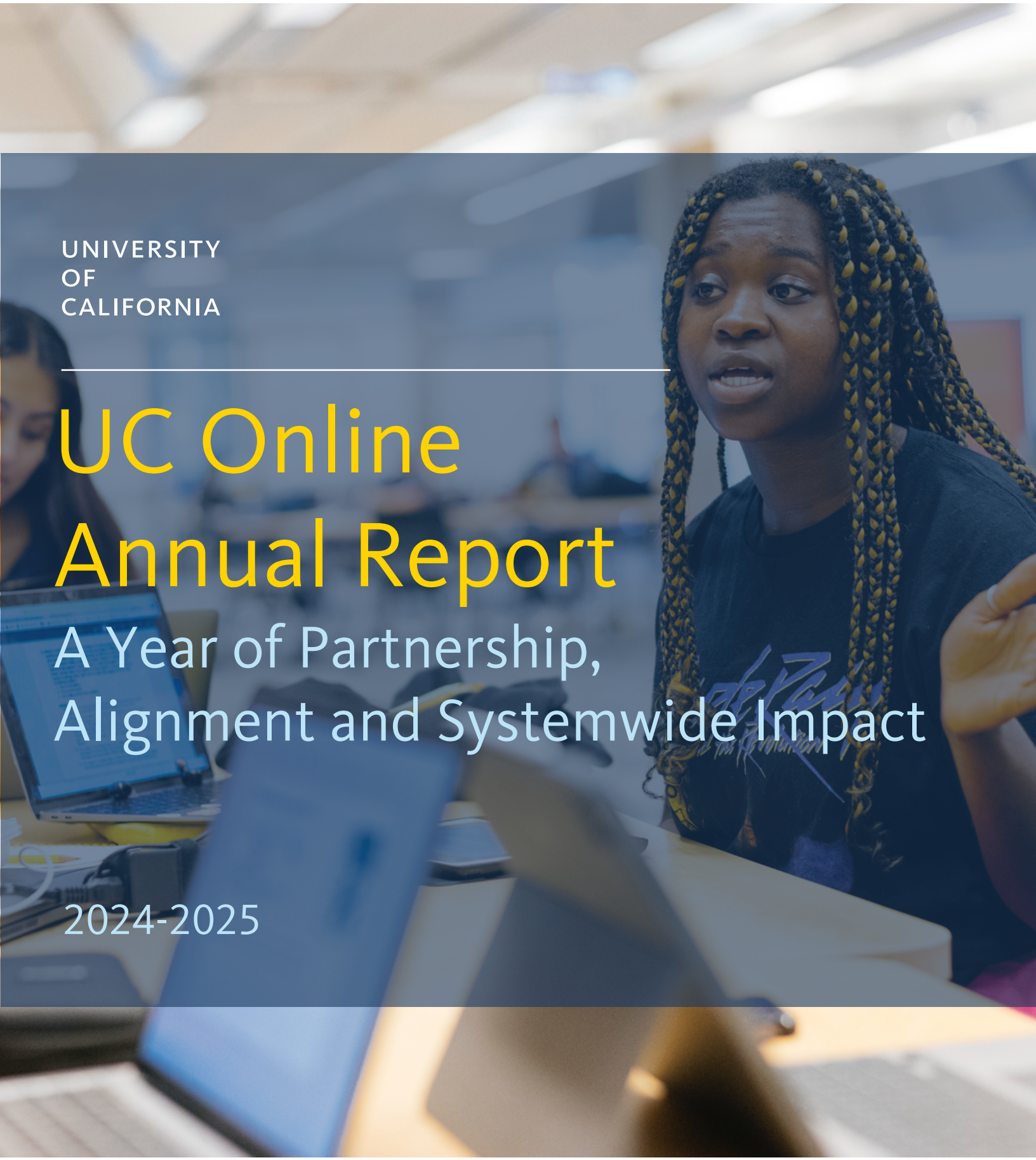


UNIVERSITY
OF
CALIFORNIA

UC Online Annual Report

A Year of Partnership, Alignment and Systemwide Impact

2024-2025

UNIVERSITY OF CALIFORNIA UC Online

A message from Rolin Moe, Associate Vice Provost for UC Online



In a ceramics class last year, I was introduced to the basics of hand-building, slab and wheel techniques. At first, I did not understand how to do anything with the block of clay in front of me, although my wife and the other class members had no reservations about taking an allotment and beginning to shape it, ending up with vases, cups and figurines. As I grasped concepts, learned technique and allowed ample time for practiced shaping, I learned how to take allotments of clay from a larger hunk to create objects. Over time, I began to see a shift in my thinking; I came to realize that the slab of clay was much more than a block of gray, but a starting point for structure and form.

This year at UC Online has felt much like that ceramics class. We have clay, tools and ample expertise and a structure is taking shape. The vision - our UC Online Strategic Plan - is not just a diagram of intent, but a living document that guides each element of collaboration, innovation and accountability we set into motion.

2024–25 marked a turning point. UC Online moved its organizational focus from design to implementation. We redefined our mission to amplify the university's commitment to instruction through leadership, advocacy and strategy for online education and began translating that vision into practice. For the first time, we built a sustainable plan of operations that is aligned directly with our strategic goals, establishing a transparent cycle of reflection and renewal.

UC Online leveraged its unique, centralized position in the system to expand online instruction and innovation. The team forged systemwide partnerships to develop shared standards for online instruction, piloted new collaborations across campuses and community colleges, and began to document and elevate the exceptional online teaching already happening across UC. This meant expanding participation in consortia, developing data dashboards and reporting structures and promoting professional development to strengthen the expertise of our team and colleagues across the system.

These efforts represent commitment to the principles of UC Online: collaboration, continuous improvement and access to opportunity. They are also steps toward realizing a cohesive UC ecosystem for online education, one that reflects the excellence and diversity of the University of California.

Looking ahead, ahead, UC Online will continue to build on the foundation put in place this year. The future success of UC Online will depend on careful planning, solid partnerships, and a shared belief in UC's capacity for leadership in digital learning, in California and beyond.

This inaugural report is both a record of progress and a blueprint for what comes next. The clay has been formed and is ready for the kiln, along with the promise of a UC Online system that connects, empowers and inspires learners everywhere.



Rolin Moe
Associate Vice Provost for UC Online
University of California Office of the President

UNIVERSITY OF CALIFORNIA UC Online

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UNIVERSITY OF CALIFORNIA UC Online

Executive Summary

UC Online's Evolving Systemwide Role

2024–25 marked a transition year for UC Online. With the adoption of a new mission, vision, and strategic plan, UC Online moved from a period of strategic design and foundational planning to active implementation of its role as a systemwide steward, convener and infrastructure partner for online education across the University of California.

Scan to learn more about the UC Online Strategic Plan

Historically, UC Online focused on supporting online innovation through targeted funding, cross-campus enrollment and pilot collaborations. In 2024–25, that role evolved as the unit embraced systemwide partnerships, shaping shared standards, governance models, digital infrastructure and data transparency in support of UC's academic mission.

This year, UC Online:

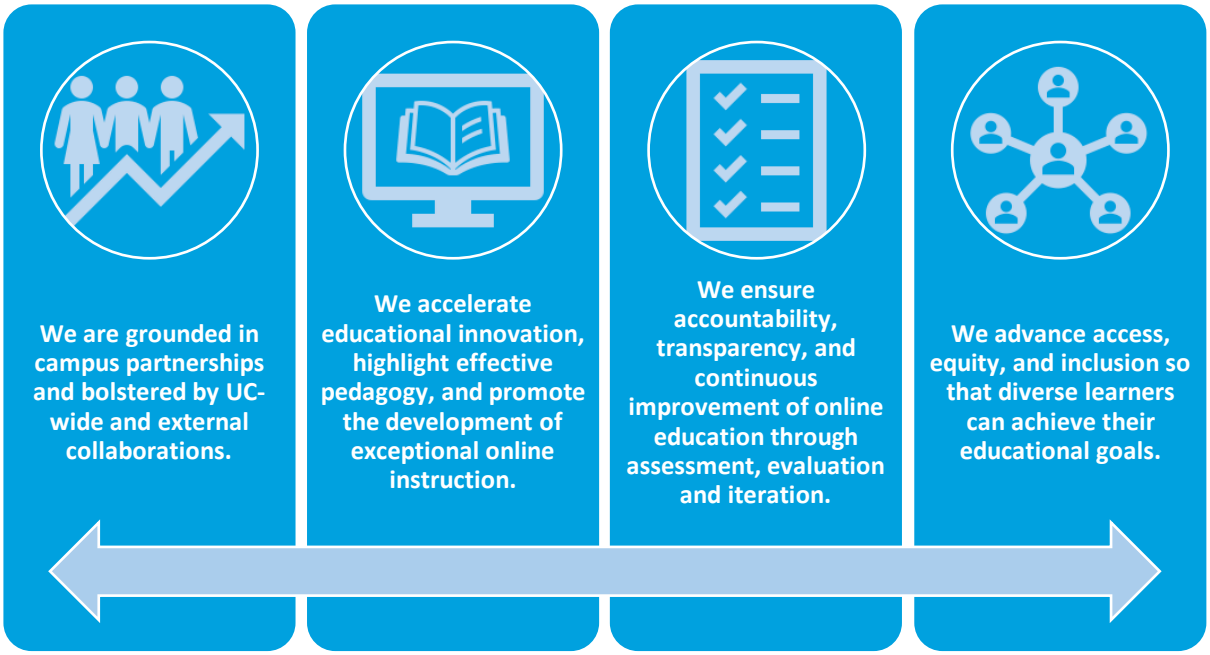
- Partnered with IRAP to develop and publish UC's first instructional-modality dashboard.
- Launched the first systemwide task forces to be convened by UC Online.
- Led cross-system collaborations in artificial intelligence, compliance training and educational technology.
- Expanded the cross-campus enrollment catalog (CCES) with additional courses and credit agreements.
- Deepened UC's national presence in digital education through WCET, SAN, 1EdTech and the National Education Opportunity Network.
- Supported statewide alignment to shared segmental goals through the Campaign for Transfer Excellence.
- Strengthened foundational infrastructure to better enable cross-campus enrollment and data collection for foreign-language instruction.

Collectively, our work demonstrates UC Online's growth beyond programmatic support to system stewardship. This expansion strengthens the operational foundation needed to amplify campus expertise and other UC resources, through leadership, advocacy and strategic coordination. This evolution is anchored in an updated mission and vision defining UC Online's role in advancing high-quality, accessible, and collaborative digital education across the University of California.

UNIVERSITY OF CALIFORNIA UC Online

UC Online Mission

UC Online amplifies the educational mission, campus expertise, technology, infrastructure, and UC resources through advocacy, leadership, and strategy.



UC Online Vision

UC Online engages with its community to partner in enabling and empowering the University of California to provide the best online education experience in the world.

Fortifying the Foundation: Operations and Infrastructure

While UC Online expanded its systemwide partnerships and responsibilities throughout the year, cross-campus online learning opportunities remained a unit priority. In 2024–25, UC Online's operational upgrades ensured the reliability and continuity of CCES, establishing the infrastructure to sustain and scale shared online learning across UC campuses.

Cross-Campus Enrollment: Stability with Future-Facing Intent

UC Online's Cross-Campus Enrollment System (CCES) provides the shared systemwide infrastructure for online course access and coordination. The emergent focus on high-impact courses (high enrollment or program-critical courses which affect time-to-degree or instructional capacity), as well as areas of distinctive UC expertise, helped drive record enrollment and engagement.

Systemwide Infrastructure and Enrollment Strategy

CCES provides a shared infrastructure across the University of California system, supporting unified access to online courses and coordination between campuses. This centralized approach ensures that students from all UC campuses can take advantage of more educational opportunities.

A strategic emphasis on high-impact courses - those with significant enrollment numbers or that are essential for timely degree completion (and whose instructional capacity can meet these essentials) has been central to CCES's success. By prioritizing these courses, along with areas where UC possesses unique expertise, the system has been able to drive record levels of enrollment and student engagement. This approach maximizes the value and reach of UC's high-impact course offerings.

In 2024–25, CCES facilitated access to hundreds of courses, with over 6,000 enrollments from 5,000+ unique UC students, representing a 30 percent year-over-year increase. As a centrally maintained system, CCES is the linchpin of UC's shared digital learning ecosystem. Its reliability reduces duplication, supports enrollment continuity and provides systemwide insight into how digital learning advances student success and institutional priorities.

CCES Enrollments by Academic Year	21-22	22-23	23-24	24-25
Enrollments (after census retro-drops)	1988	2787	4743	6143
% Δ from previous Academic Year	+30%	+40%	+70%	+30%

Technical System Readiness

UC Online completed several major technical improvements that increase CCES stability and set the stage for future systemwide services and integrations.

Jenzabar Higher Reach Migration

UC Online completed its migration to the Jenzabar Higher Reach platform, strengthening the underlying infrastructure of CCES and ensuring that the system can support expanding enrollment activity and future systemwide initiatives with greater stability and higher performance.

Enhanced Enrollment and Reporting Pipelines

New and refined data pipelines streamlined the cross-campus enrollment process and improved the accuracy, timeliness and transparency of reporting. These enhancements support campus operations and systemwide planning.

Security Upgrades

Platform-level security upgrades were deployed to safeguard sensitive student and instructional information, in keeping with UC's commitment to privacy, compliance and secure digital learning.

Platform Refinements for Upcoming Integrations

System refinements prepared CCES for upcoming systemwide programs such as the Sexual Harassment, Anti-Discrimination, Prevention and Education (SHAPE) training environment and the Global Language Network (GLN). These upgrades support both today's enrollment needs and UC Online's growing role as a systemwide infrastructure partner.

Strategic Achievements of 2024–25

The following initiatives illustrate UC Online's established position as a systemwide convener and steward, effectively leveraging campus expertise into collaborative governance structures and enduring systemwide infrastructure.

Systemwide Convening and Governance

UC Online's First Systemwide Task Forces

As academic programs and assessment practices increasingly intersect with systemwide expectations for equity, integrity and accountability, campus-by-campus approaches have become difficult to sustain. In response, UC leadership established systemwide governance mechanisms to address these challenges at scale, with UC Online designated as the system-level convener and operational steward.

Assessment Center Consortium (ACC)

To address growing equity concerns, faculty workload pressures and risks to academic integrity, UC leadership approved the creation of the Assessment Center Consortium (ACC) Task Force. Convened and staffed by UC Online, the ACC functions as a systemwide governance body charged with implementing coordinated assessment centers across all ten campuses.

The task force is responsible for developing a systemwide framework and implementation plan that establishes shared standards for secure and equitable assessment. Its scope includes a roadmap for intersegmental collaboration with CSU and the California Community Colleges.

Chaired by Dr. Tricia Bertram Gallant (UC San Diego) and comprising campus and Academic Senate representatives, the ACC brings together faculty, assessment experts, registrars and student-support professionals. UC Online's stewardship of the task force allows for a seamless alignment of campus perspectives into a coordinated strategy that fortifies good academic practices and expands assessment access.

Global Language Network (GLN)

Prompted by the lack of access to less commonly taught languages (LCTLs), UC leadership has established the Global Language Network Task Force, chaired by UCLA Dean Alexandra Minna Stern. UC Online, as the system-level coordinator, provides the administrative, technical and governance infrastructures required for developing a scalable model that bolsters equity and preserves language programs systemwide.

The task force is advising on a systemwide framework to expand LCTL access through online delivery and cross-campus enrollment. This work includes credit and course-requirement recognition, establishing course-quality standards and defining online teaching and support practices. The group also will provide guidance on long-term governance and sustainability.

In its initial implementation phase in 24-25, the GLN prioritized eight languages - Arabic, American Sign Language, Filipino, Korean, Punjabi, Swahili, Ukrainian and Yiddish - reflecting statewide linguistic diversity as well as areas of academic fragility.

UC's First Cross-System Webinar Partnership in Artificial Intelligence

In partnership with the Systemwide AI Council, UC Online designed, produced and moderated AI and the Art of the Possible, UC's first cross-system academic webinar on artificial intelligence in teaching and learning. This event brought together faculty expertise from across UC to explore opportunities and challenges of artificial intelligence in the realm of education.

This demonstrated UC Online's ability to:

- Produce high-quality shared learning experiences.
- Facilitate systemwide dialogue in emerging educational technologies.
- Respond rapidly to urgent systemwide interests.

The webinar established a blueprint for future systemwide learning experiences that UC Online will sustain as part of its ongoing role in coordinating shared learning infrastructure and governance.

Enterprise Infrastructure and System Readiness

Building Shared Systems That Reduce Risk and Enable Scale

As UC's digital learning activity expands, the reliability, security and governance of the shared systems have become critical to the university. The work described in this theme reflects UC Online's responsibility for designing, operating and sustaining enterprise infrastructure that campuses rely on for compliance, coordination and long-term scalability.

Preparing Systemwide Infrastructure: SHAPE Training

In 2024–25, UC Online led systemwide implementation of the technical and operational infrastructure required for the launch of SHAPE, UC's centrally hosted platform for mandatory training on defining and preventing sexual violence, harassment and discrimination. Working with the Systemwide Office of Civil Rights (SOCR) and UC System Information Technology Services (ITS), UC Online designed the technical architecture, enrollment pipelines and governance framework.

This collaboration integrated policy expertise, system-level security and infrastructure-based leadership. It also engaged UC Online's learning-platform capabilities to produce shared workflows, campus-facing onboarding materials and implementation protocols.
The resulting framework provides UC with a scalable, secure environment that allows each campus to manage its own compliance responsibilities while benefiting from a unified systemwide infrastructure.

Summer Session Collaboration: A New Model for Shared Operational Design

In partnership with summer session directors across all UC campuses, UC Online developed the university's first unified search-and-discovery environment for fully online summer courses. Previously, students had to navigate ten separate campus websites to find available offerings. This collaboration created a single interface for students that centralizes options in one place.

UC Online also built a sustainable workflow that allows campuses to update course information through a shared system, with UC Online managing technical integration, search functionality and the user experience. Complemented by monthly systemwide outreach to students, the platform supports the alignment of campus and system offerings across the year.

Equity and Intersegmental Partnerships

Systemwide Infrastructure in Service of Access and Opportunity

For UC Online, providing equity-driven digital learning increasingly requires multicampus coordination to ensure that users have consistent access, credit portability and individual support. The work described in this theme reflects the building and maintenance that UC Online contributes to intersegmental partnerships, in the forms of scalable, shared infrastructure and operational frameworks.

Campaign for Transfer Excellence (American Talent Initiative)

As part of UC's Campaign for Transfer Excellence, a joint project of UC and the California Community Colleges (CCC), UC Online supported the development of two fully online mathematics courses: Calculus II for STEM Majors and Differential Equations/Linear Algebra. In collaboration with UC Merced, the Central Valley Higher Education Consortium and CCC partners, UC Online coordinated needs assessment, instructional design, curriculum approval and outreach to community colleges statewide.

AMERICAN TALENT INITIATIVE

The courses were designed in a synchronous format, with attention paid to how they align with transfer expectations. The resulting infrastructure includes a course portal, student support pathways and a streamlined registration process. This successful cooperation yielded a replicable framework for future online transfer offerings and advanced UC's systemwide commitment to equitable access and timely degree completion.

National Education Opportunity Network (NEON)

UC Online continued its collaboration with the National Education Opportunity Network (NEON), which brings college-level courses from universities to Title I high schools nationwide. Neon gives students an early, no-cost start on their college journey. The UC–NEON partnership exemplifies equity-driven, intersegmental collaboration.

In 2024–25, UC Online launched its first two NEON courses, Climate Justice (UC Merced and UC Davis) and Bending the Curve (UC San Diego), providing instructional design, coordination,

enrollment management and data infrastructure to enable systemwide participation and transferable UC credit.

This year's work culminated in NEON Scholars Day West, a UC-developed in-person event at UCLA hosting more than 200 NEON scholars, with the support of additional West Coast partners.

National Education Opportunity Network

Data Transparency and National Leadership

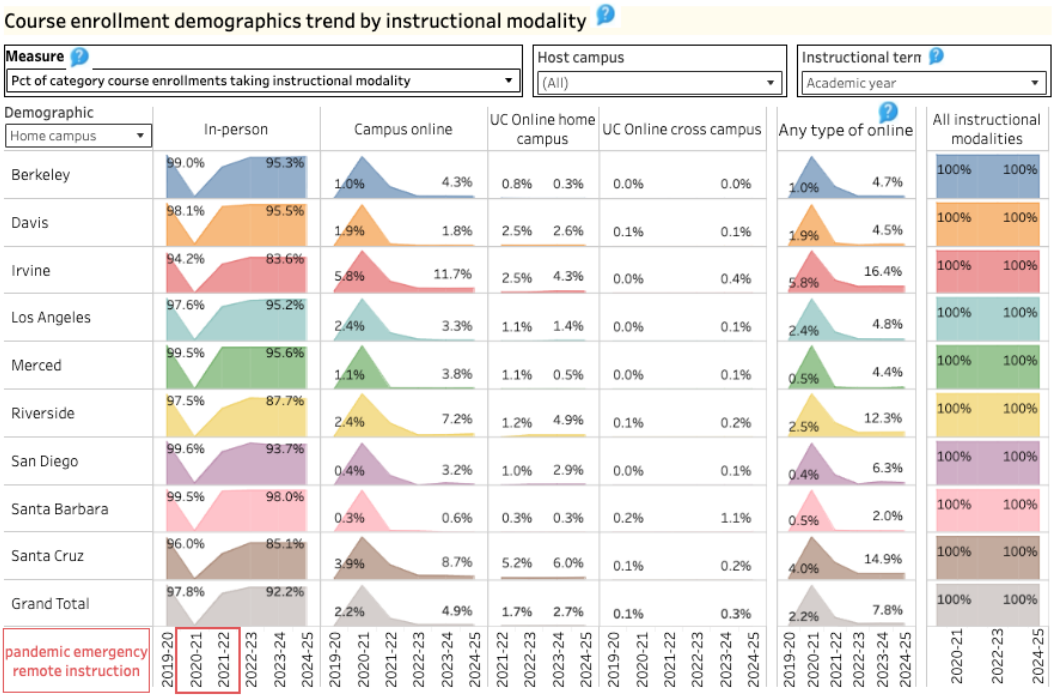
Institutional Credibility Through Shared Data and Coordinated Representation

As online education becomes a core component of UC's instructional portfolio, reliable data and informed external engagement are essential to institutional credibility, planning and public accountability. The work described in this theme reflects UC Online's responsibility for building shared analytical infrastructure and for representing UC's interests in national digital education forums.

Systemwide Data Transparency: Instructional Modality Dashboard with IRAP

UC Online partnered with Institutional Research and Academic Planning (IRAP) and the University Committee on Educational Policy (UCEP) to create a systemwide dashboard to track real-time enrollment data by instructional modality. This work reflects UC Online's growing contribution to UC's analytical and planning infrastructure.

Scan to interact with the dashboard



The Instructional Modality Dashboard provides:

- Systemwide and campus-level data on online, hybrid and in-person enrollment.
- Trends by term, instructional modality and course level.
- Clear visualizations of the growth and distribution of online learning across UC.

This tool advances UC's commitment to transparency in instructional planning, data-informed decision-making, public accountability and understanding the evolving role of digital education.

Expanding UC's National Role in Digital Education

Systemwide Membership in WCET and SAN

UC Online represented UC's national presence in online education through participation in the WICHE Cooperative for Educational Technologies (WCET) and the State Authorization Network (SAN). These memberships position UC to navigate evolving regulations that govern online learning and provide access to national expertise on compliance, distance education standards and emerging practices.

Engagement through WCET and SAN helps ensure that campuses receive consistent guidance in an increasingly complex regulatory environment, and it supports future systemwide initiatives requiring cross-state authorization or coordinated compliance.

UC Online partnered with Institutional Research and Academic Planning (IRAP) and the University Committee on Educational Policy (UCEP) to create a systemwide dashboard to track real-time enrollment data by instructional modality. This work reflects UC Online's growing contribution to UC's analytical and planning infrastructure.

Campus Investment

In 2024–25, UC Online distributed almost $3 million in combined support to UC campuses through block grants, cross-campus instructional funding and technical infrastructure.

Campus Funding	FY 2024-25
Block Funding	$1,319,000
Instructional Funding	$701,000
CCES Infrastructure	$816,300
Total	$2,836,300

Block Funding

Block awards provide flexible funding, enabling campuses to pursue local online learning priorities, from digital inclusion initiatives to instructional design support.

Cross-Campus Instructional Support

Cross-campus instructional funding support offsets costs for campuses hosting students from other UC campuses through Cross Campus Enrollment System.

Technical Operations

Sustains the infrastructure that enables CCES, data systems, reporting tools and cross-system integrations.

CCES Student Support Services

In addition to campus investments via block funding, cross-campus instructional funding, and technical infrastructure funding, UC Online provides support services for all CCES and UC Online students, advisors, and faculty in collaboration with the UC Merced Student First Advising Center.

Campus Spotlight Projects

This year, UC Online's campus investments in infrastructure-building, scalable projects include:

- UC Davis: EyeVocab development to support digital instruction in foreign languages
- UCLA: Advancing digital learning capacity with AI-integrated instructional design and media production upgrades
- UC Santa Cruz: Development of an online Business Management Economics pathway supporting new approaches to online degree access

What's Next: A Framework for Proactive Partnership

In 2024–25, the work of UC Online has positioned it not simply as a provider of online instructional support services, but as a catalyst for UC's next era of digital learning. The year ahead will build on this momentum, advancing a model of proactive partnership that brings campuses together around shared priorities, infrastructure and opportunity.

Deepening Campus Partnerships

UC Online will continue to cultivate relationships with faculty, academic departments, CIOs, registrars, advisors, instructional designers and members of faculty governance. As digital learning becomes more integral to UC's academic mission, UC Online will continue to convene systemwide collaborations so campuses can share expertise, co-design solutions and learn from one another.

Developing Sustainable Models for Growth

To support the expanding portfolio of systemwide initiatives, UC Online will work with campuses and UCOP colleagues to develop financial and technical models that support sustainability, reliability and scalability. These models will clarify roles, align resources and reinforce long-term stewardship.

Expanding Systemwide Initiatives with Campus-Led Vision

UC Online will deepen its role in launching and supporting systemwide initiatives that reflect campus needs and UC goals. This includes expanding the Global Language Network, reinforcing transfer pathways, supporting pilots of shared educational technologies and collaborating on AI literacy and implementation.

Advancing Data Transparency and Strategic Insight

Building on the systemwide instructional modality dashboard, UC Online will expand its contribution to UC's data strategy. New tools and reporting frameworks will help campuses understand demand, assess impact and make informed decisions about modality choices, staffing and resource allocation.

Conclusion: The Form Has Emerged

The past year was about shaping the clay and watching the form emerge into a structure built collaboratively, grounded in shared purpose and supported by systemwide partnership. As UC Online moves into the next year, it does so as a systemwide steward and convener helping the university fortify its digital learning ecosystem.