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# Digital Enhanced Testing (Exams)

## Subcommittee Report

Paul Oliphant - chair  
Mo Bischof  
John Booske  
Lee Konrad  
Mary Thompson  
Jim Wollack  
Bill Zimmerman

**TLTAG - March 19, 2018**

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# Mission to the TLTAG Sub-committee

The Digitally Enhanced Exams Sub-Committee will:

1. Provide recommendations and resource prioritization to TLTAG regarding digitally enhanced exam testing space, software, and other pertinent issues to support testing for campus residential instruction and online instruction of UW-Madison students.
  2. Provide analysis and evaluation of proposed IT policies and initiatives for digitally enhanced testing on campus.
  3. Provide representation and advocacy for digitally enhanced testing needs for UW-Madison
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# **Charge to the TLTAG Subcommittee**

Instructor Community



Residential

Non-residential

Look at both low hanging fruit, as well as establishing a 3 to 5 year plan. Provide proposal(s) for FY19 by April 1st.

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# **Problem Statement**

**How might we improve the learning ecosystem through campus-wide technology-enhanced student testing services, while continuing to ensure quality, accessibility and integrity?**

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# Process - Method

- 1. Define Problem**
- 2. Gather information**

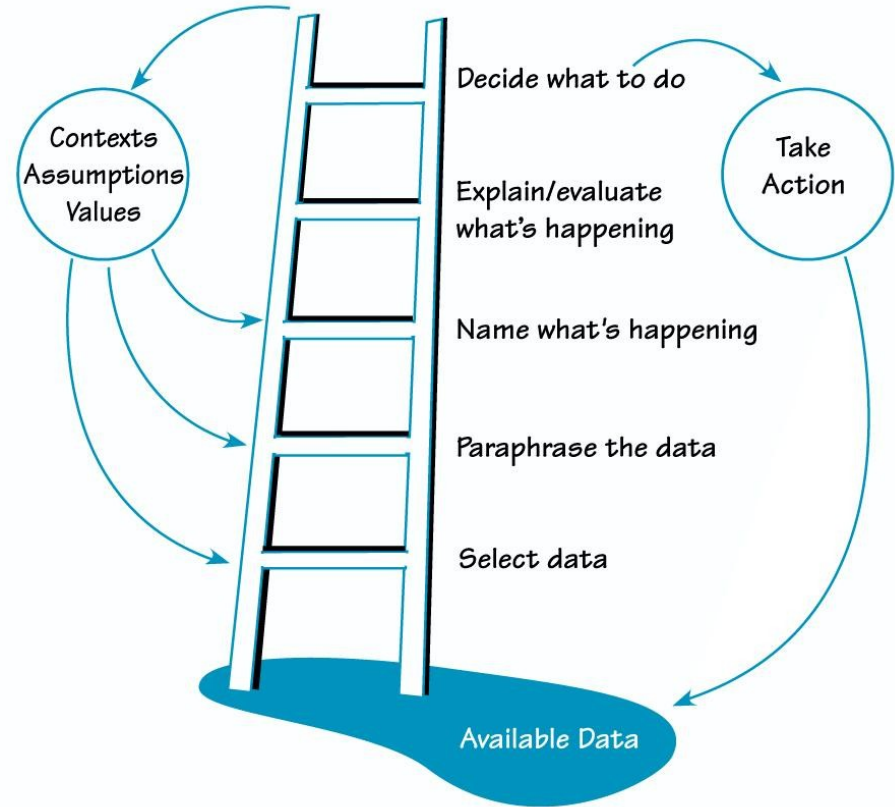
**Focus on short term items**

- 3. Sift & Winnow**
- 4. Generate actionable ideas**
- 5. Craft FY19 Proposals**

**Refocus on longer term & next steps**

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## Ladder of Inference



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# Process Timeline

**Nov** - Kickoff meeting

**Dec & Jan** - Define Problem Statement & Gather

- Peer & Aspirational Institutions
- Campus

**Feb** - Sift and Winnow

- Short term possibilities
- Long term opportunities

**Mar** - Develop FY19 proposal(s) [ experiment]  
Review by TLTAG & Steve

**Apr** - Present proposal to Leadership

**May** - Move to longer term opportunities

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# Gathering - Who

## Peer Institutions

- Penn State
- Michigan
- Michigan State
- Ohio State
- Rutgers
- UT Austin
- Duke
- Boulder
- Stanford
- Berkeley
- ASU
- University of Illinois

- University of Iowa
- University of Nebraska
- University of Wisconsin-La Crosse
- University of Maryland
- Marian University
- Chemeketa Community College
- Humber College, Toronto
- Tulsa Community College
- Henry Ford College

## Campus Units

- Med School
  - Pharmacy
  - Law
  - L&S
  - Engineering
  - WSB
  - CALS
  - SOHE
  - Education
  - Nelson Institute
  - Nursing
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# Example Questions

How are faculty currently assessing students using computer technology in your School/College?

What is the satisfaction level within the School/College and among the faculty with what is currently being done?

What types of assessment would you like to be doing that you are currently unable to do? What do you see as the biggest barriers to your being able to implement this? If campus where to provide technology to support these types of assessments, how widely used to you think it would be across your School/College?

Are there other specific tools to enhance assessment that would be beneficial for your School/College?

Do you or faculty within your School/College have experience with computer-based testing? If so, please answer the following questions:

How broadly has it been adopted?

What has been your delivery model?

How would you categorize those experiences?

What have you found to be the greatest advantages and challenges?

Would your faculty take advantage of additional Professional Development related to improving assessment? If so, in which areas of assessment do you think faculty would benefit most from additional professional development?

Please also provide any other feedback regarding technology-enhanced testing that would be valuable for the committee to consider.

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# Gathering - What

- Facilities
  - Access
  - Timeframes
  - Schedules
  - Facility locations
  - Security
  - Seats
  - Instructor needs
  - Student needs
  - Responsibilities
  - Integrity
  - Proctoring
    - In-person
    - Remote
  - Faculty buy-in
  - Culture
  - Exam flexibility
  - Training
    - Faculty
    - Proctors
  - BYOD
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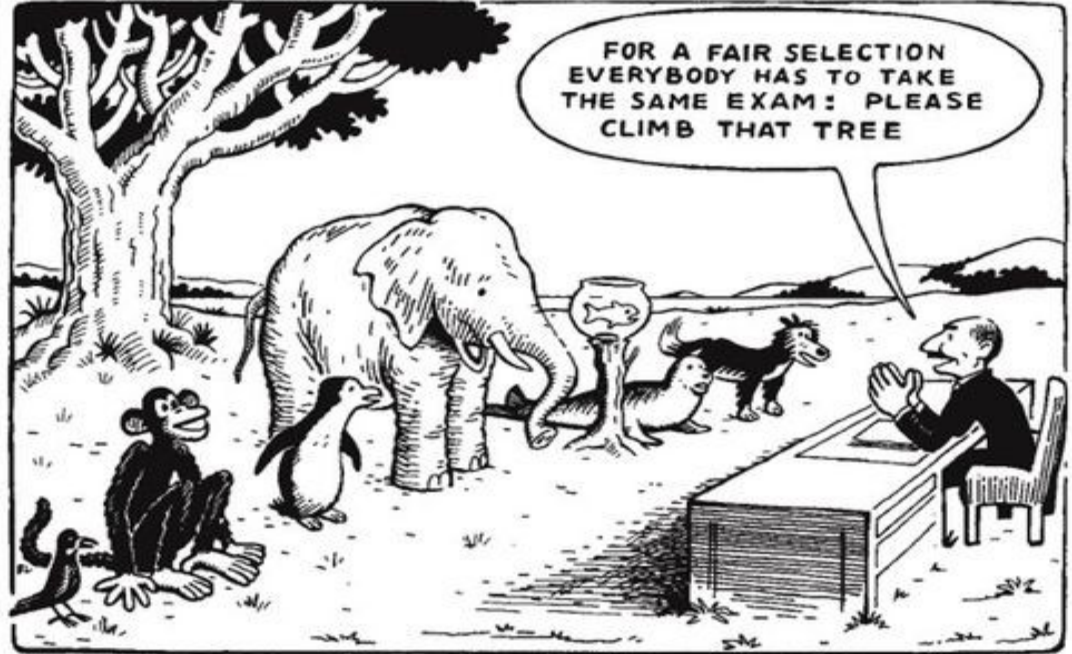
**Sift & Winnow**

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# Menu Concept

Questions to consider for menu options across a decentralized campus:

1. Kinds of testing
2. Scale
3. Infrastructure
4. Space
5. Timing
6. Cost /Value
7. Policies



# **Areas of Interest**

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# Areas of Interest: Bring Your Own Device (BYOD) Testing

## Primary Issues

- Security and Operational Issues

- Compatibility with Canvas
- Lockdown Browser Models
- ADA compliance
- Item Types & Test Dev. options
- Device Neutrality
- Ease and reliability

- First Steps

- Evaluate all possible solutions
  - Adopt a “growth mindset” and pilot a few of the most promising
    - Standardize administrative conditions to isolate BYOD components
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# Areas of Interest: Facilities

Near-term possibilities (and probable first steps)

- Identify and leverage existing facilities and, ideally, associated infrastructure and support (e.g. InfoLab program, Libraries, under-utilized classroom spaces, etc.)

Longer-term possibilities:

- include everything from building a dedicated facility to major renovation/repurposing of existing campus spaces.
  - these options are both time-intensive and costly
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# Areas of Interest: Culture

We also learned that faculty are interested in:

- Ensuring various needs, readiness and abilities across camps are recognized; providing ample communication strategies to inform campus community
- Improving the formative/summative assessment features in our CANVAS LMS
- Creating more assessment trainings to support other ways of testing and assessing students
- Creating opportunities to use digital enhanced testing with lockdown browsers, short essay and more case-based learning scenarios (pilot projects?)

# Next Steps



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# QUESTIONS

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