



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, December 04, 2023

3:00 PM - 5:00 PM

Attendees: Latonya Parker (Co-Chair – ASCCC), Jeremy Cox (Co-Chair – SSSCC), Geoffrey Dyer (ASCCC), Robert Stewart (ASCCC), Laurie Vasquez (CAPED), Lisa Beach (CCCDECO), Barbara Dunsheath (CCCT), Heather Schmidt (CCCTechConnect), Vince Rodriguez (CEOCCC), Marina Aminy (CVC-OEI), Karen Engel (RP Group), Jennifer Tabb (CCCCO), Justine Pereira (CCCCO), Chad Funk (CCCCO)

- A. **Welcome** – LaTonya & Jeremy
- B. **Overview of Meeting Notes from 11.6.2023** – LaTonya & Jeremy [Inform]
- C. **System Updates** [Inform]
 - I. Distance Education Research (\$500K allocation for project) – Erik Cooper
 - Question: Are there funds for professional development options?
 - Answer: No – this is not included in the project language
 - Question; Will the research examine educational technology needs and distance education effectiveness?
 - Answer: Technology needs are not within the scope of the research project, but it could be recommended from the research outcome. Distance education effectiveness certainly will be examined.
 - Question: Will hyflex or other mixed-modality courses be considered in the research project?
 - Answer: the modalities of courses are those that are directly indicated in the legislative requirements, but these will be discussed with the vendor to see if we can examine additional modalities
 - Question: Who is the selected vendor?
 - RP Group is the selected vendor
 - II. CVC & @One – Marina Aminy
 - College of the Redwoods is #55 in the exchange and Peralta District became #51 - #54. Goal to reach 76 teaching colleges this year!
 - 107 home colleges now active with goal to move to 115 this year.
 - 98 colleges now have course finder API (live course data) is available to students in the exchange



- 6,586 cross enrollments in 2022/23 and 4,321 cross enrollments to date in 2023/24. Goal is to reach 15,000 cross enrollments.
- 114 Financial Aid Consortium agreements with the goal to reach 115 this year
- Enrollments are growing as a result of the exchange; check the CVC release notes for updates on the 2nd Tuesday of each month
- Active waitlist information will now be on the exchange. Improvements to eTranscript will be automated via Parchment starting Spring 2025.

D. Standard vs. Alternative Attendance Accounting & Working Learner Taskforce updates – Lizette Navarette [Inform]

- The working learner taskforce strives to align goals with the Vision 2030 framework.
- 61% of students work 20+ hours a week while going to school; 39% work full time. Work is a necessity and time is non-negotiable for many students. The masterplan is still built to accommodate the hours of traditional students while there is a significant number of students who are non-traditional.
- So, how does the field support non-traditional students? The Working Learner Taskforce is striving to support working learners by removing barriers and providing incentives to better accommodate students' needs. Looking for ways to be modality agnostic but are also fiscally accountable and responsible. This can reduce time and excess units by having shorter length courses, pathways aligned courses, and opening doors to competency-based education.
- This led to a review of our attendance accounting model. There are 5 methodologies right now, and colleges need to concern themselves with how to maximize FTES and funding. One of the goals is to simplify the 5 methodologies to help colleges with college offering options. The simplified options will help colleges also simplify and improve students' ability to take and succeed in courses that can be shorter length. Students are drawn to flexible courses, and this is what is offered to many competitor institution systems/colleges. A fact sheet is being developed to explore this information for regulatory changes and department of finance review.
- Instead of thinking about seat-time only, the goal is to look at PCAH and Title 5 to determine if credit hours can be the determiner of funding. The team is continuing to work on this process. So far, they are looking at a standardized attendance accounting methodology that would be 18 hours for semester colleges per unit and 12 units for quarter colleges. Labs would be 54 hours for semester colleges and 36 for quarter colleges. Standard and



online courses, shorter courses and varying timeframes of colleges are exploring. There are data models being conducted now to try to take as many conditions as possible into consideration to not harm colleges.

- Currently, the change proposal would slightly grow FTES, and this would need to be explained at the time of regulation review.
- I. Discussion regarding accounting model proposed changes related to distance education - Chad [Consult]

Q: What modalities of courses would be impacted and non-impacted?

A: Anything for non-credit courses will not be tackled yet. This is due to change of cost, and credit courses would have greater cost impact. By beginning with credit courses, then we can get non-credit for consideration thereafter. The goal would be to try to remove alternative credit models. As long as the class is credit, it would be the goal to be align funding with the units in the course. If it is asynchronous, hyflex, hybrid – it would be based upon the number of units rather than the modality of delivery. It would also give students the ability to move more quickly as they can enter and leave classes according to their needs.

- Hyflex could eventually result with having all modalities active without the course being required to be funded as asynchronously. The decision-tree was difficult due to varying methodologies for offering courses. Now, the goal is to save students their time, resources and interest for going to college.

Q: Would this apply to all credit courses including correspondence?

A: Yes – it would apply to credit courses regardless of the delivery modality

Q: Can we take this back to our constituents? And when would this be available to go into effect?

A: There is a group of various constituents – with a deadline of 12/5 – to obtain feedback regarding the new funding model options. Simulations are due from districts by 12/15. This could go before the BOG for first reading in January if all goes well with understanding that evidence and support is needed for signing the regulation update. This would hopefully be in place for the 2024/25 year if all aspects move ahead smoothly.

Lizette: How can you be helpful? Post-second reading, it will be very helpful to sign and send comments/letters of support to move this forward. Feedback can be sent to Lizette and the slide deck will be shared.



E. **Regulatory changes needed to address current issues/directions for the field?**
View [55200](#) & [55005](#) – Chad [Consult]

I. Review of hyflex definition from 2021: *“HyFlex is a course that is taught in-person, synchronously online, and asynchronously online, in which the student can participate in whichever way serves them best.”*

a. Is the definition still accurate after the pandemic?

Questions asked during the discussion to be considered by DEETAC:

Q: Acknowledgement that the initial definition is all three modalities. Many faculty want to teach only two modalities. The base must be in-person, but the two-mode option is the option that some faculty want to have. Do we need to be purists with the original three-modality or can we move to a definition that is two modalities?

Q: More flexibility could be any combination of the modalities. It could be possibly to be live Zoom and asynchronous as well?

- Most agree that the course is already fully online if it does not meet as a face-to-face (in-person course).

Q: Is where the instructor is located the ultimate determination for how the course is offered? Does the instructor need to be in the classroom for face-to-face each time?

Q: Instructors will need to be prepared to just be in a classroom by themselves, recording their sessions and making them available to students if necessary?

Q: Does a course need to be recorded so the asynchronous is actually a classroom experience?

Q: If students are required to come to a college to take assessments/quizzes/tests, then is the course actually partially online (hybrid)? How is it equitable to students who must take an in-person component of the course?

Q: If students never attend the course in-person, is the class truly hybrid or is it just online?

- Key factor is that the student gets to choose the modality of attendance at each class session.
- The reason it is important to have a definition is to help colleges demonstrate their courses correctly and for students to have consistent understanding between courses.



- At some institutions, it is required that the professor be in-person to deliver the instruction regardless of the students' attendance patterns?
- Faculty perspectives were also included in the ASCCC and plenary
- Proctoring of educational assessments or full online assessments?
 - b. What are the challenges of establishing regulatory definitions?
 - c. Request for feedback from constituency groups

F. Distance Education Professional Development RFI comments overview - Chad [inform]

- a. RFI is written and comments have been incorporated into the document.
- b. Goal is to publish the RFI to the Chancellor' Office Web site in Spring 2024

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

TABLED to Feb 2024 DEETAC Meeting

- I. Based upon the data presented during the Nov 6th meeting:
 - a. What did you see from the data presented?
 - b. What are the opportunities that the data provides?
 - c. Are the [BOG Standing Order 409](#) report directives 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)