

2019 - 2020

Educational Technology Services (ETS) Annual Report



Educational Technology Services
A Division of the Office of the Provost

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Executive Summary

Educational Technology Services (ETS) was instrumental in furthering the mission of The University of Texas at Dallas during the COVID-19 impacted Academic Year 2019-2020. The eLearning Learning Management System (LMS) saw a 99.86% uptime. The department realized a 13.87% increase in blended/online course offerings over the previous year. 81.66% of all sections offered actively used the eLearning LMS. ETS renovated and updated the audiovisual systems in 22 rooms, and supported 116,604 class/lab sessions and 1,615 events. Classroom media uptime was 99.24%. The department has reached an unprecedented level of institutional knowledge and stability. The Testing Center saw the number of proctored exams (including on-site and via Honorlock) increase from 96,924 to 160,451 (65.54%).

Mission Statement

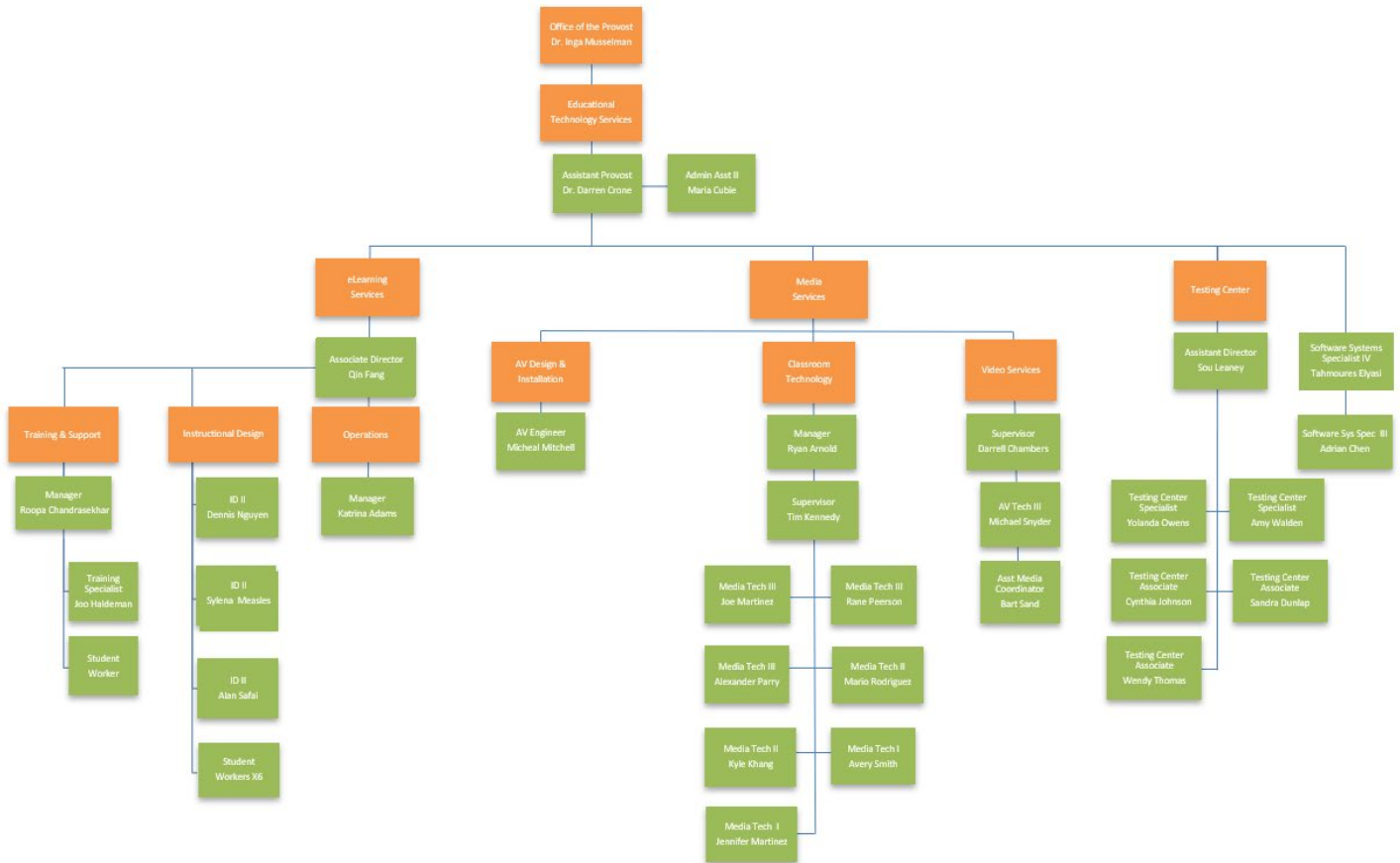
The mission of Educational Technology Services (ETS), a division of the Office of the Provost, is to provide the University's faculty, staff, and students with educational technology resources and pedagogical instruction to facilitate the best possible learning experience. The focus of the team is to effectively integrate technology into online, hybrid and classroom-based courses.

Personnel

Educational Technology Services Staff under the direction of Dr. Darren Crone, Assistant Provost

- Maria Cubie, Administrative Assistant II
- Qin Fang, Associate Director
- Katrina Adams, eLearning Manager (Operations)
- Roopa Chandrasekhar, Manager (Training & Support)
- Dennis Nguyen, Instructional Designer II
- Sylena Measles, Instructional Designer II
- Alan Safai Instructional Designer II
- Joo Haldeman, Instructional Technology Training Specialist
- Ryan Arnold, Media Services Manager
- Timothy Kennedy, Media Technology Supervisor
- Joe Martinez, Media Technology Specialist III
- Rane Peerson, Media Technology Specialist III
- Alexander Parry, Media Technology Specialist III
- Adrian Chen, Software Systems Specialist III
- Mario Rodriguez, Media Technology Specialist II
- Kyle Khang, Media Technology Specialist II
- Avery Smith, Media Technology Specialist I
- Jennifer Martinez, Media Technology Specialist I
- Darrell Chambers, Video Services Supervisor
- Michael Snyder, Audio Visual Technician III
- Bart Sand, Assistant Media Coordinator
- Micheal Mitchell, Audiovisual Engineer
- 7 Student Workers (eLearning)
- Sou Leaney, Testing Center Assistant Director
- Yolanda Owens, Testing Center Specialist
- Amy Walden, Testing Center Specialist
- Cynthia Johnson, Testing Center Associate
- Wendy Thomas, Testing Center Associate
- Sandra Dunlap, Testing Center Associate

Organizational Chart



eLearning Services

Courses/Organizations

Each face-to-face section has a corresponding eLearning section created. There were 8,451 academic eLearning sections created, a 5.33% increase over AY 2018/19. 81.66% of these eLearning sections were actively used (Figure 1).

Online/blended sections made up 9.32% of all course offerings. Online (7.03%) and blended (1.66%) credit hours accounted for 9.02% of total credit hours (Figure 2). The department developed and supported 788 online/blended sections, an increase of 13.87% over AY 2018-19. This does not include the face-to-face sections that shifted to the remote instructional modality due to the pandemic. Online/blended enrollments totaled 23,392, up from 20,263, the previous year (Figure 3). Blended offerings saw an increase from 166 to 194 (+16.87%) and fully online offerings increased from 526 to 594 (+12.93%) compared to AY 2018-19. Historical data are shown in Figure 4.

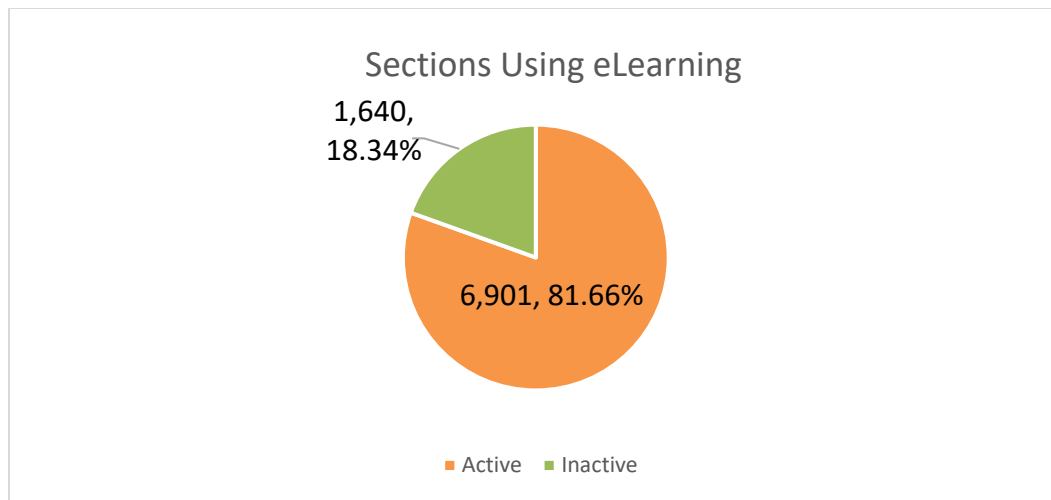


Figure 1

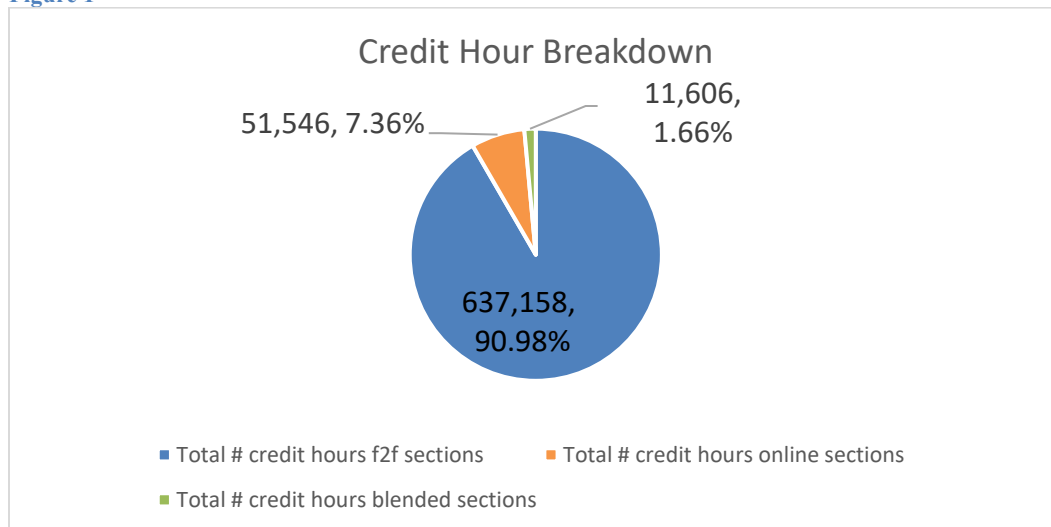


Figure 2

	2015-16	2016-17	2017-18	2018-19	2019-20
# online/blended sections (percentage change over previous AY)	481 (3%)	555 (15.38%)	661 (19.1%)	692 (4.69%)	788 (13.87%)
# online sections (percentage change over previous AY)	397 (-2.93%)	418 (5.29%)	506 (21.05%)	526 (3.95%)	594 (12.93%)
# blended sections (percentage change over previous AY)	84 (44.83%)	137 (63.1%)	155 (13.14%)	166 (7.1%)	194 (16.87%)
Total # of ALL sections (percentage change over previous AY)	6,639 (7.32%)	7,187 (8.25%)	7,705 (7.21%)	8,023 (4.13%)	8,451 (5.33%)
Online/blended sections as a percent of all sections	7.30%	7.70%	8.57%	8.63%	9.32%
Online sections as a percent of all sections	6.00%	5.80%	6.56%	6.55%	7.03%
Blended sections as a percent of all sections	1.30%	1.90%	2.01%	2.06%	2.30%
Total # credit hours blended/online sections	43,951	49,381	51,786	55,277	63,152
Total # credit hours online sections	38,722	40,990	43,594	45,617	51,546
Total # credit hours blended sections	5,229	8,391	8,192	9,660	11,606
Total ALL credit hours	552,328	603,567	627,536	661,843	700,310
Online/blended credit hours as a percent of total credit hours	8.00%	8.20%	8.25%	8.35%	9.02%
Online credit hours as a percent of total credit hours	7.00%	6.80%	6.95%	6.89%	7.36%
Blended credit hours as a percent of total credit hours	1.00%	1.40%	1.31%	1.46%	1.66%
Total enrollment online/blended sections	15,675	17,470	19,103	20,263	23,392
Total enrollment online sections	13,846	14,631	15,898	16,627	19,422
Total enrollment blended sections	1,829	2,839	3,205	3,636	3,970
Total enrollment ALL sections	183,596	198,206	217,039	264,400	287,196

Figure 3

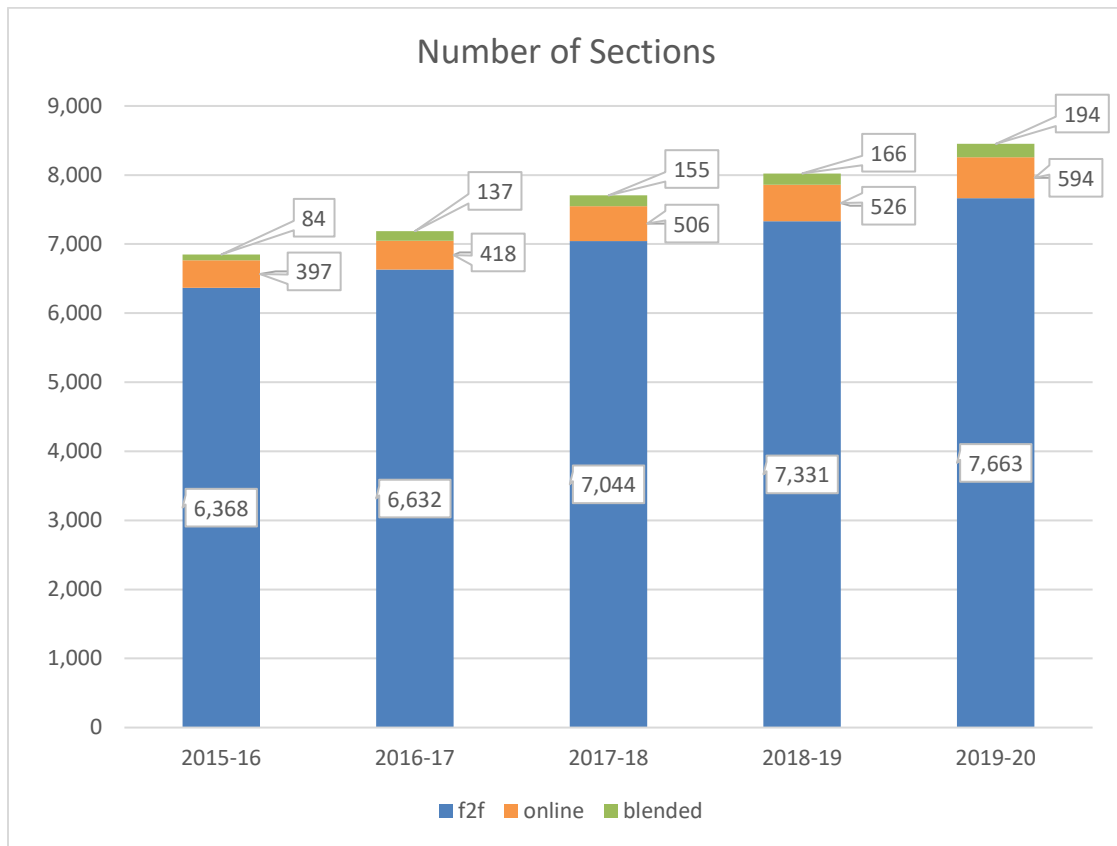


Figure 4

Course Development

The eLearning team developed 56 new online and blended sections in AY 2019-20.

- ACCT 2302.0W1
- AMS 4305.5H1
- ARAB1311.091
- BCOM 4350.009
- BUAN 6320.0W2
- BUAN 6345.0W1/MIS 6345.0W1
- BPS 6332.CW1
- CRIM 2308.0W1
- ED 3315.0H1, 0H2
- ED 3345.0H1, 5H1
- ED 3371.5H1
- ED 4363.5H1
- ED 4353.0H1
- ED 4363.5H1
- ENTP 3360/FIN 3360.0W1
- FILM 3321.0H1
- FIN 3320.0W2/0W3 (new instructor)
- FIN 3365/ REAL 3365.0W1
- FIN 6307.0W1
- FIN 6322/ REAL 6322.0W1
- GEOS 1303.0W1
- GEOG 3304/GEOS 3304/ GISC 3304.0H1
- HMGT 6320.0W1 (new instructor)
- HMGT 6323/MIS 6317.0W1
- HUSL 7308.5H1
- IMS 6304.0W1
- IMS 6360.0W1
- ITSS 3311/OPRE 3311.0W1
- ITSS 4300.0W1
- LANG 3348.051
- LIT 1301.0W1
- LIT 2331.0W1
- LIT 3317.0H1
- MAIS 5300.5H1
- MECH 3305.0W2
- MIS 6313.0W1
- MKT 6309.0W1
- MKT 6V99.0W1
- NSC 4351.0W1
- NSC 4V90.0W1
- OBHR 3330.0W1
- OPRE 3310.0W1
- OPRE 4340.0W1
- OPRE 6359.0W1
- OPRE 6366.0W1
- OPRE 6370.0W1
- OPRE 6371.0W1
- OPRE 6398/ BUAN 6398.0W1 (new instructor)
- OPRE 6398/ BUAN 6398.0W2 (new instructor)
- PSY4V90.0H1
- STAT 4352.0H1
- SPAN 1312.051
- SPAN 2311.091
- THEA 1310.0W1
- VPAS 4310.0H1
- VPAS 4389.0W1

The team redeveloped 9 online and blended sections.

- ACCT 6194.SW1
- ACCT 6202.0W2
- ACCT 6292.SW1
- ACCT 6333.0W1
- BPS 6310/ ENTP 6310.0W1
- MIS 6319.0W1/ OPRE 6390.0W1
- MIS 6380.0W1
- MKT 6310.0W1
- OPRE 6371.0W1

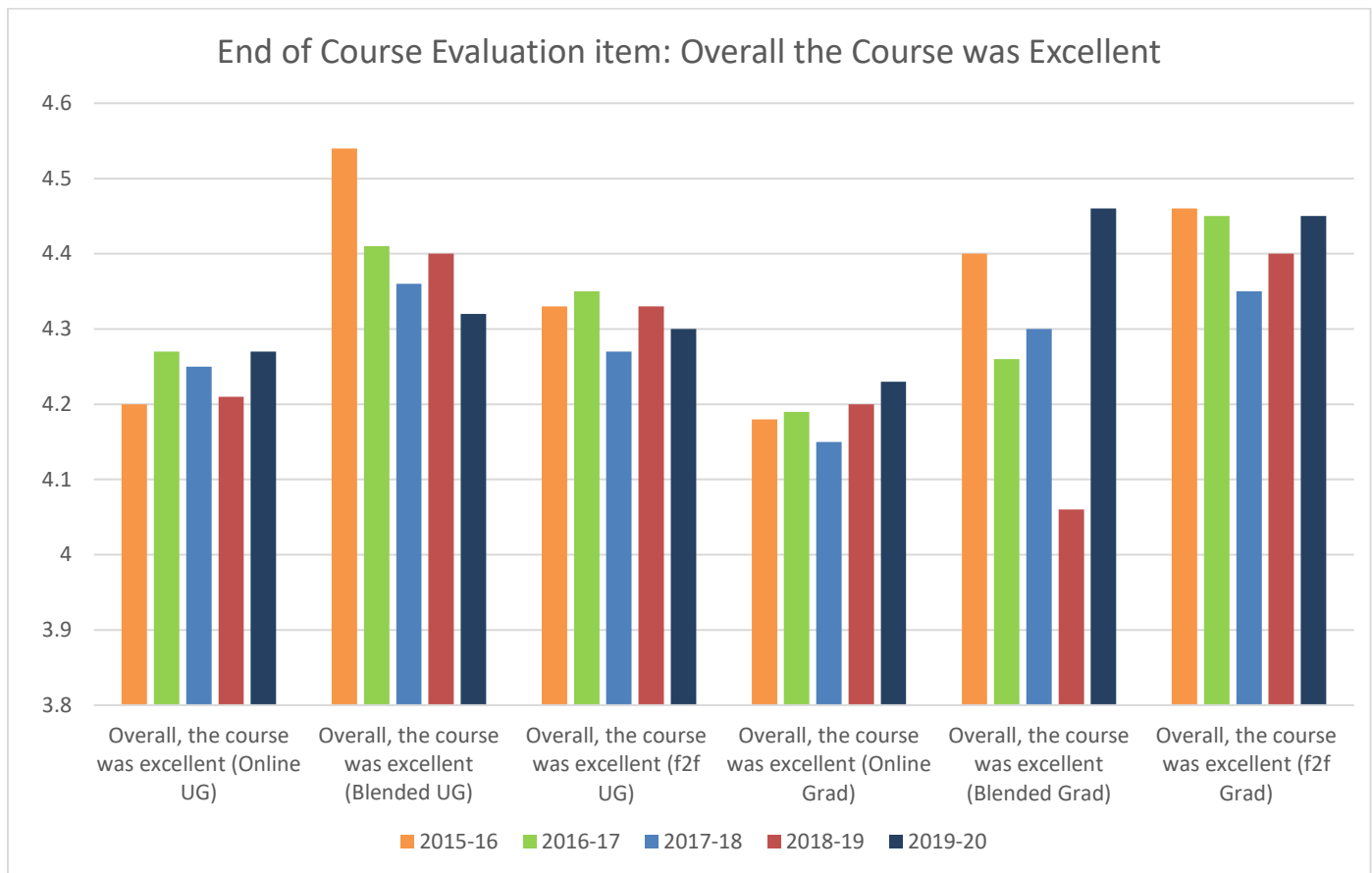
The eLearning LMS is increasingly being used by non-academic groups. There were 668 eLearning Organizations created/supported, a 67% increase (400) over AY 2018/19.

Large/significant organizations include:

- Computer Science Mentoring Center
- FY20 Annual Compliance Training
- Freshman Mentor Program 2020-21
- Living Learning Communities Student Group 2021
- Online Instructor Support – Summer 2020
- Online International Student Orientation
- Return to Campus 2020
- Safely Resuming On-Campus Research
- Student Affairs
- Student Organization Center
- Various summer camp organization sites

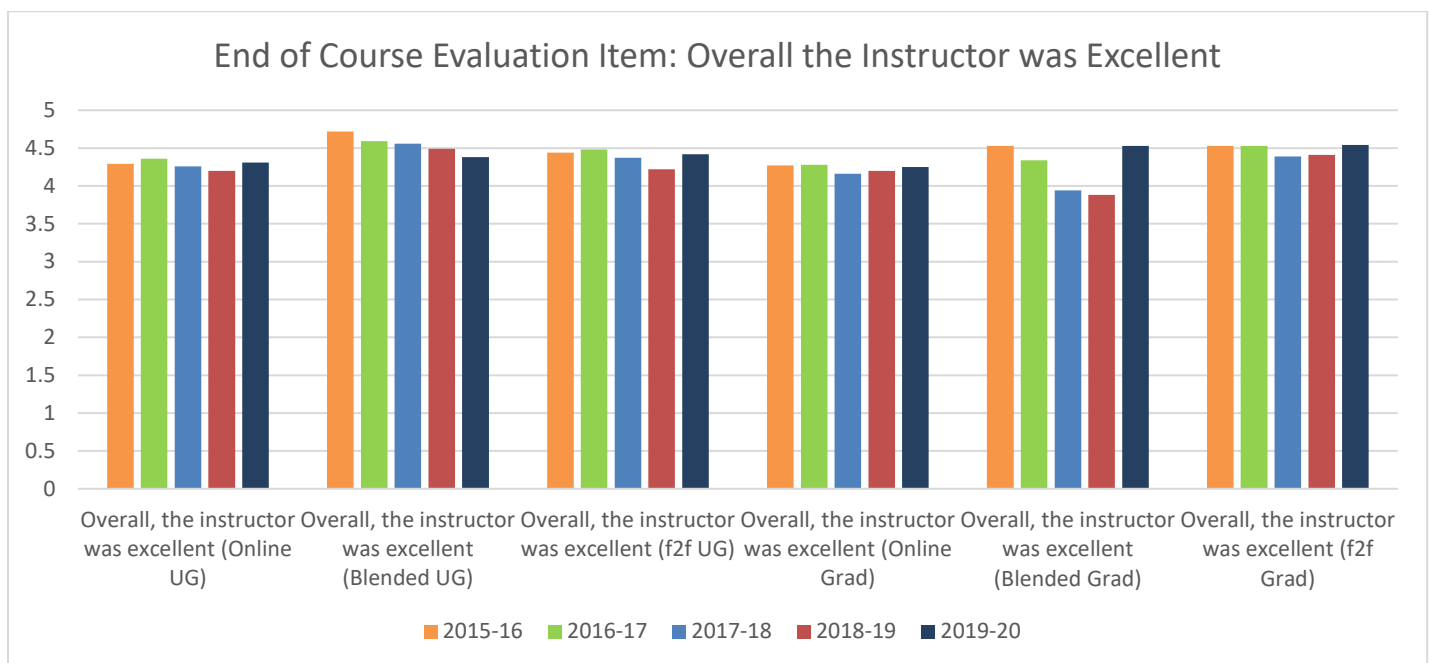
Course Evaluations and GPA Comparisons (Online, Blended, & Face-to-Face)

In AY 2019-20, undergraduate and graduate students generally rated blended/online courses the same as face-to-face offerings. (Figure 5). The same generally held true for instructor rating (Figure 6). GPA for online and blended courses was slightly higher than face-to-face courses for both graduate and undergraduate sections (Figure 7). Generalizations with these data (particularly blended courses) should be made with caution as there is a small sample size, and not all types of courses are equally represented.



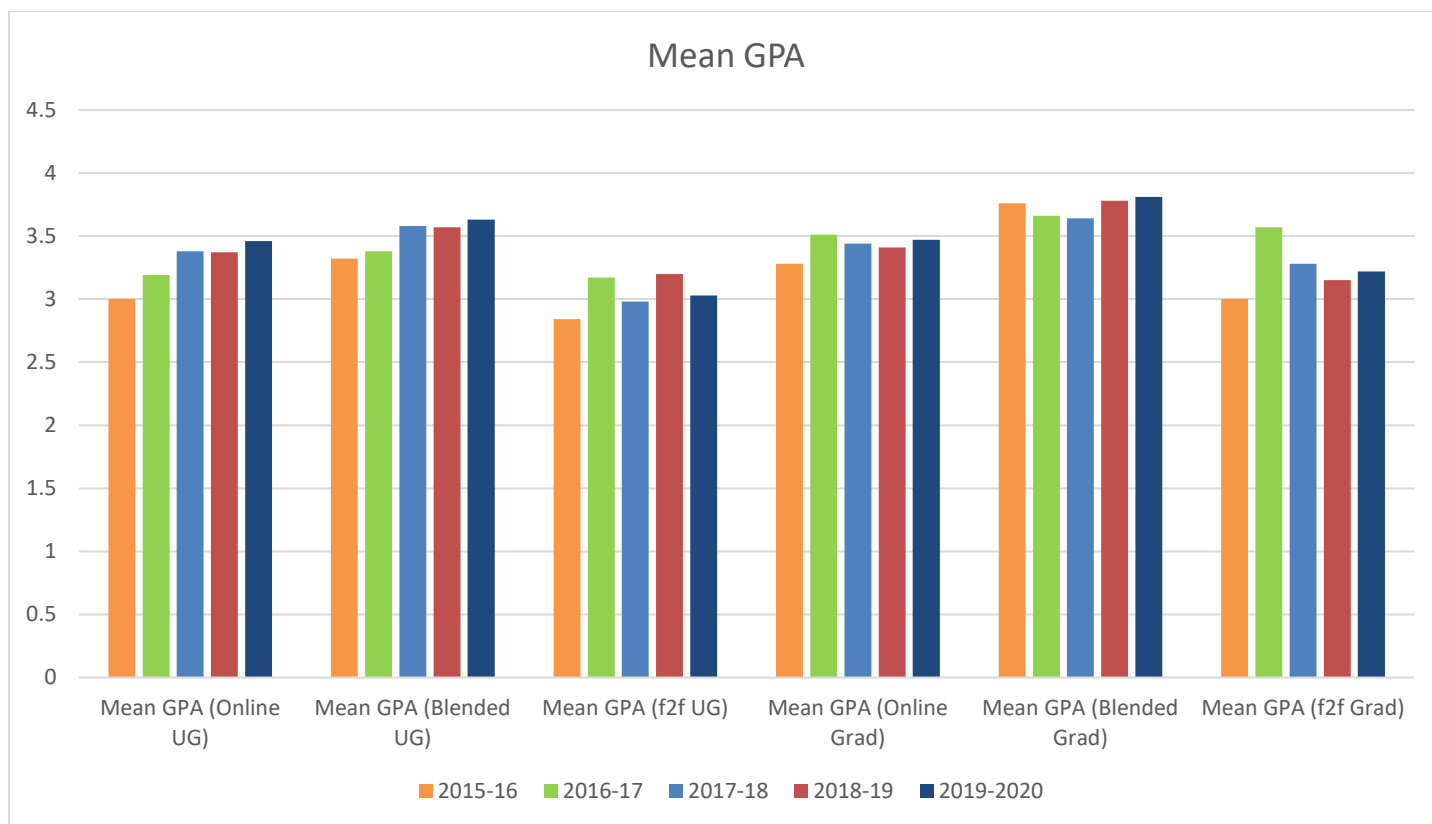
	2015-16	2016-17	2017-18	2018-19	2019-20
Overall, the course was excellent (Online UG)	4.2	4.27	4.25	4.21	4.27
Overall, the course was excellent (Blended UG)	4.54	4.41	4.36	4.40	4.32
Overall, the course was excellent (f2f UG)	4.33	4.35	4.27	4.33	4.30
Overall, the course was excellent (Online Grad)	4.18	4.19	4.15	4.20	4.23
Overall, the course was excellent (Blended Grad)	4.4	4.26	4.3	4.06	4.46
Overall, the course was excellent (f2f Grad)	4.46	4.45	4.35	4.40	4.45

Figure 5



	2015-16	2016-17	2017-18	2018-19	2019-20
Overall, the instructor was excellent (Online UG)	4.29	4.36	4.26	4.20	4.31
Overall, the instructor was excellent (Blended UG)	4.72	4.59	4.56	4.49	4.38
Overall, the instructor was excellent (f2f UG)	4.44	4.48	4.37	4.22	4.42
Overall, the instructor was excellent (Online Grad)	4.27	4.28	4.16	4.20	4.25
Overall, the instructor was excellent (Blended Grad)	4.53	4.34	3.94	3.88	4.53
Overall, the instructor was excellent (f2f Grad)	4.53	4.53	4.39	4.41	4.54

Figure 6



	2015-16	2016-17	2017-18	2018-19	2019-2020
Mean GPA (Online UG)	3	3.19	3.38	3.37	3.46
Mean GPA (Blended UG)	3.32	3.38	3.58	3.57	3.63
Mean GPA (f2f UG)	2.84	3.17	2.98	3.2	3.03
Mean GPA (Online Grad)	3.28	3.51	3.44	3.41	3.47
Mean GPA (Blended Grad)	3.76	3.66	3.64	3.78	3.81
Mean GPA (f2f Grad)	3	3.57	3.28	3.15	3.22

Figure 7

Training and Support

Due to the shift to remote learning, training/outreach was a major focus in AY 2019-20. There were 329 training sessions/open labs offered (Group and One-on-one). 2,810 customers (non-unique) were trained (Figure 8). The Online Teaching Certification has been a key emphasis of the training group. 57 faculty and teaching assistants were enrolled in the Level I - 16-hour program while 2 were enrolled in Level II. 6 completed the Level I certification.

Examples of sessions include:

- eLearning: 560 sessions
- Web conferencing: 1,917 sessions
- Online tests: 67 sessions
- Online assignments: 52 sessions

Outreach initiatives included:

- Cometville 2019
- Faculty Lunch and Learn titled “REIMAGINING MATH COURSES WITH HYBRID/ BLENDED INSTRUCTION” by Dr. Vladimir Dragovic
- Facebook - <https://www.facebook.com/utdelearning>
- Twitter - https://twitter.com/UTD_eLearning
- WordPress Blog - <https://utdelearning.wordpress.com/>

The support team saw 48% more tickets, up from 4,756 to 7,037 (Figure 8) this year. The surge of new eLearning users coupled with the increased degree of the tool’s use by existing users resulted in significantly more help calls from faculty. The number of student support calls dropped 7.5% from 2,687 to 2,485 over the previous year. The number of customers trained increased 388% from 576 to 2,810. This increase was to prepare faculty to teach remotely due to the COVID-19 pandemic.

	2015-16	2016-17	2017-18	2018-19	2019-20
Training Sessions Offered	195 (+43%)	145 (-26%)	276 (+90%)	192 (-30%)	275 (+43%)
Open Labs Offered	19	48 (+153%)	47 (-2%)	53 (+13%)	54 (+2%)
Customers Trained (non-unique)	612 (+174%)	639 (+4%)	715 (+12%)	576 (-19%)	2,810 (+388%)
Help Desk Tickets Closed (Total)	2,284 (-57%)	1,547 (-32%)	3,392 (+119%)	4,756 (+40%)	7,037 (+ 48%)
Help Desk Tickets Closed (Faculty)	396 (-26%)	346 (-13%)	1,192 (+245%)	1,676 (+41%)	4,043 (+141%)
Help Desk Tickets Closed (Students)	1,676 (+18%)	1,091 (-35%)	2,200 (+102%)	2,687 (+22%)	2,485 (-7.5%)
Help Desk Tickets Closed (Unspecified) (Dropped calls, abandoned chats, etc.)	212 (-94%)	110 (-48%)	289 (+163%)	393 (+36%)	509 (+29.5%)

Figure 8

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. There were 218 faculty/staff and 403 student respondents. Responses fell in the “Good” to “Excellent” range for all items except for faculty rating the quality of support from the outsourced eLearning 24/7 Helpdesk. Due to the pandemic, the outsourced helpdesk was overwhelmed by faculty from universities across the nation seeking assistance, resulting in excessive wait times and poor service (Figure 9).

Survey item (Faculty/Staff): How would you rate the quality of the eLearning training session/s you attended?	4.27/5.0
Survey item (Faculty/Staff): How would you rate the quality of support you received from the eLearning 24/7 Helpdesk (when you call 866-588-3192)?	2.43/5.0
Survey item (Students): How would you rate the quality of support you received from the eLearning 24/7 Helpdesk (when you call 866-588-3192)?	4.01/5.0
Survey item (Faculty/Staff): How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)?	4.43/5.0
Survey item (Students): How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)?	4.17/5.0
Survey item (Faculty/Staff): How would you rate Media Services' response time to help-calls in your class/es?	4.23/5.0
Survey item (Faculty/Staff): How would you rate Media Services' ability to resolve issues with classroom technology during your class/es?	4.20/5.0

Figure 9

Technology:

eLearning boasted a 99.86% uptime. 81.66% of all sections taught had an active eLearning section (Figure 10). In addition to eLearning, the following technologies were supported:

- Microsoft Teams
- Blackboard Collaborate
- Respondus
- Respondus LockDown Browser
- Camtasia/SnagIt
- Clickers (Turning Technologies)
- Turnitin/Peermark
- Qualtrics
- Echo360

	2015-16	2016-17	2017-18	2018-2019	2019-2020
eLearning Uptime percentage (based on total outage time)	99.86%	99.9%	99.83%	99.87%	99.86%
Actively used eLearning sections (total & percentage)	5,670/6,639 (85.40%)	5,815/7,187 (80.91%)	6,216/7,705 (80.67%)	6,457/8,023 (80.48%)	6,901/8,451 (81.66%)

Figure 10

Accomplishments:

- Online programs recognized in national rankings:
 - No. 4 among Business Analytics Programs, U.S. News & World Report (2020).
 - No. 6 among Online Masters in Business Programs, U.S. News & World Report (2020).
 - No. 6 among Online MBA Programs, U.S. News & World Report (2020).
 - No. 7 among Marketing Programs, U.S. News & World Report (2020).
 - No. 8 among General Management Programs, U.S. News & World Report (2020).
 - No. 10 among Finance Programs, U.S. News & World Report (2020).
 - No. 20 among Top 25 Online MBA Programs, The Princeton Review (2020).
 - No. 18 among The Top 30 Best Online Executive MBA Programs of 2018, BestMastersDegrees.com, (2020).
- Ensured academic continuity during the pandemic, enabling students to complete their studies remotely.
- Implemented technology that facilitates the captioning of all recorded lectures.

Challenges:

- The eLearning Team shifted from online/blended course development and support to faculty training and support in a matter of days.
- Facilitating the pivot of all face-to-face courses to remote learning.
- Rapidly moved from working in the office to working from home.
- Preparing all faculty to teach online.

Future Direction:

- Return to instructional design/course development process.
- Increase blended/online offerings by 10% in AY 2020-21.
- Develop online/blended sections of high enrollment, lower-level core courses.

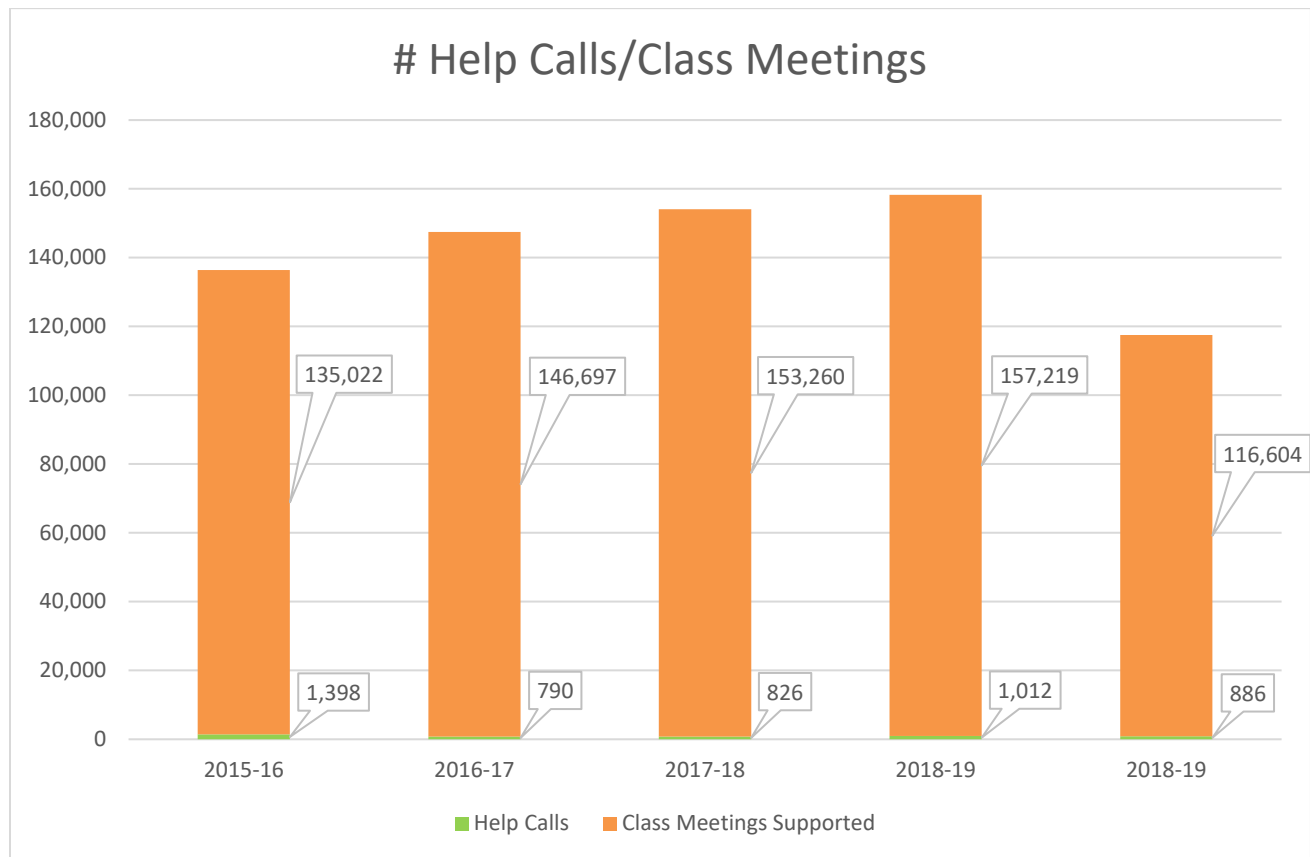
Media Services

Media Services provided support for 116,604 class/lab sessions, in 191 classrooms/labs and 34 conference rooms. Uptime for classroom media was 99.24% (.12% decrease from AY 2018/19). There was a 25.83% decrease in classes supported and a 12.45% decrease in help calls answered by Media Techs primarily due to classes being moved online (Figure 11). This year, new equipment was installed in 22 classroom, labs, and conference rooms. 57% of classrooms and labs have been updated within the last five years (Figure 12), down from 78% in AY 2018/19. Media Techs conducted 715 one-on-one training sessions. Classroom uptime has regressed for the second consecutive year due to aging equipment. Faculty satisfaction continues to remain high.

Support

On-site media support for events is a major function of the department. The number of events supported saw a decrease of 15.75% over AY 2017/18 (from 1,917 to 1,615) due to suspension of in-person gatherings. Major Events included:

- Graduate Orientation
- University Convocation
- ECSW Building Dedication
- Celebration of Support
- Consul General of Japan & John Stich Meeting
- The Ackerman Dinner
- Fall Commencement
- Center for Values Symposium



	2015-16	2016-17	2017-18	2018-19	2019-20
Help Calls	1,398 (-31%)	790 (-43%)	826 (+5%)	1,012 (+23%)	886 (-12.45%)
Class Meetings Supported	135,022 (+6%)	146,697 (+9%)	153,260 (+4%)	157,219 (+3%)	116,604 (-25.83%)
Classroom Uptime (Calls/Class Sessions)	98.96% (+.56%) (1,398/135,022)	99.46% (+.5%) (790/146,697)	99.46% (0%) (826/153,260)	99.36% (-.1%) 1,012/157,219	99.24% (-.12%) 886/116,604
Events Supported	1,738 (+6%)	1,730 (0%)	1,767 (+2%)	1,917 (+8%)	1,615 (-15.75%)

Figure 11

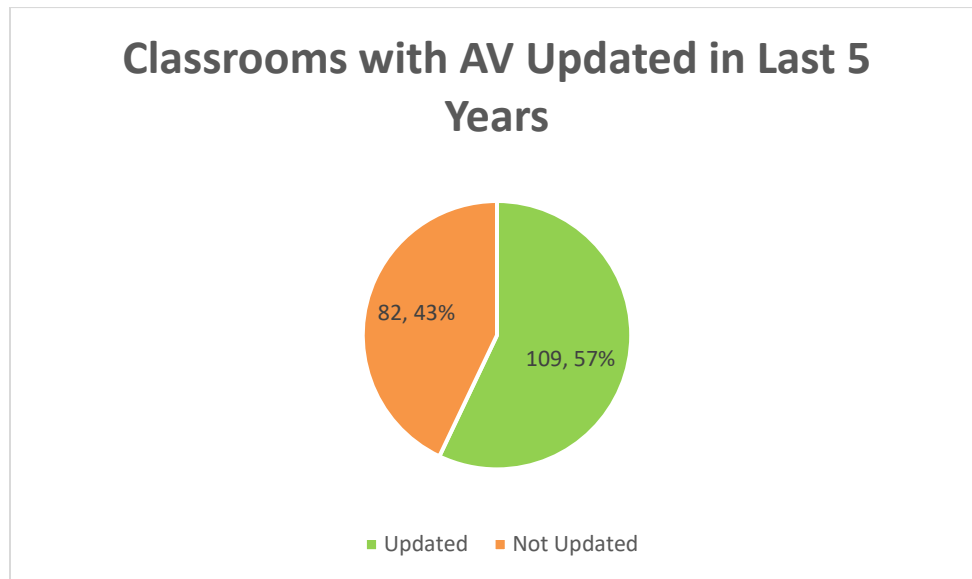


Figure 12

New and completely renovated classrooms/labs/conference rooms: 22

- GR 3.302
- SCI 1.119
- SCI 1.129
- SCI 1.139
- SCI 1.159
- SCI 1.169
- SCI 1.179
- SCI 1.188
- SCI 1.210
- SCI 1.220
- Sci 2.210
- SCI 2.215
- SCI 2.225
- SCI 2.230
- SCI 2.235
- SCI 2.240
- SCI 3.220
- SCI 3.230
- SCI 3.240
- SCI 3.250
- SCI 3.260
- SCI 3.270

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. There were 167 faculty/staff and 403 student respondents. Students rated reliability of technology and audiovisual quality below the target of 4.0. It is possible that the remote learning technology was conflated with technology in the physical classroom. Faculty rated all items in the “Good” to Excellent” range (Figure 13).

Survey item (Faculty/Staff): How would you rate the reliability of the technology in your classroom/s?	4.03/5.0
Survey item (Students): How would you rate the reliability of the technology in your classrooms?	3.82/5.0
Survey item (Faculty/Staff): How would you rate the quality of training you received on classroom technology from a Media Services Tech?	4.29/5.0
Survey item (Faculty/Staff): How would you rate the audiovisual quality for event/s you have hosted?	4.09/5.0
Survey item (Students): How would you rate the audiovisual quality for events you have attended?	3.82/5.0

Figure 13

Accomplishments

- Continued limited operations during the COVID-19 pandemic.
- Installed classroom technology in 19 rooms in the Sciences Building.
- Installed over 100 webcams in classrooms.
- Increased number of Media Services staff trained on basic equipment installations.

Challenges

- COVID impacted campus needs, requiring multiple reevaluations of classroom support and operational procedures.
- Equipment delivery delays led to staff installing over 100 webcams, 15 tablets, and finishing 19 rooms in SCI within two weeks.
- Budget cuts resulted in elimination of two positions.

Future Direction

- Renovation of 20% of classrooms in upcoming fiscal year as a part of 5-year AV refresh cycle for all supported rooms.
- Implement Next Generation Classroom technology.
- Refine training procedure for junior employees and student workers to learn office processes and troubleshooting under the supervision of upper-level specialists.

Video Services

Productions

Video Services recorded/distributed 55 videos. 20 sessions were streamed. There were 28,777 views (live and archived) by customers in the US, China, India, Korea, etc. The Echo 360 lecture capture system is now installed in 14 rooms. There were 872 recordings and 19,534 student views.

High profile event recordings included:

- Commencement Ceremonies
- Hooding Ceremonies
- Freshman Orientation

Customer Survey Response

A customer satisfaction survey item was sent out to faculty and staff. 176 responded and the score fell in the “Good” to “Excellent” range (Figure 14).

Survey item (Faculty/Staff): How satisfied were you with the video/s Video Services produced for you?	4.00/5.0
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Figure 14

Accomplishments

- Assisted faculty with recording video lectures.

Challenges

- COVID-19 effectively shut down Video Services operations.

Future Direction

- Expand services as the University’s needs evolve.

Testing Center

The Testing Center is a 300-seat facility located in Synergy Park North II. The team physically proctored 82,527 academic exams in AY 2019-20, down from 89,262 (-8.16%) the previous year. This was due to the closing of the Testing Center because of the pandemic. In addition to proctoring these exams, the Testing Center facilitated the delivery of 77,924 remote exams via computerized remote proctoring services Examity and Honorlock, bringing the total number of exams supported to 160,451.

The Testing Center additionally supported student success by:

- Administering appropriate placement/entrance exams (TSI) to students.
- Administering the CS Placement Test to students.
- Referring students to appropriate resources for test preparation and registration.
- Serving as the primary liaison for outside testing agencies and institutions.
- Accommodating individuals that required special testing (Office of Student Accessibility).
- Facilitating the testing needs of distance learning students both on-campus and off campus.

A customer satisfaction survey was sent out to faculty and staff. There were 284 responses for students and 137 responses for faculty/staff. All responses from faculty fell in the “Good” to “Excellent” range. Students rated the areas of the facility being a secure testing environment and quality of support from staff below the target of 4.0 (Figure 15). As there was considerable backlash when Honorlock was introduced, it is possible this influenced the responses to these items.

Customer Survey Responses

Survey item (Faculty/Staff): The Testing Center provides instructors a secure testing environment for online and paper-based exams. How would you rate the Testing Center facilities?	4.11/5
Survey item (Students): The Testing Center provides a secure testing environment for online and paper-based exams. How would you rate the Testing Center facilities?	3.89/5
Survey item (Faculty/Staff): How would you rate the Testing Center’s ability to provide a secure testing environment?	4.27/5
Survey item (Students): How would you rate the Testing Center’s ability to provide a secure testing environment?	4.09/5
Survey item (Faculty/Staff): How would you rate the quality of support you received from Testing Center staff?	4.16/5.0
Survey item (Students): How would you rate the quality of support you received from Testing Center staff?	3.91/5.0

Figure 15

Testing Center usage decreased across all schools other than NSM and BBS due to the pandemic. JSOM, ECS, NSM, and BBS utilized the facility most, accounting for 37%, 30%, 18%, and 12% of exams respectively. Due to the drastic increase in academic integrity issues when classes were moved online, remote proctoring saw the largest increase, going from 1,093 to 77,327 (6,975%).

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
A&H	3,431	2,464	1,958	1,778	771
JSOM	27,504	35,270	32,546	37,802	30,609
IS	981	663	610	949	701
BBS	3,110	7,854	9,384	8,902	10,282
EPPS	656	1,133	643	838	417
ECS	17,748	22,111	23,088	25,070	24,939
NSM	8,366	16,217	13,003	13,923	14,808
ATEC	1	217	4	0	0
TOTAL Academic Exams	61,797	85,929	81,236	89,262	82,527
OSA	314	385	212	25	177
CLA+	2,851	3,850	4,177	5,582	N/A
TSI	134	166	89	65	33
THEA IBT	149	15	N/A	N/A	N/A
MS Certiport	20	8	N/A	N/A	N/A
SSC MATH Tutor Exam	118	75	N/A	N/A	N/A
SSC Peer Tutor Exam	23	67	79	47	N/A
Distance Learning	502	651	662	850	383
Examity Remote Proctoring	N/A	N/A	N/A	1,093	4,561
Honorlock Remote Proctoring	N/A	N/A	N/A	N/A	72,766
ALEKS Math Placement	N/A	N/A	N/A	N/A	4
Total other	4,111	5,217	5,219	7,662	77,924
Grand Total	65,908	91,146	86,455	96,924	160,451

Figure 16

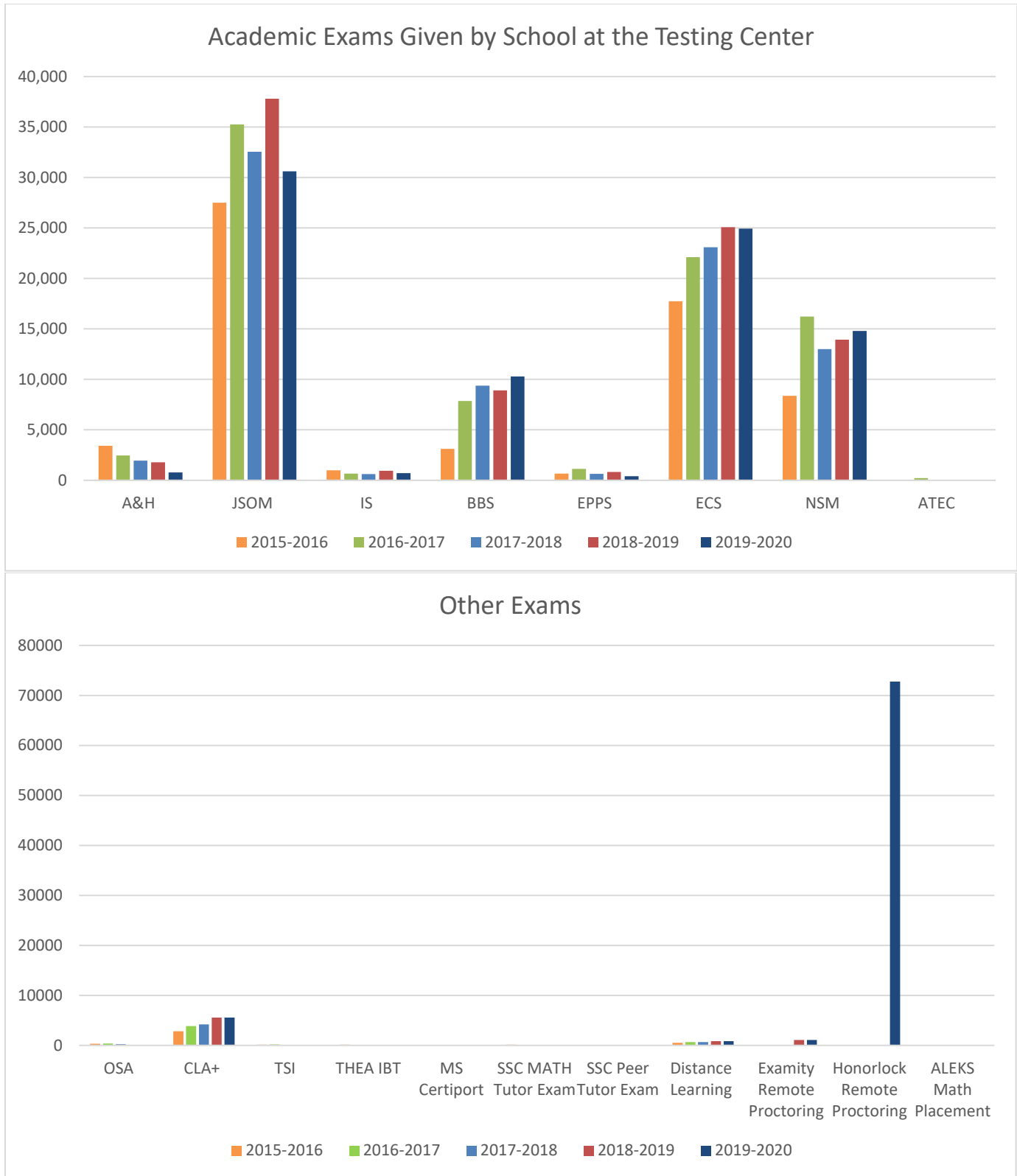


Figure 17

Accomplishments

- Increased number of exams supported from 96,924 to 160,451(65.54%).
- Successfully transitioned from in-person proctoring to training faculty and providing support for remote proctoring.

Challenges

- The Testing Center was closed due to COVID-19.
- Reduction in budget resulted in the loss of 2 full-time positions, 7 part-time positions, and 50 student worker positions.

Future Direction

- Reopen the Testing Center to the extent that resources allow.

Expenditures

- Media Services/Video Services (operating) expenditures: \$113,558.59
- eLearning Services (operating) expenditures: \$29,577.53
- Testing Center (operating) expenditures: \$37,099.90
- Salaries: \$1,760,151.52
- Total expenditures: \$1,940,387.54