

# Off-Campus Instruction Report

Required by General Appropriations Act, House Bill 1,  
88th Texas Legislature, Special Provisions, Section 14

May 2025

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### Agency Purpose

Our purpose is to strengthen Texas through higher education. By making higher education accessible to a wide range of people, we can ensure Texas remains one of the world's most innovative, valuable educational systems. By bringing together data, policymakers, and institutions, we can inform sensible policies that make a difference and make education beyond high school available to every person in our state. When we do that, we will improve lives, communities, and our shared economy.

### Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

### Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

**Accountability:** We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

**Efficiency:** We accomplish our work using resources in the most effective manner.

**Collaboration:** We develop partnerships that result in student success and a highly qualified, globally competent workforce.

**Excellence:** We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in employment or the provision of services.

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## Executive Summary

As required by the General Appropriations Act, House Bill 1, Special Provisions, Section 14, 88th Texas Legislature, the Texas Higher Education Coordinating Board submits this report to the governor and Legislative Budget Board. The report details the distribution of state-funded semester credit hours (SCHs) attempted at general academic institutions (GAIs) by course location and mode of instruction for the most recent fiscal year.

Under Texas Administrative Code (TAC), Chapter 4, Subchapter Q, Rule 4.272, off-campus instruction is defined as a course in which a majority (more than 50%) of instruction occurs when students and instructors are in the same physical location away from the institution's main campus.

This report summarizes attempted SCHs by students attending GAIs across the following three instructional categories:

- On-campus instruction: Course instruction on the main campus in which at least 50% of instruction occurs when student(s) and instructor(s) are in the same physical location.
- Off-campus instruction: Course instruction at approved off-campus locations in which a majority (more than 50%) of the instruction occurs when the student(s) and instructor(s) are in the same physical location away from the main campus.
- Other instruction: Course instruction in which a majority (more than 50%) of the instruction occurs when the student(s) and instructor(s) are in separate physical locations, including 100% online, as defined in TAC Section 2.202(3)(A), or hybrid, as defined in TAC Section 2.202(3)(B).

Across fall 2023 and spring 2024, approximately two-thirds of all state-funded instruction took place on-campus. Courses categorized as "other instruction" accounted for about one-third, while off-campus instruction represented less than 2% of attempted SCHs in each term. This pattern shifted in summer 2024, when over 75% of SCHs were classified as "other instruction," and on-campus instruction dropped to under one-quarter. Off-campus instruction remained below 2% across all three terms.

# Off-Campus Instruction Report

## Report Methodology

The "Off-Campus Instruction Report" provides both detailed and summary data on student enrollments and semester credit hours (SCHs) attempted at general academic institutions (GAIs), disaggregated by course location and mode of instruction. Institutions report this information to the Texas Higher Education Coordinating Board (THECB) on the Census Student Schedule Report (CBMOCS). The report includes all instructional modalities, allowing for comparisons across course locations and delivery methods. Data encompass all academic levels—undergraduate and graduate—but are limited to state-funded SCHs.

For the purposes of this report, summaries are provided across three instructional categories:

- On-campus instruction: Course instruction on the main campus in which at least 50% of instruction occurs when student(s) and instructor(s) are in the same physical location.
- Off-campus instruction: Course instruction at approved off-campus locations in which a majority (more than 50%) of the instruction occurs when the student(s) and instructor(s) are in the same physical location away from the main campus.
- Other instruction: Course instruction in which a majority (more than 50%) of the instruction occurs when the student(s) and instructor(s) are in separate physical locations, including 100% online, as defined in Texas Administrative Code (TAC) Section 2.202(3)(A), or hybrid, as defined in TAC Section 2.202(3)(B).

Only instruction with non-zero semester credit hours is included in this report. If a particular mode or type of instruction does not appear for a given semester or institution, it indicated that zero SCHs were reported for that category.

## Findings

Tables 1-3 summarize the number of courses and SCHs attempted by students across instructional modes for the fall, spring, and summer terms of Fiscal Year 2024. Detailed tables with SCHs by institution and instructional type for fall 2023, spring 2024, and summer 2024 are available on the THECB's website at [TXHigherEdData.org](https://www.txhighereddata.org).

Across the three terms, off-campus, face-to-face instruction accounted for less than 2% of total SCHs. In fall 2023 and spring 2024, the majority of instruction was delivered on-campus in a face-to-face format, with approximately one-third categorized as "Other" Instruction. This pattern shifted in summer 2024, when 75% of SCHs were classified as "Other" and only about 23% were delivered on-campus.

Table 1. Fall 2023 Statewide Semester Credit Hours Attempted in Off-Campus, On-Campus, and Other Courses

Type of Instruction	Attempted SCHs	% of Total SCHs
Off-Campus	105,353	1.40%
On-Campus	5,145,921	68.42%
Other	2,269,748	30.18%
Total	7,521,022	100.0%

Source: CBMOCl, CBMOCS

Table 2. Spring 2024 Statewide Semester Credit Hours Attempted in Off-Campus, On-Campus, and Other Courses

Type of Instruction	Attempted SCHs	% of Total SCHs
Off-Campus	93,296	1.32%
On-Campus	4,623,564	65.17%
Other	2,377,239	33.51%
Total	7,094,099	100.0%

Source: CBMOCl, CBMOCS

Table 3. Summer 2024 Statewide Semester Credit Hours Attempted in Off-Campus, On-Campus, and Other Courses

Type of Instruction	Attempted SCH	% of Total SCH
Off-Campus	28,248	1.63%
On-Campus	394,093	22.78%
Other	1,307,367	75.58%
Total	1,729,707	100.0%

Source: CBMOCl, CBMOCS

The detailed data tables for [fall 2023](#), [spring 2024](#), and [summer 2024](#) enable comparisons of instructional modes across GAIs. While off-campus instruction was not overwhelmingly popular among institutions, East Texas A&M University reported the highest proportion of its state-funded instruction off campus, with 8.1% of all SCHs attempted at off-campus locations across the fiscal year. Other institutions with notable shares of off-campus include The University of Texas at Tyler at 5.7%, Texas Woman’s University at 3.9%, and University of Houston-Clear Lake at 3.9%.

Most off-campus instruction occurred in four primary types of locations across each of the terms. [Table 4](#) shows the breakdown of the reported locations for off-campus instruction. Off-campus and other higher education sites were the most common locations reported in fall and spring. In summer 2024, the highest concentration of off-campus hours was taken in a foreign country, likely reflecting summer study-abroad programs. Off-campus instruction also supports dual credit enrollment. Across fall 2023 and spring 2024, dual credit instruction at high school sites accounted for about 14% of all off-campus SCHs.

Table 4. Top 4 Locations for Off-Campus Instruction, Fiscal Year 2024

Rank	Instruction Location		
	Fall	Spring	Summer
1	Off-Campus (33.41%)	Off-Campus (40.78%)	Foreign Country (45.82%)
2	Other Higher Education Site (29.58%)	Other Higher Education Site (29.92%)	Off-Campus (30.73%)
3	Individual Instructional/Telecommunications (14.43%)	High School for Dual Credit (14.03%)	Other Higher Education Site (12.23%)
4	High School for Dual Credit (13.81%)	Foreign Country (6.94%)	Out of State (4.27%)

Source: CBMOC1, CBMOC5

## Conclusion

While off-campus instruction continues to represent a small share of overall SCH activity—consistently below 2% across all terms—its strategic role in expanding access and flexibility remains critical. Institutions leverage off-campus modalities to support specialized programs, facilitate dual credit instruction at high school sites, and offer unique learning experiences such as study abroad. These uses align with Texas’s broader goal of increasing higher education participation and success.

The data also reveal seasonal variation in instructional delivery. Summer terms exhibit a marked shift toward remote learning, with over 75% of instruction categorized as “other,” reflecting a continued reliance on online and hybrid modalities. As institutions adapt to changing student preferences and workforce demands, this trend may persist or evolve, underscoring the importance of ongoing monitoring and analysis.

Although off-campus instruction remains limited in scope, its presence across nearly all GAIs suggests targeted and intentional use. The THECB will continue to track and report this data annually, supporting transparency and providing stakeholders with valuable insights into how Texas institutions deliver higher education beyond the main campus.

**Texas Higher  
Education**  
**COORDINATING BOARD**

This document and supporting data is available on the Texas Higher Education Coordinating Board website: <https://highered.texas.gov>.

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