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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

Monday, November 06, 2023
3:00 PM - 5:00 PM

Attendees: LaTonya Parker, Jeremy Cox, Geoffrey Dyer, Robert Stewart, Laurie Vasquez, Lisa Beach, Joanna Miller, Barbara Dunsheath, Suzanne Levy, Candace Robertson (for Heather Schmidt), Eric Hanson, Vince Rodriguez, Marina Aminy, Karen Engel
Chancellor's Office Attendees: Justine Pereira, Jennifer Tabb, Rebecca Ruan-O'Shaughnessy, Chad Funk

A.   **Welcome** – LaTonya & Jeremy

Members gave introductions of themselves and included what they most appreciated about Distance Education.

B.   **Overview of DEETAC Purpose** – LaTonya & Jeremy [Inform]

[Participatory Governance Handbook](#) reference

LaTonya provided the overview of the purpose of DEETAC and the work of the committee to be informed, to be consulted for obtaining feedback, to be involved in direct work with stakeholders, and to collaborate to develop alternatives and/or identify preferred solutions to issues.

C.   **System Updates** [Inform]

I.   Vision 2030 – Rebecca

The Vision 2030 plan was reviewed with DEETAC. The road map is meant to guide the field of practice, remove systemic barriers, improve systems of access for students who couldn't otherwise go to college, and open doors for policy reform. The Vision 2030 Roadmap is a living document to guide toward areas for improvement, sharing success data, giving greater access to students in dual enrollment, being more specific about how we will reduce barriers and leveraging resources to

students for access. Key touchstones are Equity in Success, Equity in Access & Equity in Support. The intent of Vision 2030 is to put changes into effect quickly and then quickly pivot when responsive change is needed. Educational outcomes will be reviewed with disaggregated data to ensure that under-represented students are succeeding. Employers and government entities need to partner and ensure students leave our colleges with the education for a living wage. AI is becoming a part of students' lives, learning, and studying. The future of online learning must incorporate integrated technology tools. Quality online educational experiences must be available with resources and quality development for online programs of study. Modernized technology infrastructure is needed to allow successful integration of system tools and investments to support distance education. We are looking at focusing on People, Systems, Resources & Policy. The DEETAC is necessary to help provide guidance and insights regarding the goals of Vision 2030 for distance education.

II. @ONE – Marina Aminy

One-year goals: produce report and analysis on Peer Online Course Review (POCR), provide courses for online counseling with mental health, offer system-wide webinars on accessibility in online courses, promote understanding and adoption of Online Student Support Hub. Long-term plans: local POCR (local badging colleges are now in effect with 68 participants). 13 colleges in-progress. Invitation for faculty to join professional development to become instructors for other teachers.

III. UDL Task Force – Janet Williams

Purpose is to make curriculum, learning and service delivery more accessible with a sense of belonging for all. Task force working to have differentiated supports to serve all students, have minimum faculty and staff expectations, have PD priorities for availability of accessible materials, align UDL task force work with CC policies and reduce barriers by giving timely provision of accessible materials and technologies. Meetings are ongoing, but the plan is to have implementation goals established by beginning the next calendar year.

D. **Distance Education Professional Development RFI** - Chad [Consult]

DE PD RFI was presented and request for feedback was made (please only critical content updates - avoid wordsmith edits). The PD priorities were reviewed: 1. Strengthen Quality to meet diverse needs of students, 2. equity-minded teaching, 3. Accessibility. CCCCO is looking for evidence-based best practices that can be taught and duplicated at scale. An RFI does not guarantee that a subsequent RFA/RFP will follow. DEETAC asked to review document and provide comments and/or recommendations as needed. (Comment access was provided to all DEETAC members following the meeting). CO intends to post the RFI on Jan 24 on CCCCO Web site. DEETAC membership: please encourage PD providers in respective networks to submit information for review once RFI is published.

E.   **System Data on Distance Education** - John & Chad [Inform]

   I. John Hett's DE presentation to BOG with data

Data is looking at the "why" that things are happening instead of only the "what" is happening regarding distance education. It is clear that we are becoming more skilled in how we offer classes. Performance in courses is reflective of the changes gained through more inclusive pedagogy. Distinguishing between synchronous and asynchronous education has nearly closed the gap during the pandemic and is now spreading a bit; however, the success rates have improved. The data results do not show that there are significant differences between in-person and distance education modalities; however, in-person course still have slightly higher success. Question: what can be done to help the authenticity of contact between the professor and the student? The data shows that educational success isn't necessarily the modality or delivery, but it is rather the quality of interaction between the professor and the student. When we discuss how to make distance education more effective for students, we need to focus on the experience that students receive. In terms of ethnic groups, there are differences that are greater between groups rather than by modality of educational delivery. There are some differences that are observable, but they are minor. The equity gaps are larger between ethnic groups than for educational modality differences for how courses are offered.

   II. Chad's initial data for the BOG DE bi-annual report

Data for the BOG report focuses on effectiveness of distance education and educational technology system-wide with an analysis of demographically disaggregated data for age, disability, ethnicity and gender for access and completion rate. These were reviewed with data demonstrating a significant leap in distance education courses as a result of the pandemic. Success rates in courses continue to be highest for in-person courses by a margin of 4% in 2022/23. Students less than 18 years continue to have highest completion rate (80%) with students in all other groups varying between 66% - 71%.The lowest performing age group is 25 – 29 year-old students. Completion rates among students with disabilities have slightly improved overall in distance education from 2017/18 to 2022/23; students with visual impairment are slightly lower in 2022/23 at 73%. Completion rates have improved for all historically disadvantaged ethnic groups while white and unknown (non-reported) completion rates remained static showing some closing of the gap in distance education. Both female and male students are completing at slightly lower rates; however non-binary students are completing distance education at slightly higher rates. There will be an online education research study that is funded by the legislature at $500K. This will explore student outcomes by course delivery method, analyze course modality offering and effects on student preference, explore causality for student outcomes in different educational modalities and explore efficacy of distance education with consideration of barriers in policies and/or practices that might exist.

   III. Discussion - Chad [Consult]

a. Any clarifying questions?

Q: Does "class size" have an impact on the success of students? A1: Online education can have larger class sizes, and the data we have today is not corrected for this issue. A2: Online students might be impacted by various issues that in-person students are impacted including work, family obligations, etc.

Q: Has hyflex been captured, so how do we analyze this data, and is it system-wide. A: we do not have hyflex information, but hopefully the research project ($500K) will review will explore the Annual MIS Update Process. All of the data is on the RP Group Web site for the survey, and the MIS Datamart shows this information.

Q: Have the surveys about student online education gone away, and will they be returned to the CCCCO? A: The distance education surveys would need to have the strategic case made that it is necessary to have this information, and it would be a competing interest for other surveys that are in the field. Colleges are challenged with giving multiple surveys, and the case would need to be made that this topic is of highest value. It is a challenge to have busy students complete these surveys.

Q: Could we get an update on the Chancellor's Office thinking about instructional modality definitions? The system needs definitions for HyFlex or Multi-modal instruction. A: This would be an Instructional Office topic for discussion.

b. What do you see from the data presented?

Positive analysis that there is a closing of the success gap between in-person and online educational modalities. Data that is presented needs to not exaggerate differences but instead show success rates/completions rates are coming closer to parity. (Recommendations for graphs to be improved have been incorporated)

c. What are the opportunities?

We need a definition of hyflex and multi-modal instruction so these emerging methods of instruction can be explored. Distance education is too broad while colleges are offering distance education in differing methods. We will need standardization prior to initiation gathering of data. The field is asking that we come together on an agreement regarding hyflex and multi-modal instruction.

d. What more would you like to know?

For Vision 2030, there is a lack of clarity to understand what the CCCO wants to see changed. If change is needed, how can DEETAC help changes happen? If data and research are needed, how can DEETAC help? Not sure if Rebecca is asking for what the field would like, and if DEETAC will share out thechanges we would like to make? Also, the PCAH, MIS and real-life are not all aligned for how we are offering courses and paying for courses. If the Chancellor's Office would like us to inform

about changes, then there is a need to define hyflex and bring forward standardization so it can be reviewed appropriately.

F.   **Future of Distance Education** – LaTonya & Jeremy [Consult]

  I. What transformative shifts do you believe will define the landscape of distance education in the post-pandemic world?   (for next meeting)

  II. How can we be prepared to embrace and adapt to these changes and meet Vision 2030 goals?   (for next meeting)

  III. Are regulatory changes needed to address current issues or directions for the field? (55200 - 55210 link provided below)   (for next meeting)

In May of 2021, recommendations for hyflex were made. We will want to look at 55200 - 55210, and outside legislation would we will need to look at 55005 (publication of course) and 58003.1 attendance accounting. We would need a data element that touches MIS.

https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I639021B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

https://asccc.org/resolutions/hyflex-modality-accounting-and-apportionment