# 2020 - 2021

# Educational Technology Services (ETS) Annual Report

UT DALLAS

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 2020-2021. The eLearning Learning Management System (LMS) saw a 99.89% uptime. The department realized a 941% increase in blended/online course offerings over the previous year. 80.51% of all sections offered actively used the eLearning LMS. ETS renovated and updated the audiovisual systems in 20 rooms and supported 165,667 class/lab sessions. All events with the exception of commencement were cancelled. Classroom media uptime was not tracked due to the laying off of dispatchers and the shift to remote learning. The department has reached an unprecedented level of institutional knowledge and stability. The Testing Center saw the total number of proctored exams (all via Honorlock this year) increase from 160,451 to 257,700 (60.61%).
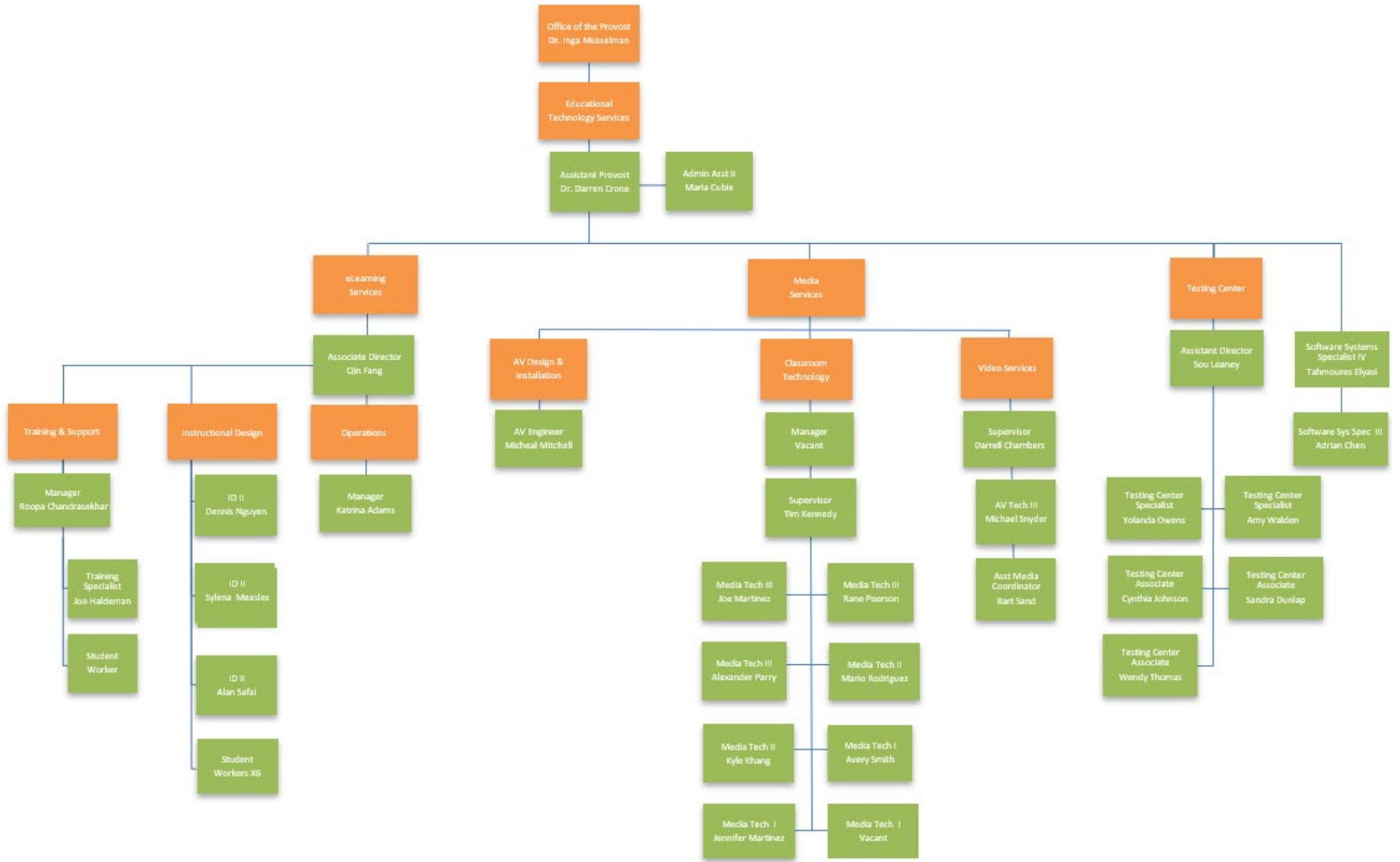
## Mission Statement

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
- Timothy Kennedy, Media Technology Supervisor
- Joe Martinez, Media Technology Specialist III
- Rane Peerson, Media Technology Specialist III
- Alexander Parry, Media Technology Specialist III
- Tahmoures Elyasi, Software Systems Specialist IV
- 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

**Office of the Provost**
Dr. Inga Musselman

**Educational Technology Services**

**Assistant Provost**
Dr. Darren Crone

**Admin Asst II**
Maria Cubie

**eLearning Services**

**Media Services**

**Testing Center**

**Associate Director**
Qin Fang

**AV Design & Installation**

**Classroom Technology**

**Video Services**

**Assistant Director**
Sou Leaney

**Software Systems Specialist IV**
Tahmoures Elyasi

**Training & Support**

**Instructional Design**

**Operations**

**AV Engineer**
Micheal Mitchell

**Manager**
Vacant

**Supervisor**
Darrell Chambers

**Software Sys Spec III**
Adrian Chen

**Manager**
Roopa Chandrasekhar

**ID II**
Dennis Nguyen

**Manager**
Katrina Adams

**Supervisor**
Tim Kennedy

**AV Tech III**
Michael Snyder

**Testing Center Specialist**
Yolanda Owens

**Testing Center Specialist**
Amy Walden

**Training Specialist**
Joo Haldeman

**ID II**
Sylena Measles

**Media Tech III**
Joe Martinez

**Media Tech III**
Rane Peerson

**Asst Media Coordinator**
Bart Sand

**Testing Center Associate**
Cynthia Johnson

**Testing Center Associate**
Sandra Dunlap

**Student Worker**

**ID II**
Alan Safai

**Media Tech III**
Alexander Parry

**Media Tech II**
Mario Rodriguez

**Testing Center Associate**
Wendy Thomas

**Student Workers X6**

**Media Tech II**
Kyle Khang

**Media Tech I**
Avery Smith

**Media Tech I**
Jennifer Martinez

**Media Tech I**
Vacant

# eLearning Services

## Courses/Organizations

Each face-to-face section has a corresponding eLearning section created. There were 8,693 academic eLearning sections created, a 2.86% increase over AY 2019/20. 80.51% of these eLearning sections were actively used (Figure 1).

Online/blended sections made up 94.4% of all course offerings. Online (88.8%) and blended (5.77%) credit hours accounted for 94.57% of total credit hours (Figure 2). The department developed and supported 8,206 online/blended sections, an increase of 941% over AY 2019-2020. Online/blended enrollments totaled 283,821 up from 23,392 the previous year (Figure 3). Blended offerings saw an increase from 194 to 955 (+392%) and fully online offerings increased from 594 to 7,251 (+1,121%) compared to AY 2019-20. Historical data are shown in Figure 4.
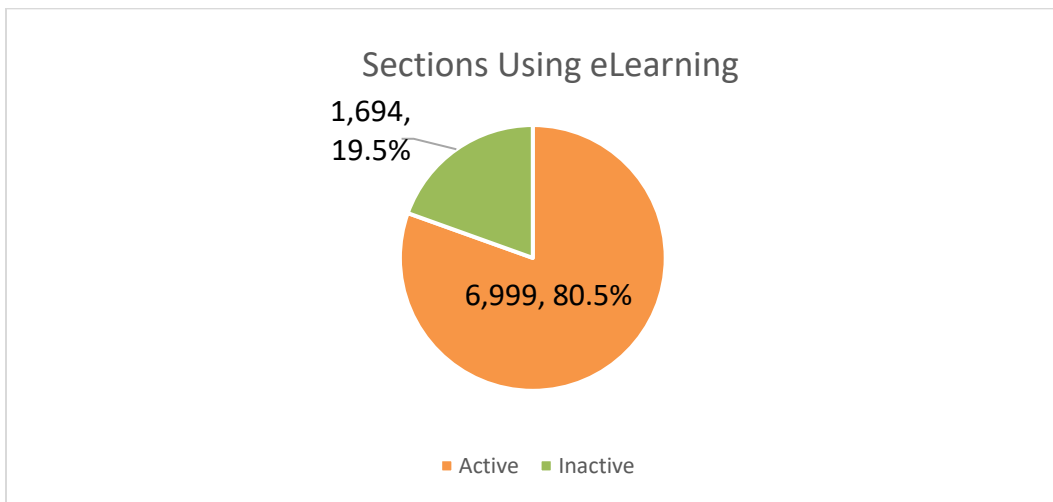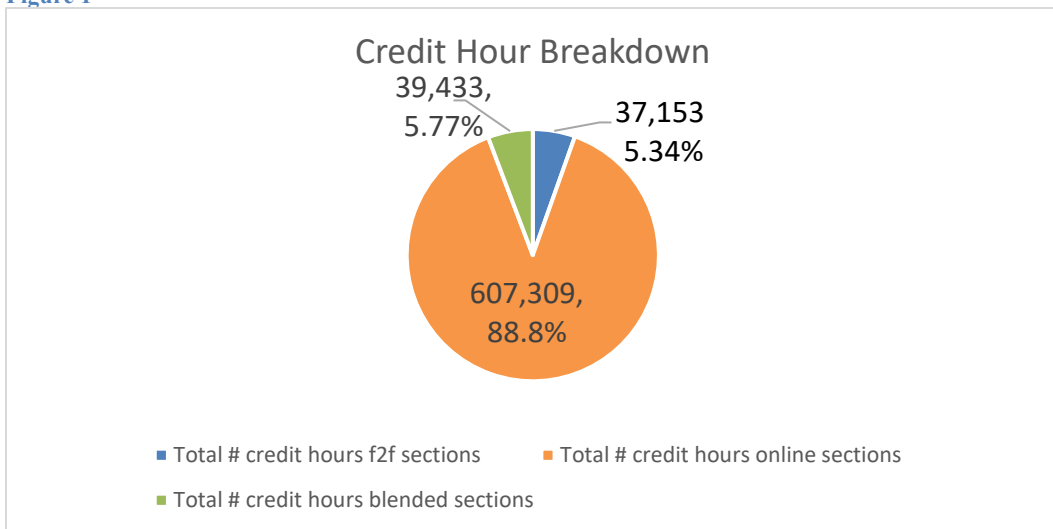


**Sections Using eLearning**

1,694, 19.5%

6,999, 80.5%

■ Active ■ Inactive

Figure 1



**Credit Hour Breakdown**

39,433, 5.77%

37,153 5.34%

607,309, 88.8%

■ Total # credit hours f2f sections ■ Total # credit hours online sections
■ Total # credit hours blended sections

Figure 2

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| **# online/blended sections (percentage change over previous AY)** | **555 (15.38%)** | **661 (19.1%)** | **692 (4.69%)** | **788 (13.87%)** | **8,206 (941%)** |
| # online sections (percentage change over previous AY) | 418 (5.29%) | 506 (21.05%) | 526 (3.95%) | 594 (12.93%) | 7,251 (1,120.71%) |
| # blended sections (percentage change over previous AY) | 137 (63.1%) | 155 (13.14%) | 166 (7.1%) | 194 (16.87%) | 955 (392.26%) |
| Total # of ALL sections (percentage change over previous AY) | 7,187 (8.25%) | 7,705 (7.21%) | 8,023 (4.13%) | 8,451 (5.33%) | 8,693 (2.86%) |
| **Online/blended sections as a percent of all sections** | **7.70%** | **8.57%** | **8.63%** | **9.32%** | **94.40%** |
| Online sections as a percent of all sections | 5.80% | 6.56% | 6.55% | 7.03% | 83.41% |
| Blended sections as a percent of all sections | 1.90% | 2.01% | 2.06% | 2.30% | 10.99% |
| **Total # credit hours blended/online sections** | **49,381** | **51,786** | **55,277** | **63,152** | **646,742** |
| Total # credit hours online sections | 40,990 | 43,594 | 45,617 | 51,546 | 607,309 |
| Total # credit hours blended sections | 8,391 | 8,192 | 9,660 | 11,606 | 39,433 |
| Total ALL credit hours | 603,567 | 627,536 | 661,843 | 700,310 | 683,895 |
| **Online/blended credit hours as a percent of total credit hours** | **8.20%** | **8.25%** | **8.35%** | **9.02%** | **94.57%** |
| Online credit hours as a percent of total credit hours | 6.80% | 6.95% | 6.89% | 7.36% | 88.80% |
| Blended credit hours as a percent of total credit hours | 1.40% | 1.31% | 1.46% | 1.66% | 5.77% |
| **Total enrollment online/blended sections** | **17,470** | **19,103** | **20,263** | **23,392** | **283,821** |
| Total enrollment online sections | 14,631 | 15,898 | 16,627 | 19,422 | 260,908 |
| Total enrollment blended sections | 2,839 | 3,205 | 3,636 | 3,970 | 22,913 |
| Total enrollment ALL sections | 198,206 | 217,039 | 264,400 | 287,196 | 297,185 |

Figure 3
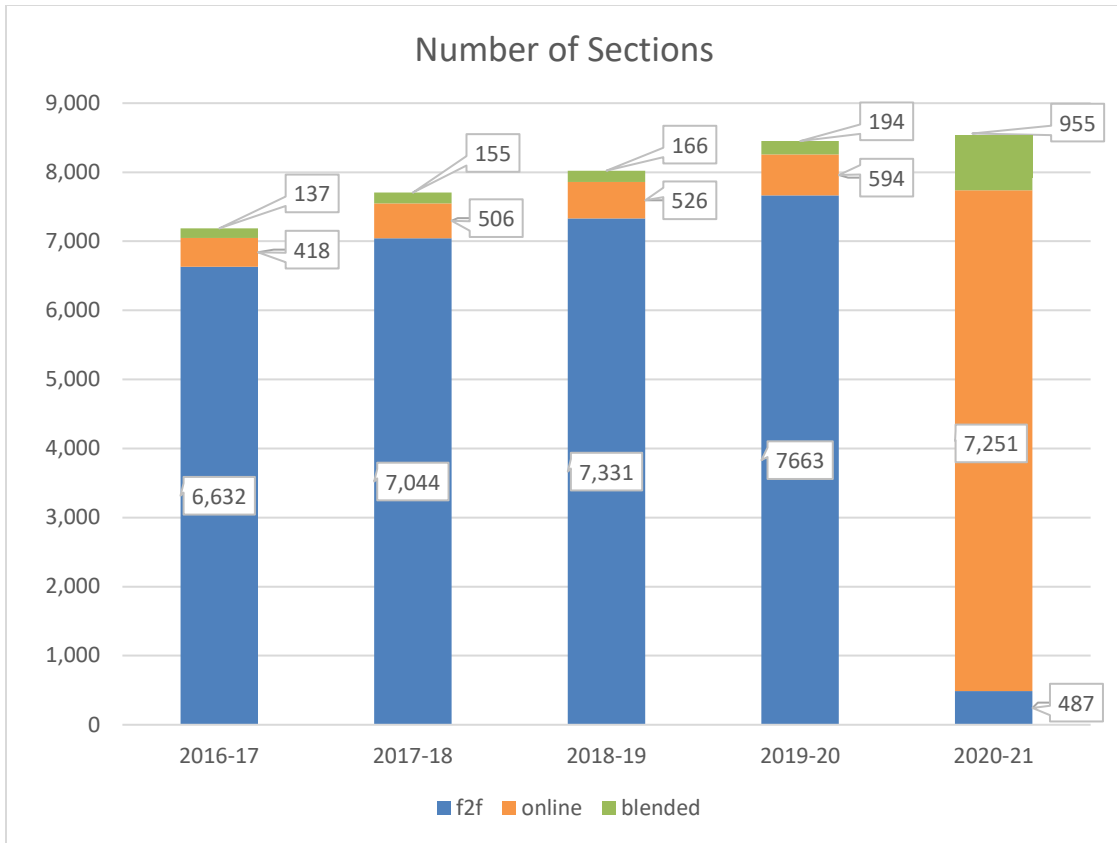
**Figure 4**

**Course Development**

The eLearning team developed 71 new online and blended sections in AY 2020-21.

- AMS 2300.0W1
- AMS 4379.0W1
- ARTS 1301.0W1/0W2
- ARTS 3372.551
- ARTS 3379 .591
- ATCM 2300.0W1
- ATCM 2321.0U1
- ATCM 3315.0W1
- ATCM 4384.0W1
- AUD 6305.0H1
- BCOM 1300.3W1
- BCOM 3300.3W1
- BIOL 2111.0W1-0W6
- BIOL 2111.0W7-0W9 & 5W1
- BIOL 3361/CHEM 3361.0W1
- BIOL 3361/CHEM 3361.0W1; 0W2
- BMEN 3350.0W1
- BUAN 6312/MECO 6312.0W1
- BUAN 6359/OPRE 6359.0W1
- BUAN 6359/OPRE 6359.0W1
- BUAN 6398/OPRE 6398.0W1
- CLDP 3342/PSY 3342/SPAU 3342.0W1
- COMM 1311
- CRIM 1301.0W2
- CS/SE/STAT 3341.HON
- ECON 2301.0W1
- ECON 2302.0W1, 0W2, 0W3
- ED 4358.0W1
- ED 4359.0W1
- EERF 7V89.0W1
- ENGR 2300.0W1
- ENGR 3341.0H1
- EPPS 2301.0W1
- EPPS 2302.0W1
- FIN 3330.0W1
- FIN 6392.0W1
- GISC 4363.0w1
- GISC 6363.0W1
- Healthcare Leadership and Management Program special training course
- HIST 1301.0W1
- HLTH 4305.0W1/0W2
- HLTH 4306.0W1/0W2
- IMS 6304/ENTP 6304.0W1
- ISIS 3335.0W1
- MECH 3320.0W1/0W2
- MECH 3351.0W1
- MIS 6344.0W1
- MUSI 1306.0H1/0H2
- MUSI 2322.0W1
- MUSI 3342.0W1
- NSC 4372.0W1
- OBHR 4300.0W1
- OPRE 3330.0W1
- OPRE 3360.0W1
- OPRE 6341.0W1
- OPRE 6379.0W1
- PA 2325.0W1
- PA 6382.0W1/SOC 6381
- PHYS 3411.0W1
- PHYS 3416.0W1
- PSY 2301.0W1-0W4
- PSY 3322.0W1
- PSY 3331.0W1
- PSY 4343.0W1
- PSY 4346.0W1
- SE 4381.0H1
- SE 6388.5H1
- SPAU 4308/CLDP 4308.0W1
- STAT 2332.0W1/0W2/0W3
- THEA 1310.0W1
- VPAS 4310.0W1

The eLearning LMS is increasingly being used by non-academic groups. There were 733 eLearning Organizations created/supported, a 9.73% increase (668) over AY 2019/20. Large/significant organizations include:

- ATEC Freshman Orientation
- Certificate of Diversity and Inclusion
- Erik Jonsson School Freshman Orientation
- Annual Compliance Training
- Graduate Education TA/RA Information Center (one each for Domestic and International)
- Management Honors Program (MHP)
- Online Teaching Certification
- PLTL Sessions
- UTD Online Lecture Creation Training Course

**Course Evaluations and GPA Comparisons (Online, Blended, & Face-to-Face)**
In AY 2020-21, 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, with it being more pronounced in graduate sections. (Figure 7). Generalizations with these data should made with caution as the vast majority of courses were converted to the online format rapidly due to the COVID-19 pandemic, preventing best practices from being followed.
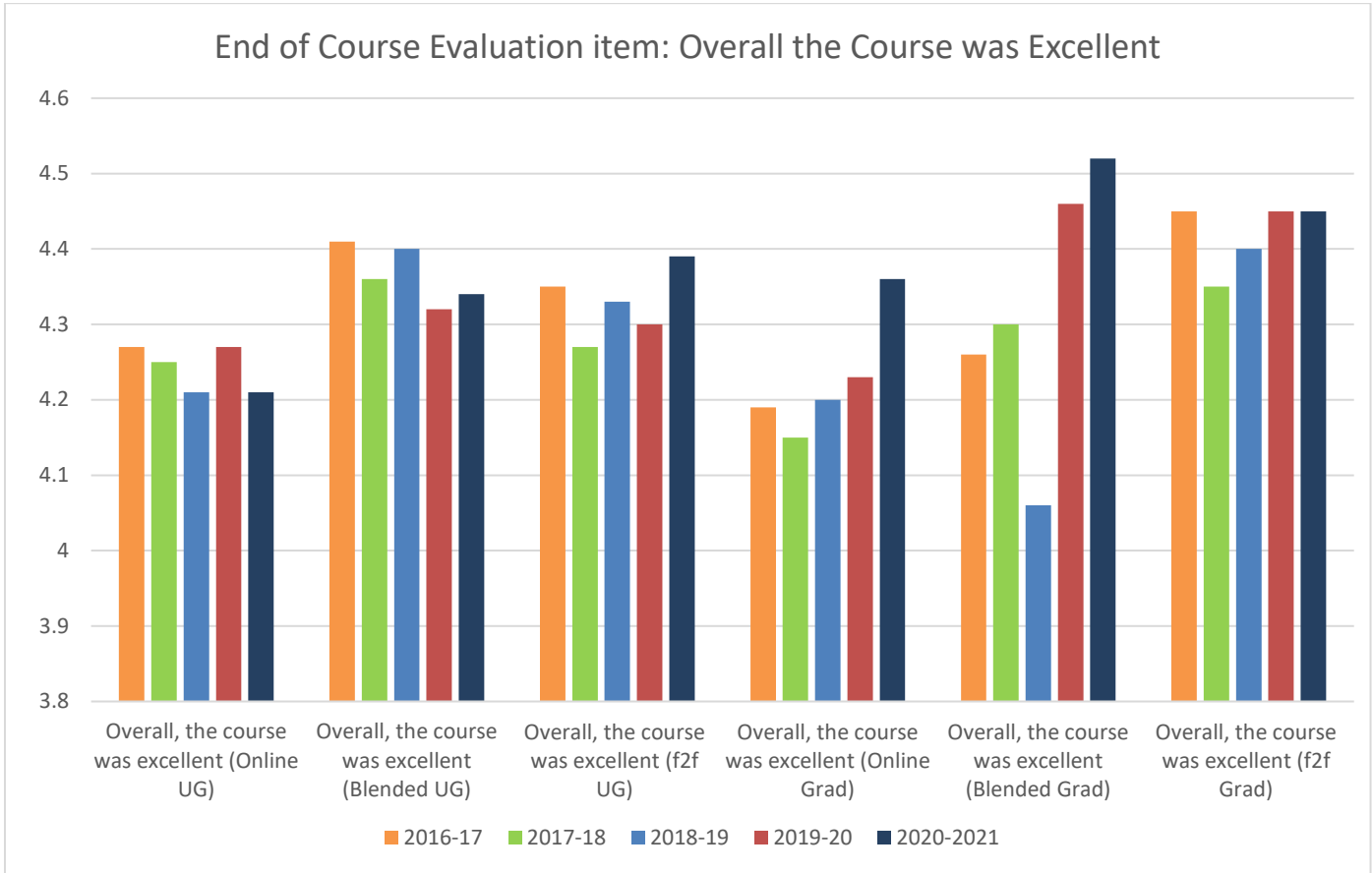


|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-2021** |
|---|---|---|---|---|---|
| Overall, the course was excellent (Online UG) | 4.27 | 4.25 | 4.21 | 4.27 | 4.21 |
| Overall, the course was excellent (Blended UG) | 4.41 | 4.36 | 4.40 | 4.32 | 4.34 |
| Overall, the course was excellent (f2f UG) | 4.35 | 4.27 | 4.33 | 4.30 | 4.39 |
| Overall, the course was excellent (Online Grad) | 4.19 | 4.15 | 4.20 | 4.23 | 4.36 |
| Overall, the course was excellent (Blended Grad) | 4.26 | 4.3 | 4.06 | 4.46 | 4.52 |
| Overall, the course was excellent (f2f Grad) | 4.45 | 4.35 | 4.40 | 4.45 | 4.45 |

Figure 5

End of Course Evaluation Item: Overall the Instructor was Excellent
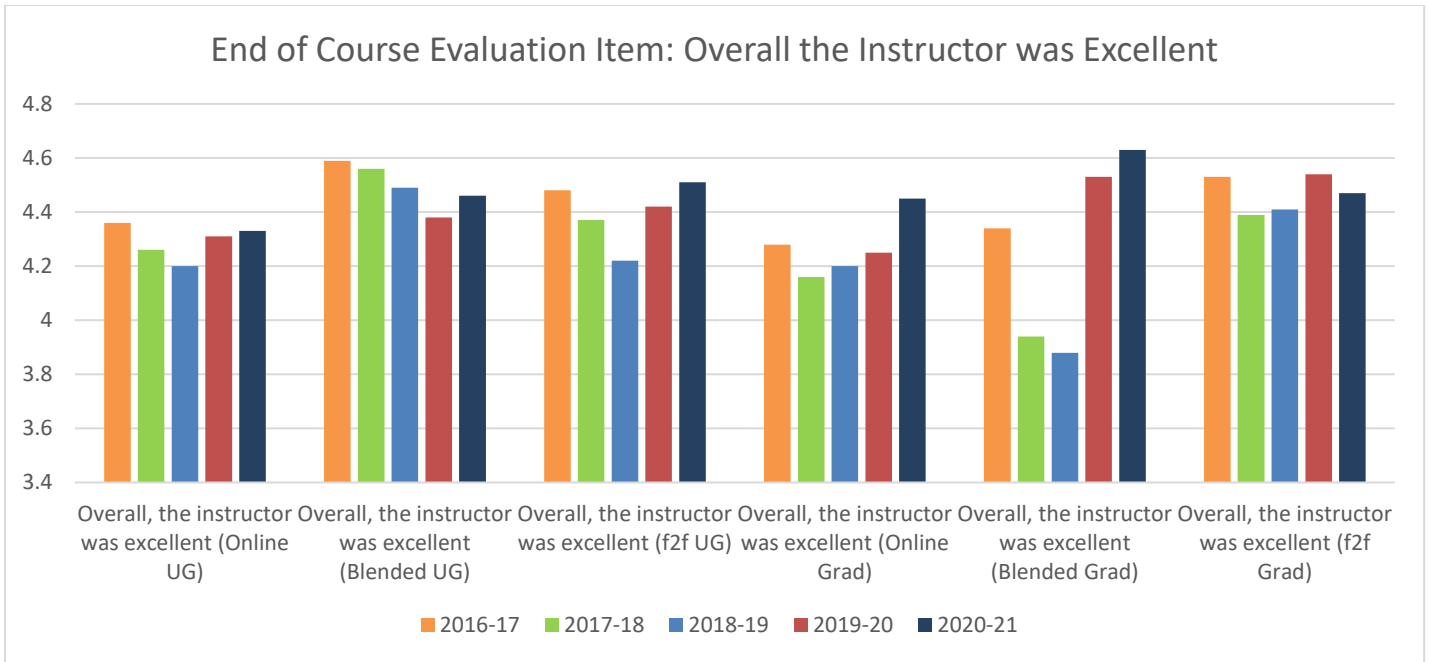
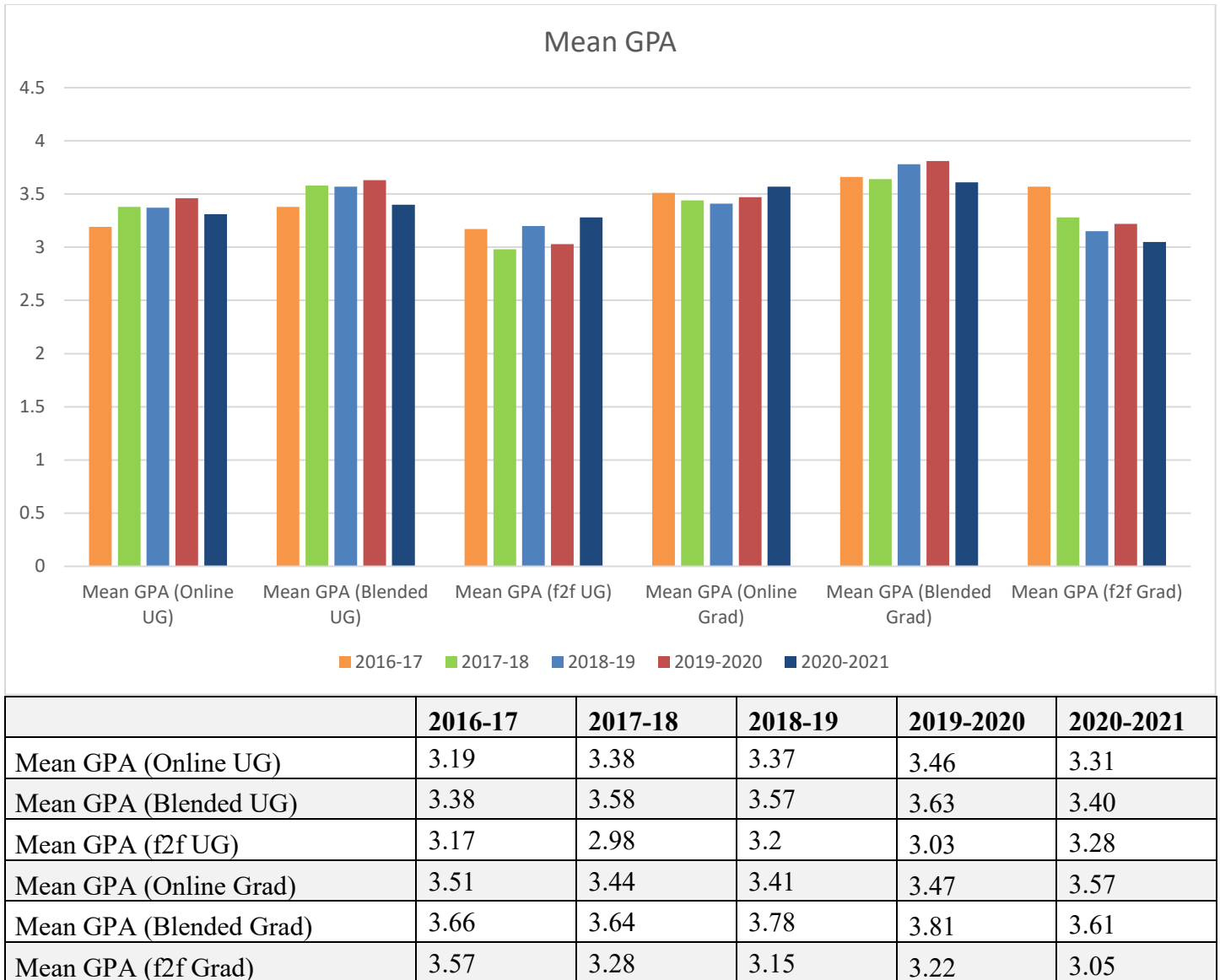|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
|---|---|---|---|---|---|
| Overall, the instructor was excellent (Online UG) | 4.36 | 4.26 | 4.20 | 4.31 | 4.33 |
| Overall, the instructor was excellent (Blended UG) | 4.59 | 4.56 | 4.49 | 4.38 | 4.46 |
| Overall, the instructor was excellent (f2f UG) | 4.48 | 4.37 | 4.22 | 4.42 | 4.51 |
| Overall, the instructor was excellent (Online Grad) | 4.28 | 4.16 | 4.20 | 4.25 | 4.45 |
| Overall, the instructor was excellent (Blended Grad) | 4.34 | 3.94 | 3.88 | 4.53 | 4.63 |
| Overall, the instructor was excellent (f2f Grad) | 4.53 | 4.39 | 4.41 | 4.54 | 4.47 |

**Figure 6**

| | 2016-17 | 2017-18 | 2018-19 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|---|
| Mean GPA (Online UG) | 3.19 | 3.38 | 3.37 | 3.46 | 3.31 |
| Mean GPA (Blended UG) | 3.38 | 3.58 | 3.57 | 3.63 | 3.40 |
| Mean GPA (f2f UG) | 3.17 | 2.98 | 3.2 | 3.03 | 3.28 |
| Mean GPA (Online Grad) | 3.51 | 3.44 | 3.41 | 3.47 | 3.57 |
| Mean GPA (Blended Grad) | 3.66 | 3.64 | 3.78 | 3.81 | 3.61 |
| Mean GPA (f2f Grad) | 3.57 | 3.28 | 3.15 | 3.22 | 3.05 |

Figure 7

**Training and Support**

Due to the shift to remote learning, traditional training/outreach was a challenge in AY 2020-21. There were 225 training sessions/open labs offered (group and one-on-one). 110 customers (non-unique) were trained (Figure 8). The Online Teaching Certification has been a key emphasis of the training group. 21 faculty and teaching assistants were enrolled in the Level I - 16-hour program while 3 were enrolled in Level II. 9 completed the Level I certification and 1 completed Level II.

Examples of sessions include:
1. Lecturing with MS Teams (85)
2. Getting started with eLearning (41)
3. Intro to BB Collaborate (39)
4. Tests (32)
5. Grade center (27)

Outreach initiatives included:
- Facebook - https://www.facebook.com/utdelearning
- Twitter - https://twitter.com/UTD_eLearning
- WordPress Blog - https://utdelearning.wordpress.com/

The support team saw 1.61% less tickets, from 7,037 to 6,924 (Figure 8) this year. The number of customers trained decreased 18.18% from 275 to 225. This decrease was likely due to the many faculty being previously trained during the ramp up to teach remotely.

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| Training Sessions Offered | 145 (-26%) | 276 (+90%) | 192 (-30%) | 275 (+43%) | 225 (-18.18%) |
| Open Labs Offered | 48 (+153%) | 47 (-2%) | 53 (+13%) | 54 (+2%) | 0 (-100%) |
| Customers Trained (non-unique) | 639 (+4%) | 715 (+12%) | 576 (-19%) | 2,810 (+388%) | 110 (-96.09%) |
| **Help Desk Tickets Closed (Total)** | **1,547 (-32%)** | **3,392 (+119%)** | **4,756 (+40%)** | **7,037 (+ 48%)** | **6,924 (-1.61%)** |
| Help Desk Tickets Closed (Faculty) | 346 (-13%) | 1,192 (+245%) | 1,676 (+41%) | 4,043 (+141%) | 3,650 (-9.72%) |
| Help Desk Tickets Closed (Students) | 1,091 (-35%) | 2,200 (+102%) | 2,687 (+22%) | 2,485 (-7.5%) | 3,274 (+31.75%) |
| Help Desk Tickets Closed (Unspecified) (Dropped calls, abandoned chats, etc.) | 110 (-48%) | 289 (+163%) | 393 (+36%) | 509 (+29.5%) | 0 (-100%) |

Figure 8

**Customer Survey Responses**
A customer satisfaction survey was sent out to faculty, staff, and students. There were 272 faculty/staff and 1,948 student respondents. (Figure 9).

| | |
|---|---|
| Survey item (Faculty/Staff): How would you rate the quality of the eLearning training session/s you attended? | 4.49/5.0 |
| 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)? | 4/5.0 |
| 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)? | 4.04/5.0 |
| 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)? | 4.53/5.0 |
| Survey item (Students): How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)? | 4.07/5.0 |
| Survey item (Faculty/Staff): How would you rate Media Services' response time to help-calls in your class/es? | 4.44/5.0 |
| Survey item (Faculty/Staff): How would you rate Media Services' ability to resolve issues with classroom technology during your class/es? | 4.4/5.0 |

Figure 9

**Technology:**
eLearning boasted a 99.89% uptime. 80.51% 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

| | 2016-17 | 2017-18 | 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|---|
| eLearning Uptime percentage (based on total outage time) | 99.9% | 99.83% | 99.87% | 99.86% | 99.89% |
| Actively used eLearning sections (total & percentage) | 5,815/7,187 (80.91%) | 6,216/7,705 (80.67%) | 6,457/8,023 (80.48%) | 6,901/8,451 (81.66%) | 6,999/8,693 (80.51%) |

Figure 10

**Accomplishments:**
- Online programs recognized in national rankings:
  - No. 6 among Best Online Master's in Business Programs, *U.S. News & World Report* (2021)
  - No. 7 Best Online MBA Programs, U.S. News & World Report (2021)
  - No. 5 Best Online MBA Program Specialties – General Management, U.S. News & World Report (2021)
  - No. 6 Best Online MBA Program Specialties – Finance, U.S. News & World Report (2021)
  - No. 6 (tied) Best Online MBA Specialties – Business Analytics, U.S. News & World Report (2021)
  - No. 10 (tied) Best Online MBA Program Specialties – Marketing, U.S. News & World Report (2021)
  - No. 20 among Top 50 Online MBA Programs, The Princeton Review (2021)
  - No. 2 Online MBA with a Healthcare Leadership and Management Concentration, 15 Best Online Health Care Management MBA Degrees for 2021, BestHealthDegrees.com
- Provided timely consultation and support to 8,206 blended and online courses.
- Developed the new model for more scalable online and blended course development for the rollout from Fall 2021 semester.

**Challenges:**
- Providing timely and effective course development services to the increasing number of distance learning courses.
- Supporting the use of technology tools for all course modalities.

**Future Direction:**
- Develop new distance learning courses with all schools under the new model.
- Support special courses and programs offered to customers beyond the UTD community.
- Implement Blackboard Ally in eLearning courses to promote accessibility compliance.
- Improve/upgrade educational technology tools and eLearning system to better support teaching and learning.
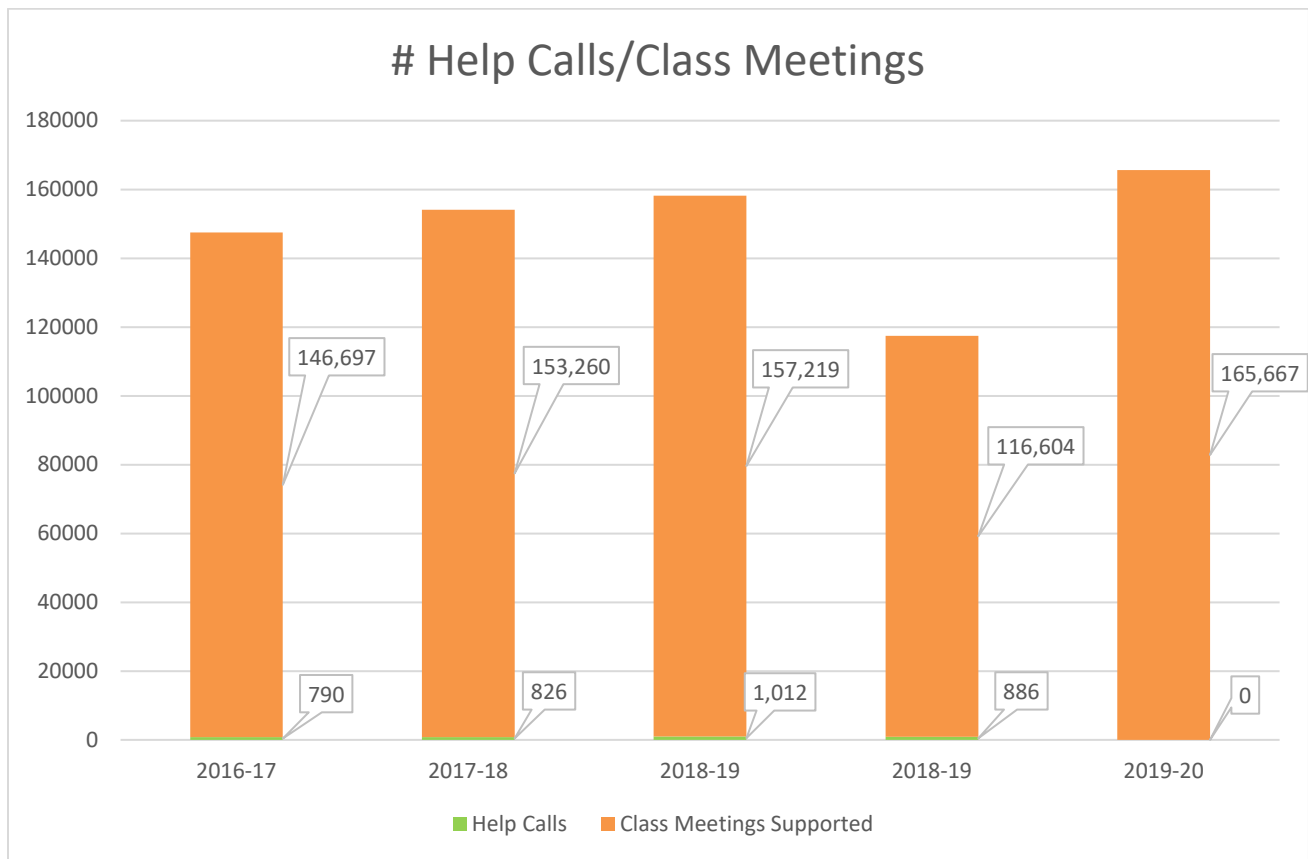
**Media Services**

Media Services provided support for 165,667 class/lab sessions, in 167 classrooms/labs and 34 conference rooms (Figure 11), with the vast majority of these meetings being held remotely using Microsoft Teams due to COVID. Uptime for classroom media was unavailable due to the laying off of dispatchers and the shift to remote learning.

As equipment ages, reliability and quality suffers. This year, new equipment was installed in 20 classroom, labs, and conference rooms. 46% (76/167) of classrooms and labs have been updated within the last five years (Figure 12), down from 57% in AY 2019/20. Media Techs conducted 175 one-on-one training sessions. Faculty satisfaction continues to remain high.

**Support**

On-site media support for events is historically a major function of the department. The number of events supported saw a decrease from 1,615 to 13 to include hooding, commencement, and convocation due to suspension of in-person gatherings.

## # Help Calls/Class Meetings

| Year | Help Calls | Class Meetings Supported |
|------|-----------|--------------------------|
| 2016-17 | 790 | 146,697 |
| 2017-18 | 826 | 153,260 |
| 2018-19 | 1,012 | 157,219 |
| 2018-19 | 886 | 116,604 |
| 2019-20 | 0 | 165,667 |

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|
| Help Calls | 790 (-43%) | 826 (+5%) | 1,012 (+23%) | 886 (-12.45%) | N/A |
| Class Meetings Supported | 146,697 (+9%) | 153,260 (+4%) | 157,219 (+3%) | 116,604 (-25.83%) | 165,667 (+42.08%) |
| Classroom Uptime (Calls/Class Sessions) | 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 | N/A |
| Events Supported | 1,730 (0%) | 1,767 (+2%) | 1,917 (+8%) | 1,615 (-15.75%) | 13 (-99.2) |

**Figure 11**



**Classrooms with AV Updated in Last 5 Years**
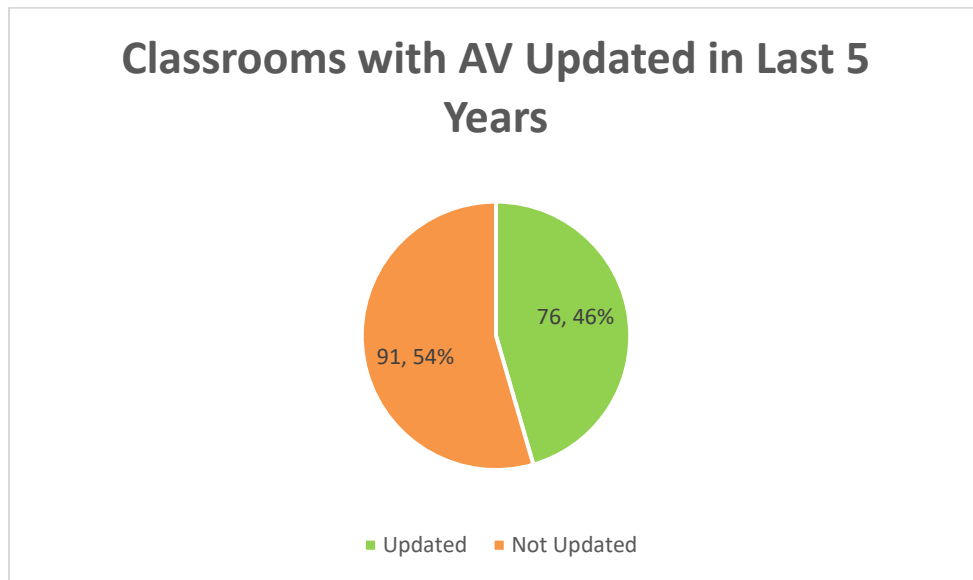
76, 46%

91, 54%

■ Updated ■ Not Updated

**Figure 12**

New and completely renovated classrooms/labs/conference rooms: 20

- ML2 1.214
- ML2 1.216
- ML2 1.218
- SCI 1.119
- SCI 1.129
- SCI 1.139
- SCI 1.159
- SCI 1.169
- SCI 1.179
- SCI 2.210

- SCI 2.215
- SCI 2.225
- SCI 2.230
- SCI 2.235
- 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. 272 faculty/staff and 1,948 student respondents. Students rated reliability of technology in the classroom and audiovisual quality of events 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? | 4.06/5.0 |
| Survey item (Students): How would you rate the reliability of the technology in your classrooms? | 3.9/5.0 |
| Survey item (Faculty/Staff): How would you rate the quality of training you received on classroom technology from a Media Services Tech? | 4.26/5.0 |
| Survey item (Faculty/Staff): How would you rate the audiovisual quality for event/s you have hosted? | 4.21/5.0 |
| Survey item (Students): How would you rate the audiovisual quality for events you have attended? | 3.98/5.0 |

Figure 13

### Accomplishments
- Designed and installed our Next Gen Classroom and provided multiple hands-on demonstrations.
- Installed AV technology in 20 rooms.
- Hybridized 167 classrooms by adding webcams to all classroom projector systems, connecting the document camera's to the PC's, and installing Teams on classroom PC's.
- Moved workshop/storage space to the former Print Shop facility.

### Challenges
- COVID impacted campus needs, requiring multiple reevaluations of classroom support and operational procedures.
- Equipment delivery delays resulted in inability to upgrade classrooms in a timely manner.
- Budget cuts resulted in elimination of two staff positions and all student worker dispatcher positions.

### Future Direction
- Renovation of 100% 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/produced 13 videos. 8 sessions were streamed. There were 48,961 views (live and archived) by customers in the US, China, India, Korea, etc. The Echo 360 classroom lecture capture system has been decommissioned.

High profile event recordings included:
- Commencement Ceremonies
- Hooding Ceremonies
- Convocation

### 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 |

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 0 academic exams in AY 2020-21, down from 82,527 (-100%) the previous year. This was due to the closing of the Testing Center because of the pandemic. The Testing Center facilitated the delivery of 257,700 online proctored exams, up from 77,924, a 230.71% increase over the previous year.

In traditional times, the Testing Center additionally supports 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.

As the Testing Center was closed, customer satisfaction survey responses from faculty and staff are not available (Figure 15).

## 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? | N/A |
| 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? | N/A |
| Survey item (Faculty/Staff): How would you rate the Testing Center's ability to provide a secure testing environment? | N/A |
| Survey item (Students): How would you rate the Testing Center's ability to provide a secure testing environment? | N/A |
| Survey item (Faculty/Staff): How would you rate the quality of support you received from Testing Center staff? | N/A |
| Survey item (Students): How would you rate the quality of support you received from Testing Center staff? | N/A |

Figure 15

With the Testing Center being closed due to the pandemic, no exams were given at the facility. Due to the drastic increase in academic integrity issues when classes were moved online, remote proctoring saw an increase from 77,327 to 257,700 (230.71%). Honorlock reporting is not capable of disaggregating exams by school/department.

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|---|
| A&H | 2,464 | 1,958 | 1,778 | 771 | N/A |
| JSOM | 35,270 | 32,546 | 37,802 | 30,609 | N/A |
| IS | 663 | 610 | 949 | 701 | N/A |
| BBS | 7,854 | 9,384 | 8,902 | 10,282 | N/A |
| EPPS | 1,133 | 643 | 838 | 417 | N/A |
| ECS | 22,111 | 23,088 | 25,070 | 24,939 | N/A |
| NSM | 16,217 | 13,003 | 13,923 | 14,808 | N/A |
| ATEC | 217 | 4 | 0 | 0 | N/A |
| **TOTAL Academic Exams** | **85,929** | **81,236** | **89,262** | **82,527** | **N/A** |
| OSA | 385 | 212 | 25 | 177 | N/A |
| CLA+ | 3,850 | 4,177 | 5,582 | N/A | N/A |
| TSI | 166 | 89 | 65 | 33 | N/A |
| THEA IBT | 15 | N/A | N/A | N/A | N/A |
| MS Certiport | 8 | N/A | N/A | N/A | N/A |
| SSC MATH Tutor Exam | 75 | N/A | N/A | N/A | N/A |
| SSC Peer Tutor Exam | 67 | 79 | 47 | N/A | N/A |
| Distance Learning | 651 | 662 | 850 | 383 | N/A |
| Honorlock Remote Proctoring | N/A | N/A | N/A | 72,766 | 257,700 |
| ALEKS Math Placement | N/A | N/A | N/A | 4 | N/A |
| **Total other** | **5,217** | **5,219** | **7,662** | **77,924** | **N/A** |
| **Grand Total** | **91,146** | **86,455** | **96,924** | **160,451** | **257,700** |

Figure 16

## Academic Exams Given by School at the Testing Center



Legend: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021

## Other Exams



Legend: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021
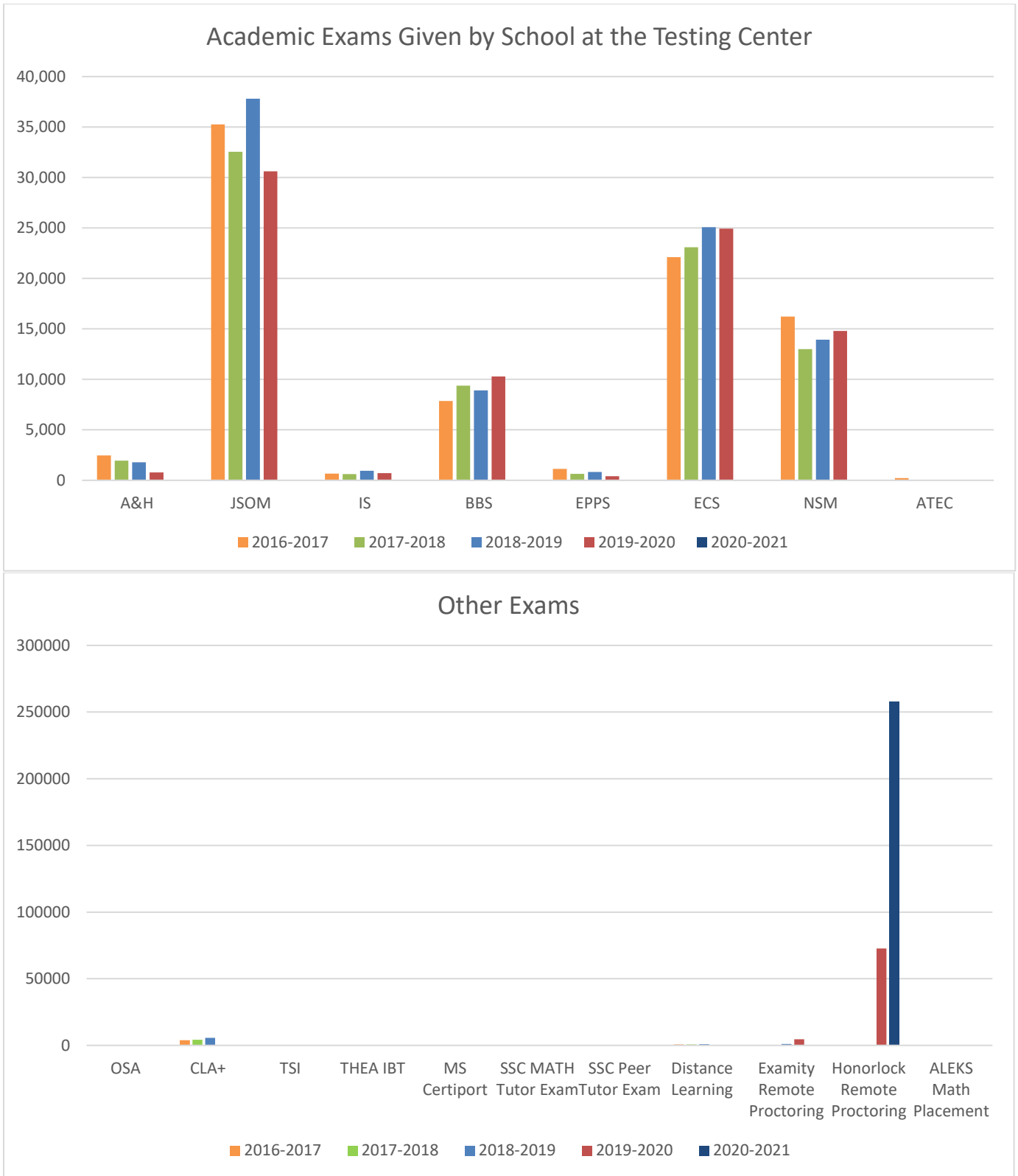
**Figure 17**

**Accomplishments**
- Increased number of exams supported from 160,451 to 257,700 (all Honorlock).
- 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

## Expenditures
- Media Services/Video Services (operating) expenditures:  $291,552.55
- eLearning Services (operating) expenditures:  $18,898.70
- Testing Center (operating) expenditures: $34,832.56
- Salaries: $1,390,355.81
- Total expenditures: $1,735,639.62