

2017 - 2018

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 Academic Year 2017-2018. The department realized a 19% increase in blended/online course offerings over the previous year. 84% of all sections offered actively used the eLearning Learning Management System (LMS). ETS renovated and updated the audiovisual systems in 29 rooms, and supported 153,260 class/lab sessions and 1,767 events. Classroom media uptime was 99.46%. The department has reached an unprecedented level of institutional knowledge and stability.

Mission Statement

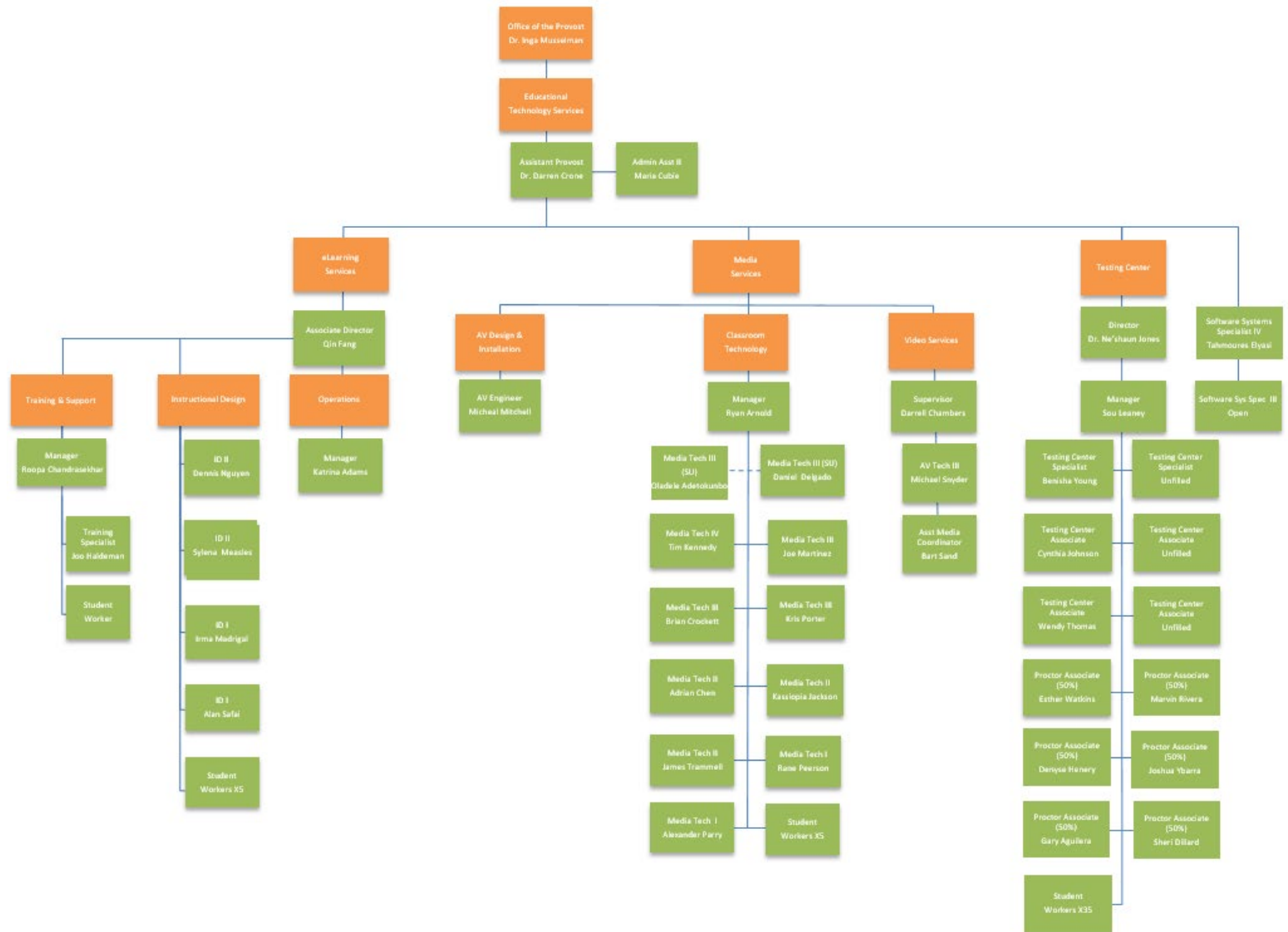
The mission of Educational Technology Services (ETS), a division of the Office of the Provost, is to provide the University's faculty, staff and students with educational technology resources and pedagogical instruction to facilitate the best possible learning experience. The focus of the team is to 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
- 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)
- 35 Student Workers (Testing Center)
- Dr. Ne'Shaun Jones, Testing Center Director
- Sou Leaney, Testing Center Assistant Director
- Benisha Young, Testing Center Specialist
- Cynthia Johnson, Testing Center Associate
- Wendy Thomas, Testing Center Associate
- Esther Watkins, Proctor Associate (50%)
- Denyse Henery, Proctor Associate (50%)
- Gary Aguilera, Proctor Associate (50%)
- Marvin Rivera, Proctor Associate (50%)
- Joshua Ybarra, Proctor Associate (50%)
- Sheri Dillard, Proctor Associate (50%)

Organizational Chart



eLearning Services

Courses/Organizations

Each face-to-face section has a corresponding eLearning section created. There were 7,705 academic eLearning sections created, a 7% increase over AY 2016/17. 84% of these eLearning sections were actively used (Figure 1).

Online/blended sections made up 8.57% of all course offerings. Online (6.56%) and blended (2.01%) credit hours accounted for 8.25% of total credit hours (Figure 2). The department developed and supported 661 online/blended sections, an increase of 19% over AY 2016-17. Online/blended enrollments were 8.57% of all enrollments at UTD, up from 7.7% the previous year (Figure 3). Blended offerings saw an increase from 137 to 155 (+13%) and fully online offerings increased from 418 to 506 (+21%) compared to AY 2016-17. Historical data are shown in Figure 4.

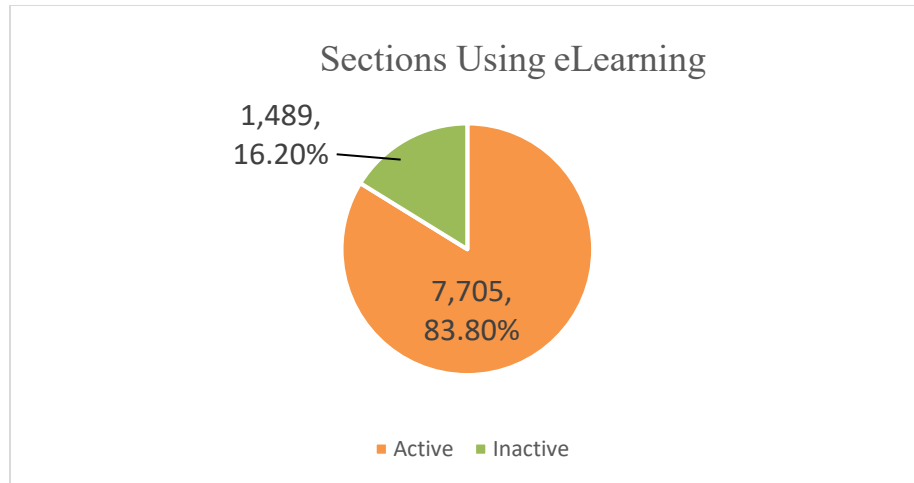


Figure 1

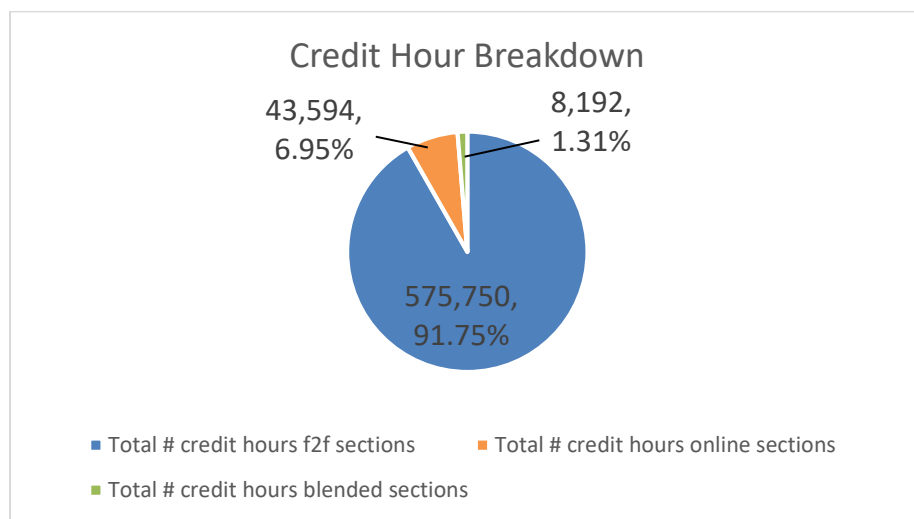


Figure 2

	2013-14	2014-15	2015-16	2016-17	2017-18
# online/blended sections (percentage change over previous AY)	391(+20%)	467 (+19%)	481 (+4%)	555 (+15%)	661 (19%)
# online sections (percentage change over previous AY)	373 (+20%)	409 (+10%)	397 (-3%)	418 (+5%)	506 (21%)
# blended sections (percentage change over previous AY)	18 (+29%)	58 (+222%)	84 (+45%)	137 (+63%)	155 (13%)
Total # of ALL sections (percentage change over previous AY)	5,670 (+9%)	6,186 (+9%)	6,639 (+7%)	7,187 (+8%)	7,705 (7%)
Online/blended sections as a percent of all sections	6.90%	7.50%	7.30%	7.70%	8.57%
Online sections as a percent of all sections	6.60%	6.60%	6.00%	5.80%	6.56%
Blended sections as a percent of all sections	0.30%	0.90%	1.30%	1.90%	2.01%
Total # credit hours blended/online sections	38,155	42,765	43,951	49,381	51,786
Total # credit hours online sections	36,987	39,137	38,722	40,990	43,594
Total # credit hours blended sections	1,168	3,628	5,229	8,391	8,192
Total ALL credit hours	469,881	514,628	552,328	603,567	627,536
Online/blended credit hours as a percent of total credit hours	8.10%	8.30%	8.00%	8.20%	8.25%
Online credit hours as a percent of total credit hours	7.90%	7.60%	7.00%	6.80%	6.95%
Blended credit hours as a percent of total credit hours	0.20%	0.70%	1.00%	1.40%	1.31%
Total enrollment online/blended sections	13,373	15,217	15,675	17,470	19,103
Total enrollment online sections	12,957	13,949	13,846	14,631	15,898
Total enrollment blended sections	416	1,268	1,829	2,839	3,205
Total enrollment ALL sections	167,327	183,596	198,206	217,039	246,436

Figure 3

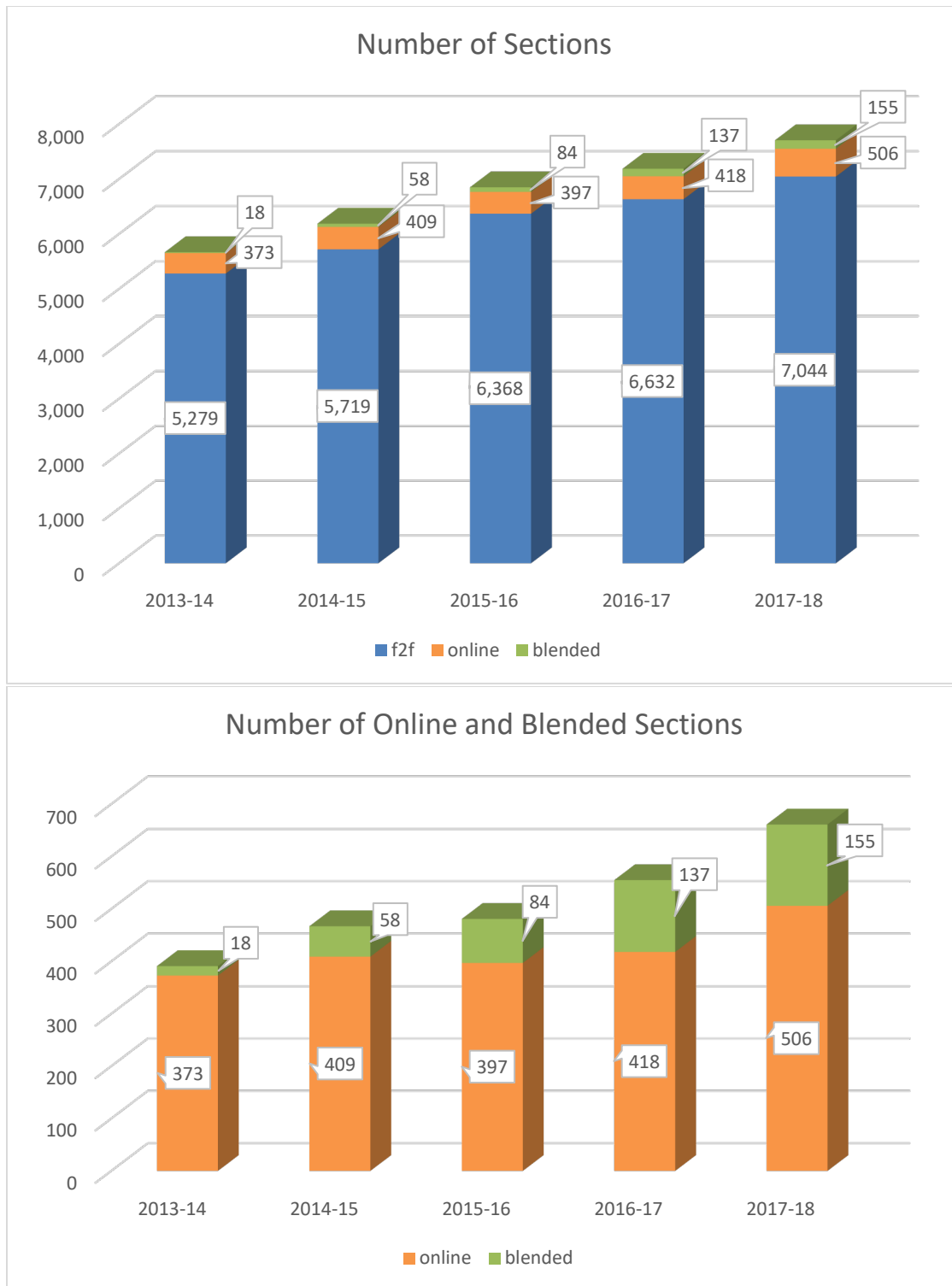


Figure 4

Course Development

The eLearning team developed 30 new online and blended sections in AY 2017-18.

- | | | |
|-----------------------|-------------------|------------------------|
| • AMS 3316.0W1 | • CRIM 3302.0W1 | • MTHE 5322.0H1 |
| • AMS 3350.0W1 | • CRIM 4323.0H1 | • OPRE 6362.0W1 |
| • AMS 4304.0W1 | • ECON 4342.0W1 | • OPRE 6398.0W1 / BUAN |
| • AMS 4327.0W1 | • FIN 6314.0W1 | 6398.0W1 |
| • BPS 6310.CW1 | • HMGT 6323.0W1 / | • PA 6316.JW1 |
| • CE 3354 / CS 3354 / | MIS 6317.0W1 | • PA 6382.0W1 / SOC |
| SE 3354.0W1-0W2 | • IMS 6314.0W1 | 6382.0W1 |
| • COMD 6201 – | • MAS 6105.0W1 | • RHET 1302.0H1 - 0H4 |
| 6110.0W1 | • MECH 3305.0W1 | • SE 6387.0H1 |
| • COMD 7V98.0W1 | • MKT 4380.0W1 | • SE 6388.0W1 |
| • COMM 3342.0W1 | • MKT 6337.0W1 / | • SOC 3320.0W1 |
| • CRIM 1307.0W1 | BUAN 6337.0W1 | • SOC 4372.0W1 |

The team redeveloped 11 online and blended sections.

- | | | |
|------------------|-----------------|----------------------|
| • ACCT 6344.0W1 | • MIS 6204.0W1 | • OPRE 6301.0W1/SYSM |
| • ACCT 6353.0W1 | • MIS 6319.0W1/ | 6303.0W1 |
| • HLTH 1322.0W1- | OPRE 6390.0W1 | • OPRE 6301.AW1 |
| 0W3 | • MIS 6326.0W1 | • OPRE 6371.0W1 |
| • HMGT 6320.0W1 | • MKT 6321.0W1 | |

The eLearning LMS is increasingly being used by non-academic groups. There were 371 eLearning Organizations created/supported, an 18% increase (314) over AY 2016/17.

Large/significant organizations included:

- | | |
|---|------------------------------------|
| • Collegium V | • Information Security – Employees |
| • Faculty Forum | • Information Security – Students |
| • Writing Center Resources for Faculty and Students | • PeopleSoft and Related Training |
| • UTD eLearning Student Forum | • BBS Information Center |
| • Registrar 101 | • Graduate Student Orientation |

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

In AY 2017-18, 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 for undergrad, though the blended grad was slightly lower (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.

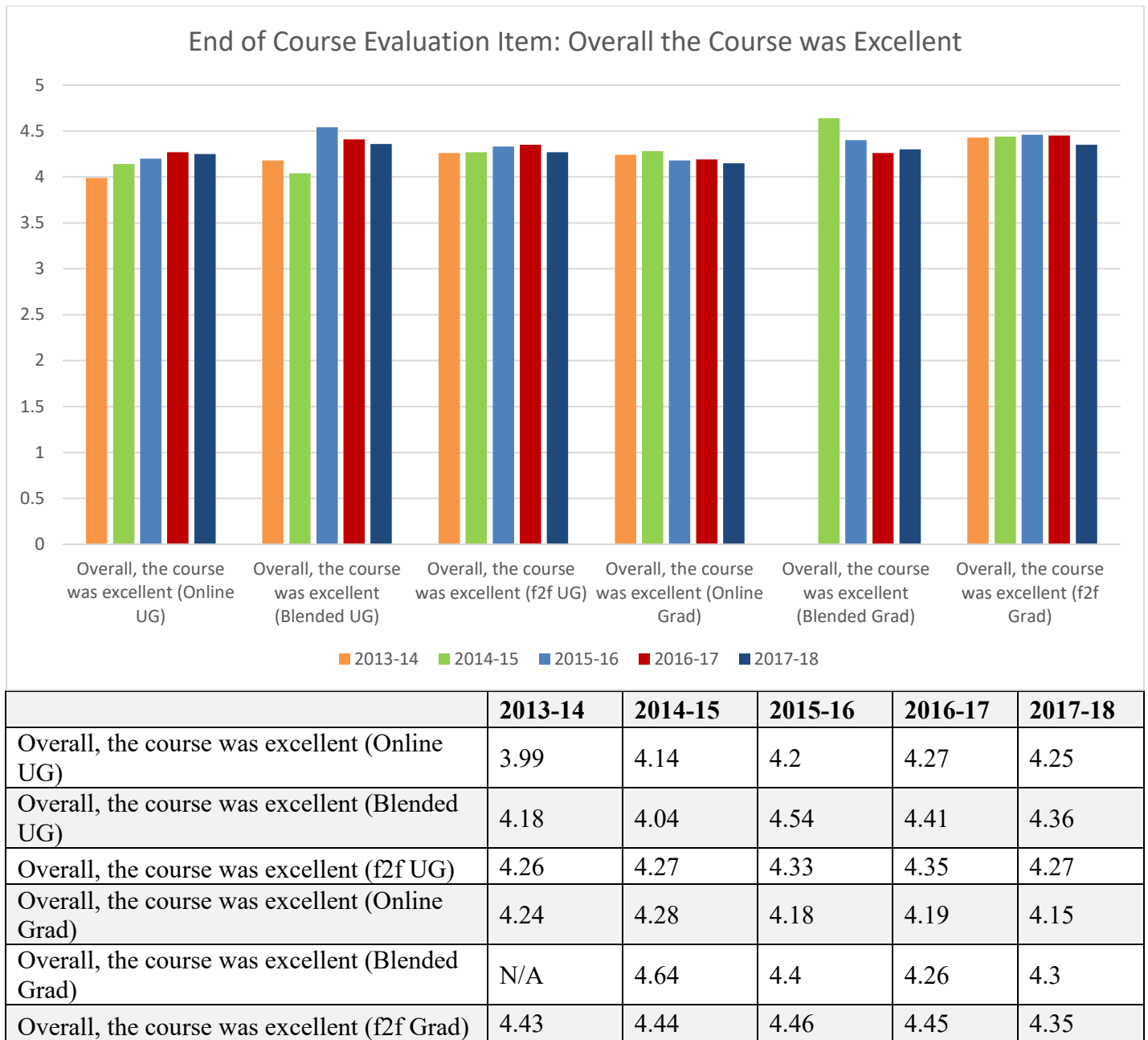


Figure 5

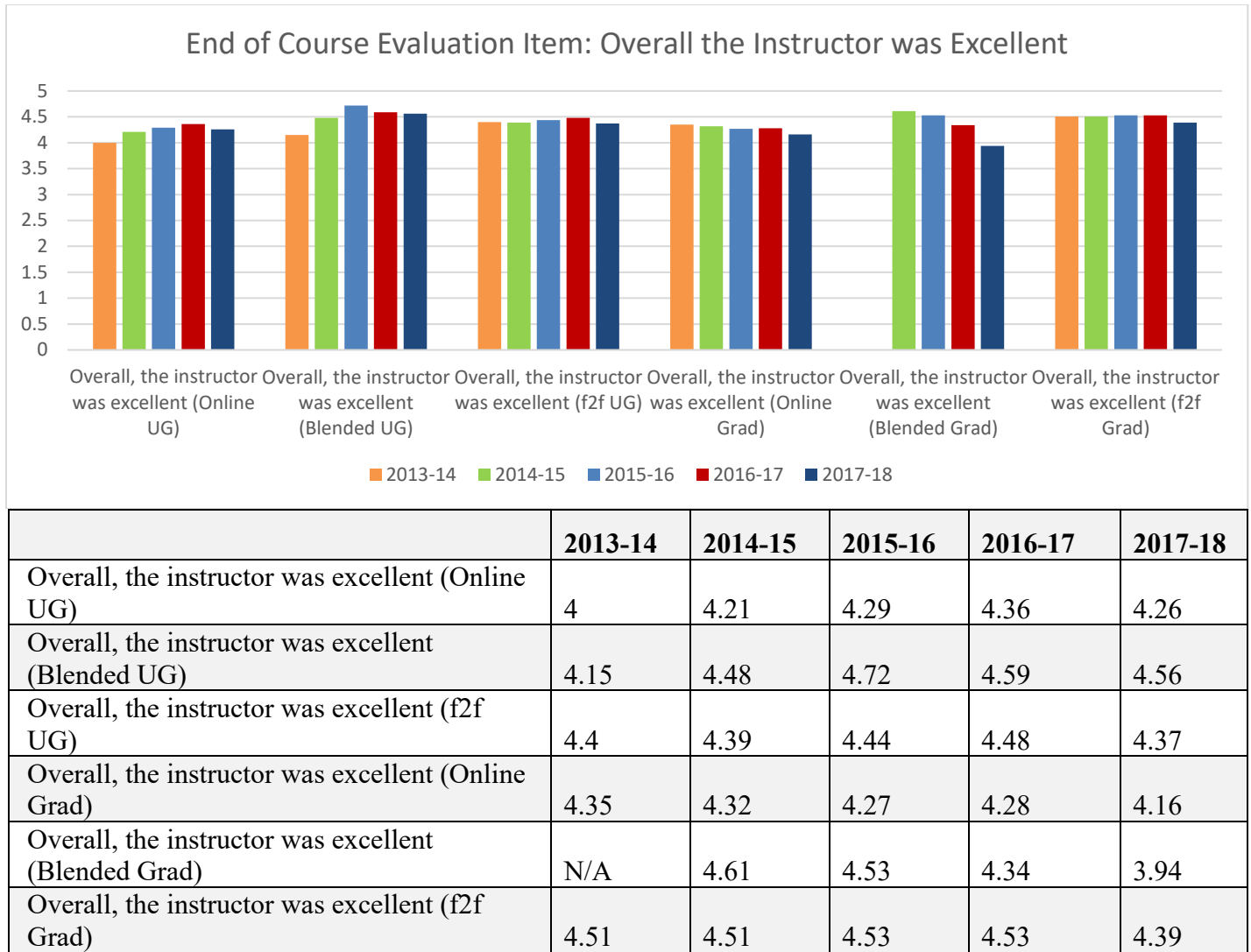


Figure 6

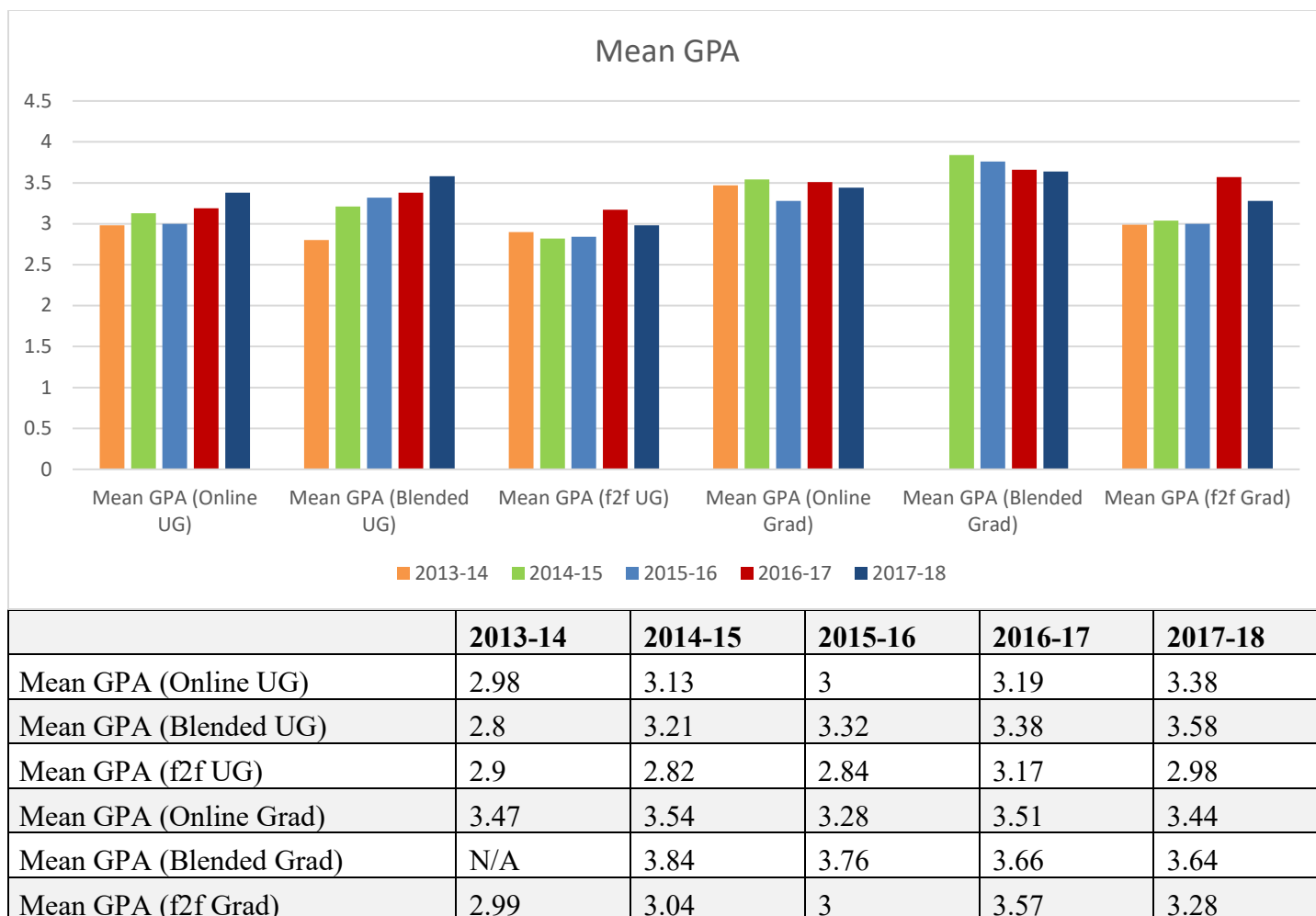


Figure 7

Training and Support

Training/outreach was a major focus in AY 2017-18. The eLearning Team shifted to a more proactive approach, actively reaching out to faculty before they have issues. There were 276 training sessions offered (Group and One-on-one). 715 customers (non-unique) were trained (Figure 8). Additionally, the second part of the Online Teaching Certification was developed and implemented.

Examples of the sessions include:

- Open Labs: 47 sessions
- Web Conferencing: 45 sessions
- Qualtrics: 30 sessions
- Turning Point Polling: 17 sessions
- Getting Started with eLearning: 47 sessions
- Student Engagement Tools: 20 sessions
- Assignments and Rubrics: 19 sessions
- Online Tests in eLearning: 32 sessions

Outreach initiatives included:

- New Student Orientations
- UT Dallas Trainer Alliance Fair 2017
- National Distance Learning Week Faculty Lunch & Learn by Alex Edsel, Dr. Maria Hassenhutt, Dr. Dorothee Honhon and Dr. Larry Chasteen
- Cometville 2017
- Echo360 Lunch & Learn
- eLearning team website was transitioned to a new URL: <https://ets.utdallas.edu/elearning>
- Facebook - <https://www.facebook.com/utdelearning>
- Twitter - https://twitter.com/UTD_eLearning
- WordPress Blog - <https://utdelearning.wordpress.com/>

The support team saw 119% more tickets, up from 1,547 to 3,392 (Figure 8). While this appears to be a drastic increase, the actual number of support issues has remained steady. A deliberate effort was made to have customers request support via the eLearning 24/7 phone number, online support portal, or eLearning Team group email (all of which create a help ticket). Previously, customers contacted support staff on their office phones and individual email accounts, preventing the issues from being tracked. The number of customers trained increased 12% from 639 to 715, as the training team shifted focus to individualized training through expanded open lab hours. This has resulted in greater efficiency over primarily offering preplanned training sessions. Virtual office hours using web conferencing has been implemented to increase access for adjunct faculty who are not on campus during business hours.

	2013-14	2014-15	2015-16	2016-17	2017-18
Training Sessions Offered	107	136 (+27%)	195 (+43%)	145 (-26%)	276 (+90%)
Open Labs Offered	N/A	N/A	19	48 (+153%)	47 (-2%)
Customers Trained (non-unique)	171	223 (+30%)	612 (+174%)	639 (+4%)	715 (+12%)
Help Desk Tickets Closed (Total)	4,304	5,293 (+23%)	2,284 (-57%)	1,547 (-32%)	3,392 (+119%)
Help Desk Tickets Closed (Faculty)	614	538 (-12%)	396 (-26%)	346 (-13%)	1,192 (+245%)
Help Desk Tickets Closed (Students)	1,758	1,417 (-19%)	1,676 (+18%)	1,091 (-35%)	2,200 (+102%)
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%)	289 (+163%)

Figure 8

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. There were 149 faculty/staff and 523 student respondents. Responses fell in the “Good” to “Excellent” range for all items with the exception of Faculty/Staff rating the quality of support received from the outsourced eLearning 24/7 Helpdesk (Figure 9).

Survey item (Faculty/Staff): How would you rate the quality of the eLearning training session/s you attended?	4.33/5.0
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)?	3.92/5.0
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)?	4.02/5.0
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)?	4.50/5.0
Survey item (Students): How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)?	4.05/5.0
Survey item (Faculty/Staff): How would you rate Media Services' response time to help-calls in your class/es?	4.53/5.0
Survey item (Faculty/Staff): How would you rate Media Services' ability to resolve issues with classroom technology during your class/es?	4.50/5.0

Figure 9

Technology:

eLearning boasted a 99.83% uptime. 84.38% of all sections taught had an active eLearning section. This was up from 80.91% in 2016-2017 (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

	2013-14	2014-15	2015-16	2016-17	2017-18
eLearning Uptime percentage (based on total outage time)	99.8%	99.82%	99.86%	99.9%	99.83%
Actively used eLearning sections (total & percentage)	N/A	5,231/6,186 (84.56%)	5,670/6,883 (82.38%)	5,815/7,187 (80.91%)	6,216/7,366 (84.38%)

Figure 10

Accomplishments:

Online programs recognized in national rankings:

- Ranked number 4 among Best Online Graduate Business Programs, *U.S. News & World Report* (2017)
- Ranked number 6 among Best Online MBA Programs, *U.S. News & World Report* (2017)
- Ranked number 11 among Top 25 Online MBA Programs, *The Princeton Review* (2017)

Challenges:

- Increased demand for the creation of online and blended sections
- Desire for more high production value courses
- Accommodating short turn-around course development/delivery needs

Future Direction:

- Increase blended/online offerings by 10% in AY 2018-19
- Develop online/blended sections of high enrollment, lower level core courses
- Extending instructional design consultation and support to enable faculty to become more self-sufficient in developing and delivering online/blended/technology enhanced courses
- Roll out Part II of Online Teaching Certification
- Work with outsourced help desk to improve faculty satisfaction.

Media Services

Media Services provided support for 153,260 class/lab sessions, in 169 classrooms/labs and 36 conference rooms. Uptime for classroom media was 99.46% (the same as AY 2016/17). There was a 5% increase in help calls answered by Media Techs, coinciding with a 4% increase in class/lab sessions over AY 2016/17 (Figure 11). This year, new equipment was installed in 29 classrooms/labs/conference rooms/non-academic rooms. 91% of classrooms and labs have been updated within the last five years (Figure 12). Media Techs conducted 210 one-on-one training sessions, which helped reduce user error. Classroom uptime and 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 virtually no change over AY 2017/18 (from 1,738 to 1,730). 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 | • Freshman Orientation |
| • Phi Kappa Phi Induction | • OIT Summit |
| • Celebration of Support | |

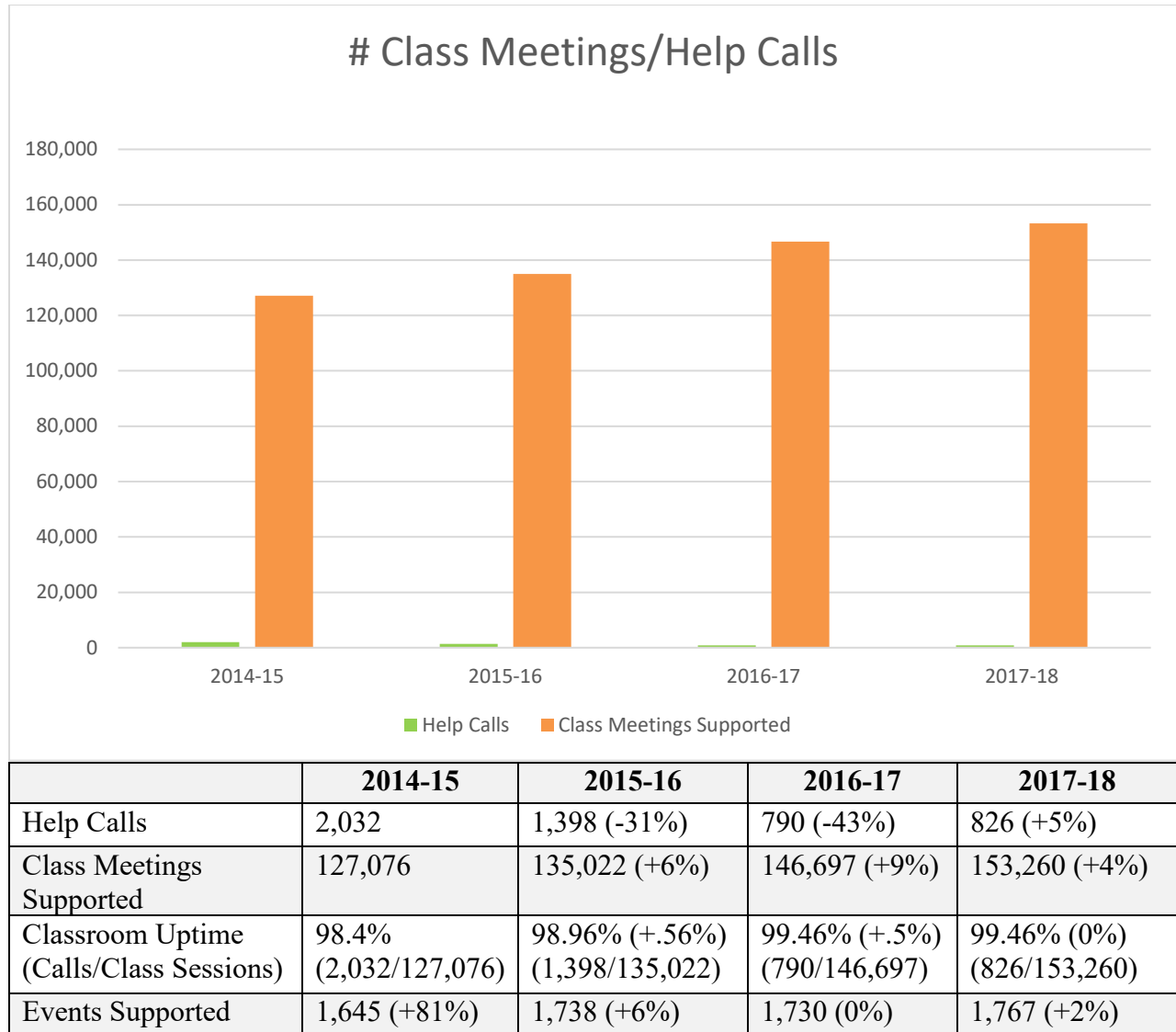


Figure 11

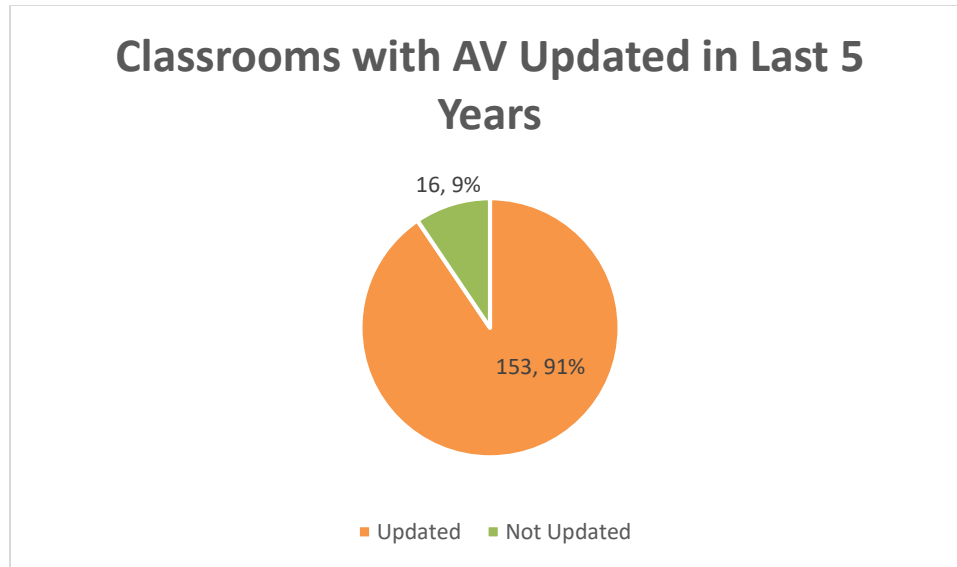


Figure 12

New and completely renovated classrooms/labs/conference rooms: 29

- AD 2.216, AD 2.232, AD 2.238 (Classroom)
- JO 4.602 (Conference Room)
- FA 2.206 (Classroom)
- FO 2.606 (Study Space)
- SLC 1.214 (Classroom/Lab)
- SLC 1.205, SLC 1.206, SLC 1.211, SLC 2.206, SLC 2.207, SLC 2.215, SLC 2.216 (Labs)
- ROC 1.401 (Lab)
- RHN/RHNW 1.001, 2.002, 2.400, 2.401, 2.402, 3.100, 4.100 (Classrooms)
- FO 1.206C (Labs)
- 3 Galaxy Rooms
- SU 2.504 – (Game Room)
- AD 2.208 – (Conference Room)
- ECSW 3.250 (Classroom)

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. There were 149 faculty/staff and 523 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?	4.17/5.0
Survey item (Students): How would you rate the reliability of the technology in your classrooms?	4.01/5.0

Survey item (Faculty/Staff): How would you rate the quality of training you received on classroom technology from a Media Services Tech?	4.24/5.0
Survey item (Faculty/Staff): How would you rate the audiovisual quality for event/s you have hosted?	4.19/5.0
Survey item (Students): How would you rate the audiovisual quality for events you have attended?	4.14/5.0

Figure 13

Accomplishments

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

Challenges

- Budget constraints resulted in delayed classroom media installations

Future Direction

- Renovation of 20% of classrooms in upcoming fiscal year as a part of 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 143 videos. 31 sessions were streamed. There were 61,307 views (live and archived) by customers in the US, China, India, Korea, etc. This was an increase from 30,357 (102%) over the previous AY. The Echo 360 lecture capture system is now installed in 12 rooms. There were 883 recordings and 58,745 student views.

High profile event recordings included:

- Commencement Ceremonies
- Hooding Ceremonies
- Alumni Awards Gala
- International Talent Show
- State of the University
- University Lecture Series
- Center for Brain Health Lecture Series

Customer Survey Response

A customer satisfaction survey item was sent out to faculty and staff. 49 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?	4.27/5.0
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Figure 14

Accomplishments

- Expanded customer base

Challenges

- What we are charging for services no longer covers the cost of staff overtime

Future Direction

- Expand services as the University’s needs evolve

Testing Center

The Testing Center moved from the McDermott Library to Synergy Park North II, doubling in capacity from 150 to 300 seats. All computers were replaced, and substantial testing security measures were put in place in the new facility. The team proctored 86,455 academic and non-academic exams in AY 2017-18.

The Testing Center additionally supported student success by:

- Administering appropriate placement/entrance exams (TSI) 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 456 responses for students and 68 responses for faculty/staff. All responses fell in the “Good” to “Excellent” range (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?	4.35/5
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?	4.20/5
Survey item (Faculty/Staff): How would you rate the Testing Center’s ability to provide a secure testing environment?	4.45/5
Survey item (Students): How would you rate the Testing Center’s ability to provide a secure testing environment?	4.43/5
Survey item (Faculty/Staff): How would you rate the quality of support you received from Testing Center staff?	4.28/5
Survey item (Students): How would you rate the quality of support you received from Testing Center staff?	4.25/5

Figure 15

The number of proctored exams decreased from 91,146 to 86,455 (-5.15%) due to being closed for nearly two months while moving from the McDermott Library to Synergy Park North II. Despite this closure, usage increased in BBS and ECS. JSOM, BBS, and ECS utilize the facility most, accounting for 40%, 28% and 12% of exams respectively. For non-academic proctored exams, CLA+ saw the largest increase from 3,850 to 4,177 (8.49%) (Figures 16 & 17).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
A&H	997	1,374	3,431	2,464	1,958
JSOM	12,166	16,935	27,504	35,270	32,546
IS	279	361	981	663	610
BBS	1,816	851	3,110	7,854	9,384
EPPS	186	536	656	1,133	643
ECS	7,830	11,017	17,748	22,111	23,088
NSM	9,333	8,610	8,366	16,217	13,003
ATEC	N/A	N/A	1	217	4
TOTAL Academic Exams	32,607	39,684	61,797	85,929	81,236
OSA	430	404	314	385	212
CLA+	284	2,440	2,851	3,850	4,177
TSI	177	164	134	166	89
THEA IBT	145	266	149	15	N/A
MS Certiport	N/A	N/A	20	8	N/A
SSC MATH Tutor Exam	N/A	N/A	118	75	N/A
SSC Peer Tutor Exam	N/A	N/A	23	67	79
Distance Learning	N/A	268	502	651	662
Total other	1,036	3,542	4,111	5,217	5,219
Grand Total	33,643	43,226	65,908	91,146	86,455

Figure 16

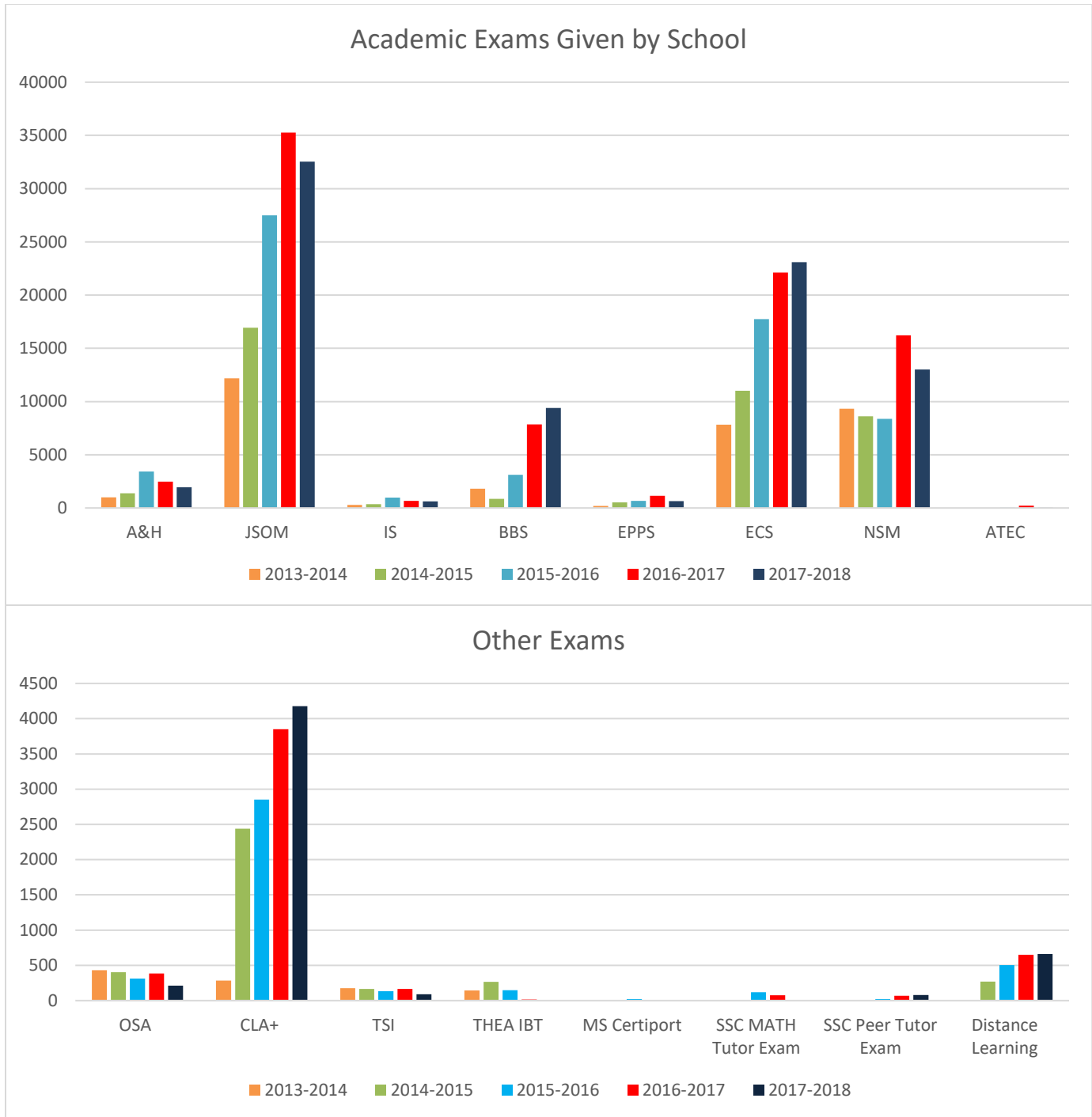


Figure 17

Accomplishments

- Moved from 150 seat facility in McDermott Library to 300 seat facility in Synergy Park North II
- Replaced all computers
- Hired 3 additional staff
- Implemented additional testing security measures
- Implementation of RegisterBlast for online appointment tracking, assuring greater accuracy of data reporting

Challenges

- Despite three new hires, the facility remains understaffed
- There was no transportation from the main campus to the Testing Center
- Scheduling/Reservation software is not adequate

Future Direction

- Increase the number of exams given by 10%
- Institute non-academic testing for paying external and internal customers to fund additional positions
- Implement new reservation system

Expenditures

- Media Services/Video Services (operating) expenditures: \$96,925.31
- eLearning Services (operating) expenditures: \$24,579.43
- Testing Center (operating) expenditures: \$110,623.91
- Salaries: \$1,499,589.73
- Total expenditures: \$1,731,718.38