



Online Education

Annual Report

Fifth Edition, November 2021



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Remarks



Five years ago, the Texas State University System launched a “shared services” initiative to strengthen collaboration between our member institutions delivering educational content online. No one could have predicted that four years later, we would be forced to move 100 percent of our courses online, virtually overnight. Though not ideal, the dramatic shift online during the early days of the COVID-19 pandemic has reinforced our commitment to delivering high-quality online degree and credential programs for students unable to attend in-person because of geographic distance, work, or family obligations. Today, each of our seven institutions plays an integral part in educating students online, bridging a gap for thousands of students in Texas and providing a practical pathway toward career advancement.

A handwritten signature in black ink that reads "Brian McCall".

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



As Vice-Chancellor for Academic and Health Affairs, I’m excited about all the great work happening in online education across our system. Over the past two years, the global pandemic placed unprecedented stress on higher education and our system’s faculty, staff, and leadership have done an amazing job of responding with enhanced, high-quality online offerings and support systems to help our students succeed. The Texas State University System’s continued leadership in online education is evidenced by significant gains in the number of online degree programs, semester credits hours offered online, as well as the number of online degree awarded by our institutions. TSUS continues to be well positioned to leverage its online expertise and developing technologies to enhance statewide student access and success.

A handwritten signature in black ink that reads "J. Hayek".

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



This edition of the Annual Report marks five years of documenting the efforts of TSUS and our seven institutions to improve the online experience for Texans who turn to us for our quality degree and career enhancement programs. Even though we have been navigating challenging times in the most recent years, I am confident that TSUS institutions will lean into improving online education, reaching more students across Texas and beyond. As the system’s Chief Online Education Officer, I look forward to our continued progress together.

A handwritten signature in black ink that reads "Bill Angrove".

Bill Angrove, Ed.D.
*Chief Online Education Officer, Texas State University System
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Fifth edition

of the Texas State University System Online Education Annual Report

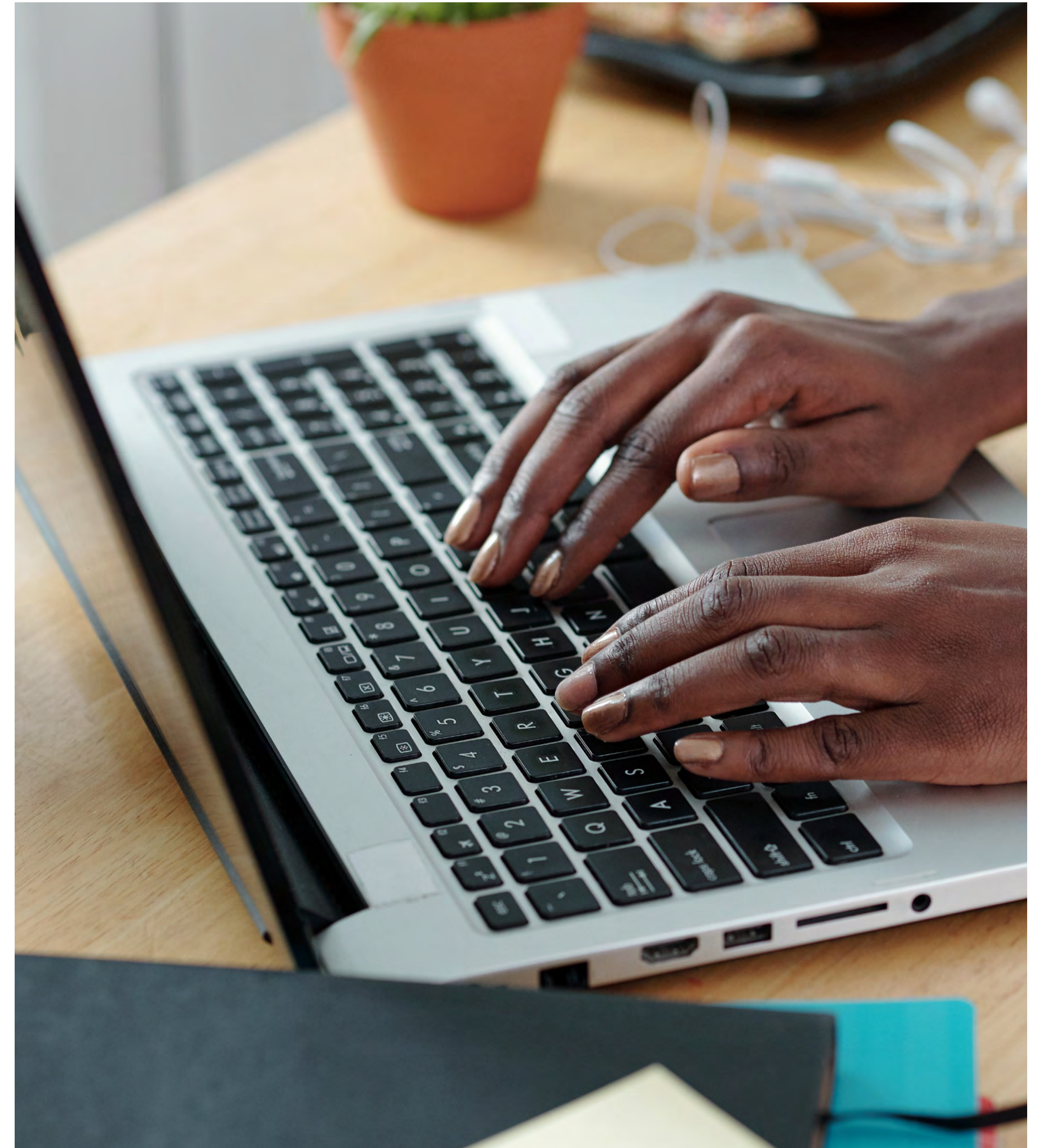
As the online education enterprise begins to emerge from the long shadow of the COVID-19 pandemic, educators are taking stock of the many changes the pandemic has wrought on institutions large and small. Many of these changes are here to stay, even as temporary measures are being withdrawn.

In the first days of the crisis in early 2020, emergency remote instruction proved to be an effective strategy for academic continuity. They provided a stop-gap solution, especially in Spring 2020 as the pandemic's full force arrived in the United States and around the world, which helped students

and faculty at TSUS institutions and elsewhere begin to adjust to the online modality.

For faculty members, this transitional period helped to demystify online teaching, especially for those who had been hesitant to adopt digital forms of instruction. Faculty acquired skills and developed competencies in teaching remotely, and this resulted in substantial changes in awareness of, and often attitudes toward, alternative teaching approaches.

During the transition period, students were assured flexibility and academic continuity, which minimized potential



delays in completion of their degrees. Student services were delivered remotely, ensuring that students continued to receive support from their institutions during campus closures.

These features of emergency remote instruction, which were well-accepted by both faculty and students, have laid a foundation for optimism—even as more deliberate methods have been adopted regarding online course content and design since the emergency period. McKenzie notes that this optimism is reflected in the fact that online enrollment has continued to grow during the pandemic, while face-to-face enrollments have declined [Reference: [McKenzie, L., “Students Want Online Learning Options Post-Pandemic”. Inside Higher Ed \(2021\).](#)]

Faculty are now both more optimistic, and less pessimistic, about higher education in the medium-term (five years) than in the short-term (two years), according to Veletsianos, Johnson, and Seaman. [Reference: [Veletsianos, G., Johnson, N. & Seaman, J. \(2021\). Digital Faculty: Faculty Expectations About the Future of Higher Education. Bay View Analytics.](#)] 58 percent of faculty members said their attitude toward online learning had improved. [Reference: McKenzie, L. (2021) *ibid.*] The long-term trend among faculty has been one of increasing acceptance and adoption of digital course materials.

The Fall 2020 term results represented a rapid acceleration of that trend, as Seaman and Seaman note [Reference: [Seaman & Seaman, Digital Texts in the Time of COVID \(2021\). Bay View Analytics](#)]. Due to the pandemic, twice as many faculty members taught online

**Looking ahead
to teaching and learning
post-pandemic,**

73%

**of students somewhat or
Strongly agree
that they intend to take
some of their courses in a
fully online format**

[Reference: [Digital Learning Pulse Survey: Pandemic-Era Report Card Students, Faculty and Administrators Reflect Upon the Academic Year \(2021\). Bay View Analytics](#)]

**The shift in face-to-face
instruction dropped
from nearly all faculty
(96%) teaching at least
one face-to-face course
in 2019, to only 14%
doing so in Fall 2020.**

78%

**of online students
who have also learned in
a face-to-face setting feel
online experience
was the same or better
than their classroom experience**

[Reference: [Magda, A. J., Capranos, D., & Aslanian, C. B., \(2020\). Online College Students 2020: Comprehensive data on demands and preferences. Louisville, KY: Wiley Education Services](#)]

during the Fall 2020 term as compared to previous years, while face-to-face courses were taught by only one in seven faculty members. In fact, almost three-quarters of all faculty taught an online course during the Fall 2020 term. The percentage of face-to-face instruction dropped from nearly all faculty (96 percent) teaching at least one face-to-face course in 2019, to only 14 percent doing so in Fall 2020.

For students, online instruction has provided a solid way to continue learning, while for institutions, it has become key to retaining enrollments. Students, like faculty members, reported that their attitudes toward online learning have significantly improved in the past year, McKenzie notes. [Reference: McKenzie L., (2021), *ibid.*]. A majority of students, 57 percent, said they felt more positive about online learning now than before the pandemic. Seventy-eight percent of online students who have also learned in a face-to-face setting feel their online experience was the same or better than their classroom experience. Most students want the option to keep studying online, according to new survey results, even after the pandemic fully subsides.



A Lasting Influence

In Digital Faculty: Faculty Expectations About the Future of Higher Education, Bay View Analytics conducted a survey with the following prompt: “It’s 2025. Did COVID-19 have an impact on your college/university?”

Approximately 80 percent of faculty members responded in the affirmative, while only four percent of respondents thought that COVID-19 would not have an impact. The rest were uncertain.

Bay View Analytics then asked respondents to predict whether COVID-19 would have a lasting influence on their institution and to describe how they would adapt. Responses can be seen in a word cloud visualizing the top frequency words.

In total, faculty wrote 14,759 words, and the most frequent words used were online (455), students (261), classes (162), faculty (152), and courses (150), indicating that faculty responses focused on topics pertaining to teaching, learning, students, and faculty.

These responses indicate that faculty members believe the transition to remote education may have a lasting effect.

[Reference: Veletsianos, Johnson, & Seaman (2021), *ibid.*].

Improving the Online Learning Experience

With the pandemic-driven increase in online education over the past year, a growing focus has developed on the quality of the experience in TSUS institutions. The quest for higher quality has taken several forms, from online departments finding new ways to expand or partner with academic service departments, to addressing a growing need for online tutoring, to thoughtful redesigns of online courses which include inclusive content, greater ADA compliance, and recognition of disparate student learning styles.

- ▶ **Blackboard Ally for Learning Management System (LMS)**, built into the TSUS Master Agreement, a tool that provides alternate file formats, including electronic braille, semantic HTML, audio, and other inclusive technologies.



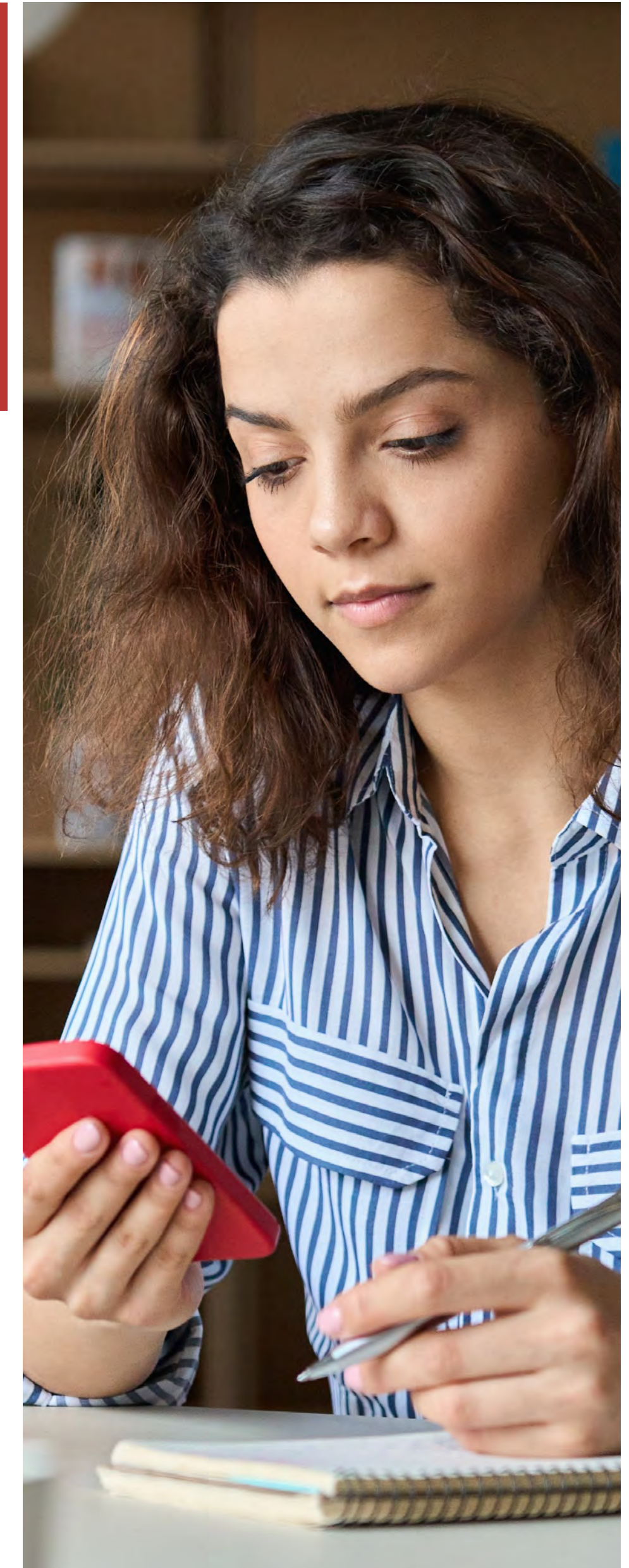
- ▶ **10th Annual Digital Education Summit (#DES21)**, a free, virtual, one-day teaching and learning event promoting best practices and methodologies for online educators in K-12 and higher education. To reflect the salience of accessibility in online learning, Chad E. Foster was chosen as keynote speaker for #DES21. As the first blind graduate of the Harvard Business School leadership program and an extraordinarily successful entrepreneur, he lent a unique perspective to the event. 213 registrants from TSUS institutions participated in the event this year. Future Digital Education Summits will continue to feature broad participation from state institutions and organizations, including TSUS member institutions.

"I am confident that TSUS is emerging as the system of choice for students with disabilities and students presenting the full range of learning differences."

Dr. Bill Angrove,
Chief Online Education Officer

One striking statistic: Fully 74 percent of online college students want to use their mobile devices, such as a phone or tablet, to help them progress, no matter where they are, through their courses [Reference: Magda, A. J., Capranos, D., & Aslanian, C. B., (2020), *ibid.*]. (More on the TSUS response in the Next Steps section, page 16). Most of these on-the-go students use these devices to complete readings or to view videos. This commanding number requires creativity and innovation on the part of faculty and instructional designers to ensure that online courses are mobile-friendly.

At this point, 24 percent of TSUS institutions' students are studying exclusively online. This percentage amounts to over 24,000 students—enough to constitute a large traditional university, according to the Carnegie Classification of colleges and universities, which defines a "Large" public institution usually as one with more than 10,000 students. That number represents a 73 percent increase, over two years, in the number of students studying exclusively online at TSUS institutions.





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 percent of instructional time must be fully distance.

A hybrid/blended course as defined in the Texas Administrative Code is 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 2019-2021

Highlighted below are TSUS's goals and achievements in degree programs offered online, semester credit hours generated online, and degrees awarded online by 2021.



2025 Online Education Goals

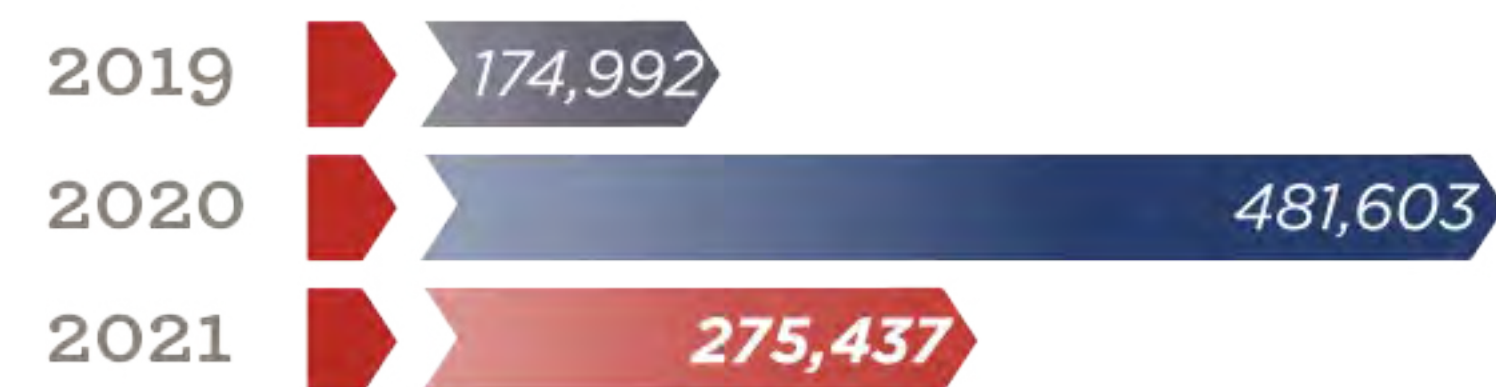


2021 Online Education Achievements

Degree Programs Online



Semester Credit Hours Online



Degrees Awarded Online



NOTE: Emergency remote instruction significantly increased semester credit hours online during COVID-19 pandemic.

Lamar University

Key Performance Indicators 2019-2021

Lamar University continues its commitment to providing excellent educational programs in an affordable online format for students who do not take traditional on-campus courses. LU's online Registered Nurse to Master of Science in Nursing degree program was ranked No. 2 in the nation by [EduMed.org](https://www.edumed.org), and the online Master of Public Health Program has been ranked the No. 6 most affordable program in the nation by [EduRef.net](https://www.eduref.net). In addition, [Courseadvisor.com](https://www.courseadvisor.com) ranked Lamar University the No. 1 best value school for entrepreneurial students who want to pursue a bachelor's degree in Texas.

Fall 2021 total semester credit hours for fully online was 57 percent, which is a 13 percent increase from pre-pandemic numbers. Fifteen degree programs and two certificate programs were added to the online format over the past year, with a total of 71 programs currently being offered online. For Fall 2021, 9,223 students are online only, 83 percent of undergraduate students are taking at least one online course, and 89 percent of graduate students are online only.

Enrollment by Semester Credit Hours (SCH)

	Fall 2019		Fall 2020		Fall 2021	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	57,970	44%	88,331	65%	73,954	57%
Total	132,872	100%	135,311	100%	130,714	100%



Degree Programs Online

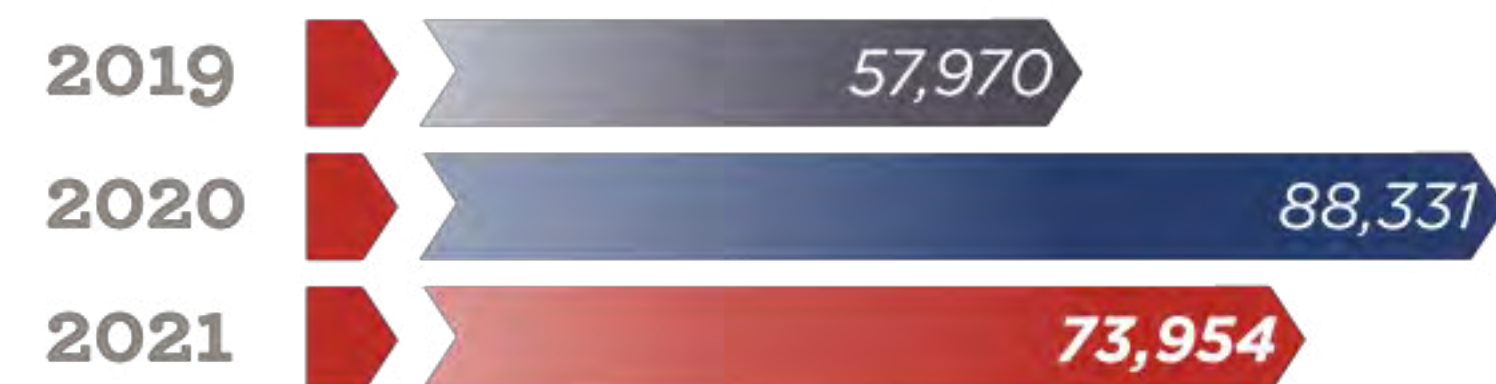


2025 Goal

80

Degree Programs Online

Semester Credit Hours Online



2025 Goal

98,935

Semester Credit Hours Online

Degrees Awarded Online



2025 Goal

3,687

Degrees Awarded Online

Sam Houston State University

Key Performance Indicators 2019-2021

The 2020 shift to emergency remote courses created a moment of transformation at Sam Houston State University. The pandemic crisis prompted a wave of new online offerings and accelerated growth throughout the institution. In the past year, SHSU Online designed and developed 389 new, fully online courses.

New programs have also been designed for online delivery, and existing hybrid programs were converted to a fully online modality.

A broader adoption of online offerings was further fueled by program redesigns which transformed the ways in which student assessments were offered, eliminating campus-bound assignments and on-site expectations.

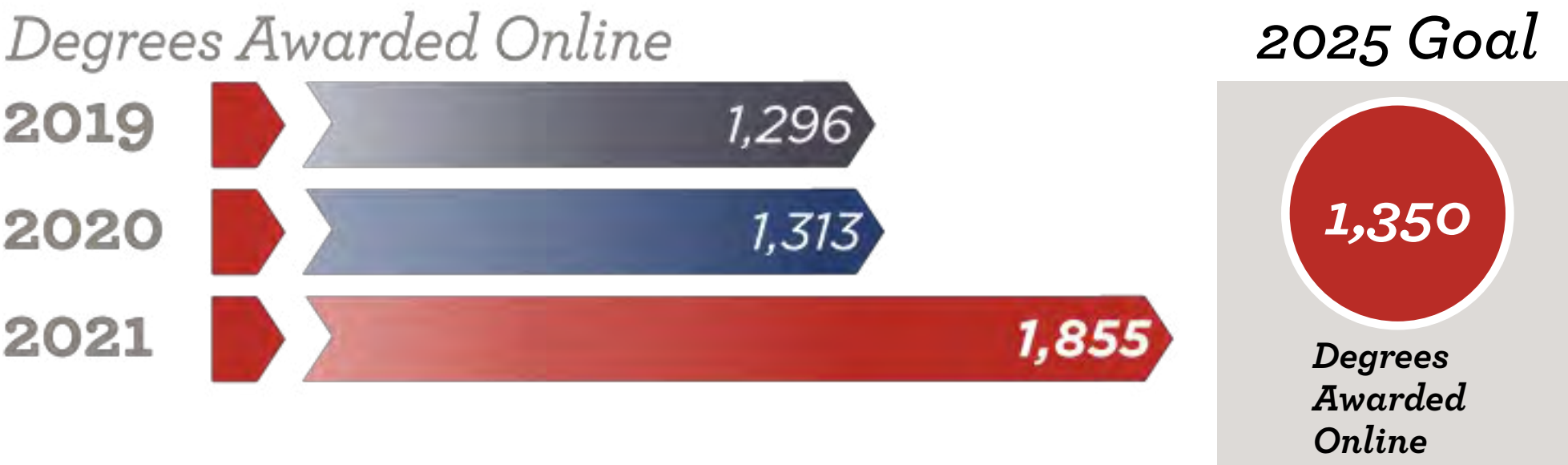
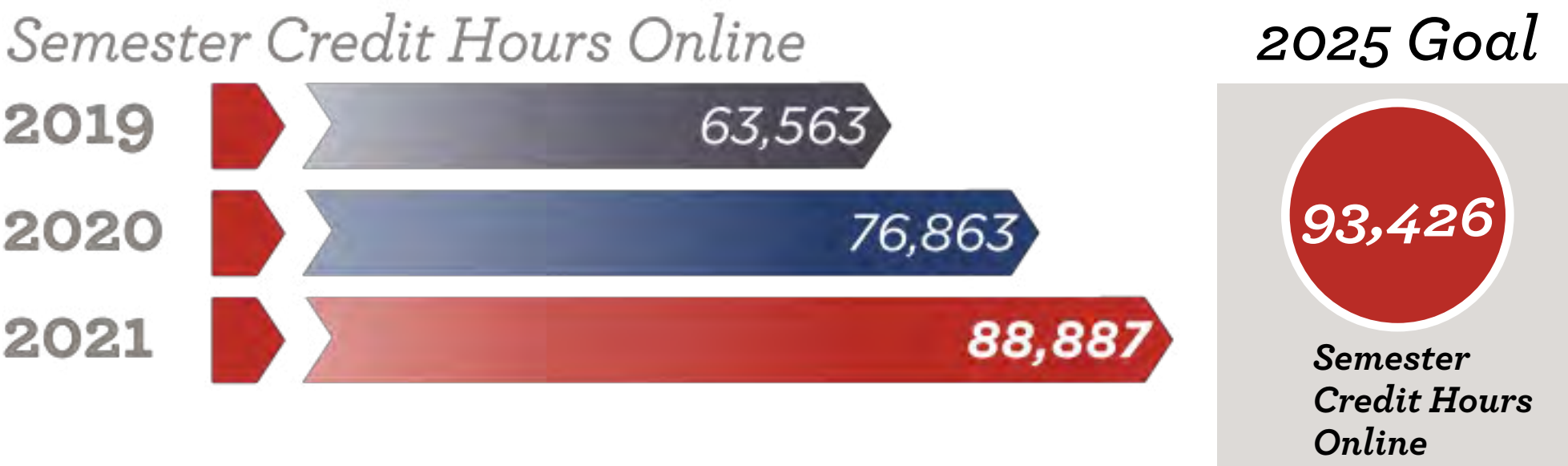
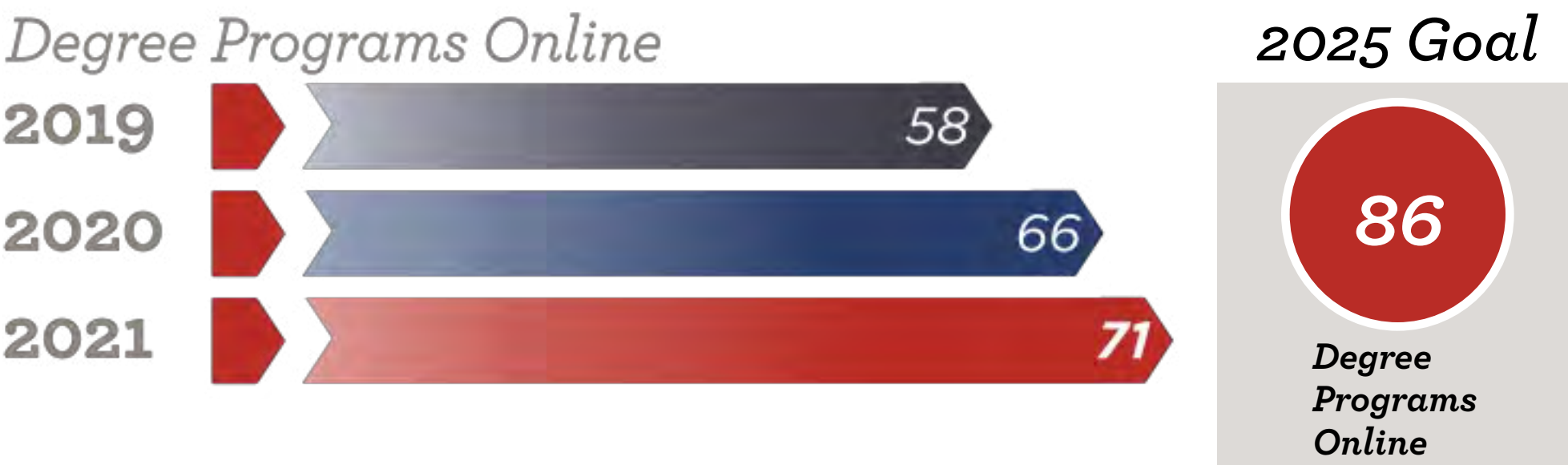
Together, these coordinated efforts have resulted in significant growth in online enrollments and overall online semester credit hours. SHSU now has a total of 5,298 100-percent online students – a 22 percent increase over fall 2020. This total number denotes that one in four SHSU students are studying fully online.

Sam Houston State University's College of Criminal Justice is ranked as the No. 2 online master's program in the United States, according to the 2021 rankings released by U.S. News & World Report. The highly touted online program at SHSU is consistently recognized as one of the best graduate educations in the nation.

Enrollment by Semester Credit Hours (SCH)

	Fall 2019		Fall 2020		Fall 2021	
<i>Education Mode</i>	<i>Semester Credit Hrs</i>	<i>% of Total</i>	<i>Semester Credit Hrs</i>	<i>% of Total</i>	<i>Semester Credit Hrs</i>	<i>% of Total</i>
Fully Online Education	63,563	25%	76,863	30%	88,887*	36%
Total	258,911	100%	258,744	100%	250,351*	100%

*Includes 7B parts of term



Sul Ross State University

Key Performance Indicators 2019-2021

The SRSU Online Distance Education (ODE) committee was charged with crafting an SRSU Distance Education Strategic Plan in the fall of 2020. An ODE subcommittee was formed, and the plan was developed and finalized in May 2021. The plan was presented to the SRSU Executive Council and approved in August of 2021.

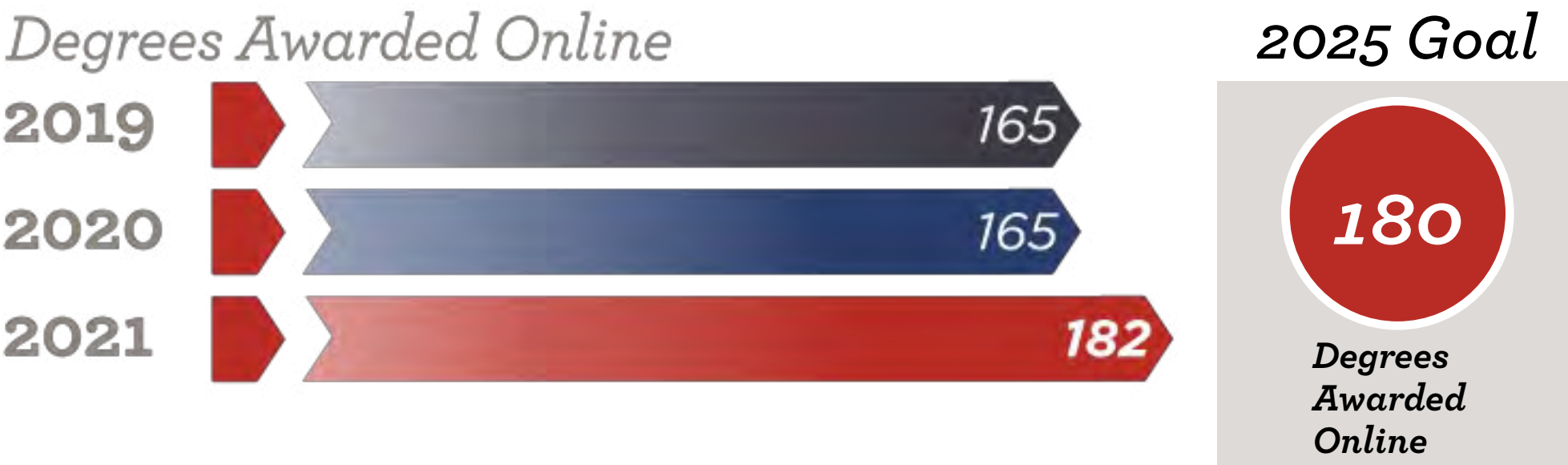
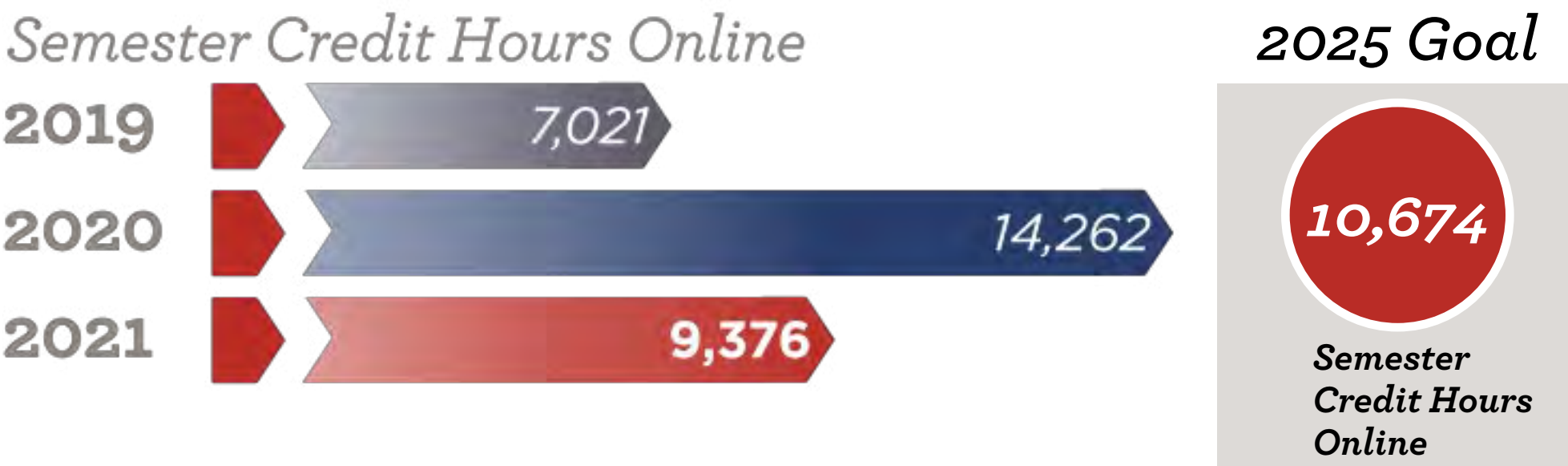
One of the main goals of the SRSU Distance Education Strategic Plan is to pursue full certification of all online instructors by 2023. To date, about half of all SRSU online instructors have been certified.

As part of our SHSU Shared Services partnership Memorandum of Understanding, SHSU Online has partnered with SRSU to offer

SRSU faculty a fully online and asynchronous Course Redesign and Faculty Certification program. The program, predicated upon peer-reviewed research in online teaching competencies and course design best practices, takes place over five weeks and involves collaboration and communication between the participants, the program facilitators, and the SHSU Online course development team. SHSU began offering the free, five-week cohorts to SRSU faculty in the summer of 2020 and have continued to offer cohorts every semester since then. SRSU faculty who complete the program receive a \$500 stipend and 25 professional development hours for the year (which matches what SHSU offers their faculty completers).

Enrollment by Semester Credit Hours (SCH)

	Fall 2019		Fall 2020		Fall 2021	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	7,021	29%	14,262	60%	9,376	45%
Total	23,900	100%	23,591	100%	20,921	100%



Texas State University

Key Performance Indicators 2019-2021

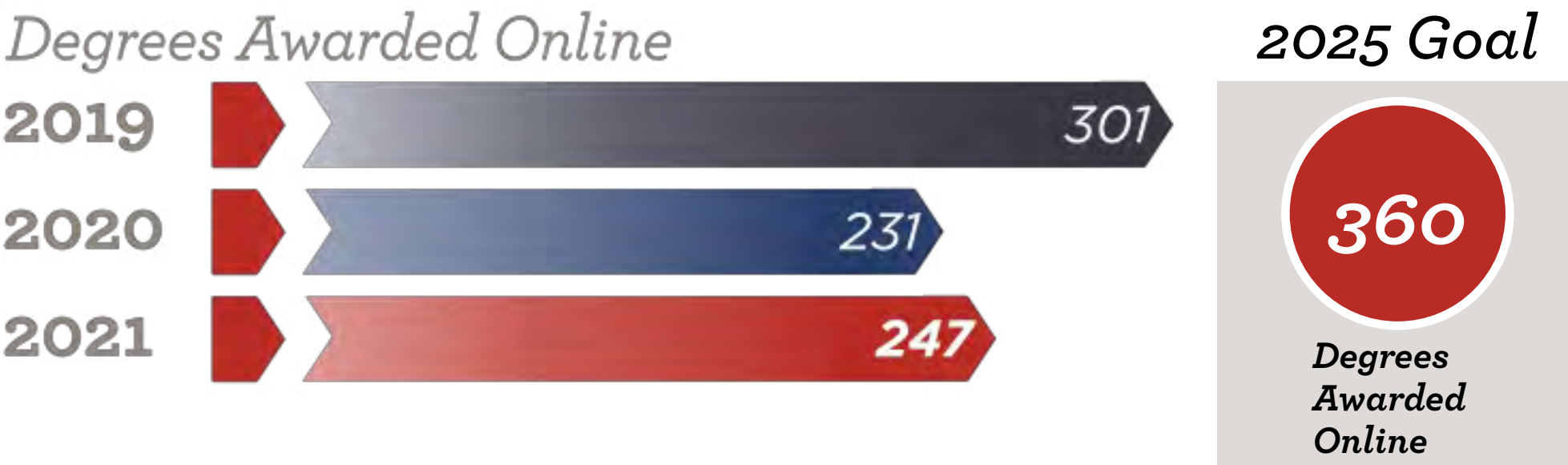
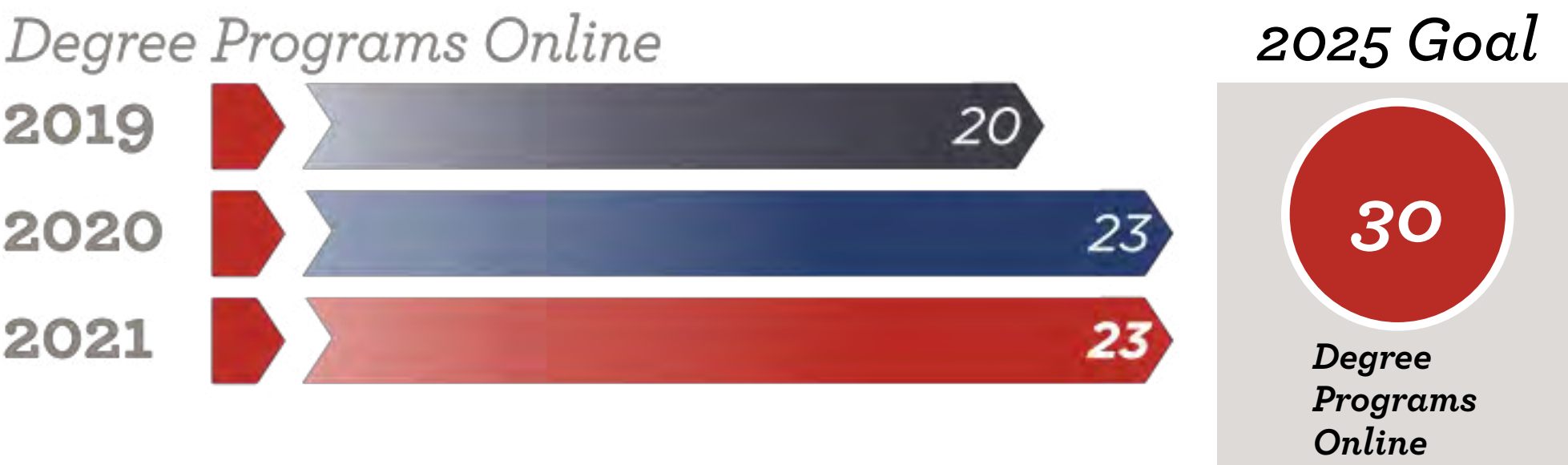
Texas State University is a public, student-centered, Emerging Research University dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond. Texas State’s almost 38,000 students choose from 98 bachelor’s, 91 master’s and 14 doctoral degree programs 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.

Texas State University was listed by Newsweek in the top 10 of America’s Best Online Learning Schools for 2022. The university was also recognized in 2021 for Outstanding Commitment to Excellence and Innovation in Distance Learning by the Texas Distance Learning Association.

Typically, Texas State University has just over 2,400 undergraduate and graduate students who are 100% online. Routinely, 6-7% of semester credit hours (SCH) are attributable to online learning.

Enrollment by Semester Credit Hours (SCH)

	Fall 2019		Fall 2020		Fall 2021	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	26,521	6%	260,314	57%	74,579	17%
Total	464,433	100%	454,531	100%	451,332	100%



Lamar Institute of Technology

Key Performance Indicators 2019-2021

Lamar Institute of Technology (LIT) offers educational programs and training to over 5,404 students that enhance students' knowledge, encourage development, and provide marketable skills for today's workforce.

LIT is a two-year technical college offering Academic Transfer (AA/AS), Associate of Applied Science (AAS), and certificate awards. LIT offers fully online and partially online awards, including degrees in Criminal Justice, General Education, Real Estate, and Business as well as certificates in Accounting, Management, Real Estate, and Emergency Management and Homeland Security.

LIT intentionally increased its online offerings (42 percent increase) to enhance course availability and flexibility. LIT has 1,247 students taking online courses only, while at least 2,609 students have taken at least one or more courses online. Students are able to complete their associate degree and continue on to pursue a baccalaureate degree through a four-year institution in the Texas State University System.

Enrollment by Semester Credit Hours (SCH)

	Fall 2019		Fall 2020		Fall 2021	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	9,161	25%	15,627	39%	14,342	37%
Total	36,820	100%	39,907	100%	38,587	100%



Degree Programs Online

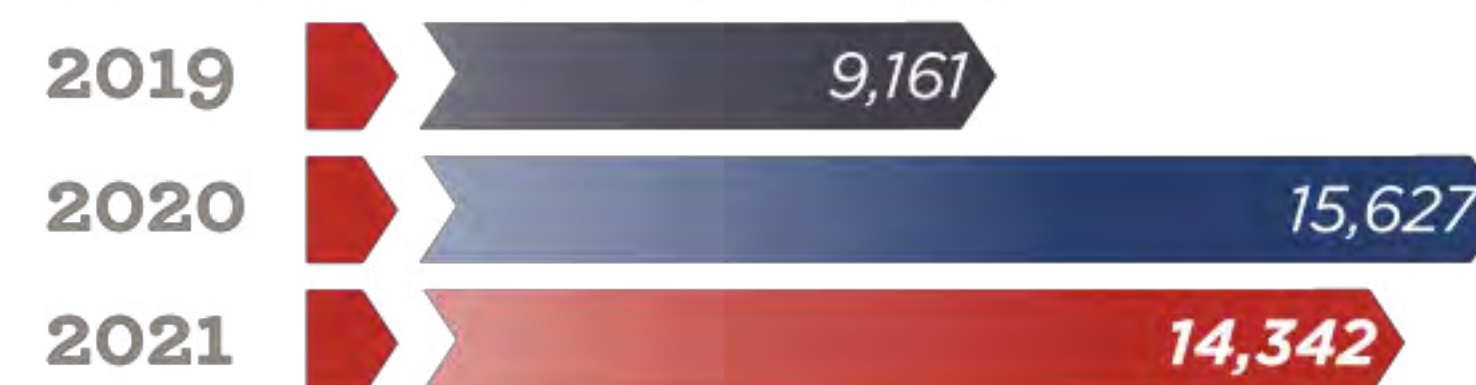


2025 Goal

34

Degree Programs Online

Semester Credit Hours Online



2025 Goal

16,080

Semester Credit Hours Online

Degrees Awarded Online



2025 Goal

340

Degrees Awarded Online

Lamar State College Orange

Key Performance Indicators 2019-2021

Lamar State College Orange delivers high-quality distance education, providing students convenient access while maintaining rigor and integrity of courses. Most academic and technical degrees at Lamar State College Orange offer a portion of required courses online. In Fall 2021, online course offerings included 51 hybrid and 197 fully online courses.

Computer Science, A.A.S. Business Management, A.A.S. Registered Nursing, A.A.S. Instrumentation, A.A.S. Industrial Technology, CERT General Studies, CERT Business Management Accounting, CERT Entrepreneurship, CERT Criminal Justice, CERT Criminal Justice Corrections, CERT Medical Assisting Level I, CERT Dental Assisting.

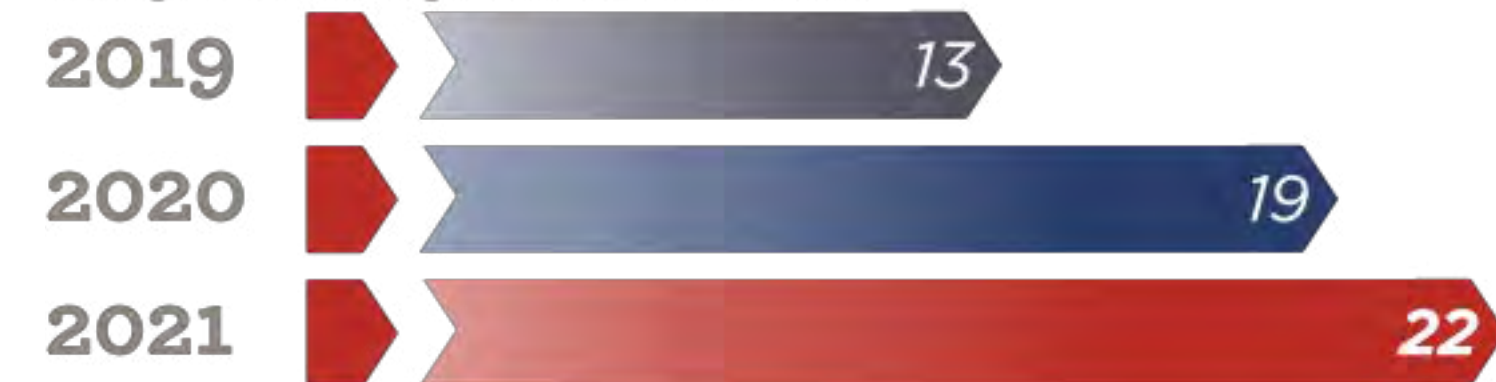
The following degrees meet the THECB definition for distance education: A.A. Communication, A.A. Liberal Arts, A.A. Sociology, A.A.T. 1 Teaching: Grades EC-6, Grades 4-8 and Special Education EC-12, A.A.T. 2 Teaching: Grades 8-12, EC-12, A.S. Biology-Medical Professions Emphasis, A.S. Business, A.S. Criminal Justice, A.S. Natural Science, A.S. Computer Information Systems, A.S.

Enrollment by Semester Credit Hours (SCH)

	Fall 2019		Fall 2020		Fall 2021	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	6,373	30%	10,755	51%	6,944	34%
Total	21,483	100%	20,916	100%	20,469	100%



Degree Programs Online



2025 Goal

22

Degree Programs Online

Semester Credit Hours Online



2025 Goal

12,524

Semester Credit Hours Online

Degrees Awarded Online



2025 Goal

22

Degrees Awarded Online

Lamar State College Port Arthur

Key Performance Indicators 2019-2021

Over 690 courses were offered fully online or in a hybrid modality at Lamar State College Port Arthur in 2021. Eight-week sessions were offered for students who chose 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 2,300 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 2021, Lamar State College Port Arthur had 509 students taking at least one or more courses online. Excluding 2020, this is an increase from 2018 and 2019.

Lamar State College Port Arthur is working toward joining the shared instance of Blackboard that already includes Sam Houston State University, Sul Ross State University, and Lamar Institute of Technology.

Enrollment by Semester Credit Hours (SCH)

	Fall 2019		Fall 2020		Fall 2021	
<i>Education Mode</i>	<i>Semester Credit Hrs</i>	<i>% of Total</i>	<i>Semester Credit Hrs</i>	<i>% of Total</i>	<i>Semester Credit Hrs</i>	<i>% of Total</i>
Fully Online Education	4,383	18%	15,451	67%	7,355	35%
Total	24,672	100%	22,964	100%	21,276	100%



Degree Programs Online



2025 Goal



Degree Programs Online

Semester Credit Hours Online



2025 Goal



Semester Credit Hours Online

Degrees Awarded Online



2025 Goal

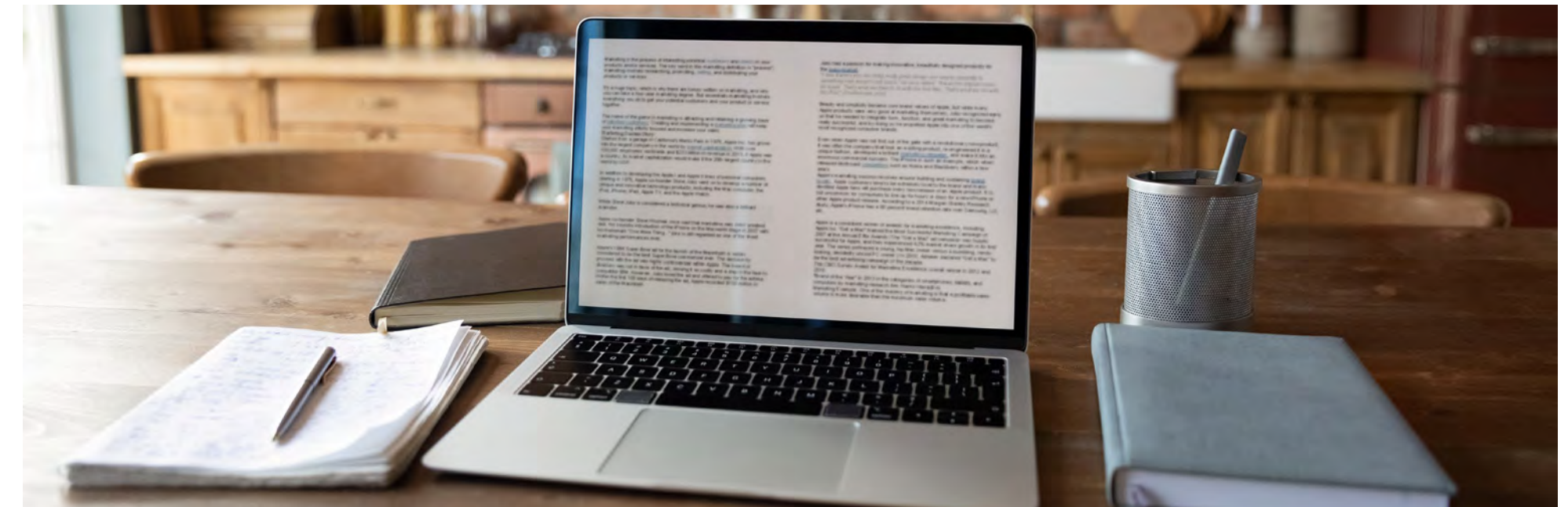


Degrees Awarded Online



Next Steps

Shared Online Education Services



The sudden shift to emergency remote instruction of 2020 left no shortage of impact on higher education. The acute crisis revealed areas for immediate improvement in the online learning experience, as well as promising new trends. With an eye towards the future, TSUS is poised with the potential to infuse innovative strategies and approaches in online education.

In a recent study, McKinsey & Company (2021) [Reference: [Child, F., Frank, M., Lef, M., Sarakatsannis, J. \(2021\). Setting a new bar for online higher education. McKinsey & Company.](#)] reported that leading online higher education institutions focus on three

overarching principles to support and improve the online teaching and learning experience. These three principles include:

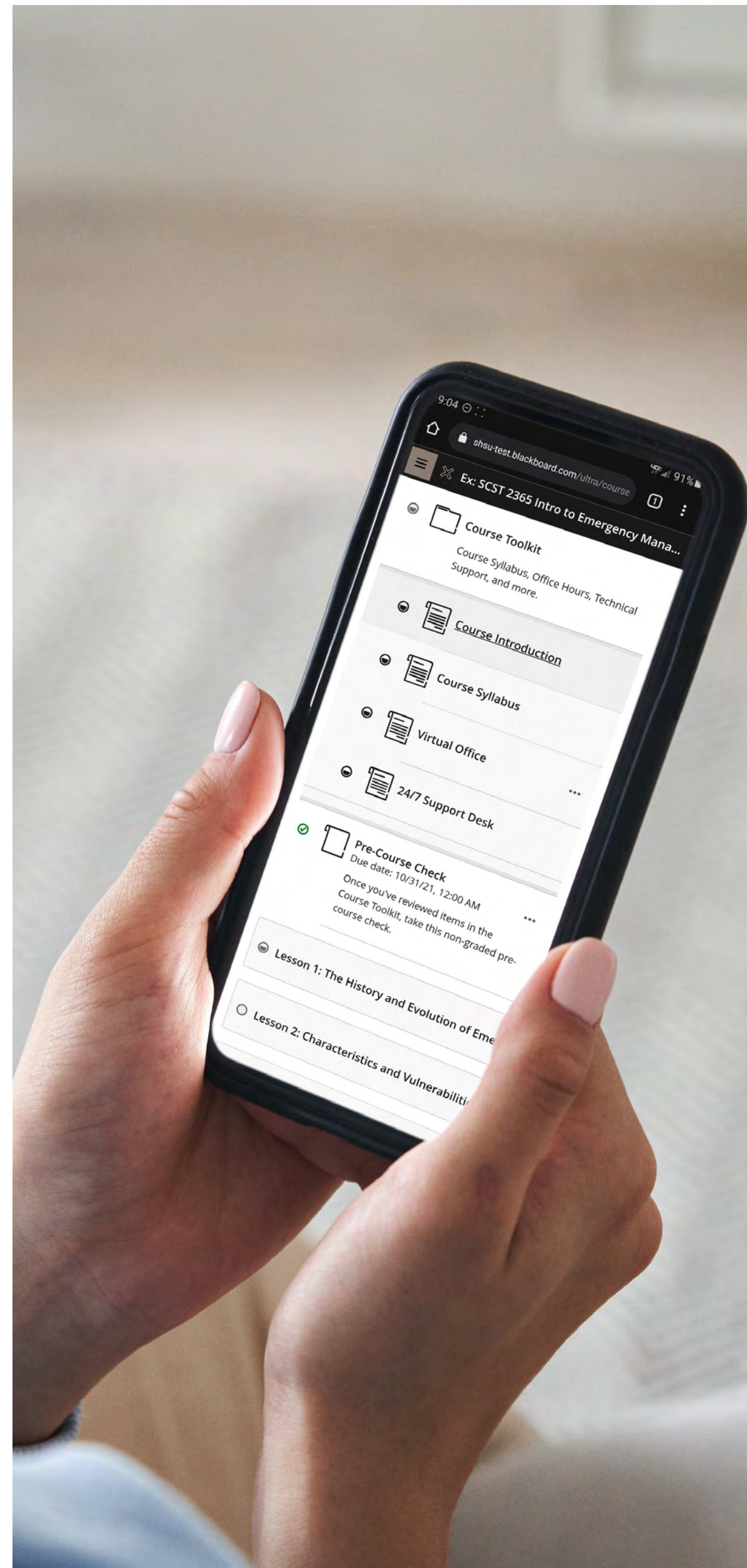
- ▶ creating a seamless journey for students,
- ▶ adopting an engaging approach to teaching, and
- ▶ building a caring network.

TSUS, as a leader in the online education space, is making meaningful strides in these three central focus areas.

Creating a Seamless Journey for Students

Working together, fellow TSUS institutions can serve Texans' widely varying higher education needs and facilitate pathways to degree completion. Facilitating the journey from matriculation to graduation, examples of future cross-institutional collaboration efforts include:

- ▶ High-quality, low-cost, accelerated online academic programs for adult learners
- ▶ A pipeline within TSUS institutions allowing transfer students and/or associate degree holders to complete four-year bachelor's degree programs
- ▶ Paths to graduate degrees for bachelor's degree holders
- ▶ Online, professional education, micro-credentialing, and certificate programs
- ▶ Dual-credit programs for high school graduates



Adopting an Engaging Approach to Teaching

As noted previously, fully 74 percent of online college students want to use their mobile devices, such as a phone or tablet, to help them progress through their courses no matter where they are [Magda, A. J., Capranos, D., & Aslanian, C. B., (2020), *ibid.*]. TSUS institutions are responding to this shift in how students engage with and consume educational content.

The Blackboard Ultra experience will play a major part in adopting a more engaging approach to teaching. The upgraded system will provide a clear, personalized interface to engage learners and direct their focus on the learning process across any device. Embedded analytics will keep students informed about their progress and tell quantitative stories about learning.

The new interface will provide a more seamless transition between mobile and desktop, allowing students to move between app and browser without interruptions to their engagement and interaction with learning content.

The Blackboard Ultra experience is the first fully mobile cloud-based system from Blackboard, and it will introduce a new focus of improved workflows and deep integrations to support teaching and learning and augment engagement for online learners.

Sam Houston State University, Sul Ross State University, and Lamar Institute of Technology are working to adopt Blackboard Ultra in Fall 2022.

In addition to adopting a more engaging approach to teaching with a mobile-friendly learning management system, TSUS institutions are initiating and scaling efforts in ADA compliance and inclusive course design.

According to the Inclusive Design Research Centre (IDRC), inclusive design is “design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference” (2021). [Reference: [Inclusive Design Research Centre \(2021\)](#)].

We believe that improving student engagement depends on ensuring that online course content is designed with accessibility in mind. With tools like Ally® (see page 6), we are meeting the diverse learner's needs, while creating an increasingly inclusive online environment conducive to students' academic growth and potential in online education.



Faculty Professional Development

(Fiscal Year 2020-2021, 09-1-20 through 08-31-21)

Digital Teaching Webinars

51 Webinars **318** Enrollments

Faculty Development Conferences

2 Conferences **351** Enrollments January 21, 2021 **323** Enrollments June 21, 2021

Faculty Certification Numbers

819 Certifications **715** SHSU **51** LIT **53** SRSU

24/7 Technical Support

13,122 Total Unique Support Requests

3,495 Faculty **9,627** Students

3,283 Emails **9,839** Calls

Institution Breakdown

11,330 SHSU **865** LIT **927** SRSU

93% Satisfaction Rate

Building a Caring Network

As mentioned earlier in this report, over 24,000 students in the TSUS System are pursuing their programs exclusively online—enough to constitute a full-sized traditional university, according to the Carnegie Classification of colleges and universities. That number represents a 73 percent increase, over two years, in fully online students at TSUS institutions.

Though the most recent percentage increase may have been partially a consequence of the COVID-19 pandemic, further growth in this category of students is likely in the future. As online education continues to evolve and mature, building a network of support is key.

With notable growth, it seems only fitting to continue to expand institutional capacity through the TSUS Shared Services Project. The activities undertaken as part of this initiative are based on a spirit of cooperation and reciprocity, aimed at building a caring network of support for TSUS online students and instructors.

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. Lamar State College Orange and Lamar State College Port Arthur are considering joining the Shared Services Project in 2023.

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.

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.

“Online education is building the bridge over the impending ‘enrollment cliff.’”

Dr. Bill Angrove,
Chief Online Education Officer

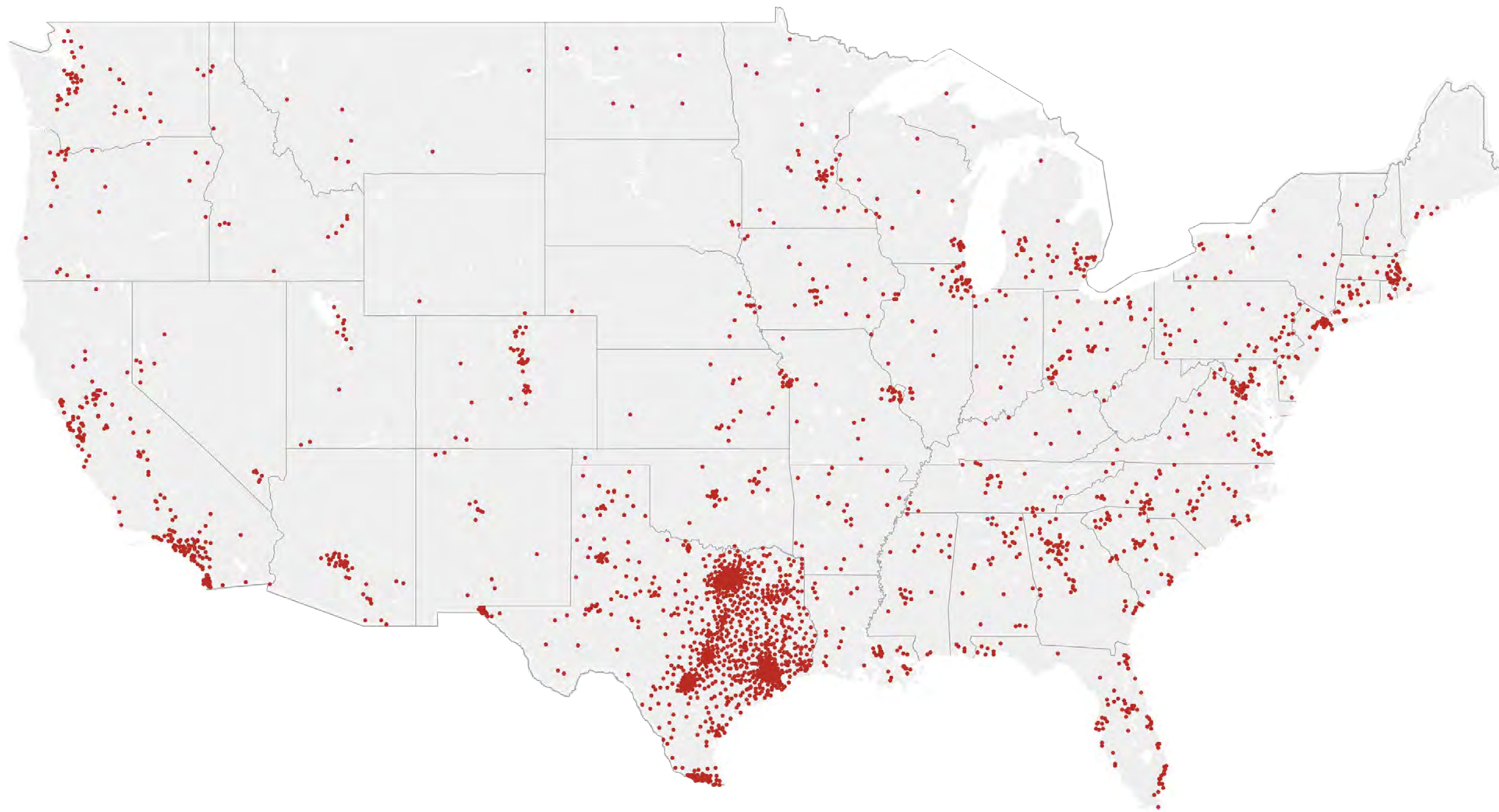
TSUS institutions are committed to remaining proactive players in the ever-evolving state of online education. Over the coming year, the System’s Chief Online Education Officer and other System leaders will work with responsible officials at TSUS member institutions to expand the present collaborations and will identify and pursue additional opportunities for shared services within the System and its institutions. We will continue to adapt and respond to the needs of students as they change in response to the post-COVID-19 environment.

Fully Online Students Across Texas... and Beyond

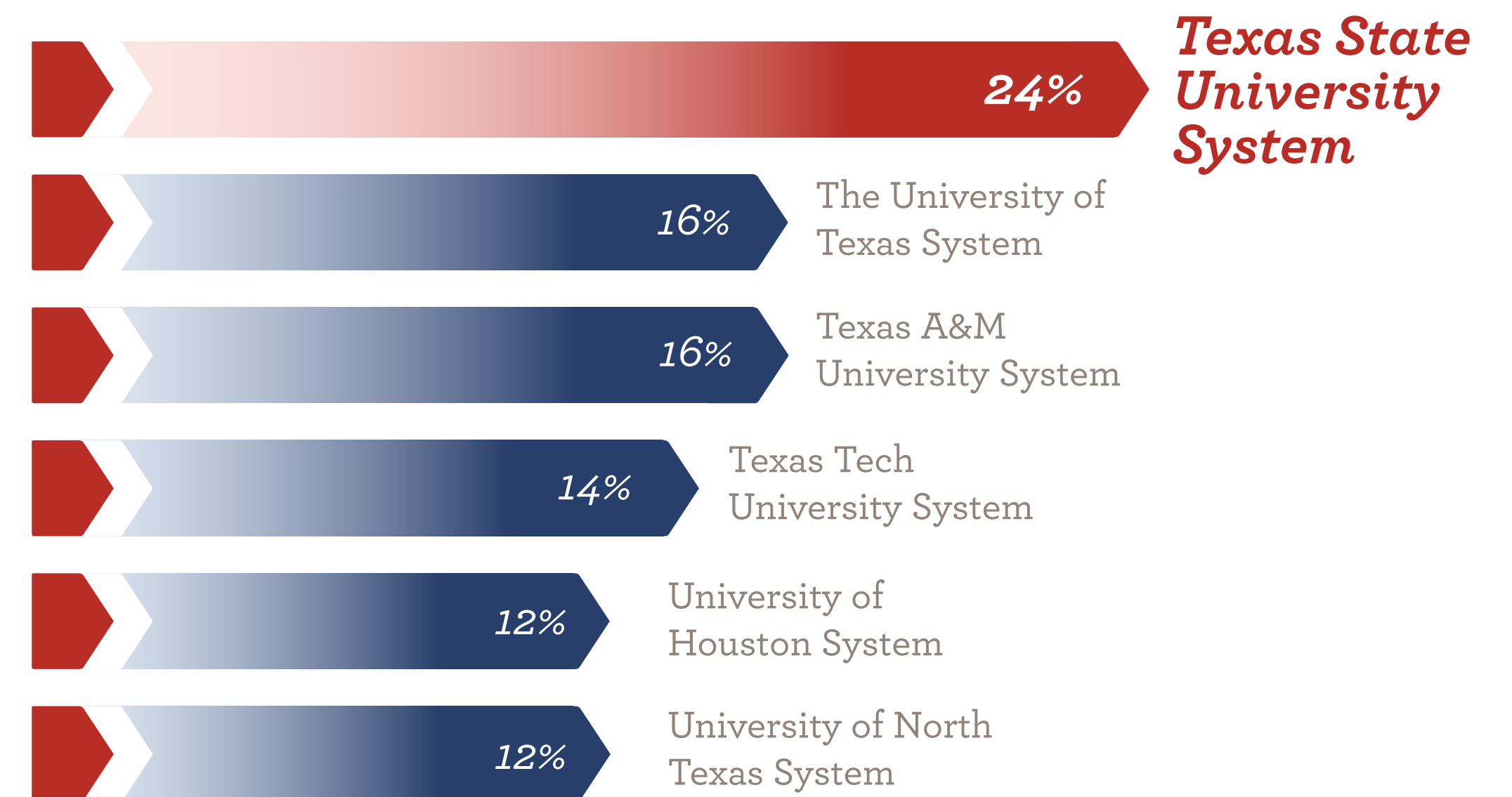
Over the past five years, the Texas State University System has firmly established itself as the No. 1 public university system in the state of Texas in terms of the number of programs, enrollments, and students studying exclusively online. This leading position has been made possible by improvements in marketing, course design, distance education delivery, and the opportunity to

expand course and degree delivery to more individuals.

As the system leading the state in online education, and with not one but two institutions independently delivering to students in all 50 states, TSUS is in the best position to meet the challenges of expanding distance education in the future.



Percentage of Students Exclusively Enrolled Online in Texas Public University Systems



Source: IPEDS

Credits

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Special Thanks

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