**Distance Education &
Education Technology
Advisory Committee
(DEETAC)**

To participate via teleconference or Zoom:

One tap mobile: US: +16699006833,,84058102999# or +16694449171,,84058102999#

Meeting URL: https://cccconfer.zoom.us/j/84058102999

Meeting ID: 840 5810 2999

Join by Telephone

For higher quality, dial a number based on your current location.

Dial: +1 669 444 9171 US
            +1 669 900 6833 US (San Jose)
            +1 346 248 7799 US (Houston)
            +1 719 359 4580 US
            +1 253 205 0468 US
            +1 253 215 8782 US (Tacoma)
            +1 689 278 1000 US
            +1 301 715 8592 US (Washington DC)
            +1 305 224 1968 US
            +1 309 205 3325 US
            +1 312 626 6799 US (Chicago)
            +1 360 209 5623 US
            +1 386 347 5053 US
            +1 507 473 4847 US
            +1 564 217 2000 US
            +1 646 876 9923 US (New York)
            +1 646 931 3860 US

Meeting ID: 840 5810 2999

Join from an H.323/SIP room system

SIP: 84058102999@zoomcrc.com

Distance Education & Education Technology Advisory Committee (DEETAC)

About DEETAC

Established in Board of Governor's Standing Order 409, the DEETAC advises the Chancellor's Office on the vision, policy, and planning in support of distance education and education technology. The group's goals are to improve student success in and access to distance education programs, and effective use of education technology in all methods of instruction provided by the California Community Colleges.

MEETING AGENDA

Tuesday, October 29, 2024
2:00 PM - 4:00 PM

Robert L Stewart Jr. (Co-Chair – ASCCC), Ivan Hernandez (Co-Chair – SSCCC), Geoffrey Dyer (ASCCC), Carlos Guerrero (ASCCC), Laurie Vasquez (CAPED), Jennifer Kalfsbeek-Goetz (CCCCIO), Lisa Beach (CCCDECO), Debbie Angeles (CCCDECO), Suzanne Levy (CCCT), Heather Schmidt (CCCTechConnect), John Taylor (CCL), Vince Rodriguez (CEOCCC), Manveer Bola (CISOA), Marina Aminy (CVC-OEI), Jason Cifra (CSSOA), Chloe Rickards (RP Group), Rebecca Ruan-O'Shaughnessy (CCCO), Jennifer Tabb (CCCCO), Michael Tran (CCCCO), Chad Funk (CCCCO); James Todd (CCCCO)

A. **Welcome** – Ivan and Robert

B. **Overview of DEETAC purpose and goals** – Ivan and Robert [Inform]

C. **System Updates** [Inform]

      I.   CCCCO Update – James Todd, Erik Cooper & Chad Funk
              a. Chancellors Office Updates –
                    i.Data alignment for Vision 2030 reporting is beginning this fall with workshops in South Orange and North Far North regions.
                    ii. Student Equity Plan template arriving by the end of the calendar year
                    iii DE Professional Development RFI is closed and had low response rate. Pressing needs in Gen AI has been the focus of PD for the present time. An CCCCO Gen AI PD Website has been launched https://www.cccco.edu/About-Us/Vision-2030/strategic-directions/GenAI-and-the-future-of-learning/AIPD
                    iv. Federal regulation requirements for RSI and potential regulatory changes have taken center stage to ensure we will be compliant
                    v. Definitions for modalities of online distance education has been moved forward from 5Cs. These will go to the PCAH instead of to regulations
                    vi. The Online Teaching & Learning Work Plan that aligns with Vision 2030 goals is under development and will be presented

at DEETAC once completed – either at the December '24 or February '25 meeting.

 c. Standardized Attendance Accounting Method (SAAM) – Chad Funk
  The new SAAM is approved. The [Webinar recording](#) from September 26, 2024 is available accompanied by the [PowerPoint presentation](#)

 b. DE Research project status – Erik Cooper
  i. In '23/24, legislature called for a research project for specific distance education outcomes. It consists of a literature review, state-wide DE course offerings and outcomes with various student groups. RP Group is conducting research and has made recommendation to update XF01 due to conflated instructional method and instructional delivery data. The current survey from the RP Group is for the research project and is not connected to other CCCCO projects or data collection. Report should be available in late March or early April of '25

III. CVC & @ONE Update – Marina Aminy
 a. CVC Exchange
  i. '22/23 cross-enrollments in CVC Exchange were about 6,500. This year, 6,400 enrollments in Q1. Goal is for 50K annually. Currently there are 72 teaching colleges. Goal to reach 90 teaching colleges. Course Finder has 104 live courses. 114 of 115 colleges have signed financial aid consortium.
  ii. Transcript processing with Parchment is in-process with hope to complete in Spring 2025. This means transcripts will return automatically to students' home colleges without prompt and without student cost to colleges
  iii. Course alignments on CVC Exchange with CalGETC are underway which will help students find courses to complete degrees more quickly

 b. @ONE
  i. Humanizing AI Webinar series had several hundred attendees to first session.
  ii. Several courses are now live and Spring catalog will go live on November 4th

 c. POCR
  i. 81 colleges are now CVC certified to do local POCR badges
  ii. Working with a POCR Plug-n-Play course outline that comes ready with an OER and meets all POCR requirements for faculty to adopt. Goal to have 10 highly adoptable high quality courses by end of Spring '25
  iii. Updating POCR to support RSI rubric; this work is underway

D. **XF01 Data element** – Todd Hoig [Inform]
 I. XF01 data element current information and session-level data
  a. Background and overview of XF codes

i. Necessary for session-level data. XF01 currently captures instruction method (lecture, lab, etc) and instruction modality
ii. 51% of course delivery online is federal standard for distance education – doesn't capture hybrid or hyflex well
b. Issues with XF01
i. Conflates instructional delivery with instructional modality
ii. RP Group suggested separating XF01 with that MIS element only capturing instructional delivery. Then, propose a new MIS element for capturing instructional modality that could include hybrid, hyflex and it could even be set-up to take percentages of DE into account

II. Discussion regarding XF01 updates – Chad Funk [Consult]
   a. Robert & Chad will meet to discuss assembling a sub-committee of DEETAC to make recommendations for new XF code options

E. **Data Mart & Distance Education** – Todd Hoig [inform]

   I. Information for Distance Education found on Data Mart
      a. Overview of data available and sources for distance education
      i. Data Mart gives FTES data rather than for students for enrollment
      ii. Also, data provided for distance education is the number of course sessions that were distance education by modalities that are presently collected via MIS
         * noted that information in Data Mart description points to a non-active regulation in T5 for 51% rule
      iii. Data needs to be available in new Data Vista system too
      iv. Outcome data per distance education modality by student demographic group, DE versus in-person comparisons, subject by subject comparisons are also desired
      v. Updates to MIS and thereby, Data Mart info, will likely not be implemented until Summer 2026

   II. Discussion of desired data in Data Mart – Chad [Consult]
      a. Robert & Chad will meet to discuss assembling a sub-committee of DEETAC to make recommendations for Data Mart data that is available to the field for state-wide access

F. **Regulatory changes draft language (**View 55200) – Robert Stewart [Inform]

   I. Overview of proposed language that went from 5Cs to be added to the PCAH:

   Online Synchronous distance education courses are courses in which class meetings take place on a predetermined schedule, which include regular and substantive interaction between the instructor and the student, and all students are required to attend class meetings and interact with the instructor and other students through the use of live, interactive technology.

Online Asynchronous distance education courses are courses in which there are no scheduled meetings, which include regular and substantive interaction between the instructor and the student, and where students are required to complete class activities and assignments as detailed in the course syllabus by logging into an online system, completing assignments and submitting them to the instructor electronically within timelines specified in the syllabus.

Hybrid course sections include any combination of in-person, synchronous online, and/or asynchronous online instruction including regular and substantive interaction between the instructor and the student. The class schedule specifies how students participate in each class session.

Hyflex course sections include any combination of in-person, synchronous online, and/or asynchronous online instruction including regular and substantive interaction between the instructor and the student. Each student determines which modality to participate in for each class session.

    i. Concerns raised that definitions are departures from prior understanding that hybrid and hyflex always had some component of the course sessions be in-person, on-ground instruction

    ii. Comments that some colleges define hybrid and hyflex options as fully-online with synchronous and asynchronous options

    iii. Need to explore if new XF data element can provide data code separations to capture the modality differences when on-ground is or isn't combined within the hybrid and hyflex course offerings

    iv. Noted that students can be confused by many definitions of hybrid and/or hyflex options

    v. [55005](#) must provide clear disclosure of course attendance requirements and locations