BYU
CENTER FOR
TEACHING & LEARNING

2022 ANNUAL REPORT

"At the end of the day...how [students] turn out—what they do,
and more important, who they are—is the ultimate metric by
which our work will be measured."
-President Kevin J. Worthen

CTL.BYU.EDU

LETTER FROM THE DIRECTOR

Janet Losser

The Center for Teaching & Learning has always sought to advance the mission, Aims, and Strategic Plan of a BYU Education. Naturally, President Worthen captured our attention when he shared a new Strategic Plan for BYU at the Annual University Conference in August. Specifically, we noted that item 1.C "Advance faith-based, high-quality teaching and learning" directly relates to our stewardship. In addition, item 2.C "Leverage the strengths of online learning to enhance the student learning experience" is likewise directly related to the support we give faculty for all instructional modalities.

The newly updated Strategic Plan is an affirmation of our past efforts and a call to pursue our part in fulfilling the mission of BYU with increased vigor. Thus, our 2022 Annual Report highlights ways we have worked together in the CTL to advocate for high-quality, faith-based policies, practices, and pedagogies; to operationalize for faculty ways to incorporate gospel methodology into their teaching; to support and develop technology tools that enhance teaching and learning; and to engage in continuous improvement—beginning with our own unit outcomes. It marks both an end and a beginning, giving voice to the many and varied accomplishments in 2022 while looking ahead in ways that build upon a foundation of continued influence and support.

In years past, each area in the CTL (Assessment Services, Teaching & Learning Consulting, and Academic Technology and Media) made focused decisions for prioritizing work based on individual area outcomes. Over the years, however, the overlap in our collaborative stewardship became increasingly evident, so this year, we created united outcomes that capture the vision upon which we prioritize our work. This report highlights three of our key accomplishments based on the CTL's united outcomes. Further information is provided in a section listing many of the resources the CTL offers to support teaching and learning on campus.

Here in the CTL, we recognize our stewardship as sacred as we align our efforts with the inspired direction of our university leaders. We honor the great students with whom we work, who bring vibrance, curiosity, innovation, and great effort to support the mission and vision of the center. This, combined with our staff's united wisdom, goodness, and dedication, make the CTL a positive and productive place of belonging.

ANNUAL REPORT 2022

MISSION:

"The Center for Teaching & Learning assists faculty and administrators in improving student learning within the context of the BYU Mission and Aims."

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MISSION: The Center for Teaching & Learning assists faculty and administrators in improving student learning within the context of the BYU Mission and Aims.

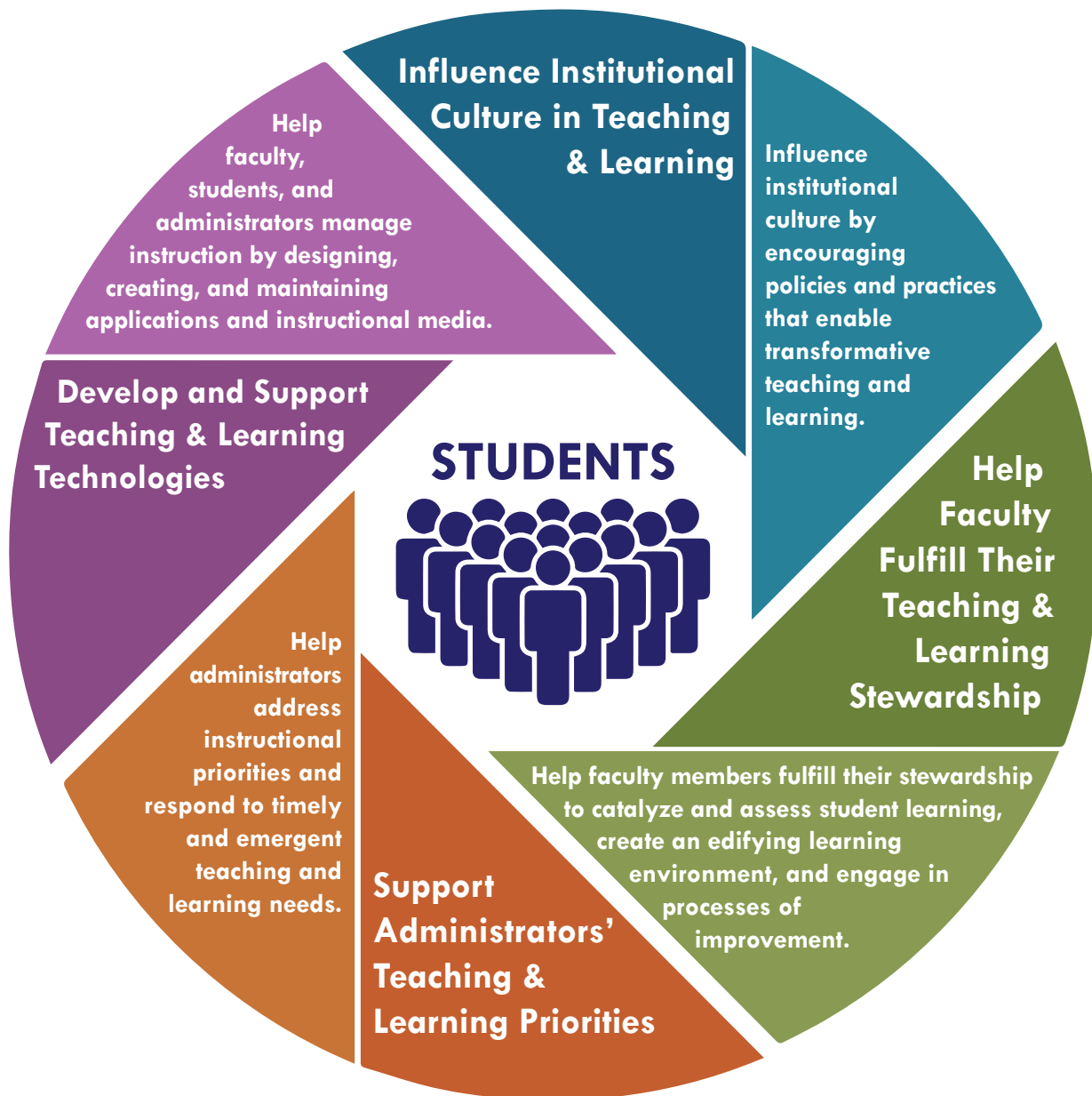The CTL mission statement and supporting area outcomes below are at the heart of all decisions, efforts, and initiatives carried out by the CTL. They provide focused direction in responding to institutional goals and priorities, and in providing leadership and innovation for the purpose of improving student learning.

Influence Institutional Culture in Teaching & Learning

Influence institutional culture by encouraging policies and practices that enable transformative teaching and learning.

Help faculty, students, and administrators manage instruction by designing, creating, and maintaining applications and instructional media.

Develop and Support Teaching & Learning Technologies

STUDENTS

Help Faculty Fulfill Their Teaching & Learning Stewardship

Help faculty members fulfill their stewardship to catalyze and assess student learning, create an edifying learning environment, and engage in processes of improvement.

Help administrators address instructional priorities and respond to timely and emergent teaching and learning needs.

Support Administrators' Teaching & Learning Priorities

Supporting Faculty in their Teaching Stewardship

In pursuit of teaching excellence, the university is adopting a new approach to the evaluation of teaching. The focus is on the faculty members' efforts to use evidence of student learning and the learning environment to drive decisions about their processes of improvement. These three elements—student learning, the learning environment, and processes of improvement—comprise the Three Pillars of Effective Teaching. The pillars are the common criteria for evaluating teaching across the university.
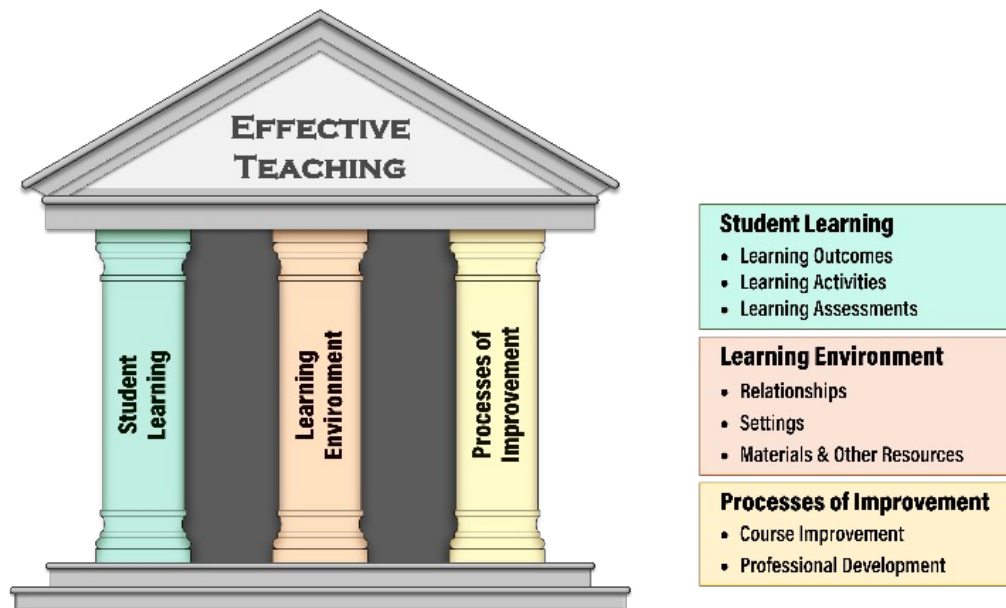
The intent of this process is that faculty will engage in incremental, evidence-based continuous improvement each semester. To support this best practice, CTL has developed and is piloting a Teaching Stewardship Self-Evaluation web application (teachingstewardship.byu.edu). This application will help faculty easily document their efforts toward a continuous cycle of improvement. It provides a place for faculty to make notes, keep documents, set goals and priorities, and self-reflect. Annual stewardship reviews can be facilitated by the use of this application.

The application is composed of three major parts: Activity Journal, Semester Review, and Annual Summary.

Activity Journal

The Activity Journal supports individual faculty's efforts for continuous improvement. Faculty can set goals (Action Items) and record their progress on these goals on the Activity Journal page. Action items can be tied to a particular course if desired. Faculty can add log notes and supporting documents as they work toward completing these goals. If desired, faculty can also record events that they attended that support their work toward teaching improvement.

Semester Review

To facilitate faculty's decision-making for ongoing continuous improvement, the application provides an opportunity to review and reflect on the past semester. The semester review is broken into the three pillars to facilitate this reflection process. Each section has a place for faculty to reflect on what went well and what could be improved.

Report Results. Faculty report on the results of the activities they have undertaken during the semester to improve teaching and learning using evidence from coursework, student ratings, or other relevant sources.

Evaluate Student learning. Faculty evaluate the overall achievement of learning outcomes in their courses. If faculty use the learning outcomes linking ability in Learning Suite, the application compiles graphs indicating the percentage of students below, meeting, or exceeding expectations. Additionally, faculty can upload documents or other files as evidence of student learning in their courses.

Evaluate the Learning Environment. Faculty evaluate evidence related to the nature of the learning environment established in their courses. Student ratings data is automatically populated in this section, allowing faculty to easily review their ratings and comments. Likewise, faculty can upload additional evidence such as Mid-course Evaluations and SCOT observations.

Plan Future Improvement. Based on the review of the above, faculty prioritize and select actions they will undertake in the coming semester to improve student learning, the learning environment, or their own professional development.

Annual Summary

Faculty can use the Annual Summary pages to reflect and review the past year and to create a narrative for their department chair to review as part of the Annual Stewardship Interview. All of the semester reflections and supporting data are automatically included in this section, saving time and effort as the faculty writes their document. Additional files can be added to this section as evidence.

Influencing Assessment Culture

Assessment Services at CTL include consulting on best practices of assessing student learning and administering and proctoring exams at the BYU Testing Center. For 2022, our consulting efforts were largely focused on improving culminating (or final) exams, improving the application of both formative and summative assessments, and strengthening services provided at the BYU Testing Center. We provided approximately 230 consultations among 92 faculty members.

Additional topics we addressed with faculty included:
- aligning assessments with learning outcomes
- designing objective exams
- creating scoring rubrics
- evaluating exam results for course improvement
- strategies for online testing
- reducing risks for cheating on exams

Our examadministration efforts at the Testing Center included scheduling and evaluating the number of proctored online exams taken, improving our online administration system, and modifying our use of campus facilities for final exams. For culminating assessments, we encouraged instructors to design a concluding event that students will engage in to show evidence of their achievement of the learning outcomes for the course. We also stressed the University policy that final examinations are not "comprehensive" evaluations, but "culminating" activities (see https://policy.byu.edu/view/final-examination-policy). These events can take on many different forms where students can best show their achievement and mastery of the course outcomes. Examples may include exams, papers, performances, poster displays, etc.

Evidence of student learning can be gleaned from both formative and summative assessments. The effectiveness of formative assessments is most significant when they are given frequently, with learner-centered feedback, and with opportunities for students to act on that feedback to improve and further their learning. Summative feedback allows for final assessment of learning outcomes, identifying areas for course improvement, and other course/program-level decisions.

Both formative and summative assessments can be given in a variety of ways. Some assessments are paper-based, and others are administered online. We are seeing an increase in the number of online assessments administered across university courses. This is especially true for short, formative assessments administered as online assignments, rather than formal exams.

The BYU Testing Center remains a strong resource for high-stakes exams requiring in-person proctoring. We continue to offer machine-scored (via bubble sheets) exams, as well as written (i.e., essay, short answer, calculations, etc.) exams, and online exams (via Chromebook laptop computers). While demand for online testing is increasing, While the need for online testing continues to increase, the electrical power capacity in the Heber J. Grant Building hinders progress in this area.

The BYU Testing Center also provides a facility for accommodated testing. In partnership with the University Accessibility Center, we provide test administration and proctoring for students who qualify with the UAC for specific accommodations. Last year we scheduled 3,543 accommodated exam sessions in the Accommodated-Testing area. This number does not include many students who walked in without appointments to take exams when space was available. We are seeing a significant increase across campus of students who qualify for accommodations for their learning and testing opportunities. We continue to partner with and support the UAC and university departments to discuss and plan for future accommodation testing needs.

Testing Center Exams Administered 2022

	Winter	Spring	Summer	Fall	Total
Total Exams Administered	110986	8905	4440	128525	252856
Finals Only	23504	2317	1125	27788	54734
Chromebook Exams	3078	526	314	6227	10145
Finals Only	651	97	80	1044	1872
Accessibility Exams	1564	139	126	1714	3543
Finals Only	361	46	34	334	775

President Kevin Worthen and Academic Vice President Shane Reese visited the BYU Testing Center in March and met with many of our student employees. They thanked the students for their diligent efforts in providing a secure environment for students taking exams. They stressed their appreciation of exam proctors' duties in ensuring tests are administered efficiently and that students taking exams adhere to the principles laid out in the BYU Honor Code, including academic honesty and the dress and grooming standards. President Worthen reiterated the charge to the Testing Center of enforcing the policies laid out in the dress and grooming standards section of the Honor Code. He extended his gratitude to our student employees by saying, "This is one of the few places on campus where we systematically reinforce the dress and grooming standards. The role of the Testing Center is very important to the University to have that handled in the right way, and we want to let you know that we know it is a difficult job, and we are grateful."

Refining the Effective Teaching Seminar

The Effective Teaching Workshop has always been an effort to change hearts, and then change practice. This is reflected in our stated purpose: Faculty will be able to practice the pure love of Christ through the art and discipline of effective teaching. While we have always begun with the importance of the learning environment and student-teacher relationships, the university has also focused on the imperative to create a campus of belonging. Thus, we felt a greater obligation to emphasize and operationalize this essential aspect of effective teaching. This resulted in a significant revision of the workshop.

Our Likert-scale post-workshop survey was nice, but not giving us evidence of changing hearts and changing practice. Knowing that surveys need to be short to encourage completion, we opted for two qualitative short-answer questions about faculty's perception of the mission of BYU and their role as a teacher. Analysis of the comments yielded the results shown on the next page.

Participants: 70 New Faculty

Did the seminar affect your perception of the mission of BYU and your role in it? How or how not?		
Yes	26%	*Yes! Seeing my role as a teacher couched within the University's higher mission was inspiring.*
Reinforced my perception	44%	*It didn't necessarily change my perception of it, but it definitely inspired me and helped me feel motivated to be an active part in the mission of BYU. I left with renewed commitment to the Aims and mission of BYU.*
Already had it	30%	*No because I already had a strong perception of the mission of BYU. It's what brought me to BYU.*

Did the seminar affect your perception of your role as a teacher? How or how not?		
Yes	75%	*It both humbled me and inspired me—showing me areas in my teaching that need more work, but also giving me concrete ideas to improve. Thank you for helping provide some method to my madness!* --- *Yes, it did. I appreciated the opportunity to reflect on others' as well as my own perception of my role as a teacher. One recommendation I found especially insightful was to explicitly share what (to us) is "awe-inspiring" about our field. After articulating that for each of my courses, I find myself even more excited to highlight those passion points for my students this fall.*
Reinforced my perception	8%	*It helped affirm that my role as a teacher is crucial to BYU's mission, which helps me focus on the students as individuals, not simply a means to an end.*
Already had it	17%	*No. I've been teaching for 15 years and have already developed and use a student-oriented mindset focused on their agency and success.*

All of these results are positive; if faculty are already focused on the mission and student-centered learning, students and the institution benefit. Still, the evidence demonstrates that the workshop makes a difference. We will continue to look for ways to improve; it is second nature for CTL to refine the things we do. Yet we are confident that the workshop advances the mission and priorities of BYU, and helps faculty operationalize how to create an edifying learning environment and implement sound principles of course design and pedagogy.

SERVICES WE OFFER

Animation Team (ctl.byu.edu/technology-media)

The CTL animation team, which hires animators from BYU's award-winning animation program, creates custom animation for faculty to use in their courses. Animation is effective for illuminating dynamic processes and systems and visualizing things that cannot be filmed or seen with the naked eye. They can create custom characters who help tell stories and make difficult concepts easier for students to understand.

Audio/Video Support (ctl.byu.edu/technology-media)

The CTL Audio/Visual team offers a full range of production services, from script writing to audio and video capture. They can record in studio or on location and edit the assets using industry-standard tools. They can also help with screen casting or work with the CTL animation team to combine any number of elements. Best of all, they work with CTL instructional designers and consultants to make sure the final product meets your instructional needs.

Learning Suite (learningsuite.byu.edu)

The custom learning management system (LMS) created by CTL has been in use on campus since the spring of 2012 and is currently the LMS of choice for 90% of BYU courses. Learning Suite has integrations with most BYU systems, including the University Accessibility Center, Enrollment Services, and the Testing Center. Learning Suite is IMS Global Standards Tier 1.3 compliant and is integrated with more than 30 external products such as GoReact, Turnitin, and Zoom.

Student Ratings (studentratings.byu.edu)

The University asks students each semester to give feedback on their experiences in their classes. These student evaluations of the learning experience are used by faculty and administrators to facilitate faculty improvement and as supportive documentation of faculty status. In 2022, more than 380,000 student surveys were administered.

Midcourse Evaluations (midcourse.byu.edu)

The midcourse evaluation tool helps faculty create surveys for their classes, allowing them to receive confidential feedback directly from their students. These surveys can be administered at any point during the semester and are only accessible to the faculty themselves. Over a thousand surveys were administered by faculty to almost 38,000 students.

Learning Outcomes (midcourse.byu.edu)

The CTL learning outcomes site provides a repository for all program and course learning outcomes. This site allows departments and programs to link their course outcomes to program outcomes, and program outcomes to the university AIMs. The site provides a resource for yearly review and documentation of a continuous cycle of improvement. As of the end of the year 2022, the site holds 33,118 course outcomes and 1,722 program outcomes.

Flashcards (flashcards.byu.edu)

The Flashcards application allows users to upload files such as images and audio/video recordings to create flashcard decks. These decks can be shared with others and integrated into Learning Suite. Decks are automatically created each semester for each course an instructor teaches, helping them to get a jump start on learning the names and faces of the students in their classes. Flashcards is also available for free as an app for Android and iOS devices via their respective app stores.

Syllabi Directory (syllabus.byu.edu)

The syllabi directory site automatically includes any syllabi in Learning Suite (whether the syllabi are Learning Suite syllabi or an uploaded file). It also allows departments to upload syllabi for classes that do not use Learning Suite. According to accreditation policies, this repository allows all campus persons access to current syllabi.

Faculty Consultations and Workshops

Teaching & Learning Consultants meet with faculty one-on-one to help them apply sound principles to their specific context. Consultants also give workshops and presentations to departments and colleges. CTL also sponsors webinars on timely topics for all faculty.

Faculty Consultations	
Number of consultations	2,144
Individual faculty	542

Workshops/Presentations	
Workshops/Presentations	131
Participants	≈2,560

SCOT (Students Consulting on Teaching) Services

Students are trained to provide a variety of services designed to help faculty improve teaching. SCOTs can provide valuable information from a student's perspective.

SCOT Services	
Consultations	71
Individual Faculty	30
Comment Classification	72
Individual Faculty	72

Hybrid TA

The Hybrid TA services was specifically created to address a new accommodation of remote attendance. This position provides training to faculty and, if necessary, classroom support to provide remote students with an equivalent experience.

Hybrid TA	
Faculty Contacts	56
Consultations	12
Individual Faculty	12

Faculty-sponsored Instructional Technology Projects

CTL also develops instructional technology projects to provide customized solutions for faculty or departments. Some of these projects are highlighted below.

- **Online T-RAT**. For faculty employing Team-based Learning (TBL), this application allows them to conduct a vital component of TBL—the Team Readiness Assurance Test or T-RAT—online. This allows for teams to be co-located physically or connected virtually.

TBL Online TRAT	
Courses	107
Students	1,850

- **Teamwork and Leadership Review**. The Chemical Engineering department wants students to develop teamwork and leadership skills by engaging in team projects throughout their program. This application facilitates students' self-reflection and input from team members to identify strengths as well as select something to improve on during the next project/semester.

T&L Review	
Courses	16
Students	266

- **MusicTracks**. MusicTracks is a system created to facilitate the recital and jury process in the School of Music, to make giving feedback to students easier, and to track progress in their performance and repertoire. This system improves the process of getting feedback to the students and minimizes administrative inefficiencies inherent in the previous paper-based processes.

Music Tracks	
Juried Events	13
Students	223

- **PA Track**. PA (Performing Arts) Track is a system created to facilitate auditions, class assessments, recitals, and juries in the Dance, MDT, and other performing arts. This system improves the process of getting feedback to the students. It minimizes administrative inefficiencies inherent in the previous paper-based processes and is basically a modified and amplified version of MusicTracks.

PA Tracks	
Faculty	79
Students	850

- **Decision-Based Learning (DBL)**. DBL represents the decision-making process of an expert in an interactive decision-tree or Expert Decision Model (EDM). Students learn to think like an expert by working scenarios through the EDM.

DBL	
Courses	22
Students	2,560

POET Pyramids

The Peer Observation to Enhance Teaching, or POET Pyramid Program allows faculty to gain new perspectives and insights into their teaching through a completely formative process. Each POET Pyramid unit consists of three (2-4 if necessary) faculty members from different disciplines. These faculty visit each other's classes and then, through a guided process, discuss what they've learned from the observations.

21 Participants (7 Pyramids)

General Education

The Center for Teaching and Learning partnered with the Office of Undergraduate Education to create Explorations classes as part of the proposed new General Education program at BYU. GE Explorations classes are inquiry-driven. They should critically examine contemporary and enduring questions through the lens of the arts, history, humanities, and the natural and social sciences. Rather than covering content, faculty teaching Explorations classes help students actively discover content and use it in a variety of real-world applications. Because this approach to teaching requires a shift in approach, Jessica Green (Assistant Director of General Education) and Julie Swallow (Teaching and Learning Consultant) created a workshop to train faculty members who wish to teach Explorations courses. The workshop helps instructors build an inquiry-driven course, design assessments, and incorporate information literacy. Faculty enjoy the opportunity to collaborate with instructors in different disciplines and the time to critically reflect on how they teach and engage with students. Additionally, they have time to work with their department-specific CTL consultant as they create the course. Trained faculty will pilot these courses winter of 2023, and additional workshops will be held at least 4 more times next year.

Best Practices in Assessment

Consultants at CTL are leaders in teaching and learning methods, including the design of assessment strategies that further student learning. They help instructors keep assessment activities aligned with learning outcomes and focused on student performance and feedback.

Exam Analyses

The Exams feature of Learning Suite provides exam analyses that inform instructors regarding the performance of their assessments. Instructors can readily know which exam items are contributing evidence of student learning. The analysis tool also flags items that do not perform well and need to be improved. We also can analyze other assessments to help instructors improve their courses.

Accessibility Testing

The Testing Center, in partnership with UAC, has a designated area with several private rooms and a "low distraction" room for students who qualify for specific accommodations. Students schedule times in the Accessibility Area on our Testing Center web page.

Proctoring

One of the primary services of the Testing Center is exam proctoring. To the best of their ability, student employees proctor exams and ensure that they are administered fairly and according to conditions specified by their instructors. This is especially important for high-stakes exams that require student identification and a more controlled setting. In this environment, attempt to identify any possible cheating behaviors and take appropriate action.

Exam Security

Exam security includes the receiving, storing, and controlling of exam materials. The Testing Center has specific processes and procedures that enable instructors, students, and Testing Center staff to communicate and exchange test materials in a strictly controlled environment.

The recent remodel of the main checkout/check-in counter areas enhanced efforts to strengthen security. After consultations with University Police, the space was remodeled to include enclosed counters and a locked door for the back area. This remodel improved the security for exams and the physical safety for students.

2022 CTL BY THE NUMBERS

25 Staff Employees
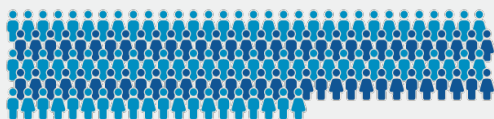
148 Student Employees

237 Courses with faculty-sponsored instructional projects for **5,750** students

2560 Faculty attended **131** workshops or seminars

2144 Consultations with **542** faculty

10,090 Total Flashcard decks

38,885 Mid-Course evaluation surveys processed

161,461 Exams administered at the Testing Center

380,555 Student ratings surveys processed

21,433,743 Total grades entered in Learning Suite

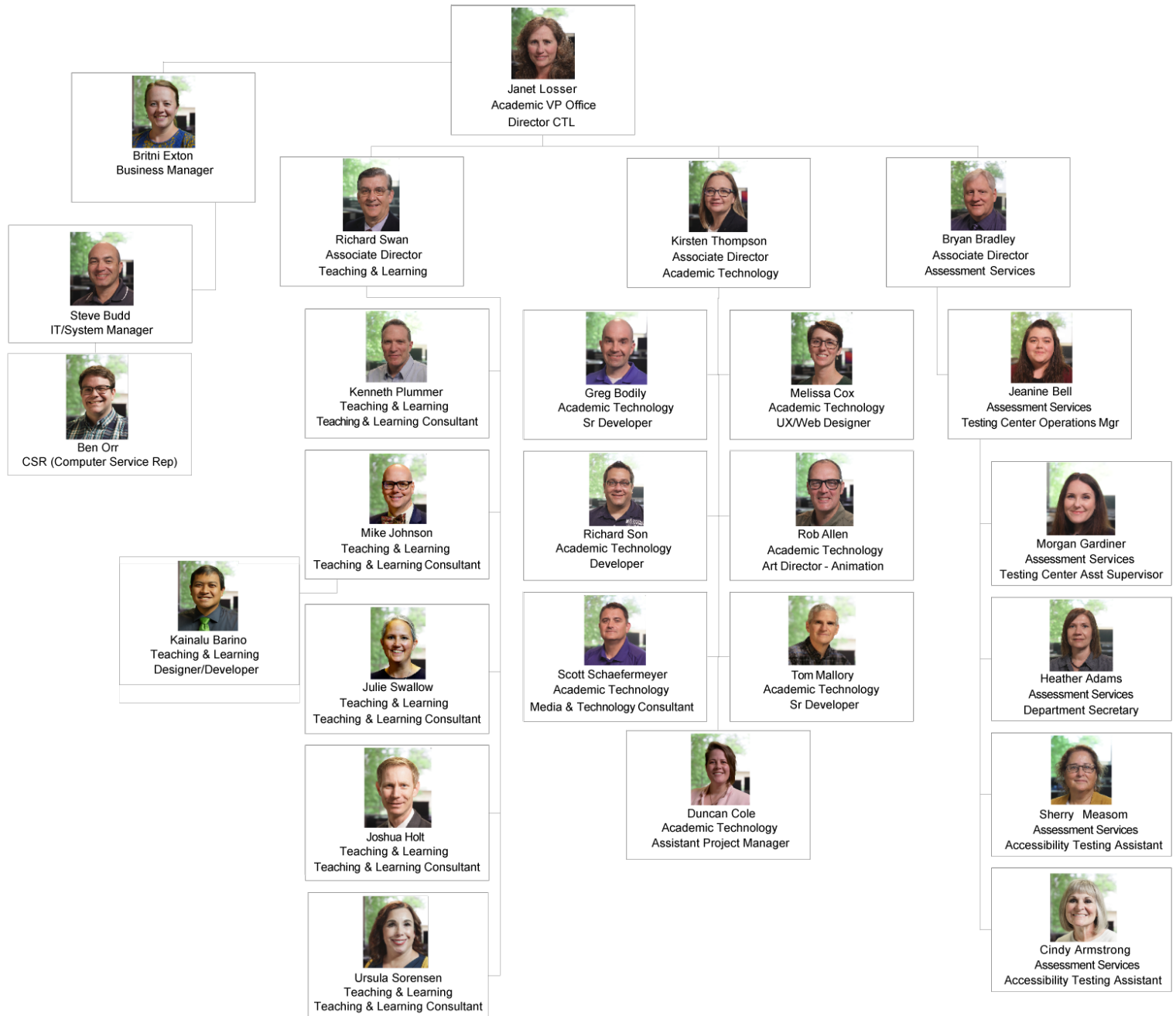# 2022 CTL ORG CHART

Janet Losser
Academic VP Office
Director CTL

Britni Exton
Business Manager

Steve Budd
IT/System Manager

Ben Orr
CSR (Computer Service Rep)

Richard Swan
Associate Director
Teaching & Learning

Kirsten Thompson
Associate Director
Academic Technology

Bryan Bradley
Associate Director
Assessment Services

Kenneth Plummer
Teaching & Learning
Teaching & Learning Consultant

Greg Bodily
Academic Technology
Sr Developer

Melissa Cox
Academic Technology
UX/Web Designer

Jeanine Bell
Assessment Services
Testing Center Operations Mgr

Mike Johnson
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Teaching & Learning Consultant

Richard Son
Academic Technology
Developer

Rob Allen
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Sherry Measom
Assessment Services
Accessibility Testing Assistant

Ursula Sorensen
Teaching & Learning
Teaching & Learning Consultant

Cindy Armstrong
Assessment Services
Accessibility Testing Assistant

Education for Eternity

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