SAN DIEGO CONTINUING EDUCATION

Mission San Diego Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.

Accreditation Sub-Committee

Minutes for Thursday, 6/1/20	2:32 p.m.	Zoom
Members Present:	Laurie Cozzolino, Ginger Davis, , Debi King, Karen King, Marne Foster, Magda Kwiatkowski, Stephanie Lewis, Andrei Lucas, Jessica Luedtke (co-chair), Katie Serbian (co-chair), Jesus Rivas	
Members not Present:		
Guest(s):		
Recorder:	Ginger Davis	

AGENDA

1. Call to Order/Approval of Agenda by J. Luedtke at 2:30 p.m.		
• Approval of agenda was M/S/C by Laurie and Debi with the addition of the Co- Chair update/Committee Structure.		

2. Approval of Minutes- 5/4/20

DISCUSSION	• M/S/C: Karen and Laurie as is. • Abstentions: None	
CONCLUSION	N/A	

Action Item	Person Responsible	Deadline
• File approved minutes in Accreditation Dropbox.	• Ginger	• Before next meeting.

3. Action Plan Update & Visiting Committee Update Report

DISCUSSION	• ACS WASC portal is open and information will be added. • Jessica will reach out to ASC WASC to set up the official visiting date. • Action plans and student profile report was vetted to EGC. • 19-20 will be posted for reference. This will become an annual report.	
CONCLUSION	N/A	

Action Items	Person(s) Responsible	Deadline
• None	• N/A	• N/A

4. Accreditation Newsletter

DISCUSSION	• Completed and emailed out to the campus community today, 5/1/20.	
CONCLUSION	N/A	

Action Item	Person Responsible	Deadline
• None	• N/A	• N/A

5. Mid-Cycle Report- Chapter II

DISCUSSION	• Magda is currently working on Section II of the report, which is about significant changes and developments since the last accreditation visit. • 2016-2017 is the baseline year. • There is no specific section on Professional Development (PD), but it noted. If there is any information needed for any of the chapters related to PD, Laurie will be the point person and conduit to others if they are conducting the PD. • Changes in Student Services will be included and will highlight Career and College Transitions, Equity and DSPS services. Stephanie provided additional background to add (i.e. the hiring of a new Dean of Career and College Transitions, three Job Developers and one Job Placement Coordinator, a new website, 7 new career center at each campus, Employer Spotlights for new job opportunities, workshops around	

	interview techniques, resume writing and career searches).
	• Discussion about Gateway Program's services occurred. These are services strictly for opportunity youth, ages 18-24. Eligibility requirements must be met in order to be part of the program. Students can be enrolled at CE or participate to use wraparound services (i.e. bus passes, stipends for books, career training and housing) offered.
	• Pre-Apprenticeship Program through Gateway will start soon. We received a 1.5 million grant from the city to help get students in programs and provide students with instruction in all of the construction trades (i.e. plumbing, electrical) in hopes of getting a permanent job. Goal is for female students to join. Will need to clarify if this is a change or an update on progress before addressing in the mid-cycle report. Will work with Stephanie for additional information.
CONCLUSION	N/A

Action Item	Person Responsible	Deadline
• None	• N/A	• N/A

6. 2019/20 Community/Student Profile Report- facilitated activity on impacts

DISCUSSION	• Discussion and updates around trends and impacts occurred.
	• Main sections of the report worked on include the student community profile and the steering committee profile in relationship to our institution. Environmental scans are useful to identify impacts of different trends happening in the institution.
	• Activity is for the committee to provide feedback to address why things are happening and what those implications and/or impacts are.
	• Discussion occurred on students attending our institution.
	o Many of our programs are open entry access. This allows students to enter and exit a class at any given point in time. Since we offer non-credit classes, we utilize a full-time equivalent students (FTES) formula using hours attended.
	o 1 FTE is 525 attendance hours. FTES gives a sense of how large a program is. From 2016-2018, the number of FTES we are accumulating in the institution has gone down.
	o FTES is how CE receives funded. It is also a measure of enrollment and student participation. It is not a measure of productivity and does not indicate how expensive a program is.
	o When unemployment rates are down, community colleges and non-credit have less students.
	o When the district changed the credit apportionment, it affected us directly by reducing our enrollment targets due to the uncertainty at the state.
	o Certain programs have declined in enrollment such as ESL.
	o ESL was impacted by the political climate when the US administration changed and immigration issues changed to limit the number of immigrants into the US. We may want to look at particular ethnic groups and how the change in coding of classes affected enrollment. ESL is no longer marketed as ESL or ELL (English Learning Language) and all students are marked as CTE students, distorting the ethnic language demographics.
	o Programs that have grown include Automotive (3% growth in the last couple of years) and Healthcare (48% growth as a group). Labor market information on the demand for these industries could be helpful.
	o Growth in Automotive and other technical trades programs are attributed to the advisory board meetings that are held regularly as of the last couple of years for every single program. Many advisory board members are former students who own their own shops, which helps in terms of getting students employed. Equipment upgrades have also helped. Another helpful improvement in Automotive was the streamlining of the program into four

	segmented classes instead of completing hours within an open entry and exit format. o The implications in the increase in percentage of online enrollment was addressed. Although COVID-19 was a factor, we already had a trend in distance education learning growing. Equity and digital divide inequities are a concern. One consequence to distance learning is to lose students from these populations. The more we move online we will need to address those populations in order to offer our services. o In moving to distance education, CE has helped with laptop distribution to about 1000 students. In addition, we are receiving funds and grants to offer programs like the faculty mentorship to help support the growing online community. Important to include a mention about our parking lots being opened to offer Wi Fi Access Hot spots to students.		
CONCLUSION	N/A		

Action Item		Person Responsible	Deadline
• None		• N/A	• N/A

7. 2020/21 Meeting Dates

DISCUSSION	• Generally, meetings are on the 1st Monday from 2:30p-4p. • First meeting to be held on the first Thursday in September due to a holiday conflict. • Meeting invites and zoom information will be sent for the 20-21 academic year.		
CONCLUSION	N/A		

Action Item		Person Responsible	Deadline
• None		• N/A	• N/A

9. Meeting adjournment: 4:02 pm

NEXT MEETING:
Date and Time- September @ 2:30 pm
Location- Zoom

Minutes submitted by: Ginger Davis, Administrative Secretary to the VPI

Reviewed by Sub-Committee: Yes   **Date:** 9/10/20