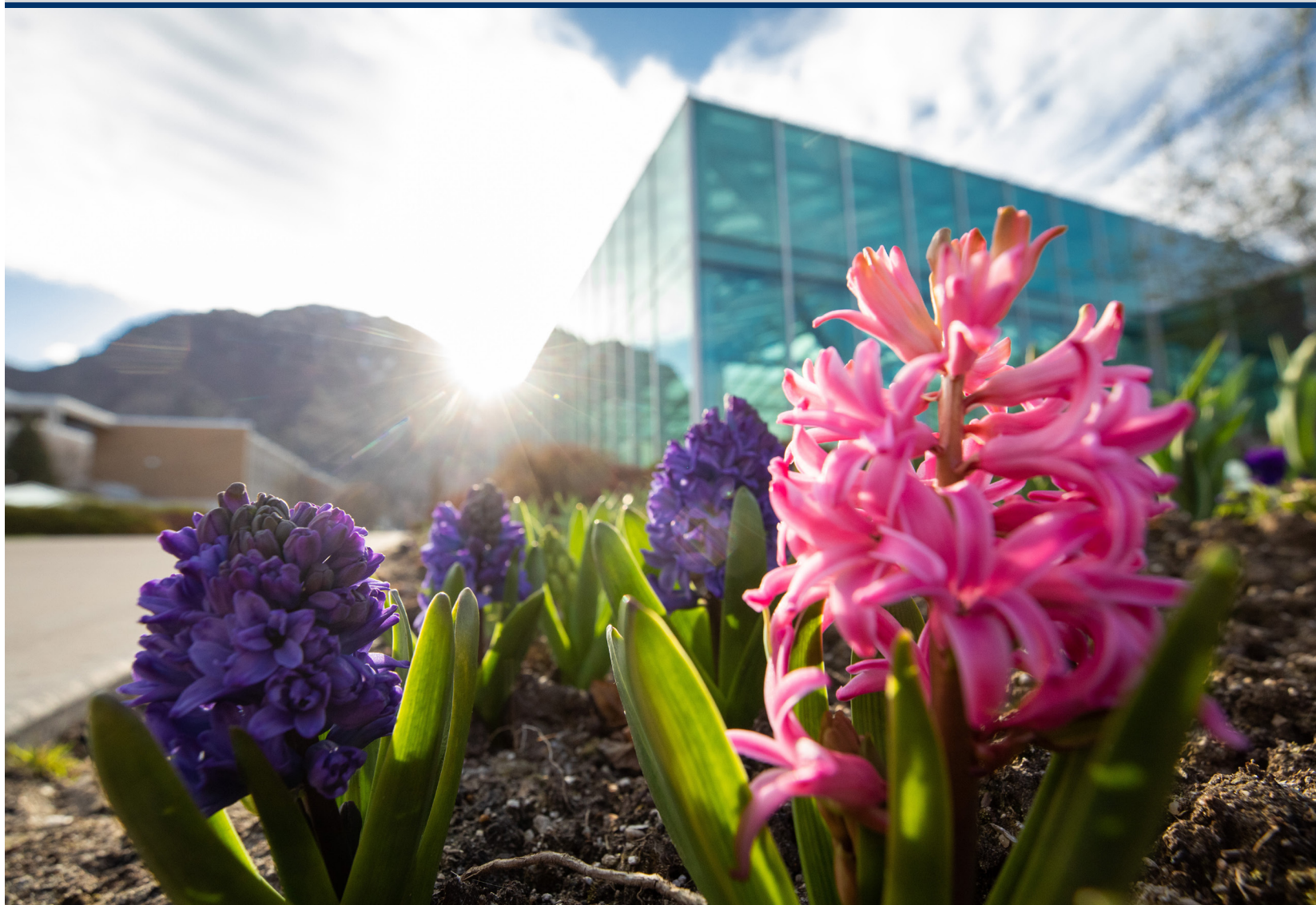


BYU CENTER FOR TEACHING & LEARNING

2024 ANNUAL REPORT



"I now see the elements of "The Aims of a BYU Education, not as discrete objectives, but as a comprehensive whole, a single overarching aim. And I now see this aim more as a means, than an end. I see more clearly a BYU education not as privilege enhancement but as service enhancement."

-Elder D. Todd Christofferson, August 2022 BYU Devotional

[CTL.BYU.EDU](https://ctl.byu.edu)



Janet Losser

LETTER FROM THE DIRECTOR

Not long ago, I received a call from a vendor. It began like so many others: a promise that their product would solve all our needs. Then came the question: **“What LMS do you use?”** I replied, “We use Learning Suite—our own custom-built LMS.” There was a pause. Then he asked again, **“No, I mean, what Learning Management System does your university use? Is it Canvas?”** With perhaps too much pride, I explained that our LMS was developed years ago within the CTL and continues to be upgraded based on the evolving needs of our students and faculty. I added that it supports API/LTI plugins, ensuring full compatibility with third-party products. Then, with renewed enthusiasm, he asked, **“What do you use to enhance teaching and assessment through video?”** I responded, “We created GoReact, a platform that enables students and instructors to use video for performance-based authentic assessments, with time-coded feedback.” A longer pause. Then came the question: **“You created GoReact?”** “Yes.” His tone shifted. **“Well, then. GoReact is our competitor. I don’t think I have anything that would add value to what you already have. This is a first.”**

Unlike most vendor calls, I truly enjoyed this one. It reminded me why working at the CTL is so unique and rewarding. Our Academic Technology team doesn’t just implement tools—we create them, grounded in solid educational philosophy and best practices that drive meaningful change. When we see a need in teaching and learning, we don’t just find a solution—we build it. That’s not something I’ve seen in other CTLs, and I’m grateful for my predecessors who had the vision to make it so.

This annual report will highlight one of our latest innovative products: the Program Stewardship software. This application is the result of years of inspired collaboration among our executive team, followed by countless hours of detailed development and pilot testing across multiple programs. Additionally, we showcase key enhancements to Learning Suite based on valuable input from both students and instructors.

Another highlight for the year stems from the increased impact our consultants had across campus. They actively supported college teaching and learning councils, as well as the University Curriculum Council, to promote best practices that support the total student—academically, spiritually, and personally.

In our Assessment Services area, our focus remains on blessing students’ lives during potentially stressful exam times. With the growing number of students requiring accommodations while taking exams, we have requested and secured approval for additional staffing to meet students’ needs.

As indicated throughout this Annual Report, and in so many ways not highlighted, we remain steadfast in our commitment to the Mission and Aims of a BYU education and to our vision to elevate student learning across campus.

Janet Losser
Director

ANNUAL REPORT 2024

25 STAFF EMPLOYEES **126** 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.

STRENGTHENING THE STUDENT EXPERIENCE

1.A. Build faith in Jesus Christ and His restored gospel and testimony of living prophets and apostles.

Action 1.A.1. Ensure that every college, department, and academic support unit has a written plan for how they will help students within their stewardship to build faith and testimony.

Vision Statement:

The Center for Teaching & Learning (CTL) is committed to supporting students in their “quest for perfection and eternal life” (BYU Mission Statement). Faith and testimony are built on a foundation of truth. Truth is made manifest by how we think, speak, act, and interact as agents in the world. Thus, we recognize that agency and the development of agency are central to that quest. We posit that agency includes individuality, unity, accountability, and charity and that all agentive activities are, or can be, an expression of spirituality, faith, and testimony.

CTL Core Values for Fostering Faith, Testimony, Growth, and Unity:

- 1) Developing Individual Capability and Sound Judgment, or Autonomy
 - a. Be intentional about providing opportunities for individual growth.
 - b. Connect discipleship to the pursuit of all things “virtuous, lovely, of good report, or praiseworthy.” Or in other words, the pursuit of excellence in their craft and in life in general is an expression of discipleship.
- 2) Developing Accountability, Teamwork, and Leadership, or Unity
 - a. Be intentional about providing opportunities for contribution and collaboration.
 - b. Connect professional practice to principles of charity such as understanding, ministering, repentance, forgiveness, and adaptability.
 - c. Connect professional practice to principles of accountability such as leadership, tactful yet truthful conversation, repentance, and perseverance.
 - d. Continue to reinforce the notion that “real life” is spiritual, and spirituality is “real life.” Therefore, seeking and receiving divine guidance is expected and normal.
- 3) Developing a Service–Orientation, or Charity:
 - a. Continue to reinforce the guiding philosophy of seeking to honor and to expand the agency and stewardship of those around us in our interactions and our products.
 - b. Connect our daily work to the “other” and to the ways that it helps others in their “quest for perfection and eternal life.”

Monitoring Progress/Success

- 1) Exit Interviews/questionnaire:
 - a. As students leave the CTL, provide an opportunity for personal reflection about their experience with the spiritually strengthening aim.
 - ii. Can you describe an experience during your time at the CTL when you felt spiritually strengthened or connected to the Spirit?
 - iii. How has your work at the CTL impacted your personal testimony of the Gospel?
 - iv. In what ways did your role at the CTL help you recognize or exercise your agency in both academic and spiritual matters?

PROGRAM STEWARDSHIP

Current System: The Learning Outcomes Alignment Table

The Learning Outcomes Alignment Table, initially designed in 2007, grew to include detailed program learning outcomes, assessment strategies, conclusions based on the data, and actions planned as a result – all with the goal of enhancing educational effectiveness to improve student learning. However, the alignment table had some significant limitations. For example, the organization of the alignment table didn't invite programs to focus on ongoing progress: it inadvertently emphasized data regarding program learning outcomes. Thus, responses often focused on reporting the status of the program. The structure of the alignment table did not seem to communicate or support the desired goal of program improvement.

We regard the alignment table as a helpful and necessary step in our institutional learning process. It was an effective means to get programs to create and gather evidence of program learning outcomes and to shift toward a more learning-centered orientation. Nonetheless, we want to better align institutional practice with desired outcomes. Consequently, as part of our own institutional process of improvement, the university is updating its system of program evaluation.

Transitioning From the Alignment Table to Program Stewardship

Program Stewardship engages programs in the process of evidence-based continuous improvement, which it draws its framework from another university initiative—the Peer Review of Teaching Task Force. The task force identified three principal constructs for the evaluation of a faculty member's teaching stewardship: 1) student learning as reflected by achievement of learning outcomes, 2) creating a positive, edifying learning environment oriented toward helping all students belong and succeed, and 3) engaging in processes of continuous improvement in teaching and learning. This framework applies equally well at the program level. Further, the faculty fulfilling their teaching stewardship is integral to the program fulfilling its stewardship. Using this common framework connects individual efforts to collective efforts and provides similar language, processes, and purposes to demonstrate continuous improvement.

The new system—Program Stewardship—recognizes a shared responsibility between program leadership and faculty. All programs have a Program Assessment Coordinator. With the alignment table, assessment coordinators often worked in isolation. That system neither encouraged nor discouraged broader faculty involvement in the process. Many programs consistently included faculty; others did not.

In contrast, Program Stewardship provides a workspace for assessment coordinators to gather evidence for all facets of program stewardship and synthesize it for discussion and planning by administrators and faculty. It then provides a “conversation space” for program personnel to discuss the evidence and its implications for program improvement. Programs determine the nature of faculty involvement according to their situation. For example, larger programs may find it more feasible to conduct the discussion and planning with their curriculum committee and then allow faculty to view and provide input if they choose. Other programs may prefer to invite all faculty into the discussion and planning. Nonetheless,

BYU | Annual Review of Program Stewardship

Report results | Review evidences | Faculty discussion | Final report

Academic year: 2024-25

< Back to

Report on results of actions taken

Describe the results and provide supporting evidence of actions taken to improve the program during the current year.

Actions taken to improve student learning			
	Created	Status	Report
▶ Academic Performance	May 30, 2024	Active	
▶ New Clinical Evaluation Tool	May 31, 2024	Active	

Actions taken to improve the learning environment			
	Created	Status	Report
▶ Addressing Student Needs	May 30, 2024	Active	
▶ Collaborative Work Spaces	May 31, 2024	Active	

Actions taken for program/professional development			
	Created	Status	Report
▶ Program/Clinical Assessments	May 30, 2024	Active	
▶ Program Structure, Alignment, and Effectiveness	May 31, 2024	Active	

the system now provides a means to facilitate the conversation and record the action items that result. And together, all stakeholders play a crucial role in providing insights and feedback that drive meaningful improvements.

BYU | Annual Review of Program Stewardship

Report results

Review evidences

Faculty discussion

Final report

Academic year: 2024-25

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1: Review purpose and outcomes

2: Review actions taken

3: Evaluate program stewardship

4: Finalize program action plan

Review evidence and conclusions on areas of strength and areas for improvement. Discuss and identify action items for the coming academic year.

Areas of strength in student learning

Add Strength

Areas of improvement in student learning

Add improvement

New Clinical Evaluation Tool

Areas of strength in the learning environment

Add Strength

Creating a Welcoming Environment that Supports Belonging

Description of strength item

Considerable efforts have recently been made to infuse inspiring artwork into common areas across the McKay School of Education.

Links to program learning outcomes: 2: Effective and Nurturing Learning Environment

Supporting documents: Upload

Edited on Sep 9, 2024 10:55 am MDT by: M Cowan

Add action item

Areas of improvement in the learning environment

Add improvement

Common Collaboration Space for Faculty and Staff

Areas of strength in program/professional development

Add Strength

Areas of improvement in program/professional development

Add improvement

Program Structure, Alignment, and Effectiveness

In short, Program Stewardship guides the program through four important steps: 1) reporting on the results of efforts to implement the existing Program Action Plan; 2) reviewing the evidence of program stewardship as a whole—including student learning, the learning environment, and program and professional development—to identify areas of strength and areas for improvement; 3) providing a platform to facilitate faculty discussion to identify potential action items based on the evidence; and 4) prioritizing and streamlining possible action items into a feasible Program Action Plan for the upcoming year.

Ideally, the Program Action Plan should serve as an agenda throughout the year. Results can be reported and action items completed at any time. Also, results can be reported while the action item remains active. Action items can be “tabled,” and other action items can become “active.” In addition, the system includes functionality that sends periodic email reminders to individuals assigned to each action item to encourage follow through. At a minimum, however, programs will report the results of their efforts to implement the Program Action Plan annually.

Current Status of Development

Given that programs were already gathering evidence, it was possible to develop and pilot the updated version of the Annual Program Stewardship Report. This was done during the 2023–2024 program review cycle. Programs had the option to continue using the old system (alignment table) or adopt the new platform. Of the 266 programs, 44 chose to pilot the new reporting method.

A subgroup of high performers from among those who participated was formed to provide feedback and guidance on the further development of the new system. The feedback provided by this user group was overwhelmingly positive, offering valuable insights into the platform’s strengths. Pilot users also provided input to help refine the program review process. Based on their feedback, along with recommendations from university administration, the final report has been refined and the “workspace” and the “conversation space” are currently in use.

BYU | Annual Review of Program Stewardship

Report results

Review evidences

Faculty discussion

Final report

Academic year: 2024-25

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Upload annual report

Export to PDF

Results of action taken during the current year

Report

Status

Academic Performance

New Clinical Evaluation Tool

Addressing Student Needs

Collaborative Work Spaces

Program/Clinical Assessments

Program Structure, Alignment, and Effectiveness

Areas of strength for the current year

Creating a Welcoming Environment that Supports Belonging

Areas of improvement for the current year

New Clinical Evaluation Tool

Common Collaboration Space for Faculty and Staff

Program Structure, Alignment, and Effectiveness

Program Action Plan for the coming year

Report

Status

Academic Performance

New Clinical Evaluation Tool

Addressing Student Needs

Collaborative Work Spaces

Program/Clinical Assessments

Program Structure, Alignment, and Effectiveness

Submit to associate dean

NEW LEARNING SUITE IMPROVEMENTS AND FUNCTIONALITY

Learning Suite is the custom Learning Management System (LMS) built by developers and designers at the Center for Teaching & Learning. The LMS supports faculty instruction and student learning across campus by facilitating the administration and grading of assignments, assessments, and activities and also provides instructors with a way to convey content and communicate with their students. Learning Suite is uniquely interconnected with BYU systems and supports the things that make BYU unique.

Development began in 2010 through 2011, and Learning Suite was released for full campus use in spring term 2012 as a replacement for the expensive commercial LMS used prior to that time. Since that term, the number of assignments and exams administered through Learning Suite has grown each year, from 12,569 in spring 2012 to 115,529 in fall 2024. The most used BYU site and application, it handles more than 22 million course views each major semester. Over the years, new features and custom functionality have been built into Learning Suite, making it the ideal LMS for BYU.

Learning Suite exists within the BYU technology system, enabling it to be integrated with functionality on campus that supports faculty, students, and advisors with student learning. For example, faculty can submit final grades directly to the Student Information System with just one click. Library reserve items and other resources such as contact information with their subject matter librarian are available in every Learning Suite course. Enrollments are automatically updated when students add or drop courses, and all instructors can set up their courses in Learning Suite as soon as the upcoming semester courses are made available by the Registrar's Office.

New features are continuously added to Learning Suite as it adapts to new technologies and user needs. Most of the feature ideas on Learning Suite have come directly from the users – faculty and students. Suggestions from users have shaped the LMS into a truly custom solution for BYU courses. CTL instructional designers contribute to the design and implementation of the feature suggestions and provide guidance on best practices in teaching and learning.

The most exciting aspect of Learning Suite is that it has been built over the years by a cadre of student designers and developers, with the oversight and guidance of a small number of full-time professional developers and designers. Students who work on Learning Suite have gained amazing, real-world experience and have gone on to very successful careers, due in part to the knowledge they gained by building Learning Suite. Student developers and designers also contribute their ideas and talents to Learning Suite, making it truly “built by students for students.”

The student pages of Learning Suite were rewritten and released in spring term 2019. The new, updated look gave students the ability to use all aspects of Learning Suite on any mobile device, choose a time zone preference, and switch to a dark mode if desired. Other improvements to the student side included an improved Combined Schedule (all assignments, exams, and schedule items for all of a student's classes are combined into one calendar) and a Prioritizer, among other smaller feature improvements.

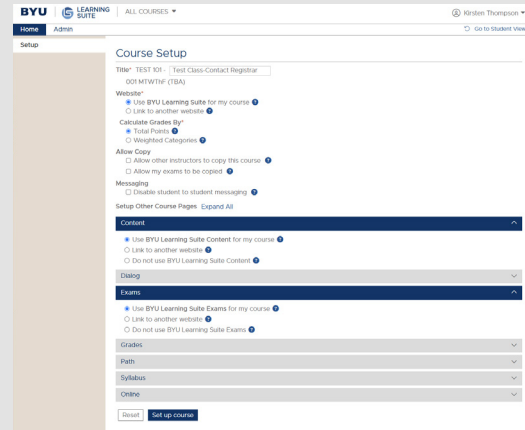
Since then, the Learning Suite team has rewritten the instructor-side pages as well, now supporting instructors with the ability to complete any Learning Suite task on any mobile device, switch time zones, and other features built during the student-side rewrite. Most pages are already released to production and instructors currently have

the option to switch to those pages while work is completed on releasing the rest of the pages. All pages should be available beginning in spring term 2025.

In addition to the features mentioned above, instructors will find new features and improved navigation including the following:

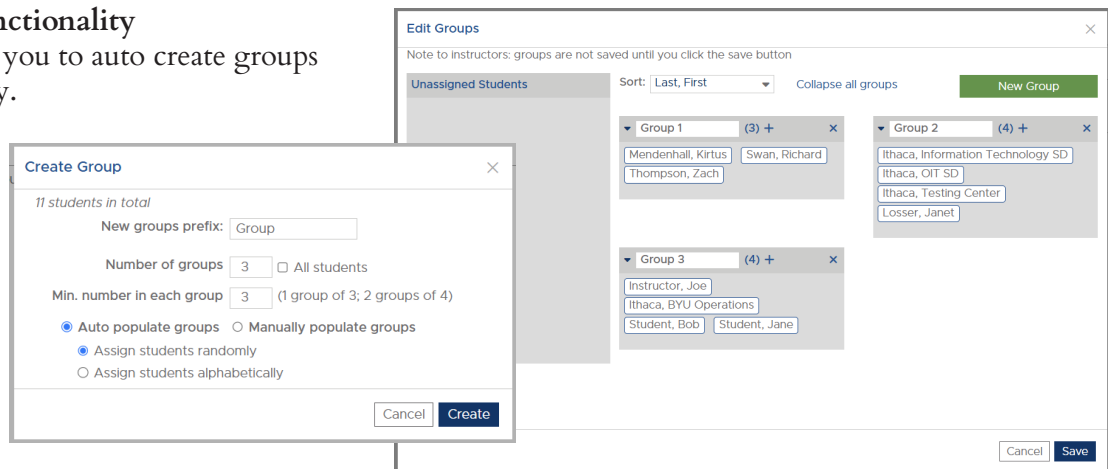
Reorganized and simplified setups

- Pages can be enabled during course setup
- Assignment and exam editor has been reorganized and improved



New Group creation functionality

Functionality now allows you to auto create groups randomly or alphabetically.



Easier grading/scoring

- Grade by question is easier to find
- Score buttons are available on the Assignments page to enable instructors to go straight to the scoring pages
- New search feature on the Scores page to quickly find a particular student in a large class

Improved ADA support

- Colors and text improvements to meet WCAG standards
- Support for screen readers and braille keyboards

Additional batch editing options

- Hide score until
- Hide assignment/exam until
- Enable proctoring options
- Move to new category
- Submission options
- Exceptions

Batch edit selected assignments

Title	Category	Points possible	Submit online	Proctoring	Exceptions	Open date
Calculated feedback	Exams	29	n/a	None	None	02/20/2025
Exam 1	Exams	29	n/a	None	None	01/20/2025
Free write	Assignments	25	Y	n/a	None	n/a
studentratings	Assignments	25	n/a	n/a	n/a	n/a
File upload	Assignments	25	Y	n/a		n/a

Edit options

☒ Category
Select Category

☒ Points possible

☒ Submit online
(Assignments only)
☐ Submit through BYU Learning Suite

☒ Proctoring
(Exams only)
☐ Simple Proctor
☐ Proctorio
☐ Remove proctoring

☒ Exceptions
☐ Remove existing exceptions
Add Exception

Edit dates/times

☒ Open date
☒ Date
☐ Relative date

☐ Open time

☐ Due date
☐ Due time

☐ Hide until date
☐ Hide until time

☐ Hide score until date
☐ Hide score until time

☐ Late date (Exams only)
☐ Late time (Exams only)

Cancel
Preview batch edits

Exam question organization improvements

- Reorder exam questions by using arrows to move the questions on the questions page
- New Organize popup – move questions around via a mini question number interface

View:
Expanded
Collapsed
Preview
Organize

12 Qs: 15 pts

New question
Add from question bank
Import questions
New block

1 How many fingers do you have on one hand?
5 ± 5
1 pt
Numeric Tolerance

2 Order
Correct order:

1 (1)
2 (1)
3 (1)
4 (1)

View in Question Bank
4 pts
Ordering

Drag answers here

3 -6 match
letters1
letters2

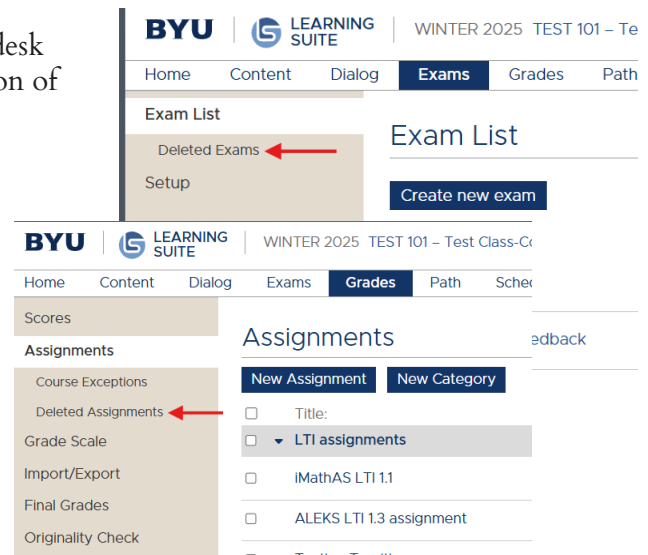
View in Question Bank
4 pts
Matching

More information on Exam Results

- Sort by any column
- Email student directly from the page

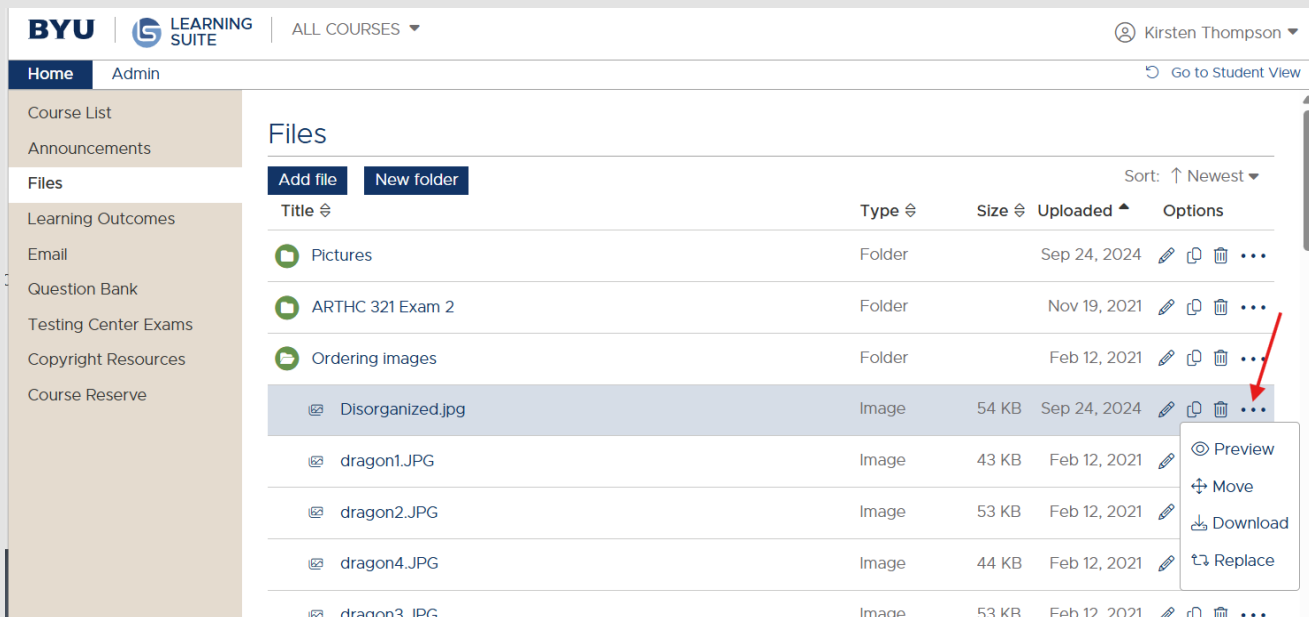
Restore your own deleted exam or assignment

Previously, instructors needed to contact engineers or the help desk to restore deleted assignments (restoration includes the restoration of student scores), now instructors are able to do this themselves!



Better file organization

- Adding files with duplicate names is easier to resolve
- Improved interface facilitates interaction and organization of files

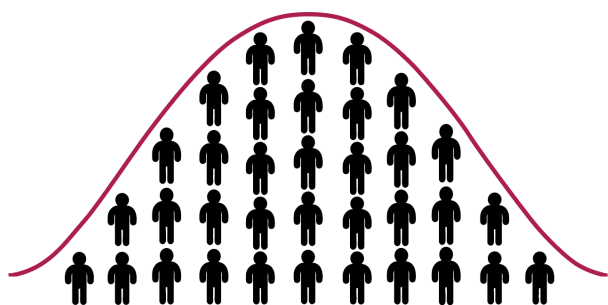


Future features include a participation assignment, screen sharing on video feedback, and internal linking capabilities—and more!

MEDIAN GPA, LITERATURE SUMMARY

One of the issues being discussed on campus is the practice of required grade distributions or a mean, or median GPA in a course. Some departments require or strongly encourage instructors to have final grades where the mean or median grade is close to a specified target grade—usually in the 3.0–3.5 range. This practice stems largely from two ideas: 1) that the purpose of grading is to differentiate between students (primarily to facilitate selection by admissions committees or potential employers); and 2) if the GPA is higher, the instructor must be handing out easy A's.

The concept of learning outcomes runs counter to both ideas. Learning outcomes indicate what the student should be able to accomplish by the end of the course or program. Thus, the goal of good instruction is to provide every student with the opportunity and resources to succeed. Although theoretically, all students could succeed; in reality, there will be a distribution. However, the distribution is not forced, and grades are intended to reflect student performance compared to criteria for learning rather than student performance compared to the performance of their peers.



Arguing against enforced distributions might lead to the misconception that the goal is for every student to receive an A. That is not the goal. It is equally counter to the learning outcomes paradigm to hand out easy A's. The role of assessment is to provide “evidence” that students are achieving the outcomes. Forms of assessment should allow students to demonstrate their level of proficiency. Grades should reflect achievement. This in no way indicates that the level of challenge should be reduced; rather, that the quality of instruction and assessment should increase.

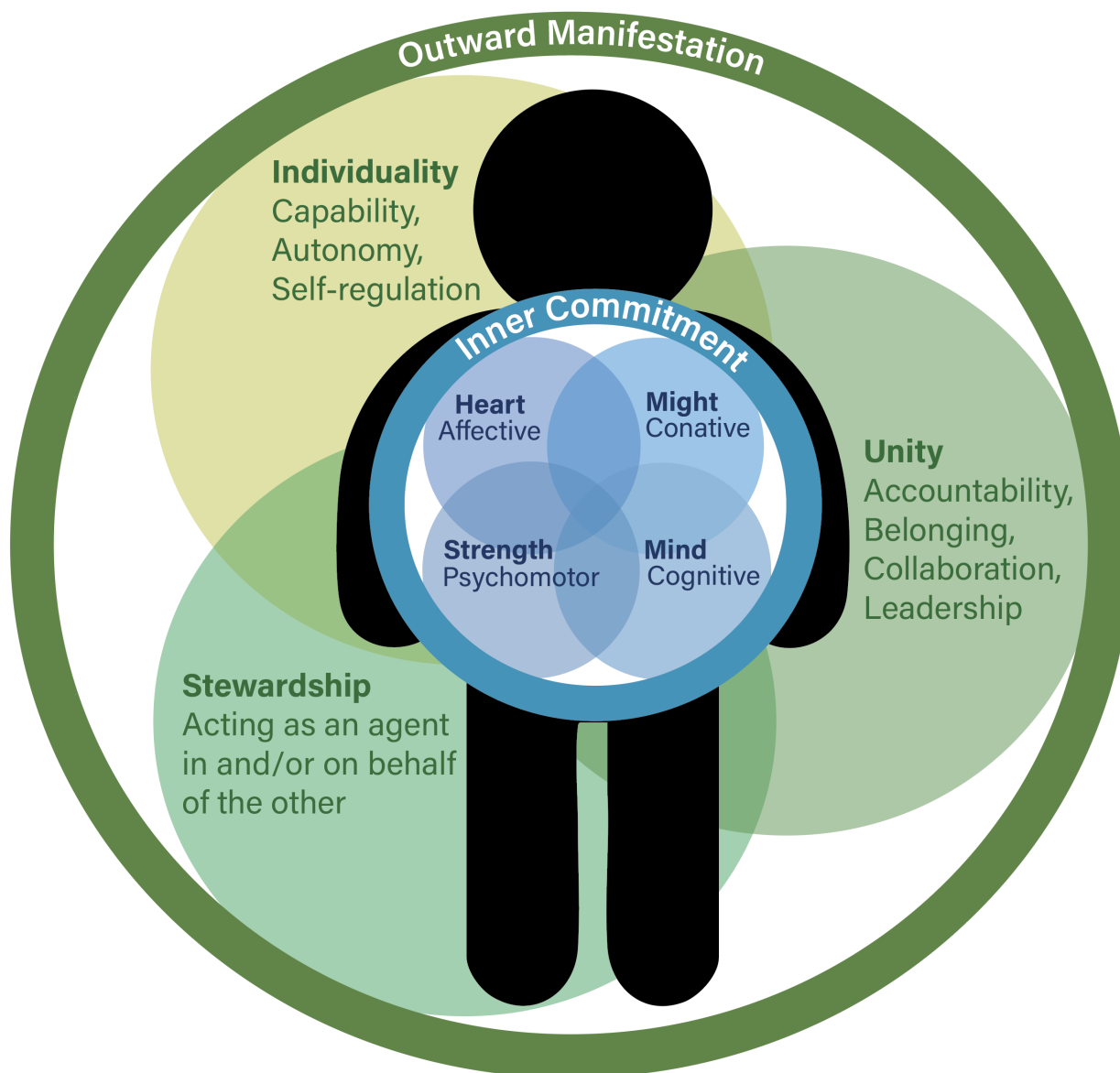
The Northwest Commission on Colleges and Universities, BYU's main accreditor, stresses the importance of “direct evidence” in evaluating student-learning achievements. In this context, direct evidence is centered on student-produced artifacts that are aligned with defined learning outcomes. The NCCU does not mention grades, grade distributions or student-score comparisons to establish evidence of student learning in its handbook or other documents. To maintain its accreditation, BYU must provide evidence of improving student learning. In addition, college-ranking organizations (such as USA Today and others) do not use grade distributions in their detailed process for ranking schools.

Much of the current literature on effective measurement of student learning emphasizes the importance of learning outcomes in defining, teaching, and measuring student learning success. In fact, leaders in education are stressing that a course with specific, targeted learning outcomes is one in which most of the enrolled students achieve the desired mastery in those outcomes. Enforced grade distributions allow and mask mediocre instruction and assessment, and artificially punish effective instruction and assessment since, in both cases, the outcome appears identical.

The Center for Teaching & Learning supports the notion that all BYU students “enter to learn” and expect to succeed—not to be compared to peers and have grades inflated, deflated, or manipulated. We fully support the notion of “rigor” when student success reflects the rigor put into creating challenging, yet achievable, learning outcomes evaluated by carefully aligned assessments supported by learning experiences which afford ample opportunity to learn and to perform at a high level on assessments. Rooted in care for the total person, this process ultimately prepares students to pursue academic excellence as an expression of a consecrated life. The Center for Teaching & Learning is dedicated to helping faculty and programs meet the challenge that these expectations create.

TEACHING THE TOTAL PERSON

The graphic below is a representation of individual agency that reflects the inner person—heart, might, mind, and strength—and its outward manifestation in three dimensions of agentive action—expressing individuality, while engaging with others for the benefit of the whole, and embracing the mutual obligations of integrity and community. This serves as the framework for our approach to teaching the total person.



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.

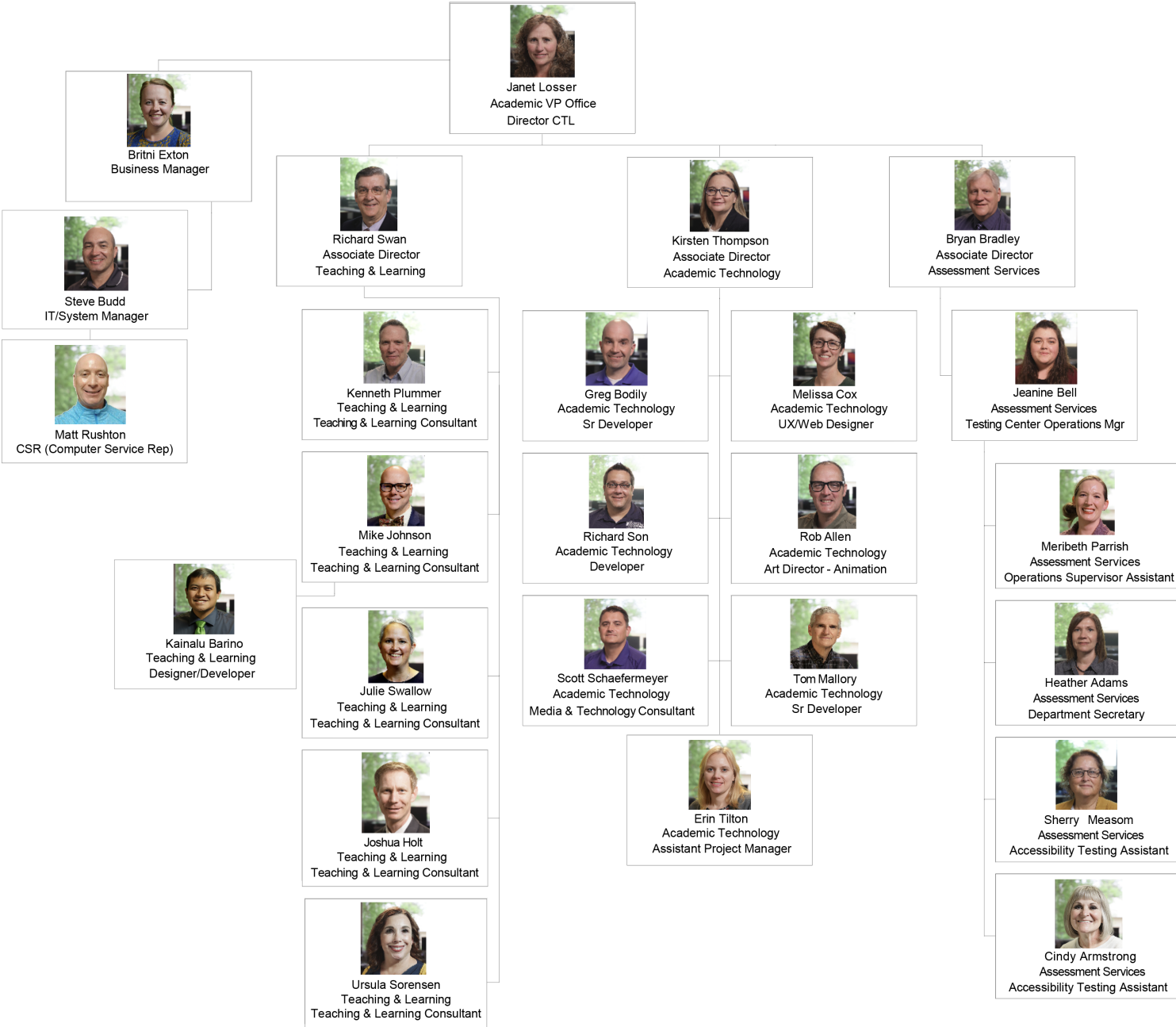
Teaching Stewardship (teachingstewardship.byu.edu)

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.

Schedulus (softwaresupport.byu.edu/schedulus)

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. Schedulus is fully functional on mobile devices. Currently used by the Testing Center, it is available for free to other units across campus.

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