Distance Ed Task Force Meeting Notes 12.8.25

I. Welcome & Introductions
II. Public Comment
III. Distance Education Survey Data Analysis
    a. Survey data presented about distance education course preferences, includes rankings and criteria for first, second, and third choices. Data is in SharePoint; plans to create more visually appealing charts in February. A need to reorganize and potentially amend the data for the final report.
IV. Academic Program Review and Planning
    a. Challenges and potential of sociology as an academic field, high value despite limited job prospects.
    b. Multimedia Arts CE degree: two of its programs will be fully online starting next year.
    c. Agrees to conduct a group ranking exercise to determine top recommendations for new programs, excluding sociology and multimedia arts.
    d. Health Professions Occupations program, clarified to be a Health Sciences AS degree designed to accommodate students interested in allied health programs who cannot immediately enroll in nursing or other limited-enrollment programs.
V. Program Ranking Strategy Discussion
    a. Split into two groups to compare rankings. Focus on business and psychology programs as strong options, while considering other programs like health professions and multimedia.
    b. Have already looked at data, but will review additional data points if needed. The group planned to use a spreadsheet containing relevant data to make their rankings.
VI. Sociology and Transfer Degree Planning
    a. Popularity of sociology as a major, particularly among students from low-income communities and those pursuing careers in medicine or law. Can serve as a stepping stone for students who may eventually pursue graduate studies or other careers.
    b. The group also considered other majors like Computer Information Systems (CIS), Political Science, and Psychology for their programs, with CIS being seen as a good preparation for Computer Science degrees.
    c. Discussed the challenges of transferring between different institutions and the importance of considering local degrees in planning.

VII.   District Online Community Development Plan
   a.   Develop a strong district-wide online community offer, focusing on cross-college collaboration and offering IGETC courses in sequences. Explored creating program maps with specific GE courses for different majors, aiming to provide clear online class options for students.
   b.   Challenges with Oracle systems and the need for customization; considerations for sociology and biology courses in the online offerings.

VIII.   CVC Enrollment Patterns and Transfers
   a.   CVC enrollment numbers and data from the CDC system: these numbers represent unique records rather than individual students.
   b.   Enrollment patterns across different programs: business administration had the most enrollments, followed by psychology and sociology.
   c.   Potential for seamless transfer between community colleges and CSU Monterey Bay, particularly for business administration students who could pursue concentrations in specific areas like accounting or marketing.
   d.   Political science has a higher CVC enrollment rate compared to other programs.

IX.   Enhancing Science Student Career Prospects
   a.   Need for more information on career prospects for science students; concerns about workload involved in creating an online portfolio of new products.
   b.   Challenges of scheduling in-person meetings and the importance of considering students' life experiences when planning classes.

X.   Degree Program Recommendations Finalized
   a.   Consensus on top four degree recommendations: business, psychology, sociology, and political science, with sociology noted as a particularly good option for transfer students seeking a well-rounded education without being too specialized.
   b.   Fifth and sixth choices are computer science and paralegal studies, though some uncertainty about recommending computer science due to limited data.
   c.   Finalize plan between January and March, review choices in January to ensure everyone is still aligned with their goals.

XI.   Expanding Data Science Degree Programs
   a.   Career pathways and degree offerings: focusing on data science, cybersecurity, and computer science programs. Need for more specific data on programmer employment in the Bay Area, considering building a fully online, coordinated CalGETC program across all four colleges.

b. Current enrollment patterns by ethnicity in different degree programs reviewed and the potential for expanding offerings to better serve diverse student populations.

c. Reviewed recommendations for business, psychology, sociology, political science, and CalGETC degrees, while leaving the paralegal program as a potential future consideration.

XII.   Online Degree Completion Track Planning

a. Success of consensus-building process and celebrated progress, while acknowledging that changes might be necessary in the future.

b. Possibility of creating two-year, three-year, and four-year degree completion tracks for online students, with concern over the practical management of such a system.

c. Key areas for improvement: student support services, curriculum development, and scheduling; plan to further develop these recommendations in January.

d. Upcoming presentation on December 19th and encouraged student participation.

XIII.   Next Steps

1. Constance and Kelly: synthesize and organize all the post-it note feedback into a structured format for the January 26th meeting

2. Task force members: email Constance if interested in attending the December 19th PVC presentation at 9am

3. Constance: arrange coffee and pastry for any students who attend the December 19th presentation

4. Task force: build out coordination recommendations for how to implement the chosen degrees at the January 26th meeting

5. Task force: complete final recommendations by April for handoff to implementation team