

THE TEXAS  STATE UNIVERSITY SYSTEM

# Online Education Annual Report

*Sixth Edition, November 2022*



*TSUS Online Education  
Annual Report Staff*

Sam Houston State University

**Bill Angrove, Ed.D.**  
TSUS Chief Online Education Officer  
Associate Vice President, Distance Learning

**Ruth Chisum, Ed.D.**  
Assistant Vice President, Online Operations

**Charles Henson**  
Executive Director, Media Innovation

**Brian Miller, D.M.A.**  
Director, Research and Special Projects

**Jonathan Kinsey, M.B.A., M.F.A.**  
Director, Online Professional Learning

**John Holder, M.A.**  
Project Director, Media Innovation

**Dane Classen**  
Associate Director, Media Innovation

**Mandy Jordan, M.S.**  
Research Associate, Research and  
Special Projects

# Table of Contents

*Remarks* \_\_\_\_\_ **3**

*Welcome* \_\_\_\_\_ **4**

*A Lasting Influence* \_\_\_\_\_ **5**

*Online Education Data and Goals* \_\_\_\_\_ **7**

*Texas State University System* \_\_\_\_\_ **8**

*Lamar University* \_\_\_\_\_ **9**

*Sam Houston State University* \_\_\_\_\_ **10**

*Sul Ross State University* \_\_\_\_\_ **11**

*Texas State University* \_\_\_\_\_ **12**

*Lamar Institute of Technology* \_\_\_\_\_ **13**

*Lamar State College Orange* \_\_\_\_\_ **14**

*Lamar State College Port Arthur* \_\_\_\_\_ **15**

*Next Steps* \_\_\_\_\_ **16**

*Innovative Investments and Collaboration* \_\_\_\_\_ **17**

*Fully Online Students Across Texas...and Beyond* \_\_\_\_\_ **18**

*Credits* \_\_\_\_\_ **19**



# Remarks



Six years ago, the Texas State University System launched a shared services initiative to strengthen collaboration between our member institutions delivering educational content online. 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.

The institutions of the Texas State University System offer places where people want to learn, in person or online. We provide the opportunity for students to earn degrees online when they are unable to attend a campus in person due to distance, work, disabilities, or family obligations. Their degrees become more valuable with each year that passes. As I reflect upon our long history, I look forward to the possibilities that lie ahead.

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



As Vice-Chancellor for Academic and Health Affairs, I'm proud of all the great work happening in online education across our system. The Texas State University System's continued leadership in online education is reflected in impressive gains in the number of online degree programs, certificates, and other alternative credentials offered.

I'm happy to report that we exceeded our goals in the number of semester credit hours offered online and the number of degrees awarded online by our institutions.

TSUS continues to move forward through expanding the shared services initiative, augmenting our online expertise, and utilizing the latest technologies to enhance statewide student access and success.

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



Over the past year, we made significant progress as a university system towards the shared services initiative by integrating Lamar State College Orange and Lamar State College Port Arthur into the new online environment. The technology is mobile-accessible and ADA-compliant.

In a new challenge facing higher education, corporations need employees with wide-ranging credentials. In response, we are developing new certificate programs to meet employers' expectations of our students. Alternative credentials delivered online are a crucial part of lifelong learning and professional development.

As the system's Chief Online Education Officer, I look forward to working together as we serve students across the State of Texas and beyond.

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

# Welcome

## to the sixth edition of the TSUS Online Education Annual Report.

The Texas State University System is a leader in online education. Any doubt about that can be set aside by simply looking at the numbers. As of the Fall semester of 2022, approximately one-third of students across TSUS institutions are studying exclusively online. Through the TSUS shared services initiative, our institutions are fostering collaboration to seize the moment.

With its component institutions stretching from eastern Texas to the west, it seems only fitting to continue to expand our capacity through the shared services initiative. 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 faculty, students, and staff.

Over the past year, two additional System institutions—Lamar State College Orange and Lamar State College Port Arthur—have been brought into the shared ecosystem already

being used by Sam Houston State University, Sul Ross State University, and Lamar Institute of Technology.

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. TSUS is thus uniquely positioned to move forward as the state's leader in online education.

A panoramic and retrospective view of the past six years in online higher education leaves no doubt of the complex challenges wrought on institutions large and small. From facing natural disasters like Hurricane Harvey, to a global pandemic, to declining enrollments in higher education, the TSUS online enterprise has been proactive in our preparations for academic continuity and in opening new markets for enrollments.



For many faculty members, the past six years have served to demystify and improve online teaching, especially for those who had been hesitant to adopt digital forms of instruction only a few years prior to this period. Faculty have acquired skills and developed competencies in teaching remotely, which has resulted in positive changes in their awareness of, and often attitudes toward, alternative teaching approaches.

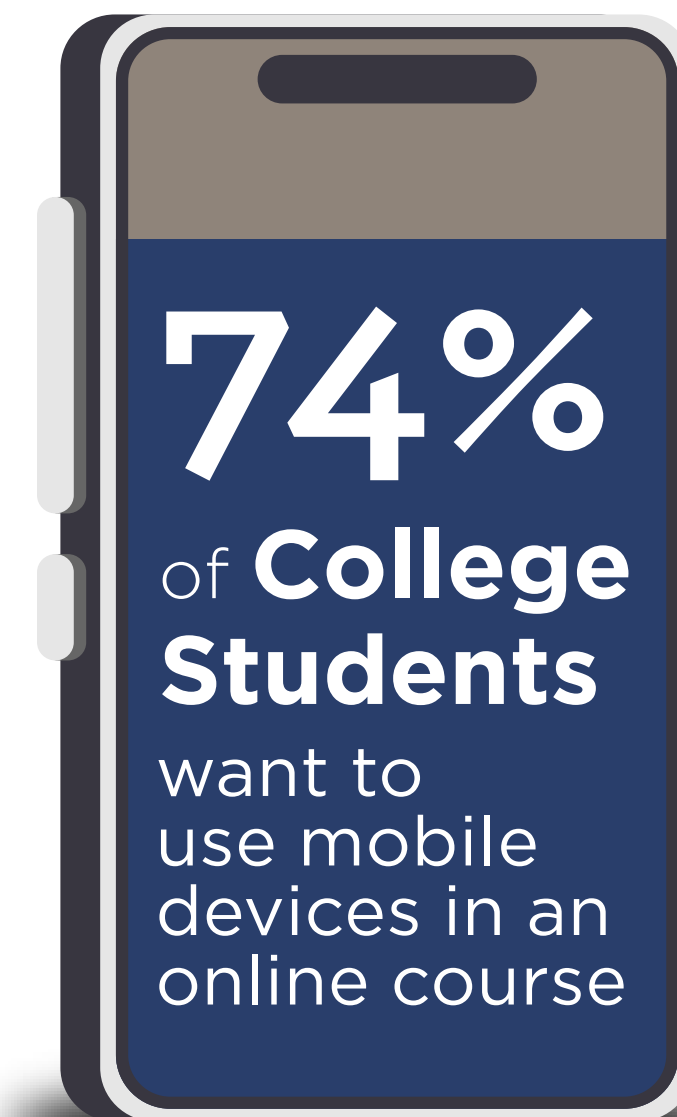
Notably, 58 percent of faculty members said their attitude toward online learning has improved [Reference: McKenzie, L., (2021). “Students Want Online Learning Options Post-Pandemic”]. Faculty are now both more optimistic, and less pessimistic, about higher education in the medium term (five years) than 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].

Students, like faculty, reported that their attitudes toward online learning have significantly improved [Reference: McKenzie L., (2021), *ibid.*]. A substantial majority of students, 78 percent, who have 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. “Many thousands of students actively choose virtual programs... because their work or family lives demand it, and a new survey finds that such students are more satisfied with their online programs than they were before the pandemic. A commanding majority (94 percent) of respondents rated their online college experiences as ‘positive’ or ‘very positive,’ compared with 86 percent before the pandemic” [Reference: D’Agostino, S. (2022). “The Needs and Preferences of Fully Online Learners”].

The D’Agostino survey report continues: “Flexibility is key for online learners. Most (69 percent) prefer asynchronous programs, and most (79 percent) do not want campus visits to be required components of their academic pursuits... Still, many online students are willing to engage in synchronous and hybrid learning opportunities. More than three-quarters (79 percent) of respondents are willing to log in at a specific time each week, compared with fewer than one-quarter (21 percent) who ‘never’ want to log in at a set time. Most online students prefer synchronous sessions on weekdays during the evening, though ‘evening’ can depend on time zone.”

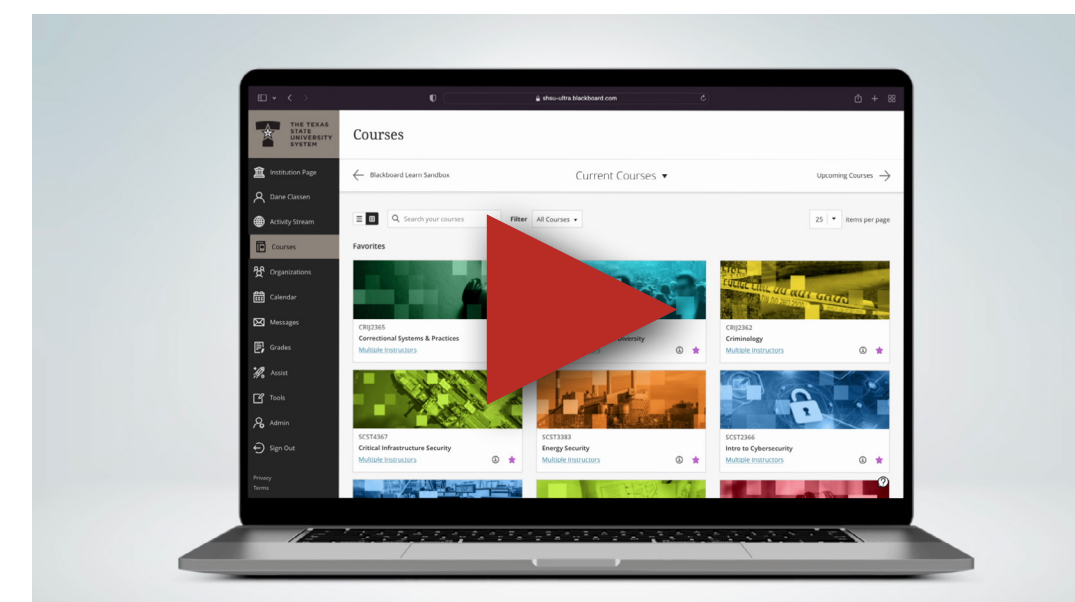
For increasingly discerning students, online instruction has provided a practical way to continue learning, while for institutions, it has become key to encouraging enrollments.



# A Lasting Influence

The past six years in higher education have opened the way for emerging opportunities in online education. A chief focus has been the quality of the online learning and teaching experience, including increased mobile compatibility, more accessibility in online content, and the rise of alternative credentials. TSUS institutions are responding to these opportunities in different ways.

## A More Engaging and Flexible Platform



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). “Online College Students: Comprehensive Data on Demands and Preferences”]. TSUS institutions are responding to this shift in how students

engage with and consume educational content through the deployment of Blackboard Ultra.

The upgraded system provides a clear, personalized interface to engage learners and direct their focus on the learning process across any device. The new interface delivers 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.

## Accessibility in Online Courses

Adoption of Ally® for Learning Management System (LMS) is growing. Built into the TSUS shared services initiative, Ally® is a tool that provides alternate file formats, including electronic braille, semantic HTML, multilingual audio, and other inclusive technologies. Another important accessibility technology, Kaltura REACH, allows automatic captioning of videos in all cases for maximum accessibility to all students. Ally® and Kaltura REACH thus play a critical role in inclusive, ADA-compliant course design for all TSUS 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



# Alternative Credentials

In the ever-changing global economy, corporations are seeking talented employees with wide-ranging credentials. In response, TSUS colleges and universities are developing alternative credentials and certificate programs to address business and industry expectations and to prepare well-rounded students with highly marketable skills.

While business leaders continue to view college degrees as valuable, they also see potential benefits in other types of education and training.

- ▶ Most U.S. adults, including those with college experience, agree that alternative education pathways provide a good return on investment.
- ▶ The majority (81 percent) of business leaders, and more than half (55 percent) of the general public, agree that alternative education pathways will play a pivotal role in future workforce training [Reference: Venable, M., (2021). “2021 Alternative Education Pathways Report”].

Innovative investments and collaboration in support of alternative credentials could lead to better-prepared graduates at all levels. (More on the TSUS response in the Next Steps section, page 17).

“The next few years will be a true period of transition for both higher education and students. As we enter the post-pandemic future, and Americans continue to evolve their plans, institutions must be prepared to provide career-ready education, support the flexibility of program offerings that has been provided by being forced into the remote learning environment, and be positioned for more online

demand in the future” [Reference: Education Dynamics, (2022). “Survey of the Higher Education Landscape - Opportunities for Overcoming Enrollment Headwinds in 2022”].

TSUS institutions are making headway in these challenging times. In 2022, one in three students are studying exclusively online across TSUS institutions. This equates to roughly 35,000 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 significant increase, over the past six 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 2020-2022



Highlighted below and to the right are TSUS's goals and achievements in degree programs offered online, degrees awarded online, and semester credit hours generated online by 2022.

## 2025 Goals



Degree Programs Online



Degrees Awarded Online



Semester Credit Hours Online

## 2022 Online Education Achievements

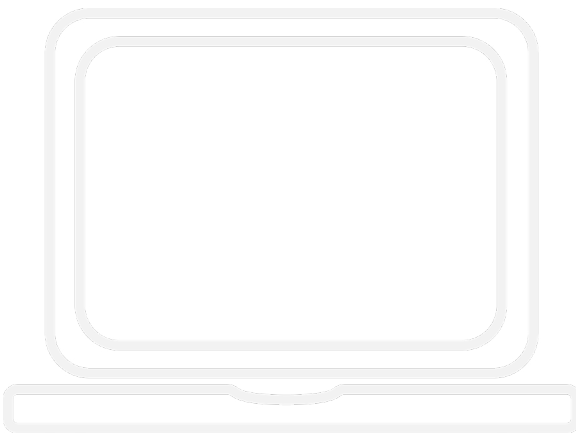
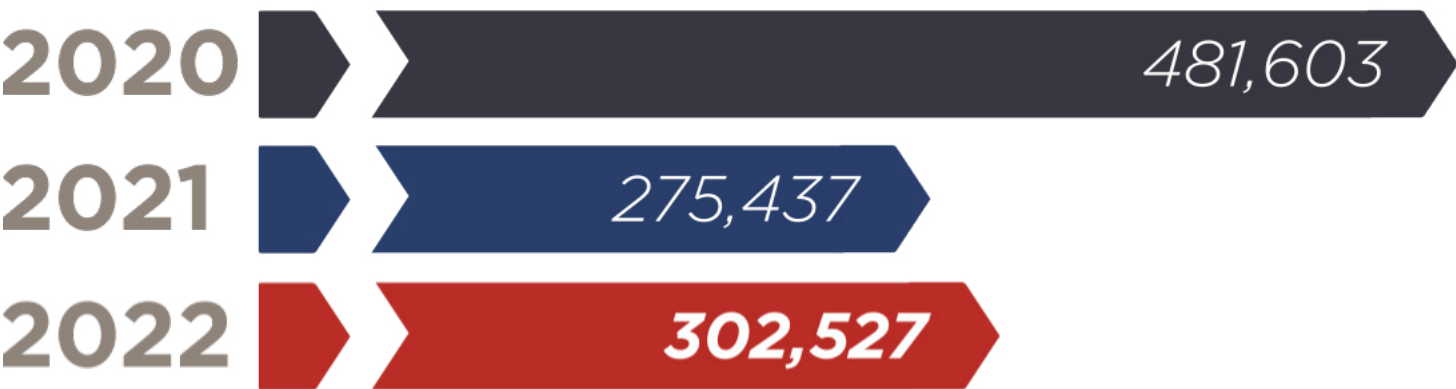
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



# Lamar University

## Key Performance Indicators 2020-2022



As Lamar University moves into 2023, one of our primary goals will be to help ensure that online enrollment and program inventory grow appropriately, and that a high level of quality and rigor remain as we develop and adapt these programs. Whereas enrollment is an obvious measurement of growth, we believe now is the time to assess our current inventory of online program offerings with a more cognizant consideration on formula funding equations, faculty staffing, and student need. Additionally, we plan to work diligently with our faculty and staff to provide support and training so that we can make certain our online students are receiving a high-level pedagogy with the accessibility of a convenient learning environment.

To this end, our previously stated goal of 80 online programs by 2025 may not be something Lamar pursues. Instead, there could be

a scenario where our online program inventory decreases. More will be known as we move into 2023.

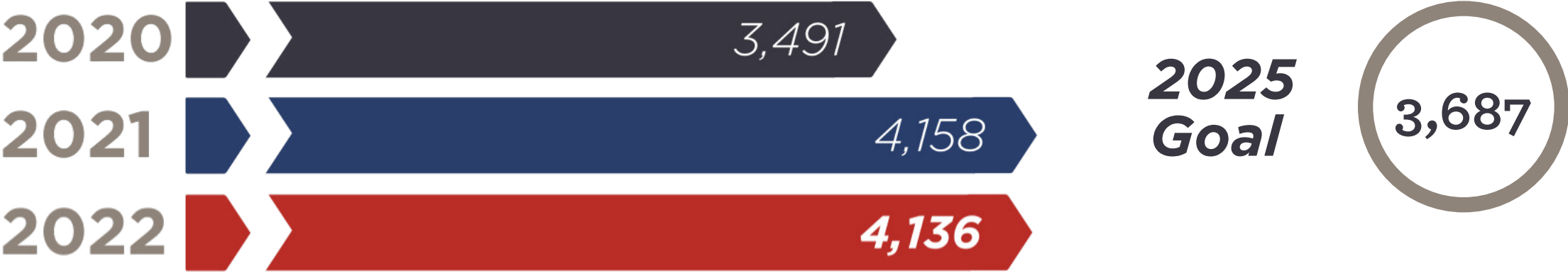
Lamar University offers 11 online certificate programs to fast-track students' careers in as few as nine months. Lamar's current online certificate programs Fall enrollment was 1,235 students. The online certificate program had 928 graduates for the 2018 academic year, 1,015 graduates for the 2019 academic year, and 907 graduates for the 2020 academic year.

\*Finally, the reported number of 71 online programs in 2021 was the previous administration's interpretation of an online program. That data includes degree concentrations. Moving forward, Lamar will be reporting only fully online programs. Currently, the number of both undergraduate and graduate online programs is 55.

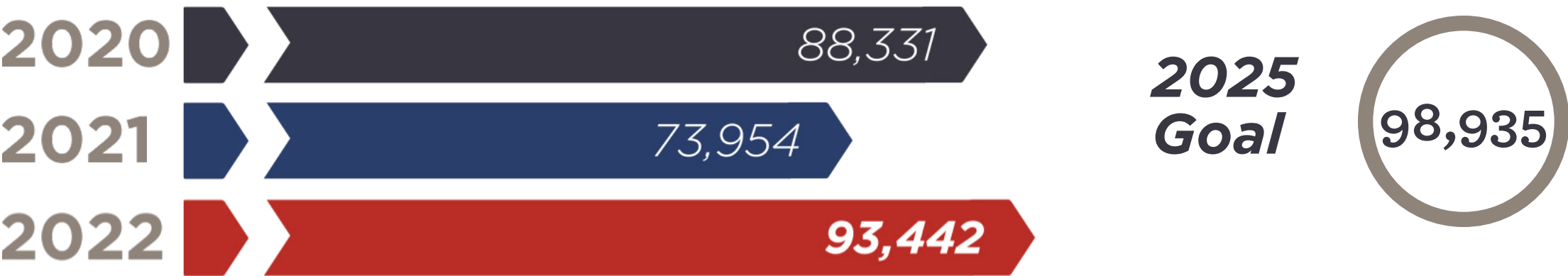
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



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

	Fall 2020		Fall 2021		Fall 2022	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	88,331	65%	73,954	57%	93,442	61%
Total	135,311	100%	130,714	100%	154,024	100%

# Sam Houston State University

## Key Performance Indicators 2020-2022



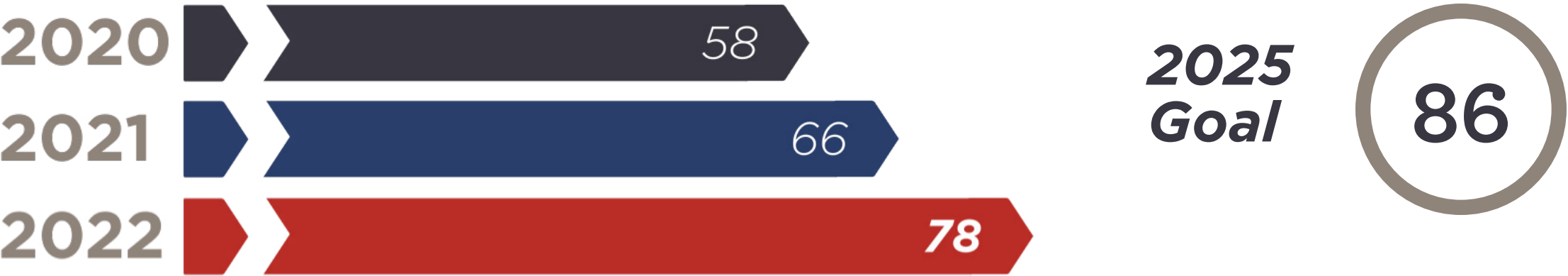
The past year at SHSU has been one of building and rebuilding programs delivered online. New certificates and alternative credentials have been added, and content for existing online programs in the College of Criminal Justice has been revamped and enhanced through the implementation of a new online course design framework. ▶ [This media-enhanced course delivery](#) is innovative and has been identified as an example for other disciplines on campus to consider.

The College of Criminal Justice’s programs are consistently ranked among the highest in the nation by U.S. News & World Report. Housed within the college, the Departments of Criminal Justice and Criminology, Security Studies, and Victim Studies have been collaborating with SHSU to develop media-enhanced online courses. The newly established Institute for Homeland Security is also working extensively with SHSU to design professional development material for industry partners. While these

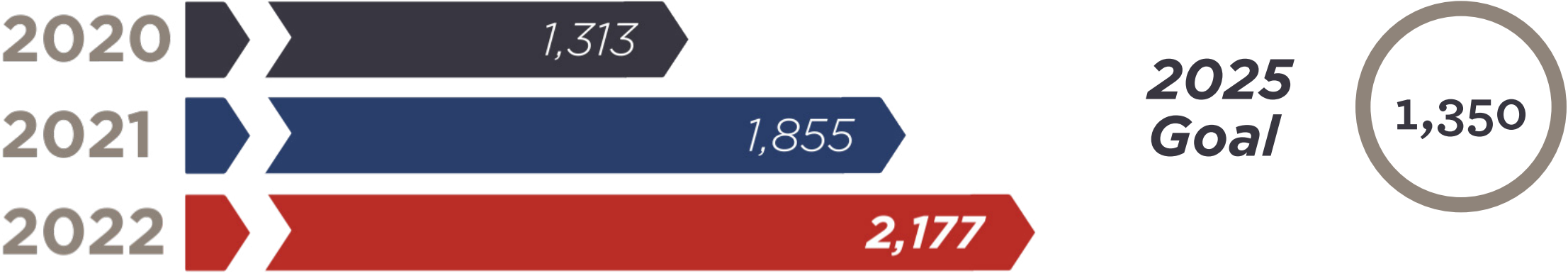
offerings are geared to help professionals in the homeland security field, SHSU students will have access to these programs as a part of their undergraduate degree plan. Initiatives like this will produce better-prepared students as they enter the job market.

Sam Houston State University offers 27 online certificate programs that can be completed in as few as six months. In this academic year, seven students completed one of these programs. SHSU also partners with 11 private and public organizations to provide continued education for over 7,500 professionals. Through LinkedIn Learning, 6,940 students have accessed skills-based courses in technology, business, and the creative arts. These students completed 2,840 LinkedIn Learning courses and earned 1,515 continuing education units from prestigious accreditors such as the National Association of State Boards of Accountancy, Project Management Institute, and Society for Human Resource Management.

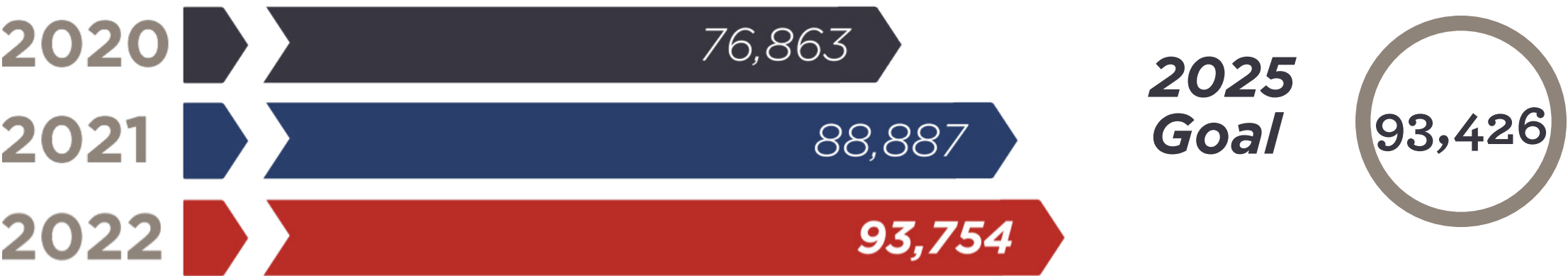
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



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

	Fall 2020		Fall 2021		Fall 2022	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	76,863	30%	88,887	36%	90,502	36%
Total	258,744	100%	250,351	100%	251,463	100%

# Sul Ross State University

## Key Performance Indicators 2020-2022



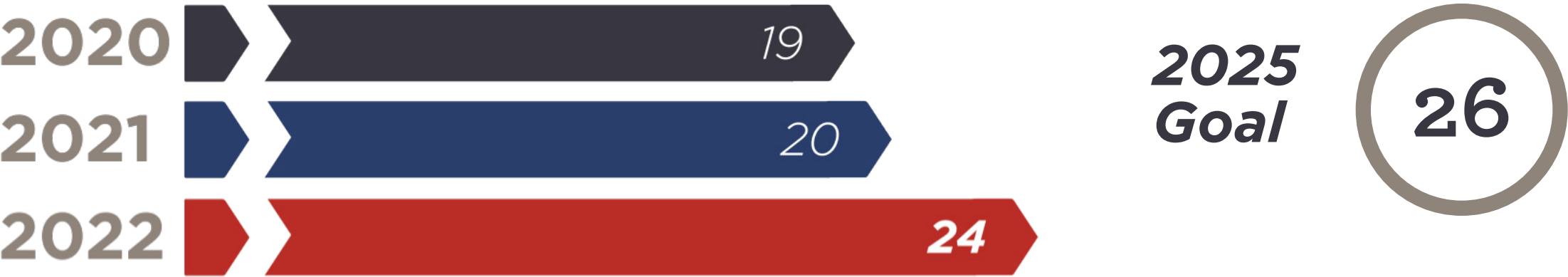
In partnership with the TSUS shared services initiative, SRSU successfully upgraded the LMS to Blackboard Ultra. Online faculty development continues to scale; a total of 77 faculty have completed the program (approximately 75 percent of all eligible faculty).

Under the Office of Academic Affairs, a new Division of Online Learning and Distance Education has been formed, and an Associate Dean of Online Learning and Distance Education was hired. A new tier of online certification is now offered through Quality Matters™ which aligns to the online division’s initiative to develop an internal quality assurance program (e.g. internal course reviews).

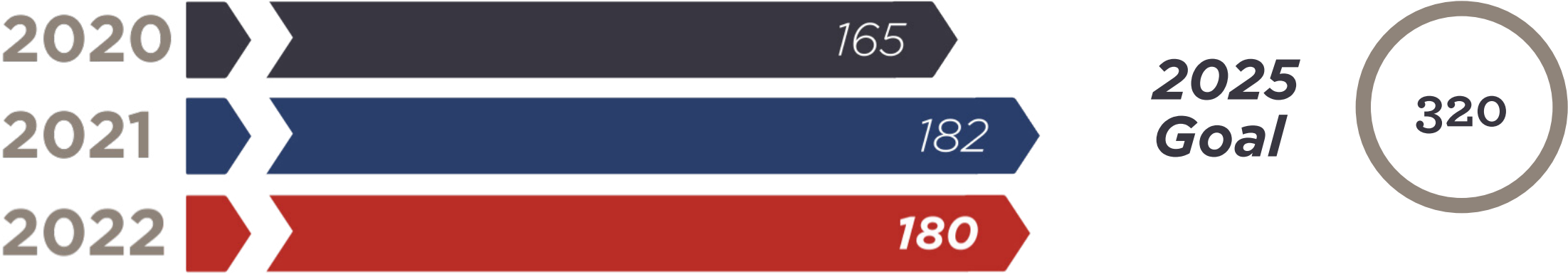
The University commenced a digital advertising campaign to increase awareness of SRSU online programs. The Bachelor of Applied Science in Agriculture and Industry is a new fully online undergraduate degree option. With a recent Department of Education grant, two new fully online master’s degrees (MS in Health Sciences and Environmental Science) will start development.

Sul Ross State University offers two online certificate programs that can be completed in as little as six months.

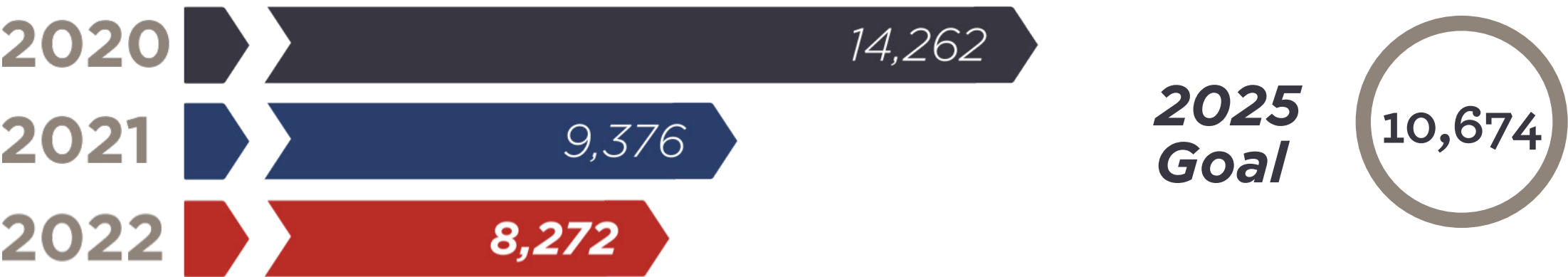
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



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

	Fall 2020		Fall 2021		Fall 2022	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	14,262	60%	9,376	45%	8,272	43%
Total	23,591	100%	20,921	100%	19,129	100%

# Texas State University

## Key Performance Indicators 2020-2022



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 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.

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.

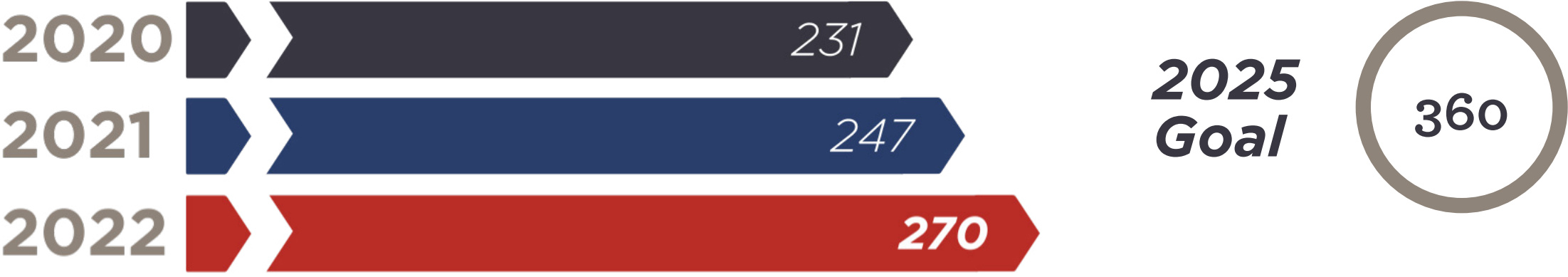
Typically, Texas State University has just over 2,400 undergraduate and graduate students who are 100 percent online, and six to seven percent of semester credit hours (SCH) are attributable to online learning.

Texas State University offers two online certificate programs that can be completed in two years. In the 2021-2022 academic year, 21 students completed one of these programs. Through Cengage Ed2Go, 7,830 hours of learning content across 33 programs were completed. Texas State also licenses LinkedIn Learning as an additional resource for continuing education.

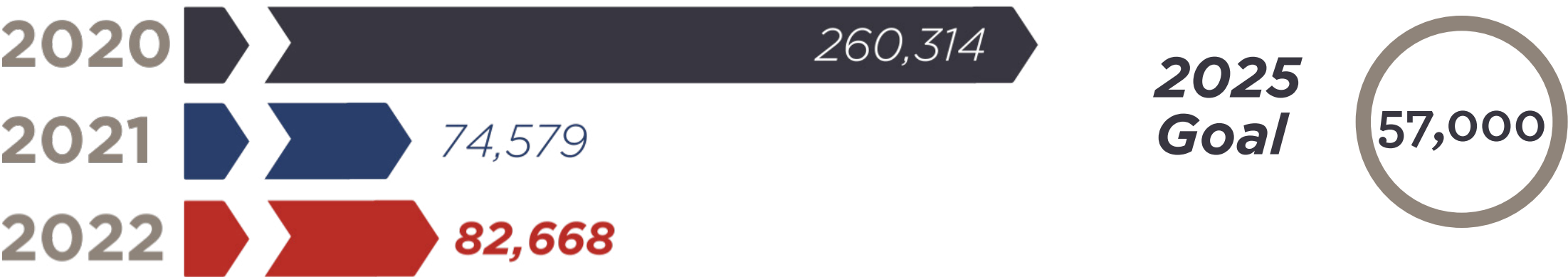
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



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

	Fall 2020		Fall 2021		Fall 2022	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	260,314	57%	74,579	17%	82,668	18%
Total	454,531	100%	451,332	100%	463,301	100%

# Lamar Institute of Technology

## Key Performance Indicators 2020-2022



Lamar Institute of Technology (LIT) offers educational programs and training to over 4,500 students that enhance students’ knowledge, encourage development, and provide market-able skills for today’s workforce.

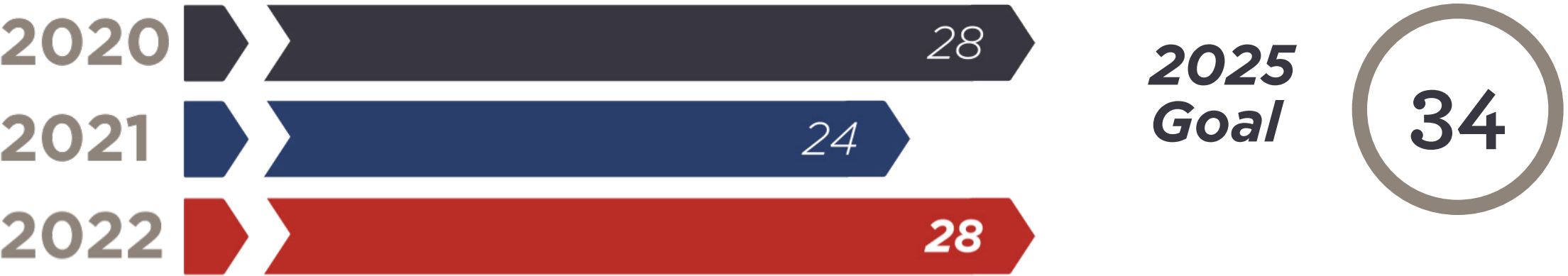
LIT is a two-year technical college offering associate of arts, associate of science, and associate of applied science degrees, as well as certificates. LIT offers 13 fully online awards and 49 partially online awards. Fully online awards include degrees in criminal justice, real estate, general education, and business, as well as certificates in accounting, management, real estate, emergency management, and homeland security.

LIT experienced a nine percent decrease in fully online students, with traditional face-to-face classes returning to standard operations as the pandemic worries decreased. LIT

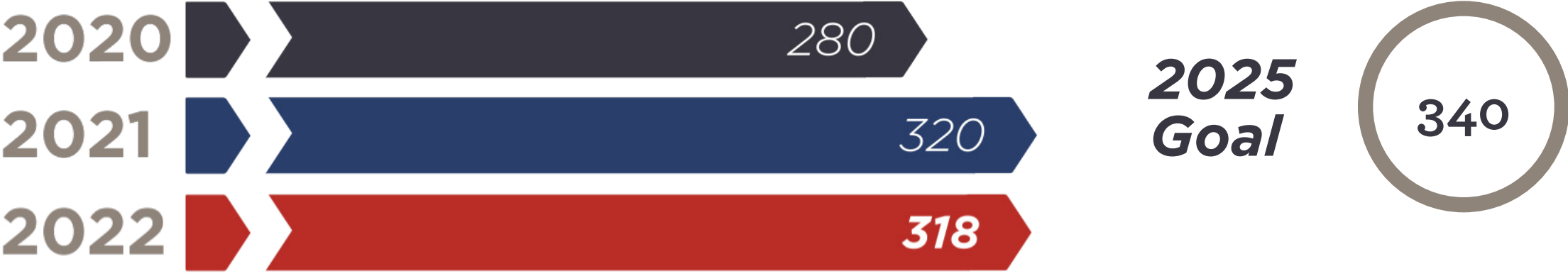
has 1,206 students taking online courses only, while at least 1,469 students have taken at least one or more courses online. Students are able to complete their associate degree and continue on to pursue a baccalaureate degree through a four-year institution in the Texas State University System.

LIT offers four online certificate programs that can be completed in two or three years. In the 2021-2022 academic year, 20 students completed one of these programs.

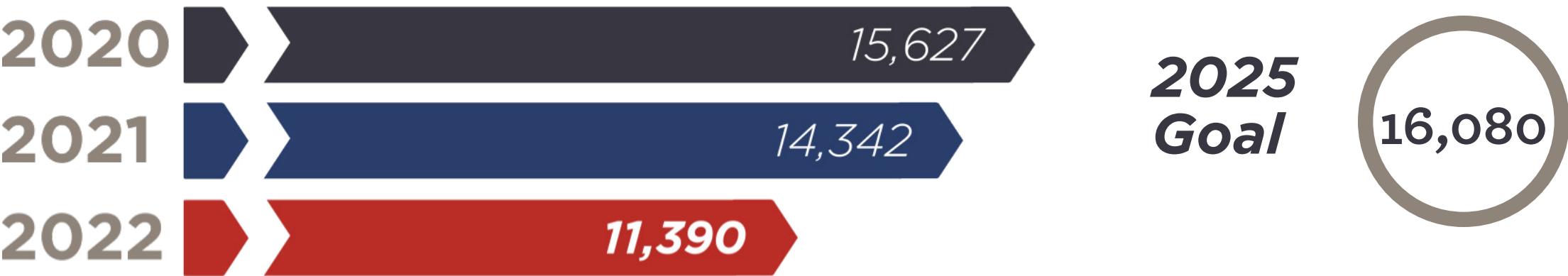
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



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

	Fall 2020		Fall 2021		Fall 2022	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	15,627	39%	14,342	37%	11,390	28%
Total	39,907	100%	38,587	100%	40,375	100%

# Lamar State College Orange

## Key Performance Indicators 2020-2022



Lamar State College Orange delivers high quality distance education, providing students convenient access while maintaining rigor and integrity of courses. In Fall 2022 LSCO joined the TSUS shared services initiative, which enables the facilitation of online education at scale for TSUS institutions and plays a key role in maintaining operations.

Most academic and technical degrees at LSCO offer a portion of required courses online. In Fall 2022, online course offerings included 56 hybrid and 105 fully online courses. There are also 1,104 students enrolled in exclusively online courses.

The following degrees can be completed entirely online: A.A. Communication, A.A. Liberal Arts, A.A. Sociology, A.S. Business, A.A.S. Business Management. Certificates are available in general studies, business management accounting, entrepreneurship, business operation, and court reporting. In the 2021-2022 academic year, 135 students completed one of these certificate programs in under a year.

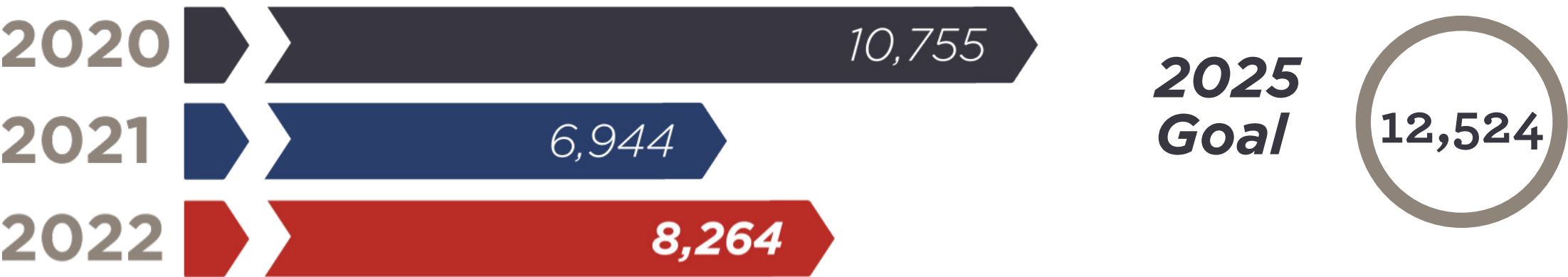
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



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

	Fall 2020		Fall 2021		Fall 2022	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	10,755	51%	6,944	34%	8,264	36%
Total	20,916	100%	20,469	100%	23,122	100%

# Lamar State College Port Arthur

## Key Performance Indicators 2020-2022



Lamar State College Port Arthur provides valuable, job-ready skills that link classroom learning to career readiness, with an academic curriculum that will transfer to a four-year college or university.

Today, students find their path at Lamar State College Port Arthur, nurturing their aspirations with faculty mentors who apply deep career expertise to more than 30 academic and technical programs. Many LSCPA students follow transfer pathways to four-year institutions, while others participate in our renowned continuing education or workforce training programs.

LSCPA presently offers 21 face-to-face certificate programs. In partnership with Ed2Go, LSCPA offers online open enrollment programs

designed to provide the skills necessary to acquire professional level positions for many in-demand occupations.

The percentage of semester hours offered in online/hybrid modalities at LSCPA has stabilized following the pandemic at slightly more than one-third. Online semester credit hours have increased nine percent in the last year, and have almost doubled since pre-pandemic years.

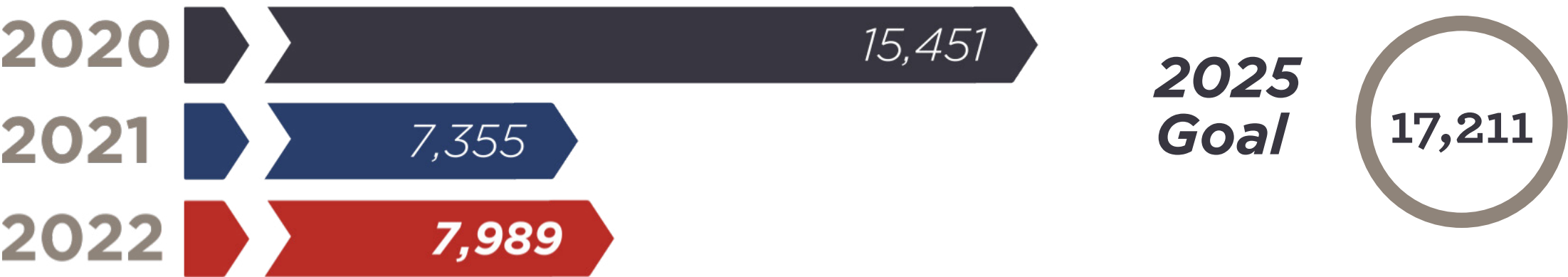
### Degree Programs Online



### Degrees Awarded Online



### Semester Credit Hours Online



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

	Fall 2020		Fall 2021		Fall 2022	
Education Mode	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total	Semester Credit Hrs	% of Total
Fully Online Education	15,451	67%	7,355	35%	7,989	36%
Total	22,964	100%	21,276	100%	21,950	100%

# Next Steps

Over the past few years, the Texas State University System has firmly established itself as a leader in online education among public university systems in the state. As a leading system in Texas, 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.

One way is by extending the network and reach of the TSUS shared services initiative. Five institutions, including Sam Houston State University, Sul Ross State University, Lamar Institute of Technology, Lamar State College Port Arthur, and Lamar State College Orange, have undertaken a partnership predicated on a spirit of cooperation and reciprocity. Together, these institutions are building a caring network of support for the continued growth of TSUS online students and instructors.

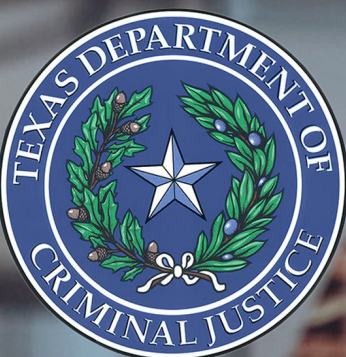
Looking ahead, a new and significant partnership brings together two leading entities in the Gulf Coast Region: SHSU and the Texas Department of Criminal Justice (TDCJ). Just formalized, the partnership between SHSU and TDCJ is designed to augment the professional and workforce development efforts of an agency that plays a critical role in the region and beyond.

With a long history of partnership, TDCJ has collaborated on various projects with Lamar Institute of Technology, Lamar State College

Orange, and Lamar State College Port Arthur. The Memorandum of Understanding between SHSU and TDCJ represents the most recent partnership between this vital state entity and academic institutions within the TSUS.

One of the main goals of the new partnership calls for the co-creation of training and skill-building programs for TDCJ's robust workforce of approximately 30,000 employees. This massive, self-sustaining enterprise requires continued support and unique building of skills. Through the partnership, SHSU and TDCJ will work together to address the training needs of TDCJ staff, closing the skills gap for this vital labor force.

Moreover, working together means that fellow TSUS institutions and TDCJ can continue to serve Texans' widely varying higher education needs. Future cross-institutional collaboration efforts include providing high-quality, accelerated online academic programs, online professional education, micro-credentialing, and certificate programs. These efforts will also include sustaining a pipeline within TSUS institutions allowing associate degree holders to complete four-year bachelor's degree programs. By facilitating pathways to degree completion, the partnership can support students on their journey from matriculation to graduation.





# Innovative Investments and Collaboration

Another way TSUS is responding to growing demand for online education is through investments in infrastructure and partnerships that are driving innovation in alternative credentialing. Professional certificates provide fast and flexible learning that hone job-ready skills, helping Texans remain competitive in the changing landscape of the market. These alternative credentials and certificates are particularly attractive to adult learners. In 2021, there were 26 times more potential adult learners (adults having more than a seven-year gap before returning or enrolling in school) than there were secondary students who graduated from high school [Reference: [Clochard, A., et al. \(2021\). "Moving Up and Moving Forward"](#)]. By offering and delivering a wide range of programs online, non-traditional students, such as adults, parents, and others who are not typical undergraduates, have the opportunity for greater gains in mobility. "Based on an analysis of over 125 million records, adults who return to higher education see a 140% larger increase in average annual salary than those who do not go back to school" [Reference: Clochard, A., et al., *ibid.*].

Investments in learning technologies to support alternative credentialing for adult learners is also of critical importance. Partnering with providers like LinkedIn Learning, Google Certificates, and the Genius Student Information System may accelerate the next wave of enrollments in higher education, as micro- and alternative credentials are a fast-growing segment of digital post-secondary learning.

## LinkedIn Learning

Boasting a growing catalog of over 15,000 courses, LinkedIn Learning is a learning platform geared toward individuals interested in building skills in three knowledge domains: business, creative arts, and technology. This award-winning platform was integrated into the TSUS shared services initiative in October 2020, and has been leveraged by faculty, students, and staff to supplement course content and build professional skills. During the 2021-2022 school year, 6,000 LinkedIn Learning courses were completed, 2,800 continuing education units were earned, and 8,000 hours of content were viewed by learners. By investing in LinkedIn Learning, TSUS is improving learning outcomes and supplementing online learning opportunities that increase in-demand skills.



## Genius Student Information System

To remove barriers and streamline the learning experience for non-academic learners and continuing education partners, a new student information system (SIS) has been integrated with several existing software tools this year, including the LMS. Genius is an SIS that streamlines registration, payment, enrollment,



and reporting for non-academic adult learners. The system centralizes learning analytics, providing insights on growing areas of interest in professional development. The online catalog of professional development courses and programs facilitates engagement by providing flexible registration options. Genius improves overall communication to engage students, derive meaningful insights, and simplify other administrative tasks.

## Google Certificates

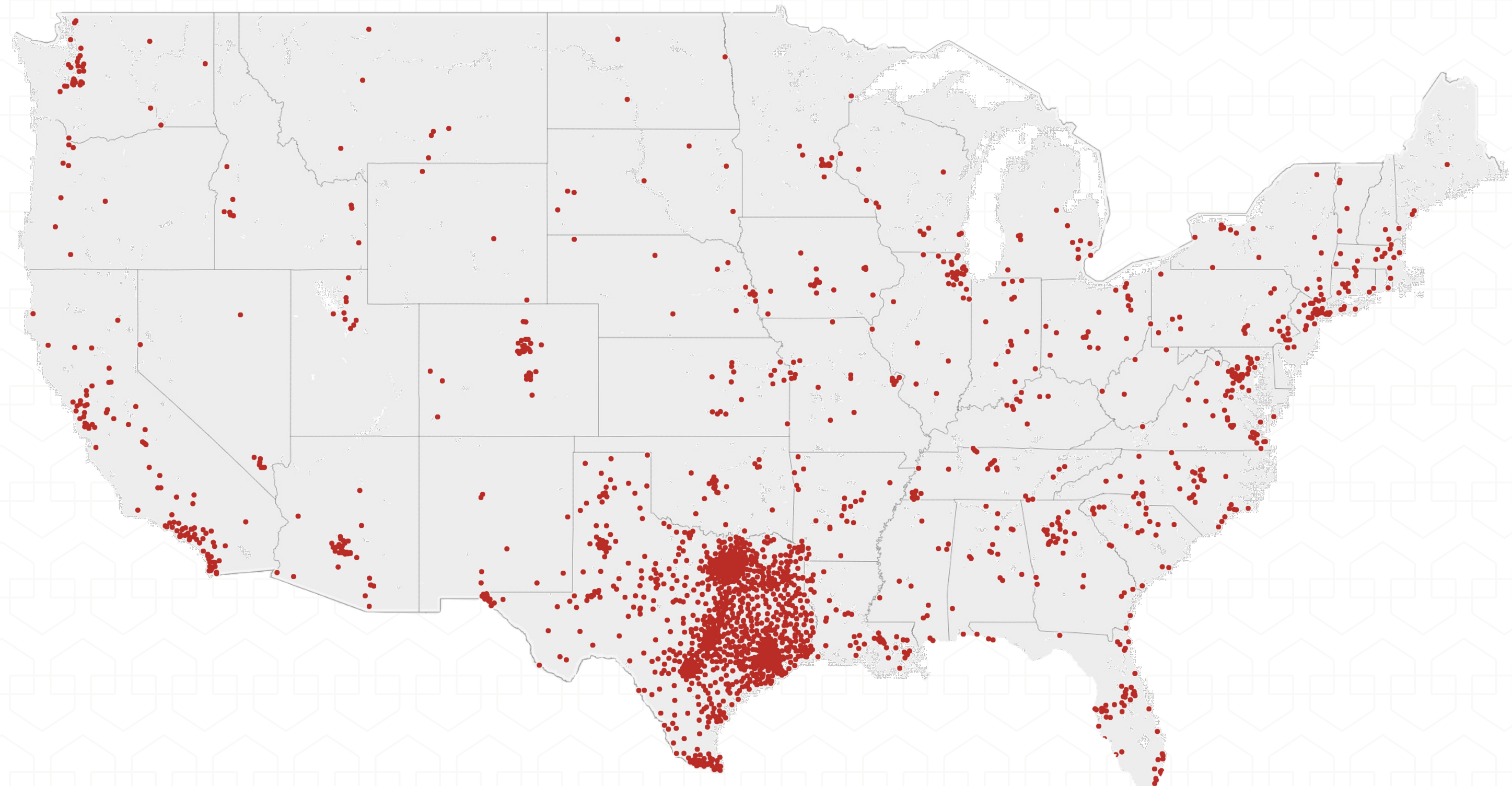
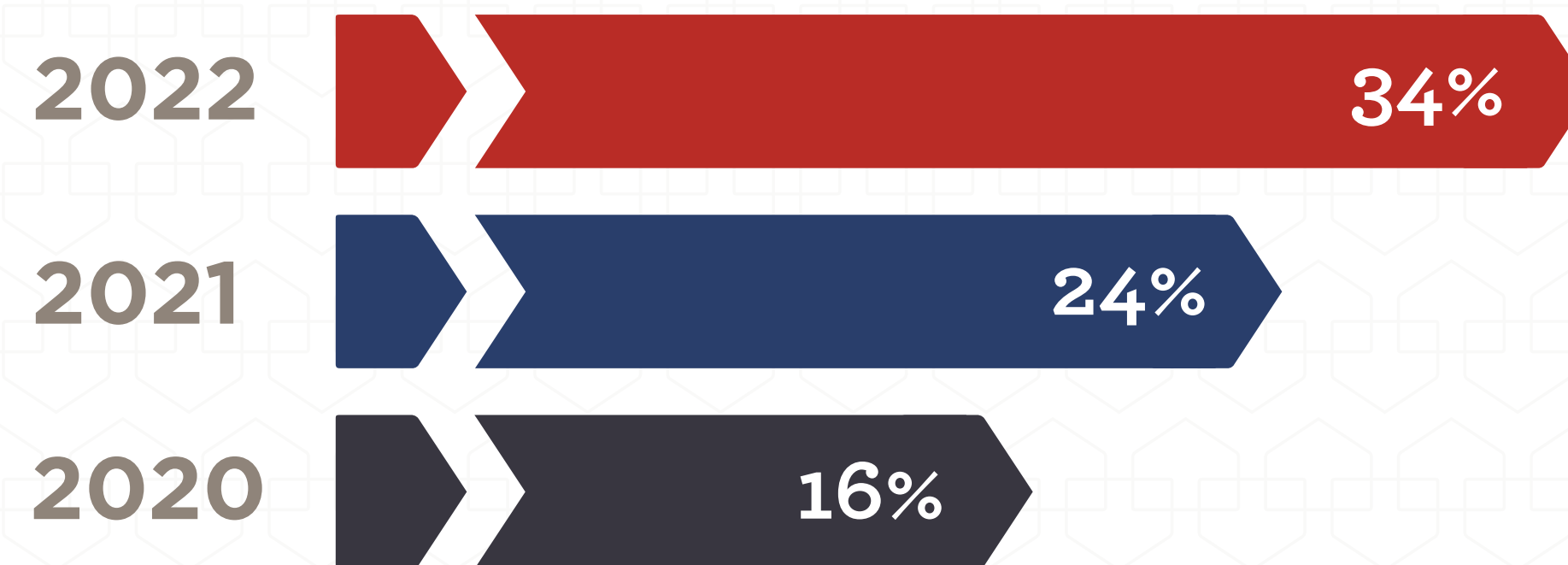
An impressive 82 percent of Google Certificate completers report a positive effect on their career, such as a new job, enhanced skills, promotion, or raise within six months. This coming year, TSUS institutions intend to make Google professional certificates available to new and existing students. These certificates will help them learn relevant skills to meet workforce demands in areas such as digital marketing and e-commerce, data analytics, project management, user experience design, IT support, and IT automation.

# Fully Online Students Across Texas... and Beyond

Most of the survey respondents (77 percent) decided to study online before any other factor was considered. Once that decision was made, respondents prioritized their choices as follows: Field of study (82 percent), cost (74 percent), time to degree completion (68 percent) and the college's reputation (62 percent).

“The percentage of students who are willing to attend an online college more than 100 miles away shrank in the past decade, from 30 percent to 24 percent of respondents. Approximately half (48 percent) want their online universities to be less than 50 miles from where they live. One-quarter (24 percent) were unconcerned with physical proximity to campus” [Reference: D’Agostino, Susan. “The Needs and Preferences of Fully Online Learners” (2022). Northern Illinois University Center for Innovative Teaching and Learning].

## Percentage of Students Exclusively Enrolled Online in The Texas State University System



# Credits

## TSUS Board of Regents

<b>Duke Austin</b>	<i>Chairman</i>
<b>Garry Crain</b>	<i>First Vice Chairman</i>
<b>Alan L. Tinsley</b>	<i>Second Vice Chairman</i>
<b>Charlie Amato</b>	<i>Regent</i>
<b>Sheila Faske</b>	<i>Regent</i>
<b>Dionicio (Don) Flores</b>	<i>Regent</i>
<b>Nicki Harle</b>	<i>Regent</i>
<b>Stephen Lee</b>	<i>Regent</i>
<b>William F. Scott</b>	<i>Regent</i>
<b>Gabriel Webb</b>	<i>Student Regent</i>

## TSUS Administration

<b>Brian McCall, Ph.D.</b> Chancellor	<i>Austin</i>
<b>John Hayek, Ph.D.</b> Vice Chancellor, Academic and Health Affairs	<i>Austin</i>
<b>Daniel Harper, M.B.A.</b> Vice Chancellor and Chief Financial Officer	<i>Austin</i>
<b>Nelly R. Herrera, J.D.</b> Vice Chancellor and General Counsel	<i>Austin</i>
<b>Sean Cunningham, J.D.</b> Vice Chancellor, Governmental Relations	<i>Austin</i>
<b>Mike Wintemute, M.A.</b> Vice Chancellor, Marketing and Communications	<i>Austin</i>

## Directors

<b>Bill Angrove, Ed.D.</b> TSUS Chief Online Education Officer Associate Vice President, Distance Learning	<i>SHSU</i>
<b>Chris Herrera, Ph.D., M.B.A.</b> Associate Dean of Online Learning and Distance Education	<i>SRSU</i>
<b>Pamela A. Millsap, Ph.D.</b> Vice President for Academic Affairs	<i>LSCPA</i>
<b>Brett Welch, Ph.D.</b> Interim Vice Provost for Digital Learning	<i>LU</i>
<b>Alicia Lloyd</b> Director of Learning Technology and Student Success	<i>LSCO</i>
<b>Dana Willett</b> Assistant Vice President Distance and Extended Learning	<i>TXST</i>
<b>Angela Clark</b> Manager of Online Learning and Student Success	<i>LIT</i>
<b>Tami Rice</b> TSUS Chief Data Officer Director, System Data and Analysis	<i>TXST</i>

## Special Thanks

