

## ONLINE TEACHING AND LEARNING WORKPLAN

### Accomplishments - May 2026

#### Executive Summary

The California Community Colleges have established coordinated, systemwide implementation of the Online Teaching and Learning workplan, integrating infrastructure, professional development, policy, and data systems to advance Vision 2030 priorities. Systemwide platforms such as the California Virtual Campus (CVC) Exchange, now reaching 98 colleges, and LibreTexts are expanding access to online courses, improving pathway clarity through features like Common Course Numbering (CCN) integration, and increasing visibility of zero-textbook-cost (ZTC) options for students.

At the same time, a coordinated professional development ecosystem is building faculty capacity at scale, engaging more than 230 leaders across 84 colleges through Regional Professional Development Networks (RPDNs), AI Fellows, and @ONE programming grounded in the HUMANS framework. These efforts are complemented by expanded ZTC and open educational resource (OER) adoption, with over 2,200 course sections across 115 colleges supported through targeted training and implementation.

In parallel, the system has strengthened the foundation for data-informed decision-making by establishing standardized definitions for online modalities and restructuring key MIS elements to improve consistency and comparability. Early indicators show gains in student enrollment, retention, and success in online courses. Together, these efforts are creating a more integrated, equitable, and student-centered online learning environment, with the infrastructure and capacity needed to support continuous improvement at scale.

#### Vision 2030 in Action

The Vision 2030: Online Teaching and Learning workplan operationalizes Strategic Direction: 1 - Equitable Baccalaureate Attainment, and Action: 3.

#### Progress & Accomplishments

##### Activity 1: Building and Growing Student-Centered Online Systems

- Expanded the CVC Exchange to near systemwide adoption, reaching 98 colleges (with additional colleges in progress and scheduled), significantly increasing student access to online courses across institutions.
- Deployed key platform enhancements, including Cal-GETC search, Common Course Numbering (CCN) integration, and student-facing badges identifying ZTC and POOCR courses, improving pathway clarity and informed course selection.

- Prepared for expanded credential transparency, with Credit for Prior Learning (CPL) badging developed and ready for deployment.
- Positioned the CVC Exchange as a backbone for system initiatives, supporting multiple demonstration projects (e.g., Rural College Transfer Collaborative, Study Abroad at Home/Pan-African Virtual College, and regional collaboratives).
- Advanced integration with system data infrastructure, including coordination with the Common Cloud Data Platform to enable more timely, actionable data for student support and continuous improvement.
- Piloted innovative digital learning environments, including Dreamscape Learn immersive instruction, with faculty adoption across multiple colleges and early positive feedback on scalability and student engagement.

## Activity 2: Strengthening Professional Development in Online Teaching and Learning

### 2a. Peer Online Course Review (POCR)

- Advanced a comprehensive revision of the POCR rubric, incorporating AI guidance, strengthened regular and substantive interaction (RSI), enhanced privacy and security expectations, and a deeper focus on equity.
- Engaged a broad statewide workgroup, including ASCCC, DECO, CSSO, and CIO representatives, to support meaningful implementation through coordinated leadership, field expertise, and cross-functional input.
- Established a phased approach, with planned release, transition year, and full adoption timeline to support local implementation and sustainability.

### 2b. OER and Zero-Textbook-Cost (ZTC) Pathways

- Delivered high-impact statewide professional development, reaching over 2,200 course sections across 115 colleges through ZTC TAP courses focused on open pedagogy, AI in OER, and universal design for learning (UDL).
- Demonstrated strong faculty adoption from faculty survey participants, with nearly all indicating plans to apply or adapt course materials in their teaching.
- Implemented a systemwide OER platform (LibreTexts), for all colleges in the system to have over the next 5 years. including Canvas integration, training infrastructure, and rollout of tools to support content creation and adaptation.
- Strengthened affordability-focused policy through Title 5 regulation 54221, reinforcing OER adoption and zero-cost instructional materials as a system priority.

### 2c. AI Literacy, Integration, and Readiness

- Built a coordinated, faculty-led AI professional development ecosystem, including the Faculty PD Work Group, AI Fellows, and nine Regional Professional Development Networks.
- Expanded applied AI learning opportunities, including courses, webinars, and pilots (PlayLab, Nectir) supporting ethical, equity-focused instructional use.

- Established systemwide AI governance structures, including the HUMANS framework, AI Council, and public guidance resources to support responsible adoption.
- Demonstrated measurable impact from AI pilots, including improved student success and retention in AI-supported course sections.

#### *2d. Equity, Learner Variability, and Accessibility*

- Expanded statewide access to accessibility and inclusive design training, including micro-courses, webinars, and communities of practice focused on UDL, learner variability, and AI-enabled supports.
- Strengthened integration of equity-focused pedagogy, including OFAR programming supporting antiracist and culturally responsive teaching across multiple colleges.
- Prepared the system for updated federal accessibility requirements, including ADA Title II compliance and adoption of the Accessibility Capability Maturity Model (ACMM).
- Leveraged existing system infrastructure (Accessibility Center, CVC@ONE, RPDNs) to scale training and resources efficiently.

### Activity 3: Improving Data Accuracy and Fostering a Culture of Continuous Research and Improvement

#### *3a. Building the Foundation – Data Definitions and Systems*

- Established standardized definitions for online learning modalities, including synchronous, asynchronous, hybrid, and HyFlex formats, creating consistency across the system.
- Restructured key MIS data elements (XF01/XF08) to improve accuracy, comparability, and usability of distance education data. This will support more accurate DataMart course information for distance education course sections and student headcounts.

#### *3b. From Data Collection to Data Culture*

- Strengthened systemwide use of data for continuous improvement, integrating data from AI pilots, POCR, accessibility initiatives, and professional development into evaluation and practice.
  - Advanced development of the Distance Education Biennial Report, providing systemwide insight into online student performance and equity outcomes. Demonstrated early improvements in student outcomes, including gains in enrollment, retention, and success across online modalities.
  - Established a foundation for evidence-based decision-making, linking data, policy, and practice to support ongoing refinement of online teaching and learning.
- The CVC 2026-2027 workplan will begin integrations with the Common Cloud Data Platform, to create uniform data elements and reporting.

## Contributors

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