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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, February 26, 2024
3:00 PM - 5:00 PM

Latonya Parker (Co-Chair – ASCCC), Jeremy Cox (Co-Chair – SSSCC), Geoffrey Dyer (ASCCC), Robert Stewart (ASCCC), Laurie Vasquez (CAPED), Jennifer Kalfsbeek-Goetz (CCCCIO), Lisa Beach (CCCDECO), Jim Julius (CCCDECO), Barbara Dunsheath (CCCT), Suzanne Levy (CCCT), Heather Schmidt (CCCTechConnect), Eric Hanson (CCL), Vince Rodriguez (CEOCCC), Chelsey Pahn (CISOA), Marina Aminy (CVC-OEI), Stacey Shears (CSSOA), Karen Engel (RP Group), Rebecca Ruan-O'Shaughnessy (CCCCO), Jennifer Tabb (CCCCO), Justine Pereira (CCCCO), Chad Funk (CCCCO); James Todd (CCCCO ESLEI)

- A. **Welcome** – LaTonya & Jeremy
- B. **Overview of Meeting Notes from 12.6.2023** – LaTonya & Jeremy [Inform]
- C. **System Updates** [Inform]

I. CCCCCO Update – Introducing James Todd, ESLEI Dean – the Equitable Transfer program is underway and is expected to improve transferability. Vision Aligned Reporting will be standardized for categorical programs in 2024, and by 2025 student-level data will be incorporated. Webinars and information sessions have been ongoing. ID ME is supporting identification processes for admissions in an effort to prevent fraudulent applications in the system. ZTC will be allowing additional grants to impact students positively with an additional \$59M to distribute to help with expansion of existing pathways and adding additional pathways. AB 607 is also forthcoming and will require colleges to report that at least 40% of courses have full materials costs identified. There are some questions about how the reporting will be implemented and where that data will come from.

II. CVC & @ONE – Marina Aminy – 59 teaching colleges with Cerritos joining. The goal is 76 by the end of the year. Students have already taken nearly 8610 courses via the exchange. The number of students who have requested financial aid for cross-enrolled courses is over 2,500, up from 1,538 in the previous year. A new pilot will be underway during Spring 2025 due to complications with the 'simplified FAFSA' process. As of October 2022, 140 participants enrolled in POCR training. 159 participants have completed the course. There are 74 local POCR certified colleges now who can badge their



own courses. Newest 3 POOCR certified colleges (Lemoore, Solano, and College of Marin) with 9 additional in the pipeline. @ONE Webinars have received significant enrollments and is the most robust training series schedule since COVID-19. There is an independent consultant working on a POOCR landscape study, which is taking the pulse on where we are with regard to peer online course review. Final draft will be available later this spring.

III. RFI for Professional Development to support Distance Education is now live and available on the Chancellor's office Website. There will be several listservs used to notify the community. The goal is to encourage individuals who have good evidence-based practices that can be taught to others. We are also hoping to get nationwide attention with this and possibly get additional information from outside the state.

IV. Professional Development RFI: publish date and RFI location – Chad
The Distance Education Professional Development RFI is now located on the

D. Future of Distance Education – LaTonya, Jeremy & Chad [Consult]

I. Based upon the data presented prior year DEETAC meetings:

a. What trends do you see in Distance Education?

AI is a growing issue, especially for students in need of accessibility, who want meaningful assistance from AI computers. Also, concerns about AI issues with plagiarism exist in the field. AI is also growing assistive technology opportunities and resources, but we will miss the opportunity if we allow fear to drive the decisions.

In many cases, transformations didn't necessarily take place, but trends that were already happening were expedited.

Presently, the changes for how students are taking courses with changing faculty, courses being taught in-person one semester and then online another is difficult. Also, following the emergency issue of the pandemic, many people are seeking to have students back on college campuses. Some situations exist where teaching is happening in a manner as though there is still a pandemic. Students aren't being required to show up in-person. How do we make sure that students who take online courses get the same access to student support services as a student who attends in-person?

If we do go back to surveys, then we need to be careful that we explore who the student is and what is their experience?

Several colleges will need to submit a substantive change application if more than 50% of students or %50 of course offerings are distance education.

There are a growing number of bots that are creating false enrollments, and this is hurting student success.

Students have been shown to be less-successful online than in face-to-face instruction.



The need to ensure that students know “what to do” with course content is important. What students want is an experience that is similar to face-to-face instruction but in the asynchronous environment. This group needs to make recommendations for how students experience distance education and why they take DE courses. Some students who are in certain types of lab-focused courses are not utilizing the tools offered by instructors and are expecting to have one-on-one experiences which is not ideal with so many students. Some instructors are teaching Hyflex even though they aren’t coded as being Hyflex. We have to be agile and be able to adapt to the changing landscape in distance learning. There is a call out to update of data mart. Some instructors are having an easier time of moving their content online, while others are faced with a more difficult situation as it pertains to labs. While at the present, utilizing technology is not feasible in a lab environment, it seems like in the near future, AR, VR and AI technology could make it easier to deliver courses in a more effective manner.

b. Are there opportunities to make improvements?

The need to ensure that students know “what to do” with course content is important. What students want is an experience that is similar to face-to-face instruction but in the asynchronous environment. This group needs to make recommendations for how students can learn to be distance education students.

Updated data elements is important to being able to see accurate data regarding what is happening with students. We need to be nimble and move away from old data tracking methods and recognize the new means that courses are being offered.

Updating Data Mart would be very helpful so colleges can meaningfully obtain the data that they need.

We need to give greater attention to student success in distance education.

We are growing our ability to utilize high-quality labs and instructional sessions relying on AI. There is a lot of innovation that is still forthcoming that will make quality education in a more and more affordable realm and enhance students’ experience in the course.

A sample online sample course that helps prepare students and help them determine if distance education is for them.

Wrap around services for students that are online.

The devices that students use are chrome books and cell phones. We must have technology that students can access so their experience is not dejecting.

c. In the [BOG Standing Order 409](#) report, are the report requirements sufficient to evaluate the effectiveness of distance education and educational technology system-wide?



- II. What transformative shifts do you believe will define the landscape of distance education in the post-pandemic world?
- III. How can we be prepared to embrace and adapt to these changes and meet Vision 2030 goals? (people, policy, system and resources)

E. **Regulatory changes draft language updates?** View [55200](#) & [55005](#) – LaTonya & Jeremy [Consult]

- I. Review of Hyflex draft definition and partial-online (Hybrid definition)
 - a. Definitions for preview with legal counsel to know of any early concerns (tbd after definition is obtained)
 - b. There has been a long need for updates for regulatory updates, and maybe this isn't the best means to obtain the desired outcome. Couldn't the PCAH be used to help us get to the same outcome if it could produce updated data elements? This could be a better timeline than waiting for a Title 5 update. Without a Title 5 update, will we be able to obtain the standardization across the field? There could be challenges to get to the creation or augmentation of the data element. It would be a harder push to get to the data element updates without going through the legislative process. Substantial and meaningful interaction is very important and will be looked at in accreditation reports. A good Hyflex design is one where a fully developed asynchronous course is built out, then a live supplement is offered, not the other way around. Bringing this to a concise statement is a challenge.

Additional time requested for the work group to help develop the definition.

Suggested definition for Hyflex:

HyFlex is an instructional method that blends face-to-face instruction with distance education, synchronous and/or asynchronous, in which the student may choose to participate in-person or online in each session throughout the course.

- c. Informal legal counsel response to proposed definition to ensure against other unknown concerns or issues
- d. DEETAC committee members to share and receive feedback from their constituency groups
- e. Make any changes as needed and approve definition at final year DEETAC meeting with intent to move forward to 5C's and then for regulatory language change(s) and MIS data element updates.