Online Teaching and Learning Workplan

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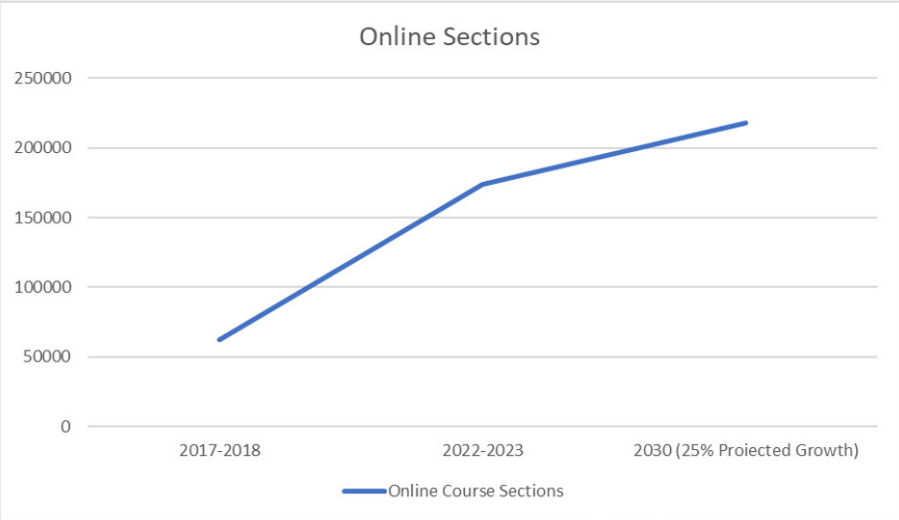
INTRODUCTION

The California Community Colleges have continued to expand access through supporting the development of online and hybrid instruction. Before the pandemic, 20% of courses were fully online. During COVID-19, that number surged to over 70%, with most lecture-based courses shifting online while hands-on career and technical education (CTE) program courses remained in person. In the years since, the system has found a new equilibrium: today, approximately 40–45% of courses are offered in an online or hybrid modality—a significant and sustained increase that reflects both student demand and institutional adaptability.

Figure 1. California Community Colleges Online Sections:
Projecting 25% growth in Alignment with Vision 2030 Enrollment Targets



At the center of this evolution is the California Virtual Campus (CVC), a statewide infrastructure established by the Chancellor's Office to support and expand access to high-quality online education. Vision 2030 recognized the importance of strengthening the CVC, and the July 2025 Edition further elevates its role—particularly in serving rural and under-resourced communities, as well as students whose life circumstances forced them to pause or relocate before completing their program; this includes our international students. Our guiding principle is simple but essential: no student should be left behind due to geography or limited local course offerings. This principle is also supported through our ongoing efforts across the system to ensure student access to technology through basic needs planning, categorical programs, computer lending libraries, and campus resources. (Learn more about the CVC in Appendix A.)

This moment invites us to look ahead, as the rapid rise of artificial intelligence (AI) continues to transform education—reshaping how courses are designed, delivered, and supported. AI holds profound potential for

online teaching and learning, including enhancing accessibility through real-time transcription, adaptive content, and personalized tools that support students with diverse disabilities. At the same time, the intersection of Open Educational Resources (OER) and online learning offers powerful opportunities to reduce costs and empower faculty to customize content for greater relevance and inclusion. The July 2025 Edition of Vision 2030 commits to leveraging both AI and OER responsibly—always with a human-centered approach that ensures technology serves equity, access, and student success.

Maintaining and advancing high-quality online instruction requires sustained investment in professional development. Faculty and staff must be supported with tools, training, and communities of practice that keep pace with pedagogical innovation and technological advancement. Programs like @ONE and the CVC Exchange continue to play a critical role in building this capacity across our 116 colleges.

This Vision 2030: Online Teaching and Learning Workplan charts a path forward—one that is bold, equity-driven, and grounded in our mission to serve all Californians. As we build the future of online learning, we do so with purpose, integrity, and the deep belief that access to education transforms lives. The activities in this workplan will drive the following Action under Strategic Direction 1 of Vision 2030 – The July 2025 Edition and three Online Teaching and Learning Priorities:

Action 3: Increase and improve access, success, and support to quality online course offerings that satisfy certificate and degree requirements as detailed in the Vision 2030 Online Teaching and Learning Workplan.

OTL Priority 1: Build and grow student-centered online systems and dynamic learning environments that expand enrollment opportunities, enhance equitable access, and support the holistic needs of our diverse learners. These environments must be easy to navigate, available anytime and anywhere, and intentionally designed to meet students where they are—academically, socially, and technologically.

OTL Priority 2: Strengthening professional development to empower faculty to deliver flexible, high-quality online instruction grounded in equity, accessibility, and inclusive design. This includes supporting and equipping educators to meet the needs of California's diverse learners through culturally responsive pedagogy and strategies that embrace learner variability. It also means preparing faculty to harness the potential of generative AI to enhance instruction and student support, while expanding the use of OER and Zero Textbook Cost (ZTC) pathways to promote affordability and equitable access to learning materials.

OTL Priority 3 Improve data accuracy and foster a culture of continuous research and improvement to ensure that online education strategies are evidence-based, learner-informed, and aligned with long-term student success.

Together, the action and the priorities will position the California Community Colleges to lead in building an inclusive, flexible, and future-ready online education ecosystem.[1]

ACTIVITY 1: BUILDING AND GROWING STUDENT-CENTERED ONLINE SYSTEMS

The Chancellor's Office, in partnership with the CVC, will promote full-scale participation in the CVC Exchange at all 116 California community colleges. Vision 2030 – The July 2025 Edition strategically advances the CVC to expand access and support students in completing their educational goals efficiently, saving time and money. Critical elements for attaining full-scale participation include:

1 A recent study by the RP Group, Results From a Comprehensive California Community Colleges Online Education Study (2025), recommends four strategies that this plan systematically addresses: establish clear definitions and guidelines for online education; improve data collection and reporting practices and procedures; invest in faculty development and technology infrastructure; and promote ongoing research and evaluation.

- Supporting **systemwide adoption** among remaining colleges.
- Resolving technical integration barriers, particularly in **financial aid data exchange.**
- Supporting **regulatory alignment** on cross-enrollment and residency to remove structural barriers.
- Implementing **fraud prevention and security measures** to ensure access is protected and equitable.
- Launching targeted **promotions and partnerships** to increase visibility and participation across student populations.
- Creating a **Generative AI-informed Student Guide** using a large language model to offer responsive, personalized support for navigating the Exchange.
- Integrating the **Program Pathways Mapper** to help students understand and pursue clear, efficient educational goals.
- Refining and improving platform features that **simplify enrollment, filtering, and course discovery.**
- Co-designing a **degree completion framework**, enabling collaboration with local campuses to create inter-college online degree and certificate pathways.
- Expanding **entry points** through noncredit programs, dual enrollment, competency-based education (CBE), and credit for prior learning (CPL).
- Supporting the **Rural College Transfer Collaborative Demonstration Project**, allowing small and rural-serving colleges to pool resources and offer fully online Associate Degrees for Transfer (ADT) via the Exchange.
- Integrating the CVC with the **Common Cloud Data Platform** to support just-in-time interventions, financial aid tracking, and continuous improvement.
- Developing a plan for **systematic support services** embedded within the Exchange, ensuring students receive timely, comprehensive assistance across their educational journey.
- Driving **Innovation in Teaching and Learning** for faculty-driven solutions such as:
    - **Generative AI in STEM:** Create and support a systemwide pilot to integrate active, adaptive learning platforms for STEM pathways.
    - **Immersive Online Biology with Dreamscape Learn:** Leveraging 2D immersive simulations to increase student success. Early results show students are more likely to equitably earn better grades, with notable reductions in equity gaps across student demographics.

Outcome: This activity drives Action 3 and OTL Priority 1.

ACTIVITY 2: STRENGTHENING PROFESSIONAL DEVELOPMENT IN ONLINE TEACHING AND LEARNING

The California Community Colleges are uniquely positioned to lead a new era of professional development in online teaching and learning—one rooted in equity, informed by innovation, and responsive to the evolving needs of students and faculty alike. As artificial intelligence, affordability challenges, and learner variability reshape the educational landscape, the need for structured, sustained, and future-ready professional learning has never been greater.

To meet this need, the Chancellor's Office will advance a coordinated statewide strategy that strengthens and aligns professional development across California's 116 community colleges. This strategy centers on empowering faculty to deliver flexible, high-quality instruction and engaging materials that are inclusive, accessible, and designed to meet students where they are—academically, socially, and technologically. Guided by the Faculty Professional Development Work Group, there are four areas of focus that inform Activities 2a, 2b, 2c, and 2d:

Activity 2a: Peer Online Course Review (POCR) – Scaling quality assurance and instructional design standards to support student engagement, accessibility, and course consistency

The Peer Online Course Review (POCR) process is the cornerstone of California's systemwide approach to ensuring high-quality, inclusive, and accessible online learning. Established in 2014 by the CVC-OEI Professional Development Workgroup, POCR was designed to ensure that students across the California Community Colleges system have access to online courses that meet rigorous instructional design standards and promote student learning, engagement, and success. Currently, 81 California community colleges are POCR-certified.

To scale POCR-certification statewide, the Chancellor's Office is supporting expansion through local POCR Teams trained to review and badge courses, as well as the creation of "Plug-N-Play POCR Course Shells"—developed in collaboration with faculty—that include aligned OER and meet all rubric criteria, are customizable and easy to adopt, and reduce faculty workload while promoting quality at scale for the system. By investing in both local infrastructure and ready-to-use tools, POCR is creating a sustainable model of faculty-led excellence in online course design.

At its heart, POCR is a faculty-led, peer-driven model of continuous improvement—one that builds professional knowledge, cultivates communities of practice, and directly improves student outcomes. All POCR-reviewed courses are evaluated using the CVC-OEI Course Design Rubric, a tool developed collaboratively by California Community Colleges faculty and informed by national best practices. The rubric includes four key sections: Content Presentation, Interaction, Assessment, and Accessibility. An additional Equity Section (Section E), adapted from the Peralta Online Equity Rubric, supports anti-bias practices, representation, and belonging in online course design.

POCR is more than a technical review—it is a meaningful, collaborative faculty development experience. Through @ONE's POCR training, faculty learn to apply the rubric, give supportive feedback, and engage in revision grounded in inclusive pedagogy. Faculty consistently report that POCR participation enhances their teaching across all modalities, focusing on:

- Increased student success, with documented gains across racially and demographically diverse student populations
- Faculty-led communities of practice focused on quality and innovation

- Alignment with regular and substantive interaction (RSI), accessibility, and regulatory standards
- Improved student trust through Quality Reviewed (QR) badges in the CVC Exchange

Outcome: This activity drives Action 3 and OTL Priority 2.

Activity 2b: Open Educational Resources (OER) and Zero Textbook Cost (ZTC) Pathways – Expanding the use, adaptation, and maintenance of open content to promote affordability, inclusion, and relevance in instruction

Open Educational Resources (OER) are a cornerstone of California's strategy to increase educational access, reduce instructional material costs, and improve outcomes for students across all learning modalities. Faculty across the California Community Colleges have long championed the adoption of OER to remove cost barriers, increase day-one access, and design more inclusive and customizable content—especially for historically marginalized learners.

In alignment with Vision 2030 and in partnership with the Academic Senate for California Community Colleges (ASCCC), the Chancellor's Office is investing in the systemwide development, curation, and deployment of OER to ensure that every student—regardless of income or geography—has equitable access to high-quality course materials. Additionally, the Chancellor's Office is facilitating a request for proposals (RFP) for a student and faculty-facing OER Platform for resources to reside for access. This comprehensive structure will enable faculty to rapidly locate, evaluate, and implement OER that aligns with statewide course design, transfer requirements, and ZTC pathways. (See Appendix B for more information about OER and ZTC.)

Supporting Professional Development and Faculty Leadership For OER Adoption and ZTC Growth

Sustaining and scaling the use of Open Educational Resources (OER) across the California Community Colleges requires not only high-quality content but also ongoing investment in faculty leadership and professional development. The Chancellor's Office, in partnership with the ASCCC and the ZTC Technical Assistance Program (TAP), is supporting a robust, systemwide infrastructure to help faculty, instructional designers, and administrators develop the skills, strategies, and supports necessary to lead in the implementation of OER and ZTC pathways. Professional development offerings include:

- Facilitated and self-paced courses on OER discovery, adoption, adaptation, and Creative Commons licensing
- Training modules and webinars focused on copyright, accessibility, and Universal Design for Learning (UDL)
- Discipline-specific support from OERI faculty leads and collaboration cohorts aligned to C-ID, ADT, and Cal-GETC
- Digital badging and micro-credentials that recognize faculty innovation and leadership in OER/ZTC implementation

This learning infrastructure not only builds technical proficiency, but also cultivates communities of practice that drive sustained curricular change and peer-to-peer mentorship.

AI as a Catalyst for OER Innovation

Emerging tools in artificial intelligence (AI) are playing an increasingly important role in supporting the next generation of OER design and deployment. As part of the Chancellor's Office AI and digital transformation strategy, and in collaboration with the ASCCC OERI, faculty are being supported to:

- Adapt, personalize, or create engaging OER content using generative AI tools to meet the needs of multilingual learners and students with diverse learning preferences
- Use AI to assist with real-time translation, glossary creation, and accessibility enhancements
- Develop interactive learning supports, such as chatbots, formative quizzes, and adaptive study guides, built around open content
- Explore ethical frameworks for using AI-generated materials within openly licensed ecosystems

These innovations are expanding the reach and relevance of OER—as well as the creation of engaging, student-centered content—while reducing the time and effort required for faculty to customize materials for their students.

Outcome: This activity drives Action 3 and OTL Priority 2.

Activity 2c: AI Literacy, Integration, and Readiness – Equipping faculty to critically and creatively engage with artificial intelligence tools as part of their pedagogy and course design—guided by coherent leadership at the disciplinary, regional, and systemwide levels

Artificial intelligence is rapidly reshaping the landscape of higher education—changing how we teach, how students learn, and how institutions operate. For California Community Colleges, this transformation presents not only a technological shift but a profound opportunity to advance access, innovation, and equity across the system.

To meet this moment, the Chancellor's Office has launched a coordinated and faculty-led strategy to develop AI literacy, integration, and readiness—ensuring that educators across all disciplines and roles are empowered to engage with AI as critical thinkers, creative designers, and ethical leaders. Rather than treating AI as a one-time tool or trend, this approach views it as a systemic and ongoing shift that must be addressed through sustained professional development, inclusive design, and shared governance.

Strategic Coordination and Systemwide Leadership

The Chancellor's Office **Faculty Professional Development Work Group** serves as the central convener for this effort, aligning disciplinary, regional, and systemwide learning initiatives. Co-chaired by the Chancellor's Office and the Academic Senate for California Community Colleges (ASCCC), this work group ensures that faculty are not simply reacting to AI, but helping shape its thoughtful and inclusive implementation.

This work is grounded in the Vision 2030 commitment to equity, innovation, and student success—and it is fully aligned with the Chancellor's Office AI work and the ethical principles articulated in the HUMANS Framework, which prioritizes human-centered adoption, privacy, transparency, and student agency.

The following are key components of an AI professional development strategy designed to engage faculty through discipline domains, in regional communities of practice, and through systemwide learning opportunities:

- **Chancellor's AI Fellows Program**—Faculty leaders in four core domains—STEM, Humanities and Social Sciences, Language and Communication, and Career Technical Education (CTE)—will lead the way in collaboratively developing discipline-specific models for integrating AI into teaching and learning. Fellows will help faculty in the pursuit of curating assignments, redesigning assessments, and facilitating faculty learning communities to explore how AI is reshaping knowledge production, student work, and disciplinary identity, knowledge, and practices. The Fellows will also support the evaluation of instructional pilots and the development of open resources and exemplars.

- **Systemwide and Modular Professional Development**—Through CVC@One, the Vision Resource Center, and faculty-led communities of practice, the system will continue to offer and grow an innovative library of AI-related professional development. Current offerings include: Generative AI for Teaching and Learning (self-paced Canvas course); webinars on prompt engineering, AI-informed feedback, and student AI literacy; and microcredentials and digital badges recognizing faculty leadership in ethical, innovative AI use.
- **Instructional Pilots and Tool Integration**—Faculty across the system are participating in applied pilots using tools such as:
    - Khanmigo: A generative AI tutor integrated into Canvas to support student writing and feedback
    - Playlab AI: A no-code platform for designing AI-powered support bots and custom learning tools
    - Nectir AI: An AI-enabled assistant that scaffolds engagement with class materials using the Socratic method

    These pilots are paired with training in instructional design, equity, and ethics to ensure that technology is implemented with intention and integrity.
- **Regional Scaling and Responsive Support**—Through the Regional Professional Development Networks (RPDNs), the Chancellor's Office and Strong Workforce consortia will hosting regional AI summits, workshops, and collaborative learning events. These networks, which include faculty professional development coordinators from across the state, serve as localized hubs for innovation—particularly supporting rural-serving and part-time faculty with access to timely, high-quality professional learning.
- **AI Ethics, Governance, and Student-Centered Use**—All training aligns with the Chancellor's Office HUMANS Framework and broader system guidelines on transparency, authorship, academic integrity, and student data privacy. Faculty are exploring how to set classroom norms for ethical AI use, model transparency in syllabus policies and assignment design, and equip students with the AI literacy skills they need to navigate higher education and the workforce.

A Vision for AI That Supports Equity and Teaching Innovation

By placing faculty at the center of AI adoption, California Community Colleges are building a professional development infrastructure that is proactive, collaborative, and grounded in real teaching contexts. This approach ensures that AI is not a top-down directive or a disconnected trend—but a meaningful part of the evolving craft of teaching. The system's AI strategy is ultimately about augmenting human judgment, empowering creative pedagogy, and ensuring equitable learning opportunities for every student. As these tools continue to evolve, California's community colleges will lead not just in adoption, but in building a reflective, principled, and learner-centered future.

Outcome: This activity drives Action 3 and OTL Priority 2.

Activity 2d: Equity, Learner Variability, and Accessibility – Fostering inclusive pedagogies, universal design strategies, and the creation of engaging materials that address the full diversity of California's learners

As California's student population grows more diverse—in experience, identity, ability, and need—so too must the practices, tools, and mindsets that guide online instruction. The California Community Colleges serve more than 2.2 million students across 116 colleges, including working parents, multilingual learners, and students with visible and invisible disabilities. These students are not the exception—they represent the new norm.

To equitably serve diverse populations, professional development must move beyond reactive accommodation toward anticipatory design—where equity, accessibility, and learner variability are built into course development from the start. The availability of new tools—especially AI and emerging learning technologies—also make it possible to proactively design learning environments that anticipate and support a broad spectrum of learners from day one. Key areas of focus will include:

- **Embedding equity-centered and culturally responsive pedagogy** in all professional development offerings—from grading and feedback to materials and communication.
- **Supporting Universal Design for Learning (UDL)** principles into content, assessment, and interaction.
- **Engaging inclusive design frameworks** that reflect racial, cultural, linguistic, and neurodiverse perspectives.
- **Deepening pedagogical knowledge** regarding executive function supports, such as scaffolding, structure, and flexible pacing
- **Leveraging tools** that lower cognitive load and support comprehension, memory, and organization

By embracing these practices, professional development becomes not only a vehicle for inclusion, but can act as a catalyst for transforming online education into a space where all students thrive.

The Role of AI: Tools That Amplify Equity and Extend Human Reach

AI is a critical enabler of this transformation—not as a replacement for human relationships, but as a support system that expands access, personalizes learning, and reduces barriers. Through AI and emerging technologies, faculty are increasingly able to:

- Generate alternative text, transcripts, and simplified content for diverse learner needs
- Use tools like PlayLab, Canvas Immersive Reader, and Gemini to support translation, visual literacy, and executive functioning
- Leverage AI tutors and bots (e.g., Nectir AI) to offer low-pressure academic support and access to help in multiple formats
- Access AI-enabled feedback tools to revise syllabi, assignments, and rubrics for clarity and inclusion
- Integrate immersive platforms like Dreamscape Learn to support learners who benefit from adaptive, hands-on, or experiential formats

The Chancellor's Office is ensuring access to these tools that support faculty as they explore and continue to learn how to creatively design learning environments that work for more Californians, more of the time.

Through the Vision Resource Center, CVC@One, and the CCC Accessibility Center, faculty will have access high-quality training modules on UDL, AI-enabled inclusive tools, and evolving accessibility laws. Additionally, the AI Faculty Fellows and field-based leaders will guide colleagues in applying inclusive design within the context of their disciplines—whether that means using AI to scaffold second-language acquisition, design multimodal STEM assessments, or personalize simulations in CTE fields. And finally, through the Regional Professional Development Networks (RPDNs), instructional designers, librarians, and equity leads will convene communities of practice to support local implementation. These regional hubs will support everything from inclusive syllabus design to LMS accessibility audits—ensuring that innovation reaches all corners of the system. This approach reflects the principle that inclusion must be both systemic and local—driven by faculty, guided by equity, and responsive to the lived realities of students.

Outcome: This activity drives Action 3 and OTL Priority 2.

ACTIVITY 3: IMPROVING DATA ACCURACY AND FOSTERING A CULTURE OF CONTINUOUS RESEARCH AND IMPROVEMENT

A robust and equitable online learning system requires accurate data, shared definitions, and ongoing evaluation. To build trust in online learning and inform continuous improvement, the California Community Colleges system will modernize how they define, report, and learn from online education.

Activity 3a: Building the Foundation: Standardized Definitions and Updated Data Systems

Currently, colleges define and code online education modalities in inconsistent ways. A systemwide analysis conducted by the RP Group in 2025 found widespread variation in how colleges apply the XF01 MIS data element, which is used to track instructional modalities.[22] Only 57% of sampled courses were accurately coded, with major inconsistencies in identifying hybrid, synchronous, and asynchronous formats—even within the same institution. These inconsistencies obscure student outcomes, distort program effectiveness metrics, and impede comparative analysis across colleges.

To address these issues and drive a culture of continuous improvement and strategic data utilization, the Chancellor's Office is undertaking three foundational reforms:

- **Modality Definition Standardization**—Updated definitions for synchronous, asynchronous, hybrid, HyFlex, and online modalities will be incorporated into the Program and Course Approval Handbook (PCAH). These will be aligned with both federal regulations (34 CFR §600.2) and the growing complexity of instructional delivery models. The RP Group study underscored the importance of this step, citing inconsistent local definitions as a major barrier to accountability and planning.
- **Redesign of XF01 (MIS Instructional Method Element)** —The existing XF01 element currently conflates instructional method (e.g., lecture/lab) with instructional modality (e.g., in-person, online, hybrid). A new structure will separate these concepts, creating granular codes that distinguish between:
    - Fully in-person instruction
    - Fully distance education (synchronous, asynchronous, or mixed)
    - Hybrid courses with defined combinations of online and in-person interaction

2 RP Group, Results From a Comprehensive California Community Colleges Online Education Study (2025).

    - HyFlex models, which offer simultaneous in-person and remote attendance options
    - These improvements will enable more reliable comparisons of course formats and learning outcomes across student groups, instructional disciplines, and colleges.
- **Enhanced Reporting and Analysis**—Colleges will be supported in updating DataMart and COMIS reporting practices to include:
    - Student headcount by modality, not just FTES
    - Demographic breakdowns of enrollment, retention, and success in each modality
    - Outcome comparisons across modalities to identify effective practices and persistent equity gaps

These updates will empower faculty, researchers, and administrators to make informed decisions that advance instructional quality and student success.

Outcome: This activity drives OTL Priority 3.

Activity 3b: From Data Collection to Data Culture

Standardizing and improving data systems is only the first step. Creating a culture of continuous research and improvement requires embedding evaluation into ongoing planning, resource allocation, and instructional design. To that end, the Chancellor's Office will:

- Support ongoing research partnerships, like those established with the RP Group and other regional and institutional researchers, to evaluate the evolving impact of online education on completion, transfer, equity gaps, and student support
- Develop equity-centered dashboards and evaluation tools that help colleges disaggregate and interpret their own data
- Use student and faculty experience surveys, such as those used in the RP Group's 2025 study, to inform statewide decision-making and policy development

For example, the RP Group study found that:

- Online course-taking is positively associated with degree completion but not with transfer—highlighting the need for ongoing alignment between online offerings and transfer pathways
- Gaps in online course outcomes have narrowed over time but still persist for certain groups, including Black, Pacific Islander, and older students, especially in hybrid formats
- Faculty and students report mixed preferences, with asynchronous online courses most favored by students, while faculty largely prefer in-person teaching

These insights—along with more accurate coding and improved analytics—will guide future improvements in online course design, professional development, and modality-specific support strategies. Future phases will include annual review cycles of modality effectiveness, equity outcome trends, and AI implementation impact metrics.

Outcome: This activity drives OTL Priority 3.

A Systemwide Commitment to Research-Driven Innovation

Together, these reforms will move the California Community Colleges from a system of fragmented data practices to one grounded in evidence, transparency, and shared definitions. Colleges will be better positioned to assess program effectiveness, scale what works, and refine what needs attention—always with a focus on inclusion, quality, and student success.

Through this strategy, California Community Colleges will ensure that every student, regardless of modality, receives a learning experience rooted in equity, designed for success, and continuously improving through research and reflection.

CONCLUSION

Coordinated Leadership for Lasting Impact

The four sub-activities for strengthening professional development for online teaching and learning—investments in POCR, OER/ZTC, AI Literacy/Integration/Readiness, and Equity/Learner Variability/Accessibility—are united through the leadership of the **Faculty Professional Development Work Group**, a cross-functional body co-chaired by the Chancellor's Office and ASCCC. With representatives from CVC@One, OERI, the Vision Resource Center, regional consortia, accessibility and instructional design experts, and the AI Fellows, the Work Group aligns professional development efforts with Vision 2030 and ensures a coherent, future-facing ecosystem. Through this structure, professional development in the California Community Colleges is not just a support function—it is a systemwide engine for innovation, equity, and academic excellence.

The California Community Colleges are at a defining moment—one where bold leadership, thoughtful design, and collective commitment can reshape the future of public higher education. This Online Teaching and Learning Work Plan offers more than a roadmap; it represents a systemwide commitment to transforming digital education into a vehicle for equity, access, and student success.

Across its strategies—expanding the California Virtual Campus, strengthening faculty development, leading national efforts in OER and AI adoption, and refining data systems for continuous improvement—the California Community Colleges system is poised not only to respond to change but to shape it. These efforts are grounded in the belief that every student deserves access to high-quality, affordable, and inclusive online learning experiences—regardless of race, zip code, background, or circumstance.

Importantly, this work plan is not just about platforms or policies—it is about people. It affirms the role of faculty as designers, innovators, and equity leaders. It centers students as whole learners, with diverse needs and lived experiences. And it recognizes that digital transformation, when done well, is not a technical endeavor, but a human one—requiring humility, collaboration, and care.

The path forward is ambitious, but achievable. By continuing to invest in thoughtful professional development, accessible technology, shared infrastructure, and data-informed decision-making, the California Community Colleges will remain a national model for how large public systems can lead with purpose and equity.

The future of online education in California is not only more connected and more innovative—it is more just, more human, and more aligned with the dreams and goals of the millions of learners we serve. This plan is not an endpoint but a blueprint for action. With clear priorities, faculty leadership, and systemwide coordination, the California Community Colleges are ready to implement, adapt, and lead—ensuring that online education in our state remains a national model for inclusive, future-ready learning.

APPENDIX A

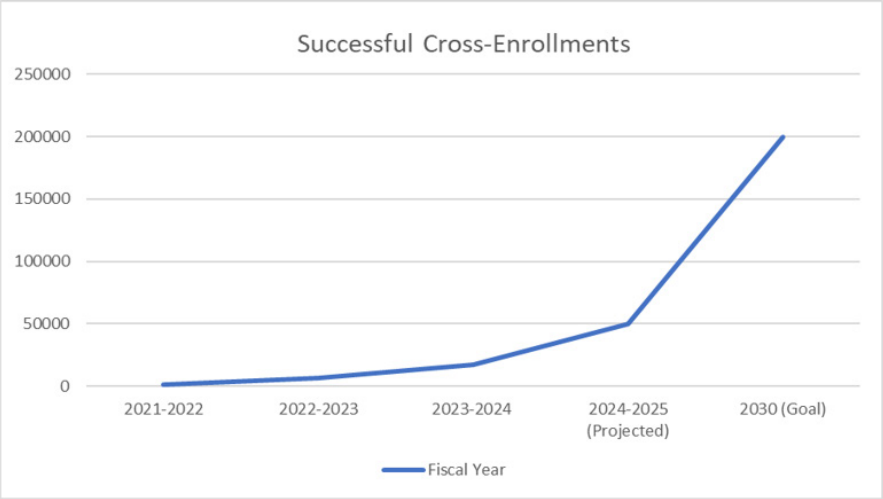
About the California Virtual Campus (CVC)

Nearly a decade ago, the California Community Colleges launched the Online Education Initiative (OEI)—a visionary effort to create a statewide online learning ecosystem well before other systems had begun to scale. One of its earliest successes was the adoption of a common learning management system (Canvas), ensuring students could navigate online courses consistently across colleges.

Building on that foundation, the CVC Exchange was created to allow seamless cross-enrollment, eliminating barriers such as separate admissions processes and enabling transcript and financial aid data-sharing across campuses. Over time, the student experience has been further refined through features like ZTC badging, course filters (e.g., synchronous/asynchronous options), and a robust POCR process that highlights high-quality courses.

During the COVID-19 pandemic, the CVC provided critical systemwide support—ranging from accessibility tools to STEM lab technologies and emergency online teaching training—cementing its role as an essential infrastructure for continuity and innovation.

Figure 2. CVC Enrollments: Projecting 25% growth in Alignment with Vision 2030 Enrollment Targets:



Today, the CVC Exchange is the world's largest and most successful course-sharing platform, with over 100,000 fully online courses available across 109 participating colleges. Enrollments are projected to reach approximately 40,000 in 2024–25—a 2,500% increase since 2021—and are on track to support Vision 2030 goals of expanded access and credential attainment. Especially for working adults and nontraditional learners, the Exchange offers a powerful solution: flexible, high-quality pathways to completion, made possible through coordinated systemwide design.

Future of the California Virtual Campus: Advancing Vision 2030

The CVC is uniquely positioned to scale student-centered online education in alignment with Vision 2030—by expanding access, streamlining enrollment processes, enhancing student support, and promoting completion.

Implementation Metrics	2021-2022	2022-2023	2023-2024	2025-2026 goal
Home Colleges (students from these colleges can use the Exchange to take classes)	73	98	109	115
Teaching Colleges (allow students from other colleges to take their courses through the Exchange)	16	39	69	90
Live Course Schedules Visible on CVC Exchange	54	86	104	115
Financial Aid Agreements (to allow students to combine units)	75	111	114	115

APPENDIX B

About Zero-Textbook-Cost (ZTC) Pathways and Open Educational Resources (OER)

Systemwide Expansion of OER: Organized for Transfer, Access, and Affordability

The ASCCC's Open Educational Resources Initiative (OERI) leads the curation and creation of openly licensed instructional materials across the curriculum. In collaboration with over 30 discipline leads, OER liaisons, and statewide Collaboration Cohorts, the OERI has built and continues to curate, expand, and maintain a robust collection of resources tailored to the academic and transfer pathways of California's students. OER resources are:

- Organized by C-ID, the state's Course Identification Numbering System, to ensure articulation across institutions
- Mapped to Transfer Model Curricula (TMCs) and the California General Education Transfer Curriculum (Cal-GETC)
- Searchable by discipline, CSU GE, Cal-GETC area, and transfer pathway
- Hosted on COOL4Ed and summarized on the OERI's public resource site

The OERI has completed a systemwide gap analysis to identify where OER development is still needed. These findings—shared via the Collaboration Cohort Reported OER Usage by C-ID—inform future priorities for OER creation and adaptation, ensuring that resource development is aligned with student and faculty needs.

OER as the Foundation for ZTC Pathways

The deep and ongoing work in OER adoption forms the backbone of the system's ZTC strategy. Through the ZTC Degree Program, colleges are supported in building full certificate and degree pathways that eliminate textbook costs—improving equity, retention, and completion. These pathways ensure day-one access to all required instructional materials, remove significant financial and logistical barriers to student success, and enhance instructional flexibility and support culturally relevant pedagogy.

To ensure the sustainability and impact of this work, Title 5 § 54221 (Burden-Free Access to Instructional Materials) now requires every district to adopt policies that reduce instructional material burdens and promote the adoption, adaptation, and long-term maintenance of OER—especially for general education courses and ZTC-aligned degrees and certificates.

The Chancellor's Office will support colleges and districts through:

- Technical assistance for local policy development and Title 5 § 54221 implementation

- Model templates and exemplars for OER and ZTC-aligned planning and adoption strategies
- Cost marker integration into student-facing registration systems and management information system (MIS) reporting
- Professional development for faculty, deans, and instructional leaders on regulatory compliance, implementation strategy, and student-centered practices

Leading the Nation: Systemwide Infrastructure, Transparency, and Equity

California's work in OER and ZTC is now supported by a comprehensive infrastructure that connects curriculum, policy, technology, and equity. This includes: public-facing ZTC course identifiers in class schedules, data collection on ZTC/low-cost course section percentages and adoption strategies, the expansion of plug-and-play POCR Canvas shells that are pre-aligned to quality standards and fully embedded with OER, and a forthcoming systemwide OER repository and analytics platform to streamline access and support local implementation. By investing in OER and leveraging the power of collaboration, policy, and professional learning, California's community colleges are creating a future where no student is held back by instructional material costs—and where equity, excellence, and access are embedded in every course.