

**Division of Online Learning and
Distance Education**

**SRSU Fall 2025 Instructional
Services Brown Bag Event -
Alpine Campus**

September 19, 2025





AI Thursdays @ SRSU

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Begin an open and ongoing conversation among faculty and staff about artificial intelligence and its broad implications for higher education.

We'll explore how AI is shaping teaching, learning, research, and university life.

Our goal is to create a vibrant, collegial space for curiosity, dialogue, and professional growth.

September 11, 2025

October 16, 2025

November 13

January 29

February 26

April 16

The Office of the Provost will provide lunch for all who RSVP!



Quality Matters Faculty Development

Scaffolded Approach to Faculty Development



SHSU COURSE
REDESIGN AND
CERTIFICATION



APPLYING
QM RUBRIC
(APPQMR)
TRAINING



QM SELF-
REVIEW
COURSE



QM SELF-REVIEW
2.0



ONLINE TEACHING
EXCELLENCE
AWARD ELIGIBILITY



APPQMR Training Registration

- WHO: All SRSU faculty – full or part-time – who have completed the SHSU Course Redesign certification between summer 2022 thru present are eligible.
- WHEN: TBD (January before Spring Sem)
- INSTRUCTOR: Dr. Jennifer Haan



Key Findings from the Quality Matters CHLOE 10 Report

MEETING THE MOMENT: NAVIGATING GROWTH,
COMPETITION, AND AI IN ONLINE HIGHER EDUCATION

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The CHanging Landscape of Online Education

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Highlights the evolution and current state of online education in the U.S., emphasizing the role of Chief Online Learning Officers (COLOs) in shaping institutional strategies

Survey of Chief Online Learning Officers (COLOs) in U.S. higher education institutions (n=257)

Overview of the CHLOE 10 Report

Online Demand and Student Experience

Traditional-age undergraduates: 60% of COLOs reported increased interest (up from 59% in CHLOE 8); those noting declining interest fell from 5% to 4%.

Adult undergraduates: 66% reported increased interest (up from 57%).

Graduate students: 74% reported increased interest (up from 63%), with corresponding declines in “same level of interest” and “less interest” responses.

Online Course and Program Modalities

Across all student types, fully asynchronous courses are the most prevalent modality, outpacing mixed and hybrid formats.

Traditional-age undergraduates are most likely to encounter hybrid courses, reflecting institutional efforts to preserve some in-person interaction.

Adult undergraduates and graduate students are more likely to engage in mixed (synchronous + asynchronous) courses than their younger peers, but fully asynchronous remains the dominant format for both groups.

Evolving Student Experience and Future Trends

For traditional-age undergraduates, the physical classroom is expected to drop from 70% to 32% in importance by 2030.

AI support services are projected to rise from 1% to 43% in significance.

The importance of online asynchronous learning is expected to decline, while online synchronous learning is anticipated to grow

Faculty Readiness and Instructional Capacity

A majority of institutions report that faculty are “fully prepared” to use the LMS (55%)

fewer say the same about teaching online (45%),

and even fewer about online course design (28%)

AI Investment and Strategy in Online Learning

Only 23% of institutions report having an institution-wide AI strategy.

Preparing students for the workforce was identified as a primary goal of AI implementation by 77% of COLOs.

Public sector institutions, particularly two-year colleges, report greater concern over disparities in student access to AI tools, raising new equity considerations amid rising AI adoption.

Future of Student Experience in Higher Education

Public research universities anticipate a shift away from physical classrooms and full-time faculty reliance

A four-year private liberal arts college expects continuity in its traditional approach, emphasizing in-person learning and community experiences

Community colleges project increased use of AI in instruction and a blend of online and campus learning.

96% of COLOs agree that data analytics is essential for decision-making about online learning

Just 40% of respondents somewhat or strongly agreed that online learning data at their institutions is well-defined and widely understood.

A large majority of COLOs agreed (56% strongly, 29% somewhat) that data privacy is a strategic priority for improving online learning programs.

Importance of Data Analytics and Literacy

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Questions and Discussion

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