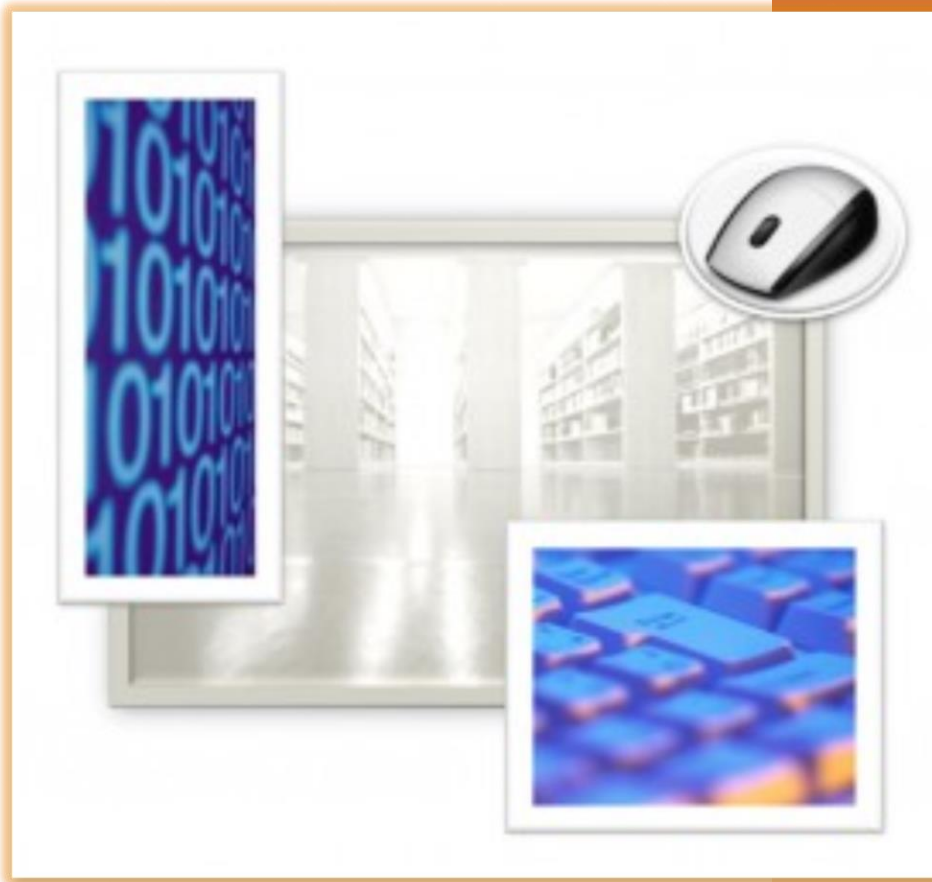


2016 - 2017

Educational Technology Services (ETS) Annual Report



Educational Technology Services
A Division of the Office of the Executive Vice
President

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Executive Summary

Educational Technology Services (ETS) was instrumental in furthering the mission of The University of Texas at Dallas during Academic Year 2016-2017. The department realized a 15% increase in blended/online course offerings over the previous year. 81% of all sections offered actively used the eLearning Learning Management System (LMS). ETS renovated and updated the audiovisual systems in 70 rooms, completed major repairs in 28 rooms, and supported 146,697 class/lab sessions and 1,730 events. Classroom media uptime was 99.46%. The number of help calls to Media Services decreased 43% over the previous year, despite a 9% increase in the number of class meetings. The department has reached an unprecedented level of institutional knowledge and stability.

Mission Statement

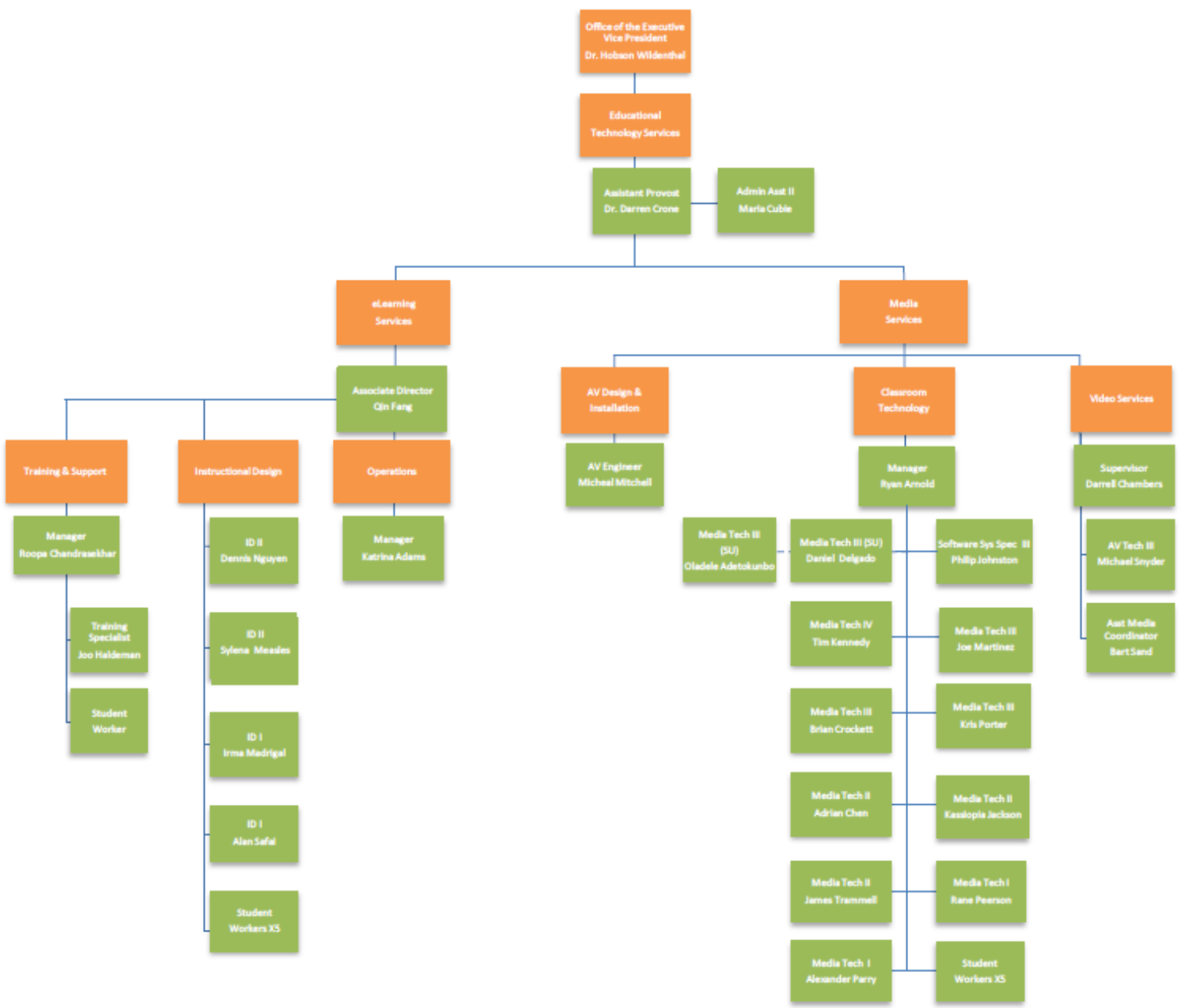
The mission of Educational Technology Services (ETS), a division of the Office of the Executive Vice President, is to provide the University's faculty, staff and students with educational technology resources and pedagogical instruction to facilitate the best possible learning experience. The focus of 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
- Irma Madrigal, Instructional Designer I
- Alan Safai Instructional Designer I
- Joo Haldeman, Instructional Technology Training Specialist
- Ryan Arnold, Media Services Supervisor
- Timothy Kennedy, Media Technology Specialist IV
- Joe Martinez, Media Technology Specialist III
- Brian Crockett, Media Technology Specialist III
- Kristopher Porter, Media Technology Specialist III
- Daniel Delgado, Media Technology Specialist III (Student Union)
- Oladele Adetokunbo, Media Technology Specialist III (Student Union)
- Adrian Chen, Media Technology Specialist II
- James Trammell, Media Technology Specialist II
- Kassiochia Jackson, Media Technology Specialist II
- Rane Peerson, Media Technology Specialist I
- Alexander Parry, Media Technology Specialist I
- Darrell Chambers, Video Services Supervisor
- Michael Snyder, Audio Visual Technician III
- Bart Sand, Assistant Media Coordinator
- Micheal Mitchell, Audiovisual Engineer
- Philip Johnston, Software Systems Specialist III
- 6 Student Workers (eLearning)
- 5 Student Workers (Media Services)

Organizational Chart



eLearning Services

Courses/Organizations

Each face-to-face section has a corresponding eLearning section created. There were 7,187 academic eLearning sections created, an 8% increase over AY 2015/16. 81% of these eLearning sections were actively used (figure 1).

Online/blended sections made up 7.7% of all course offerings. Online (6.79%) and blended (1.39%) credit hours accounted for 8.18% of total credit hours (figure 2). The department developed and supported 555 online/blended sections, an increase of 15% over AY 2015-16. Online/blended enrollments were 8.1% of all enrollments at UTD, up from 7.9% the previous year (figure 3). Blended offerings saw an increase from 84 to 137 (+63%) and fully online offerings increased from 397 to 418 (+5%) compared to AY 2015-16. Historical data are shown in figure 4.

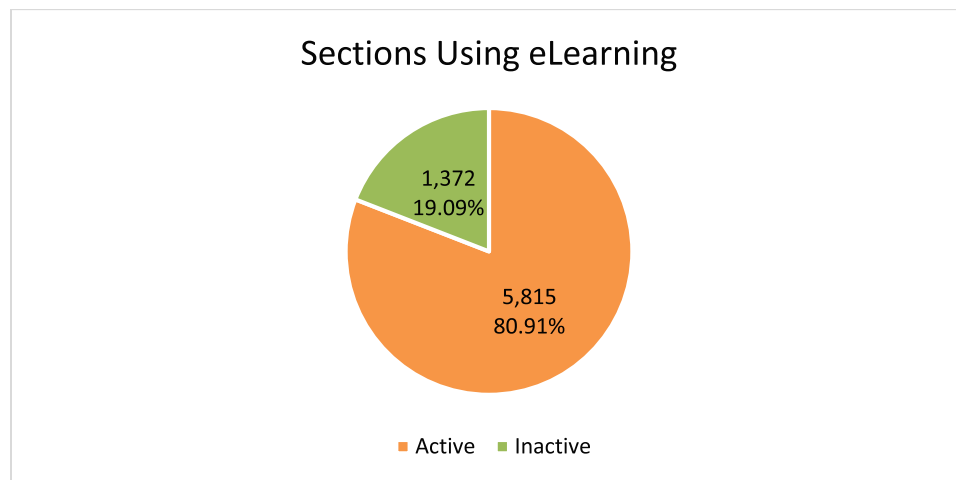


Figure 1

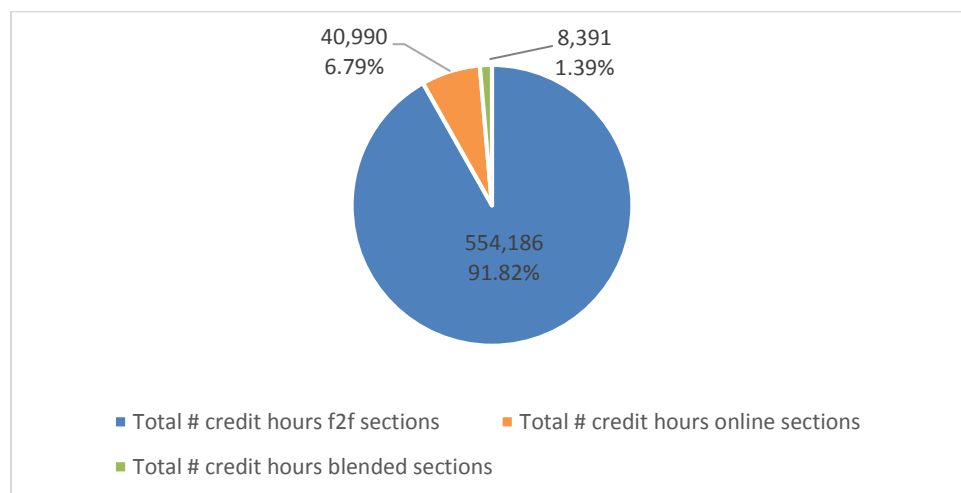


Figure 2

	2012-13	2013-14	2014-15	2015-16	2016-17
# online/blended sections (percentage change over previous AY)	325 (+7%)	391(+20%)	467 (+19%)	481 (+4%)	555 (+15%)
# online sections (percentage change over previous AY)	311 (+4%)	373 (+20%)	409 (+10%)	397 (-3%)	418 (+5%)
# blended sections (percentage change over previous AY)	14 (+180%)	18 (+29%)	58 (+222%)	84 (+45%)	137 (+63%)
Total # of ALL sections (percentage change over previous AY)	5,206 (+10%)	5,670 (+9%)	6,186 (+9%)	6,639 (+7%)	7,187 (+8%)
Online/blended sections as a percent of all sections	6.3%	6.9%	7.5%	7.3%	7.7%
Online sections as a percent of all sections	6.0%	6.6%	6.6%	6.0%	5.8%
Blended sections as a percent of all sections	0.3%	0.3%	0.9%	1.3%	1.9%
Total # credit hours blended/online sections	35,064	38,155	42,765	43,951	49,381
Total # credit hours online sections	34,114	36,987	39,137	38,722	40,990
Total # credit hours blended sections	950	1,168	3,628	5,229	8,391
Total ALL credit hours	435,235	469,881	514,628	552,328	603,567
Online/blended credit hours as a percent of total credit hours	8%	8.1%	8.3%	8.0%	8.2%
Online credit hours as a percent of total credit hours	7.8%	7.9%	7.6%	7.0%	6.8%
Blended credit hours as a percent of total credit hours	0.2%	0.2%	0.7%	1.0%	1.4%
Total enrollment online/blended sections	12,243	13,373	15,217	15,675	17,470
Total enrollment online sections	11,904	12,957	13,949	13,846	14,631
Total enrollment blended sections	339	416	1,268	1,829	2,839
Total enrollment ALL sections	158,604	167,327	183,596	198,206	217,039

Online/blended enrollment as a percent of total enrollment	7.7%	8%	8.3%	7.9%	8.1%
Online enrollment as a percent of total enrollment	7.5%	7.7%	7.6%	7.0%	6.7%
Blended enrollment as a percent of total enrollment	0.2%	0.3%	0.7%	.9%	1.3%

Figure 3

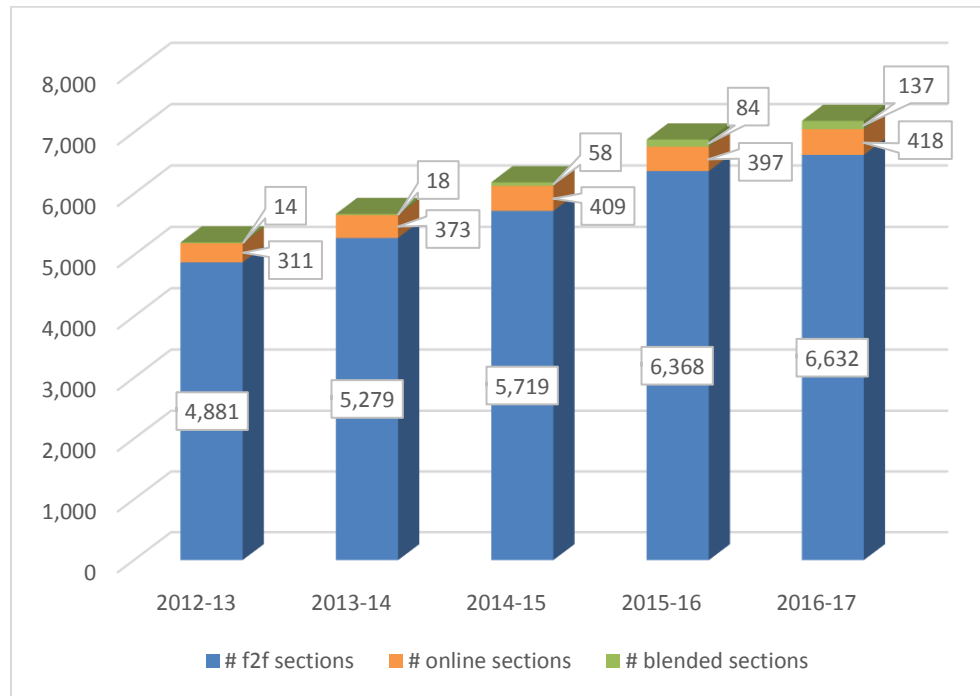


Figure 4

Course Development

The eLearning team developed 34 new online and blended sections in AY 2016-17.

- ACCT 6202.PS1
- ACCT 6301.0W1
- ACCT 6301.CW1
- ACN 6348.5H1/HCS 6348.5H1
- BPS 6310.CW1
- COMM 1315.0H1
- CLDP 3339.0H1/PSY 3339.0H1
- CRIM 3309.0W1
- GISC 7363.0W1
- HLTH 1301.0W1
- MBA Office Special Course Site
- MAIS 5335.5H1
- MECO 6312.0W1/ BUAN 6312.0W1
- MIS6309.0W2/OPRE 6391.0W2
- MIS 6320.0W1/ACCT 6320.0W1
- MIS 6324.0W1/BUAN 6324.0W1
- MKT 6301.0W1/SYSM 6318.0W1
- MTHE 5326/SCI 5V06.5H1
- OPRE 6303.0W1
- OPRE 6V99.0W1
- PA 3380.0W1
- PA 6313.5H1
- PA 6344.0W1
- PA 6348.0W1

- CRIM 6332.0W1/GISC 6331.0W1
- CRIM 6381.0W1
- CS 3377.0W1/SE 3377.0W1
- EERF 7V89.0W1
- MIS 6345.0W1/BUAN 6345.0W1
- MIS 6364.0W1
- MIS 6380.0W1
- MKT 3300.0W1
- PSY 3331.0H1
- SOC 3325.0W1

The team redeveloped six online and blended sections.

- ACCT 6201.CH1
- ACCT 6338.0W1
- FIN 6308.0W1
- HLTH 1322.0W1/0W2 and 0W3
- MIS 6302.0W1
- MIS 6309.0W1/OPRE 6391.0W1/ACCT 6309.0W1

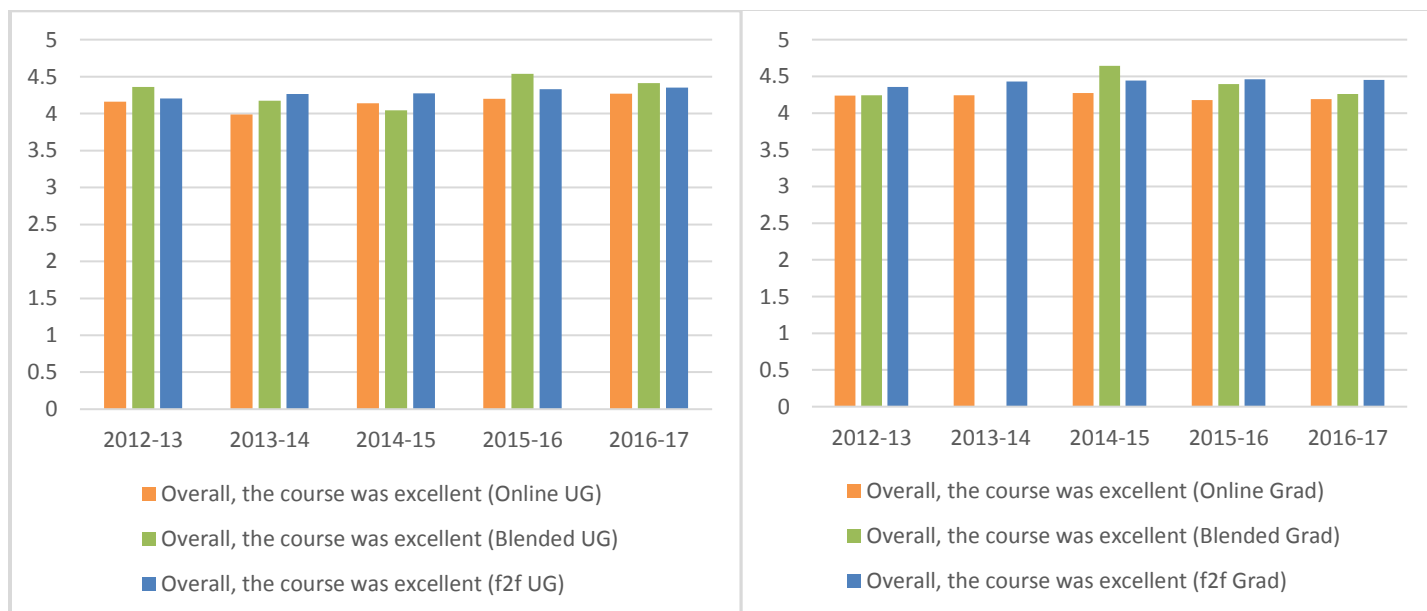
The eLearning LMS is increasingly being used by non-academic groups. There were 314 eLearning Organizations created/supported, a 29% increase (243) over AY 2015/16.

Large/significant organizations included:

- Writing Center Resources for Faculty and Students
- UTD eLearning Student Forum
- Registrar 101
- Information Security – Employees
- Information Security – Students
- JSOM Career Management Center – Student Resources
- PeopleSoft and Related Training
- BBS Information Center
- Internship Seminar
- Pre-Arrival Modules for International Students

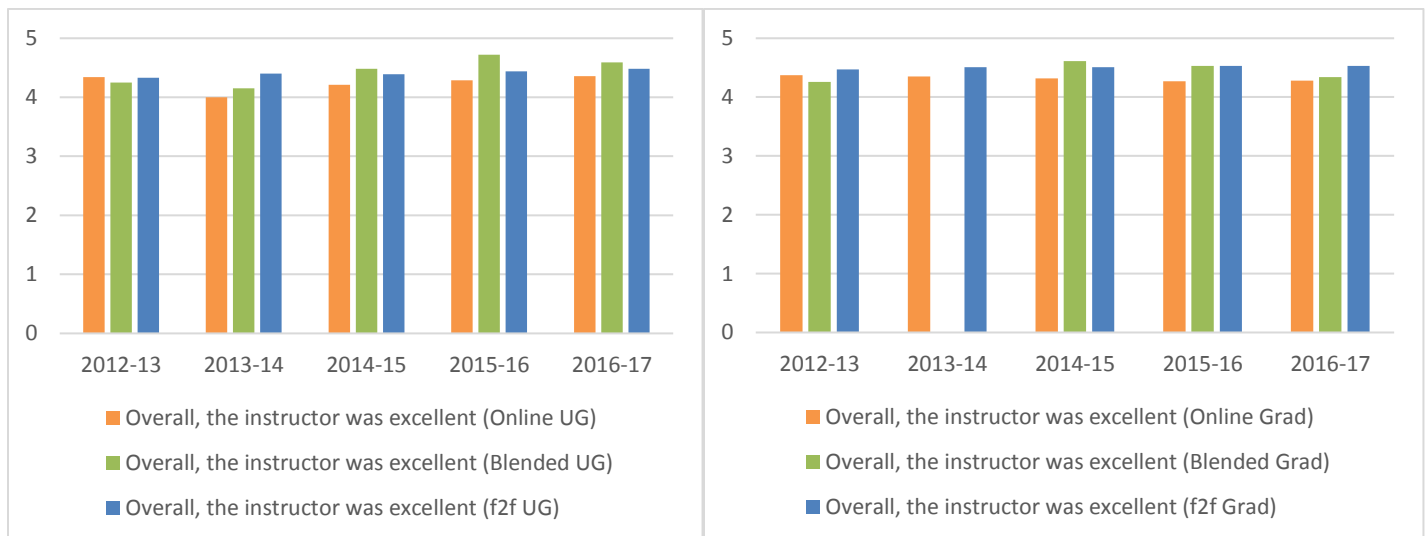
Course Evaluations and GPA Comparisons (Online, Blended, & Face-to-Face)

In AY 2016-17, graduate and undergraduate 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 blended courses was slightly higher than in online and face-to-face courses (figure 7). Generalizations with these data (particularly blended courses) should be made with caution as we have a small sample size, and not all types of courses are equally represented.



	2012-13	2013-14	2014-15	2015-16	2016-17
Overall, the course was excellent (Online UG)	4.16	3.99	4.14	4.2	4.27
Overall, the course was excellent (Blended UG)	4.36	4.18	4.04	4.54	4.41
Overall, the course was excellent (f2f UG)	4.2	4.26	4.27	4.33	4.35
Overall, the course was excellent (Online Grad)	4.24	4.24	4.28	4.18	4.19
Overall, the course was excellent (Blended Grad)	4.24	N/A	4.64	4.4	4.26
Overall, the course was excellent (f2f Grad)	4.36	4.43	4.44	4.46	4.45

Figure 5



	2012-13	2013-14	2014-15	2015-16	2016-17
Overall, the instructor was excellent (Online UG)	4.34	4.00	4.21	4.29	4.36
Overall, the instructor was excellent (Blended UG)	4.25	4.15	4.48	4.72	4.59
Overall, the instructor was excellent (f2f UG)	4.33	4.40	4.39	4.44	4.48
Overall, the instructor was excellent (Online Grad)	4.37	4.35	4.32	4.27	4.28
Overall, the instructor was excellent (Blended Grad)	4.26	N/A	4.61	4.53	4.34
Overall, the instructor was excellent (f2f Grad)	4.47	4.51	4.51	4.53	4.53

Figure 6

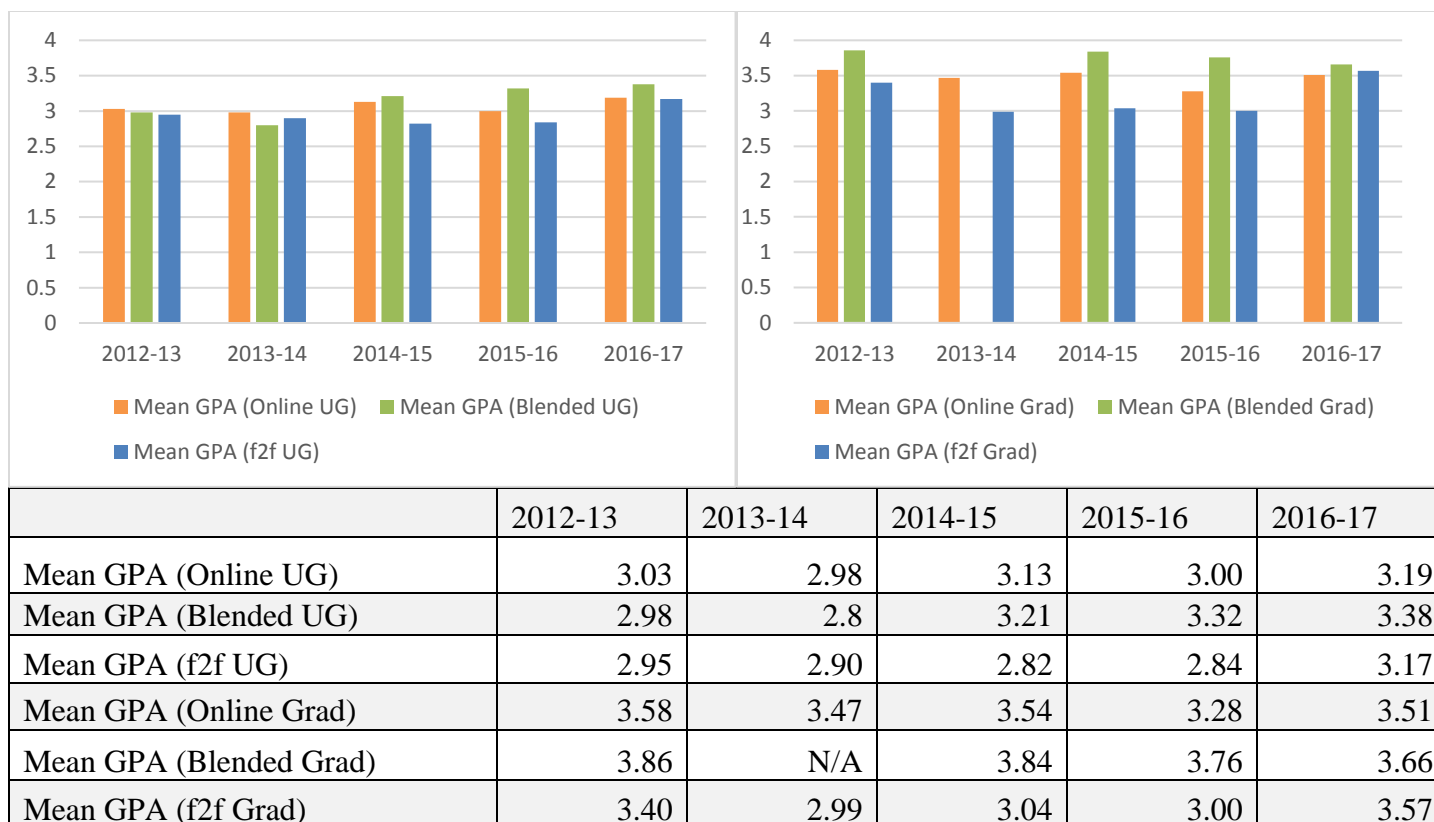


Figure 7

Training and Support

Training/outreach was a major focus in AY 2016-17. The eLearning Team shifted to a more proactive approach, actively reaching out to faculty before they have issues. There were 145 training sessions offered (Group and One-on-one). 639 customers (non-unique) were trained (figure 8). Additionally, an Online Teaching Certification was developed and implemented.

Examples of the sessions include:

- Open Labs: 51 sessions
- Qualtrics: 12 sessions
- Turning Point Polling: 20 sessions
- Getting Started with eLearning: 19 sessions
- Student Engagement Tools: 8 sessions
- Assignments and Rubrics: 13 sessions
- Online Tests in eLearning: 15 sessions

Outreach initiatives included:

- New Student Orientations
- UT Dallas Trainer Alliance
- UTD Staff Appreciation Event
- Faculty Lunch & Learn – Kathy Zolton
- OIT Summit
- Cometville

- eLearning Team Website: <http://www.utdallas.edu/elearning>
- Facebook - <https://www.facebook.com/utdelearning>
- Twitter - https://twitter.com/UTD_eLearning
- WordPress Blog - <https://utdelearning.wordpress.com/>
- eLearning Newsletter <http://www.utdallas.edu/elearning/newsletters.html>

Improved processes and increasingly stable technology resulted in a substantial reduction in eLearning Help Desk calls. The support team saw 32% less tickets, down from 2,284 to 1,547 (figure 8); despite an 8% increase in the number of eLearning sections. The number of customers served increased 4% even though general group training session offerings decreased 26% as the training team shifted focus to individualized training through expanded open lab hours. This resulted in greater efficiency.

	2013-14	2014-15	2015-16	2016-17
Training Sessions Offered	107	136 (+27%)	195 (+43%)	145 (-26%)
Open Labs Offered			19	48 (+153%)
Customers Trained (non-unique)	171	223 (+30%)	612 (+174%)	639 (+4%)
Help Desk Tickets Closed (Total)	4,304	5,293 (+23%)	2,284 (-57%)	1,547 (-32%)
Help Desk Tickets Closed (Faculty)	614	538 (-12%)	396 (-26%)	346 (-13%)
Help Desk Tickets Closed (Students)	1,758	1,417 (-19%)	1,676 (+18%)	1091 (-35%)
Help Desk Tickets Closed (Unspecified) - When customer emails the Help Desk or a web form is submitted	1,932	3,338 (+73%)	212 (-94%)	110 (-48%)

Figure 8

A customer satisfaction survey was sent out to faculty, staff, and students. There were 146 faculty/staff and 509 student respondents. Responses fell in the “Good” to “Excellent” range for all items (Figure 9).

Customer Survey Response:

Survey item (Faculty/Staff): How would you rate the quality of the eLearning training session/s you attended?	4.28/5.0
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)?	4.02/5.0
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)?	4.28/5.0
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)?	4.39/5.0

Survey item (Students): How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)?	4.34/5.0
Survey item (Faculty/Staff): How would you rate Media Services' response time to help-calls in your class/es?	4.36/5.0
Survey item (Faculty/Staff): How would you rate Media Services' ability to resolve issues with classroom technology during your class/es?	4.26/5.0

Figure 9

Technology:

eLearning boasted a 99.9% uptime. 81% of all sections taught had an active eLearning section. This was down slightly from 82% in 2015-2016 (figure 10). In addition to eLearning, the following technologies were supported:

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

	2012-13	2013-14	2014-15	2015-16	2016-17
eLearning Uptime percentage (based on total outage time)	99.71%	99.8%	99.82%	99.86%	99.9%
Actively used eLearning sections (total & percentage)	N/A	N/A	5,231/6,186 (84.56%)	5,670/6,883 (82.38%)	5,815/7,187 (80.91%)

Figure 10

Accomplishments:

Online programs recognized in national rankings:

- Ranked number 2 among Best Online Graduate Business Programs, *U.S. News & World Report* (2016)
- Ranked number 7 among Best Online MBA Programs, *U.S. News & World Report* (2016)
- Ranked number 11 among Top 25 Online MBA Programs, *The Princeton Review* (2016)

Challenges:

- Increased demand for the creation of online and blended sections
- Accommodating short turn-around course development/delivery needs

Future Direction:

- Increase blended/online offerings by 10% in AY 2017-18
- Incorporate student workers into course review process
- Extending instructional design consultation and support to enable faculty to become more self-sufficient in developing and delivering online/blended/technology enhanced courses
- Increase instructor/TA enrollment in Online Teaching Certification

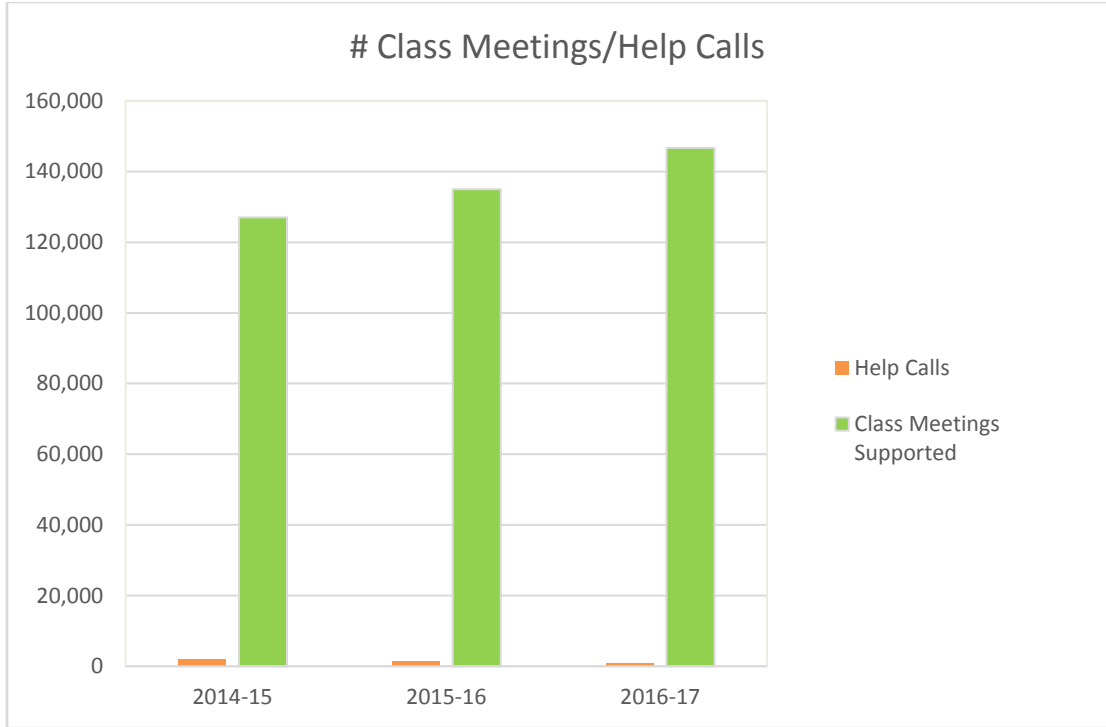
Media Services

Media Services provided support for 146,697 class/lab sessions, in 143 classrooms and 36 conference rooms. Uptime for classroom media was 99.46% (improving from 98.96% in AY 2015/16). There was a 43% decrease in help calls answered by Media Techs despite an 8% increase in class/lab sessions over AY 2015/16 (figure 11). This was due primarily to 94% (134 out of 143) of all classrooms being updated in the past 5 years (figure 12). This year, new equipment was installed in 70 classrooms/labs/conference rooms/non-academic rooms, and major repairs were completed in 28 rooms. Media Techs conducted 215 one-on-one training sessions, which helped reduce user error. Classroom uptime and faculty satisfaction continues to improve.

Support

On-site media support for events is a major function of the department. The number of events supported saw virtually no change over AY 2015/16 (from 1,738 to 1,730). Media Services supported 742 academic events and 988 student events. Major Events included:

- | | |
|-----------------------------|--|
| • Commencement | • State of the University |
| • Doctoral Hooding | • Homecoming |
| • FACSS Mid-Autumn Festival | • McDermott Scholar's Finalists' Weekend |
| • Founders Day | • International Talent Show |
| • Alumni Gala | • Bangladesh Night |
| • Kusch Lecture | • ECS3 Groundbreaking |
| • Phi Kappa Phi Induction | • Freshman Orientation |
| • Celebration of Support | • OIT Summit |



	2014-15	2015-16	2016-17
Help Calls	2,032	1,398 (-31%)	790 (-43%)
Class Meetings Supported	127,076	135,022 (+6%)	146,697 (+9%)
Classroom Uptime (Calls/Class Sessions)	98.4% (2,032/127,076)	98.96% (+.56%) (1,398/135,022)	99.46% (+.5%) (790/146,697)
Events Supported	1,645 (+81%)	1,738 (+6%)	1,730 (0%)

Figure 11

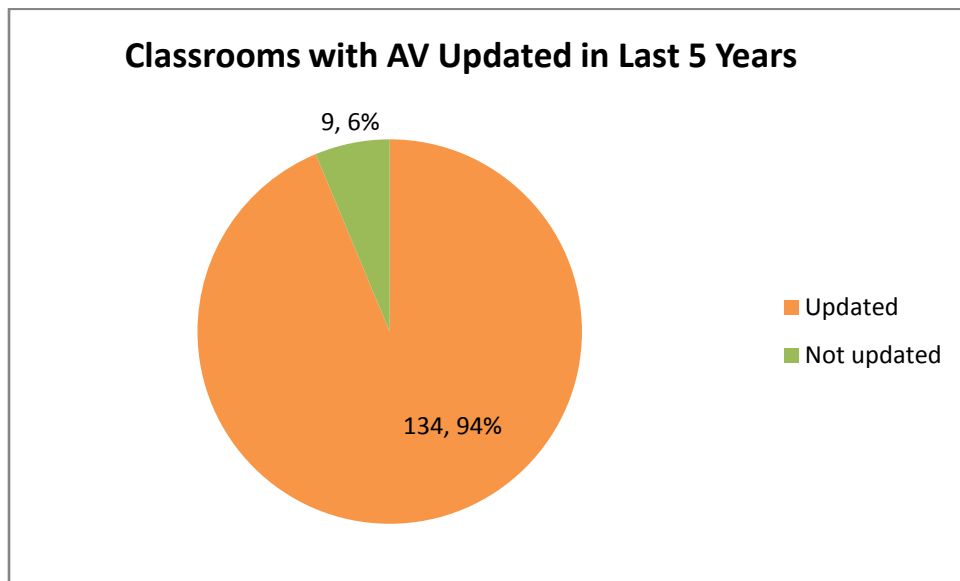


Figure 12

New and completely renovated classrooms/labs: 50

- AD 3.104 • CB2 1.202 • ECSN 4.702 • MC 1.608
- CB 1.102 • CB2 1.204 • ECSN 4.728 • RL 3.204
- CB 1.106 • CB2 1.206 • FN 2.306 • RL 4.744
- CB 1.202 • CD C140 • FN 3.410 • ROC 2.103
- CB 1.206 • CD B108 • FN 3.410C • SLC 2.202
- CB 1.210 • CD A101 • FO 1.510 • SLC 2.203
- CB 1.214 • CD A229a • FO 1.202 • SLC 2.302
- CB 1.218 • CD J108 • FO 1.502 • SLC 2.304
- CB 1.222 • CD J204 • FO 2.208 • SLC 3.102
- CB 1.223 • CRA 12.110 • FO 2.404 • MC 1.608
- CB1 1.102 • CRA 12.120 • FO 2.702 • RL 3.204
- CB1 1.104 • ECSN 2.704 • FO 2.706
- CB1 1.106 • ECSN 3.503 • JO 4.122

Non-academic rooms: 20

- SSA 12.471 • SSA 14.250J • SSA 14.270D • SSA 14.467
- SSA 13.451A • SSA 14.431C • SSA 14.244A • SSA 14.431E
- SSA 13.451L • SSA 14.431G • SSA 14.245 • SSA 13.330
- SSA 13.451G • SSA 14.431R • SSA 14.265 • SSB 3.107
- SSA 14.120P • SSA 14.250L • SSA 14.510 • VCB 1.101B

Rooms Repaired 28

- ATC 3.205 • CB3 1.310 • FN 2.203 • JO 3.356
- BE 2.215 • CB3 1.314 X3 • FN 2.216 • ML2 2.218
- CB 1.106 • CD A 108 • FN 2.306 • SLC 1.201
- CB1 104 • CRA 1.601 X2 • FO 2.102 • SLC 2.202
- CB3 1.304 • ECSN 2.210 • FO 2.715 • SLC 2.303 X3
- CB3 1.306 • ECSS 2.214 • GR 3.214 • SPN 1.115
- CB3 1.308 • FA TR ROOM • GR 3.510 • RL 3.704

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. There were 146 faculty/staff and 530 student respondents. Responses fell in the “Good” to “Excellent” range for all items (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?	4.08/5.0

Survey item (Faculty/Staff): How would you rate the quality of training you received on classroom technology from a Media Services Tech?	4.15/5.0
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?	4.17/5.0

Figure 13

Accomplishments

- Media Technicians have increased their collective skillset, ranging from basic to expert installation/repair capabilities
- Integrated student workers into operations

Challenges

- Late release of funds resulted in delayed classroom media installations

Future Direction

- Renovation of 9 more classrooms (this will complete the 4 year AV classroom upgrade project)
- Institute 5-year AV refresh cycle for all supported rooms
- Refine training procedure for junior employees and student workers to learn office processes and troubleshooting under the supervision of upper-level specialists
- Institute a more efficient record-keeping system to track new install/repair requests, help-calls, and response times
- Implement RoomView classroom technology monitoring system in all new classroom installations
- Relaunch website

Video Services

Productions

Video Services recorded/distributed 149 videos, a 21% increase from AY 2015/16. 27 sessions were streamed (a 4% increase from AY 2015/16). There were 30,357 views (live and archived) by customers in the US, China, India, Korea, etc. The Echo 360 lecture capture system is now installed in 12 rooms. There were 872 recordings (a 3% increase over AY 2014) and 65,689 student views (a 79% increase over AY 2015/16).

High profile event recordings included:

- Commencement Ceremonies
- Hooding Ceremonies
- Alumni Awards Gala
- University Lecture Series
- Center for Brain Health Lecture Series

Customer Survey Response

A customer satisfaction survey was sent out to faculty and staff. There were 62 respondents. The response 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
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Figure 14

Accomplishments

- Revamped infrastructure in Gymnasium, resulting in better quality audio and video for events
- Integrated YouTube as a secondary streaming solution (providing redundancy)

Challenges

- It has been difficult supporting off-site events with existing staff and equipment

Future Direction

- Expand services as the University’s needs evolve
- Archive all existing historical videos to Box

Expenditures

- Media Services/Video Services (Operating) expenditures: \$176,303.63
- Media Services (Commercial Paper for AV Upgrade project) expenditures: \$250,151.98
- eLearning Services (Operating) expenditures: \$46,540.12
- Salaries: \$1,197,000.69
- Total expenditures: \$1,669,996.42