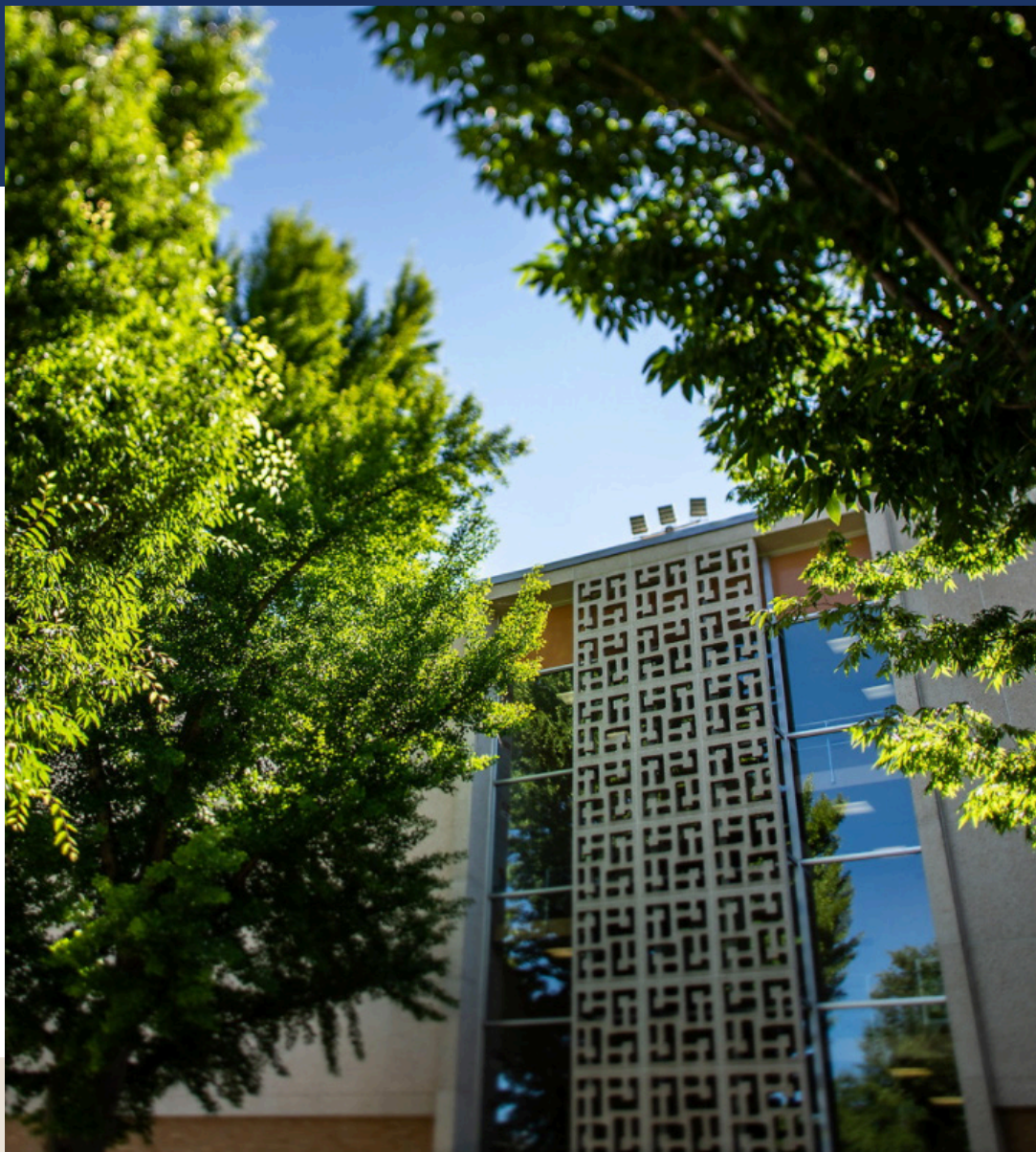


BYU CENTER FOR TEACHING & LEARNING

2021 ANNUAL REPORT



“That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day.”
(D&C 50:24)

CTL.BYU.EDU

LETTER FROM THE DIRECTOR



Janet Losser

In 2021, the COVID pandemic remained a core concern within our BYU community and throughout the world. With a variety of precautions in place, including a delayed start date, BYU students were invited to gather for face-to-face instruction once again. Many safety precautions were taken, and faculty worked hard to prepare for and deliver the high-quality teaching expected at BYU. The Center for Teaching & Learning (CTL) continued to support the work of improving teaching and learning on campus, and despite the difficult circumstances, the blessing of gathering once again provided an environment of hope and productivity.

Looking back at all that was accomplished is inspiring. Throughout this annual report, you will see highlights of the various ways the CTL supported faculty and students. Our Academic Technology team developed various new features to enhance Learning Suite, the learning management system used by more than 85% of sections taught at BYU. Furthermore, they created instructional videos and animations and supported the internal assessment strategy of the university. In the Teaching and Learning Consulting area of the CTL, initiatives continued to expand professional development opportunities and supported teaching and learning across campus. We were excited to welcome three new consultants to our team to share the load of supporting teaching and learning on campus. In our Assessment Services area, Testing Center operations began to return to the pre-COVID norm with thousands of proctored in-person and online exams. While completing the tasks within each areas' stewardship, we were also united in assisting with the university accreditation process.

As with many other institutions of higher education worldwide, the COVID pandemic has amplified online instruction initiatives at BYU. Many efforts within the CTL have focused on deliberately preparing for the student experience to be enhanced through an engaging curriculum, whether it be online or face-to-face.

As you will note throughout this 2021 Annual Report, the CTL worked hard to meet the goals of our mission to: "... assist faculty and administrators in improving student learning within the context of the BYU Mission and Aims." I invite you to visit our newly redesigned website (ctl.byu.edu), where many of the products from 2021 can be found.

Janet

ANNUAL REPORT 2021

MISSION:

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



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

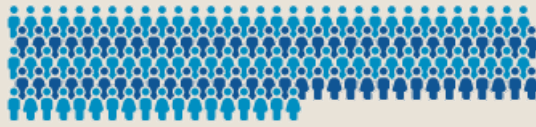
The CTL mission statement and supporting area outcomes below are at the heart of all decisions, efforts, and initiatives carried out by the CTL. They provide focused direction in responding to institutional goals and priorities, and in providing leadership and innovation for the purpose of improving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

Academic Technology & Media	Teaching & Learning Consulting	Assessment Services
<p>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.</p> <p>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.</p> <p>Instructional Materials Create technological instructional materials that support student learning.</p> <p>Administrative Support Respond to university-wide academic technology needs as requested by academic administrators.</p>	<p>Institutional Culture Influence institutional culture by encouraging policies and practices that enable transformative teaching and learning.</p> <p>Teaching Stewardship Support faculty in embracing their teaching stewardship as an intrinsic scholarly endeavor.</p> <p>Transformative Learning Assist faculty in creating transformative learning experiences that honor and expand student agency.</p> <p>Administrative Support Support administrators' response to timely and emergent teaching and learning needs.</p>	<p>Alignment Encourage faculty to align both formative and summative assessments with the course purpose, learning outcomes, and activities.</p> <p>Learner-Centered Feedback Support faculty in providing learner-centered feedback that promotes student learning.</p> <p>Evaluate Assessments Guide faculty in effectively evaluating course assessments to improve teaching and enhance student learning.</p> <p>Secure, Proctored Testing Environment Provide a secure, proctored environment to facilitate assessment of student learning.</p> <p>Administrative Support Respond to university-wide academic assessment needs as requested by academic administrators.</p>

2021 CTL BY THE NUMBERS



24 Staff Employees



146 Student Employees



314 College alignment tables aligned



2750 Faculty attended **130** workshops or seminars



3232 Consultations with **900** faculty



8,090 Total Flashcard decks



35,081 Mid-Course evaluation surveys processed



161,461 Exams administered at the Testing Center



507,358 Student ratings surveys processed



24,422,377
Total grades entered in Learning Suite

HIGHLIGHTS FROM ACADEMIC TECHNOLOGY AND MEDIA



Kirsten Thompson



**Greg
Bodily**



**Melissa
Cox**



**Rich
Son**



**Rob
Allen**



**Scott
Schaefermeyer**



**Tom
Mallory**

One of the great things about working at CTL is watching the process the academic technology staff and students use to create software, video, animation, and other products used widely across campus. The hundreds of students who have worked in CTL development teams through the years have made significant contributions to products that are used every day at BYU. Our students produce much of the product that users see, giving them a visual reward as evidence of all their hard work. I have found that our students are eager to learn and willing to try new things and take on tasks and responsibilities that would be given to full-time employees in other fields. They have great ideas and suggestions which are regularly implemented in the software, videos, and other products our teams create. Features and scenes have been changed based upon their good feedback. We are grateful for their dedication and attention to detail. Our unit could not do what we do without their contributions.

I am also amazed and impressed by the full-time staff who mentor our student employees. These staff are extremely intelligent and skilled and are major contributors to the products our teams produce. If they were only responsible for designing, architecting, or creating the products, that alone would be enough to fill a workday. At the same time, however, they are also mentoring our student developers, animators, videographers, designers, and testers—most of whom have never had a job or prior experience in that field before working here. I have seen many times when I know the full-time employee is extremely tied up with deadlines and tasks, but they stop their work to answer student questions and help with advice on a problem the student is facing. They lead their student teams as they teach and encourage each student to be the best they can be. Students who work in the CTL gain real-world experience contributing to real-world projects using up-to-date software, project management, and processes. The only downside is that sometimes our students are hired away by faculty or outside companies because they are so skilled. A somewhat churning part-time student employee workforce is a burden our full-time managers handle with surprising skill and optimism. New students are hired, quickly trained, and set up to start contributing within a short period by our managers—that is a quiet skill that is not often recognized. Kudos to the amazing staff who can get the work done while also helping to teach and mentor students to go out to the world and be successful. I am proud to be a part of this team.

Kirsten

ACADEMIC TECHNOLOGIES AND MEDIA

AREA OUTCOMES HIGHLIGHTS

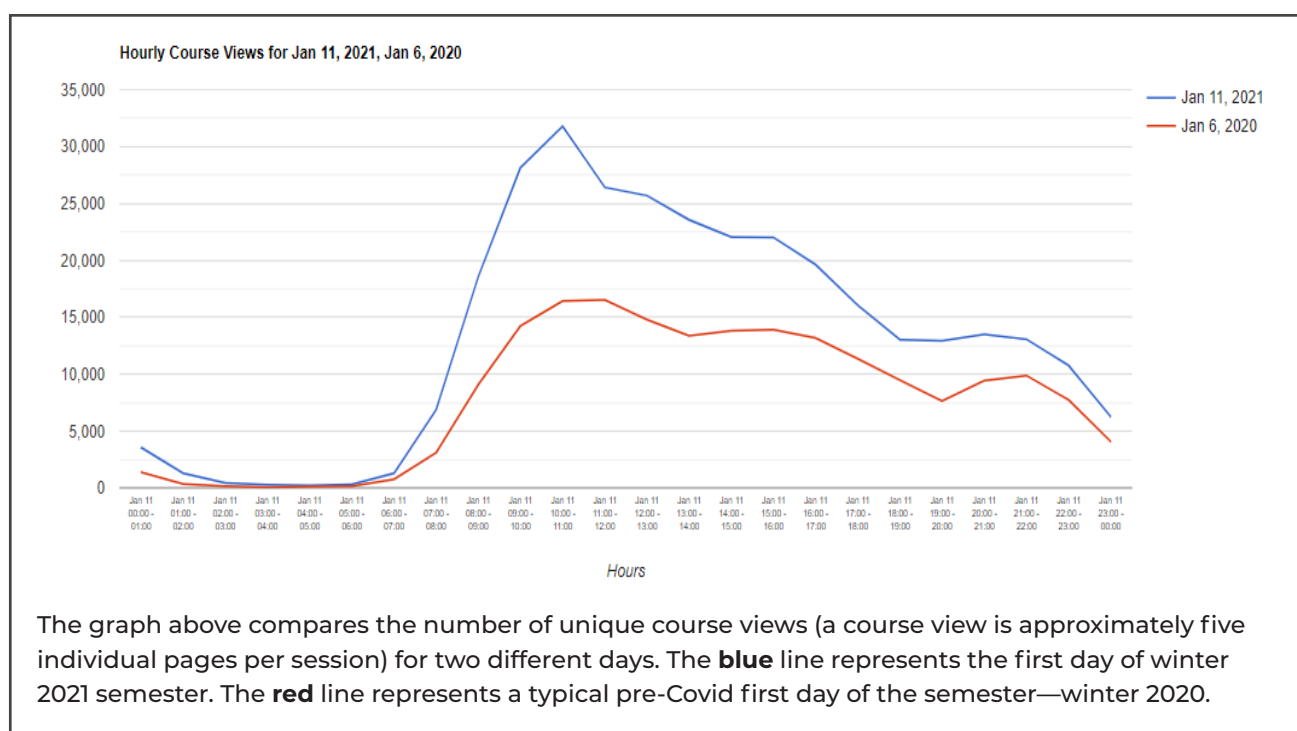
AREA OUTCOME:

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

Winter 2021 semester began one week later than usual and was a tentative return to normal. Instructors continued to utilize the **four instructional methods**, and more courses began to return to classroom delivery method.



Learning Suite continued to see high usage during the 2021 year. A new record-breaking number of course views occurred on Jan 11, 2021 – the first day of winter 2021 semester.

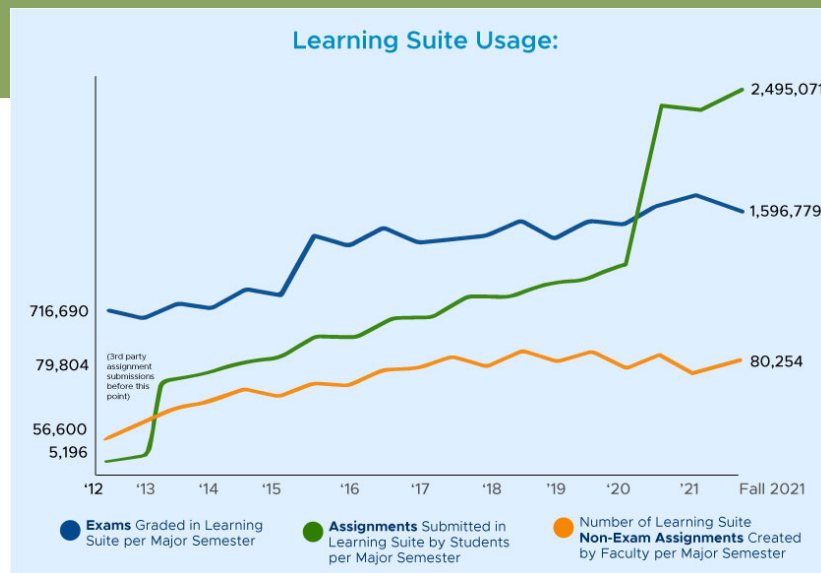
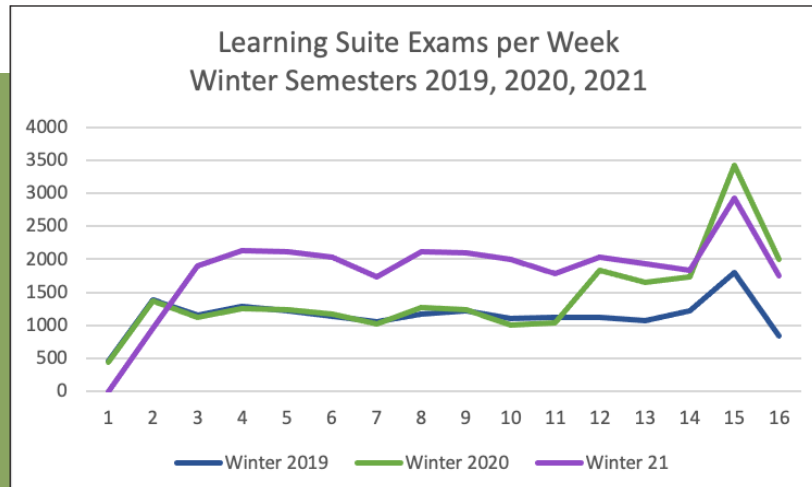


Development of Learning Suite **began a decade ago in 2011**, although major parts of Learning Suite were already developed by CTL at that time (Syllabus Builder, Digital Dialog). Approximately 88-89% of all BYU course sections are taught via Learning Suite.

During winter 2020, the number of exams delivered through Learning Suite jumped up dramatically in the 12th week when the university went to fully-online delivery. A comparison of exams over the last three winter semesters showed a **continued overall increase in winter 2021 of almost 30% over prior years**.

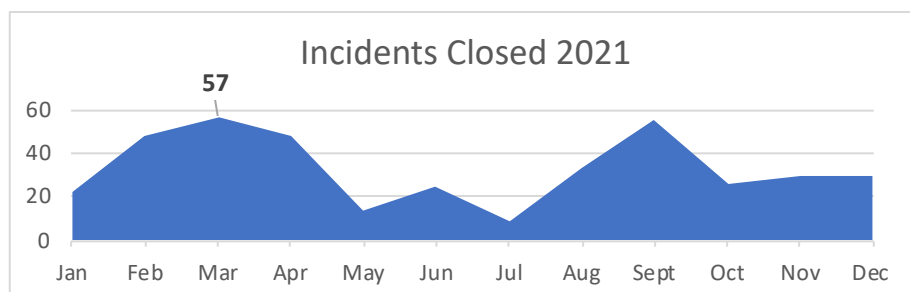
Learning Suite delivered over 1.63 million exams during winter 2021 semester

116 million
unique page views



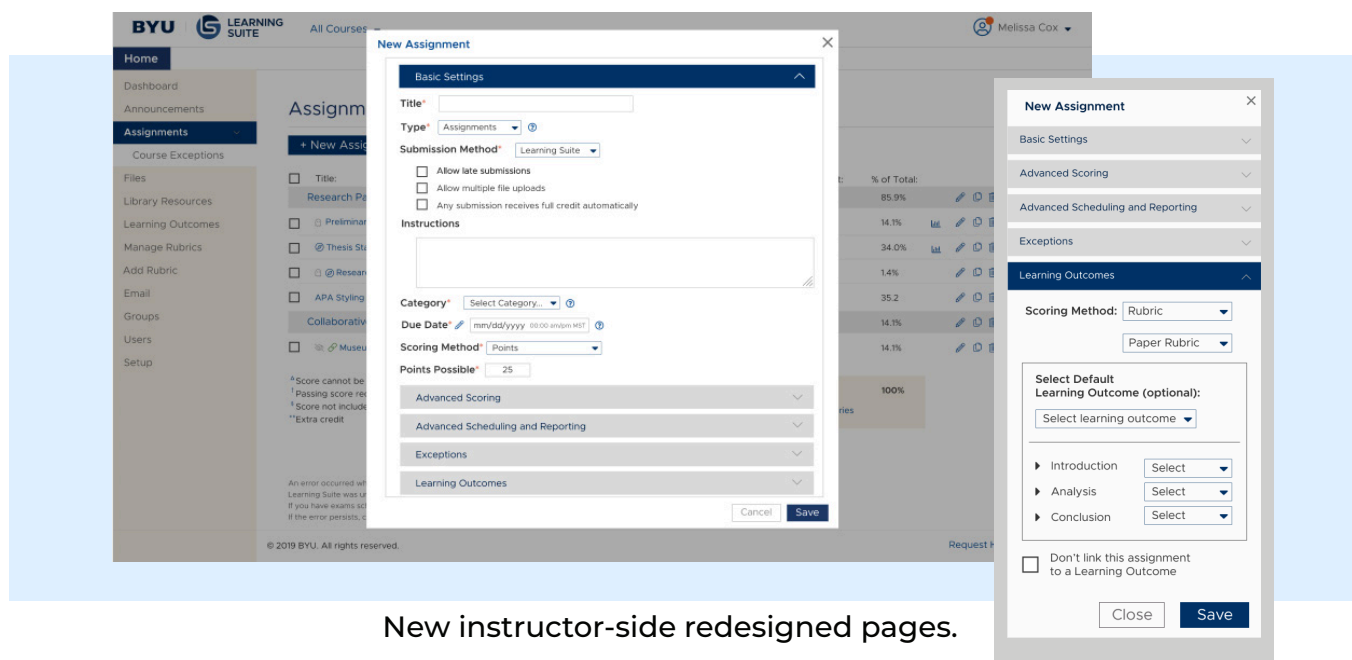
Assignments administered through Learning Suite increased from about **1.5 million** in fall 2019 to almost **2.4 million** in winter 2020 and the volume continues to stay high at just below **2.5 million** assignments in fall 2021.

Even with the increased usage of Learning Suite and technology, the number of escalated incidents remained manageable, with a high of 57 in March 2021.



The **complete redesign of the student side** of Learning Suite was fully implemented and all students were switched over to the new design in spring 2021. The new design offers additional schedule tools, viewing options, and is entirely mobile friendly.

The **instructor side redesign** of Learning Suite is currently in progress. Approximately 20+ of the 70+ pages have been redesigned and about 15 are currently under development. The instructor pages will have the new Learning Suite design and will also be fully functional on mobile devices. Some new features will also be included in the rewrite, including improved Files functionality, new Score features, and a completely new Syllabus product.



New instructor-side redesigned pages.

Working with the OIT team managing the Y App, Learning Suite is now linked directly into the Y App, giving users the ability to use the “LS Quick View” for grades or to **access the full Learning Suite site from the BYU app**.

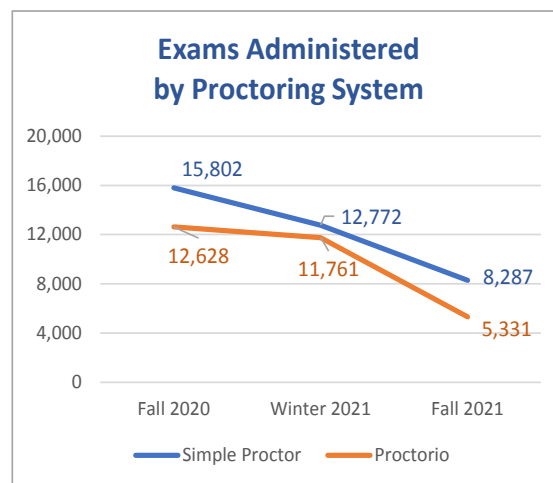
New features added to Learning Suite during the 2021 year include the following:

New exam type, **mastery**, functions as a teaching tool and permits students to have multiple attempts to get the correct answer. Each multiple choice question must be answered correctly before the student can progress to the next question. A penalty for incorrect guesses can be optionally applied.

The functionality was created for instructors to add a **late period to exams**. Students can complete the exams during the late period, with or without a penalty set by the instructor.

Additional exceptions to exams were created, allowing instructors far more flexibility in supporting students with accommodation needs.

Simple Proctor is a built-in proctor feature in Learning Suite that does not require students to install browser extensions and can be used on any browser or operating system (including mobile phones). Additional features were added this year, allowing for **more monitoring of the student** when taking a proctored exam. In addition to alerting when a student leaves the exam tab, the system will alert if the student disables their camera or disconnects their internet connection. The option to take a screen capture is currently in development. Proctorio, a third-party vendor, also continues to be an option for online exam proctoring in Learning Suite, although more instructors continue to choose Simple Proctor over Proctorio.

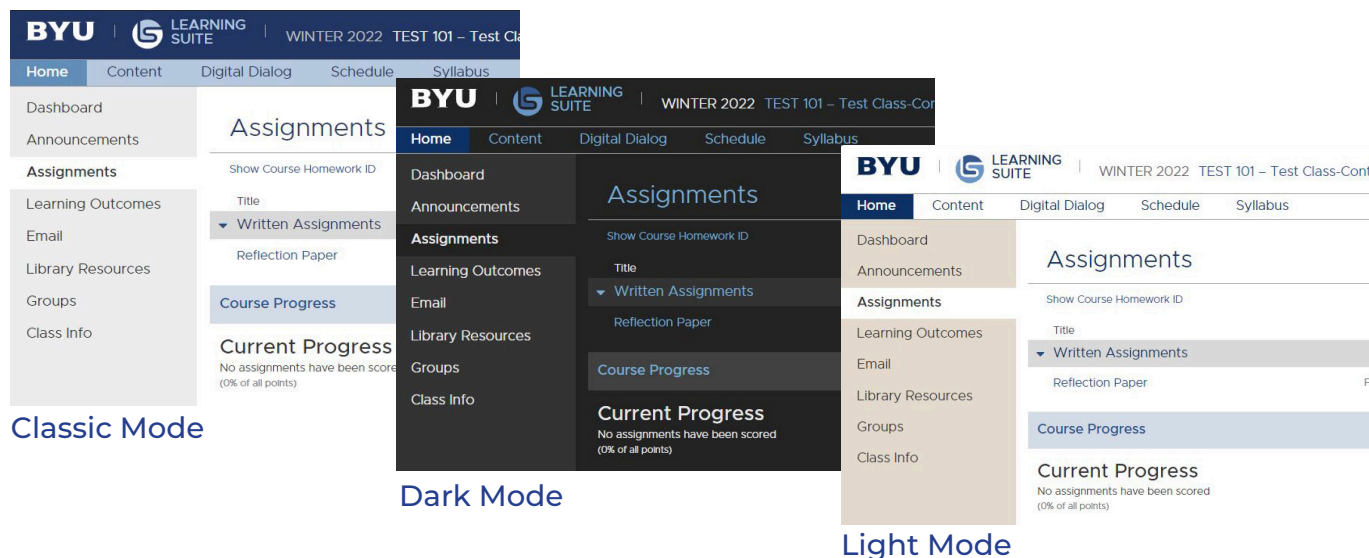


Instructors can now **unpublish** exams that have been published, as long as students have not started to take the exam.

A new question block type, “X of Y” allows students to **answer only some of the questions in the question block** as designated by the instructor.

A new question type, **Multiple Choice Fill-in-the-Blank** allows instructors to set drop-down options for the blanks.

A new theme view “**Classic mode**” was added to the current view options of “Light mode” and “Dark mode.” The themes work on mobile view as well.



The technical support sites for Learning Suite, Student Ratings, and Flashcards were moved to one site, softwaresupport.byu.edu. Technical support documentation for other CTL products will be added to the site, centralizing our support documentation.

Working with OIT Technology Support Center agents, we helped to update and link over **180 Knowledge Base articles** which are used for technological support for CTL products.

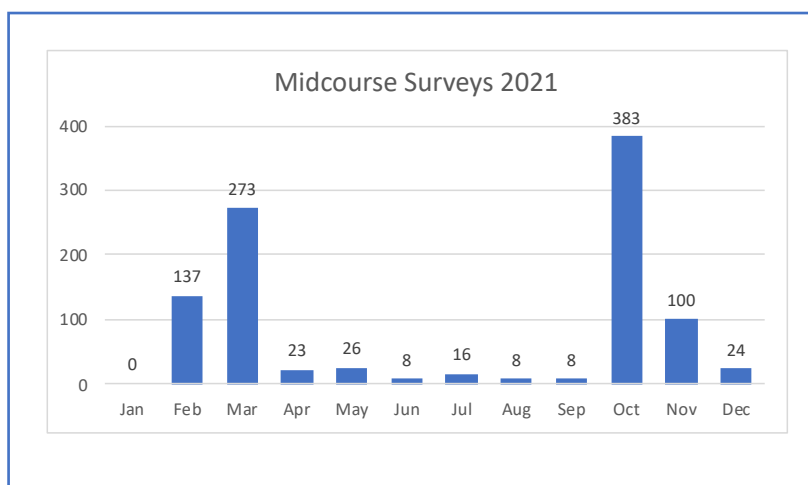
AREA OUTCOME:

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.

CTL continues to create **custom student ratings reports and analyses** for individual faculty, chairs, deans, and administrators, including data used in university accreditation and reports to the CES Commissioner.

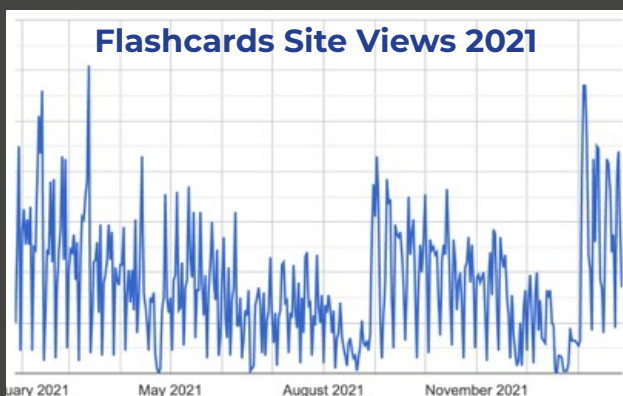
Four departments utilize the student ratings instrument to also evaluate student self-assessment on **achievement of the course learning outcomes**. A structure was built so other departments can opt-in to have their course learning outcomes assessed during student ratings.

Instructors created almost a **thousand midcourse surveys**, with over 35,000 students surveyed. The overall response rate for midcourse surveys is about 55%.



Work was initiated on a **Teaching Stewardship site** which will integrate with Learning Suite, Student Ratings, and Learning Outcomes and will facilitate faculty self-assessment and stewardship accountability.

The Flashcards app has consistent usage and will be redesigned over the future years. The program was also turned into an app which can be downloaded and installed on all Android or iOS devices.



More than **8,000** decks have been created and used on the Flashcards site or the mobile apps.

AREA OUTCOME:

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

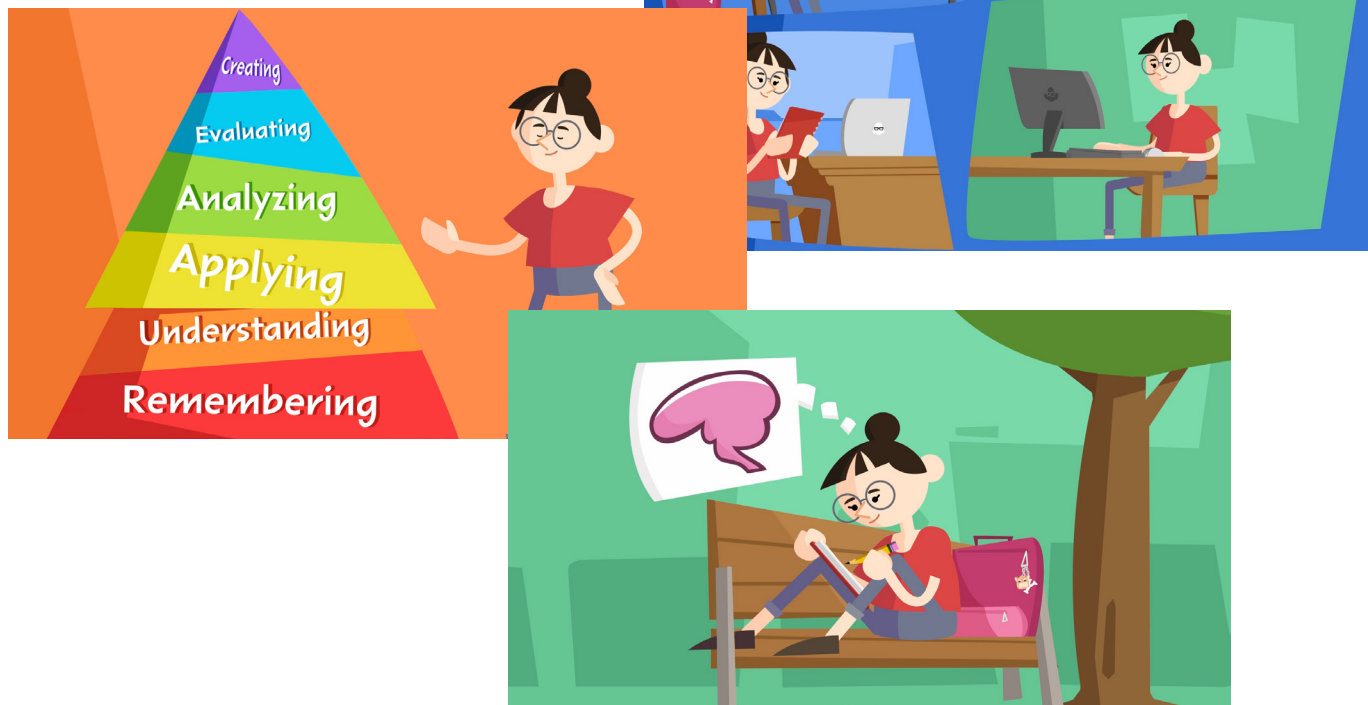
Our UX/graphic design team **redesigned the bubble sheets** for the Testing Center and the new scanning process. Bubble sheets can now be printed at the Testing Center instead of ordered from third party providers.

Students on the **animation team receive real-world training** on the animation process. The experience they get in storyboarding, asset creation, and production have helped make these students sought-after employees. The training and experience gained on this team has made a big difference in students' lives after graduation. They created several important projects this year:

“Wanted to respond just to say thank you for hiring me, doing a lot of those white board videos, at BYU what was it, almost 10 years ago now? (wow) Seriously, having the chance to work there, I can see, made a huge impact on my life. There's a clear line from that job to the job and life I have today.”

– Eric [former animation student employee]

The animation team created two shows, with two more in process, for the Learn Anywhere site. These videos teach students about exam preparation techniques and best practices for taking exams.



- Two shows were created for the Technology Transfer Office to help faculty learn about the technology transfer process.
- Four shows have been created for an international business faculty covering topics such as business motivation across cultures, active listening, and foreign direct investment. Four other shows are in pre-production process.



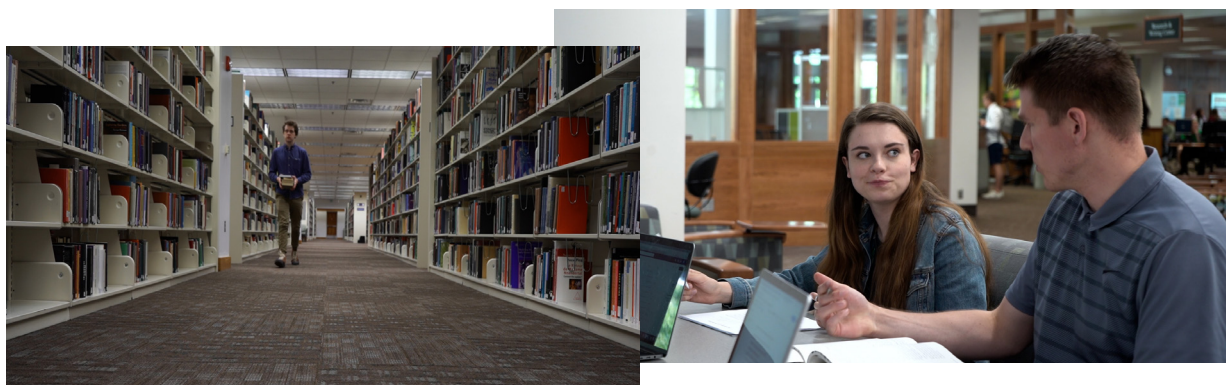
The video team has been busy helping faculty with recordings that will help increase learning in their courses. These projects include the following:

- Networking videos: A series of 6 kinetic text videos and animations were created for BYU Career services. These videos instruct students on how to network with BYU alumni as they search for jobs after graduation. These videos were created in conjunction with the animation team.
- New Faculty Workshops: Audio and video support for the online portion of the workshops was provided by the CTL video team.

Islamic Center Video: Created for the Islamic World Today Conference presented by the University in Oct 2021, this video will also be used in Comparative Religion Classes on campus and by the Islamic Center itself to introduce and celebrate the Center. This project is ongoing as the Center is still under construction.



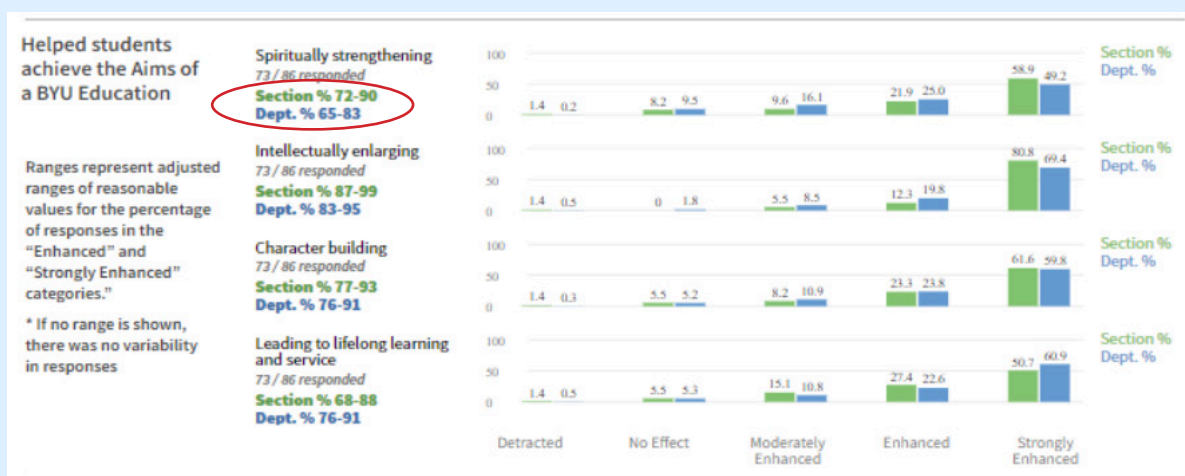
- Reading Videos: These final 10 videos are a continuation of a video series produced several years ago. These videos will be used by Student Development courses across campus and around the world to help students improve both academic and general reading skills.



AREA OUTCOME:

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

CTL worked with academic administrators to implement uncertainty ranges for the questions on the student ratings questionnaire covering the Aims of a BYU Education. All semester and summary reports were updated, including those for past semesters.



CTL teams continue to work with the following campus entities:

- Online Course Review Committee to help instructors comply with ADA standards for Learning Suite courses.
- University Accessibility Center to help instructors accommodate students who have letters permitting them to take classes remotely or other such accommodations.
- Several colleges who have changed computer labs into testing spaces to administer online exams.

HIGHLIGHTS FROM TEACHING & LEARNING CONSULTING



RICHARD SWAN



**Joshua
Holt**



**Julie
Swallow**



**Ken
Plummer**



**Mike
Johnson**



**Ursula
Sorensen**

It was supposed to be the year when everything went back to normal. Of course, it did not turn out that way. Still, it was a good year for CTL.

We welcomed three new consultants to the CTL family. Joshua Holt (who started during the COVID maelstrom) comes to us from Utah Tech University. Julie Swallow oversaw teaching and faculty relations at BYU's Salt Lake Center and now enjoys a relaxing commute to work. Ursula Sorensen brings years of experience having helped found the Office of Teaching & Learning at Utah Valley University. (Her commute is much shorter.) It has truly been a blessing to have their personalities, experiences, and perspectives brought to the CTL.

Along with the quantifiable accomplishments, the influence CTL continues to have on institutional culture is significant and will be long-lasting. CTL staff participated in two accreditation committees. The evaluation and recommendations made for the accreditation self-study are already bringing colleges in to discuss how to improve program review of learning outcomes. The learning-centered peer review of teaching and teaching portfolio process is being adopted across campus. These and other efforts in process will help shape programs and faculty for years to come.

At the same time, I do not want to underestimate the good work that seems “normal,”—that goes on day-to-day, week-to-week, year-to-year but lays the necessary foundation for moments like these when opportunities for visible change occur. And while I focus on the consulting area, I know this is true of all the areas of CTL.

Richard

TEACHING & 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.

CTL consultants met with almost every college curriculum council to support the evaluation of program learning outcomes. We continue to encourage faculty to embrace the responsibility and opportunity represented by sound learning outcomes.

Rolling out Peer Review of Teaching.

CTL's associate director collaborated and co-presented with the co-chairs to present the peer review recommendations to the university community. The pilot is underway. A custom teaching portfolio application based on the task force recommendations is under development.



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 Seminar was conducted both in-person and virtually through Zoom. Seventy-one new faculty members participated. Eighty-five percent of respondents found the seminar to be very to extremely helpful.

71 new faculty participated

"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."

...acquire the art and discipline of effective teaching



Consulting One-On-One

After the workshops are done, Teaching & Learning Consultants continue to work with faculty individually. This year, CTL consultants had 3,232 consultations.

3,232 consultations with 900 faculty

SCOT (Students Consulting on Teaching)

Faculty members who use the SCOT program find it invaluable. This year, SCOTs performed 68 consultations of different types for 24 faculty.

68 services for 24 faculty

Educational Development Webinars or Workshops

As part of the effort, CTL sponsored 130 webinars or workshops dealing with pedagogy, assessment, and technology. These were recorded and made available on teachanywhere.byu.edu. Approximately 2,750 faculty participated live with another 237 views of recorded sessions.

Welcome to the
Teach Anywhere Series: Session 1

4 CORE Principles of Effective (Online) Teaching

BYU CENTER FOR
TEACHING & LEARNING

TRAINING & WORKSHOPS

[Upcoming Training & Workshops](#)

[Previous Events & Recordings](#)

[Training Series](#)

[Teaching Tips](#)

Workshops: 130

Live ≈2,750

Attendance Online Views: 237

Authentic Assessment: What is it? Is it feasible?

Should you consider authentic assessment? Watch the webinar where faculty members Danny Damron (FHSS), Mat Duerden (Marriott School), and Jamin Rowan (Humanities) as they discussed authentic assessment; how they've used it; and the results they've seen.

Make a Good First Impression with Your Syllabus

For some students, their first impression of you and your class comes from your syllabus. Learn why and how to create more engaging, learner-centered syllabi.

Accommodating Student Success: What Faculty Should Know About ADA Accommodations

Ed Martinelli and Rachel Lyon (University Accessibility Center) discussed how accommodations have helped BYU students as well as addressed some important accommodation-related questions. The webinar took place on January 20 & 21, 2022.

The Unstated Impact of Assessments on Student Learning

Many instructors assess their students under the light of the streetlamp without considering the unstated impact their assessments are having on student learning.

Helping Struggling Students: What can you do? What should you avoid?

You may notice a student in your class who is struggling with mental health or emotional issues. A student may approach you and share that information. The question is: what *can you do* to help and what should you *not do*? Steve Smith from Counseling and Psychological Services (CAPS) discusses the most common issues for BYU students and ways that you can help.

AREA OUTCOME:

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

Online TRAT for Team-Based Learning

CTL's Online Team Readiness Assurance Test, or TRAT (pronounced tee-rat) is being used by 27 faculty with more than 1800 students

Faculty: 27
Student: >1800



Dance Tracks

Faculty: 52

Students: ~ 1875

Events in 2021 (course assessments, auditions, or juries held): ~ 75

Voice Tracks

Faculty: 10

Students: 43

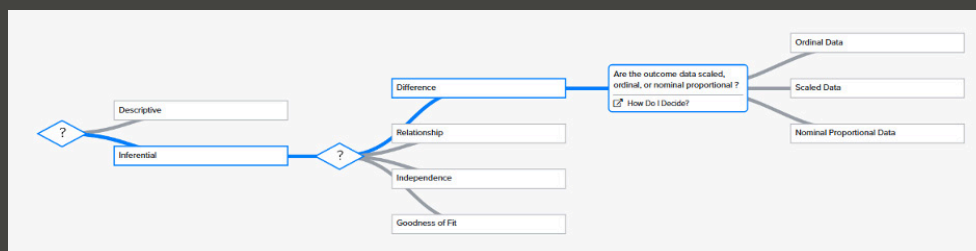
MusicTracks (Still in Pilot)

Faculty: 26

Students: ~ 175

Decision-Based Learning

Decision-Based Learning (DBL) continues to grow. Research from a variety of sources confirms a positive effect on student learning. Results indicate that DBL helps critical thinking and metacognition.



BYU Faculty or Staff: 26
Classes or sections: 242
Decision models in use: 79
Students who used DBL: 3,990

(DBL) "Critical thinking is considered one of the most essential skills in the 21st century that is not adequately developed among higher education graduates in the United States. Critical thinking is one of the "major unsolved problems of pedagogy" (Larssen, 2017 quoting Kuhn & Dean, 2004). Study results show that DBL "has potential for enhancing critical thinking skills."

Plummer, Kebritchi, Leary, & Halverson (2022) Enhancing critical thinking skills through Decision-Based Learning, Innovation in Higher Education

AREA OUTCOME:

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

Accreditation Self-Study

BYU conducted its self-study as part of the university accreditation cycle. CTL staff were asked to participate on two committees. The director of CTL chaired the committee on student learning and programs' processes of evaluating, documenting, and improving student achievement of program learning outcomes. An associate director was also a member of the committee. The committee completed both quantitative and qualitative evaluation of programs' efforts to measure student learning and use that evidence to improve program outcomes.

Another associate director participated on a university accreditation team focusing on student academic success. This workgroup met for six months to review student academic success data and analyze patterns of achievement. The team found patterns of differing student achievement based on factors such as first-generation status and racial/ethnic backgrounds.

Findings and recommendations were given to the university to be incorporated into the final university accreditation report.

HIGHLIGHTS FROM ASSESSMENT SERVICES



Bryan Bradley



**Heather
Adams**



**Cindy
Armstrong**



**Jeanine
Bell**



**Morgan
Gardiner**



**Sherry
Measom**

May 2021 marked 14 years since BYU Testing Services became part of the Center for Teaching & Learning. Although the Testing Center is nearly 50 years old, the blending of this campus-wide center with the services of CTL has enabled us not only to administer approximately 500,000 tests per year (during normal semester circumstances), but also to work with faculty to improve these exams. Inclusion of the Accommodated Testing Area further enhanced our commitment to all instructors and students to assist in providing fair testing opportunities and practices to qualifying students.

Like all of CTL, Assessment Services endeavored to be resilient during the Covid-19 pandemic. From winter semester through summer term of 2021, areas such as the Testing Center and large lecture areas continued to have seating restrictions due to social-distancing requirements. But by the end of July, all the remaining student testing seats were returned and re-installed at the Testing Center. And by fall 2021, the Testing Center was scheduling and facilitating a normal complement of student exams.

Evidence of student learning remains an important function of all aspects of teaching and learning across campus. Assessing student learning is at the center of gathering such evidence. At CTL, we continue to emphasize best assessment practices in conjunction with our ongoing workshops, webinars, and individual consultations with faculty.

I have found it very gratifying to see the eagerness among many faculty members to include strong assessment practices in their courses.

I continue to appreciate the support of colleagues on the CTL management team as we work together and across our areas of responsibility to coordinate and provide meaningful services and solutions to faculty and students.

Bryan

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.

Consultations Relevant to Assessing Student Learning

Direct consultations regarding assessment strategies included:

- Use of Learning Outcomes alignment table to evaluate evidence of student learning and identify effective course improvements.
- Effective use of Testing Center resources including accessing and understanding the data available in online reports.
- Best use of assessment types in both online and non-online situations.
- Use of **frequent formative assessments** (graded or ungraded) to help students guide their further learning as they move toward more summative exams, such as midterm or final exams.



- Strong emphasis on **authentic assessments** that reflect real world contexts and can be embedded into learning exercises

More than 200 assessment consultations with about 30 Faculty

Accessibility Testing

In partnership with the University Accessibility Center, the Testing Center **accommodated students who have disabilities** that necessitate adapting their testing environments. Depending on their need, students took exams in reduced-distraction rooms or private rooms. We also provided accommodated testing for students needing extra time on timed exams, students needing a reader to read exam questions out loud, and other qualified accommodations.



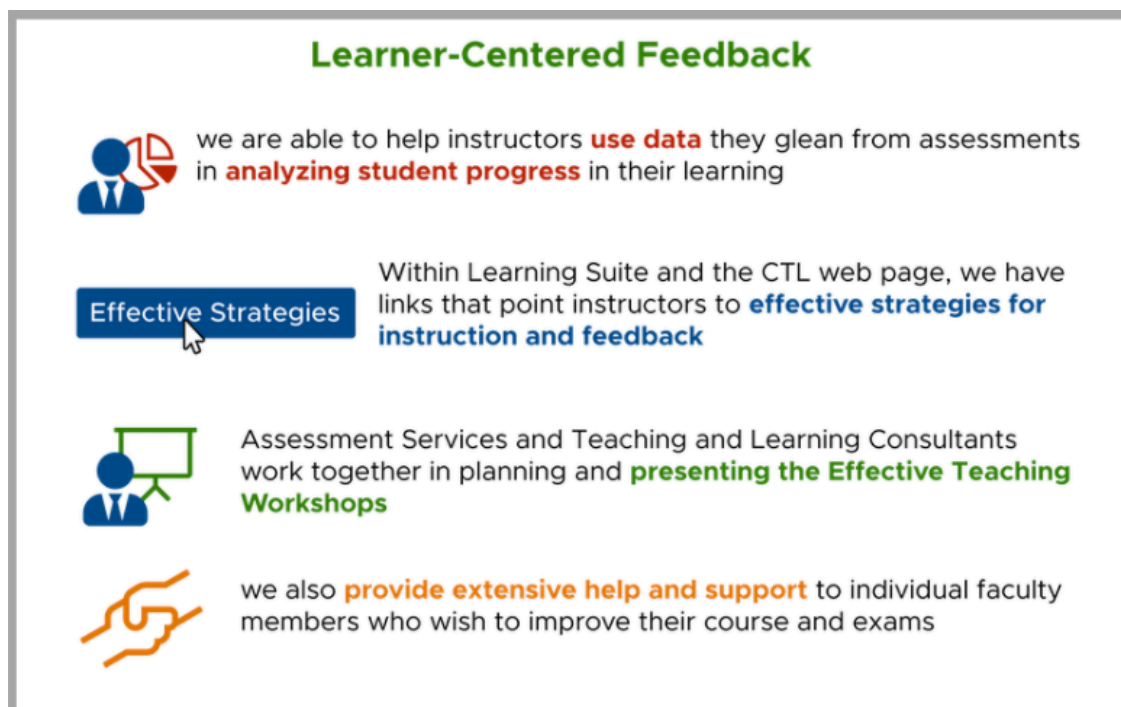
More than 400 tests administered in the Accessibility Testing area

AREA OUTCOME:

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

Learner-Centered Feedback that Promotes Learning

Learner-centered feedback is guidance given to students that shows what they have scored correctly or incorrectly along with helps and prompts as to next steps in furthering their learning.

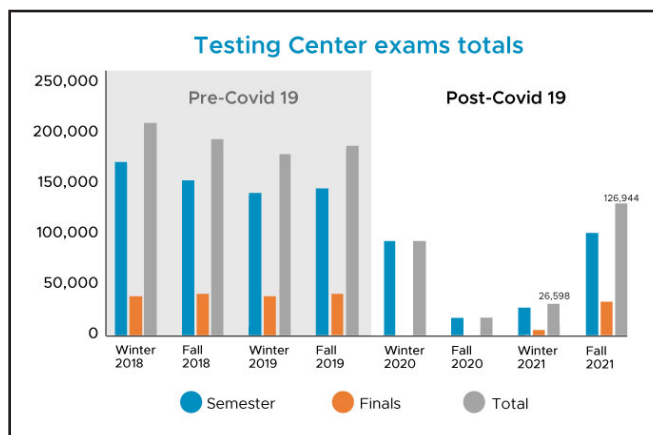


AREA OUTCOME:

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

Exam Question Analysis

The “Exams” feature in Learning Suite includes an item analysis feature that generates reports on how students have responded to the test questions. From these reports, instructors can readily determine exam questions that effectively show students’ performance, as well as ways they can adjust the course for remediation. In addition, using the “Exams” feature allows instructors to provide sound feedback for their students based on data.



AREA OUTCOME:

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

Testing Center Exam Security

For nearly 50 years, the BYU Testing Center has evolved as a 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.

**161,461 exams administered at the Testing Center
(during reduced-seating conditions)**

Academic Honesty

All Testing Center employees are extensively trained in exam security and academic honesty. In 2021, a rotating workforce of 90 student employee proctors exemplified commitment to exam security and the standards of the BYU Honor Code.

Security and Safety Measures

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



AREA OUTCOME:

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

By winter 2021, the Testing Center resumed administering final exams at full capacity.

We also expanded our ability to administer and proctor online exams at the Testing Center via computer-based testing (such as Chromebooks). These devices enabled the administration of online exams in a more secure and reliable environment than what can be offered by 100% remote proctoring tools such as Proctorio. The testing devices are kept secure in charging carts and are modified so that the internet browsers are locked down, thus preventing most cheating behaviors.



We developed software that allowed us to create our own testing bubble sheets. This meant we could eliminate costly third-party purchases of customized bubble sheets, as well as the expensive proprietary scanners required to scan the bubble sheets. The design and testing of the new bubble sheets and scanners was completed by the end of 2021. We will complete the transition to this new process during 2022.

INSTRUCTIONS:																			
You must code your NAME and BYU ID Number or NET ID for your test to be scored																			
<div style="display: flex; justify-content: space-between;"> <div>NAME _____</div> <div>ID _____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>CLASS _____</div> <div>SEC _____</div> <div>DATE ____/____/____</div> </div> <div style="display: flex; justify-content: space-between;"> <div>TEACHER _____</div> <div>TEST NO. _____</div> </div>																			
IDENTIFICATION					NAME -- LAST					FIRST					INSTRUCTIONS FOR MARKING:				
															• Completely fill in bubbles • Carefully erase changed answers • Use pencil – No ink				
<div style="display: flex; justify-content: space-between;"> <div> <div style="border: 1px solid black; padding: 2px;">BYU</div> </div> <div> <div style="border: 1px solid black; padding: 2px;">KEY #</div> </div> <div> <div style="border: 1px solid black; padding: 2px;">NON-ORG</div> </div> </div>					<div style="border: 1px solid black; padding: 2px;">OFFICE USE ONLY</div>					<div style="border: 1px solid black; padding: 2px;">FACILITY USE ONLY</div>									
Question 1 <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>1 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> <div style="width: 35%;"> <p>21 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> <div style="width: 30%;"> <p>41 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> </div> Question 2 <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>2 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> <div style="width: 35%;"> <p>22 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> <div style="width: 30%;"> <p>42 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> </div> Question 3 <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>3 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> <div style="width: 35%;"> <p>23 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> <div style="width: 30%;"> <p>43 <input type="radio"/> T <input type="radio"/> F</p> <p>1 2 3 4 5 6 7 8 9 0</p> </div> </div> Question 4 <div style="display: flex; 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REPORT FROM THE BUSINESS MANAGER



Dana Lipari



**Ben
Orr**



**Steve
Budd**

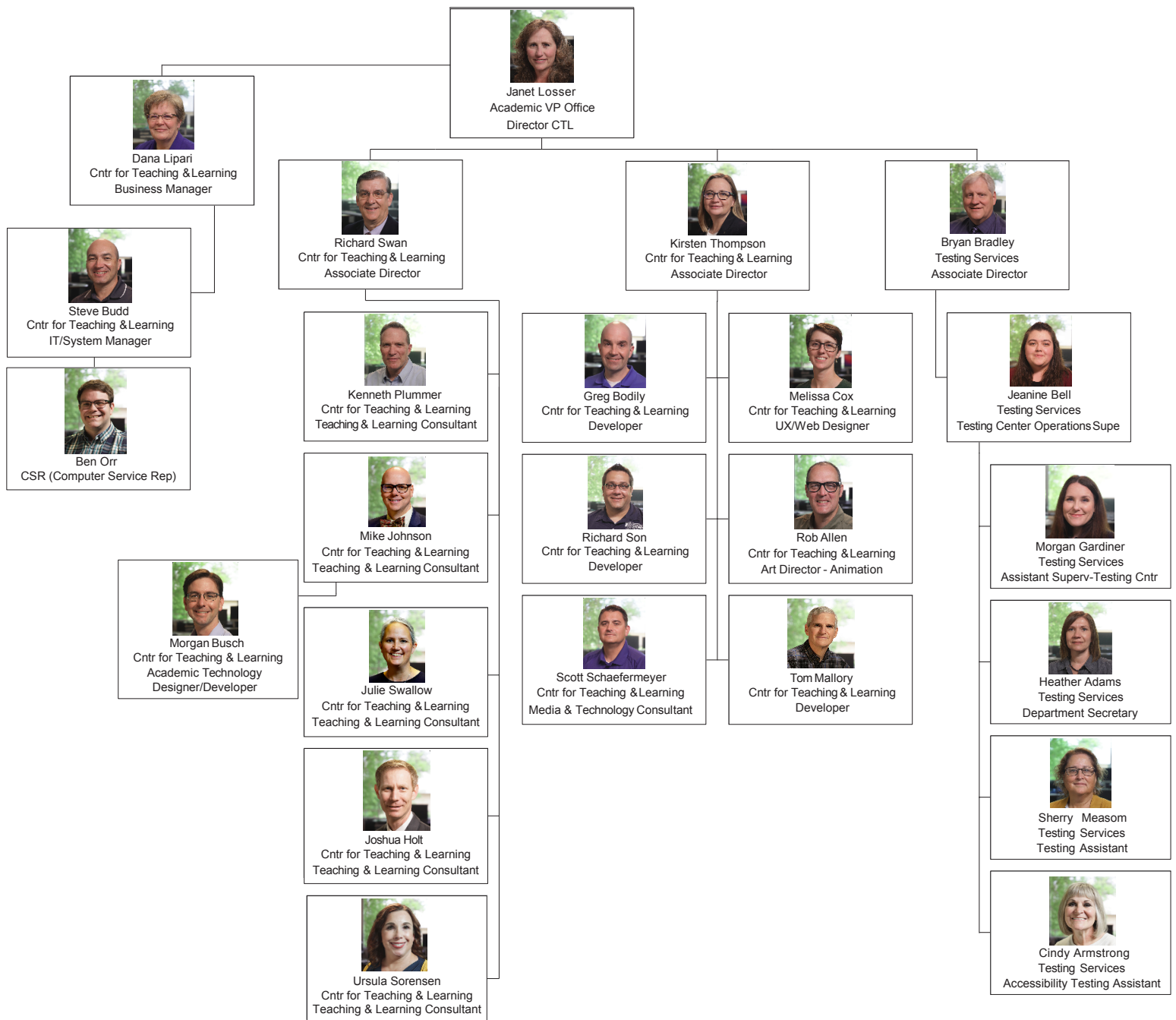
Like so many on campus, CTL has adjusted plans, services, and operational activities during the pandemic years of 2020 and 2021. The ability of CTL's talented employees to pivot as needed has been especially noteworthy. The business management team has enjoyed a front row seat to the amazing work of CTL as we provided support in the areas of systems management, finances, and human resources. Some of the 2021 highlights for our area have been:

- A new IT support group was hired/mentored during 2021, but they did not miss a beat in assuring smooth system operations and management, including in specialized areas such as the testing center, video studio, animation studio, software development groups, and cybersecurity.
- The transition to a new resource planning portal enhanced our ability to identify needed resources as we continue to align our work with the mission, aims, and strategic objectives of BYU.
- Three excellent contributors left CTL, but we added four new employees who lost no time in furthering CTL's ability to enhance teaching and learning at BYU.

We look back on 2021 with a sense of satisfaction and gratitude... and we look forward to all that is on the horizon in 2022!

Dana

2021 CTL ORG CHART



“Education for Eternity”



The Center for Teaching and Learning is the place where expertise, hard work and devotion to the university’s mission meet. I have observed CTL employees wrestle with thorny problems and arrive at novel solutions. I have seen them work long hours, deep into the night and across weekends, to respond to an urgent request or emergency. I have been inspired by their willingness to put aside personal agendas for the benefit of our students and their teachers—and to promote the ideal of a school in Zion. They capture and reflect the spirit of the Y.

JOHN R ROSENBERG

Associate Academic Vice President

Washington Irving Professor of Spanish and American Relations



CTL.BYU.EDU