2022 - 2023

Educational Technology Services (ETS) Annual Report

Educational Technology Services
A Division of the Office of the Provost

Table of Contents

Executive Summary

Educational Technology Services (ETS) was instrumental in furthering the mission of The University of Texas at Dallas during the Academic Year 2022-2023. The eLearning Learning Management System (LMS) saw 99.99% uptime. 81.46% of all sections actively used the eLearning LMS. 1,157 (13.32%) of all course offerings were in the blended/online modality. ETS renovated and updated the audiovisual systems in 25 rooms and supported 156,961 class/lab sessions. The team supported 2,536 events. Classroom media uptime was 97.62%. The Testing Center saw the total number of proctored exams increase 11.33% to 135,119 exams in AY 2022-23; up from 121,369 the previous year. The department has made great strides in gaining institutional knowledge that was lost to "The Great Resignation."
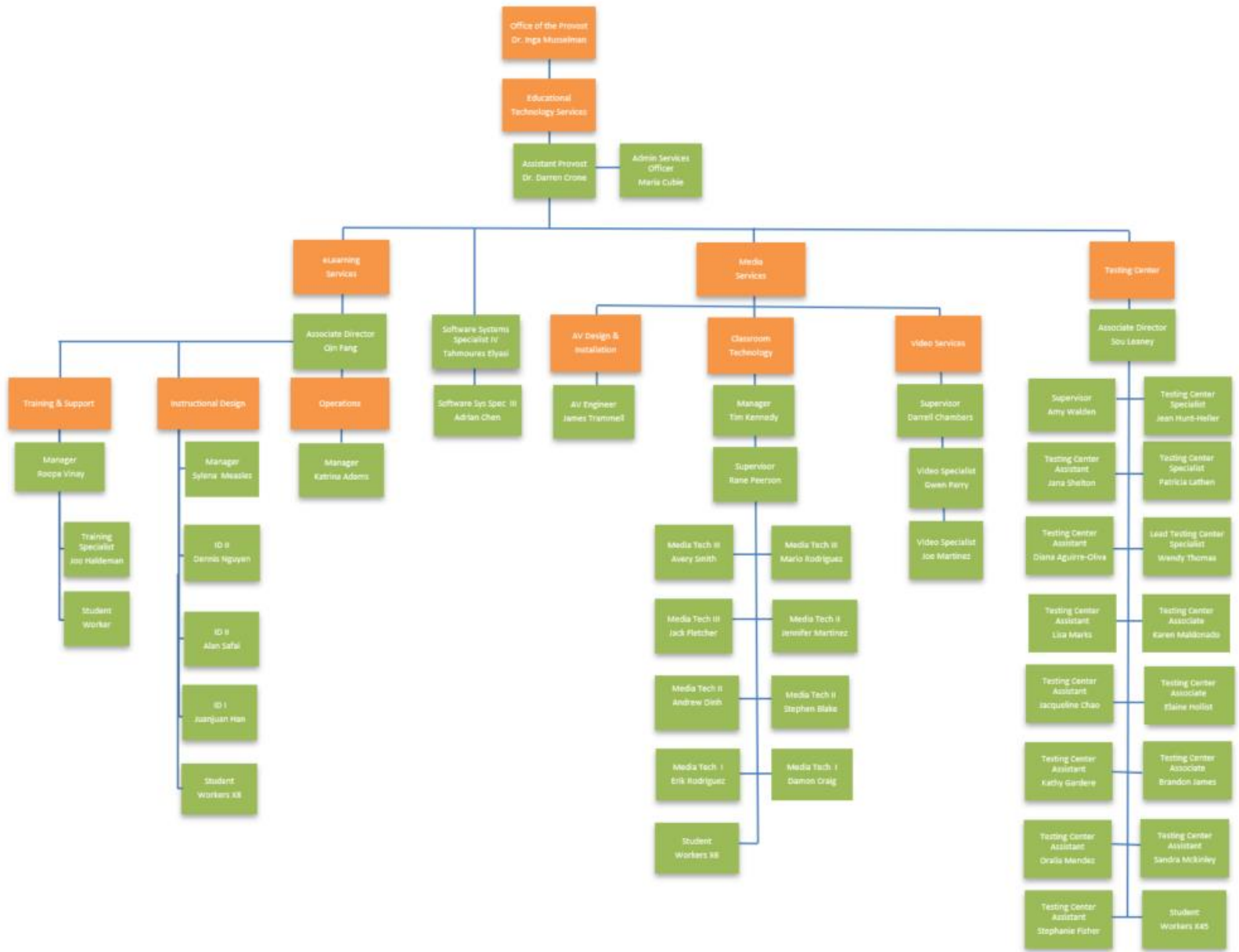
Mission Statement

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 Services Officer
- Tahmoures Elyasi, Software Systems Specialist IV
- Adrian Chen, Software Systems Specialist III
- Qin Fang, eLearning 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
- Juanjuan Han, Instructional Designer I
- Joo Haldeman, Instructional Technology Training Specialist
- 9 Student Workers (eLearning)
- Darrell Chambers, Video Services Supervisor
- Joe Martinez, Video Specialist
- Gwyndolyn Parry, Video Specialist
- Timothy Kennedy, Media Services Manager
- Rane Peerson, Media Services Supervisor
- James Trammell, Audiovisual Engineer
- Avery Smith, Media Technology Specialist III
- Mario Rodriguez, Media Technology Specialist III
- Jack Fletcher, Media Technology Specialist III
- Jennifer Martinez, Media Technology Specialist II

- Andrew Dinh, Media Technology Specialist II
- Jennifer Martinez, Media Technology Specialist II
- Steven Blake, Media Technology Specialist II
- Damon Craig, Media Technology Specialist I
- Erik Rodriguez, Media Technology Specialist I
- 6 Student Workers (Media Services)
- Sou Leaney, Testing Center Associate Director
- Amy Walden, Testing Center Supervisor
- Wendy Thomas, Testing Center Specialist
- Patricia Lathen, Testing Center Specialist
- Jean Hunt-Heller, Testing Center Specialist
- Elaine Hollist, Testing Center Associate
- Karen Maldonado, Testing Center Associate
- Brandon James, Testing Center Associate
- Jana Shelton, Testing Center Assistant
- Diana Aguirre-Oliva, Testing Center Assistant
- Lisa Marks, Testing Center Assistant
- Jacqueline Chao, Testing Center Assistant
- Kathy Gardere, Testing Center Assistant
- Oralia Mendez, Testing Center Assistant
- Stephanie Fisher, Testing Center Assistant
- Sandra McKinley, Testing Center Assistant
- 45 Student Workers (Testing Center)

Organizational Chart

Office of the Provost
Dr. Inga Musselman

Educational Technology Services

Assistant Provost
Dr. Darren Crone

Admin Services Officer
Maria Cubie

eLearning Services

Media Services

Testing Center

Associate Director
Qin Fang

Software Systems Specialist IV
Tahmoures Elyasi

AV Design & Installation

Classroom Technology

Video Services

Associate Director
Sou Leaney

Training & Support

Instructional Design

Operations

Software Sys Spec III
Adrian Chen

AV Engineer
James Trammell

Manager
Tim Kennedy

Supervisor
Darrell Chambers

Supervisor
Amy Walden

Testing Center Specialist
Jean Hunt-Heller

Manager
Roopa Vinay

Manager
Sylena Measles

Manager
Katrina Adams

Supervisor
Rane Peerson

Video Specialist
Gwen Parry

Testing Center Assistant
Jana Shelton

Testing Center Specialist
Patricia Lathen

Training Specialist
Jou Haldeman

ID II
Dennis Nguyen

Media Tech III
Avery Smith

Media Tech III
Mario Rodriguez

Video Specialist
Joe Martinez

Testing Center Assistant
Diana Aguirre-Oliva

Lead Testing Center Specialist
Wendy Thomas

Student Worker

ID II
Alan Safai

Media Tech III
Jack Fletcher

Media Tech II
Jennifer Martinez

Testing Center Assistant
Lisa Marks

Testing Center Associate
Karen Maldonado

ID I
Juanjuan Han

Media Tech II
Andrew Dinh

Media Tech II
Stephen Blake

Testing Center Assistant
Jacqueline Chao

Testing Center Associate
Elaine Hollist

Student Workers X8

Media Tech I
Erik Rodriguez

Media Tech I
Damon Craig

Testing Center Assistant
Kathy Gardere

Testing Center Associate
Brandon James

Student Workers X8

Testing Center Assistant
Oralia Mendez

Testing Center Assistant
Sandra McKinley

Testing Center Assistant
Stephanie Fisher

Student Workers X45

eLearning Services

Courses/Organizations

Each face-to-face section has a corresponding eLearning section created. There were 8,686 academic eLearning sections created. 7,076 (81.46%) of these eLearning sections were actively used (Figure 1).

Online/blended sections made up 13.32% of all course offerings. Online (13.93%) and blended (1.73%) credit hours accounted for 15.67% of total credit hours (Figure 2). The department developed and supported 1,157 online/blended sections. Online/blended enrollments totaled 43,162 (Figure 3). Historical data are shown in Figure 4. The number of online and blended offerings dropped from 1,890 to 1,157 (-39%). This is seen as a continuing regression to the mean as UTD fully transitioned back to primarily face to face instruction after the COVID-19 pandemic. This is still a considerable increase (47%) from 2020 in which 788 online and blended sections were offered.
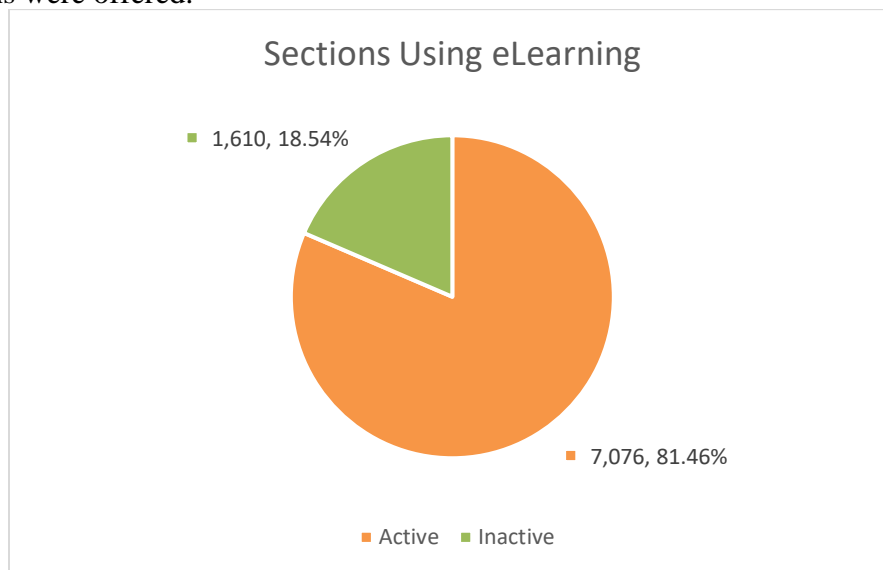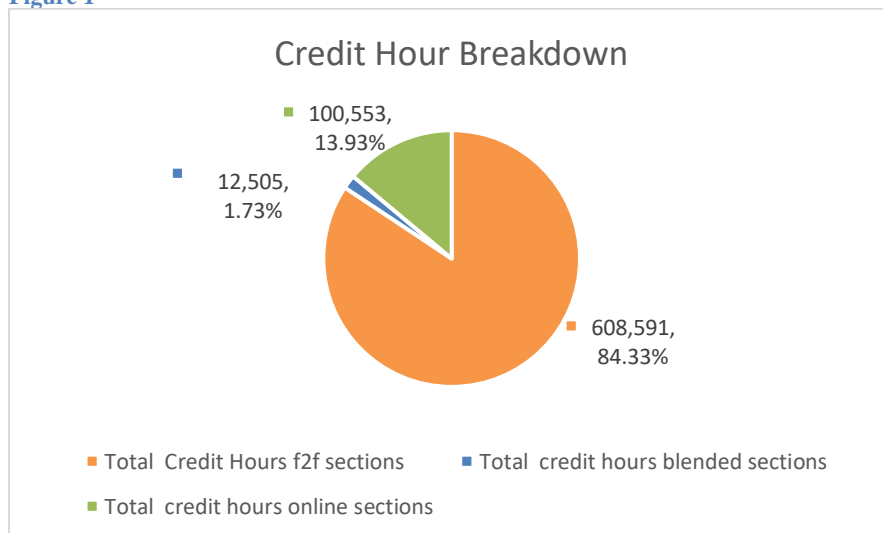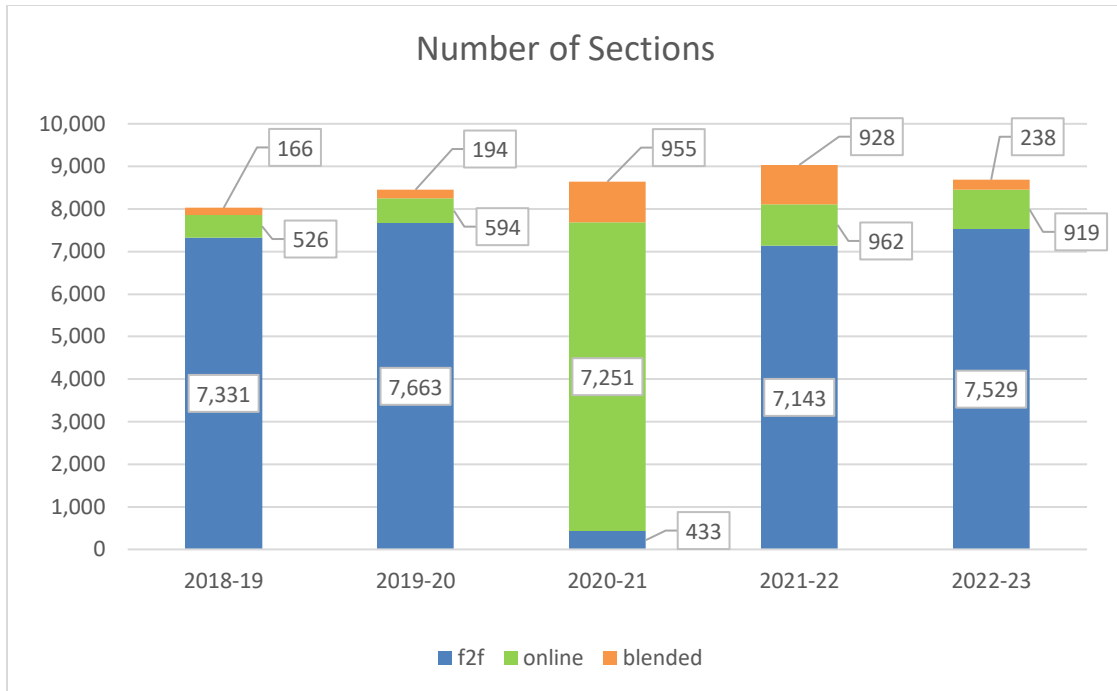

Figure 1

Figure 2

Organized Courses ONLY

	2018-19		2019-20		2020-2021		2021-2022		2022-2023	
	#	%	#	%	#	%	#	%	#	%
# online/blended sections (percentage change over previous AY)	**692**	**5%**	**788**	**14%**	**8,206**	**941%**	**1,890**	**-77%**	**1,157**	**-39%**
# online sections (percentage change over previous AY)	526	4%	594	13%	7,251	1121%	962	-87%	919	-4%
# blended sections (percentage change over previous AY)	166	7%	194	17%	955	392%	928	-3%	238	-74%
Total # of ALL sections (percentage change over previous AY)	8,023	4%	8,451	5%	8,693	3%	9,033	4%	8,686	-4%
Online/blended sections as a percent of all sections		**8.63%**		**9.32%**		**94.40%**		**20.92%**		**13.32%**
Online sections as a percent of all sections		6.55%		7.03%		83.41%		10.65%		10.58%
Blended sections as a percent of all sections		2.06%		2.30%		10.99%		10.27%		2.74%
Total # credit hours blended/online sections	**55,277**		**63,152**		**646,742**		**140,277**		**113,058**	
Total # credit hours online sections	45,617		51,546		607,309		97,502		100,553	
Total # credit hours blended sections	9,660		11,606		39,433		42,775		12,505	
Total ALL credit hours	661,843		700,310		683,895		695,949		721,649	

Online/blended credit hours as a percent of total credit hours		**8.35%**		**9.02%**		**94.57%**		**20.16%**		**15.67%**
Online credit hours as a percent of total credit hours		6.89%		7.36%		88.80%		14.01%		13.93%
Blended credit hours as a percent of total credit hours		1.46%		1.66%		5.77%		6.15%		1.73%
Total enrollment online/blended sections	**10,132**		**23,392**		**283,821**		**67,383**		**43,162**	
Total enrollment online sections	16,627		19,422		260,908		39,703		38,841	
Total enrollment blended sections	3,636		3,970		22,913		27,680		4,321	
Total enrollment ALL sections	264,400		287,196		297,185		306,075		297,696	

Source: OISDS, Data Warehouse CB004 (Legacy Course Report) table.

SQL: Distance Education Counts Section, SCH, Enrollment, Counts.

Figure 3

Figure 4

Course Development

The eLearning team developed 32 new online and blended sections in AY 2022-23.

- ACCT 6330
- ACCT 6335
- ACCT 6338/MIS 6338
- ATCM 2301
- BPS 6310/EMTP 6310
- BUAN 6392/MIS 6392
- BUAN 6383/MIS 6386
- ENTP 6370
- ENTP 6375/MIS 6375/ MKT 6375/OPRE 6394/SYSM 6332
- HIST 2370
- HIST 3305
- HIST 6342
- HMGT 6311
- HMGT 6321
- HMGT 6325/OPRE 6325
- MECH 3370
- MIS 6309/ACCT 6309
- MIS 6313
- MIS 6319
- MIS 6363
- MIS 6382
- MKT 4360
- MKT 6332
- MKT 6337/BUAN 6337
- MTHE 5323
- MUSI 1306
- OPRE 3310
- OPRE 3333
- OPRE 6302/SYSM 6334
- OPRE 6398/BUAN 6398
- PA 6389
- PSCI 3303

The eLearning LMS is increasingly being used by non-academic groups. There were 806 eLearning Organizations created/supported. Large/significant organizations include:

- Freshman Mentor Program Mentees 2023-24
- Freshman Mentor Program Mentors 2023-24
- Davidson Management Honors Program (DMHP) – 2023-2024
- HPAC app support: EY2025
- Living Learning Communities Summer 2023
- University Career Center
- 2023 Summer Chess Camp
- Online International Student Orientation Fall

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

In AY 2022-23, undergraduate and graduate students generally rated blended/online courses the same as face-to-face offerings, with graduate blended faring slightly better. (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 undergraduate sections, but was similar for graduate sections across the three modalities (Figure 7). Generalizations with these data should be made with caution as the sample size for blended courses is small.

End of Course Evaluation item: Overall the Course was Excellent
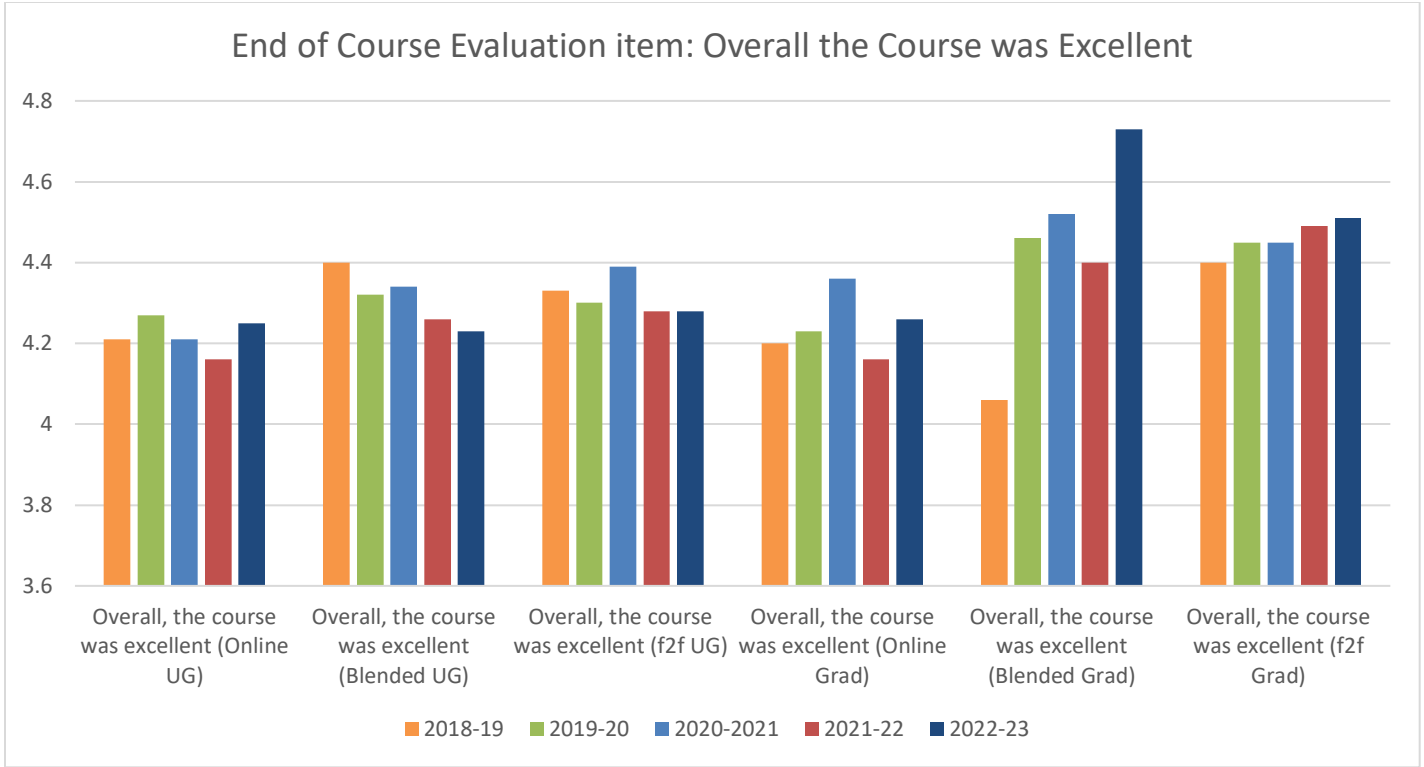
	2018-19	2019-20	2020-2021	2021-22	2022-23
Overall, the course was excellent (Online UG)	4.21	4.27	4.21	4.16	4.25
Overall, the course was excellent (Blended UG)	4.4	4.32	4.34	4.26	4.23
Overall, the course was excellent (f2f UG)	4.33	4.3	4.39	4.28	4.28
Overall, the course was excellent (Online Grad)	4.2	4.23	4.36	4.16	4.26
Overall, the course was excellent (Blended Grad)	4.06	4.46	4.52	4.4	4.73
Overall, the course was excellent (f2f Grad)	4.4	4.45	4.45	4.49	4.51

Figure 5

Figure 6
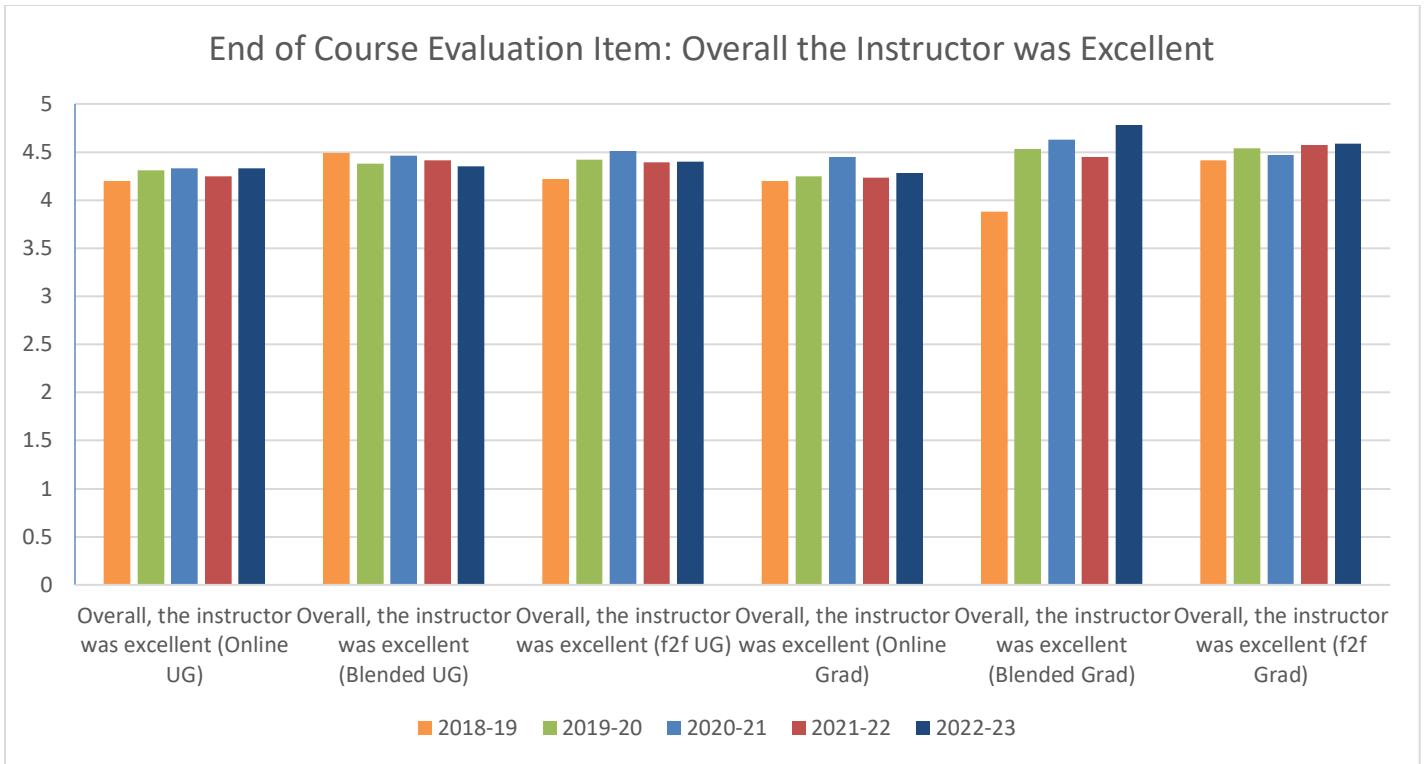
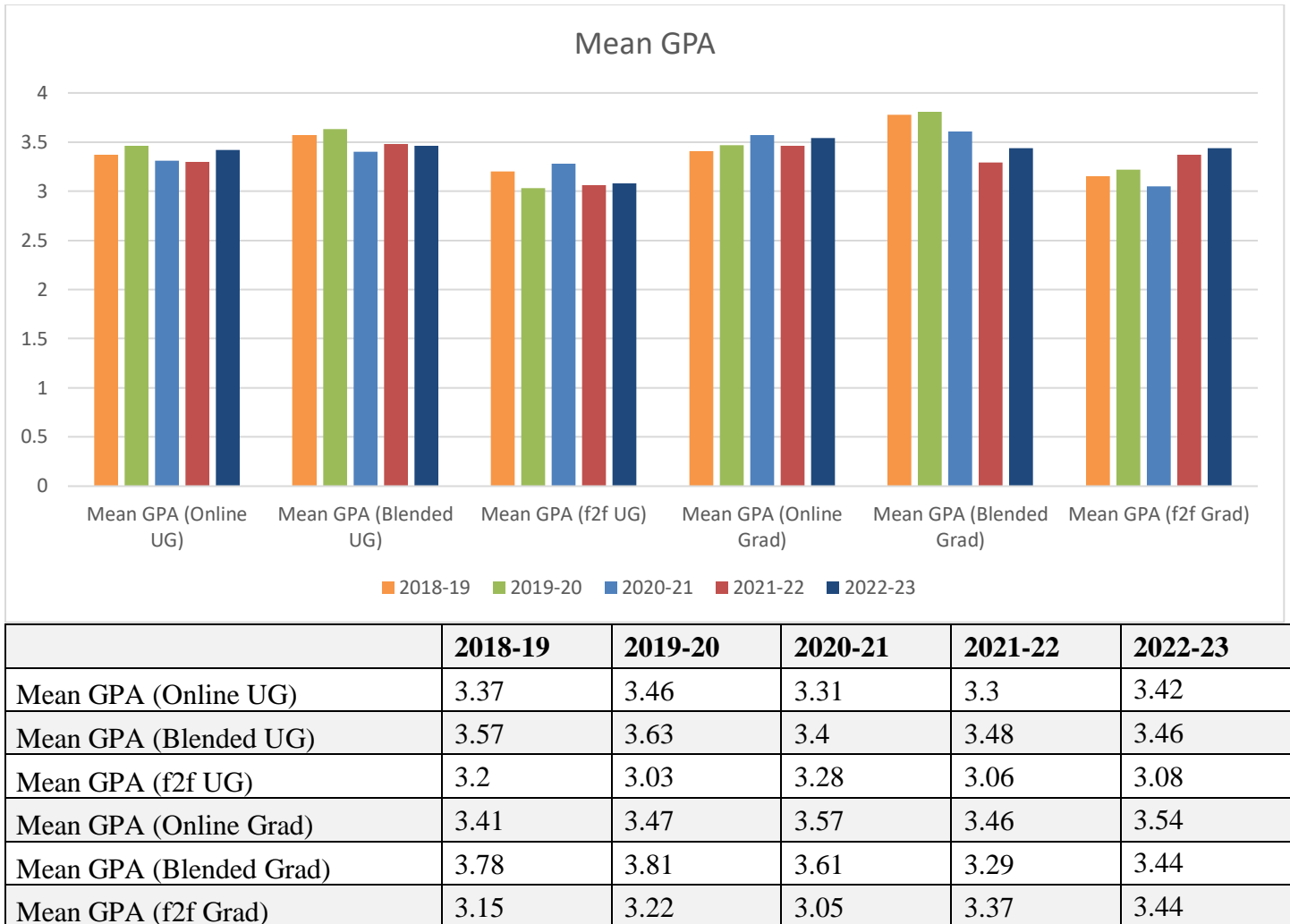|	2018-19	2019-20	2020-21	2021-22	2022-23
Overall, the instructor was excellent (Online UG)	4.2	4.31	4.33	4.25	4.33
Overall, the instructor was excellent (Blended UG)	4.49	4.38	4.46	4.41	4.35
Overall, the instructor was excellent (f2f UG)	4.22	4.42	4.51	4.39	4.4
Overall, the instructor was excellent (Online Grad)	4.2	4.25	4.45	4.23	4.28
Overall, the instructor was excellent (Blended Grad)	3.88	4.53	4.63	4.45	4.78
Overall, the instructor was excellent (f2f Grad)	4.41	4.54	4.47	4.57	4.59

Figure 7

	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Mean GPA (Online UG)	3.37	3.46	3.31	3.3	3.42
Mean GPA (Blended UG)	3.57	3.63	3.4	3.48	3.46
Mean GPA (f2f UG)	3.2	3.03	3.28	3.06	3.08
Mean GPA (Online Grad)	3.41	3.47	3.57	3.46	3.54
Mean GPA (Blended Grad)	3.78	3.81	3.61	3.29	3.44
Mean GPA (f2f Grad)	3.15	3.22	3.05	3.37	3.44

Training and Support

There were 260 training sessions/open labs offered (group and one-on-one). 443 customers (non-unique) were trained (Figure 8). The Online Teaching Certification has been a key emphasis of the training group. 14 faculty and teaching assistants were enrolled, with 4 completing the Level I - 16-hour program.

Examples of sessions include:
1. eLearning best practices
2. eLearning basics
3. Assessments and grading tool
4. Student engagement and retention tool
5. Other educational technology tools (non-LMS)

Outreach initiatives included:
- eLearning Users group in MS Teams
- National Distance Learning Week faculty presentations
- CTL Resource Week
- Archer Center Student Orientation
- TA/ RA Welcome Event
- First Generation Student Resource Fair
- Faculty Welcome and Orientation
- Graduate Student Orientation

The support team saw 14.19% less tickets, from 5,850 to 5,020 (Figure 8) this year. The number of customers trained increased 99.55% from 222 to 443.

	2018-19	2019-20	2020-21	2021-22	2022-2
Training Sessions Offered	192 (-30%)	275 (+43%)	225 (-18.18%)	245 (-8.89%)	161 (-39.29%)
Open Labs Offered	53 (+13%)	54 (+2%)	0 (-100%)	99	99 (0)
Customers Trained (non-unique)	576 (-19%)	2,810 (+388%)	110 (-96.09%)	222 (+101.82%)	443 (+99.55%)
Help Desk Tickets Closed (Total)	**4,756 (+40%)**	**7,037 (+ 48%)**	**6,924 (-1.61%)**	**5,850 (-15.51%)**	**5,020 (-14.19%)**
Help Desk Tickets Closed (Faculty)	1,676 (+41%)	4,043 (+141%)	3,650 (-9.72%)	2,773 (-24.03%)	2,048 (-26.14%)
Help Desk Tickets Closed (Students)	2,687 (+22%)	2,485 (-7.5%)	3,274 (+31.75%)	3,077 (-6.02%)	2,621 (-14.82)
Help Desk Tickets Closed (Unspecified) (Dropped calls, abandoned chats, etc.)	393 (+36%)	509 (+29.5%)	0 (-100%)	0	351

Figure 8

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. There were 102 faculty/staff and 210 student respondents. (Figure 9).

Survey item (Faculty/Staff): How would you rate the quality of the eLearning training session/s you attended?	4.42/5.0
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)?	4.21/5.0
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)?	4.08/5.0
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)?	4.61/5.0
Survey item (Students): How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)?	4.14/5.0
Survey item (Faculty/Staff): How would you rate Media Services' response time to help-calls in your class/es?	4.63/5.0
Survey item (Faculty/Staff): How would you rate Media Services' ability to resolve issues with classroom technology during your class/es?	4.52/5.0

Figure 9

Technology:

eLearning boasted a 99.99% uptime. 81.46% 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
- Top Hat
- Turnitin/Peermark
- Qualtrics

	2018-2019	2019-2020	2020-2021	2019-2020	2020-2021
eLearning Uptime percentage (based on total outage time)	99.87%	99.86%	99.89%	99.9%	99.99%
Actively used eLearning sections (total & percentage)	6,457/8,023 (80.48%)	6,901/8,451 (81.66%)	6,999/8,693 (80.51%)	7,094/9,033 (78.53%)	7,076/8,686 (81.46%)

Figure 10

Accomplishments:

Online programs recognized in national rankings:

- Professional Online MBA Programs
  - No. 13 among U.S. public university programs and No. 17 overall among Best Online MBA Programs, U.S. News & World Report (2023)
  - No. 13 among Top 50 Online MBA Programs, The Princeton Review (2023)
  - No. 7 Poets & Quants Top 100 U.S. MBA Programs (2023)
- MS in Business Analytics Cohort Online
  - No. 3 in Fortune Best Online Master's in Business Analytics Programs (2023)
- Online Master's Business Program
  - No. 6 among U.S. public university programs and No. 10 (tied) overall among Best Online Master's in Business Programs, U.S. News & World Report (2022)
- Renovated the JSOM eLearning Studio to improve the quality and process of lecture recording and production.
- Trained and supported faculty, staff, and students in using eLearning and other educational technology tools in enhancing and improving teaching and learning (e.g. Ally, new Stream, Camtasia, Honorlock, etc.)
- Facilitated and assisted the JSOM online course maintenance process and their efforts to redevelop and improve dated online courses.
- Worked with JSOM in implementing new guidelines and requirements to enhance academic integrity and student interactivity and collaboration.

Challenges:

- Increasing efficiency and productivity in online lecture production.
- Improving course lecture hosting and sharing.
- Determining how to further extend online and blended course development with all schools.

Future Direction:

- Evaluate Learning Management Systems and prepare for the transition to the next selected LMS.
- Assist with developing micro-credentials, open educational resources, and COIL programs.
- Explore new technologies and strategies for enhancement and innovation in course design.
- Further standardize and streamline the distance learning course development process across the university.
- Renovate the studio at Green Hall to expand lecture recording services.
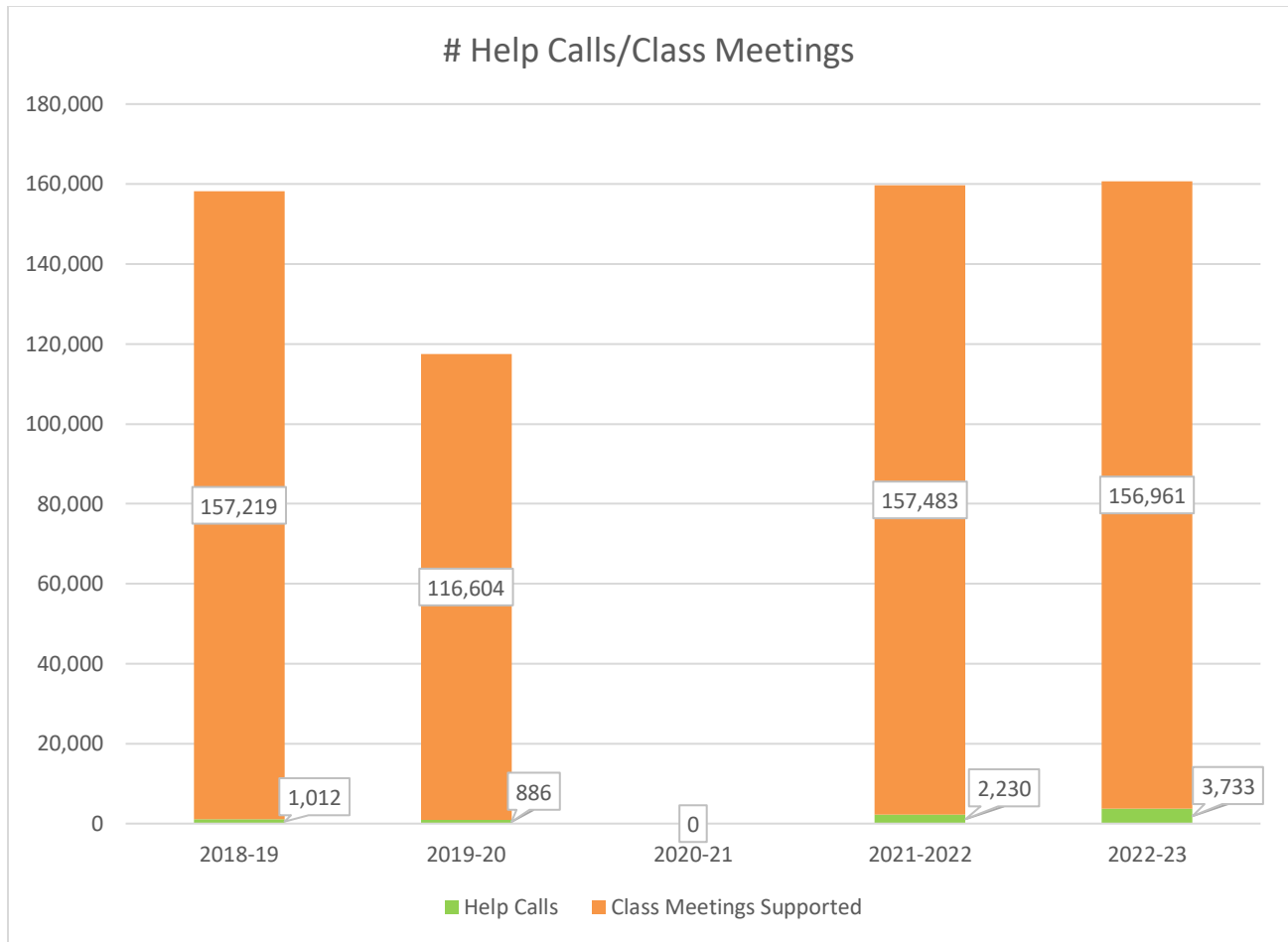
Media Services

Media Services provided support for 156,961 class/lab sessions, in 170 classrooms/labs and 68 conference rooms (Figure 11).

As equipment ages, reliability and quality suffers. This year, new equipment was installed in 25 classroom, labs, and conference rooms. 29% (50/170) of classrooms and labs have been updated within the last five years (Figure 12), down from 41% in AY 2021/2022. Equipment has been ordered and after two years of supply chain issues, ETS has received and begun revamping all classrooms. It is anticipated that technical issues will lessen considerably as installations take place. It is expected that all 170 classrooms will be updated by the end of Fall 2026.

Media Techs conducted 691 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 2,951 to 2,536. This was largely due to the Student Union eliminating funding for two media technicians and shifting support for smaller events to their student worker team.

Help Calls/Class Meetings

Data by year:

Year	Help Calls	Class Meetings Supported
2018-19	1,012	157,219
2019-20	886	116,604
2020-21	0	
2021-2022	2,230	157,483
2022-23	3,733	156,961

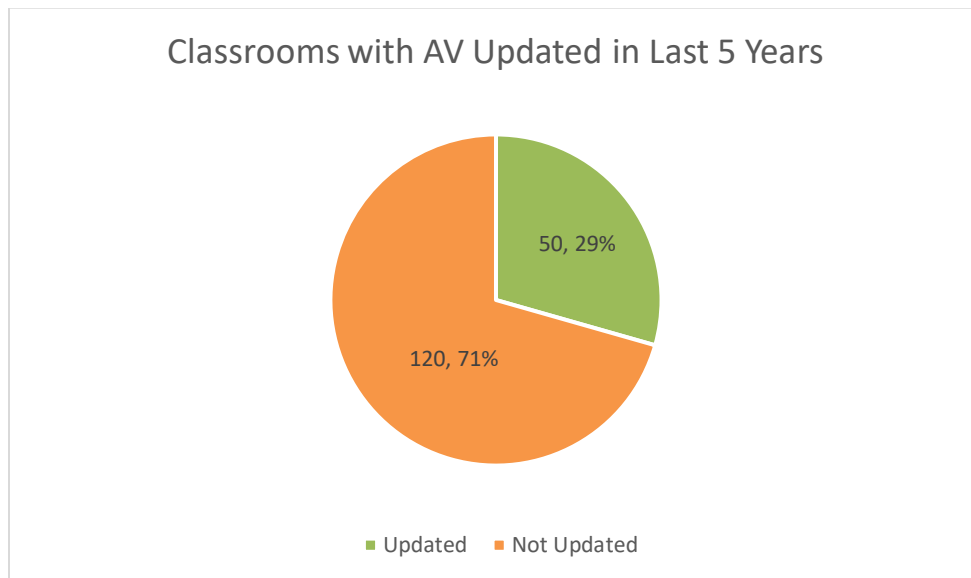|	2018-19	2019-20	2020-21	2021-22	2022-23
Help Calls	1,012 (+23%)	886 (-12.45%)	0	2,230	3,733 (+67.4%)
Class Meetings Supported	157,219 (+3%)	116,604 (-25.83%)	0	157,483	156,961 (-.33%)
Classroom Uptime (Calls/Class Sessions)	99.36% (-.1%) 1,012/157,219	99.24% (-.12%) 886/116,604	0	98.58% 2,230/157,483	97.62% (-.96) 3,733/156,961
Events Supported	1,917 (+8%)	1,615 (-15.75%)	13 (-99.2)	2,951 (+22,600%)	2,536 (-14.06%)

Figure 11

Figure 12

New and completely renovated classrooms/labs/conference rooms: 25

- CB 1.106
- CB 1.202
- CB 1.206
- CB 1.210
- ECSS 3.909
- ECSS 3.910
- ECSS 4.909
- ECSS 4.910
- FA 2.206
- FN 2.210
- FN 2.214
- FN 2.302
- FN 2.304
- FM 1.502
- FM 1.704
- GR 2.326
- GR 4.314
- HH 2.706
- JO 3.601
- PHYS 1.103
- SG 1.214A
- SG 1.214B
- SG 1.211
- SPN 1.2
- SPN 2.222

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. 102 faculty/staff and 210 students responded. Students rated reliability of technology in the classroom below the target of 4.0. (Figure 13).

Survey item (Faculty/Staff): How would you rate the reliability of the technology in your classroom/s?	4.18/5.0
Survey item (Students): How would you rate the reliability of the technology in your classrooms?	3.98/5.0
Survey item (Faculty/Staff): How would you rate the quality of training you received on classroom technology from a Media Services Tech?	4.44/5.0
Survey item (Faculty/Staff): How would you rate the audiovisual quality for event/s you have hosted?	4.41/5.0
Survey item (Students): How would you rate the audiovisual quality for events you have attended?	4.04/5.0

Figure 13

Accomplishments
- Installed AV technology in 25 rooms.
- Fully staffed for the first time in 4 years.
- Fully integrated all classrooms into Fusion, an AV remote monitoring system that allows real-time updates with equipment, remote access, and a help button that faculty can use to request immediate assistance.

Challenges
- Classroom support, installations, and events have become more frequent, causing little downtime for housekeeping activities.

Future Direction
- Renovation of 100% of classrooms in upcoming fiscal year as a part of 5-year AV refresh cycle for all supported rooms.
- The department is utilizing student workers to assist with dispatch and basic help calls. This increases our reach and also frees up media technicians to do installations and complex event setups.

Video Services

Productions

Video Services recorded/produced 76 videos. 38 sessions were streamed. There were 118,436 views (live and archived) by customers in the US, China, India, Korea, etc.

High profile event recordings included:
- Commencement Ceremonies
- Hooding Ceremonies
- Convocation
- International Talent Show

Customer Survey Response

A customer satisfaction survey item was sent out to faculty and staff. 62 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?	4.11/5.0

Figure 14

Accomplishments
- Assisted faculty with recording video lectures.
- Implemented after action/post-mortem review of events to assist with continuous improvement.
- Established our reputation with several outside organizations and companies which should continue to use our services.

Challenges
- Incorporating streaming services via Teams, Zoom, etc.

Future Direction
- Determining how to best incorporate streaming video into web conferencing services.

Testing Center

The Testing Center is a 300-seat facility located in Synergy Park North II. The team facilitated the proctoring of 135,119 exams in AY 2022-23, up from 121,369 (+11.33%) the previous year.

The Testing Center 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 (Accessibility Resource Center).
- Facilitating the testing needs of distance learning students both on-campus and off campus.

Customer satisfaction survey responses from 35 faculty/staff and 157 students show a general satisfaction with the Testing Center. (Figure 15). JSOM, ECS, and NSM were the primary schools that used the Testing Center's services (Figures 16 & 17).

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?	3.86/5
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?	3.76/5
Survey item (Faculty/Staff): How would you rate the Testing Center's ability to provide a secure testing environment?	4.43/5
Survey item (Students): How would you rate the Testing Center's ability to provide a secure testing environment?	3.99/5
Survey item (Faculty/Staff): How would you rate the quality of support you received from Testing Center staff?	4.36/5
Survey item (Students): How would you rate the quality of support you received from Testing Center staff?	3.76/5

Figure 15

	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
A&H	1,778	771	0	302	786
JSOM	37,802	30,609	0	39,437	55,642
IS	949	701	0	27	33
BBS	8,902	10,282	0	7,856	7,695
EPPS	838	417	0	32	365
ECS	25,070	24,939	0	24,216	28,993
NSM	13,923	14,808	0	16,214	20,345
ATEC	0	0	0	0	0
TOTAL Academic Exams	**89,262**	**82,527**	**0**	**88,084**	**113,859**
OSA	25	177	0	0	0
TSI	65	33	0	89	198
Distance Learning	850	383	0	233	330
Honorlock Remote Proctoring	0	72,766	257,700	32,747	20,250
ALEKS Math Placement	0	4	0	204	405
CS Placement	0	0	0	12	77
Total other	**7,662**	**77,924**	**0**	**33,285**	**21,260**
Grand Total	**96,924**	**160,451**	**257,700**	**121,369**	**135,119**

Figure 16

Academic Exams Given by School at the Testing Center

Legend: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023

Other Exams

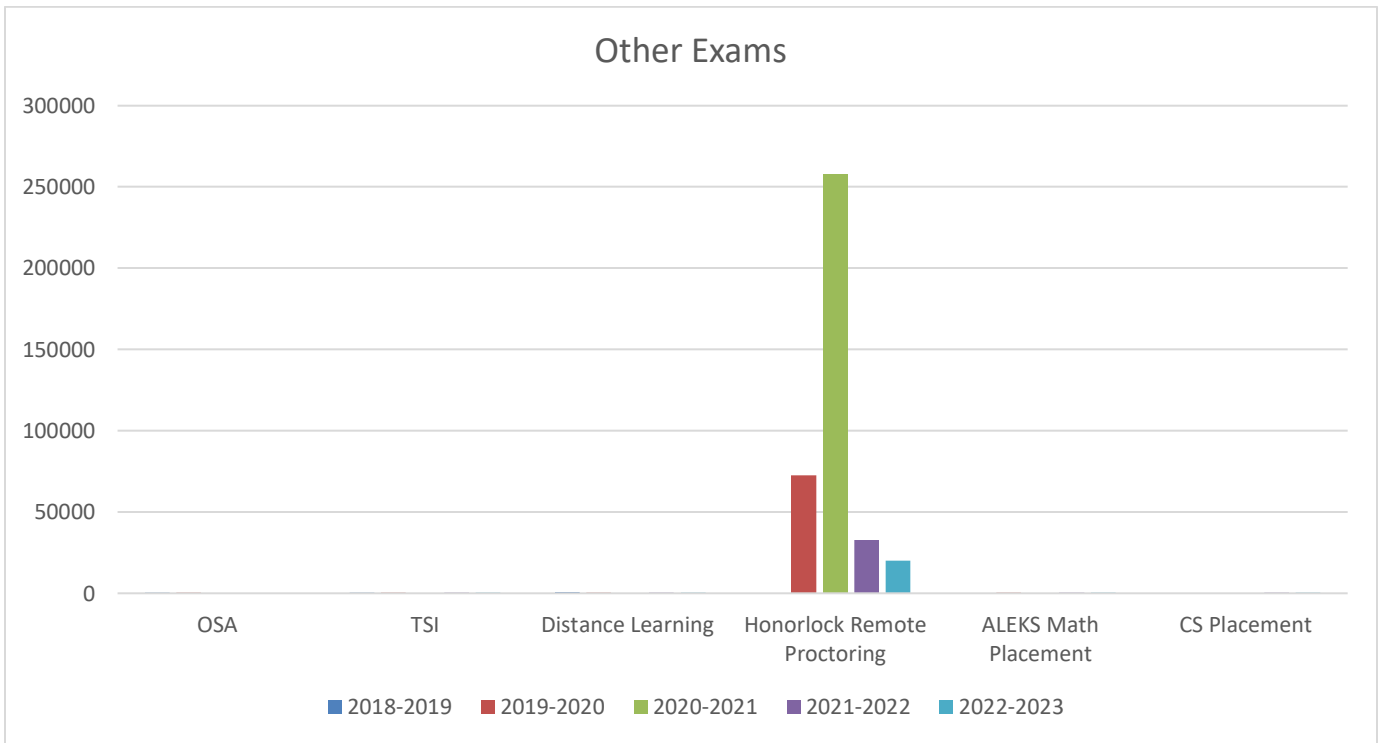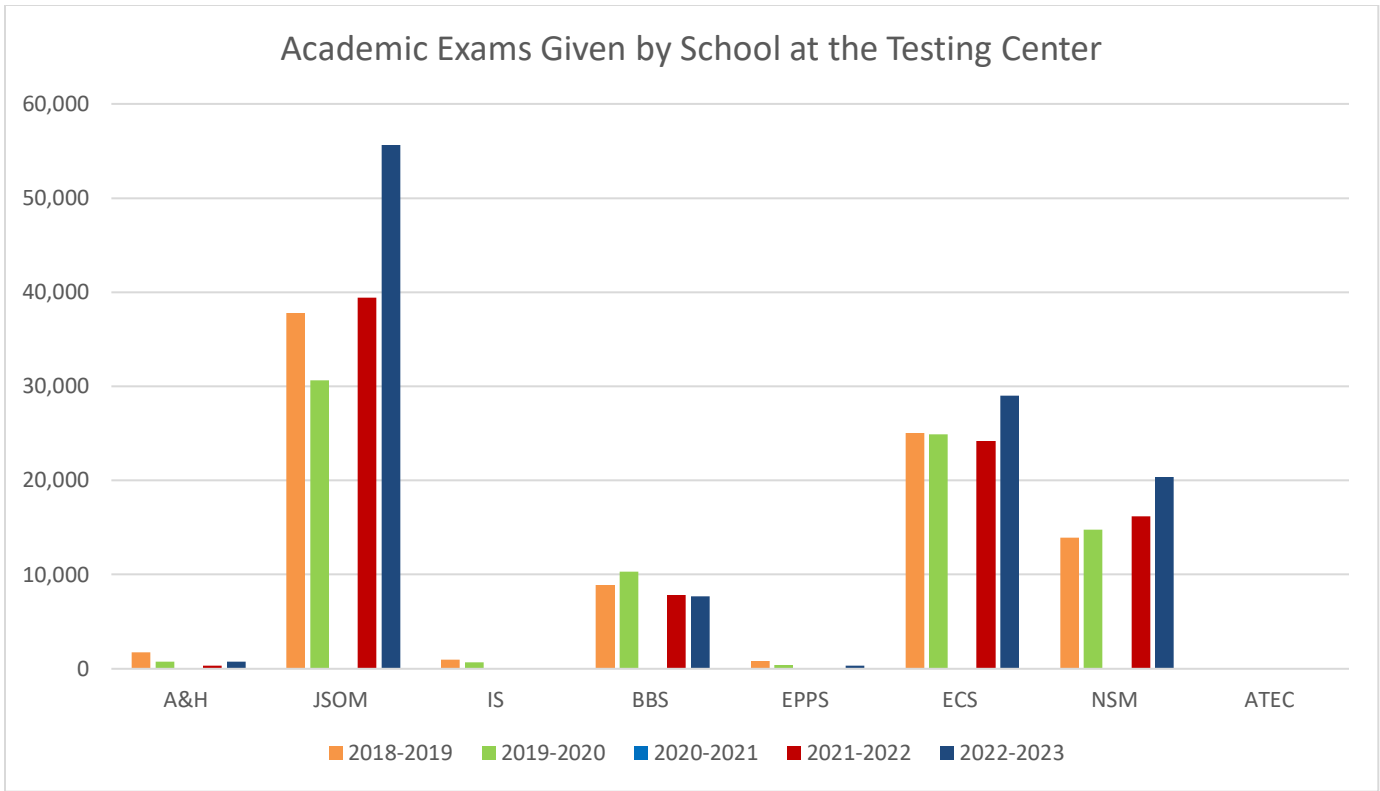Legend: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023

Figure 17

Accomplishments
- Facilitated 135,119 exams in AY 2022-23, up from 121,369 (+11.33%) the previous year.
- Transitioned from 50 student worker positions to primarily work-study positions. This allowed us to increase staffing while lowering overall costs considerably.

Challenges
- Understaffing (proctors), technical issues during exams (browser/network issues/eLearning/LanSchool).

Future Direction
- Provide exam proctoring services to UTD Staff and non-UT Dallas students and surrounding community.
- Consistently provide and maintain quality services to faculty, students and UTD & Non-UTD community.
- Strive to stay technologically updated.

Expenditures
- Media Services/Video Services (operating) expenditures: $310,937.43
- eLearning Services (operating) expenditures: $42,642.00
- Testing Center (operating) expenditures: $80,188.89
- Salaries: $2,261,013.61
- Total expenditures: $2,694,781.93