



Meeting Notes

Tuesday, March 7, 2023

11:00am-1:00pm

Chancellor's Office Members: Rebecca Ruan- O'Shaughnessy, Michael Quiaoit, Michael Tran, Justine Pereira, Jennifer Tabb

DEETAC Committee Members: Amber Gillis, Geoffrey Dyer, Amelia Khong, Michelle Bean, Laurie Vasque, Jennifer Kalfsbeek-Goetz, Lisa Beach, Kandace Knudson, Barbara Dunsheath, Suzanne Levy, Heather Schmidt, Eric Hanson, Tammeil Gilkerson, Chelsey Pham, Marina Aminy, Stacey Shears, Karen Engel

1. Welcome

- New DEETAC Member Introductions

2. Chancellor's Office Update [Inform]

- Key Takeaways from Fall 2022 Statewide California Community College Student Enrollment Survey
 - College affordability and financial related concerns are preventing students from enrolling.
 - Desire for more online course offerings
 - What does success look like for online education- focus on quality, accessibility and equity.
 - Mental/emotional well-being
- Guiding question for DEETAC this year: How do we support students in achieving their educational goals and meet them where they are?
- The CO is developing an RFI for Distance Education PD
- We are strengthening the relationship between the CO and SSCCC to encourage student leadership and voice because student experience and student success is critical to the success of our system.
- The CO and the FCCC are creating and reimagining the Student-Centered Design Lab to create, develop, and maintain a student think tank to support us in validating our work and driving our decision-making process.
- The CO is engaging in conversations to understand what needs to be done to better support local decision making and local level reporting.
- Possible topic for future meeting: Digital Competency and Equity
- Feedback from student co-chair Amelia Khong:
 - Students, specifically nontraditional students such as student parents, students with disabilities, students that fall into an older age range, etc., need access to more resources that support/enable them to be successful in their DE courses and strengthen their independent learning skills.



- Feedback from DEETAC members:
 - Faculty have benefited in the past from short videos and trainings around digital competency and how to add “humanizing” elements into their online courses.
 - Need more resources to bridge the digital divide with various instructional tools, and training for best practices utilizing those tools.

3. Chancellor’s Office Distance Education Professional Development Framework [Consult]

- System outcomes are data driven and centered around the core competencies to deliver quality, equitable and flexible learning within the institution.
- DE Development Principles:
 - Focus Investments
 - Student Experience
 - Evidence Based Outcomes
- DE PD Priorities
 - Quality: Curriculum & Pedagogy Design, regular and substantive interaction, authentic assessments, data-informed iteration, digital competency
 - Equity: [DEI in Curriculum: Model Principles and Practices](#); trauma-informed pedagogy, high quality open educational resources textbook
 - Accessibility: Accessibility, Universal Design of Learning
- Feedback on the PD Priorities from DEETAC members:
 - Revise “authentic assessment” and the specific meaning so it’s clearer and we better understand the scope.
 - What are we looking at exactly? i.e. Assessment to support RSI, assessment as it is tied to academic integrity, Chat GBT and AI, etc.
 - Add project-based learning to the list.
 - Best practices via discipline repository
 - Ensure that we are intentional in our discussions around "authentic" feedback as coming from a place of asset-based and not just mitigation.
 - Need for more support for 508 compliance.
 - 508 compliance could fall into the quality column because these are requirements the college is responsible for implementing, but are struggling to do so.
 - Need for more institutional support for the construction of online classes.
 - Add basic needs support to the Equity column.
 - Embed social justice and antiracism into the DE PD Priorities
 - Student centered communication should be added to the list in some capacity
- Interpretations of regular and substantive interaction vary among instructors and is contributing to the issue Amelia describes below.
- Feedback from student co-chair Amelia Khong:
 - Students need their DE professors to be more accessible-office hours aren’t enough.



- Lag time between when the student asks a question and when the instructor responds is an issue.
- Instructor accessibility leads to the student feeling more confident in their ability to be successful in their DE course.

4. Chancellor's Office Statewide Technology Evaluation Project Success (STEPS) Update [Inform]

- Overview
 - CO has been working on this project for about a year.
 - This project aims to guide the purchasing decisions of the CO regarding edtech tools and services, by creating a streamlined equity-based evaluation process to ensure the quality of the multi-million dollar purchases being made by the state.
 - The CO also wants to influence the vendor community and encourage them to start thinking about equity in their products and design, as well as the impact they will have on the students.
 - STEPS was developed for the CO to work through a completely new edtech evaluation process.
 - Currently in Phase 3 of STEPS in which we are working with Digital Promise, who has developed product certifications for various edtech tools in the K-12 environment. Those certifications require the edtech companies to go through a rigorous process to demonstrate the impact of their product- whether it supports universal design, equity, quality, accessibility, etc.
 - We hope this process will positively influence our vendors, as well as our faculty and students in that they will know exactly what kind of outcome to expect when using a particular product, based on the specific certification it has received.
 - Digital Promise has wrapped up their focus groups which were conducted over several weeks between faculty and students, in which they shared their opinions/experiences using edtech, and the shortcomings/successes.
 - They are analyzing their findings and the CO will be meeting with them at the end of the month.

5. Potential Regulatory Actions: What are some potential quality or equity focused distance education regulatory changes for the future? [Collaboration]

- DEETAC committee member suggestions:
 - Changes to the language regarding asynchronous and synchronous
 - HyFlex definition- clarify current definition
 - Need a specific HyFlex apportionment definition for accounting purposes
 - Language around regular and substantive interaction is too ambiguous
 - Fine tuning of existing regs and Title 5 language to make it more practical and impactful
 - Calbright Title 5 regs
 - Watch for any changes to the federal definition of distance education