

BYU CENTER FOR TEACHING & LEARNING

2023 ANNUAL REPORT



"Each student's eternal progression must remain our foremost concern. To this end we strive for every student to have an inspiring learning experience. Bolstered by 'gospel methodology,' we frame these experiences by our conviction that each student is a child of God who can be bound to Christ as a child of the covenant."

- President C. Shane Reese – Inauguration

CTL.BYU.EDU



Janet Losser

LETTER FROM THE DIRECTOR

Dear Friends,

We are pleased to present the BYU Center for Teaching & Learning (CTL) Annual Report for 2023. This past year, we have seen significant productivity, accompanied by a few exciting developments – most notably, the appointment of a new university president. On September 19, C. Shane Reese became the 14th president of Brigham Young University. During his inaugural address, he delivered his vision for “becoming BYU” in the way past prophets, apostles, and leaders have foretold. He articulated seven initiatives to realize his vision, and we note the seamless alignment of CTL efforts, especially with the first: “strengthening the student experience.” Central to every decision made in the CTL is the fundamental question: will this enhance student learning? We are confident that our ongoing endeavors to elevate student learning outcomes, combined with innovative new initiatives, will significantly contribute to the realization of President Reese’s vision.

This report showcases some of our key initiatives and accomplishments in alignment with each CTL outcome. Additionally, we share how we initiated a variety of supportive measures for faculty with generative AI, which became suddenly available last winter. We share our efforts to explore these new tools and their capabilities and how they could be leveraged in ways that enhance teaching and learning. Our work supporting faculty with AI will continue to develop as it evolves, and new possibilities emerge.

As in previous years, I continue to be impressed and inspired by the unwavering dedication demonstrated by each member of the CTL family. Our collective commitment to our mission is deep. We believe in what we do and enjoy doing it. Despite our modest number of staff, we continually strive to influence the campus community in positive ways. We honor the quality of our students and encourage them to act as agents of their own learning – empowering them to recognize their role in shaping their educational journey. Equally inspiring are the faculty members we work with, who also share our passion for fostering student growth within their respective disciplines.

Warmly,

Janet Losser
Director

ANNUAL REPORT 2023

25 STAFF EMPLOYEES
165 STUDENT EMPLOYEES



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MISSION & OUTCOMES

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 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.

OUTCOMES:



Influence Institutional Culture in Teaching & Learning

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



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.



Develop and Support Teaching & Learning Technologies

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



Support Administrators' Teaching & Learning Priorities

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

STEWARDSHIP HIGHLIGHTS



Influence Institutional Culture in Teaching & Learning

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

CTL Consultants Supported College Curriculum Councils

Each year, associate deans from each college work together on the Undergraduate Curriculum Council (UCC) to “advise the Academic Vice President in matters related to curriculum, learning, and teaching at Brigham Young University” (UCC Charter). In previous years, as colleges submitted curriculum changes, CTL consultants were invited to support after proposals were submitted. This year, consultants were invited to support college curriculum councils earlier in the process – which was no small task, considering there were 612 proposals. The consultants’ contributions were valued by those with whom they worked, as represented in a comment from Ben Crookston in the College of Life Sciences: “Working with CTL early in the curriculum proposal development process has helped our departments and college substantially. CTL consultant support was instrumental in developing and revising learning outcomes and course objectives.” While support with course and program learning outcomes was an important part of the process of curriculum review, an additional benefit was the opportunity for consultants to connect with associate deans and college curriculum councils and establish relationships of trust as they worked together.

“Working with CTL early in the curriculum proposal development process has helped our departments and college substantially. CTL consultant support was instrumental in developing and revising learning outcomes and course objectives.”

–Ben Crookston Associate Dean – Life Sciences

Supported the Implementation of the Peer Review of Teaching

In 2022, the Peer Review of Teaching Task Force completed its charge to develop a student-centered, evidence-based Peer Review of Teaching process. The work of the task force was completed and presented to the newly appointed AAVP over Faculty Development to nurture continued support from the administrative level. In 2023, the implementation process across campus became a focus for the CTL and will continue to be an ongoing priority.



Student Learning

- Learning Outcomes
- Learning Activities
- Learning Assessments

Learning Environment

- Relationships
- Settings
- Materials & Other Resources

Processes of Improvement

- Course Improvement
- Professional Development

Participated in the Undergraduate Curriculum Council Teams

Once course and program change proposals were approved by the department chair, the college curriculum representative, the associate dean over teaching and learning, and the college dean, the 2023 proposals were ready for review at the Undergraduate Curriculum Council (UCC) level. The workflow continued as members of the UCC worked in small groups to review an assigned portion of the proposals and decided which could be “Approved Without Discussion,” and which items needed to be presented to the entire UCC for review. This year, CTL consultants were invited to be members of the small group curriculum review teams.

Instituted The Faculty Support Coordinating Council

In collaboration, the CTL and the Faculty Center organized the Faculty Support Coordinating Council (name discussed and chosen by the group). The council involves units which, in some way, support faculty in their stewardship. The goal of the council is to unite efforts for improving teaching and learning. In addition to the Faculty Center and CTL, there were 15 others in attendance and there seemed to be a unanimous feeling that collaborating was a good idea. Action items from the first meeting were to create a Faculty Hub website that would feature a standard calendar where all groups could share their events and train interested parties to create events in the calendar. The domain facultyhub.byu.edu has been successfully reserved.

“While the discovery of new knowledge must increase, there must always be a heavy and primary emphasis on . . . quality of teaching at BYU. Quality teaching is a tradition never to be abandoned. It includes a quality relationship between faculty and students. You must be certain that the lessons are not only taught, but are also absorbed and learned.”

-President Kimball – The Second Century of Brigham Young University

Connected With College Associate Deans to Enhance Teaching and Learning

The CTL has five teaching and learning consultants whose stewardship is to support teaching and learning across campus. Each consultant works with two or three colleges, several departments therein, and anywhere from 300 to 350 full-time faculty. To negotiate the unmanageable number, the CTL proposed that each college identify a faculty member who could partner with the CTL to enhance teaching and learning in their college. The proposal was shared with then Vice President Shane Reese, who applauded efforts to increase support and called it “conceptually phenomenal.” However, he had two concerns: Would college faculty embrace their colleague as an expert in pedagogy, and would releasing a faculty member to serve in the position create a burden in the college regarding the teaching load? Both were good questions, and both questions were answered in a discussion about the model with associate deans from each college. In the meeting, the associate deans determined it was their stewardship to work to enhance the overall quality of teaching and learning in their college. As a result of their willingness, efforts have been made to make time spent together in the University Curriculum Council (UCC) about more than curriculum. Instead, council members have been more deliberately involved in initiatives that enhance the overall learning experience for students. With this new approach, a more fitting name for the council would be the Undergraduate Teaching & Learning Council, but that is a change for another day.



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.

Rework the Effective Teaching Workshop to reflect new peer review criteria and pedagogy of belonging

The CTL Teaching & Learning Consultants reworked the workshop both in terms of organization and substance. They tried to make connections to the mission of BYU, the peer review of teaching criteria, and the emphasis on belonging each day with practical application. This will always be a work in progress, nonetheless, we feel good about the outcome (see comments below). The number of new hires was lower this year, so we trimmed the number of sessions from three to two. Fifty-six faculty participated in the two sessions.

- “I feel like the seminar really helped me to see my role as a teacher through the gospel lens and the impact we have to help our students learn in a “higher, holier” way.”
- “Monday’s meeting was my first appointment ever as a newly hired BYU faculty member, and I can hardly imagine a better welcome. So much was done to encourage a positive, inclusive learning experience—name tents and badges, small-group introductions and discussions, treats, large-group discussion—and all this helped me to feel welcomed and valued in a new environment. The content of the workshops itself was so, so useful. I had not one bit of pedagogical training in my PhD program, so what I learned during the past seven years of full-time teaching was largely the school of hard knocks; I so wish I could have had this workshop during my doctoral program. I came in humbled and ready to learn about and embrace alternatives to the lecture-style teaching that made up the bulk of my own classroom experiences as a student, and I was richly rewarded. Working through the backwards-design process in a focused way with examples drawn from our own classes was really empowering; I now feel equipped to undertake this process on my own for all my courses and coursework. I know that I can’t transform everything all at once, but I also know that I can begin the process and do something that will have an impact right away. Thank you so much for your excellent work!”

Assist colleges and departments with new peer review of teaching process

We have made a number of presentations to various audiences. In addition, we continue to develop and refine the teaching stewardship tools software. While most agree conceptually that the peer review of teaching process and supporting software are moving us in a good direction, there are still some logistical barriers that remain. One of these is that few people have actually been trained in the new process. A second is that processes and supporting tools need to be clarified and streamlined.

Students Consulting on Teaching (SCOT)

Nineteen faculty responded to the survey request and on average gave a rating of 4.9 or higher for the program and 5 or higher for their assigned student consultant. These ratings were based on a 5-point scale with 1 being “Extremely Negative,” and 5 being “Extremely Positive.” In addition, SCOTs provided evaluation data about their consultation experiences.

SCOT Services	39
Comment Classifications	92

Faculty Ratings

Responses	19
Rating (5-point scale)	4.9

Generative AI at CTL 2023

In the last year, Generative AI has taken society, particularly higher education, by storm. In 2023, CTL consultants partnered with faculty to experiment with ways to use generative AI effectively in promoting dramatic student growth.

They presented and participated in a variety of venues on generative AI including webinars, new faculty seminar series, adjunct faculty conference, Teaching for Learning (T4L) conference, INTED conference, college (Education, Humanities) and department (PETE, Public Health) meetings. In addition to these meetings, consultants worked with several faculty in using AI tools to create practice problems that range from the simple to the complex with model answers.

We experimented with faculty using generative AI to give students practice through multiple choice questions where generative AI produces distracters that represent typical student misconceptions, along with why those distracters are incorrect and why the correct answer is correct. It has been amazing to observe the speed at which faculty created this type of assessment for learning activities. We noticed that the same can be done with open ended essays, where students write their answers and compare them with model answers (we generated through generative AI).

We assisted faculty in using generative AI to explain why the model answer is defensible using language that novices can understand. We hope that with enough practice writing and comparing their responses to model answers, they will begin to develop useful patterns of thinking in each discipline.



Created by Adobe Firefly

One of our consultants experimented with a variety of AI tools including, Claude, MagicSchool AI, ChatGPT, Adobe Express, Canva, and Microsoft Copilot with the purpose of finding the right tool for the right pedagogical task. These pedagogical tasks include assistance with marketing, assessment ideas, teaching announcements, and syllabus refinements.

We are looking at ways in which faculty can teach students how to use generative AI to aid in their learning both during and after their time at BYU. For example, in a statistics course, students who struggle with a concept like probability theory can prompt generative AI to explain probability theory at a level they understand (e.g., explain probability theory to an 8th grader using a sports, art, or food metaphor).

One of the ideas we shared with faculty is that generative AI tools make it possible to use the “English Language” as a programming language. And as programmers, they create English prompts for the AI to respond to and use their expertise to verify what the generative AI produces. The clarion call with generative AI is PROMPT AND VERIFY. Some programs like PETE are interested in having their students use generative AI to create initial lesson plans and then develop evaluation skills to determine how viable those lesson plans really are.

In summary, we are learning through trial and error with departments on campus to utilize generative AI tools to help students develop higher-order analytical and evaluative skills that we hope will serve them as they enter careers that may expect them to have abilities with these new tools.

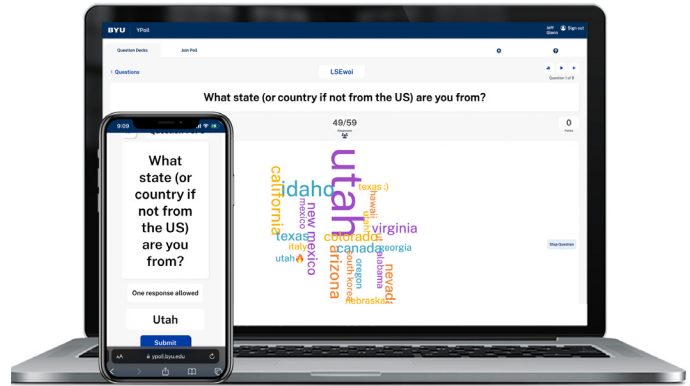


Develop and Support Teaching & Learning Technologies

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

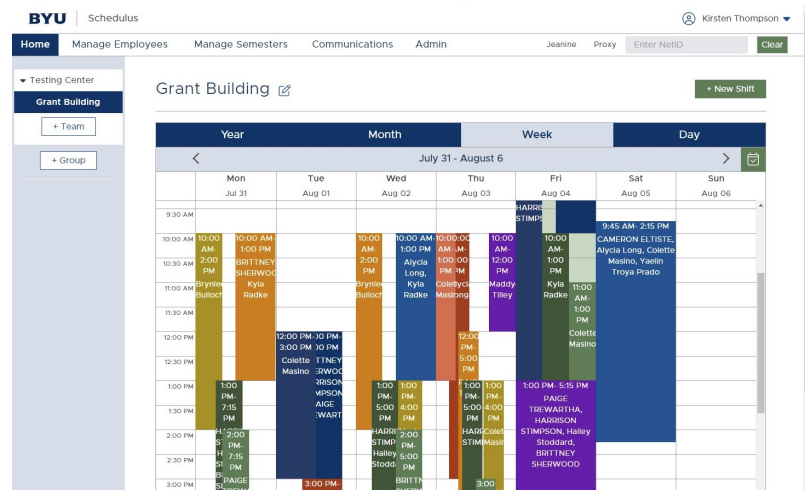
YPoll

In 2023, CTL development teams produced two new software applications and updated others. YPoll is a live polling response system that enables users to create and conduct polls and quizzes using customizable question decks. With support for various question types, impromptu questions, and seamless LTI integration, YPoll offers a dynamic and engaging experience for both educators and students. Participants receive instant feedback on their responses, enabling them to assess their understanding and learn from the session. Educators can tailor Polling Sessions to their specific teaching objectives and adjust the level of difficulty or topic focus based on student needs. Seamless integration with Learning Management Systems simplifies user authentication and streamlines access to YPoll within Learning Suite or Canvas. <https://ypoll.byu.edu/>.



Schedulus

Another software, Schedulus, was built to facilitate the scheduling and management of student employees, teams, and work shifts. This software integrates with students' class schedules and allows students and managers to easily see when a student is available to be scheduled to work. This software adjusts automatically with the BYU calendar, so it knows when there are university holidays, when a Tuesday is Monday classes, and adjusts to fit the begin and end dates of semesters and terms. Students can easily pick up available shifts or switch shifts with other students through a few easy steps. Schedulus is fully functional on mobile devices. Currently used by the Testing Center, it is available for free to other units across campus. <https://softwaresupport.byu.edu/schedulus>.

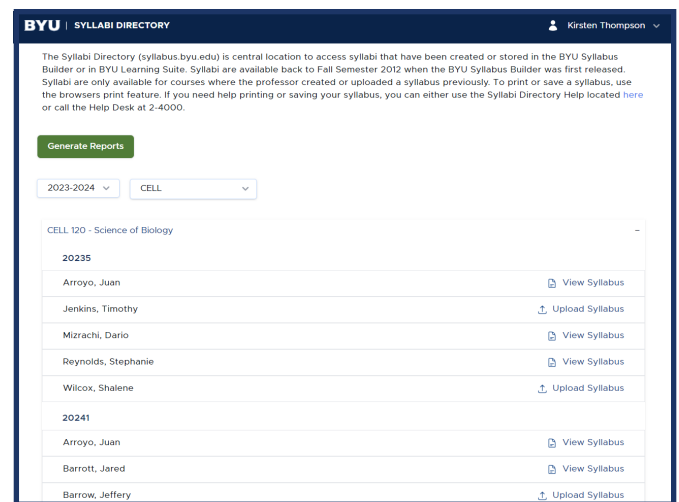


Teaching Stewardship

The Teaching Stewardship site was developed over a year ago and continues to undergo improvements and additional functionality. It is currently being pilot tested by a number of departments and faculty who are supportive of this digital method of keeping track of their teaching stewardship responsibilities and to show their involvement in analyzing and improving their teaching processes. This website provides space for faculty to see the performance of the learning outcomes in their courses, to analyze the student learning and learning environment of their courses, and set action item goals to work on over the next year.

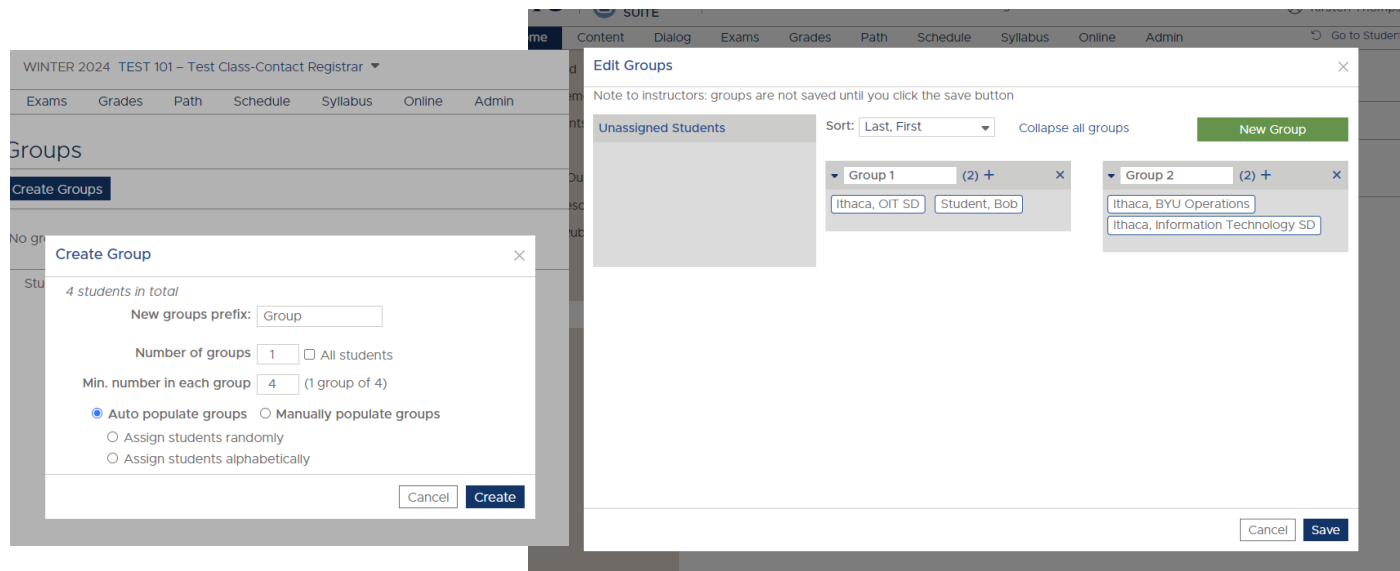
Syllabi Directory

Accreditation requires that all course syllabi be available to all BYU personnel, including students. CTL runs the syllabus.byu.edu site which stores and distributes syllabi. Syllabi created, uploaded, or linked in Learning Suite are automatically populated. The site also allows departments to upload syllabi directly into the site. The course catalog and class schedule automatically pull from the syllabus.byu.edu site and link them to courses as students are investigating classes to take, increasing the visibility and access to syllabi. During 2023, the syllabus.byu.edu site was updated to improve navigation, mobile access, and reporting functionality.



Learning Suite

With more than 90% of BYU courses using Learning Suite, CTL continues to make improvements and keep the supporting structure up-to-date. A new feature was added that greatly improves the ability to create groups of students automatically. Learning Suite also now enforces the new policy regarding email use, limiting addresses to BYU emails. The redesign of the instructor side continues to progress, with more than a third of the pages completed and in production. Users can opt-in to the new pages, which have full functionality on mobile devices and other features such as a dark mode. Other improvements include updates to the latest versions of software such as PHP, MySQL, RHEL, and compliance with the new SAML CAS protocols.



Animation

The CTL animation team created shows for the Marriott School, Student Development, and the Italian department. The Italian department videos were created for Italian classes to help students recognize common grammar mistakes. The department shared the videos at a language conference, and the attendees at the conference were overwhelmingly impressed with the videos and were excited to find that they could use the videos in their courses as well. This year the animation team also worked on strengthening their relationship with the academic animation department at BYU to improve recruitment and retention of student animators.



Audio/Visual

The AV team at CTL produced a number of projects this year, such as lecture captures for Global Supply Chain and the Faith and Learning Lectures. A fun project they are just finishing is a series of instructional videos that teach viewers the fine art of making bassoon reeds.



Support Administrators' Teaching & Learning Priorities

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

Aligning with the teaching and learning priorities set by the administration stands as a critical focus for the CTL. Engaging in committees, task forces, work groups, and councils exemplifies our commitment and the supportive ways we undertake this cause. Furthermore, we generated insightful reports that illuminate teaching and learning endeavors across campus. This section underscores the CTL's dedication to supporting the administration's teaching and learning priorities within the campus community. Below are just a few highlights.

SIS Stakeholders

In 2023, the university began an initiative, Project Pathfinder, to select a replacement for our 20-year-old student information system. While our current system has served BYU well, there is a need to modernize the technology. The ultimate goal of Project Pathfinder is to align with President Reese's "Becoming BYU" message and provide better support to our students. A representative from CTL was invited to participate as a key stakeholder to represent the needs in our area throughout the transition. In addition, representatives from the CTL participated in a focused team interview to capture functional, technical, data, and integration requirements unique to our area. As vendors visited campus to demonstrate how their applications could meet the university's objectives, representatives from the CTL attended their demos to evaluate their potential contributions. When the committee is ready, the CTL is prepared to provide well-informed input for a replacement product that best meets the needs of our students at BYU.

Marriott School Research Request

The Marriott School of Business wanted to determine what students valued in faculty who were high in both categories of spiritually strengthening and intellectually enlarging. The CTL examined student comment reports from fall 2015–winter 2022 for 21 faculty representing all departments in the college. Results were shared with college administrators. The Marriott School anticipates using the results to help faculty develop in both areas.

Helping Develop and Support the New UNIV 101 Course

UNIV 101 is a new 2-credit course required of all incoming freshmen as of winter 2024. The Center for Teaching and Learning has worked closely with General Education to develop this course. We have provided input on lesson plans and helped facilitate workshops that train faculty to teach the course. Additionally, we have observed pilot versions of the course and been involved in course changes and implementation. During the winter 2024 semester, we gave a presentation about incorporating active learning into UNIV 101 during a 3-part workshop where over 260 faculty members were trained to teach the course in the fall.

Project Granite Subcommittee

A CTL representative was asked to serve on the university subcommittee that was formed to look at a possible replacement for the Faculty Profile System. This system is a tool for faculty to document their activities regarding their stewardships of teaching, scholarship, and citizenship each year. This information is used in Annual Stewardship Interviews and the Rank and Status process. A suitable replacement has not been found.

BYU's Latin America Initiative

BYU is pursuing an initiative to collaborate with entities in the Andean region of South America. CTL personnel were instrumental in helping BYU establish connections with the Universidad Nacional de San Agustín (UNSA) in Arequipa, Peru. As part of that initiative, CTL consultants, with a faculty member and BYU students, facilitated multiple workshops on two separate occasions to assist all departments of UNSA in restructuring their curriculum to focus on the education of the whole person. These sessions were very well received.



CONTRIBUTING TO CONVERSATIONS ACROSS CAMPUS



CTL TEACHING & LEARNING SERVICES

Teaching and Learning:

Associate Director: Richard Swan (richard_swan@byu.edu)

Faculty Consultations and Workshops (ctl.byu.edu/improve-teaching-learning)

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.

Ursula Sorensen 801-422-3236 Ursula_sorensen@byu.edu	Kenneth Plummer 801-422-6187 ken_plummer@byu.edu	Julie Swallow 801-422-3742 Julie_swallow@byu.edu	Joshua Holt 801-422-2174 Joshua_holt@byu.edu	Michael Johnson 801-422-2210 mc_johnson@byu.edu
• Business • Library • Law School • Nursing	• Physical and Mathematical Sciences • Education	• Humanities • Religious Education • Undergraduate Education	• Engineering • Family, Home, and Social Sciences • International and Area Studies	• Fine Arts and Communication • Life Sciences • Student Life

SCOT (Students Consulting on Teaching) Services (ctl.byu.edu/scot)

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.

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.

Comment Classification

CTL's comment classification service provides faculty a clear and efficient way to look at the qualitative feedback from their student ratings and use it to make decisions about their course and the approaches they may take to address actionable issues identified.

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 comprises 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.

Academic Technology:

Associate Director: Kirsten Thompson (kirsten_thompson@byu.edu)

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.

Flashcards (flashcards.byu.edu)

The Flashcards application allows users to upload images and audio/video recordings to create flashcard decks. 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. To support student learning, content decks can also be created. Decks can be shared with others and integrated into Learning Suite. Flashcards is also available for free as an app for Android and iOS devices via their respective app stores.

YPoll (ypoll.byu.edu)

YPoll is a student response system for all platforms that promotes active engagement in the learning experience. Faculty can create their own quizzes/activities that allows students to participate anonymously, or otherwise. YPoll is available to BYU faculty and students for free.

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.

- **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.

- **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.
- **Performing Arts Track.** PA 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.
- **Decision-Based Learning.** 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.

Assessment Services:

Associate Director: Bryan Bradley (bryan_bradley@byu.edu)

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.

Administrative Support:

Director: Janet Losser (janet_losser@byu.edu)

Learning Outcomes (learningoutcomes.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.

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.

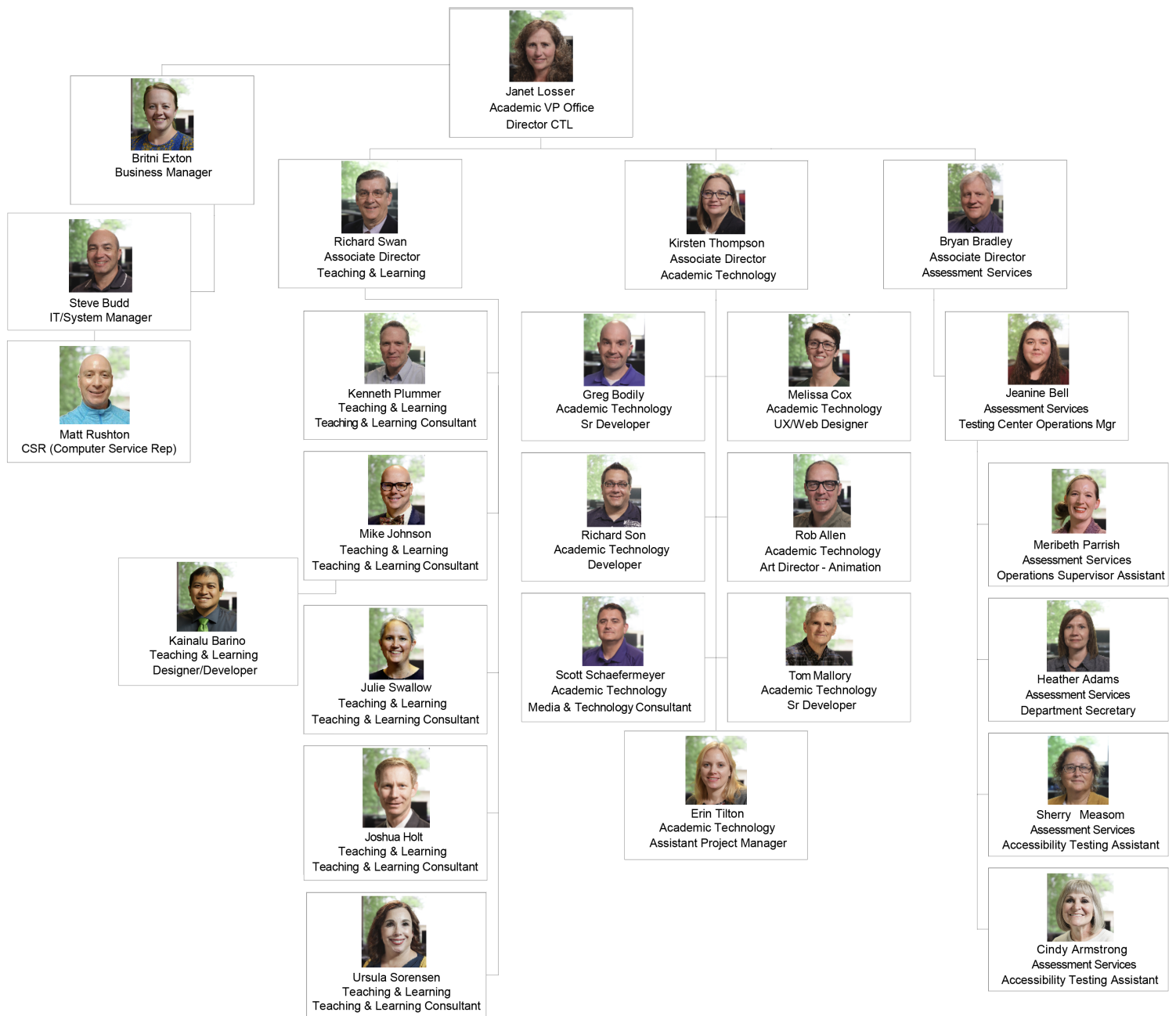
Syllabi Directory (syllabus.byu.edu)

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.

Digital Teaching Portfolio (teachingstewardship.byu.edu)

As part of a faculty member's teaching stewardship, they are expected to prepare a portfolio including evidence of their ongoing continuous efforts to improve teaching and reflect on the classroom learning environment. This application allows faculty to complete their portfolio digitally and preserves the evidence in preparation for the Rank and Status Review Process.

2022 CTL ORG CHART



Education for Eternity



CTL.BYU.EDU