

THE TEXAS  STATE UNIVERSITY SYSTEM

Online Education Annual Report



Seventh Edition, February 2024



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TSUS Online Education Annual Report Staff

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Remarks



Seven years ago, the Texas State University System embarked on an initiative to boost cooperation between our member institutions providing online education. Today, each of our seven institutions plays a key role in teaching students online, bridging a gap for thousands of Texas learners and giving a practical road to career growth.

The institutions of the Texas State University System provide desirable pathways to learning, whether in-person or online. We create opportunities for degrees online when students cannot attend a campus due to location, work, disability, or family. Their degrees become more valuable over time. As I reflect on our long history, I eagerly anticipate the possibilities ahead.

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



As Vice-Chancellor for Academic and Health Affairs, I'm proud of the outstanding online education work being accomplished across our system. The Texas State University System's ongoing leadership in online education shows in the impressive rise in online degree programs, certificates, and alternative credentials offered.

I'm pleased we surpassed our goals for online semester credit hours and online degrees awarded by our institutions. TSUS keeps progressing by growing the Shared Services Initiative, boosting our online expertise, and utilizing the latest technologies to increase statewide student access and achievement.

John Hayek, Ph.D.
Vice Chancellor, Academic and Health Affairs
The Texas State University System



This past year, we made progress as a university system on the TSUS Shared Services Initiative by adding partnerships of value, including Quanta Services and the Texas Department of Criminal Justice.

In addition, we launched the learning management system (LMS) migration, which will update every TSUS shared-services institution to the latest iteration of the LMS by Fall 2024.

Accessibility in online programs using tools like Ally promotes student success. Accessible online education ensures that all students can engage fully with digital course material. It encompasses the fair distribution of digital tools, resources, and capabilities.

Bill Angrove, Ed.D.
Chief Online Education Officer
The Texas State University System



Welcome

to the seventh edition of the TSUS Online Education Annual Report.

Bridging the Digital Divide:

**The Texas State University System's Commitment
to Digital Access in Higher Education**

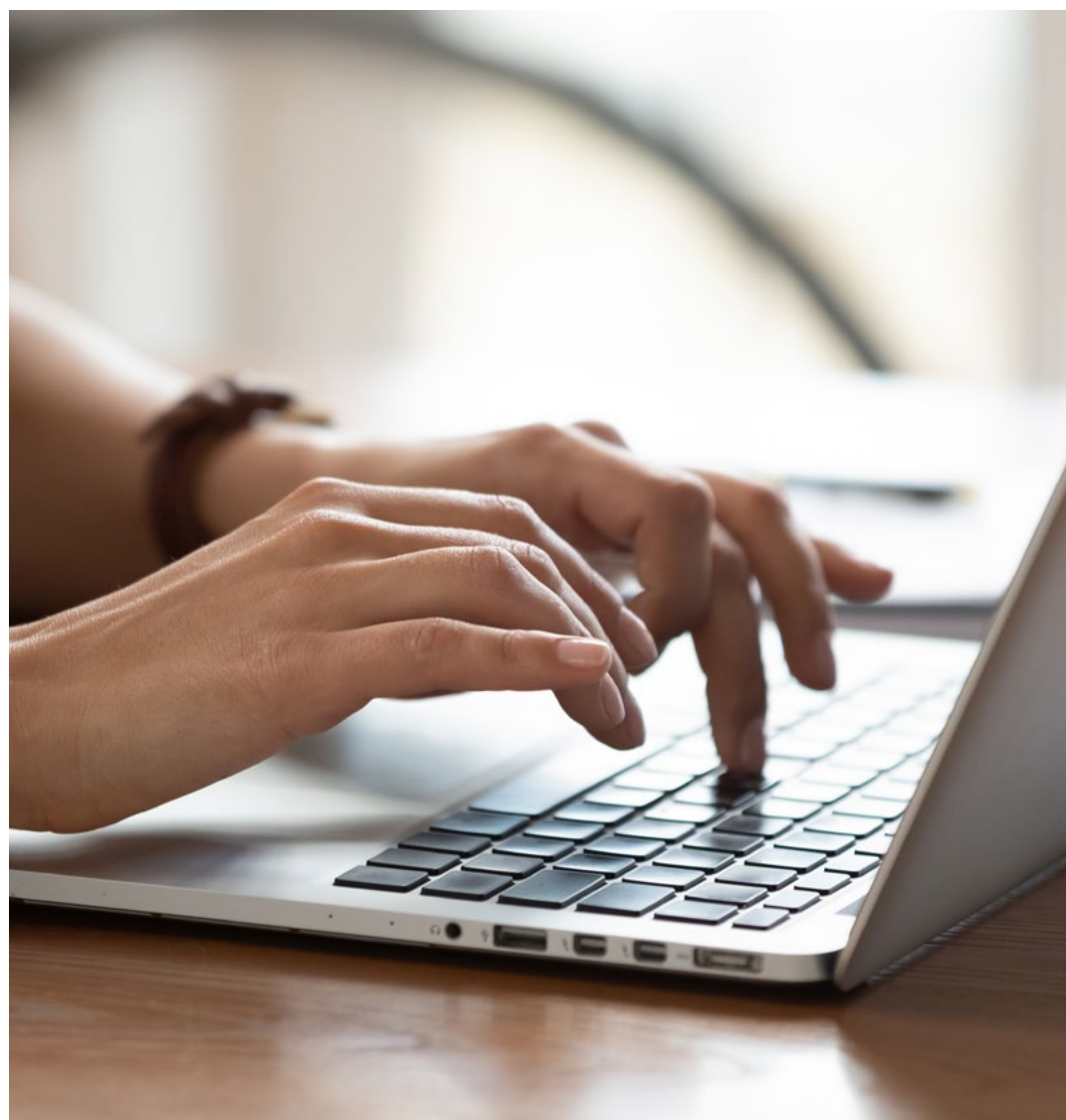
For many years, the Texas State University System (TSUS) has embarked on an ambitious effort to expand and enhance its online education offerings. By offering a range of degree and certification programs online, the System has aimed to provide pathways toward credentials of value. Recognizing the transformative power of digital technology, the System's online efforts have redefined the academic experience, making it more accessible and flexible for a broad spectrum of students.

The success of these efforts is reflected in robust online enrollments and the wide variety of online course offerings. As of the Fall semester of 2023, TSUS institutions collectively offered 279 online programs and clocked over 318,000 student credit hours (SCH) in online courses. By bringing education into the digital realm, TSUS institutions have collectively advanced online education while responding capably to the increasing digitization of learning.

Digital Access in Higher Education

In today's rapidly evolving digital landscape, the realm of higher education is undergoing a significant transformation. Educational resources, interactions, and assessments are increasingly being conducted online. In this context, educational systems and institutions that emphasize and implement digital access strategies are demonstrating a greater capacity to retain and successfully graduate a wide variety of students (FSULIB, 2023). This commitment reflects a broad dedication to ensuring comprehensive student success, acknowledging the varied needs and backgrounds of the student population (Stone, 2017).

Digital access is a concept that extends beyond mere access to technology (FSULIB, 2023). It encompasses the fair distribution of digital tools, resources, and capabilities, thereby ensuring that all individuals can participate



fully and effectively in the digital age. This is particularly crucial in online higher education, where the digital divide can significantly impact the academic journey of students, especially those who are minorities, first-year, or come from underrepresented backgrounds.



With an eye toward the future, TSUS institutions are collectively shaping a fresh strategic direction that prioritizes fair access to digital learning. The goal is a future where every student can succeed and thrive in the digital age, and the journey toward this future, though challenging, is rich with possibilities and potential. This forward-looking approach aligns with the increasing digitization of learning. By prioritizing digital access, TSUS institutions are not only leveling the playing field for all students, but also enhancing the overall quality and effectiveness of the educational experience they offer in this digital age.

Accessibility and Inclusivity: Keys to Digital Access and Student Success

The role of accessibility in online programs is paramount in promoting student success and achieving digital access. Accessible online education ensures that all students can engage fully with digital course material. This approach is vital in addressing the diverse needs of the student body, thereby removing barriers that might otherwise hinder the academic progress of neurodiverse learners.

By integrating features such as captioned videos, screen reader-friendly content, and adaptable assessment methods, TSUS institutions demonstrate a commitment to accessibility, which contributes to the success of every student.



The importance and utilization of Ally cannot be overstated. Ally is an integrated feature of the TSUS shared services effort that offers several alternative file formats, such as electronic braille, semantic HTML, multilingual audio, and other assistive technologies. In the 2023 academic year, 20,264 students from five of the seven TSUS institutions experienced more accessible digital course content through Ally.

Kaltura REACH, another essential accessibility tool in the academic technology ecosystem, enables the automatic captioning of course video content, ensuring optimal accessibility



for every student. Ally and Kaltura REACH play a pivotal role in guaranteeing that course design across all TSUS institutions is both accessible and adheres to the standards set by the Americans with Disabilities Act (ADA). The delivery of accessible online content is a crucial step toward realizing the goal of digital access, where every student has an equivalent opportunity to thrive in their educational pursuits.

“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

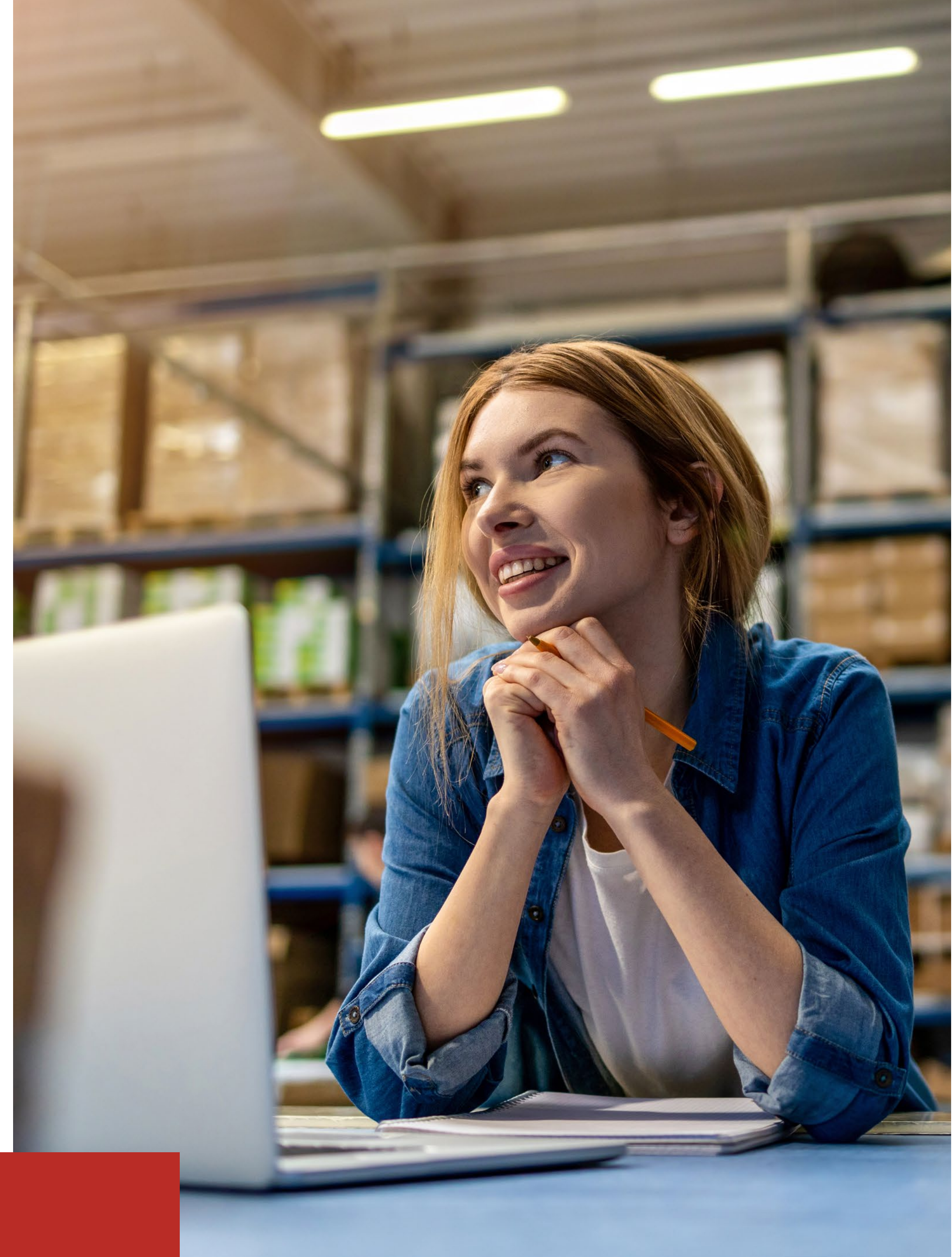
TSUS Shared Services Project

The success of digital access in online learning hinges on well-planned and coordinated support systems. Without these integral structures, the goal of access and opportunity in digital education would be unattainable. A prime example of this is the TSUS Shared Services project. Over the past five years, five TSUS institutions have expanded their online education capacity through the shared services project.

These institutions benefit greatly from a comprehensive support framework that enhances the effectiveness of online learning. This framework includes key support measures, such as centralized instructional design and course-building services, to ensure that online courses are pedagogically sound and engaging. A 24/7 call center provides faculty, students, and staff with immediate technical and troubleshooting support, addresses any potential disruptions in the learning process swiftly. Additionally, evidence-based faculty development programs are instrumental in equipping educators with the skills and knowledge required for effective online teaching. Video and graphic design services are also provided, enhancing engagement and student success.

In addition to critical services, the TSUS Shared Services project also centralizes necessary technology. The shared instance of the learning management system (LMS) ensures all participants have access to the latest and most robust academic tools, fostering a dynamic and interactive learning environment. Moreover, the incorporation of ADA-supporting technologies, such as Ally and Kaltura REACH, is critical to ensuring that online courses are accessible to all students, including those with disabilities. Collectively, these components of the TSUS Shared Services project exemplify how centralized support systems are indispensable in realizing the vision of digital access in higher education.

Though there are a total of six public university systems in Texas, none of the others have opted to focus on online education in the way that TSUS institutions have, and that creates a singular opportunity for The Texas State University System.



The Future of Learning: Growing Digitization and its Implications

The journey toward digital access is an ongoing and dynamic process, reflecting the evolving needs of a diverse student population and the rapid advancements in technology. While TSUS institutions have made significant progress in the past, it is imperative to maintain a steadfast commitment to ensuring that digital learning environments are accessible and welcoming to all students. In this pursuit, collaboration and innovation play key roles. Educational systems that prioritize digital access strategies are more likely to retain and graduate a diverse student body (FSULIB, 2023).

In the coming years, we can expect digital learning to evolve toward even more personalized, accessible, and adaptive educational experiences. By prioritizing accessibility, supporting a wide variety of learning needs, and adapting to technological advancements, we can ensure that the digital education landscape is not only advanced in its capabilities, but also deeply rooted in the principles of access and accessibility. The goal is a future where every student can succeed and thrive in the digital age, and the journey toward this future, though challenging, is rich with possibilities and potential.

The Texas State University System is poised to be at the forefront of these developments. With its long history of successfully advancing online education, TSUS has demonstrated its capacity to innovate and adapt, making it a pivotal player in shaping the future of digital learning. Through its commitment to excellence in online program offerings, TSUS is not just responding to the trends in higher education but actively steering them, setting benchmarks for other institutions to follow in this new era of digital education.



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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 2021-2023

Highlighted below are TSUS's goals for 2025.
The graphics to the right illustrate TSUS achievements.

2025 Goals



Degree Programs Online



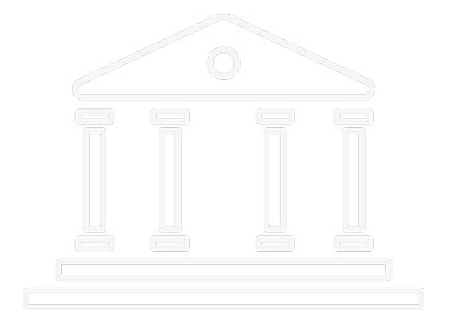
Degrees Awarded Online



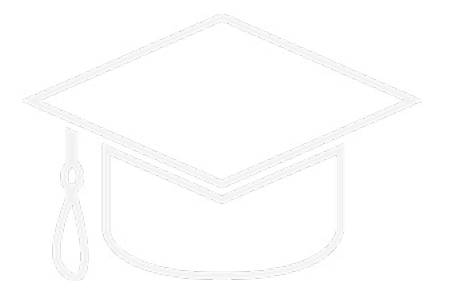
Semester Credit Hours Online

2023 Online Education Achievements

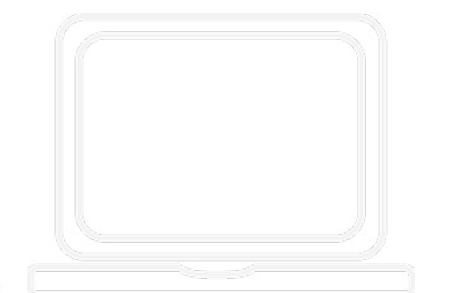
Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Lamar University



Key Performance Indicators 2021-2023

Lamar University begins 2024 with the launch of five new online programs, all with Academic Partnerships (as our contract requires). While we are excited with the addition of all five programs, we are also aware of the importance of our presence within online K-12 education preparation. Our focus has been on educational leadership, and this will continue to be an area of emphasis in our online efforts. However, beginning in 2024, a re-launch of initial teacher education alternative certification will be implemented to address the teacher shortage in Texas.

In addition to our initiatives within the College of Educational and Human Development, new programs in strategic communication, accounting, and data analytics have been added to our online inventory. More resources have been allocated to help build and maintain our digital content. Finally, because growth in enrollment and quality programming is always a goal, we are taking inventory of all online programs. The continuous enhancement of legacy online programs is part of our commitment to providing accessible and high-quality learning experiences.

Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Enrollment by Semester Credit Hour (SCH)

Education Mode	Fall 2021		Fall 2022		Fall 2023	
	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total
Fully Online Education	73,954	57%	93,442	61%	107,221	64%
Total	130,714	100%	154,024	100%	167,729	100%

Sam Houston State University



Key Performance Indicators 2021-2023

In the summer of 2023, the Texas Higher Education Coordinating Board (THECB) contracted with [Sam Houston State University's SHSU Online](#) to design and build the [Digital Instruction Hub](#) for the statewide [Open Educational Resources Texas Repository \(OERTX\)](#). The OERTX initiative and platform aims to provide free, openly licensed educational materials to reduce the cost of higher education for Texas students and educators.

The THECB chose SHSU Online for their role as a pioneer in online learning and digital instruction. The Digital Instruction Hub launched by SHSU Online now includes 100+ Open Education Resources (OER) available for download.

A key component of the use of OER focuses on student perceptions of its impact on their academic experience. Research demonstrates that of 315 students surveyed about their perspective on the shift to OER in college-level

courses, almost 95 percent strongly agreed or agreed that OER were easy to use. 78 percent of students in the study noted that OER provided access to more up-to-date material than would be available in printed textbooks. Approximately two-thirds of students strongly agreed or agreed that digital OER were more useful overall than traditional textbooks ([Feldstein et al., 2012](#)).

OERTX is an example of the democratization of digital content in an increasingly digitized world. This approach aligns with the broader trend of digitizing learning environments, not only for online students, but campus-based learners as well. By providing freely accessible, high-quality educational materials, partnerships of value, like the one between THECB and SHSU Online, are breaking down financial and accessibility barriers, making higher education more accessible.

Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Enrollment by Semester Credit Hour (SCH)

Education Mode	Fall 2021		Fall 2022		Fall 2023	
	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total
Fully Online Education	88,887	36%	90,502	36%	87,828	36%
Total	250,351	100%	251,463	100%	246,777	100%

Sul Ross State University



Key Performance Indicators 2021-2023

Sul Ross State University (SRSU) made meaningful strides in distance education this past year. President Carlos Hernandez signed a memorandum with Eagle Pass Independent School District to offer dual credit courses exclusively online. To support this, eleven online courses were designed and launched successfully in Spring 2024. This partnership is projected to increase enrollment by 1,000 students over the next year.

In addition to increasing online enrollment, SRSU is advancing the quality of online courses through the Quality Assurance initiative. Thanks to the Director of Online Programs' appointment, this initiative is

expanding rapidly. With support from the TSUS Shared Services agreement, SRSU instructors receive faculty certification training through SHSU Online, which further supports the Quality Assurance project.

The Instructional Services department at SRSU has continued offering essential services to support online initiatives across SRSU campuses. Moreover, the department has provided extensive faculty and student support services for online education through the TSUS Shared Services partnership. This support system underscores the commitment to excellence in online education, providing faculty and students the resources to succeed.

Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Enrollment by Semester Credit Hour (SCH)

Education Mode	Fall 2021		Fall 2022		Fall 2023	
	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total
Fully Online Education	9,376	45%	8,272	43%	8,649	47%
Total	20,921	100%	19,129	100%	18,322	100%

Texas State University



Key Performance Indicators 2021-2023

Texas State University has taken bold steps to advance the university's profile in online learning. The formation of a new division, TXST Global, is already working to emphasize new program development and growth in online academic offerings. Texas State has developed a relationship with Academic Partnerships to assist in reaching new student markets for online degree programs and has directly engaged academic units across campus to create new online degree offerings and to enhance present offerings. As a result of work already undertaken, Texas State will launch over 35 new online academic programs and concentrate at the bachelor's, master's, and doctoral levels in Fall 2024.

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 39,000 students choose from more than 200 bachelor's, master's, and 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.

Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Enrollment by Semester Credit Hour (SCH)

Education Mode	Fall 2021		Fall 2022		Fall 2023	
	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total
Fully Online Education	74,579	17%	82,688	18%	83,112	17%
Total	451,322	100%	463,301	100%	481,161	100%

Lamar Institute of Technology



Key Performance Indicators 2021-2023

Lamar Institute of Technology (LIT) served 5,261 students in Fall 2023, offering programs that enrich knowledge, foster development, and provide workforce-ready skills. LIT is a two-year technical college, offering associate degrees and certificates, including 11 fully online and 61 partially online options.

Fully online awards include degrees in criminal justice, real estate, general education, and business, as well as certificates in accounting, management, real estate, emergency management and homeland security. Notably, a three-percent increase in fully online students was observed, with 1,445 exclusively online and at least 1,659 participating in online courses.

LIT offers four online certificate programs that can be completed in two or three years. In 2022-2023, 15 students successfully finished one of these programs, highlighting LIT's commitment to accessible education. Students are able to complete their associate degree and then continue on to pursue a baccalaureate degree through a four-year institution in the Texas State University System, should they choose to do so.

Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Enrollment by Semester Credit Hour (SCH)

Education Mode	Fall 2021		Fall 2022		Fall 2023	
	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total
Fully Online Education	14,342	37%	11,390	28%	15,827	37%
Total	38,587	100%	40,375	100%	42,350	100%

Lamar State College Orange



Key Performance Indicators 2021-2023

Lamar State College Orange (LSCO) provides quality distance education opportunities for students in support of the vision and mission of the college. In Fall 2023 LSCO achieved a record enrollment of 3,154 students. 29 percent (916) of LSCO's student enrollment during Fall 2023 were exclusively online students, and 59 percent (1,849) of students enrolled in at least one online course.

LSCO provides students with the opportunity to complete degrees via a combination of instructional modalities. Most academic and

technical programs at LSCO offer a portion of required courses online. In Fall 2023, online course offerings included 71 hybrid and 215 fully online courses. The following associate degrees can be completed entirely online: A.S. Business, A.A.S. Business Management, A.A. Communication, A.A.S. Court Reporting, A.A. Liberal Arts, and A.A. Sociology. Certificates that can be completed entirely online include Business Management Accounting, Cisco Networking Cybersecurity Technician, Court Reporting, Entrepreneurship, General Studies, and Court Reporting Machine Shorthand Scopist.

Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Enrollment by Semester Credit Hour (SCH)

Education Mode	Fall 2021		Fall 2022		Fall 2023	
	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total
Fully Online Education	6,994	34%	8,264	36%	6,837	27%
Total	20,469	100%	23,122	100%	25,074	100%

Lamar State College Port Arthur



Key Performance Indicators 2021-2023

Lamar State College Port Arthur (LSCPA) excels in providing contemporary, job-ready skills that seamlessly connect classroom learning to career preparedness. Students are guided by faculty mentors with extensive career expertise in over 30 academic and technical programs as they enroll in academic, technical, and developmental courses available online.

LSCPA offers the Core Curriculum and two online degree programs, the Associate of Arts in Academic Studies and the Associate of Arts in Business Administration. Additional online

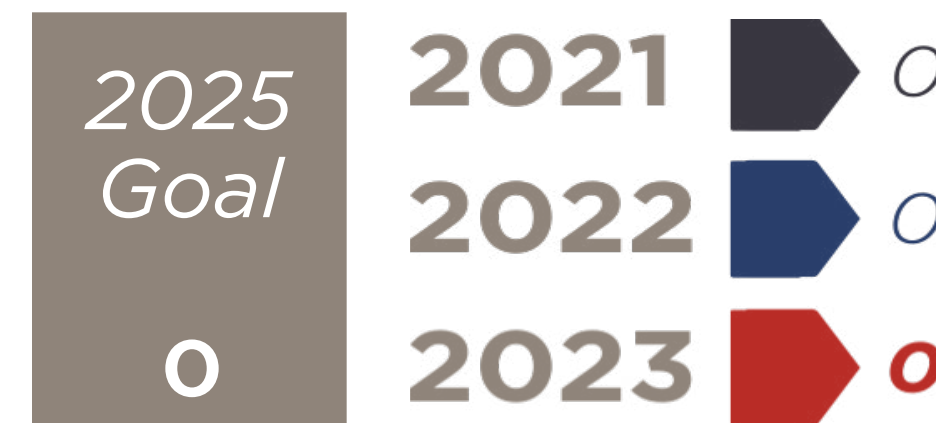
degrees and programs with at least 50 percent of the courses online include Associate of Arts in Criminal Justice, Associate of Applied Science in Business Office Management, and Administrative Assistant Certificate.

Over one-third of semester hours are delivered through flexible online/hybrid modalities. This reflects LSCPA's adaptability to evolving educational needs in the post-pandemic era, showcasing a forward-looking approach to education.

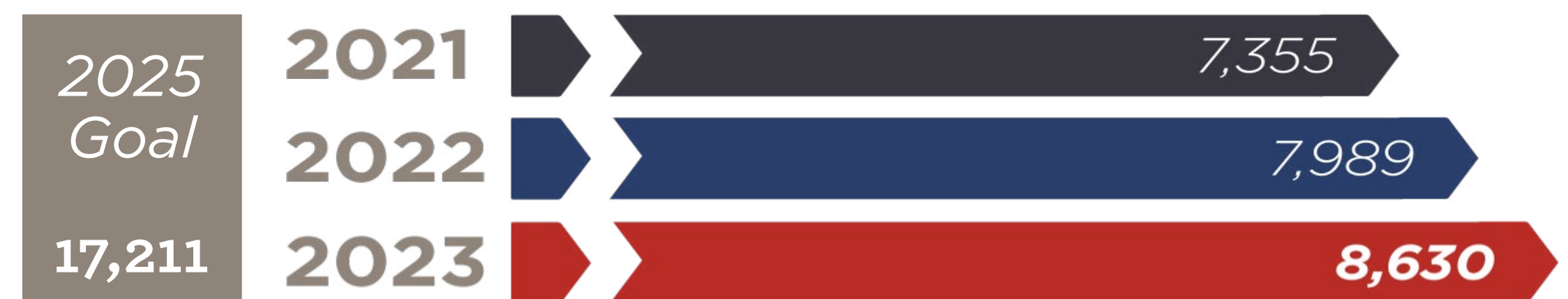
Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online



Enrollment by Semester Credit Hour (SCH)

Education Mode	Fall 2021		Fall 2022		Fall 2023	
	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total	Semester Credit Hours	% of Total
Fully Online Education	7,355	35%	7,989	36%	8,630	31%
Total	21,276	100%	21,950	100%	27,625	100%

Next Steps



Texas State University System (TSUS) institutions are collectively pioneering a new strategic direction, one that is rooted in the principles of digital accessibility. This approach is comprehensive, extending its focus beyond the realm of online students to encompass those based on campus as well. This broad approach demonstrates a keen awareness of the rapidly changing educational landscape, which is characterized by the growing digitization of learning.

The new strategic direction is not merely a response to the growth TSUS institutions have experienced in their online education efforts. Rather, it is a proactive measure to ensure that soon all students, regardless of their mode of learning, will have full access to the resources and opportunities that digital learning can offer.

The future of education is poised for several possible transformations in the way education is delivered and experienced. From the integration of artificial intelligence (AI) in the LMS, to the blurring of learning modalities, to the importance of building partnerships of value, the transformations brought about by the increasing digitization of learning will present TSUS institutions with promising opportunities for reshaping the practice of online education.





Transformation: Artificial intelligence (AI) Meets Bb Ultra

In Fall 2024, the TSUS institutions participating in the TSUS Shared Services project will experience the complete implementation of Blackboard Ultra, a major milestone in learning management systems (LMS). This LMS stands out as the first of its kind to incorporate generative AI capabilities, significantly enhancing the tools available to instructors. This advancement is a result of Anthology's collaboration with Microsoft, a partnership that has opened new doors for educators.

The LMS features the AI Design Assistant, a unique tool developed through this partnership. This assistant revolutionizes how instructors and instructional designers develop online courses. A few of the AI capabilities embedded in the LMS are listed opposite.

- ▶ **Course Structure.** AI Design Assistant recommends the structure of a course including module titles, descriptions and images based on course content.
- ▶ **Image Recommendations.** The AI Design Assistant provides royalty-free image recommendations based on the context of a course or document.
- ▶ **Auto-Generate Test Questions.** AI-powered algorithms analyze a document's content and generate diverse question sets.
- ▶ **Authentic Discussion and Journal Prompts.** Discussion and journal prompts are now provided by the AI Design Assistant.
- ▶ **Auto-Generate Rubrics for Grading.** AI Design Assistant creates rubrics for assignments and tests.

This suite of AI tools represents a significant advancement and transformation in educational technology, streamlining and expediting the instructional design process.

Blackboard ULTRA



Transformation:

Blurring the Lines of Course Delivery Modes

One of the most significant transformations resulting from the increased digitization of learning is the blurring of lines between traditional, on-campus education and online learning. As the landscape of higher education evolves into a more fluid and dynamic space, the rigid boundaries between different learning modalities - such as face-to-face, hybrid, and online - will begin to dissolve. In this likely future, the concept of “course modality” will no longer be seen as a fixed category but rather as a spectrum that allows for greater flexibility and innovation in teaching and learning methods. This shift is driven by the increasing digitization of education, which provides an array of tools and platforms that can be mixed and matched to suit the diverse needs and preferences of students.

The benefits of this transformation are diverse. Students will enjoy a more personalized learning experience, one that transcends the binary choice of online or face-to-face instruction. They will have the option to engage in a learning journey tailored to their individual circumstances, whether that means participating in live online discussions, attending in-person workshops, accessing course materials remotely, or a blend of these experiences. This flexibility is especially beneficial for students who may have other commitments or who learn better under specific conditions.

For faculty, this evolving landscape opens new avenues for pedagogical creativity and innovation. Educators may no longer be confined to traditional teaching methods or limited by the physical classroom. They can design courses that leverage the best aspects of various modalities, creating a more engaging and effective learning environment.

Moreover, this shift toward a more integrated approach to learning modalities promotes greater accessibility. By offering a range of options, educational institutions can cater to a wider array of learning styles and needs, ensuring that education is accessible to all, regardless of their location, abilities, or resources.

“...this evolving landscape opens new avenues for pedagogical creativity and innovation”





Transformation:

Institutionalizing Full Digital Access Among Faculty

The digital divide is often discussed in the context of student experiences, particularly in terms of access to technology. However, there is a less frequently acknowledged but equally critical aspect of this divide that affects instructors, especially as it relates to the growing digitization of learning.

The digital divide among faculty primarily manifests in the disparity between those who have access to training and support and those who do not. This gap can have a significant impact on the instructor's experience. Research indicates that faculty are central to educational success. Their preparedness, training, and support in digital pedagogy directly correlate to successful educational outcomes, not only for their institutions but crucially for their students.

Recognizing this critical link between faculty preparedness in digital teaching methods and educational success, TSUS institutions are redoubling their commitment to faculty training in 2024. The commitment of TSUS institutions to intensify faculty training in digital pedagogy is a recognition of the pivotal role educators play in the success of their students and the institution. By bridging the digital divide among faculty, these institutions are not only enhancing the quality of their educational offerings, but are also ensuring that their students are better equipped to succeed in an increasingly digital world.



Transformation:

Partnerships of Value Through Shared Services

In the evolving realm of education, where digital transformation is reshaping how we learn and teach, the Texas State University System finds itself at a pivotal crossroad. The need for collaboration among its institutions is more than a matter of convenience; it's a strategic imperative. The benefits of such a united approach, particularly as reflected through the TSUS Shared Services project, are numerous and fiscally responsible.

A critical aspect of this collaboration is the broadening of access. By working together,

TSUS institutions can extend the reach of their programs, making them accessible to a more diverse student body. This approach also addresses the digital divide, ensuring more even-handed access to learning technologies for all students.

Also, at the heart of the TSUS Shared Services project is the collaborative vision of shared resources and cost efficiency. By pooling digital tools, platforms, and infrastructure, TSUS institutions can achieve cost savings and more efficient resource utilization. Economies of

scale come into play when joint purchases of software licenses and online learning platforms are made, allowing funds to be allocated more effectively to other critical areas.

The imperative for collaboration within TSUS in the face of increasing digitization is clear. It is not only beneficial but essential for shared growth, innovation, and meeting the challenges of a rapidly changing educational landscape. Through joint efforts, these institutions can elevate the quality of education, expand access, and better equip students for the future.

Conclusion

In summary, TSUS institutions are proactively shaping the digital era to foster a more accessible and dynamic educational environment. By emphasizing digital access, they are pioneering how higher education can evolve to accommodate the diverse needs and expectations of students in an increasingly digital world.

Credits

TSUS Board of Regents

Alan L. Tinsley	<i>Chairman</i>
Dionicio (Don) Flores	<i>Vice Chairman</i>
Charlie Amato	<i>Regent</i>
Duke Austin	<i>Regent</i>
Sheila Faske	<i>Regent</i>
Russell Gordy	<i>Regent</i>
Stephen Lee	<i>Regent</i>
Tom Long	<i>Regent</i>
William F. Scott	<i>Regent</i>
Kelvin Elgar	<i>Student Regent</i>

TSUS Administration

Brian McCall, Ph.D. Chancellor	<i>Austin</i>
John Hayek, Ph.D. Vice Chancellor, Academic and Health Affairs	<i>Austin</i>
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