THE TEXAS STATE UNIVERSITY SYSTEM

Online Education
Annual Report

Fourth Edition, November 2020

Table of Contents

TSUS Online Education Annual Report Staff
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Remarks

As Chancellor of the Texas State University System, I'm excited about how online education enables Texans to further their education, find meaningful employment, earn higher wages, and improve their quality of life. That's why I encouraged a shared services vision and strategy for online education across TSUS institutions in 2016. Each of our seven institutions plays an integral part in educating students online who are unable to attend in-person because of geographic distance, work, or family obligations. Online education in our System has bridged this gap for thousands of students in Texas, and it continues to provide a practical pathway toward career advancement. Given the COVID-19 global pandemic, online education is more important than ever in empowering Texas citizens to earn a high-quality credential or degree online in today's rapidly changing economy.

Brian McCall, Ph.D.
Chancellor, Texas State University System

As Vice-Chancellor for Academic and Health Affairs, I'm committed to promoting Chancellor McCall's vision for online education. Offering degree programs online is the most effective way to reach adult learners in the 21st century. To that end, TSUS monitors several key performance indicators (KPIs) to measure TSUS progress in online education. Since 2016, our institutions increased the number of online degree programs from 90 to over 200, the number of semester credit hours offered online from 128,000 to over 480,000 and the number of 100% online students across TSUS institutions from 8,000 to over 13,000 in 2020. Most importantly, we almost doubled the number of online degrees awarded from about 2,800 in 2016 to nearly 5,500 in 2020.

John Hayek, Ph.D.
Vice Chancellor for Academic and Health Affairs

Once again, this year's Annual Report reflects the combined efforts of the TSUS administration, faculty, and staff across our seven institutions to increase educational opportunities for Texas citizens. However, there is much more work to be done, even though we collectively exceeded the three KPIs outlined in 2016 and made tremendous progress on the shared services initiative. I'm confident that we are up to the challenge and honored to serve as the Chief Online Education Officer for TSUS.

Bill Angrove, Ed.D.
Chief Online Education Officer, Texas State University System
Associate Vice President for Distance Learning, Sam Houston State University

Welcome

to the fourth edition of the Texas State University System Online Education Annual Report.

A s everyone is painfully aware, 2020 has been a year of unprecedented challenges—for higher education and for virtually every other part of American and global society. With the arrival of the COVID-19 pandemic early in the year, which also brought a powerful economic disruption with it, 2020 is a year we will never forget. The implications for higher education are profound.

This report will demonstrate the many ways in which the Texas State University System and its institutions have responded to the unique challenges of 2020, and will provide a glimpse of how we will continue to address those challenges in the years to come.

Once-in-a-Lifetime Changes Are Galvanizing Online Education

Pearson's 2020 Global Learner Survey provides several key findings from a Harris Poll survey of around 1,000 U.S. citizens representing a wide variety of ages, genders, ethnicities, socioeconomic status, and other characteristics. Here is a brief exploration of several findings from the survey.

[Reference: Pearson, The Global Learner Survey, August 2020.]

There's no returning to the pre-COVID education world.

Online learning experiences are here to stay. 87% of U.S. respondents agree that online learning will be part of the university experience in coming years.

87% *agree, online learning will be part of the university experience in coming years*

The pressure is on to build skills that will sustain people during and beyond the current crisis.

COVID-19 has fundamentally shifted how people view work and skills at all ages. Individuals are learning that work is changing even more quickly than it was before, and there is an urgent need to acquire the skills needed for employment in a digital world. People are also aware that they must prepare their children for a future full of digital work.

87% of U.S. respondents agree that the skills people need for work are different than five years ago, because we are now using more technology in our day-to-day work. 82% of U.S. respondents agree that because of the COVID-19 pandemic, more people will telework permanently rather than work in an office.

Digital skills are beginning to merge with overall soft skills, as people realize they need to be more human on a screen. 90% of U.S. respondents agree that people will need to develop more soft skills, such as critical thinking and creativity, because of how their jobs and careers are changing. 86% of U.S. respondents agree that people will need to develop more digital skills, such as virtual collaboration, virtual communication, analyzing data, or managing remote teams. 84% of U.S. respondents agree that people will need to be comfortable working in a highly digital environment—no matter what kind of job they have.

Since online education is here to stay, it's especially important to provide a better experience for learners.

People are predicting more virtual schooling in the years to come. 82% of U.S. respondents agree that more college/university students will attend school virtually (online) within 10 years. 74% of U.S. respondents agree that more primary and secondary students will attend school virtually (online) within 10 years.

In a digital world, people believe education is currently behind the technology curve, and they want to see educational institutions catch up. 88% of U.S. respondents agree that education should take advantage of technology to maximize the learning experience for students of all ages. 63% of US respondents agree that educational institutions are less effective at using technology than other industries (such as health care or banking).

To put the present experience of online learning in proper perspective, it is crucial to distinguish between courses that have been designed as fully online from the start, and courses that are usually conducted face-to-face but have been moved to remote delivery because of emergency circumstances.

Fully Online Classes

Fully online classes are those in which the instructor has put all materials in a learning management system, like Blackboard, ahead of the start of class. Online courses are reviewed and evaluated for state and federal requirements for online teaching. Lectures are usually pre-recorded, and students can view them anytime (on demand). In online courses, Blackboard is used extensively to conduct group work, submit assignments, complete tests, and participate in discussion forums. Online courses apply researched best practices between instructor and student.

Characteristics of Fully Online Courses:

▶ Planned approach

▶ Robust competency development in online instructional facility

▶ Systematic inclusion of pedagogy in instructional design

▶ Support technical and tool diversity and variety of software integrations

▶ Transformation of physical activities driven by technology

Emergency Remote Classes

Emergency remote classes are a strategy used when a crisis (weather, health, and infrastructure) forces a physical campus closure. Typically, instructors substitute in-person classroom activities with virtual ones. Emergency remote classes usually involve the use of web conferencing tools (like Zoom and Blackboard Collaborate) to meet in real-time and classes are held during their regular on-campus schedules. Emergency remote classes also use some tools in Blackboard, such as announcements, exams, and test proctoring.

"In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. When we understand ERT in this manner, we can start to divorce it from 'online learning'" (Hodges, Moore, Lockee, Trust, Bond, 2020).

Characteristics of Emergency Remote Courses:

▶ Speedy deployment, usually unexpected as a result of an emergency

▶ Rapid competency development

▶ Deferment of in-depth pedagogy

▶ Agreement on a basic set of tools

▶ Substitution of physical activities with virtual ones

[Reference: "The Difference Between Emergency Remote Teaching and Online Learning." Authors: Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond. Published: Friday, March 27, 2020]

Learners expect schools to reflect society's increased focus on equity.

People see the potential for online learning to expand access to education. 77% of U.S. respondents believe that online learning will likely give people more access to a quality education.

Universities have a larger role to play in driving economic recovery.

People still see higher education as a major driver of personal progress, meaning higher education has a real opportunity to help people get back to work and become more economically resilient. Universities can – and must – focus more on adult students. 73% of U.S. respondents agree that colleges and universities focus too much on young students and should offer better options for working adults. This result is a 6% increase from 2019.

Texas has a long history of recognizing the link between credentialing and socioeconomic impact. Such was the driver behind statewide initiatives like the 60X30TX Plan. Texas leaders and lawmakers recognized there is a rising demand for an educated workforce, both nationally and throughout the state, particularly considering the generational transition spurred by retiring baby boomers in the years to come.

In fact, these sentiments are widely held across the nation and worldwide. 80% of people surveyed in Pearson's Global Survey believe that "the federal government should change existing rules about financial aid and let adults use federal student grants to retrain or reskill throughout their working life." In addition, 76% of people surveyed agree that "the federal government needs to do more to help adults pay for job training or reskilling." Globally, 78% believe online learning will give people more access to a quality education.

For Texas to sustain its competitive advantage in the marketplace, while providing its citizens a fair chance at socioeconomic stability, education will have to remain at the forefront of the state's prioritized efforts.

[Reference: Pearson, The Global Learner Survey, August 2020.]

60x30TX
TEXAS HIGHER EDUCATION COORDINATING BOARD

" Texas has a long history of recognizing the link between credentialing and socioeconomic impact. Such was the driver behind statewide initiatives like the 60X30TX Plan. "

Exploring Opportunities in Online Education Within TSUS

Each two-year and four-year institution within the Texas State University System plays an integral part in building needed job skills for Texans who want to further their education during the current time of economic uncertainty. Quality online education offered by the colleges and universities in our System provides greater equity for students and continues to provide a path toward career achievement.

Opportunities start with our two-year institutions, which feature open enrollment for students from all walks of life, creating a strategic pathway to earn certificates and associate degrees online. Uniquely positioned to facilitate a lifelong relationship with its students, these open pathways lead to baccalaureate degrees, master's degrees, and even doctoral degrees online offered by our four-year institutions.

Additional opportunities in online education also include emergent alternatives, such as badges, micro-credentialing, and certificate programs. Competency-based education models designed with adult learners in mind include LinkedIn Learning, Western Governors University (WGU), and Straighterline.

"The future competitiveness of Texas is going to depend largely on how well we can unlock the potential of Texas students, and whether we can engage more students in higher education than we've ever successfully engaged before. If we're going to unlock student potential and strengthen our higher ed infrastructure, we're going to have to pick up the pace of educational innovation. That's going to be a major priority."

– Harrison Keller, Texas Higher Education Commissioner

Online Education Data and Goals

TSUS aligns with the Texas Higher Education Coordinating Board's distance education definitions.

Coordinating Board rules recognize two categories of distance education courses: fully distance education courses and hybrid/blended courses.

A fully distance education course is defined as "a course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time." At least 85% of instructional time must be fully distance.
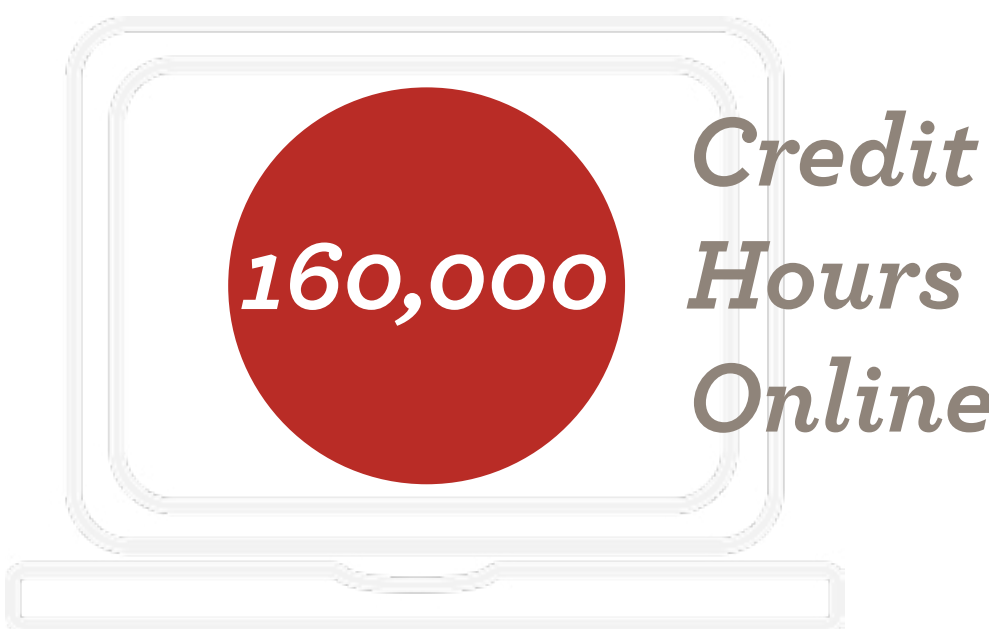
A hybrid/blended course is defined as "a course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place."

Texas State University System

Key Performance Indicators 2018-2020

Highlighted below are TSUS's goals and achievements in terms of degree programs offered online, semester credit hours earned online, and degrees earned online by 2020.

2020 Online Education Goals

128 Degree Programs Online

160,000 Credit Hours Online

3,390 Degrees Awarded Online

2020 Online Education Achievements

Degree Programs Online

Year	Value
2018	161
2019	188
2020	210

2020 Goal:
128 Degree Programs Online

Semester Credit Hours Online

Year	Value
2018	168,779
2019	174,992
2020	481,603

2020 Goal:
160,000 Semester Credit Hours Online

Degrees Awarded Online

Year	Value
2018	3,690
2019	5,287
2020	5,485

2020 Goal:
3,390 Degrees Awarded Online
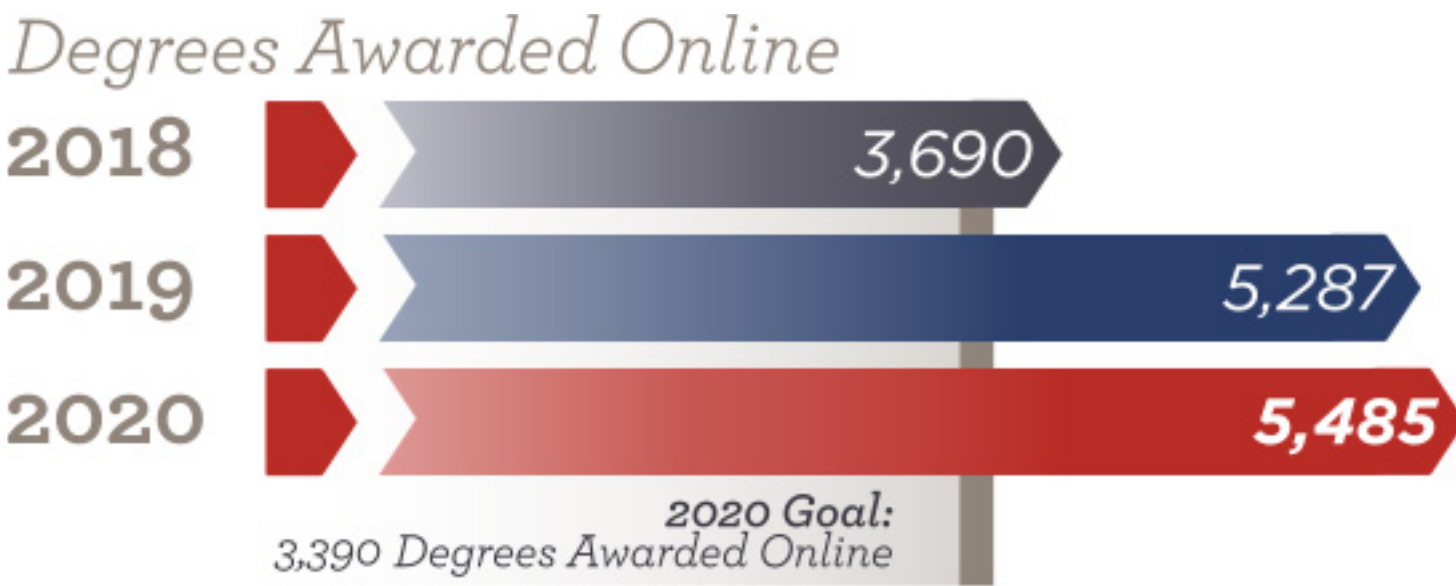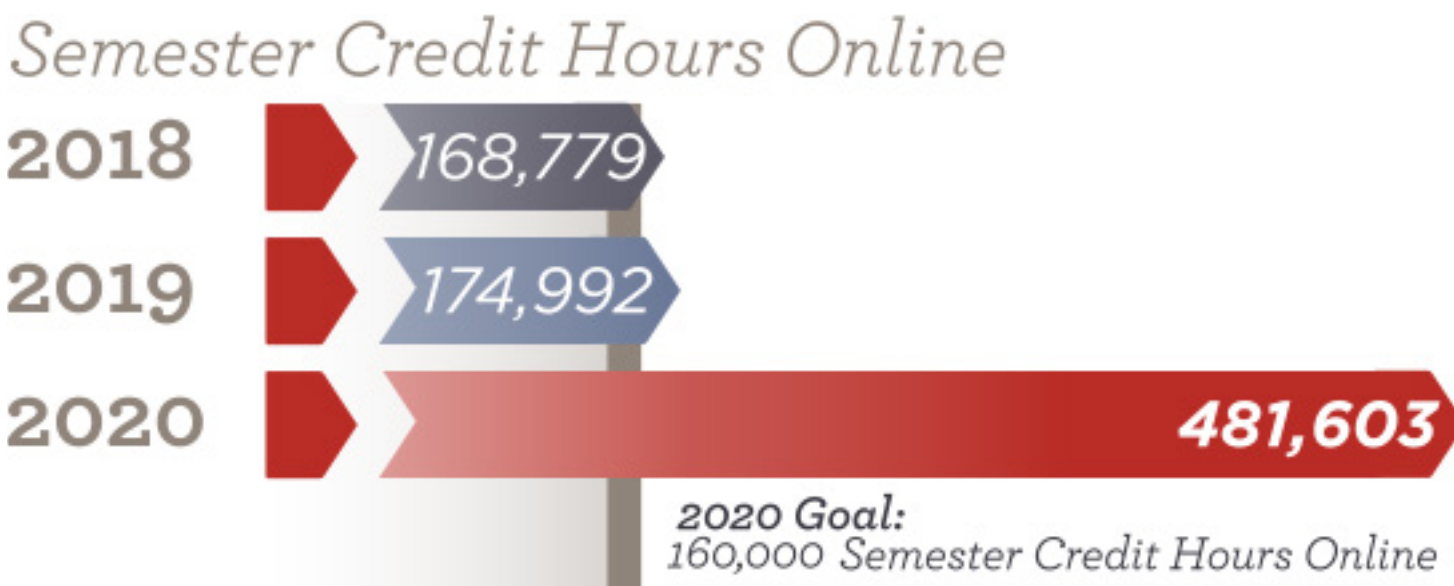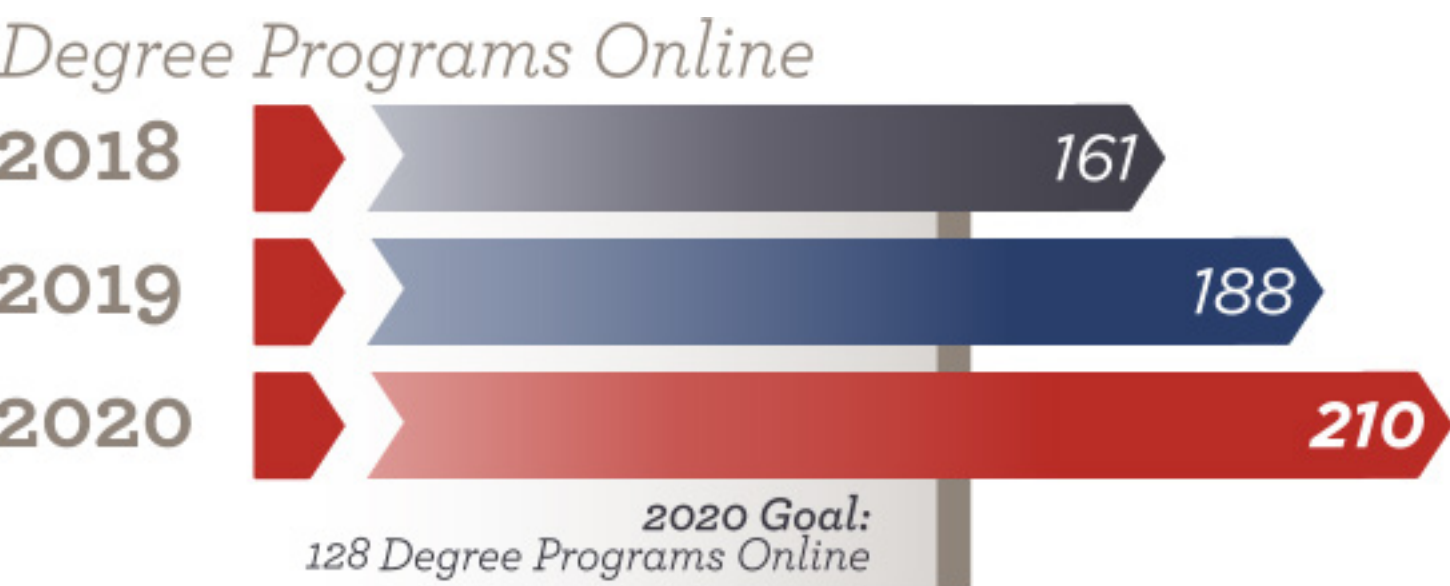
Lamar University

Key Performance Indicators 2018-2020

In Spring 2020, LU Online went from serving over 45% of all students enrolled at LU, to serving 100% online due to COVID-19. In Fall 2020, with in-person instruction resuming and a record enrollment of over 17,000 students, 64% of total semester credit hours continued to be fully online.

Online programs received national recognition in 2020 for affordability - Master's of Business Administration, Master's of Science in Nursing, Bachelor of Science in Industrial Engineering, and Bachelor degrees in both Sociology and Criminal Justice. The B.S. in Industrial Engineering, Master's

in Mental Health Counseling, Bachelor's in Entrepreneurship, and Bachelor's in Probation Officers also were recognized as best online degrees.

LU Online continues to excel in the delivery of educational content to students while expanding options such as adding a counseling certificate to the Master's of Education in Counseling to prepare students to sit for the Licensed Professional Counselor exam.

Degree Programs Online

Year	Value
2018	42
2019	52
2020	54

2020 Goal: 65 Degree Programs Online

Semester Credit Hours Online

Year	Value
2018	62,792
2019	57,970
2020	88,331

2020 Goal: 60,000 Semester Credit Hours Online

Degrees Awarded Online

Year	Value
2018	2,214
2019	3,334
2020	3,491

2020 Goal: 4,500 Degrees Awarded Online

Student Enrollment by Semester Credit Hours (SCH)

Education Mode	Fall 2018 Semester Credit Hrs	% of Total	Fall 2019 Semester Credit Hrs	% of Total	Fall 2020 Semester Credit Hrs	% of Total
Fully Online Education	62,792	44%	57,970	44%	88,331	65%
Total	141,773	100%	132,872	100%	135,311	100%

Over 88,000 SCH Online
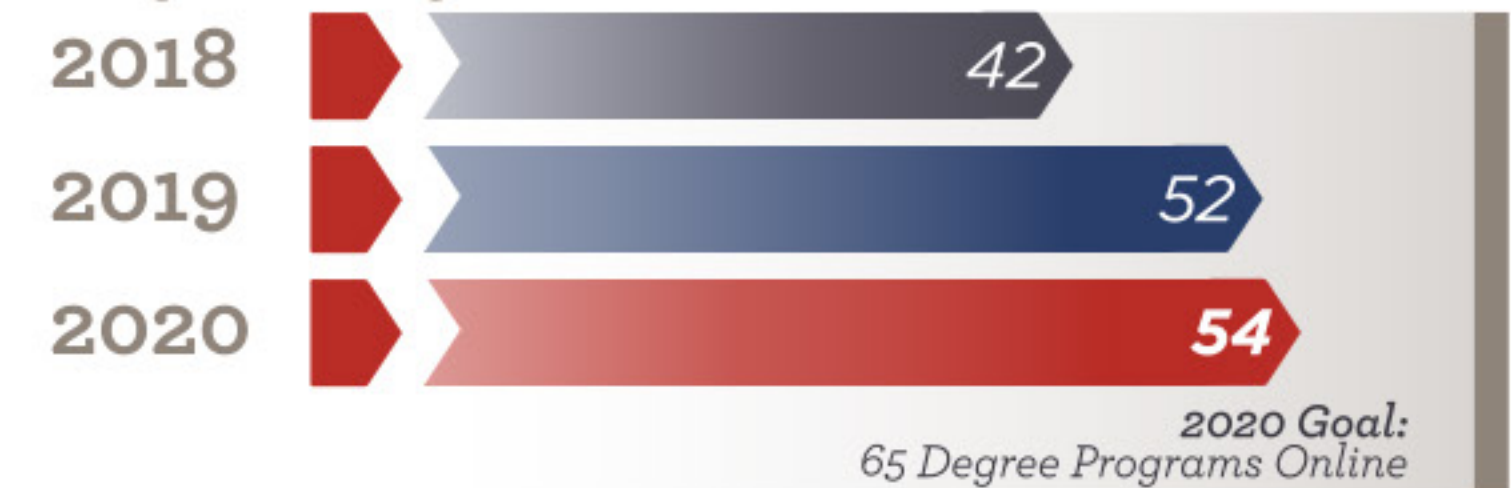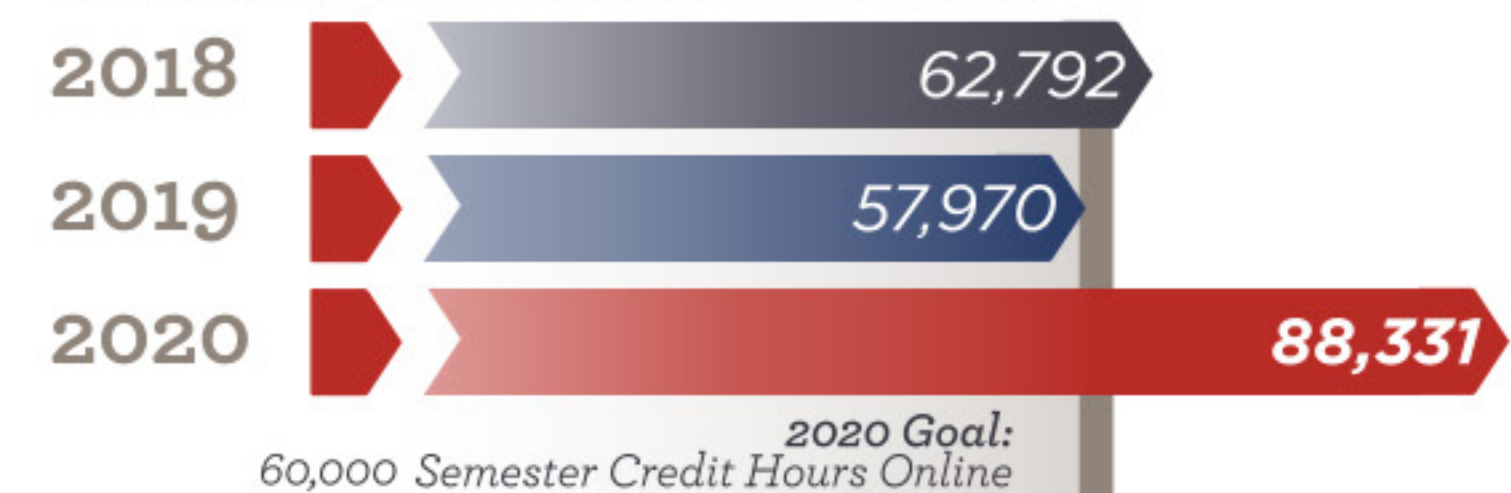
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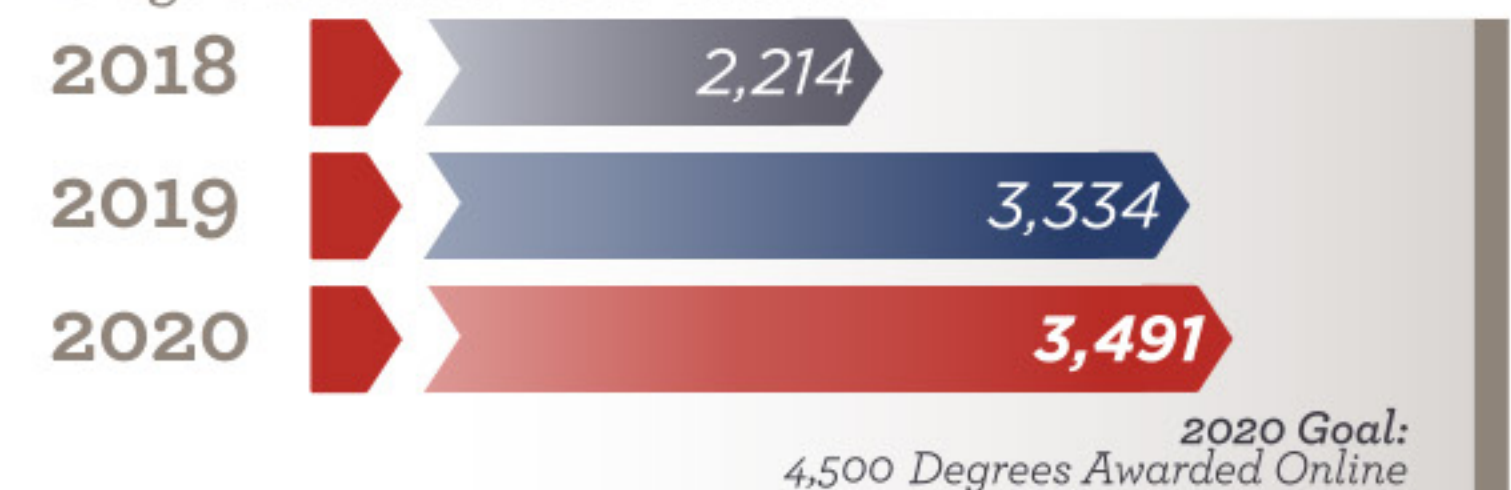
Sam Houston State University

Key Performance Indicators 2018-2020

Several new degree programs offered online have been established over the past year at Sam Houston State University, including B.S., and B.A. degrees in Communication Studies, B.S., and B.A. degrees in Fashion Merchandising, an M.A. degree in Band Studies, and an M.A. degree in Mathematics.

Presently, SHSU has 4,433 students taking 100% of their courses online, which is a 21% increase in headcount from the fall semester of 2019.

Thanks to an innovative recruiting campaign, SHSU Online delivered over 18 million targeted ads via digital television, online video, and social media, which netted over 1,400 new 100% online students.

Approximately 58% of undergraduate students are taking one or more courses online and almost 70% of graduate students are taking all their courses online.

SHSU was named number one in the OnlineColleges.com study of the best online colleges in Texas for 2020. Additionally, US News and World Report ranked SHSU Criminal Justice graduate programs number one in the nation for Military Veterans.

Student Enrollment by Semester Credit Hours (SCH)

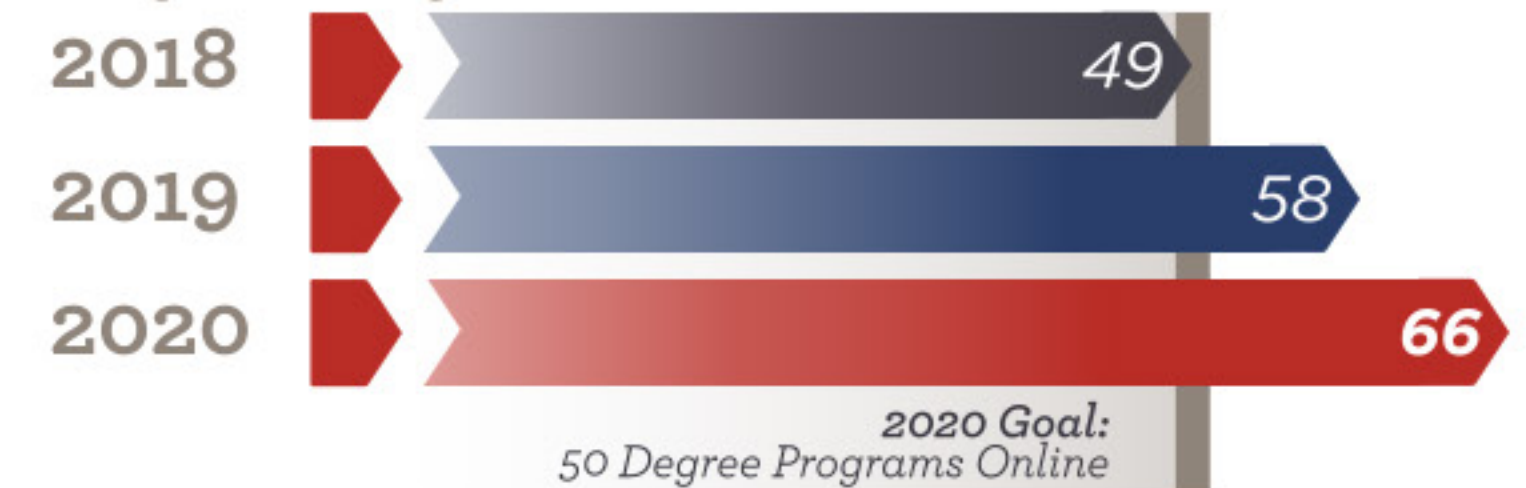| Education Mode	Fall 2018		Fall 2019		Fall 2020	
	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	60,765	24%	63,563	25%	76,863	30%
Total	253,972	100%	258,911	100%	258,744	100%

21% Increase in Fully Online Students

Degree Programs Online

- 2018: 49
- 2019: 58
- 2020: 66

2020 Goal:
50 Degree Programs Online

Semester Credit Hours Online

- 2018: 60,765
- 2019: 63,563
- 2020: 76,863

2020 Goal:
70,000 Semester Credit Hours Online

Degrees Awarded Online

- 2018: 916
- 2019: 1,296
- 2020: 1,313

2020 Goal:
875 Degrees Awarded Online

Sul Ross State University

Key Performance Indicators 2018-2020

SRSU's shared services partnership with SHSU has positively impacted the SRSU online educational area in many ways. SHSU has opened up its weekly online webinars, SHSU-hosted conferences/training events, and the Online Course Redesign and Faculty Certification program to all SRSU faculty. As of the time of migration to the TSUS Blackboard environment for Fall 2020, Sul Ross faculty now have access to a team of instructional designers to aid in their course development, as well as advanced Blackboard components that promote a richer DE learning experience, System-wide software licenses, a 24/7 Blackboard Online Support Desk, and an SRSU-dedicated instructional designer.

The SRSU Online Distance Education Committee has committed to crafting an SRSU DE Strategic Plan for 2021 that will outline the university's vision for its online/DE academic commitment going forward, as well as how that vision is implemented to providing quality online/DE courses and programs for SRSU students.

Degree Programs Online

- 2018: 20
- 2019: 19
- 2020: 19

2020 Goal: 13 Degree Programs Online

Semester Credit Hours Online

- 2018: 7,199
- 2019: 7,021
- 2020: 14,262

2020 Goal: 8,300 Semester Credit Hours Online

Degrees Awarded Online

- 2018: 133
- 2019: 165
- 2020: 165

2020 Goal: 134 Degrees Awarded Online

Student Enrollment by Semester Credit Hours (SCH)

Education Mode	Fall 2018		Fall 2019		Fall 2020	
	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	7,199	27%	7,021	29%	14,262	60%
Total	26,617	100%	23,900	100%	23,591	100%

Over 14,000 SCH Online
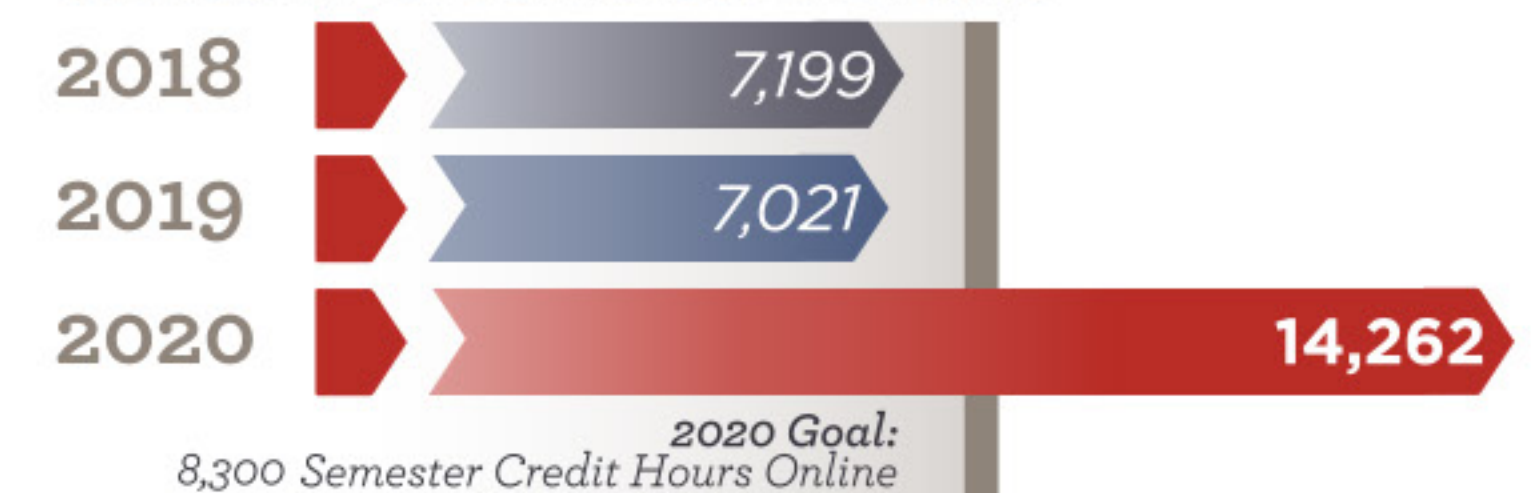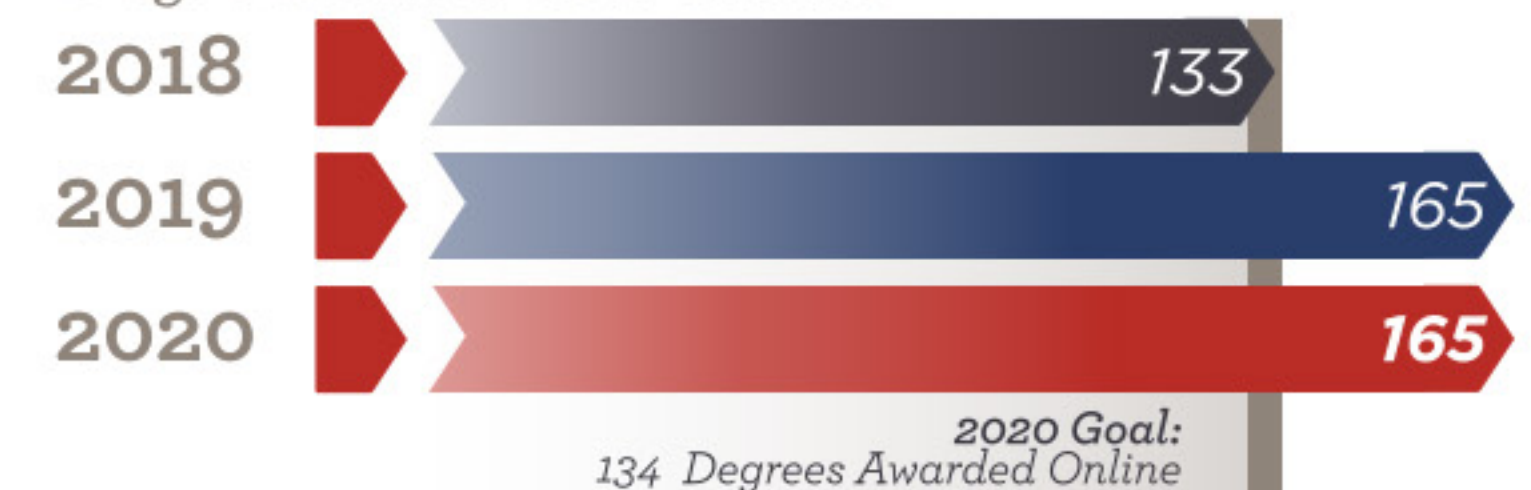
Texas State University

Key Performance Indicators 2018-2020

Texas State University is a public, student-centered, Emerging Research University dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Texas State's almost 38,000 students choose from 99 bachelor's, 93 master's and 14 doctoral degree programs offered by the following colleges: Applied Arts, McCoy College of Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts, Science and Engineering, University College, and The Graduate College.

Typically, Texas State University has just over 1,000 undergraduate and graduate students who are 100% online. Routinely, 6-7% of semester credit hours (SCH) are attributable to online learning; however, response to the COVID-19 pandemic generated unusual and temporary growth in SCH offered via online learning in Fall 2020. However, the pandemic has revealed the popularity of some online learning, especially at the graduate level and during the summer semester, which the university intends to better capitalize on going forward.

Degree Programs Online

2018	16
2019	20
2020	23

2020 Goal:
8 Degree Programs Online

Semester Credit Hours Online

2018	22,763
2019	26,521
2020	260,314

2020 Goal:
25,000 Semester Credit Hours Online

Student Enrollment by Semester Credit Hours (SCH)

Education Mode	Fall 2018		Fall 2019		Fall 2020	
	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	22,763	5%	26,521	6%	260,314	57%
Total	468,799	100%	464,433	100%	454,531	100%

Degrees Awarded Online

2018	231
2019	301
2020	231

2020 Goal:
70 Degrees Awarded Online
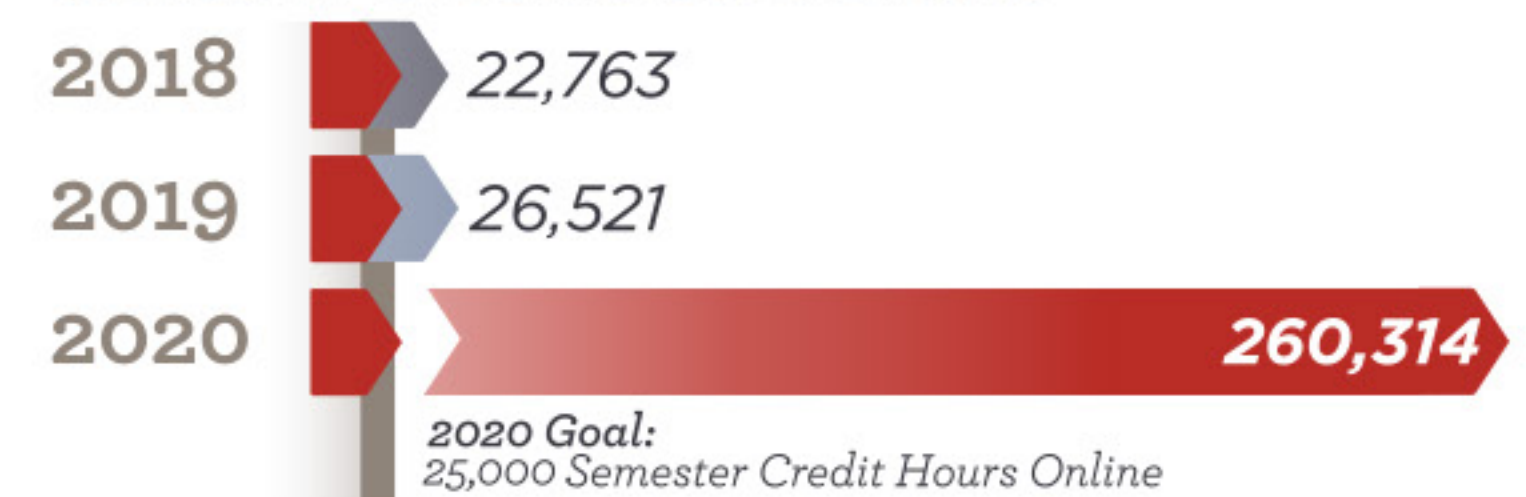
Over 260,000 SCH Online

Lamar Institute of Technology
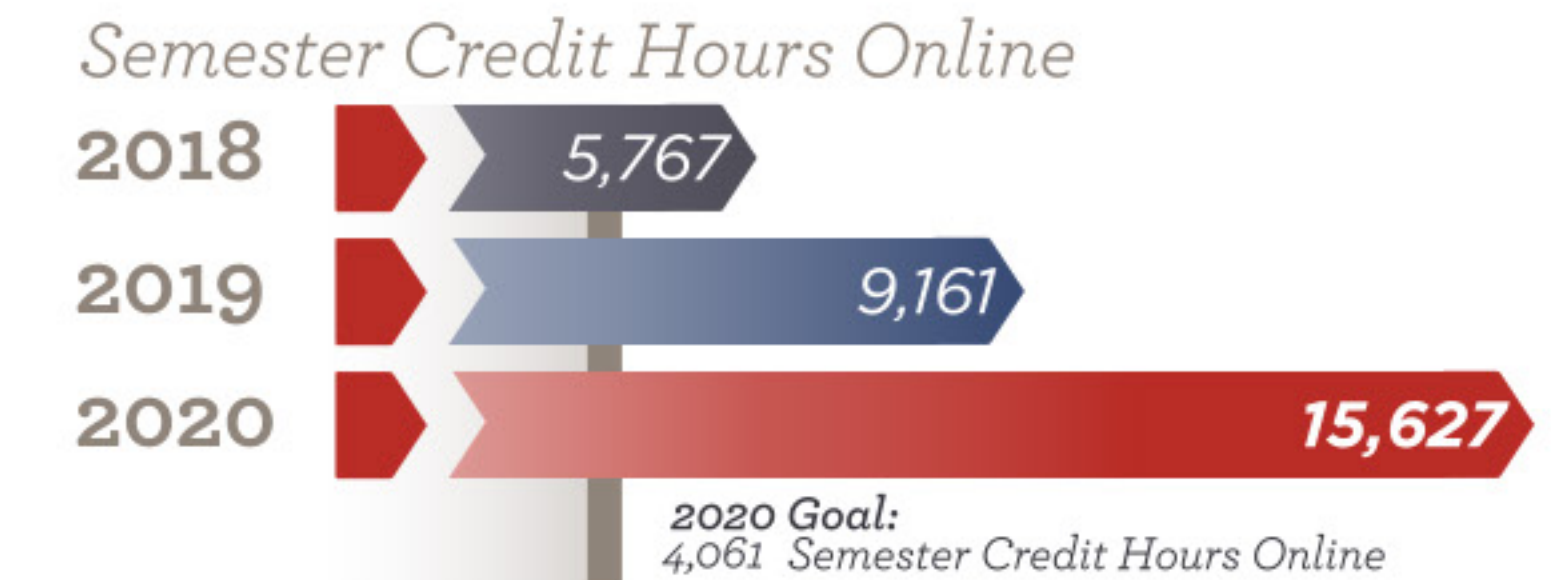
Key Performance Indicators 2018-2020

Lamar Institute of Technology offers 10 fully online (100%) degree or certificate programs and 34 partially online (50-95%) programs. Fully online programs include associate degrees in General Business, General Education, Criminal Justice, Real Estate, Accounting, and the Texas Core Curriculum. Fully online certificate programs are available in Accounting Technology, Emergency Management & Homeland Security, Management Development, Real Estate, and Medical Coding. LIT offers numerous online courses each semester. Lamar Institute of Technology, as of Fall 2020, had 1,257 fully online students, with an additional 1,518 students taking at least one or more courses online.

Student Enrollment by Semester Credit Hours (SCH)

Education Mode	Fall 2018		Fall 2019		Fall 2020	
	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	5,767	18%	9,161	25%	15,627	39%
Total	31,699	100%	36,820	100%	39,907	100%

Over 15,000 SCH Online

Degree Programs Online

2018 — 24
2019 — 26
2020 — 28
2020 Goal: 8 Degree Programs Online

Semester Credit Hours Online

2018 — 5,767
2019 — 9,161
2020 — 15,627
2020 Goal: 4,061 Semester Credit Hours Online

Degrees Awarded Online

2018 — 223
2019 — 215
2020 — 280
2020 Goal: 300 Degrees Awarded Online

Lamar State College Orange

Key Performance Indicators 2018-2020

Most degree programs at Lamar State College Orange offer a portion of required courses online. In Fall 2020, online course offerings included 30 hybrid and 80 fully online courses. Most dual-credit courses are taught online, with 100% of dual-credit students who are enrolled in online classes being taught by LSCO faculty.

The following degrees can be completed completely online: A.A. Liberal Arts, A.A. Communications, A.A.S. Business Management, A.S. Business, A.S. Computer Information Systems, A.S. Computer Science, A.S. Criminal Justice, A.S. Natural Science.

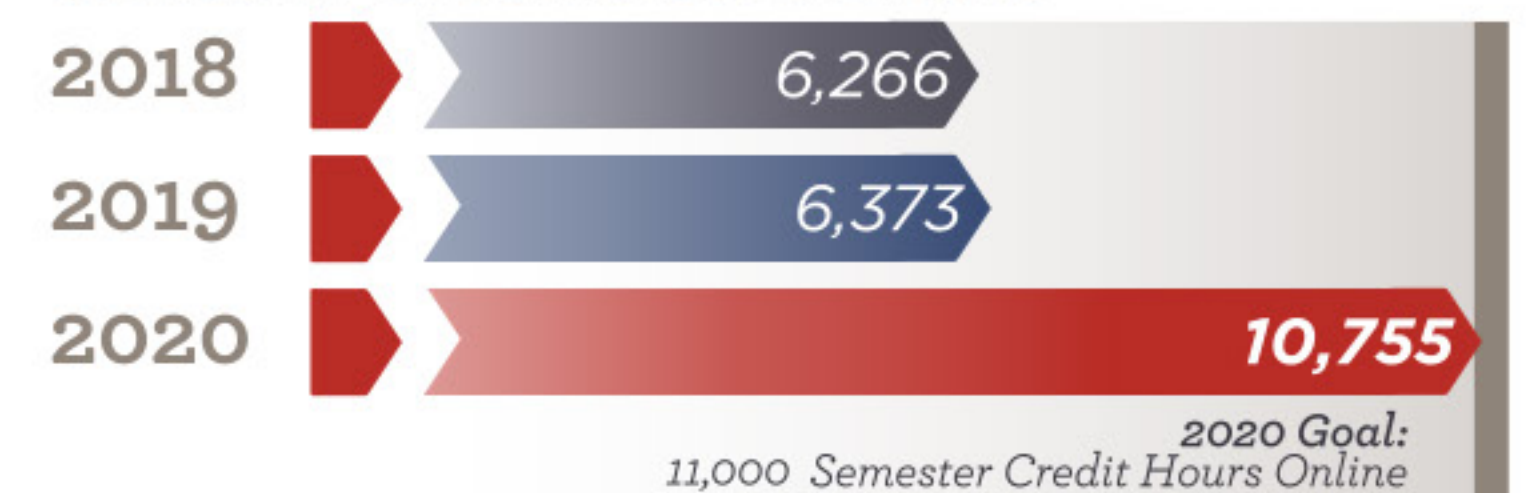### Student Enrollment by Semester Credit Hours (SCH)

Education Mode	Fall 2018		Fall 2019		Fall 2020	
	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	6,266	31%	6,373	30%	10,755	51%
Total	20,406	100%	21,483	100%	20,916	100%

19 Online Degree Programs

Degree Programs Online

2018 11
2019 13
2020 19

2020 Goal:
3 Degree Programs Online

Semester Credit Hours Online

2018 6,266
2019 6,373
2020 10,755

2020 Goal:
11,000 Semester Credit Hours Online

Degrees Awarded Online

2018 3
2019 5
2020 5

2020 Goal:
5 Degrees Awarded Online
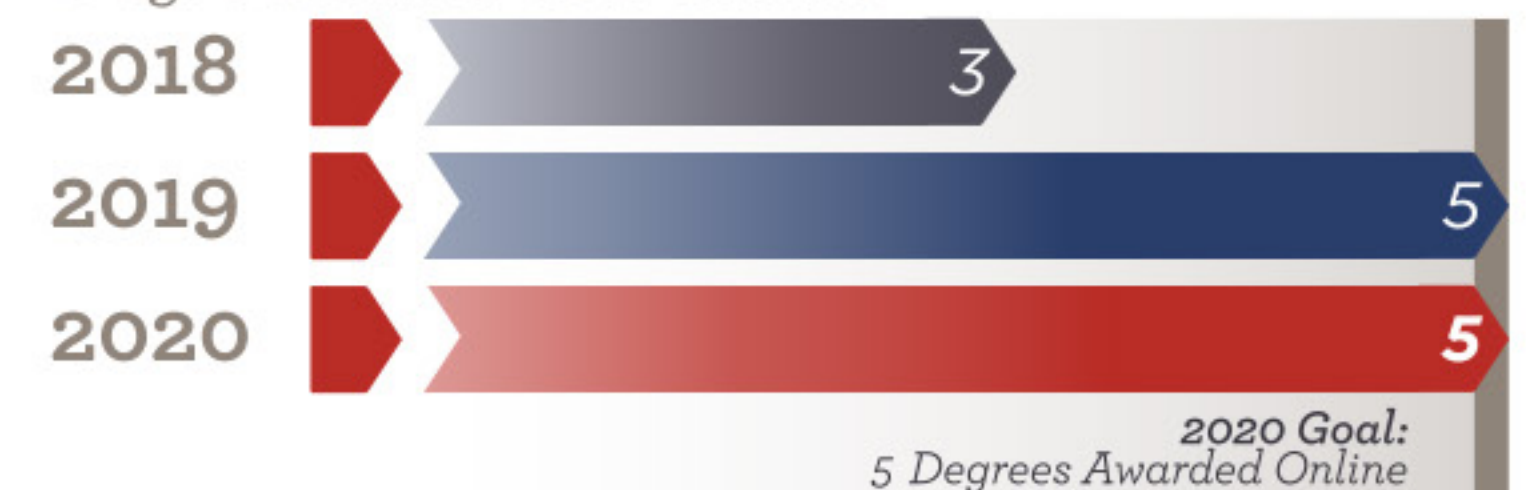
Lamar State College Port Arthur

Key Performance Indicators 2018-2020

Over 335 courses are now offered online at Lamar State College Port Arthur, allowing additional flexibility in class schedules for students who are working. Additionally, online courses allow for social distancing to help fight the spread of COVID-19.

Eight-week sessions are available for students who wish to take courses over a shorter time period, as opposed to a traditional semester.

Lamar State College Port Arthur students can enroll in online classes after consulting with an advisor. Students new to Lamar State College Port Arthur must first apply for admission to the college. The registration period for online courses is concurrent with on-campus courses.

Over 2,600 Lamar State College Port Arthur students learn valuable job-ready skills through a curriculum of more than 30 academic and technical programs that will transfer to a four-year college or university. In the fall of 2020, Lamar State College had 2,367 students taking one or more courses online.

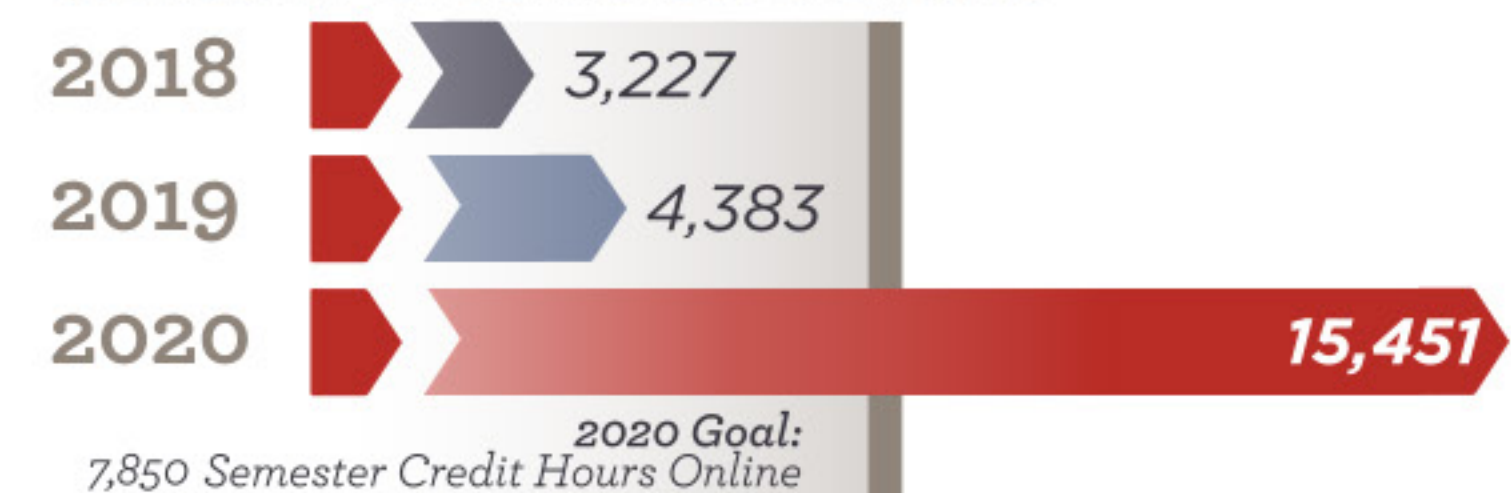### Student Enrollment by Semester Credit Hours (SCH)

Education Mode	Fall 2018		Fall 2019		Fall 2020	
	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	3,227	15%	4,383	18%	15,451	67%
Total	22,112	100%	24,672	100%	22,964	100%

Over 15,000 SCH Online

Degree Programs Online
2018   0
2019   0
2020   1

2020 Goal:
6 Degree Programs Online

Semester Credit Hours Online
2018   3,227
2019   4,383
2020   15,451

2020 Goal:
7,850 Semester Credit Hours Online

Degrees Awarded Online
2018   0
2019   0
2020   0

2020 Goal:
0 Degree Programs Online

Next Steps
Shared Online Education Services

COVID-19 has had an immense impact on higher education, revealing areas for improvement in delivery of degree programs and many other implications for the future of academia. The development of shared online education services by TSUS over the past few years has given the System a head start in meeting the challenges posed by COVID-19, as well as other possible future contingencies.

The pandemic has specifically brought into high relief significant inequities, in terms of internet access and computer resources, among students across the state. TSUS should do its part by making a reduction in the gap between technology "haves" and "have-nots" a high priority, so that all Texans' needs for fast and reliable access to online learning are addressed.

As the Pearson report states, "Online learning will be a key part of experiences for learners of all ages, and economic uncertainty will drive more people to upskill and reskill for job security." In short, there will be no return to the pre-COVID world of higher education.
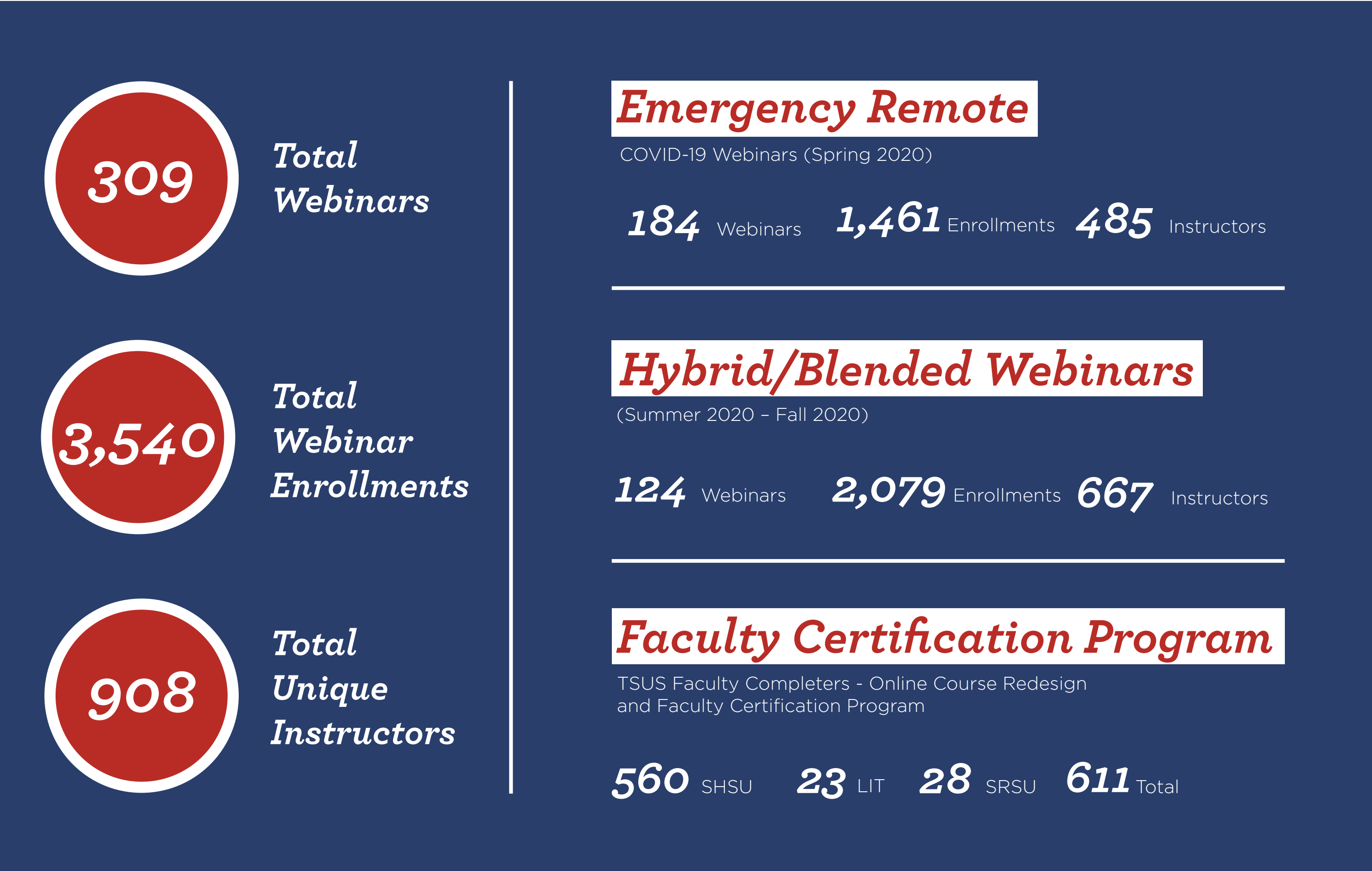
The numbers tell the story. Expansion of Sam Houston State University's 24/7 Support Desk availability to Lamar Institute of Technology and Sul Ross State University resulted in a total of 19,148 unique support requests resolved. Similarly, 51 faculty members from LIT and SRSU joined 560 of their colleagues at SHSU in taking advantage of SHSU's Online Course Redesign and Certification program, a major example of faculty development for faculty members across the System.

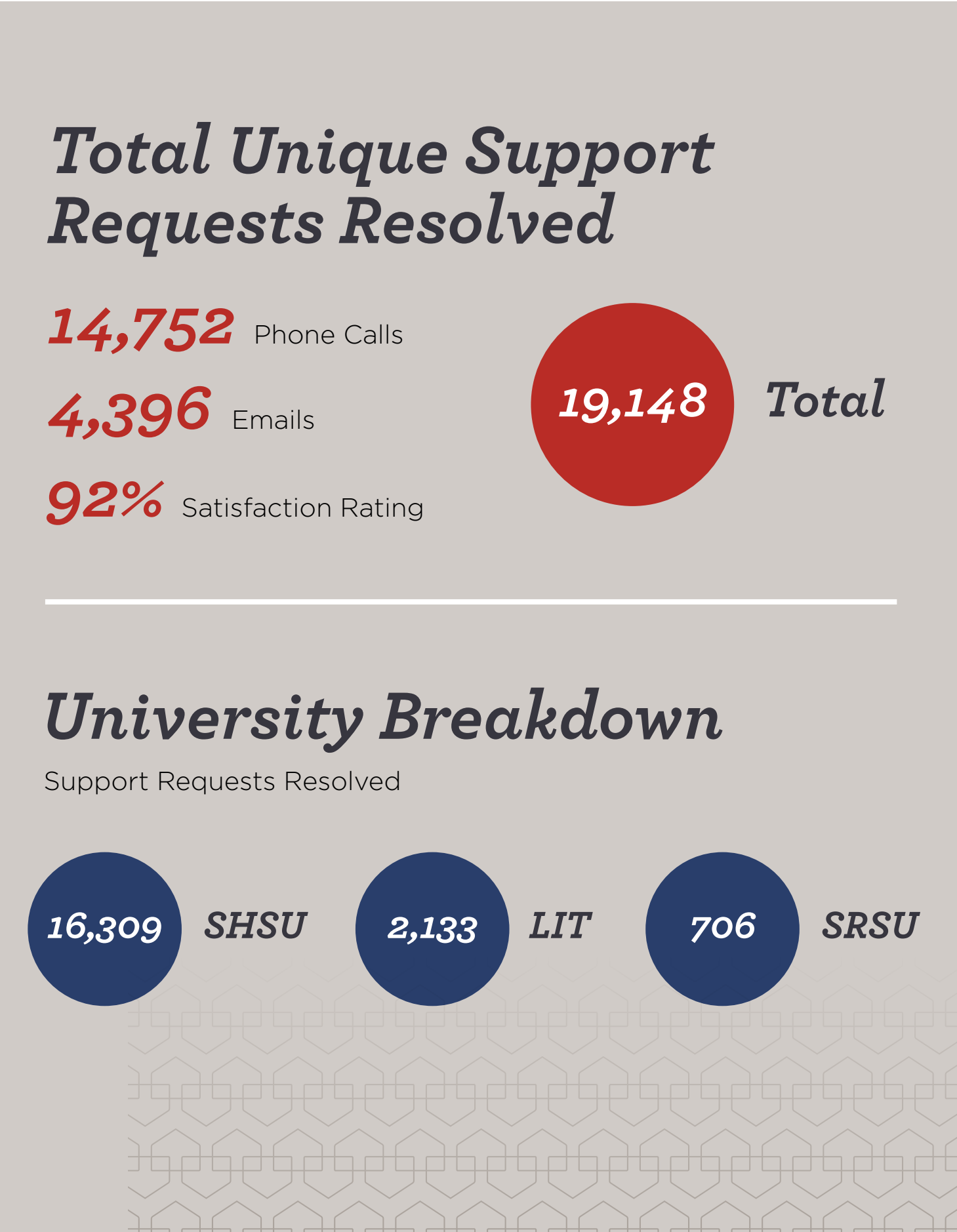[Reference: Pearson, The Global Learner Survey, August 2020.]

Shared Services by the Numbers

Faculty Professional Development

309 Total Webinars

3,540 Total Webinar Enrollments

908 Total Unique Instructors

Emergency Remote
COVID-19 Webinars (Spring 2020)

184 Webinars **1,461** Enrollments **485** Instructors

Hybrid/Blended Webinars
(Summer 2020 – Fall 2020)

124 Webinars **2,079** Enrollments **667** Instructors

Faculty Certification Program
TSUS Faculty Completers - Online Course Redesign and Faculty Certification Program

560 SHSU **23** LIT **28** SRSU **611** Total

24/7 Technical Support

Total Unique Support Requests Resolved

14,752 Phone Calls

4,396 Emails

92% Satisfaction Rating

19,148 Total

University Breakdown
Support Requests Resolved

16,309 SHSU **2,133** LIT **706** SRSU

Institutional Collaboration

The shared service activities undertaken between TSUS member institutions are based on a spirit of cooperation and reciprocity that is intended to benefit all participating institutions. Sam Houston State University, Lamar Institute of Technology, and Sul Ross State University have already adopted a shared instance of Blackboard, with access to the complete suite of licenses native to the LMS.

In addition to a robust installation of Blackboard, other benefits of shared services include licensing for exam proctoring, lecture capture and video hosting software, ADA compliance tools, access to a 24/7 Support Desk, instructional design services, and faculty development workshops.

In early 2020, SHSU's Online Operations department began working directly with SRSU to implement aspects of the same shared services initiative begun a year earlier with LIT. In an article in the June issue of SHSU Online Newsletter, Tim Parsons, SRSU's Blackboard Administrator, Instructional Designer, and GSC Supervisor, noted, "There was no bigger wake-up call for Sul Ross State University's online/DE academic support structure than the overwhelming strain that the COVID-19 pandemic put on our small faculty/staff/student support team. It brought into extreme focus how badly we needed to enter into this enhanced, TSUS collaborative effort in order to be able to consistently provide top-level support and quality online teaching platforms for our faculty and students."

With the value of institutional collaboration between TSUS members SHSU, LIT, and SRSU already established, the need for additional shared-services initiatives involving System members is clear. Over the coming year, the System's Chief Online Education Officer and other System leaders will work with responsible officials at TSUS member institutions to expand the present collaborations, and will identify and pursue additional opportunities for shared services within the System and its institutions.

[Reference: "TSUS Shared Services Initiative Reaches Key Milestone," SHSU Online Newsletter, June 2020.]

Fully Online Students Across Texas

As online education continues to become more mainstream, Texas institutions of higher education should focus on scaling academic programs and services and building partnerships to better address student needs. Those partnerships should include, as the Introduction to this report noted, badges, micro-credentialing, certificate programs, and competency-based education models at scale, as well as other innovative uses of technology to enhance online teaching and learning (e.g., virtual and augmented reality, artificial intelligence and machine learning, 3D printing, gamification, etc.).

Keeping students and their lifelong educational journeys in mind, TSUS institutions should continue to enhance learning experiences through faculty development, training, and intentional design of online instruction. Faculty certification for online instruction at SHSU has proven to aid in developing effective tools for teaching online. Throughout the pandemic, faculty from LIT, SRSU, and LSCO joined SHSU faculty members in participation in the redesign/certification program. Expanding certification and training System-wide could enhance online courses designed in advance for online delivery, thus improving the learning experience for students.

Working together, fellow TSUS institutions can serve Texans' widely varying higher-education needs. Some important examples of those needs include:
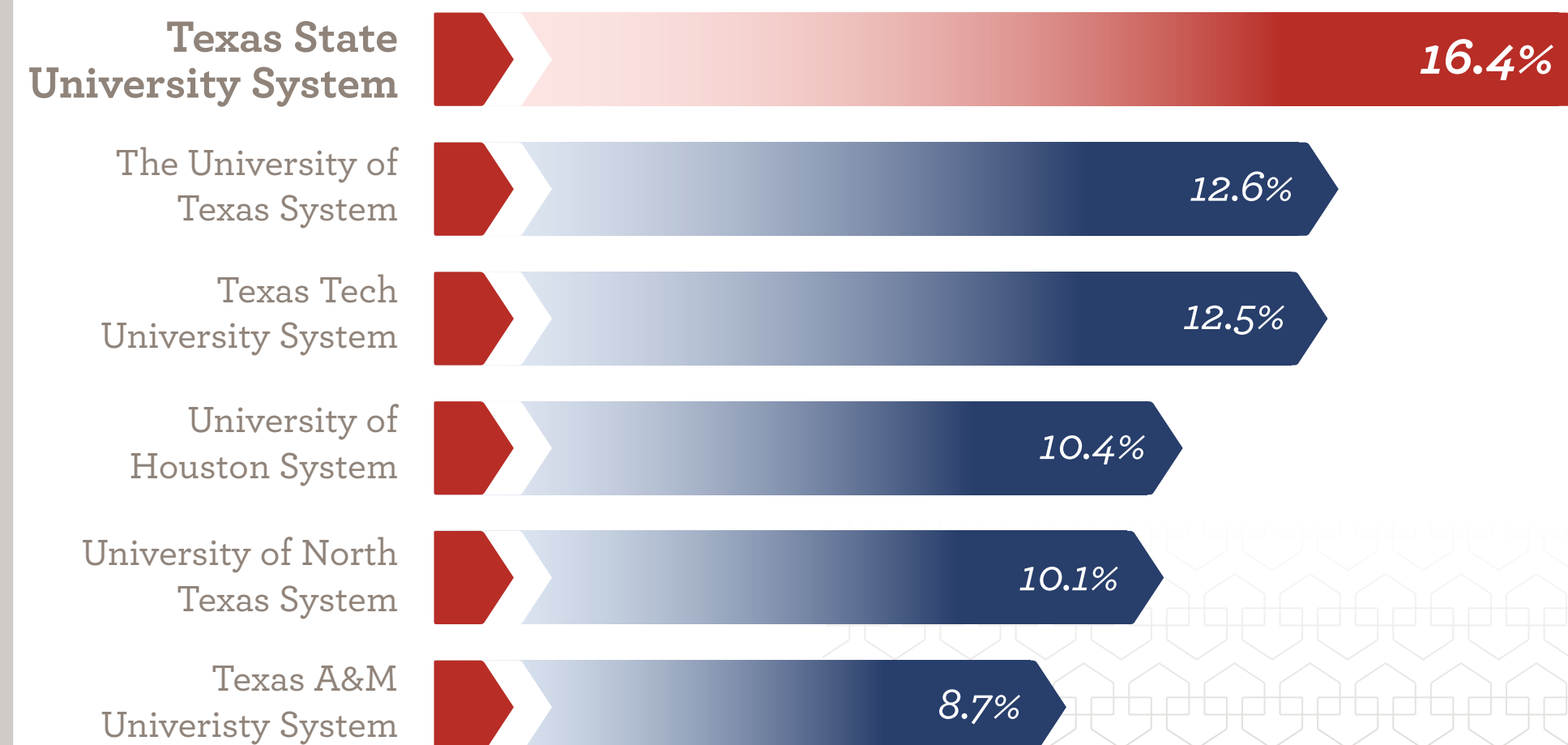
▶ Dual-credit programs for high school graduates

▶ A pipeline within TSUS institutions allowing transfer students and/or associate-degree holders to complete four-year bachelor's degree programs

▶ Paths to advanced (graduate) degrees for bachelor's degree holders

▶ High-quality, low-cost, accelerated online academic programs for adult learners

TSUS Fully Online Students Across Texas, Fall 2020
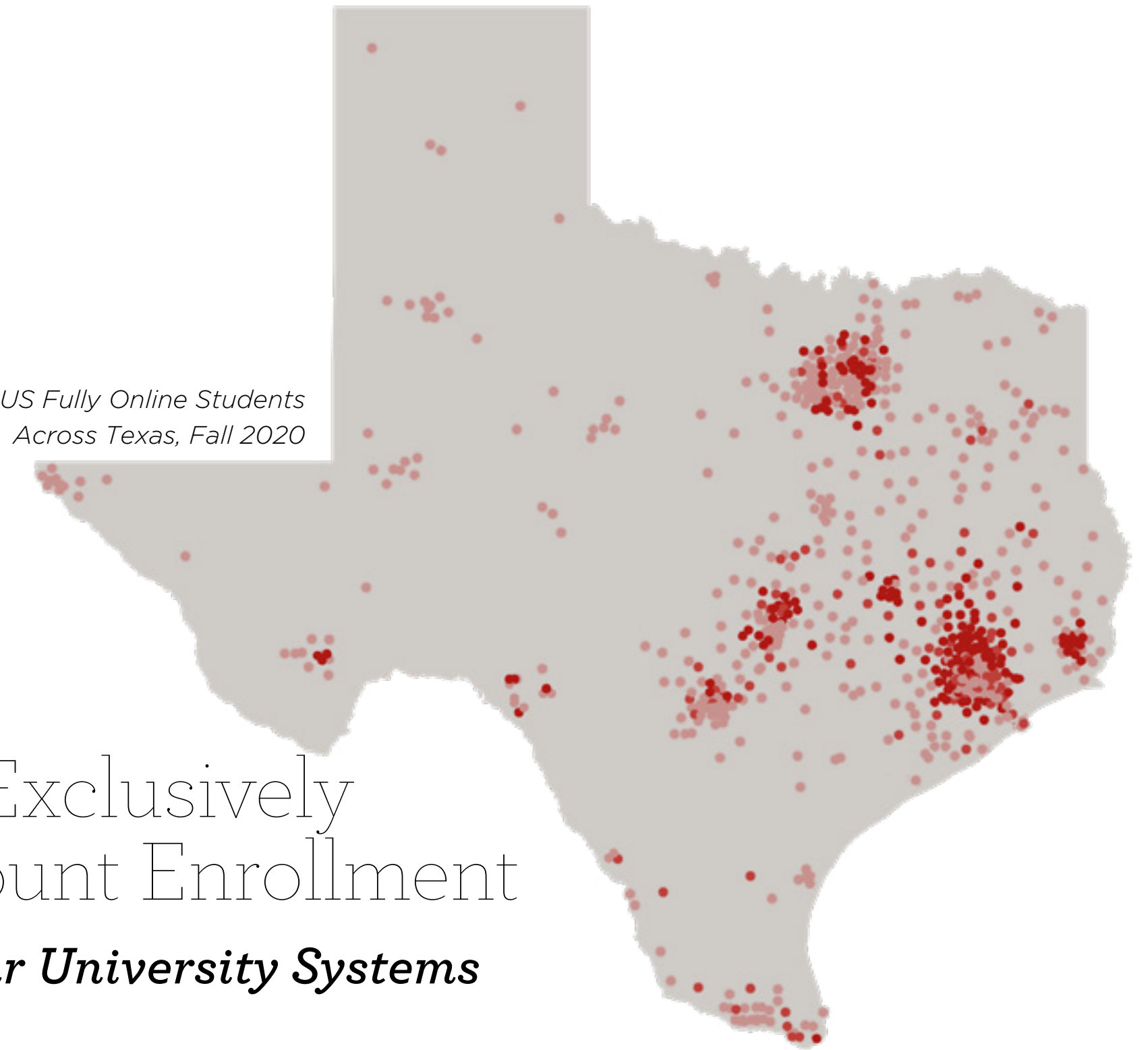
Percentage of Exclusively Online Headcount Enrollment

Texas Public Four-Year University Systems

IPEDS Data - Fall 2018

System	Percentage
Texas State University System	16.4%
The University of Texas System	12.6%
Texas Tech University System	12.5%
University of Houston System	10.4%
University of North Texas System	10.1%
Texas A&M Univeristy System	8.7%

Credits

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Chief Data Officer
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