BYU
CENTER FOR TEACHING & LEARNING

2020 ANNUAL REPORT

CTL.BYU.EDU

LETTER FROM THE DIRECTOR

Janet Losser

The year 2020 can be summed up by January, February, Pandemic, December. During this unusually challenging year, we united as the Center for Teaching & Learning (CTL) to support faculty confronting the task of teaching online. Our mission to assist faculty and administrators in improving student learning was at the core of every initiative undertaken. Working side-by-side with others across campus who share a common commitment to care for our students fueled our efforts. Looking back, we celebrate the amazing work of so many in providing our students with the quality learning experiences they deserve at BYU. This annual report will chronicle the highlights and provide a snapshot of the work done within the CTL.

While responding to the global pandemic was a highlight of the year, we also accomplished various other meaningful tasks. For example, we were able to refine the vision and mission of the CTL. In addition, each area, Teaching and Learning Consulting, Assessment Services, and Academic Technology & Media, created area outcomes with acceptable measures for assessing them. Furthermore, we completed the 7-year unit review. As the director, I acknowledge the efforts of all who have worked tirelessly to contribute to the common good. They responded eagerly, as they always do, to make a difference. I am inspired by the motivated individuals within the CTL, who are passionate about working together to make a difference.

The goal of compiling the highlights of the year into an annual report has two purposes. The first is informational. The CTL is a complex organization that contributes to BYU as a whole, and capturing those contributions is important for both internal and external purposes. The second is community building. The reach of the work of the CTL is the entire university. While our mission is to improve student learning on campus, we recognize that many other organizations share that vision. We anticipate many opportunities inherent in partnering with others in synergistic ways to keep student learning at the heart of all we do.

We hope you enjoy reading about some of our notable accomplishments, as summarized in this report.

ANNUAL REPORT 2020

MISSION:

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

CONTENTS

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.

Teaching & Learning Consulting	Assessment Services	Academic Technology & Media
Institutional Culture Influence institutional culture by encouraging policies and practices that enable transformative teaching and learning.	**Alignment** Encourage faculty to align both formative and summative assessments with the course purpose, learning outcomes, and activities.	**Technology Tools** Create and maintain tools such as Learning Suite that help faculty and students manage and enhance instructional processes and integrate with other systems on campus.
Teaching Stewardship Support faculty in embracing their teaching stewardship as an intrinsic scholarly endeavor.	**Learner-Centered Feedback** Support faculty in providing learner-centered feedback that promotes student learning.	**Collect and Safeguard Data** Collect and safeguard university academic data, such as Student Ratings and Learning Outcomes, to support faculty needs and assist with the use and understanding of these data.
Transformative Learning Assist faculty in creating transformative learning experiences that honor and expand student agency.	**Evaluate Assessments** Guide faculty in effectively evaluating course assessments to improve teaching and enhance student learning.	**Instructional Materials** Create technological instructional materials that support student learning.
Administrative Support Support administrators' response to timely and emergent teaching and learning needs.	**Secure, Proctored Testing Environment** Provide a secure, proctored environment to facilitate assessment of student learning.	**Administrative Support** Respond to university-wide academic technology needs as requested by academic administrators.
	Administrative Support Respond to university-wide academic assessment needs as requested by academic administrators.	

2020 CTL HIGHLIGHTS

CTL Outcomes established. CTL begins to establish area outcomes to further clarify CTL's mission and goals -- these outcomes guided both short and long-term decisions throughout the year.

Teaching for Learning Conference (T4L) hosted. CTL hosted the 4th annual T4L Conference on behalf of the Intermountain Consortium for Faculty Development (ICFD). Approximately 165 registrants from 24 institutions participated.

Teach Anywhere and Learn Anywhere websites are launched. The Utah Executive Order to shutdown due to the Covid-19 pandemic was announced -- the same day, CTL launched teachanywhere.byu.edu, followed shortly by learnanywhere.byu.edu. These sites helped faculty and students make the dramatic adjustment to online classes.

Jan 8 2020

Mar 4 2020

Mar 12 2020

Simple Proctor is launched. Simple Proctor was developed and implemented in record time, giving faculty a much-needed online option for proctoring tests.

Testing Center wraps up testing. 3/18/2020. The Testing Center finalizes in-progress tests to meet the shutdown requirements, making it the first time in Testing Center history that the center did not administer final exams.

Mar 18 2020

Apr 2 2020

De-identification of Student Ratings. CTL reconfigured student ratings to allow instructors to exclude Winter 2020 ratings from rank and status portfolios.

May 12 2020

Effective Teaching Workshop (online). CTL moved its annual Effective Teaching Workshop online. This 5-day workshop was held in July and August -- 60 new faculty attended.

Jul 6 2020

CTL Unit Review is conducted. CTL completed its 2nd unit review -- a process conducted every 7 years to encourage both internal and external evaluation of each BYU unit.

Testing Services coordinates Comment Classification. CTL Testing Services begins overseeing the comment classification process.

Online tab in Learning Suite is launched. The online tab in Learning Suite facilitated student access to online materials, including Zoom integration.

Jul 27 2020

Sep 24 2020

Oct 19 2020

Aug 4 2020

Teach Anywhere and Learn Anywhere websites are re-launched. The teach and learn anywhere websites are completely redesigned to offer support for all the new modalities of instruction to be offered in the 2020/2021 academic year.

HIGHLIGHTS FROM TEACHING & LEARNING CONSULTING

Richard Swan

Joshua Holt

Ken Plummer

Mike Johnson

Morgan Busch

Susan Eliason

It is hard to single anyone out for praise when you know that everyone in the CTL "leaves it all on the field" everyday, day in and day out, even without a pandemic. Nonetheless, the teaching and learning consultants deserve ample praise. Individually and as a team, they met the challenge of helping faculty convert to online teaching and continued that support throughout the year.

Much of the work of consulting takes place behind the scenes. Students and administrators rarely see first-hand the the work that they do to improve teaching and learning at BYU. Most often, our influence is manifest through other people. That of course changed with COVID-19. CTL was in the spotlight, and really came through.

In many ways, CTL was prepared. Individually and as a center, we have been thinking and working proactively to aniticipate needs and meet them before others are aware they exist. Yes, when the emergent need arose, we had to work longer and faster, but there was never a sense of panic, just a sense of urgency. It is a privilege to work with such competent and dedicated colleagues toward fulfilling the mission of BYU.

TEACHING AND LEARNING CONSULTING
AREA OUTCOMES HIGHLIGHTS

AREA OUTCOME:

INFLUENCE INSTITUTIONAL CULTURE – Influence institutional culture by encouraging policies and practices that enable transformative teaching and learning.

- **Improving Learning Outcomes Across the University.**
  One of the ways CTL consultants are influencing institutional culture is through their work with the University Curriculum Council (UCC). All course revisions and new course proposals require learning outcomes. CTL consultants review these outcomes and work with proposal sponsors, both to understand the role of and to improve course learning outcomes. This year consultants reviewed 736 course proposals.
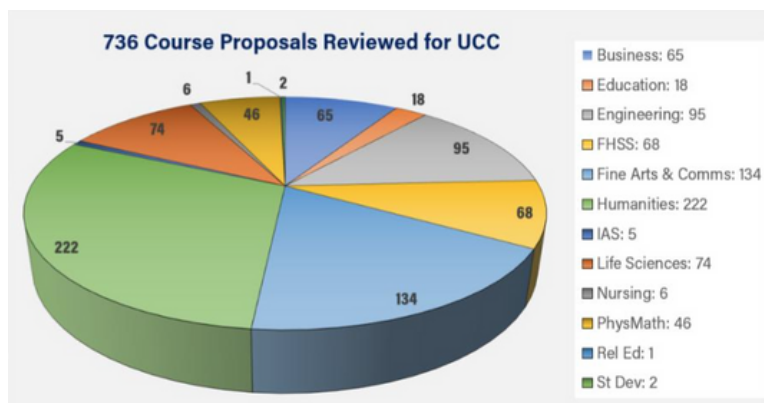
> "I am super-excited about learning outcomes for the first time ever. You accomplished a minor miracle here."

- **Informing Peer Review of Teaching.**
  CTL is represented on the university's Peer Review of Teaching Task Force and has contributed to the conversation around learning-centered peer review of teaching. The task force has made recommendations to the administration. These are being implemented and studied with the anticipation of moving to this method of peer review. CTL is contributing further to this effort by developing functionality for compiling a teaching portfolio that will support annual stewardship interviews and rank and status reviews.

Student Learning Outcome Data
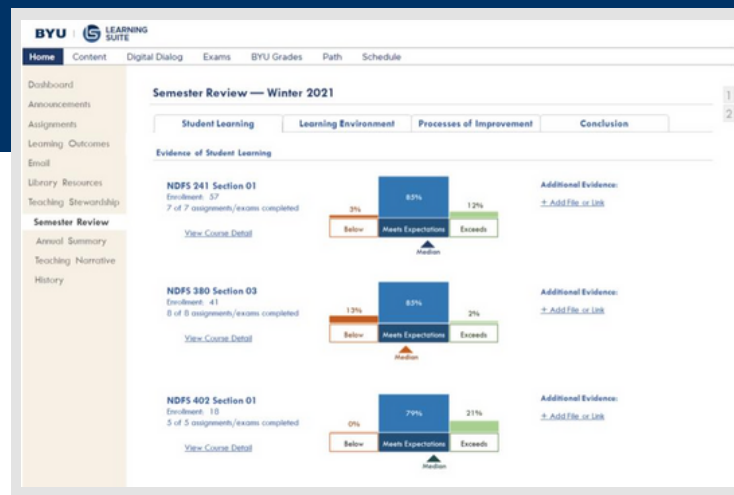
AREA OUTCOME:

EMBRACE TEACHING STEWARDSHIP – Faculty will embrace their teaching stewardship as an intrinsic scholarly endeavor.

- **Preparing New Faculty Through the Effective Teaching Workshop.**
  This year the Effective Teaching Workshop was held virtually through Zoom. 60 new faculty members participated.

60 new faculty participated through Zoom.

"I was 'blown away' at how methodical and intentional CTL training was of modeling the way we should be taking away and implementing the approach ourselves. They executed exactly what they would teach another person to do —the level of meta was profound."

- **Consulting One-On-One**
  Workshops are a great start; but sometimes, if you want the learning to be complete, you need to work with individuals one-on-one. Even during the demands of the pandemic, CTL consultants had 2,844 consultations.

<div style="background:#F07D1E">

2,844 Consultations with Faculty

</div>

- **SCOT (Students Consulting on Teaching)**
  Faculty members who use the SCOT program find it invaluable. This year, SCOTs performed 90 consultations of different types for 38 faculty.

90 services for 38 faculty

AREA OUTCOME:

TRANSFORMATIVE LEARNING – Faculty will create transformative learning experiences that honor and expand student agency.

- **Online TRAT for Team-Based Learning (TBL)**
  The move to online learning would have prevented the normal use of scratchcards for TBL's Team Readiness Assurance Test, or TRAT (pronounced tee-rat). In short order, CTL developed and deployed an online version allowing faculty to continue to employ TBL pedagogy. Student teams could take the test together from whatever location.
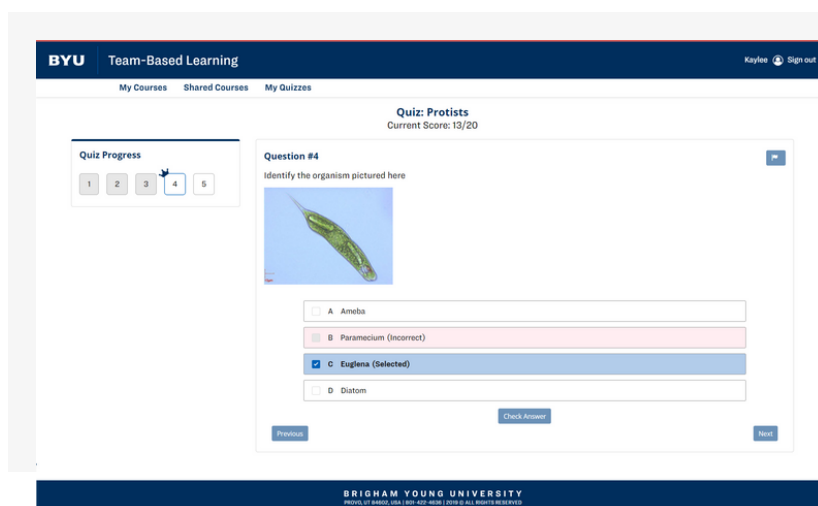

Courses: **7**
Sections: **9**
Quizzes: **78**
Students: **237**
Teams: **56**

"The intuitive design lets me build and finalize a quiz in only a few minutes, and create a new semester of them with ease."

- **Decision-Based Learning**

  Decision-Based Learning (DBL) continues to grow. Course development is underway in three large GE courses. A book documenting BYU faculty members' experiences with DBL has been accepted for publication and will be released in 2021.
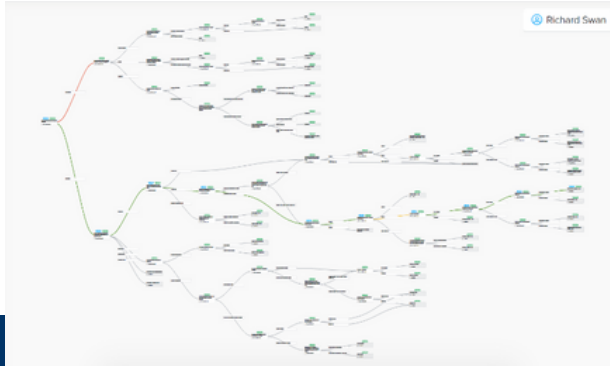
BYU Faculty or Staff: **31**
Classes or sections: **105**
Decision models in use: **67**
Students who used DBL: **646**
Total decisions tracked: **254,503**

"I think that it is really effective because it shows the entire process that students need to think through in order to come up with the correct test or confidence interval. I would highly recommend using the DBL quiz format on the future quizzes."

AREA OUTCOME:

ADMINISTRATIVE SUPPORT – Support administrators' response to timely and emergent teaching and learning needs.

- **Teach Anywhere and Learn Anywhere x 2**

  CTL was represented on the Teach Anywhere and Learn Anywhere task forces for the university's sudden transition to online learning. CTL spearheaded the effort to launch two websites—teachanywhere.byu.edu and learnanywhere.byu.edu to support faculty and students.

  Then when it became obvious that the pandemic was not a short term situation, these two websites were completely retooled in a matter of days to support the new teaching modalities for Fall 2020 and Winter 2021.
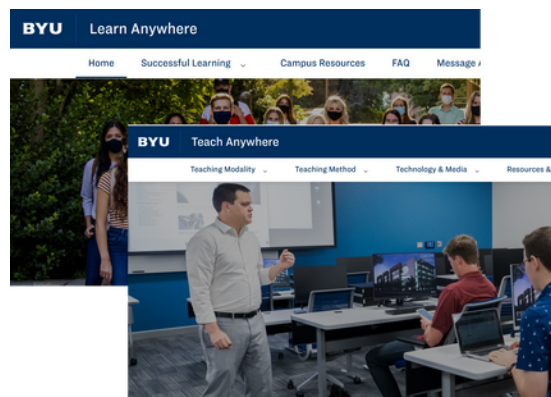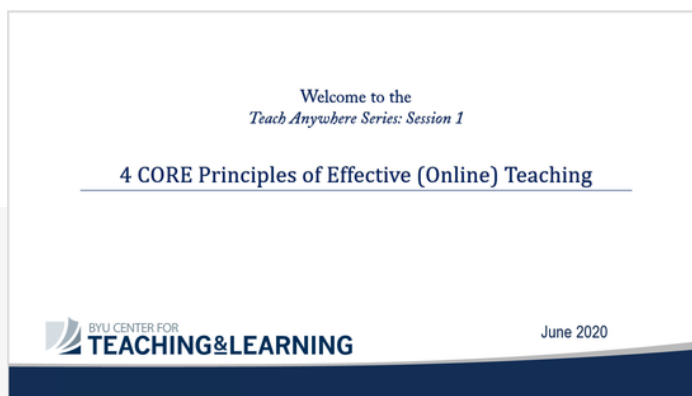
- **Teach Anywhere Series of Webinars**
  As part of the effort, CTL sponsored 89 webinars dealing with pedagogy, assessment, and technology. These were recorded and made available on the related websites. Approximately 2,750 faculty participated live with another 1,920 views of the recorded sessions.

Webinars: **89**
Live Attendance: **≈2,750**
Online Views: **1,920**

"I've been attending a lot of the online seminars the CTL has been putting on for the past several months and I just wanted to say THANK YOU for the great content!"

HIGHLIGHTS FROM ASSESSMENT SERVICES

Bryan Bradley

Heather Adams

Isabelle Zegarra

Jeanine Bell

Morgan Gardiner

Sherry Measom

Tens of millions of individual assessments of student learning happen each semester at BYU. These assessments range knowledge or skill checks to the more formal exams, papers, projects, etc.

The Testing Center normally administers about 250,000 exams each semester, including in-person, proctored online exams. Because of a social distancing requirements and a lengthy shutdown from mid-Winter semester through the end of Summer Term, we proctored about one-third of that number of exams.

Each assessment event has its purpose in verifying, measuring, and reinforcing student learning. Furthermore, assessments of student learning and any data from them help instructors fine-tune their teaching and help students achieve the learning outcomes of their courses.

Due to the importance of student learning and skill development, there will always be a need for high-stakes assessments that require in-person proctoring. The BYU Testing Center has provided this service for over 50 years and will continue as we add secured, digital exams to our testing options.

Throughout the pandemic year, I have found it gratifying to see how responsive faculty were in adjusting and implementing changes that they needed to make. I was also encouraged at how quickly our CTL leaders and staff created the TeachAnywhere and LearnAnywhere web pages for both instructors and students.

In addition to our webinars regarding tips for digital teaching and assessment tips, we were able to reopen the Testing Center with reduced seating capacity during Fall Semester.

I also appreciate the support and combined dedication of the CTL management team. Combined with guidance and support from University administration, we were able to coordinate together regarding our areas of emphasis which have inherent overlap in achieving the CTL mission.

ASSESSMENT SERVICES
AREA OUTCOMES HIGHLIGHTS

AREA OUTCOME:

ALIGNMENT – Encourage faculty to align both formative and summative assessments with the course purpose, learning outcomes, and activities.

- Assessment Services and Teaching & Learning Consultants provided a variety of consultations relevant to assessment:
  - Over 150 direct consultations regarding assessment strategies and aligning assessments with learning outcomes.
  - Over 200 consultations to instructors regarding effective uses of Testing Center resources, scheduling of exams, and accessing data reports on the Testing Center web page.
  - Over 150 consultations to help individual instructors understand and use their reports on specific exams.
  - Many consultations focus on using the Learning Outcomes Alignment Table to evaluate evidence of student learning and move forward with effective course improvements.

- Online LMS systems, such as Learning Suite, Canvas, and others provide a wide array of item types that instructors can use to create assessments that are aligned with the learning outcomes. These item types can also be used for assessments delivered in class or other non-online situations. Our consultants help instructors determine the best assessment types to use in given situations.

- Key areas of focus for consultations during 2020:
  - Frequent formative assessments: We strive to help instructors plan for frequent, formative assessments that may or may not be individually graded but will provide useful feedback for students to guide their further learning as they move toward more summative exams, such as midterms and final exams.
  - Authentic assessments: In addition to traditional online and in-class assessment strategies, we are working to better emphasize the idea of Authentic Assessments that reflect "real world" contexts and can be embedded into learning exercises within or outside of the classroom, or in digital learning sessions.

- In addition to digital exams, there are virtually endless options for assessing student learning. These include in-class response systems, projects, group work.
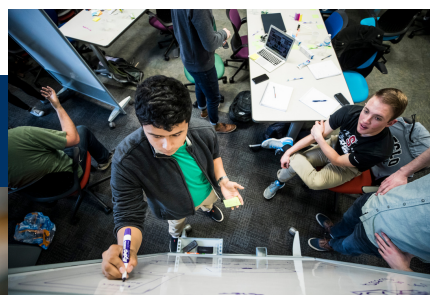
- Since Fall Semester, 2018, we have partnered with the University Accessibility Center in administering accommodated testing in the Accessibility Testing area in the Heber J. Grant building. Students who have disabilities that necessitate adapting their testing environment may schedule and use this space to accommodate their testing exceptions. Depending on their need, students can take exams in reduced distraction rooms or private rooms. We also provide accommodated testing for students needing extra time on timed exams, students needing a reader to read out loud each exam question, and other qualified accommodations.

During **Winter Semester, 2020** (January thru mid March), we administered over 400 accommodated exams.

During **Fall Semester, 2020**, we again administered well over 250 accommodated exams.

After the semester shutdown of in-person instruction and testing, we discontinued the service. This is in addition to the many accommodated exams administered by instructors outside of the Testing Center environment.

LEARNER-CENTERED FEEDBACK – Support faculty in providing learner-centered feedback that promotes student learning.

- Learning-Centered Feedback is guidance given to students that show what they have scored correctly or incorrectly along with helps and prompts as to next steps in furthering their learning.
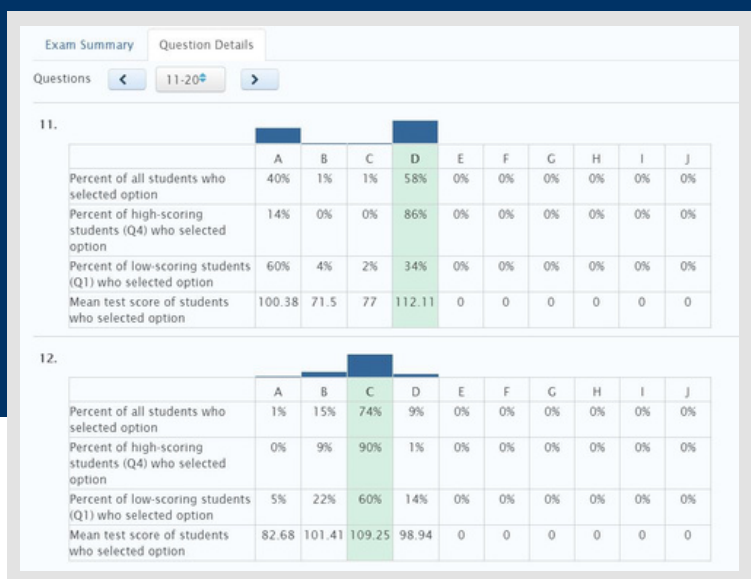

Learner-Centered Feedback

we are able to help instructors **use data** they glean from assessments in **analyzing student progress** in their learning

Effective Strategies

Within Learning Suite and the CTL web page, we have links that point instructors to **effective strategies for instruction and feedback**

Assessment Services and Teaching and Learning Consultants work together in planning and **presenting the Effective Teaching Workshops**

we also **provide extensive help and support** to individual faculty members who wish to improve their course and exams

- Through our consulting efforts on effective and aligned assessments of student learning, we help instructors use data from assessments in analyzing student progress in their learning, identifying areas that need more emphasis from the students' learning, and identifying areas where instructors could improve their teaching efforts. The "Exams" feature in Learning Suite includes extensive item analysis features that show the performance of each question and how students, in general, responded to those questions. From these reports, instructors can readily determine exam questions that are effective in showing students who are performing well in the course and those students who are performing poorly. These reports can help instructors determine needs for remediation or other adjustments to the course.

- Within the CTL web page, links point instructors to effective strategies for instruction and feedback. Our online tutorials provide instruction and helps regarding assessment design (including feedback) and emphasize the importance of learning-centered feedback.

- As part of CTL's efforts in helping promote effective teaching, both Assessment Services and Teaching and Learning Consultants work together in planning and presenting the Effective Teaching Workshops held at various times—especially prior to Fall semesters for newly hired faculty.

- In addition to workshops, we also provide extensive help and support to individual faculty members who desire specific attention in improving their course and exams.

AREA OUTCOME:

EVALUATE ASSESSMENTS – Guide faculty in effectively evaluating course assessments to improve teaching and enhance student learning.

- In addition to the points mentioned above, the data provided from the item analysis reports in Learning Suite Exams not only help instructors provide sound feedback for their students, the same data is very helpful in identifying successes in the course and also areas that need improvement. Data from assessments given as Learning Suite Exams and those scored at the Testing Center are held on the Learning Suite site and are immediately accessible for instructors to evaluate.

An example of Learning Suite item analysis which can be used to improve exam question performance. We also provide analyses for assessments delivered in other LMS systems and non-digital formats.

- From the Effective Teaching Workshop, online tutorials, and other workshops and individual consultations, instructors learn about these reports and additional CTL consulting services in evaluating assessments.

SECURE, PROCTORED TESTING ENVIRONMENT – Provide a secure, proctored environment to facilitate assessment of student learning.

- For nearly 50 years, the Testing Center has evolved as secure facility for exams that require proctoring. Exams that are high-stakes or are intended for high–enrollment classes are well suited for our proctoring services.
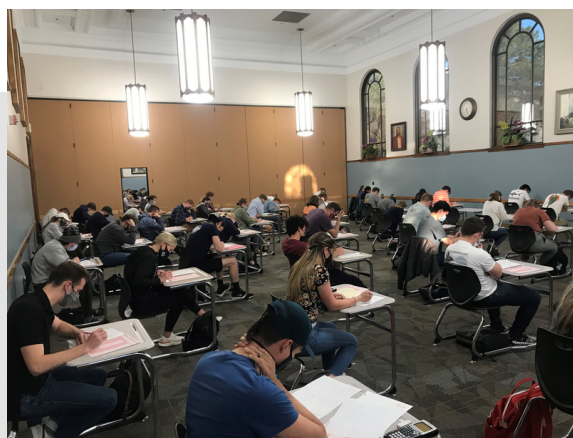

Testing Center exam totals
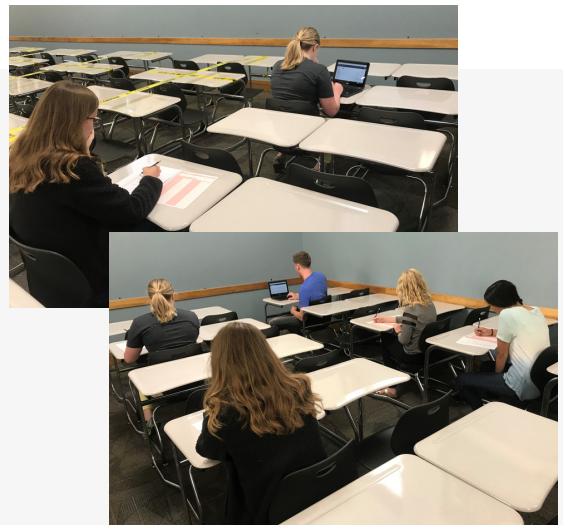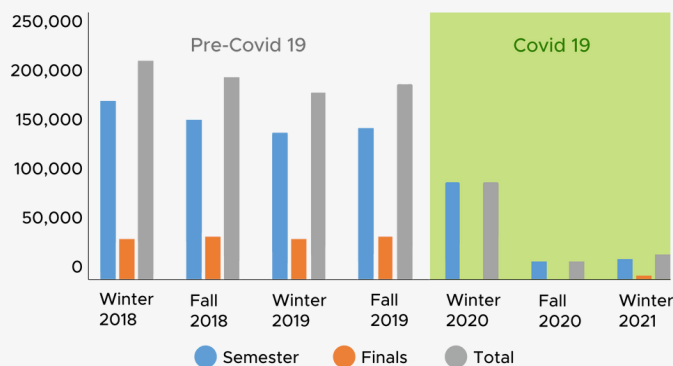
- At the Testing Center, all full–time, part–time, and student employees are extensively trained in exam security. Our student proctors are skilled and have learned how to detect and identify inappropriate testing behaviors among students and the processes and procedures of how to deal with any situation that suggests cheating. We also incorporate the same security procedures in our Accessibility Testing area. In addition to our focus on academic honesty and exam security, we follow through, to the best of our ability, the enforcing of the dress and grooming standards defined in the BYU Honor Code.

- We have partnered with University Police to have security cameras installed throughout the testing areas. This not only assists us in detecting cheating, but is an added layer of protective security for students and employees at the Testing Center.

ADMINISTRATIVE SUPPORT – Respond to university-wide academic assessment needs as requested by academic administrators.

- The Testing Center has been under the CTL organization for more than a decade. Although the Center is more than 40 years old, the blending of a campus-wide testing center with the services of CTL has enabled us to not only administer approximately 500,000 exams per year, but also to work with faculty in improving those exams. Our inclusion of the Accommodated Testing Area also enhances our commitment to all instructors and students to provide fair testing opportunities and practices to qualifying students.

- At the beginning of 2020 until we were directed to stop administering exams, our seating capacity at the Testing Center (including overflow areas) was about 600 seats. Since reopening in Fall 2020 we have spaced our seating and complied with all other distancing policies. Our capacity is about 250 seats. The pictures below show the Testing Center under normal distancing during a typical final exam period and the revised, distanced seating pattern we are currently following.

- Due to the pandemic and increase in online testing, the academic production team created a feature supporting Testing Center employees to screen exams that utilized the Proctorio online test-proctoring tool. Our employees reviewed incidents identified by Proctorio and screened out any false-positive occurrences and forwarded only those instances that need the instructor's attention and action. We are continuing to evaluate the use and effectiveness of Proctorio as a tool to detect cheating behaviors.

- In 2020 we added online exams to our in-person proctoring services in the Testing Center via Chromebooks. These devices enable the administration of online exams in a more secure and reliable method that is more reliable than using a digital service such as Proctorio.

- As we anticipate more online exams, we have doubled our number of Chromebooks to a total of 120. We plan on increasing that number in the near future. These devices are kept in secure charging carts and are modified so that the internet browsers are locked down, thus preventing some possible cheating behaviors.

HIGHLIGHTS FROM ACADEMIC TECHNOLOGY AND MEDIA

Kirsten Thompson

Greg Bodily

Melissa Cox

Rich Son

Rob Allen

Scott Schaefermeyer
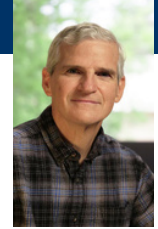
Tom Mallory

Looking back on 2020, I am struck by the incredible dedication of the CTL academic technology production teams. We learned a lot about ourselves and what we can accomplish under pressure. Most teams had to quickly adapt to working remotely, yet they were able to keep their production at their normal pace. The video and animation teams continued to develop the shows faculty needed to use in their classes, which became even more valuable to the instructors as we moved to online course delivery.

The academic technology teams responded quickly to requests from the administration to facilitate important communications to faculty, to provide teaching and technological training, and to make substantial changes to the way student ratings were handled at the end of winter 2020 semester.

The increased dependency on Learning Suite, which supports the vast majority of classes at BYU, gave CTL development teams the opportunity to renew and strengthen its partnership with OIT teams. Members of both units spent countless hours working together to bolster and stabilize the system which supports the teaching and learning of thousands of students and instructors. The Learning Suite development team also added and enhanced features needed to teach and assess remotely, including Zoom integration, exam improvements, and the creation of Simple Proctor to help faculty replace the Testing Center for their final exams.

I am grateful for these amazing people who were willing to spend an enormity of time, energy, patience, and brainpower to support the important work of teaching and learning at this university.

AREA OUTCOME:

TECHNOLOGY TOOLS – Create and maintain tools such as Learning Suite that help faculty and students manage and enhance instructional processes and integrate with other systems on campus.

- Due to the necessity of moving all courses to online delivery, Learning Suite experienced between **45–95% increases** in day-to-day usage over prior years. Learning Suite exams were the delivery method for **148,000 final exams** for winter 2020 semester and over **150,000 final exams** for fall 2020 semester.

Hourly Course Views for Aug 31, 2020, Jan 6, 2020, Apr 13, 2020
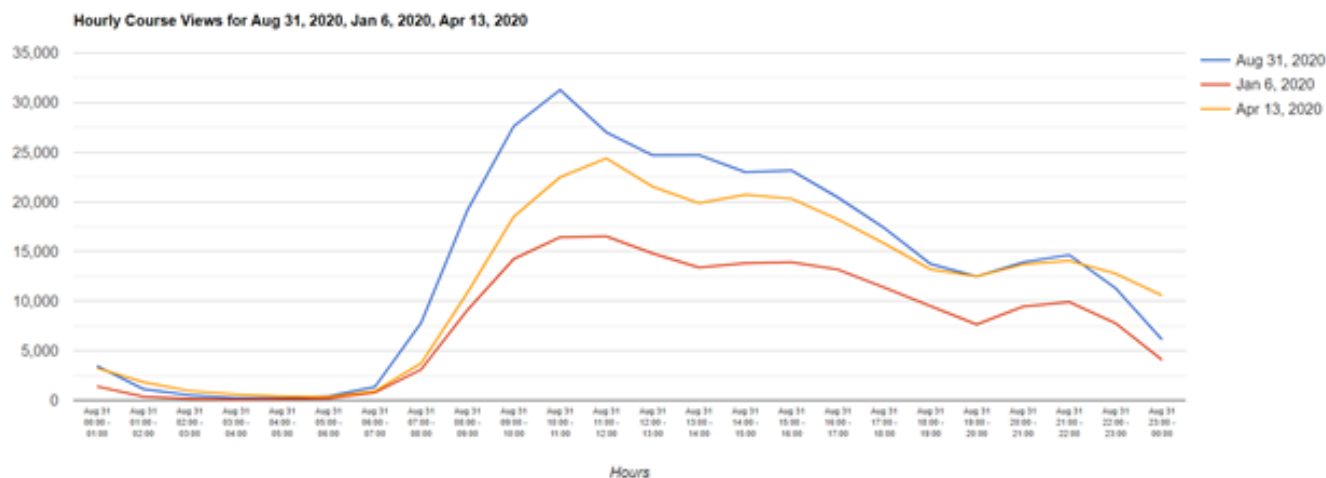
The graph above shows the number of unique course views (a course view is approximately five individual pages per session) for three different days. The red is a previously normal first day of classes. The orange is our record-breaking high from the Monday before finals in winter 2020 semester. The blue is the first day of fall 2020 semester, Aug 31, 2020 where we overshot the prior record-breaking high use and doubled the usage of a normal first day of the semester.

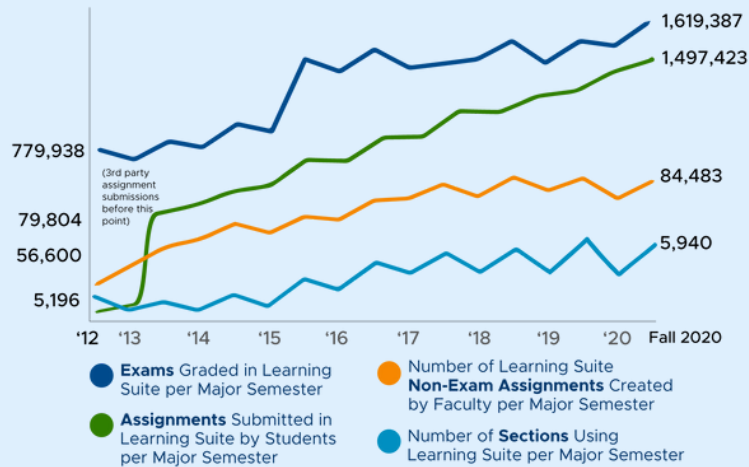Additional servers and databases were added to the Learning Suite system.
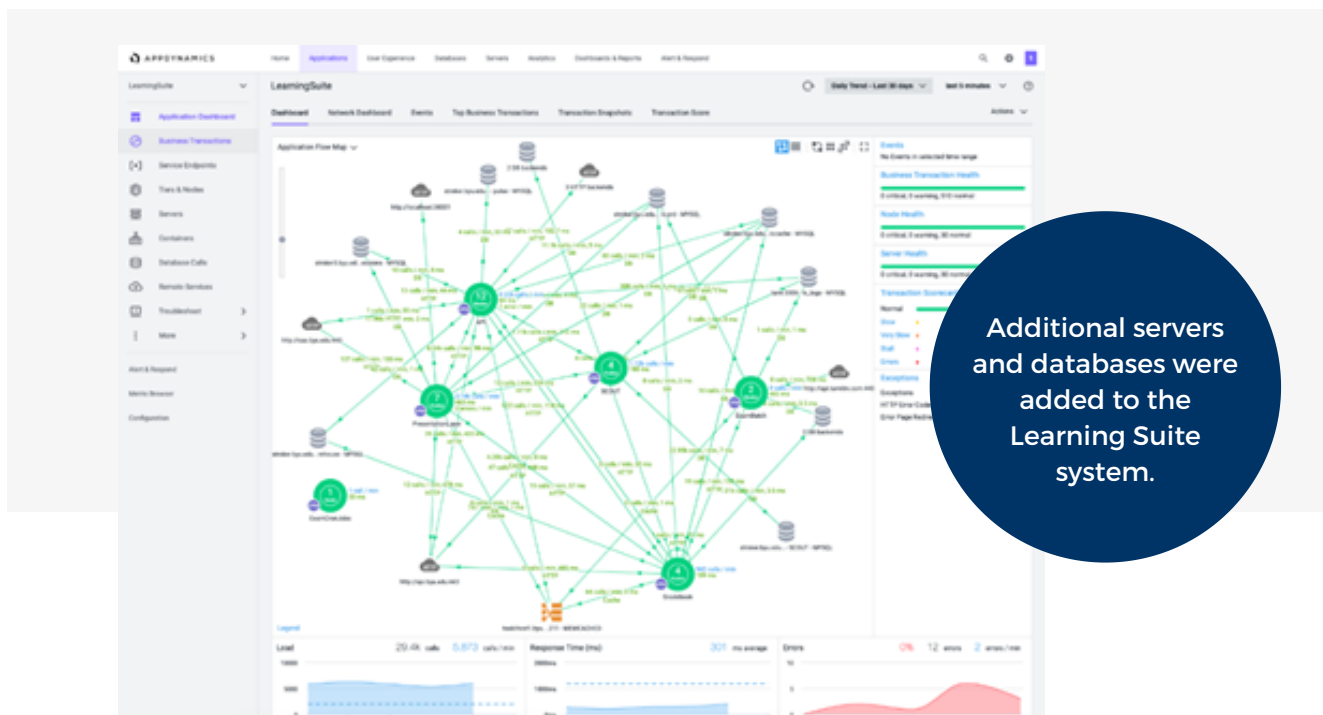
- During March and April 2020, **teams from OIT and CTL** worked on performance improvements throughout the Learning Suite system to increase its speed and reliability. Continued work during the summer included extensive data cache recoding, splitting of databases, upgrading mySQL, nearly doubling the number of servers, adding more storage space, and additional monitoring and alerting.

- **Rewritten queries and redesigned caching system** also increased the speed at which Learning Suite pages are accessed by the users, as well as reduced the time it takes for AIM changes to populate to Learning Suite.

Learning Suite exams jumped up at week 12 in winter 2020 as instructors moved their courses to online delivery.

Number of LS Exams per week of the semester
Winter 2019 vs Winter 2020

Pre-Covid 19   Covid 19

● Winter 2019   ● Winter 2020

Learning Suite Usage:

- **Exams** Graded in Learning Suite per Major Semester
- **Assignments** Submitted in Learning Suite by Students per Major Semester
- Number of Learning Suite **Non-Exam Assignments** Created by Faculty per Major Semester
- Number of **Sections** Using Learning Suite per Major Semester
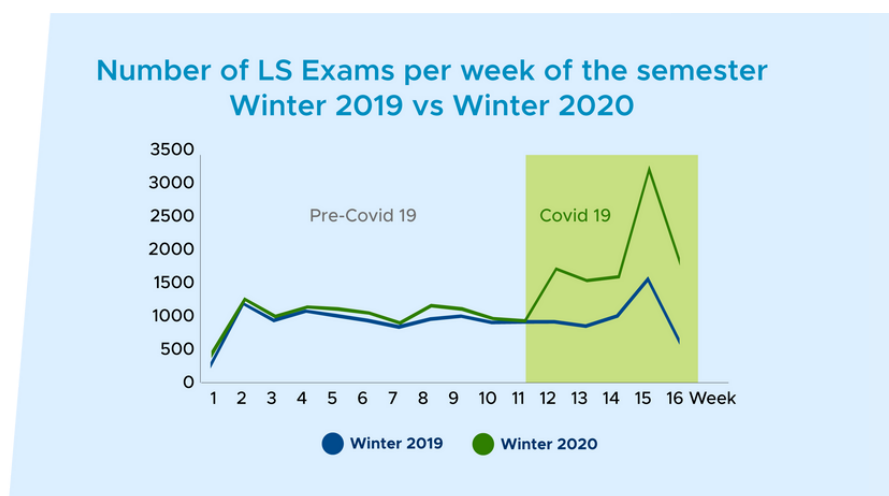
Online exam delivery in Learning Suite increased from **1.49 million exams** during fall 2019 to **1.62 million exams** during fall 2020.

Developers made **375 updates** to Learning Suite throughout 2020, including major features, minor updates, and bug fixes. The following are some highlights:

- A **full redesign of the student side** of Learning Suite was completed, offering students additional schedule tools and completely mobile-friendly functionality.

- In 2020 there were **375 code updates** pushed to production. Roughly **290,000 lines of code** were modified in some fashion during development of Learning Suite during 2020.

- **Group projects** functionality was added. Students in a group can turn in one assignment and be graded both as a group and individually as needed.

- A new **Online** tab was created to serve as a hub for instructors and students to store and access resources needed for online instruction, including a **full LTI integration with Zoom.**

"Administering Learning Suite and supporting a number of other technology tools has led CTL to develop an innovative and entrepreneurial culture akin to an agile EdTech startup."
(2020 Unit Review Report, External Team)

- Integration with additional third-party products, bringing the current total to **over 20**, including new **deep-linking LTI 1.3 integrations** with third-party vendors such as Gradescope, Sage Vantage, iClicker Cloud, and Smartwork.
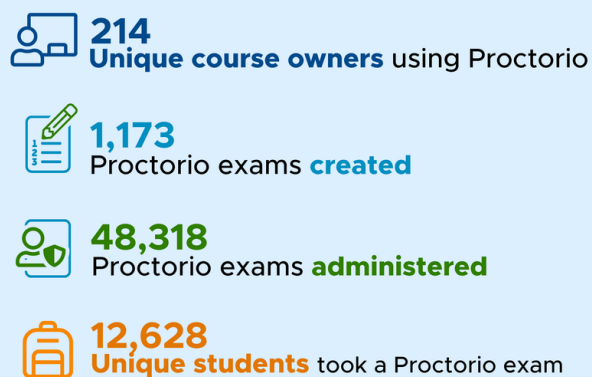

- Video support was increased throughout, including the addition of **Simple Video**—an easy way for faculty to use the newly installed room cameras or their webcam and record or broadcast a lecture.

- Exam security was increased, including the addition of **dynamic question blocks**. Instructors can randomly generate unique exams based upon questions pulled dynamically from the instructor's question pools.

- Despite the increased usage and dependency on Learning Suite, escalated **incidents** still remained manageable, with a high of 70 in September 2020.
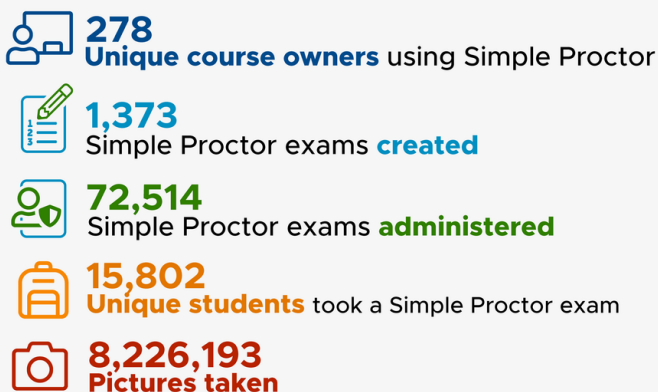
Incidents Closed 2020:

- A tool was created to assist instructors in **importing their courses from Canvas.**

- The LTI Integration with **Proctorio** was restored.

- **Simple Proctor**, a free Learning Suite proctoring option was created as an option for online exam proctoring.

Proctorio Fall 2020 numbers:

214
Unique course owners using Proctorio

1,173
Proctorio exams **created**

48,318
Proctorio exams **administered**

12,628
Unique students took a Proctorio exam

Simple Proctor Fall 2020 Numbers:

278
Unique course owners using Simple Proctor

1,373
Simple Proctor exams **created**

72,514
Simple Proctor exams **administered**

15,802
Unique students took a Simple Proctor exam

8,226,193
Pictures taken

AREA OUTCOME:

COLLECT AND SAFEGUARD DATA – Collect and safeguard university academic data, such as Student Ratings and Learning Outcomes, to support faculty needs and assist with the use and understanding of these data.

- Due to the changes in planned delivery for winter 2020 courses, per the administration's request we added functionality in student ratings that semester to permit faculty to view their ratings and decide whether or not to **"deidentify" their reports.** Deidentified ratings will not appear on future reports and administrators will not be able to see the results.

- Enhancements were made to the performance, features, and integration of the Learning Outcomes website, including **department and college reports which aggregate course-level outcomes.**

- Collaboration with administration and Faculty Center has helped to **improve Student Ratings and reporting.** Additional summary reports for deans and chairs are currently being designed.

- We continue to assist with the management of the **university accreditation** website and supporting data.

- Micourse evaluation surveys continued to be an important tool for instructors to find out how their students were acclimating to the change in course delivery. During 2020, **40,619 students** were surveyed.
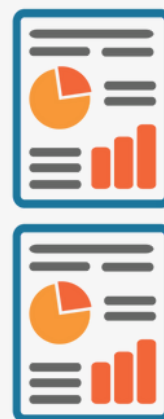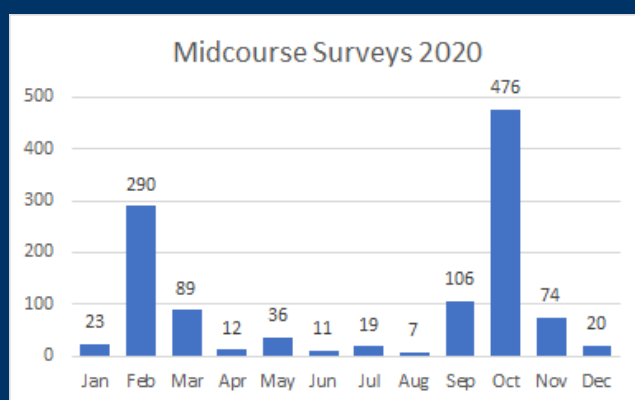
- A number of college and university **Student Ratings reports and analyses** were completed over the last year, including many which focused on ratings for instructors on the Aims of a BYU Education questions. Some of these analyses are ongoing.

- Learning Suite developers created the functionality for "**Pulse Surveys**" which are administered through Learning Suite for Enrollment Services and results of these surveys are used to find struggling students and get them the help they need.

INSTRUCTIONAL MATERIALS – Create technological instructional materials that support student learning.

- As instructional delivery switched from in-class to online, the video team jumped into action during the last year, assisting faculty and creating **videos to help instructors teach their courses** in an online or blended method. This included working with our animation team to produce a video that trained new students on how to use Learning Suite.

Traverse Mountain Landslide
Jeff Keith

Orthopedic Impairments
Dr. Ulrike Mitchell

- The video team created 125 videos over the last year for 24 different projects. They are also in development and scripting for several projects that are in production or were delayed. The team also created the voiceovers for 20 audio-only projects, including for animations when needed.

- The animation team created **15 animations** over the 2020 year. Most of these were completed while all employees were working remotely. The team expanded their character library to include **51 unique and reusable characters which represented 22 ethnic minorities** to increase diversity in their animations.
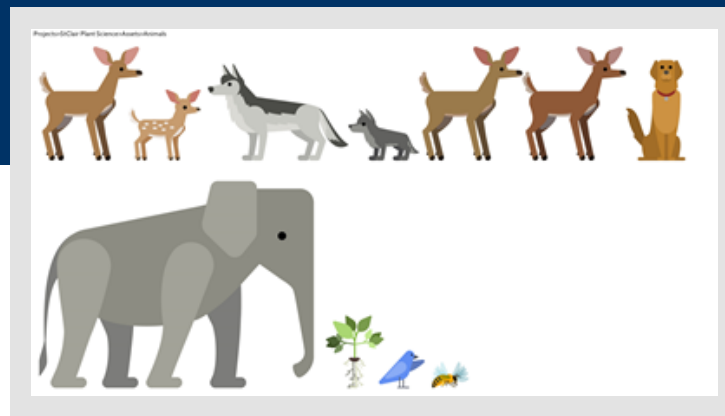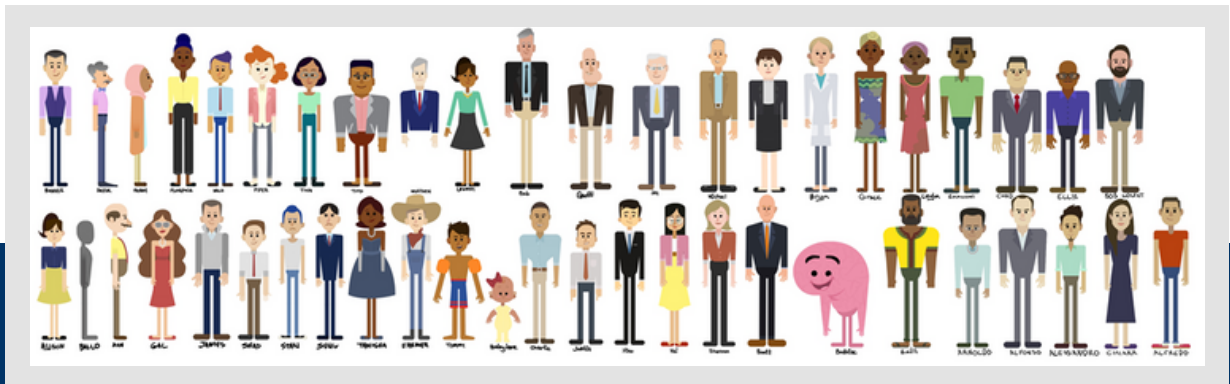
- The animation team is **fully scheduled** to produce animations over the next several years for multiple departments. They have begun working on three additional animations for the Technology Transfer Office which will be used to educate faculty and investors on the processes involved.

- The video and animation teams worked with the Learning Suite team to create a **"How to use Learning Suite"** video targeted at new students. It was developed at the request of New Student Orientation and continues to be used on their website for incoming Cougars.

- The development team is working with the Testing Center and other interested parties on campus to create a custom software which will facilitate large scale **shift scheduling** for student employees.

REPORT FROM THE BUSINESS MANAGER
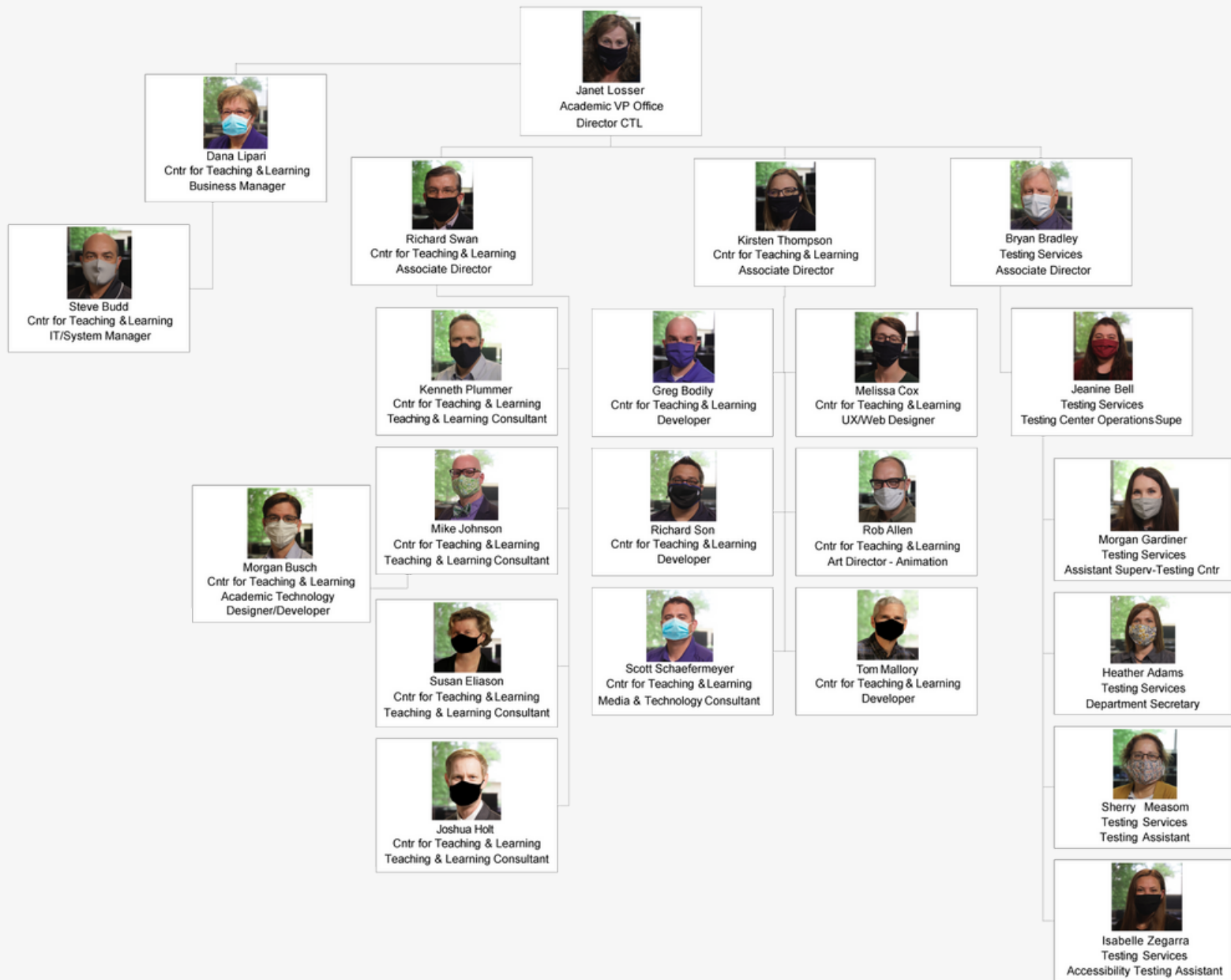
Dana Lipari

Steve Budd

As it was for most departments on campus, 2020 was an unusual year for CTL in terms of day-to-day operations. During the pandemic, a few members of our staff and student workforce stayed on campus and continued to work as busily as ever. Many others switched to online work, finding ways to continue to offer a high level of service and support to faculty and administrators across campus. In just a couple areas, it was necessary to temporarily discontinue some of our services (such as in-person test-taking at the Testing Center). In all cases, the CTL systems management team adapted quickly to make sure everyone had the system, tools, and information they needed to continue doing the work of CTL.

In terms of financial planning, CTL's 2020 budget proved to be sufficient to meet the center's operational needs despite the unexpected events. Furthermore, CTL directors had the opportunity to plan for the future in two important ways: 1) By participating in the resource planning process in preparation for 2021 and beyond; and 2) By participating in a Unit Review process to review/evaluate CTL operations. This unit review occurs every seven years for all BYU units, and is an excellent opportunity to self-assess, hear input from internal and external reviewers, and plan for continuous improvement as we move into the future. To carry out this review in the midst of a pandemic was both challenging and rewarding. While CTL needed to act quickly to help facilitate teaching and learning in such altered circumstances, finding the time to pause and think about where we have been and where we are going has proven to be very valuable. CTL is energized by the emerging possibilities in the wake of all that has happened in 2020.

2020 CTL ORG CHART

Janet Losser
Academic VP Office
Director CTL

Dana Lipari
Cntr for Teaching & Learning
Business Manager

Steve Budd
Cntr for Teaching & Learning
IT/System Manager

Richard Swan
Cntr for Teaching & Learning
Associate Director

Kirsten Thompson
Cntr for Teaching & Learning
Associate Director

Bryan Bradley
Testing Services
Associate Director

Kenneth Plummer
Cntr for Teaching & Learning
Teaching & Learning Consultant

Greg Bodily
Cntr for Teaching & Learning
Developer

Melissa Cox
Cntr for Teaching & Learning
UX/Web Designer

Jeanine Bell
Testing Services
Testing Center Operations Supe

Morgan Busch
Cntr for Teaching & Learning
Academic Technology
Designer/Developer

Mike Johnson
Cntr for Teaching & Learning
Teaching & Learning Consultant

Richard Son
Cntr for Teaching & Learning
Developer

Rob Allen
Cntr for Teaching & Learning
Art Director - Animation

Morgan Gardiner
Testing Services
Assistant Superv-Testing Cntr

Susan Eliason
Cntr for Teaching & Learning
Teaching & Learning Consultant

Scott Schaefermeyer
Cntr for Teaching & Learning
Media & Technology Consultant

Tom Mallory
Cntr for Teaching & Learning
Developer

Heather Adams
Testing Services
Department Secretary

Joshua Holt
Cntr for Teaching & Learning
Teaching & Learning Consultant

Sherry Measom
Testing Services
Testing Assistant

Isabelle Zegarra
Testing Services
Accessibility Testing Assistant

The Center for Teaching & Learning honors and celebrates the dedication of students, faculty, staff, and administration, who responded with grace to the Covid–19 pandemic.

CENTER FOR
**TEACHING &
LEARNING**
BRIGHAM YOUNG UNIVERSITY