

Distance Ed Task Force Meeting Notes 11.10.25

- I. Welcome & Introductions
- II. Public Comment
 - a. Development of online degree pathways at Peralta Community Colleges
 - i. Equity trainer inquiry
 - ii. How far is the VAR plan so far
 - 1. Coordination has to take place within the colleges
 - iii. Equity trainer: train faculty in how to apply the rubric to class
- III. Recap of Previous Meeting
- IV. Data Deep Dive
 - a. Data sets prepared by Nathan, including student and faculty surveys, labor market information, and modality data.
 - i. Identify 2-3 fully online degree pathways that could be offered across the four colleges.
 - 1. How to define what constitutes an online degree, considering factors such as course offerings, transferability, and implementation logistics.
 - 2. Will focus on recommending specific degree programs that could be offered fully online, rather than attempting to create a mathematical formula for decision-making.
 - 3. Develop research questions to guide their analysis of the available data and determine which programs should be prioritized for online development.
 - b. Online business degree program:
 - i. Whether to offer a specific degree with a "T" designation or a cluster of certificates
 - ii. Narrow down to 8-10 programs for analysis, including examining existing online offerings, fill rates, and success rates. T
 - iii. Important to consider cohort-based learning approaches and the need for additional resources to support students in online education, particularly for marginalized populations.
 - iv. Implementing an equitable online program would require financial investment, including resources for student preparation and orientation.
 - c. Online degree Equity Analysis Plan
 - i. Student services for cohort programs & the importance of examining current offerings and equity gaps in online degree data

1. Research what other community colleges and four-year institutions are offering in terms of online degrees, considering both regional and state-wide programs.
 2. Explore residency requirements for graduation, Peralta College requires at least 12 units at each campus.
 3. Create a spreadsheet comparing Peralta's programs with other colleges, including factors like CTE job alignment and local curriculum.
- d. Online degree program analysis
- i. Online education programs, focusing on identifying fully online degrees offered by CSUs, UCs, and community colleges.
 - ii. A potential for offering complete bachelor's degrees online and the importance of aligning programs with local industry needs.
 - iii. Create a spreadsheet to analyze data on current offerings, transferability, and labor market needs.
 - iv. Research successful online programs at leading community colleges like Coastline and Foothill De Anza.
 - v. There are limited meetings available to complete analysis and make recommendations.
- e. Online Degree Transfer Program Analysis
- i. Analyze departmental data to identify potential transfer degrees with online programs, focusing on FTEs and degrees conferred.
 - ii. Economics, business, and social science programs: promising candidates
 - iii. Business degrees align with regional labor market needs.
 - iv. Explore health professions and occupations, though more information needed about specific programs.
 - v. Further investigate transferability of degrees and certificates, particularly for social science and liberal arts programs.
- f. Online Degree Program Expansion Plan
- i. Online degree programs focusing on associate degrees for transfer (ADT), local degrees, and certificates.
 - ii. Possibility of offering fully online versions of popular programs like business administration and psychology, while considering factors such as student success rates and accreditation requirements.
 - iii. Create a spreadsheet to identify potential programs for online offerings, with a focus on degrees that have high conversion rates and align with existing certificates or degrees.

- iv. Importance of stackable credentials - need to analyze average time to completion for selected programs.
- g. Online CIS/CS Program Review
 - i. Narrow down CIS/CS programs, focusing on fully online degrees and certificates.
 - ii. Relationship between ADTs (Associate Degrees for Transfer) and CalGETC
 - 1. CalGETC satisfies requirements for both CSUs and UCs.
 - iii. Data on various programs' online offerings; a need to consider the appropriateness of programs for online delivery.
 - iv. Create a more detailed spreadsheet with additional columns for factors like DAS approval and program appropriateness for online delivery.
 - v. Appreciation for the diverse perspectives and expertise in the committee.
- V. Pre-Work for Next Meeting
 - a. Nathan, Kelly, and Inger: Meet via Zoom to review and summarize the list of potential degree programs, create a detailed spreadsheet with relevant data columns (including fill rates, success rates, equity data, etc.), and circulate to the committee for review.
 - b. Committee members: Review the data and proposed programs, send any additional program suggestions or data questions to the chairs before the next meeting.
 - c. Nathan: Compile and provide data for the selected programs, including fill rates, success rates, equity gaps, and other relevant metrics as discussed.
 - d. Committee members: Review the research questions spreadsheet in the shared data folder and send any new research questions or data needs to the chairs for inclusion.
 - e. LaShawn (and/or relevant curriculum specialists): Investigate and clarify the process and requirements for substantive change approval with ACCJC for fully online degrees, and identify if any current programs are already approved.
 - f. Inger, Kelly, and Nathan: Load the new spreadsheet with compiled data and circulate to the committee for review and feedback before the next meeting.
 - g. Committee members: Consider and provide input on the appropriateness of online delivery for each discipline/program, and suggest any additional "squishy" or implementation-related columns for the spreadsheet.

- h. Inger: Look into Title V language regarding residency requirements for graduation to determine if online degree pathways could be offered across the district rather than by individual college.