCEW, Non-QCEW, Self-Employed.

⁹ "Educational Attainment for Workers 25 Years and Older by Detailed Occupation," Bureau of Labor Statistics, last modified September 8, 2022. bls.gov/emp/tables/educational-attainment.htm.

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Educational Supply

Educational supply for an occupation can be estimated by analyzing the number of awards in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes. There is **one** TOP code and **two** CIP codes related to *Instructional Coordinators* (Exhibit 6).

Exhibit 6: Related TOP and CIP Codes for *Instructional Coordinators*¹²

TOP or CIP Code	TOP or CIP Program Title
TOP 0860.00	Educational Technology
CIP 13.0301	Curriculum and Instruction
CIP 13.0501	Educational/Instructional Technology

According to TOP data, **no** community college supplies the region with awards for this occupation.

According to CIP data, **six** non-community-college institutions supply the region with awards: **Ashford University, California State University-San Marcos, National University, Northcentral University, San Diego State University, and University of San Diego** (Exhibit 7).

¹² This brief uses a conservative estimate of program supply and only calculates awards from the TOP code listed in Exhibit 6.

**Exhibit 7: Number of Awards (Certificates and Degrees) Conferred by Postsecondary Institutions
(Program Year 2019-20 Through Program Year 2021-22 Average)**

TOP6 or CIP Code	TOP6 or CIP Program Title	3-Yr Annual Average CC Awards (PY19-20 to PY21-22)	Other Educational Institutions 2-Yr Annual Average Awards (PY19-20 to PY20-21)	Total Average Supply (PY19-20 to PY21-22)
0860.00	Educational Technology	0	0	0
13.0301	Curriculum and Instruction	0	88	88
	California State University-San Marcos	0	8	
	• Master's degree	0	8	
	Northcentral University	0	5	
	• Master's degree	0	5	
	San Diego State University	0	0	
	• Doctor's degree	0	0	
	University of San Diego	0	75	
	• Master's degree	0	75	
13.0501	Educational/Instructional Technology	0	73	73
	Ashford University	0	35	
	• Bachelor's degree	0	22	
	• Master's degree	0	13	
	National University	0	37	
	• Master's degree	0	37	
	San Diego State University	0	1	
	• Postbaccalaureate certificate	0	1	
	University of San Diego	0	0	
	• Master's degree	0	0	
			Total	161

Demand vs. Supply

Comparing labor demand (annual openings) with labor supply¹³ suggests that there is a **supply gap** for this occupation in San Diego County, with **204** annual openings and **161** awards. Comparatively, there are **1,991** annual openings in California and **967** awards, suggesting that there is also a supply gap across the state¹⁴ (Exhibit 8).

Exhibit 8: Labor Demand (Annual Openings) Compared with Labor Supply (Average Annual Awards)

	Demand (Annual Openings)	Supply (Total Annual Average Supply)	Supply Gap or Oversupply
San Diego	204	161	43
California	1,991	967	1,024

Please note: This is a basic analysis of supply and demand of labor. The data does not include workers currently in the labor force who could fill these positions or workers who are not captured by publicly available data. This data should be used to discuss the potential gaps or oversupply of workers; however, it should not be the only basis for determining whether or not a program should be developed.

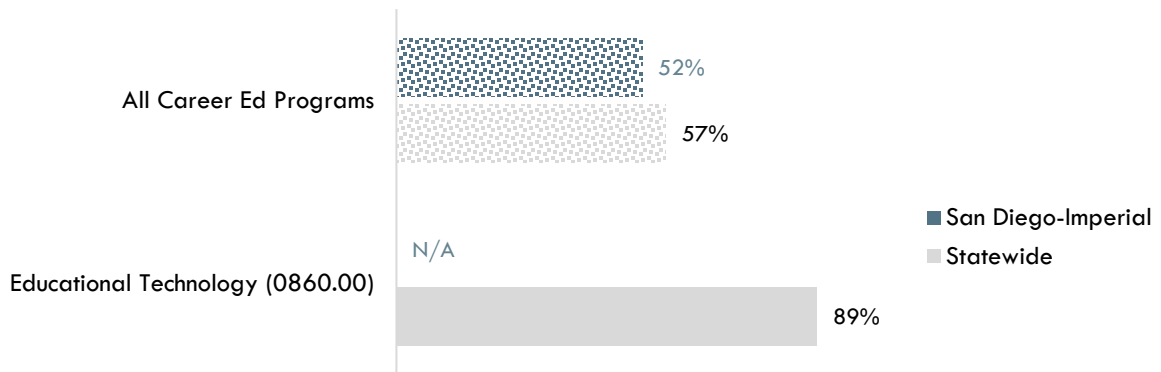
¹³ Labor supply can be found from two different sources: EMSI or the California Community Colleges Chancellor's Office MIS Data Mart. EMSI uses CIP codes while MIS uses TOP codes. Different coding systems result in differences in the supply numbers.

¹⁴ "Supply and Demand," Centers of Excellence Student Outcomes, coecc.net/our-resources.

Student Outcomes and Regional Comparisons

According to the California Community Colleges LaunchBoard, 89 percent of students statewide earned a living wage after completing a program related to *Instructional Coordinators*, compared to 57 percent of students in Career Education programs in general across the state (Exhibit 9).¹⁵

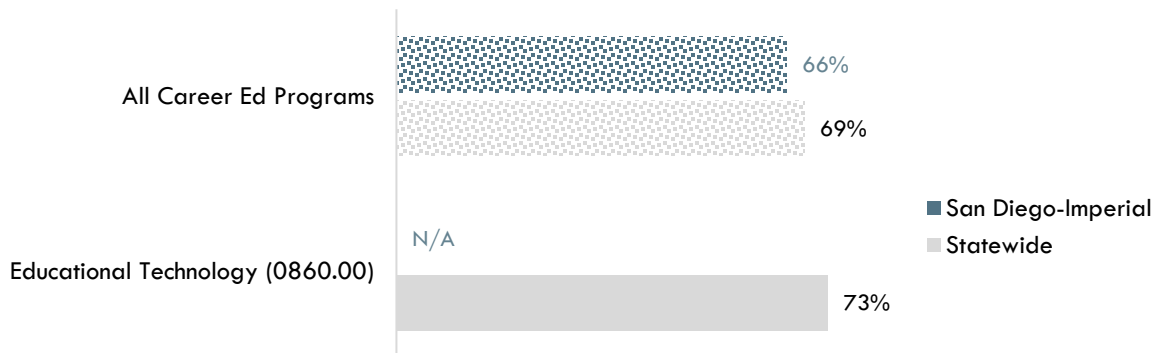
Exhibit 9: Percentage of Students Who Earned a Living Wage by Program, PY2020-21¹⁶



"N/A" indicates insufficient data

According to the California Community Colleges LaunchBoard, 73 percent of students statewide obtained a job closely related to their field of study after completing a program related to *Instructional Coordinators*, compared to 69 percent of students in Career Education programs in general across the state (Exhibit 10).¹⁷

Exhibit 10: Percentage of Students in a Job Closely Related to Field of Study by Program, PY2019-20¹⁸



"N/A" indicates insufficient data

¹⁵ "California Community Colleges Strong Workforce Program," California Community Colleges, calpassplus.org/LaunchBoard/SWP.aspx.

¹⁶ Most recent year with available data is Program Year 2020-21. Among completers and skills builders who exited, the percentage of students who attained a living wage.

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¹⁸ Most recent year with available data is Program Year 2019-20. Percentage of Students in a Job Closely Related to Field of Study: Among students who responded to the CTEOS, the percentage reporting employment in the same or similar field as their program of study.

Employers

Between January 1, 2021 and December 31, 2023, the top five employers in San Diego County for *Instructional Coordinators* were University of California San Diego, ServiceNow, Art Of Problem Solving, California State University, and San Diego State University based on online job postings (Exhibit 11).

Exhibit 11: Top Employers for Instructional Coordinators in San Diego County¹⁹

Top Employers	
<ul style="list-style-type: none"> University of California San Diego ServiceNow Art Of Problem Solving California State University San Diego State University 	<ul style="list-style-type: none"> University of San Diego Seismic Palomar College Scripps Institution Of Oceanography Kaiser Permanente

Skills

Exhibit 12 lists the top specialized, soft, and software skills that appeared in online job postings between January 1, 2021 and December 31, 2023.

Exhibit 12: Top Skills for Instructional Coordinators in San Diego County²⁰

Specialized Skills	Soft Skills	Software Skills
<ul style="list-style-type: none"> Instructional Design Learning Management Systems Project Management Curriculum Development Adult Education Articulate Storyline Storyboarding Marketing Adobe Photoshop Educational Technologies ADDIE Adult Learning Principles E-Learning Development Blended Learning Student Services 	<ul style="list-style-type: none"> Communication Writing Teaching Management Planning Leadership Interpersonal Communications Research Customer Service Presentations Detail Oriented Innovation Needs Assessment Coordinating Problem Solving 	<ul style="list-style-type: none"> Learning Management Systems Microsoft PowerPoint Microsoft Excel Camtasia Studio Articulate Storyline Adobe Photoshop

¹⁹ Lightcast 2024.01; "Job Posting Analytics." 2021-2023.

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San Diego & Imperial Center of Excellence

SAN DIEGO & IMPERIAL COUNTIES

COMMUNITY COLLEGES

Important Disclaimers

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

April 22, 2024

To Whom It May Concern:

I, Darren Yamaguchi, endorse the Instructional Design Certificate of Achievement at San Diego Mesa College.

The recent Labor Market Index (LMI) report suggests that a Master's Degree is required for careers in instructional design. However, in my experience, a Master's Degree is *not* a requirement for starting an instructional design career.

The proposed certificate program is designed to equip individuals with the essential skills and knowledge required for instructional design at various career stages. This includes those who entered the field during the COVID-19 pandemic to meet urgent demands, those who are looking for entry-level instructional design jobs, and those who hold an instructional design job and need to upskill in emerging technologies to stay current.

I'd expect this program to attract a broad range of participants who are eager to advance their competencies in instructional design. If I were in a hiring position, I'd consider someone with this certificate whether or not they had a Master's degree.

Sincerely,

Darren Yamaguchi










auobeugu@duck.com

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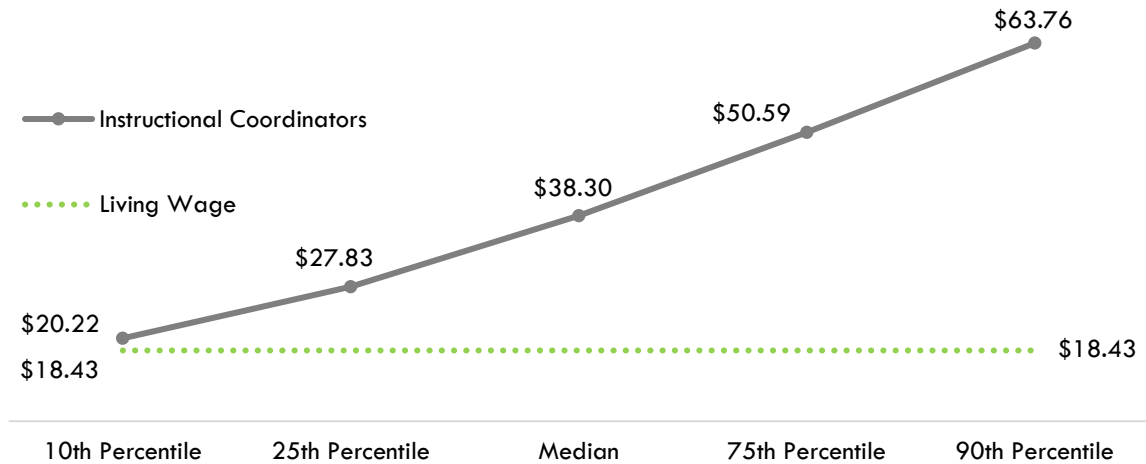
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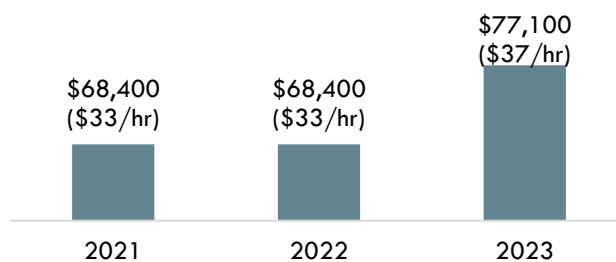
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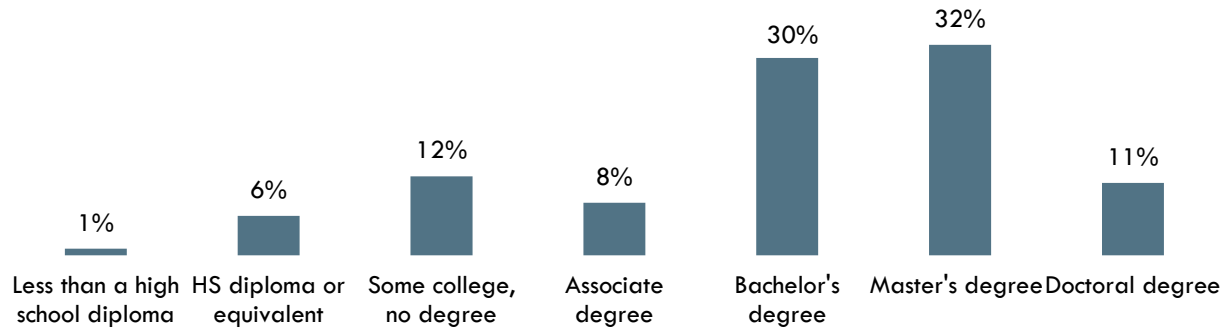
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	University of San Diego	0	0	
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Total				161

Demand vs. Supply

Comparing labor demand (annual openings) with labor supply¹³ suggests that there is a **supply gap** for this occupation in San Diego County, with **204** annual openings and **161** awards. Comparatively, there are **1,991** annual openings in California and **967** awards, suggesting that there is also a supply gap across the state¹⁴ (Exhibit 8).

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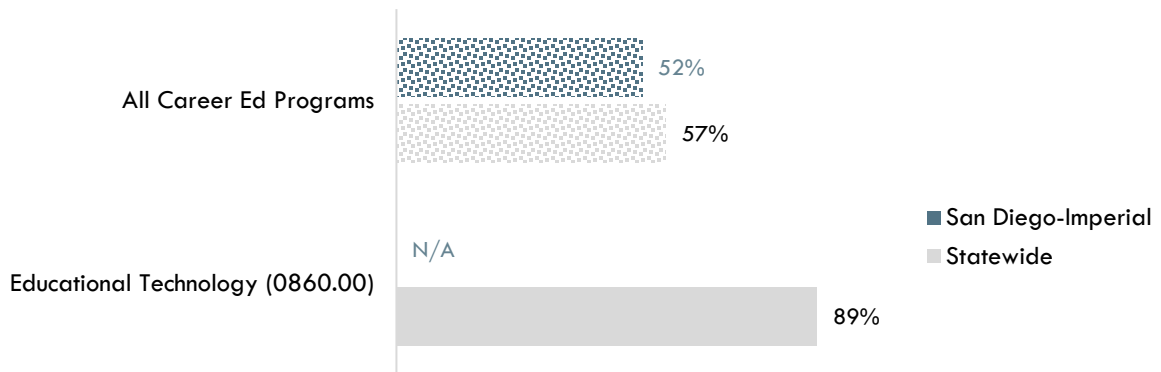
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Student Outcomes and Regional Comparisons

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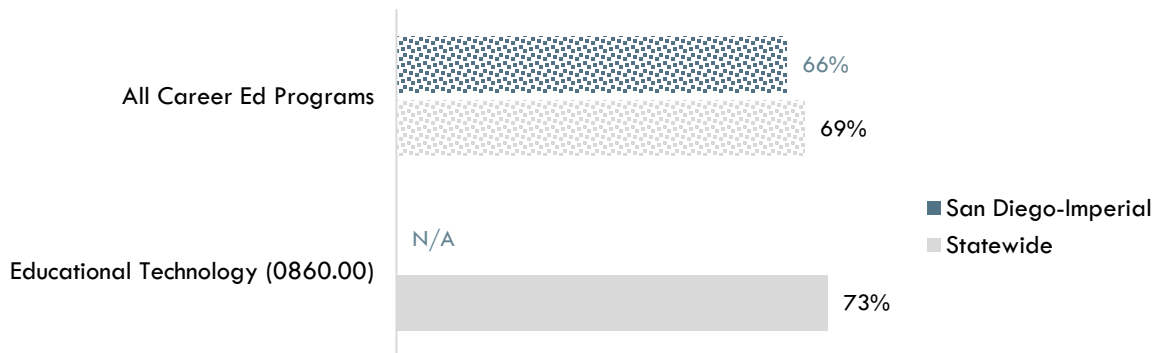
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Skills

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Exhibit 12: Top Skills for Instructional Coordinators in San Diego County²⁰

Specialized Skills	Soft Skills	Software Skills
<ul style="list-style-type: none"> • Instructional Design • Learning Management Systems • Project Management • Curriculum Development • Adult Education • Articulate Storyline • Storyboarding • Marketing • Adobe Photoshop • Educational Technologies • ADDIE • Adult Learning Principles • E-Learning Development • Blended Learning • Student Services 	<ul style="list-style-type: none"> • Communication • Writing • Teaching • Management • Planning • Leadership • Interpersonal Communications • Research • Customer Service • Presentations • Detail Oriented • Innovation • Needs Assessment • Coordinating • Problem Solving 	<ul style="list-style-type: none"> • Learning Management Systems • Microsoft PowerPoint • Microsoft Excel • Camtasia Studio • Articulate Storyline • Adobe Photoshop

¹⁹ Lightcast 2024.01; "Job Posting Analytics." 2021-2023.

²⁰ Lightcast 2024.01; "Job Posting Analytics." 2021-2023.

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San Diego & Imperial Center of Excellence

SAN DIEGO & IMPERIAL COUNTIES

COMMUNITY COLLEGES

Important Disclaimers

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Angela Hernandez

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To Whom It May Concern:

As a Senior Instructional Designer at Solar Turbines, Inc., I am writing to express my endorsement of the Instructional Design Certificate of Achievement at San Diego Mesa College.

I have 15 years of experience as a learning professional, and a Master's Degree in Instructional Design. The recent Labor Market Index (LMI) report suggests that a Master's Degree is required for careers in instructional design. However, in my experience, a Master's Degree is *not* a requirement for starting an instructional design career.

The proposed certificate program is designed to equip individuals with the essential skills and knowledge required for instructional design at various career stages. This includes those who entered the field during the COVID-19 pandemic to meet urgent demands, those who are looking for entry-level instructional design jobs, and those who hold an instructional design job and need to upskill in emerging technologies to stay current.

I'd expect this program to attract a broad range of participants who are eager to advance their competencies in instructional design. If I were in a hiring position, I'd consider someone with this certificate whether or not they had a Master's degree.

Sincerely,



Angela Hernandez

April 22, 2024

To Whom It May Concern:

I, Darren Yamaguchi, endorse the Instructional Design Certificate of Achievement at San Diego Mesa College.

The recent Labor Market Index (LMI) report suggests that a Master's Degree is required for careers in instructional design. However, in my experience, a Master's Degree is *not* a requirement for starting an instructional design career.

The proposed certificate program is designed to equip individuals with the essential skills and knowledge required for instructional design at various career stages. This includes those who entered the field during the COVID-19 pandemic to meet urgent demands, those who are looking for entry-level instructional design jobs, and those who hold an instructional design job and need to upskill in emerging technologies to stay current.

I'd expect this program to attract a broad range of participants who are eager to advance their competencies in instructional design. If I were in a hiring position, I'd consider someone with this certificate whether or not they had a Master's degree.

Sincerely,

Darren Yamaguchi

auobeugu@duck.com



EDUCATION INDUSTRY ADVISORY COMMITTEE MEETING SIGN-IN SHEET (via chat)

April 19th, 2024, 12 pm -1 pm

via Zoom

Meeting Chat

12:01:29 From Katie Palacios to Everyone:

Katie Palacios - Instructional Designer - SD Mesa College

12:01:43 From Shana Carr to Everyone:

Shana Carr, Acting Dean, LRAS, San Diego Mesa College

12:01:45 From Angela Hernandez to Everyone:

Angela Hernandez
Solar Turbines
Technical Training Development Specialist

12:01:57 From Michael Timog to Everyone:

Michael Timog , technical trainer, Scripps Healthcare San Diego/City of North Las Vegas

12:02:02 From Darren (he/him) to Everyone:

Darren Yamaguchi, LAHSA, Instructional Designer



EDUCATION INDUSTRY ADVISORY COMMITTEE MEETING MINUTES

April 19th, 2024, 12 pm -1 pm
via Zoom

<https://sdccd-edu.zoom.us/j/7146575870>

Called to order – 12:01 pm

The following industry participants, faculty members, and college representatives were present:

Industry	
Angela Hernandez	Advisory Committee Chair, Technical Training Development Specialist, Solar Turbines
Michael Timog	Technical Trainer, Scripps Healthcare San Diego/City of North Las Vegas
Darren Yamaguchi	Instructional Designer, LAHSA
Faculty/College Representation	
Shana Carr	Acting Dean, Learning Resources and Academic Support, SD Mesa College
Katie Palacios	Instructional Designer, SD Mesa College

Absent - Jonathan Witt, Project Specialist for Outdoor/Environmental Education at the San Diego County Office of Education

Introductions – This is the first meeting of the industry advisory board. The team discussed the formation of an advisory board for learning resources and academic support at San Diego Mesa College, with a focus on the proposed Instructional Design Certificate of Achievement.

Program Overview/Curriculum and Program Discussion – Katie presented the Certificate of Achievement for Instructional Design and the course content making up the certificate.

New Instructional Design Certificate Overview

Katie provided an overview of the new instructional design certificate of achievement, highlighting its industry focus, balancing theory and tools, and its commitment to learner and AI-centered design. How can we use AI in a way that keeps our learning design human centered? The certificate aims to address the varying needs of entry-level job seekers, experienced practitioners needing foundational skills, and those requiring support in emerging technologies. The curriculum consists of 11 courses, including introduction to human-centered instructional design, needs assessment, training design, measuring impact, and four electives, along with a capstone course. The certificate is designed to be completed within a year and will result in a comprehensive skill set and a portfolio for career advancement.

New Program Approach and Duration

Katie proposed a new approach to their program, which included building a portfolio and completing a capstone project. Angela suggested including LMS management in the content development, and Darren

agreed, suggesting it could also be part of the capstone. Michael shared his positive feedback on the structure of the program, appreciating the inclusion of an elective project management course and the program's duration. The team agreed on the idea that a year-long program would be more focused and doable.

Education Level and Certificates in Instructional Design

Shana initiated a discussion about the education level required for a career in the instructional design industry. Katie discussed different entry points and how industry advisory members demonstrate these different entry points whether it be needing skills for entry level job in instructional design to “get the foot in the door,” or people with on the job experience and need of more foundational skills to help them in the job projects that they're being asked to complete, or people who have more extensive time on the job and have used a lot of those foundational skills, but they need more support in with the skills and emerging technologies (such as AI or new video editing tools). Angela and Katie affirmed that while a master's degree is commonly perceived as the norm, it is not a hard requirement, and a certificate could provide an alternative pathway. Michael supported this idea, sharing his own experience that a certificate could be more beneficial than a master's degree without relevant work experience. Darren, however, emphasized that a candidate's portfolio and problem-solving approach are more important than their education level, suggesting that a certificate may not necessarily reflect a candidate's practical abilities.

- Angela thought it's a great way to get the foot in the door, expanding on that to say most people she works with do not have a master's in instructional design. She believes there are multiple entry points. I think it's there are multiple entry points. Most of her team has good instinct for training but no formal background. She thought this certificate would be a perfect way for them to understand the full process of how a training should be developed and evaluated, and should be a requirement for someone coming into her department.
- Michael expressed he does not think someone needs a Master's degree to learn instructional design. He highlighted the importance of work experience, getting the certificate, and incorporating work-based learning into the curriculum. He felt this would give someone a “leg up” when it came to getting an instructional design career. He did not think his Master's degree prepared him for his instructional design work but that this certificate would.
- Darren stated that if he were a hiring manager, he wouldn't care about the education level being a Master's degree. He would look at their portfolio and how they approach/solve/think/analyze a problem. How they structure learning experiences would be best seen in a portfolio. Incorporating that into the certificate along with real-world experiences, would be the most beneficial to students going through this program.

Shana and Darren discussed the potential future of the program, including the possibility of offering associate degrees in support of transfers into bachelor programs and the need to develop a portfolio to interest future employers.

- **Curriculum unanimously approved by advisory board: (M/S/C; Angela Hernandez and Darren Yamaguchi)**
 - New Award:
 - Certificate of Achievement – Instructional Design
 - New Courses:
 - Intro to Human-Centered Instructional Design in the Age of AI
 - Needs Assessment
 - Training Design
 - Measuring Impact
 - Facilitating Training
 - Inclusive Content Development
 - Instructional Videos

- E-Learning Tools
- Project Management for Instructional Designers
- AI for Instructional Designers
- Capstone

Discussion Items – The group explored the integration of work-based learning opportunities and industry expertise into the curriculum, and the potential benefits of internships available to graduating certificate students. Angela stressed the importance of guest speakers throughout the certificate courses so students would gain real-world insight about what an instructional designer does. Darren mentioned the benefits of understanding what kind of projects an instructional designer could expect to see early on in the education process. Darren proposed that new projects could help individuals apply their skills in a relatable way, even if they aren't immediately professional. Shana agreed, highlighting the importance of real-world applications in their work-based learning opportunities. She also mentioned the need to collaborate with the career services office to guide students. Shana started a discussion about integrating internships into the educational curriculum, with Katie leading the conversation. The idea was widely supported by participants including Angela and Michael, who saw the potential for real-world experience and hands-on learning. Katie then introduced the concept of work-based learning, which was seen as a beneficial solution for both students and employers. The team agreed to continue developing these opportunities within their district. Katie shared her experience with a project involving Jack in the Box, which she found more authentic compared to her previous projects, and clarified her association with the company. Shana explained the concept of work-based learning and the benefits for both students and employers in this field. The team agreed to continue developing these opportunities within their companies.

Chair Election – There was discussion about need for Industry Chair of the advisory committee. Angela Hernandez ran unopposed for Chair. Approval of Angela Hernandez was M/S/C by Michael Timog and Darren Yamaguchi.

Action Items – Shana discussed letters of support for the Region, particular attention to the education component. Requested letters be returned from advisory members no later than Tuesday to submit to the Regional Consortium. Shana and Katie discussed next steps which included sending the curriculum to the regional consortium for review and approval. Angela will provide a letter of support for the certificate program. Darren agreed to provide a letter of support for the certificate program. Katie discussed the need for more advisory board members and a plan to meet once a semester.

Adjournment – Adjourned at 12:58 pm