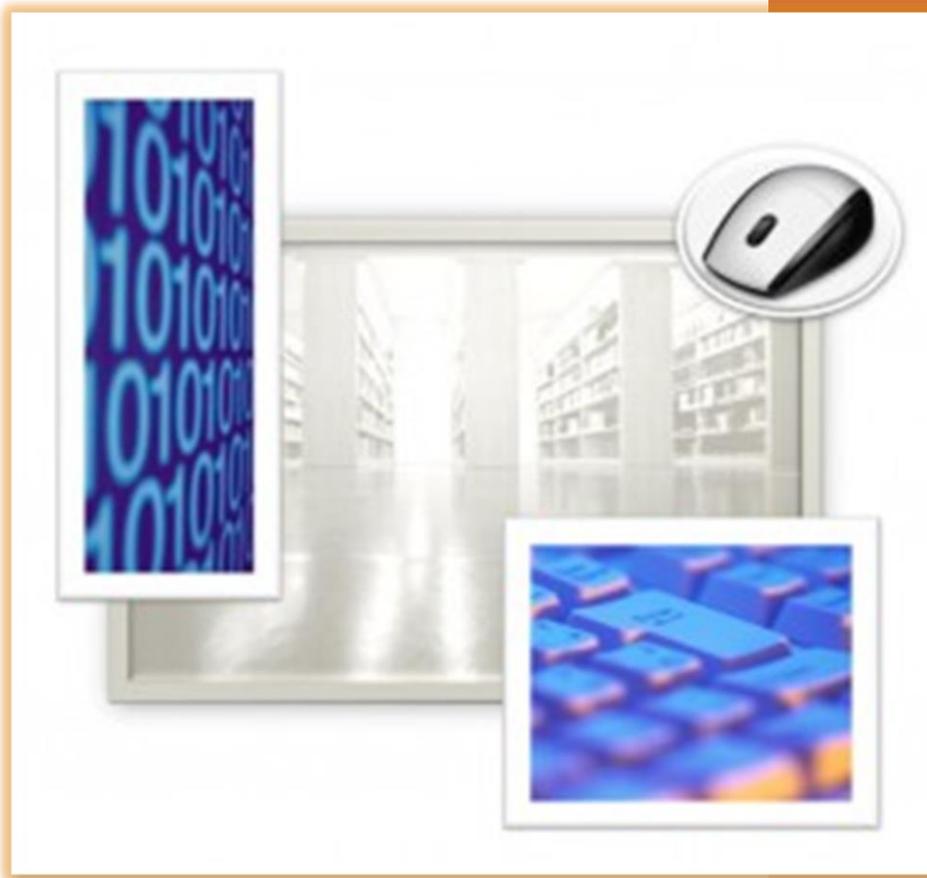


2018 - 2019

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 2018-2019. The eLearning Learning Management System (LMS) saw a 99.87% uptime. The department realized a 5% increase in blended/online course offerings over the previous year. 80% of all sections offered actively used the eLearning LMS. ETS renovated and updated the audiovisual systems in 17 rooms, and supported 157,219 class/lab sessions and 1,917 events. Classroom media uptime was 99.36%. The department has reached an unprecedented level of institutional knowledge and stability. The Testing Center saw the number of proctored exams increase from 86,455 to 96,924 (12.11%).

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 II
- Alan Safai Instructional Designer I
- Joo Haldeman, Instructional Technology Training Specialist
- Ryan Arnold, Media Services Manager
- Timothy Kennedy, Media Technology Supervisor
- Joe Martinez, 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)
- James Trammell, Media Technology Specialist III
- Adrian Chen, Software Systems Specialist III
- Rane Peerson, Media Technology Specialist II
- Alexander Parry, Media Technology Specialist II
- Stephen Dietemann, Media Technology Specialist I
- Mario Rodriguez, Media Technology Specialist I
- Darrell Chambers, Video Services Supervisor
- Michael Snyder, Audio Visual Technician III
- Bart Sand, Assistant Media Coordinator
- Micheal Mitchell, Audiovisual Engineer
- 6 Student Workers (eLearning)
- 5 Student Workers (Media Services)
- 35 Student Workers (Testing Center)
- Sou Leaney, Testing Center Assistant Director
- Cynthia Johnson, Testing Center Associate
- Wendy Thomas, Testing Center Associate
- Marissa Austin, Testing Center Associate
- Sandra Dunlap, Testing Center Associate
- Denyse Henery, Proctor Associate (50%)
- Ovi Davenport, Proctor Associate (50%)
- Lakiesha Phillips, Proctor Associate (50%)
- Racquel Williams, Proctor Associate (50%)
- Gary Aguilera, Proctor Associate (50%)

Organizational Chart



eLearning Services

Courses/Organizations

Each face-to-face section has a corresponding eLearning section created. There were 8,023 academic eLearning sections created, a 4% increase over AY 2017/18. 80% of these eLearning sections were actively used (Figure 1).

Online/blended sections made up 8.63% of all course offerings. Online (6.89%) and blended (1.46%) credit hours accounted for 8.35% of total credit hours (Figure 2). The department developed and supported 692 online/blended sections, an increase of 5% over AY 2017-18. Online/blended enrollments totaled 20,263, up from 19,103, the previous year (Figure 3). Blended offerings saw an increase from 155 to 166 (+7%) and fully online offerings increased from 506 to 526 (+4%) compared to AY 2017-18. Historical data are shown in Figure 4.

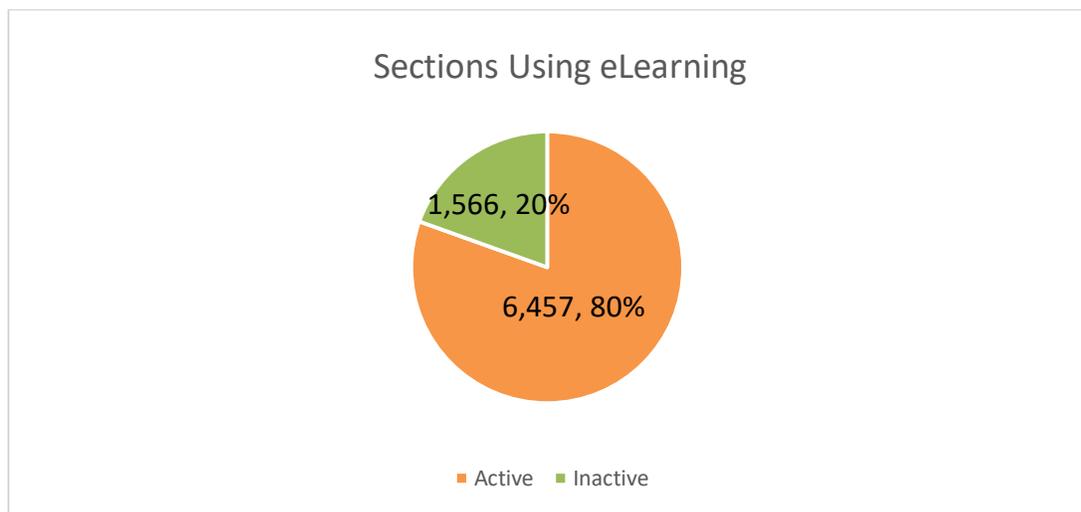


Figure 1

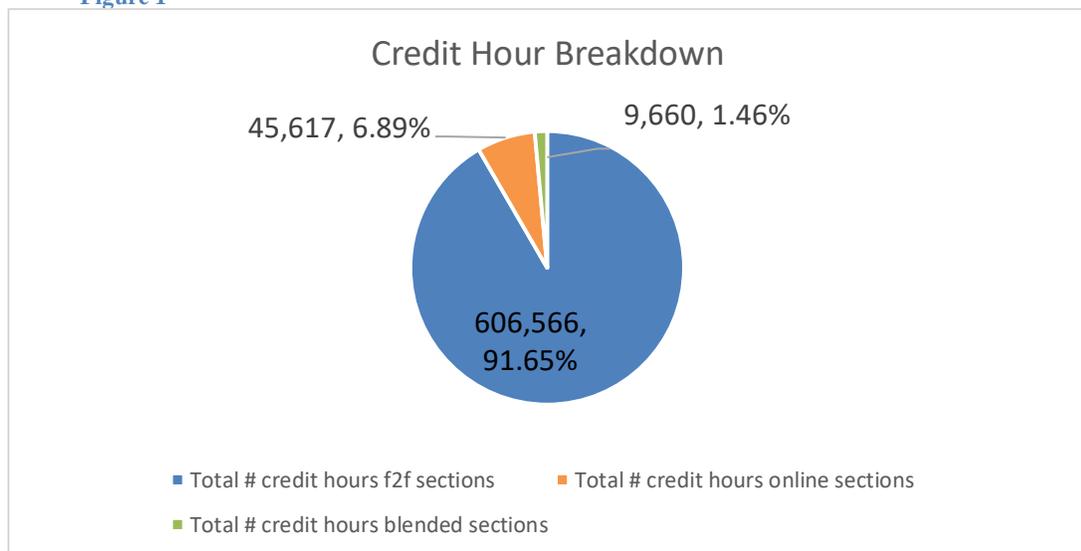


Figure 2

	2014-15	2015-16	2016-17	2017-18	2018-19
# online/blended sections (percentage change over previous AY)	467 (+19%)	481 (+4%)	555 (+15%)	661 (19%)	692 (+5%)
# online sections (percentage change over previous AY)	409 (+10%)	397 (-3%)	418 (+5%)	506 (21%)	526 (+4%)
# blended sections (percentage change over previous AY)	58 (+222%)	84 (+45%)	137 (+63%)	155 (13%)	166 (+7%)
Total # of ALL sections (percentage change over previous AY)	6,186 (+9%)	6,639 (+7%)	7,187 (+8%)	7,705 (7%)	8,023 (+4%)
Online/blended sections as a percent of all sections	7.50%	7.30%	7.70%	8.57%	8.63%
Online sections as a percent of all sections	6.60%	6.00%	5.80%	6.56%	6.55%
Blended sections as a percent of all sections	0.90%	1.30%	1.90%	2.01%	2.06%
Total # credit hours blended/online sections	42,765	43,951	49,381	51,786	55,277
Total # credit hours online sections	39,137	38,722	40,990	43,594	45,617
Total # credit hours blended sections	3,628	5,229	8,391	8,192	9,660
Total ALL credit hours	514,628	552,328	603,567	627,536	661,843
Online/blended credit hours as a percent of total credit hours	8.30%	8.00%	8.20%	8.25%	8.35%
Online credit hours as a percent of total credit hours	7.60%	7.00%	6.80%	6.95%	6.89%
Blended credit hours as a percent of total credit hours	0.70%	1.00%	1.40%	1.31%	1.46%
Total enrollment online/blended sections	15,217	15,675	17,470	19,103	20,263
Total enrollment online sections	13,949	13,846	14,631	15,898	16,627
Total enrollment blended sections	1,268	1,829	2,839	3,205	3,636
Total enrollment ALL sections	167,327	183,596	198,206	217,039	264,400

Figure 3

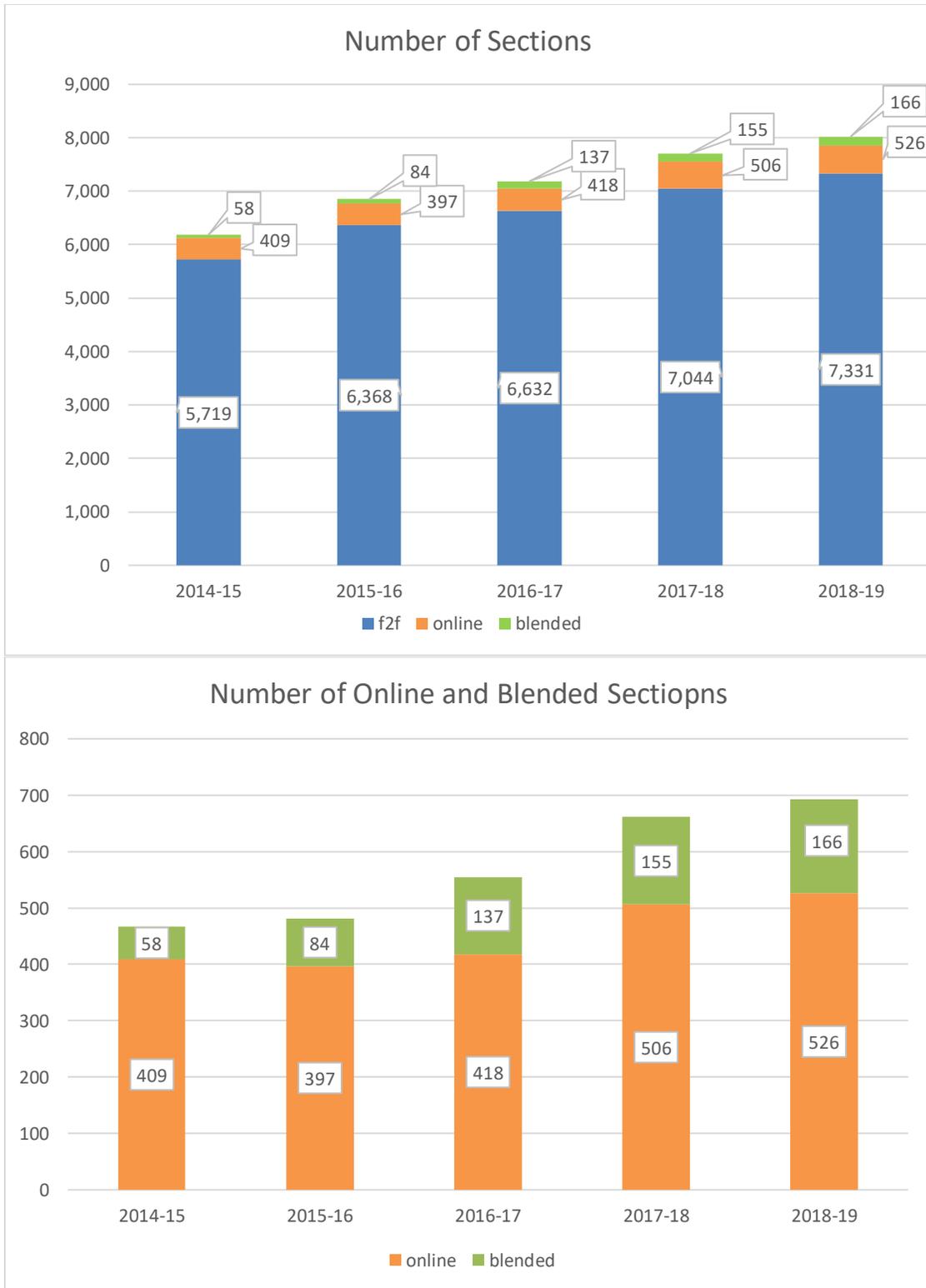


Figure 4

Course Development

The eLearning team developed 44 new online and blended sections in AY 2018-19.

- ACCT 6335.0W1 & SW1 (new instructor)
- AMS 2341.0H2
- AMS 4300.5H1
- BIS 2V90.0W1
- BPS 4305.0W1
- BUAN 6320.0W1
- BUAN 6341.0W1/MIS 6341.0W1
- BUAN 6346/MIS 6346.0W1
- BUAN 6356/MIS 6356/OPRE 6305.0W1
- COMD 6112.0W1
- COMD 6113.0W1
- COMD 7V82.0W1, 0W2
- COMM 1315.0W1-0W4
- COMM 3352.0H1
- COMM 3342.001 (blended)
- COMM 4340.0H1
- CRIM 3301.0W1
- ENTP 3301.0W1
- FIN 3320.0W1, 0W2
- FIN 6350.0W1
- FIN 6336/ENGY 6336.0W1
- HMGD 6321.CH2
- HMGD 6330.0W1 (new instructor)
- ITSS 4370.0W1
- MATH 3312.001 (blended)
- MATH 4302.001 (blended)
- MATH 4334/CS 4334.002 (blended)
- MATH 4V91.001 (blended)
- MIS 6382.0W1
- MKT 3300.0W2 (new instructor)
- MKT 6309.0W1 (new instructor)
- MKT 6352.0W1
- MTHE 5325.5H1
- OPRE 3333.0W1
- OPRE 3360.0W1 (new instructor)
- OPRE 6301/SYSM 6303.0W2 (new instructor)
- OPRE 6302/SYSM 6334.0W1 (new instructor)
- OPRE 6369.0W1/MIS 6369.0W1
- PA 3333.0W1
- PA 6311.0W1
- PA 7375.0H1
- PSY 2301.0H1
- SCI 5338.5H1
- SOC 4384.0W1

The team redeveloped 6 online and blended sections.

- ACCT 6384.0W1/MIS 6339.0W1
- ED 4372.5H1, 5H2
- HLTH 1322.0W1, 0W2, & 0W3
- ITSS 3300.0W1
- MKT 4330/ENTP 4335.0W1, 0W2
- MIS 6302.0W1

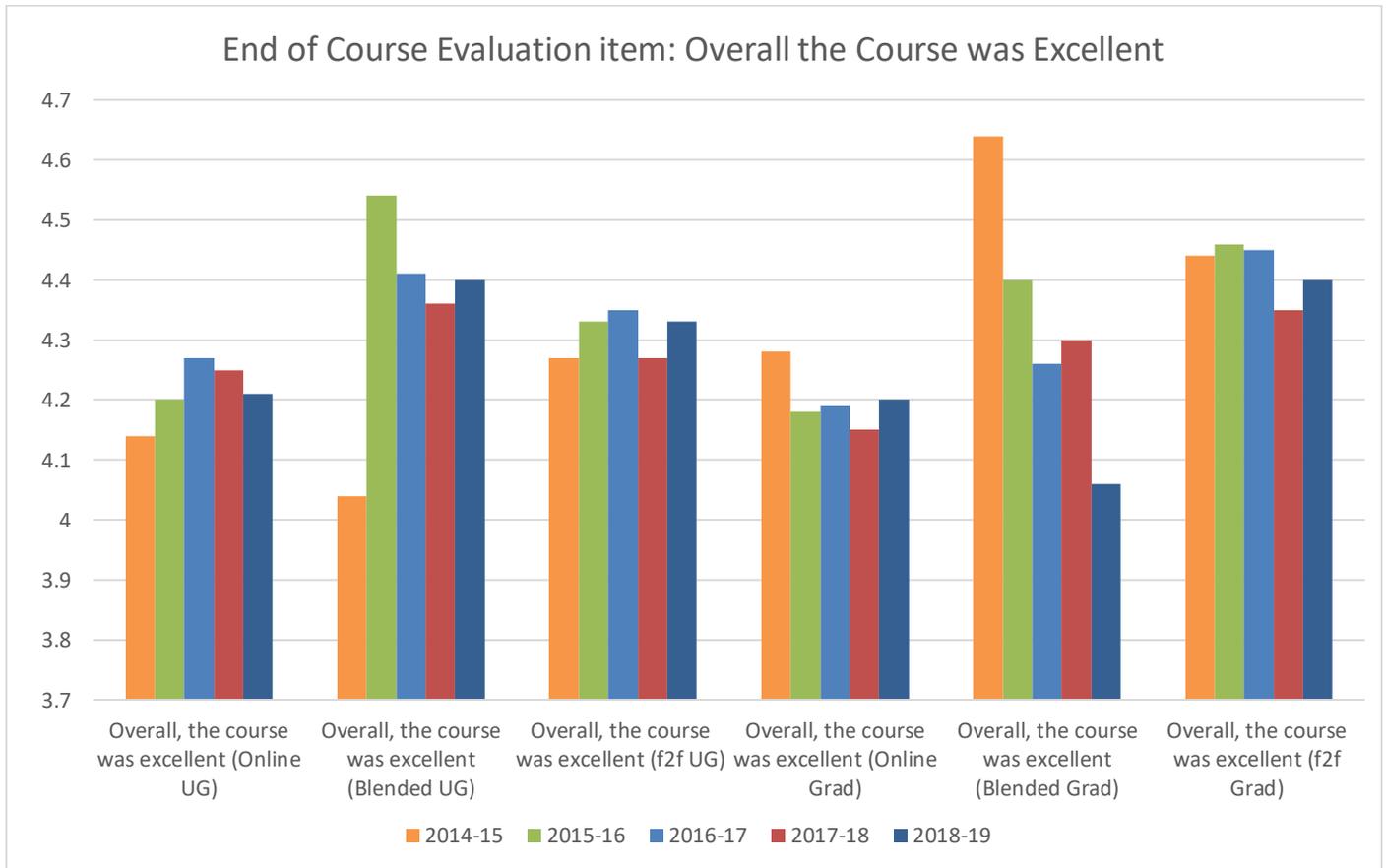
The eLearning LMS is increasingly being used by non-academic groups. There were 400 eLearning Organizations created/supported, an 8% increase (371) over AY 2017/18.

Large/significant organizations included:

- Annual Compliance Training
- Collegium V
- Faculty Forum
- Writing Center Resources for Faculty and Students
- UTD eLearning Student Forum
- Information Security – Employees
- Information Security – Students
- PeopleSoft and Related Training
- BBS Information Center
- Graduate Student Orientation
- Education Abroad

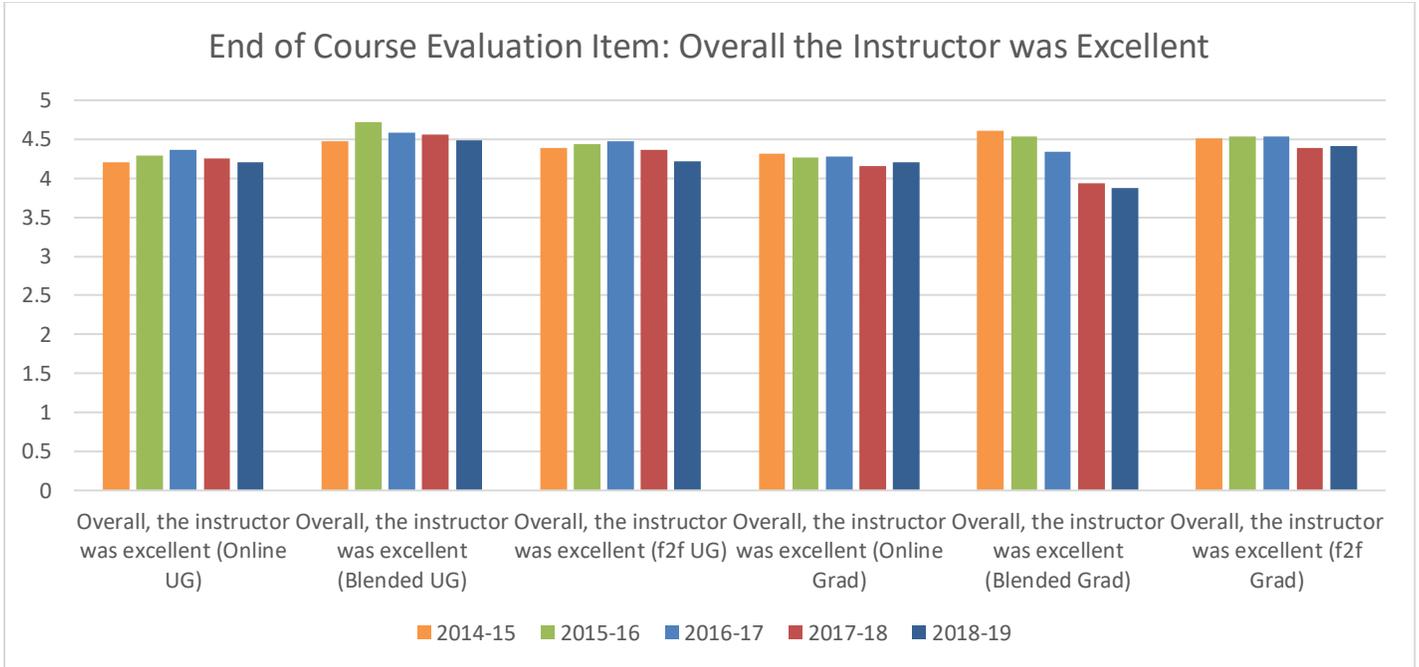
Course Evaluations and GPA Comparisons (Online, Blended, & Face-to-Face)

In AY 2018-19, undergraduate students generally rated blended/online courses the same as face-to-face offerings, while graduate students rated the blended courses lower (Figure 5). The same generally held true for instructor rating for undergrad, though the blended grad was 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.



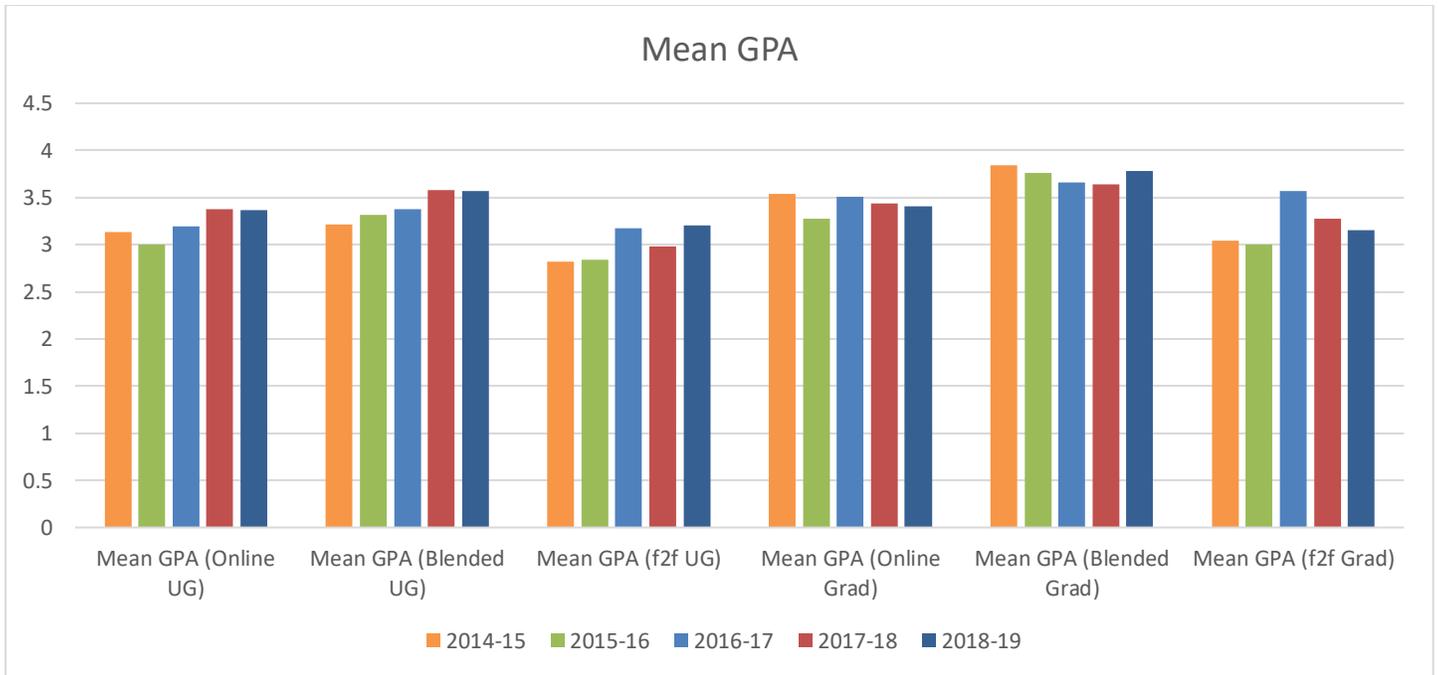
	2014-15	2015-16	2016-17	2017-18	2018-19
Overall, the course was excellent (Online UG)	4.14	4.2	4.27	4.25	4.21
Overall, the course was excellent (Blended UG)	4.04	4.54	4.41	4.36	4.40
Overall, the course was excellent (f2f UG)	4.27	4.33	4.35	4.27	4.33
Overall, the course was excellent (Online Grad)	4.28	4.18	4.19	4.15	4.20
Overall, the course was excellent (Blended Grad)	4.64	4.4	4.26	4.3	4.06
Overall, the course was excellent (f2f Grad)	4.44	4.46	4.45	4.35	4.40

Figure 5



	2014-15	2015-16	2016-17	2017-18	2018-19
Overall, the instructor was excellent (Online UG)	4.21	4.29	4.36	4.26	4.20
Overall, the instructor was excellent (Blended UG)	4.48	4.72	4.59	4.56	4.49
Overall, the instructor was excellent (f2f UG)	4.39	4.44	4.48	4.37	4.22
Overall, the instructor was excellent (Online Grad)	4.32	4.27	4.28	4.16	4.20
Overall, the instructor was excellent (Blended Grad)	4.61	4.53	4.34	3.94	3.88
Overall, the instructor was excellent (f2f Grad)	4.51	4.53	4.53	4.39	4.41

Figure 6



	2014-15	2015-16	2016-17	2017-18	2018-19
Mean GPA (Online UG)	3.13	3	3.19	3.38	3.37
Mean GPA (Blended UG)	3.21	3.32	3.38	3.58	3.57
Mean GPA (f2f UG)	2.82	2.84	3.17	2.98	3.2
Mean GPA (Online Grad)	3.54	3.28	3.51	3.44	3.41
Mean GPA (Blended Grad)	3.84	3.76	3.66	3.64	3.78
Mean GPA (f2f Grad)	3.04	3	3.57	3.28	3.15

Figure 7

Training and Support

Training/outreach was a major focus in AY 2018-19. The eLearning Team shifted to a more proactive approach, actively reaching out to faculty before they have issues. There were 245 training sessions/open labs offered (Group and One-on-one). 576 customers (non-unique) were trained (Figure 8). The Online Teaching Certification has been a key emphasis of the training group, enrolling 25 new participants in the 16-hour program.

Examples of sessions include:

- Open Labs: 53 sessions
- eLearning: 84 sessions
- Web conferencing: 38 sessions
- Qualtrics: 31 sessions
- Clickers: 10 sessions
- Echo360: 21 sessions

Outreach initiatives included:

- New Student Orientations Fall 18
- New Faculty Orientation Fall 18
- Cometville Fall 18
- Presented at JSOM MBA Consortium Fall 18
- Outreach to faculty from Oklahoma State University Fall 18
- Online Teaching Certification Group Lunch & Learn Fall 18 presented by Maribeth Schlobohm
- Echo360 Faculty Lunch & Learn Spring 19
- Online Teaching Certification Group Lunch & Learn Spring 19 presented by Dr. Dani Fadda
- Presentation at American Society of Engineering Education (ASEE)'s Gulf South West Conference Spring 19
- Outreach to faculty from Wake Forest University Spring 19
- Turning Technologies Faculty Lunch & Learn Summer 19
- Facebook - <https://www.facebook.com/utdelearning>
- Twitter - https://twitter.com/UTD_eLearning
- WordPress Blog - <https://utdelearning.wordpress.com/>

The support team saw 40% more tickets, up from 3,392 to 4,756 (Figure 8) this year. 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 decreased 19% from 715 to 576. This may be due to the technology being relatively unchanged over the past few years. Additionally, the kinds of training requested has changed from basic functionality to more advanced, user specific sessions. There has been a concerted effort over the past two years to develop more on-demand tutorials and self-help materials, which has likely impacted the need for training sessions.

	2014-15	2015-16	2016-17	2017-18	2018-19
Training Sessions Offered	136 (+27%)	195 (+43%)	145 (-26%)	276 (+90%)	192 (-30%)
Open Labs Offered	N/A	19	48 (+153%)	47 (-2%)	53 (+13%)
Customers Trained (non-unique)	223 (+30%)	612 (+174%)	639 (+4%)	715 (+12%)	576 (-19%)
Help Desk Tickets Closed (Total)	5,293 (+23%)	2,284 (-57%)	1,547 (-32%)	3,392 (+119%)	4,756 (+40%)
Help Desk Tickets Closed (Faculty)	538 (-12%)	396 (-26%)	346 (-13%)	1,192 (+245%)	1,676 (+41%)
Help Desk Tickets Closed (Students)	1,417 (-19%)	1,676 (+18%)	1,091 (-35%)	2,200 (+102%)	2,687 (+22%)
Help Desk Tickets Closed (Unspecified) (Dropped calls, abandoned chats, etc.)	3,338 (+73%)	212 (-94%)	110 (-48%)	289 (+163%)	393 (+36%)

Figure 8

Customer Survey Responses

A customer satisfaction survey was sent out to faculty, staff, and students. There were 132 faculty/staff and 443 student respondents. Responses fell in the “Good” to “Excellent” range for all items (Figure 9).

Survey item (Faculty/Staff): How would you rate the quality of the eLearning training session/s you attended?	4.45/5.0
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)?	4.05/5.0
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)?	4.05/5.0
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)?	4.66/5.0
Survey item (Students): How would you rate the quality of support you received from on-site UT Dallas eLearning Staff (Instructional Designers and Trainers)?	4.10/5.0
Survey item (Faculty/Staff): How would you rate Media Services' response time to help-calls in your class/es?	4.65/5.0
Survey item (Faculty/Staff): How would you rate Media Services' ability to resolve issues with classroom technology during your class/es?	4.60/5.0

Figure 9

Technology:

eLearning boasted a 99.87% uptime. 80.48% of all sections taught had an active eLearning section. This was virtually unchanged from 80.67% in 2017-2018 (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

	2014-15	2015-16	2016-17	2017-18	2018-2019
eLearning Uptime percentage (based on total outage time)	99.82%	99.86%	99.9%	99.83%	99.87%
Actively used eLearning sections (total & percentage)	5,231/6,186 (84.56%)	5,670/6,639 (85.40%)	5,815/7,187 (80.91%)	6,216/7,705 (80.67%)	6,457/8,023 (80.48%)

Figure 10

Accomplishments:

Online programs recognized in national rankings:

- No. 4 among Online Business Programs, U.S. News & World Report (2018)
- No. 5 among U.S. programs in Best MBA Online Degrees in Entrepreneurship, Bestcolleges.com (2018)
- No. 6 among Online MBA Programs, U.S. News & World Report (2018)
- No. 12 among Top 25 Online MBA Programs, The Princeton Review (2018)
- No. 18 among The Top 30 Best Online Executive MBA Programs of 2018, BestMastersDegrees.com, (2018)
- No. 22 among online MBA programs worldwide, QS World University Rankings: Distance Online MBA (2018)

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:

- Caption video lectures in online courses
- Increase blended/online offerings by 10% in AY 2019-20
- 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

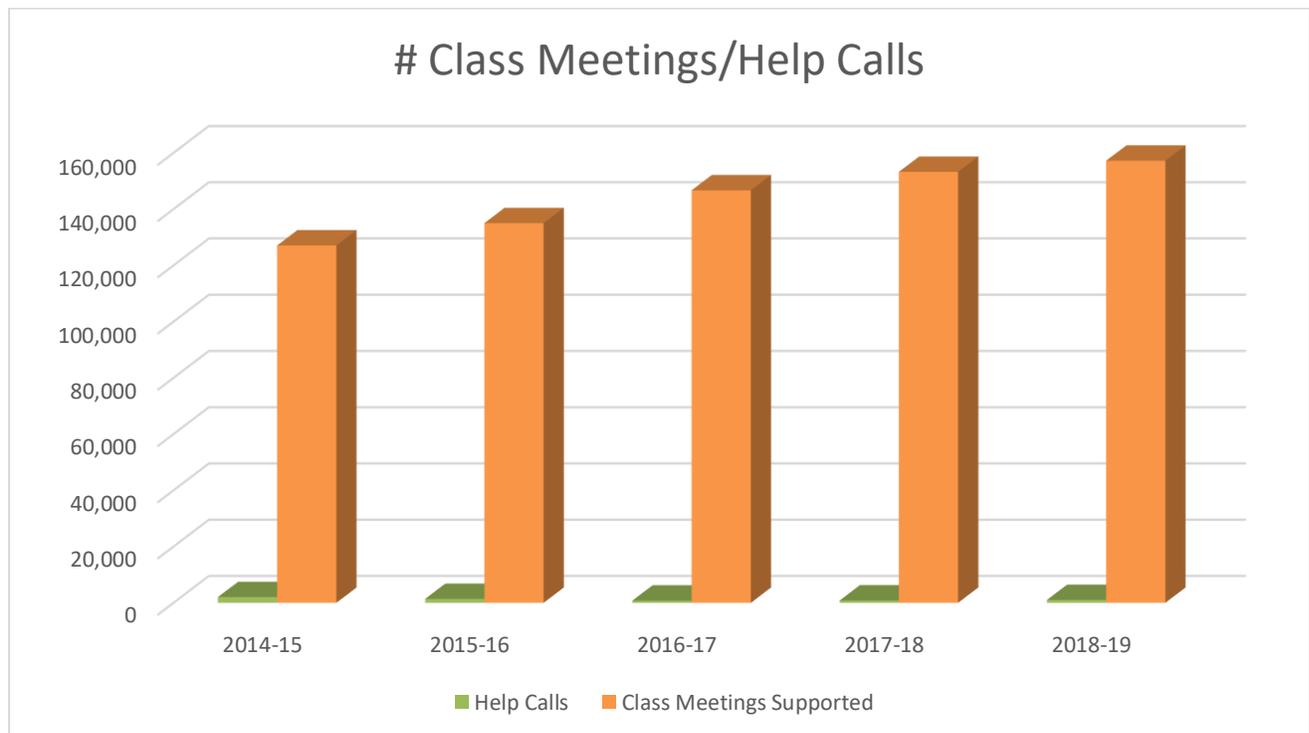
Media Services

Media Services provided support for 157,219 class/lab sessions, in 170 classrooms/labs and 54 conference rooms. Uptime for classroom media was 99.36% (.1% decrease from AY 2017/18). There was a 23% increase in help calls answered by Media Techs, coinciding with a 3% increase in class/lab sessions over AY 2017/18 (Figure 11). This year, new equipment was installed in 17 classrooms and conference rooms. 78% of classrooms and labs have been updated within the last five years, down from 91% in AY 2017/18 (Figure 12). Media Techs conducted 565 one-on-one training sessions. Classroom uptime has regressed for the first time in 5 years due to aging equipment. Faculty satisfaction continues to remain high.

Support

On-site media support for events is a major function of the department. The number of events supported saw an increase of 8% over AY 2017/18 (from 1,767 to 1,917). Major Events included:

- Commencement
- Doctoral Hooding
- Board of Regents Meeting
- Founders Day
- Alumni Gala
- Kusch Lecture
- Yavneh Academy 25th Anniversary
- Celebration of Support
- State of the University
- Homecoming
- Chancellor’s Council Executive Committee Meeting
- International Talent Show
- Bangladesh Night
- Freshman Orientation
- OIT Summit
- Leonardo Pioneer Awards 50th Anniversary



	2014-15	2015-16	2016-17	2017-18	2018-19
Help Calls	2,032	1,398 (-31%)	790 (-43%)	826 (+5%)	1,012 (+23%)
Class Meetings Supported	127,076	135,022 (+6%)	146,697 (+9%)	153,260 (+4%)	157,219 (+3%)
Classroom Uptime (Calls/Class Sessions)	98.4% (2,032/127,076)	98.96% (+.56%) (1,398/135,022)	99.46% (+.5%) (790/146,697)	99.46% (0%) (826/153,260)	99.36% (-.1%) (1,012/157,219)
Events Supported	1,645 (+81%)	1,738 (+6%)	1,730 (0%)	1,767 (+2%)	1,917 (+8%)

Figure 11

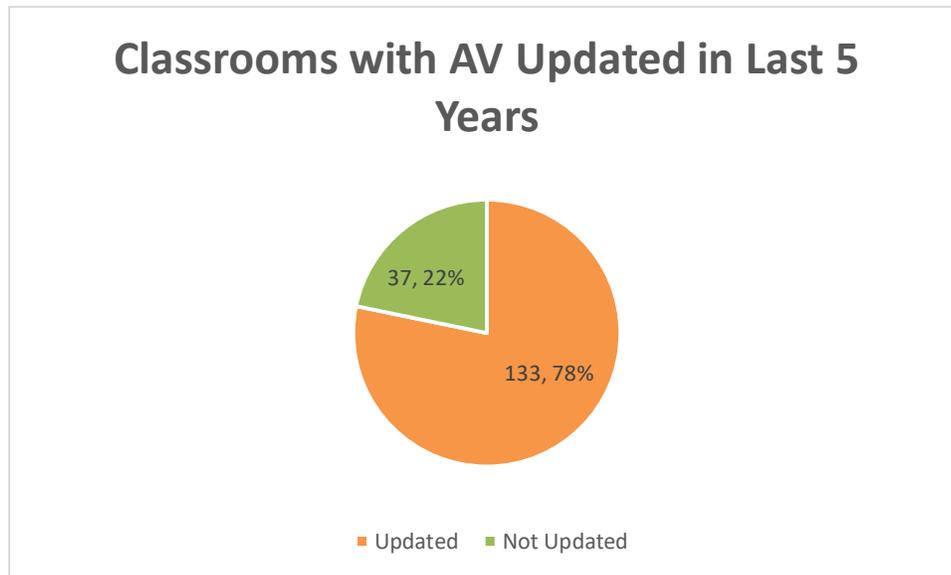


Figure 12

New and completely renovated classrooms/labs/conference rooms: 17

- AD 2.108 (HR) – conference room (x3)
- ECSS 2.410 – classroom
- ECSS 2.412 – classroom
- ECSS 2.415 – classroom
- ECSW 3.100K – conference room
- FA 2.202 – conference room
- FN 2.302 – classroom
- FN 2.304 – classroom
- FO 1.510 – debate room
- GR 3.420 – classroom
- ML2 1.202 – classroom
- ML21.214 – classroom
- ML2 1.218 - classroom
- ROC – conference room
- SLC 1.211 - lab

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?	4.32/5.0
Survey item (Students): How would you rate the reliability of the technology in your classrooms?	4.00/5.0
Survey item (Faculty/Staff): How would you rate the quality of training you received on classroom technology from a Media Services Tech?	4.42/5.0
Survey item (Faculty/Staff): How would you rate the audiovisual quality for event/s you have hosted?	4.37/5.0
Survey item (Students): How would you rate the audiovisual quality for events you have attended?	4.09/5.0

Figure 13

Accomplishments

- Organizational restructure shifted junior Media Techs under the Media Supervisor
- Media Technicians have increased their collective skillset, ranging from basic to expert installation/repair capabilities
- Integrated student workers into operations

Challenges

- Aging equipment is beginning to result in degradation of classroom experience
- Budget constraints resulted in postponing classroom media installations
- Several staff left fairly close to each other, and administrative delays led to understaffing for an extended period
- ECSW classroom technology was not installed in accordance to UTD Media Services standards by the contractor, resulting in excessive help calls and repairs

Future Direction

- Renovation of 20% of classrooms in upcoming fiscal year as a part of 5-year AV refresh cycle for all supported rooms
- Crosstrain all staff on specialty rooms
- Media Services will handle all future AV installs in new buildings to insure standards are met
- Re-install ECSW rooms
- Refine training procedure for junior employees and student workers to learn office processes and troubleshooting under the supervision of upper-level specialists

Video Services

Productions

Video Services recorded/distributed 158 videos. 27 sessions were streamed. There were 55,000 views (live and archived) by customers in the US, China, India, Korea, etc. The Echo 360 lecture capture system is now installed in 14 rooms. There were 1,091 recordings and 16,281 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?	4.47/5.0
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Figure 14

Accomplishments

- New portable monitors allow more accurate camera adjustments for better recordings and reduced color correction time in post
- Integrated new online request form which allowed for less grey areas in recording requests
- Added a third video stream (Facebook Live) for commencement

Challenges

- Faculty awareness of services

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 proctored 96,924 academic and non-academic exams in AY 2018-19, up from 86,455 the previous year. In addition to proctoring these exams, the Testing Center facilitated the delivery of 1,093 remote exams via computerized remote proctoring service, Examity.

The Testing Center additionally supported student success by:

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

A customer satisfaction survey was sent out to faculty and staff. There were 523 responses for students and 149 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?	4.24/5
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?	4.17/5
Survey item (Faculty/Staff): How would you rate the Testing Center’s ability to provide a secure testing environment?	4.50/5
Survey item (Students): How would you rate the Testing Center’s ability to provide a secure testing environment?	4.36/5
Survey item (Faculty/Staff): How would you rate the quality of support you received from Testing Center staff?	4.24/5
Survey item (Students): How would you rate the quality of support you received from Testing Center staff?	4.20/5

Figure 15

The number of proctored exams increased from 86,455 to 96,924 (12.11%). Usage increased in JSOM, IS, EPPS, ECS, and NSM. JSOM, ECS, NSM, and BBS, utilize the facility most, accounting for 42%, 28%, 16%, and 10% of exams respectively. For non-academic proctored exams, CLA+ saw the largest increase from 4,177 to 5,582 (33.64%) (Figures 16 & 17). Distance learning exams increased 28% from 662 in 2017-18 to 850 in 2018-19. The Examity online proctoring option was introduced and 1,093 exams were given through the service.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
A&H	1,374	3,431	2,464	1,958	1,778
JSOM	16,935	27,504	35,270	32,546	37,802
IS	361	981	663	610	949
BBS	851	3,110	7,854	9,384	8,902
EPPS	536	656	1,133	643	838
ECS	11,017	17,748	22,111	23,088	25,070
NSM	8,610	8,366	16,217	13,003	13,923
ATEC	N/A	1	217	4	0
TOTAL Academic Exams	39,684	61,797	85,929	81,236	89,262
OSA	404	314	385	212	25
CLA+	2,440	2,851	3,850	4,177	5,582
TSI	164	134	166	89	65
THEA IBT	266	149	15	N/A	N/A
MS Certiport	N/A	20	8	N/A	N/A
SSC MATH Tutor Exam	N/A	118	75	N/A	N/A
SSC Peer Tutor Exam	N/A	23	67	79	47
Distance Learning	268	502	651	662	850
Examity Remote Proctoring	N/A	N/A	N/A	N/A	1,093
Total other	3,542	4,111	5,217	5,219	7,662
Grand Total	43,226	65,908	91,146	86,455	96,924

Figure 16

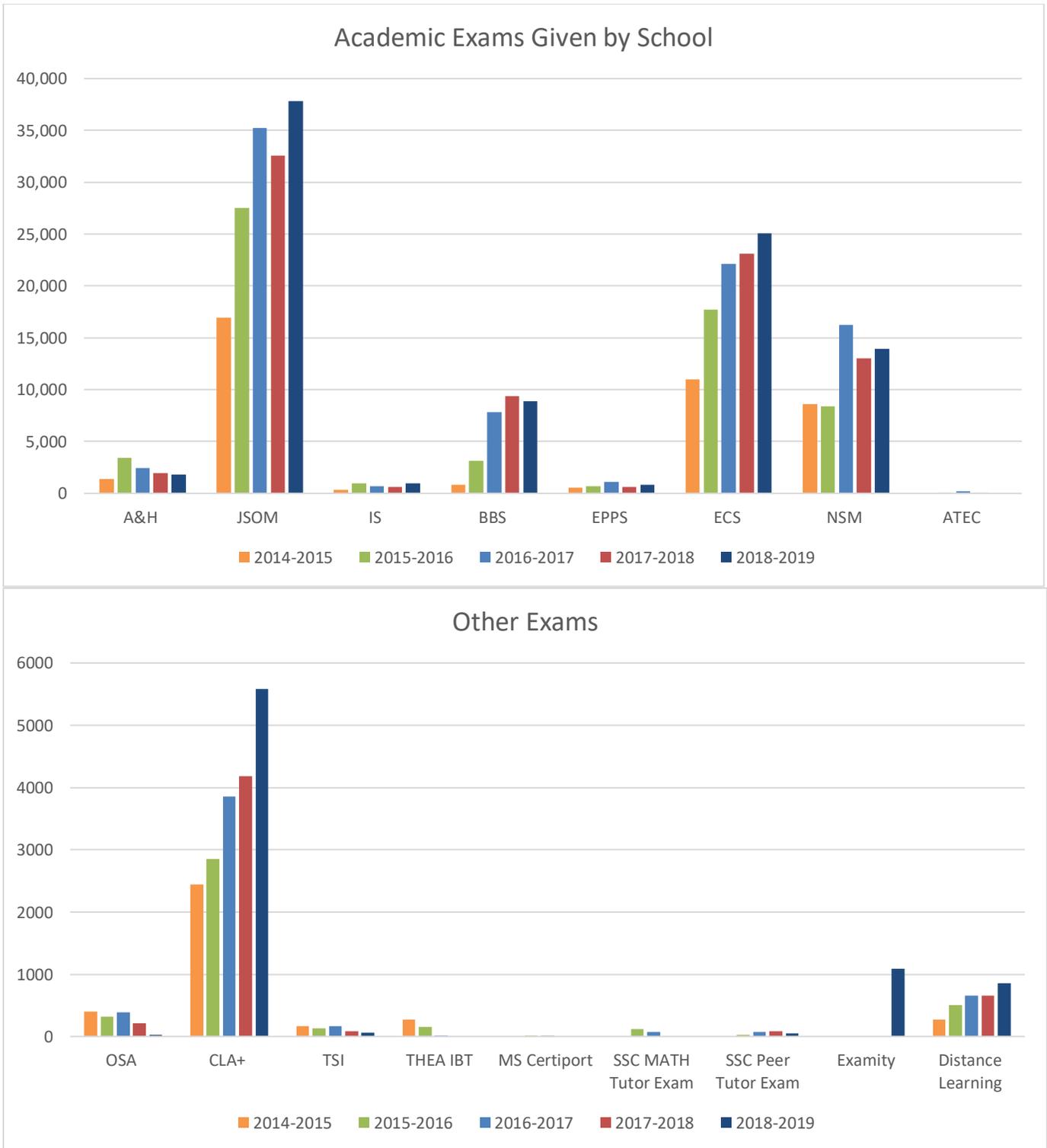


Figure 17

Accomplishments

- Increased number of tests given by 12.11%
- Implemented business model to use student worker hours more efficiently
- Implemented additional testing security measures
- Improved aesthetics of facility by adding artwork and digital signage
- Implemented open house initiative to help new students and faculty to become familiar with the facility prior to an exam

Challenges

- Understaffing
- Scheduling/Reservation software upgrade
- Walk-in/On-site registration has become unmanageable

Future Direction

- Implement no walk-in policy
- 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: \$287,035.24
- eLearning Services (operating) expenditures: \$48,671.05
- Testing Center (operating) expenditures: \$53,442.31
- Salaries: \$1,874,449.64
- Total expenditures: \$2,263,598.24