ExamSoft Training and Support

ExamSoft was first used by the School since the fall 2014 semester. After the completion of a successful pilot, ExamSoft was offered to all required courses. As adoption increased, all faculty and graduate students using the ExamSoft application received training. Typical training consisted of a one-on-one approach, using comprehensive guides, one-page sheets, in-person trainings, and proactive consultations to improve exam administration abilities of faculty, staff, and teaching assistants. Tracking all examination policy as well as the increased proficiency with the ExamSoft application received training. Typical training consisted of a one-on-one approach, using comprehensive guides, one-page sheets, in-person trainings, and proactive consultations to improve exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions for each individual’s abilities as well as an awareness of common trouble spots in the ExamSoft portal. The completion of a skills assessment provided trainers with insight into each individual’s abilities as well as an awareness of common trouble spots. This informed the creation of targeted communications, referral training approaches, and proactive consultations to improve the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions further clarified the effectiveness of the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions allowed for an improved understanding of the most common issues encountered and entered every support instance into the form. The form data was then placed into Tableau to create a visual dashboard. The information was used to craft messaging sent to faculty and students.

Data Collection & Entry

**REVISIGN OUR APPROACH**

OAA endeavored to improve the training and exam administration processes by reviewing existing exam data that reflected training and exam preparation provided to students and faculty. Using this information, OAA revised the exam administration and training processes.

The exam administration process was revised to consist of two distinct sessions: one focused on policy preparation and the other on software-specific training.

**IDENTIFYING AND TRACKING SUPPORT REQUIREMENTS**

In order to better understand ExamSoft support requirements, OAA created a Qualtrics form containing the most common support issues encountered and entered every support instance into the form. The form data was then placed into Tableau to create a visual dashboard. The information was then used to craft messaging sent to faculty and students.

**STEP #1: Support Entry**

All support instances are entered into the Qualtrics form using the appropriate error code. Entries are reviewed and re-categorized as needed.

**STEP #2: Data Export**

Data is imported to Tableau and refreshed periodically to ensure the information is up to date. Qualtrics offers a Tableau API simplifying the process.

**STEP #3: Building the Visualization in Tableau**

Data visualizations and dashboards are created. Every support instance from the Qualtrics form is visualized in Tableau. Each support instance is reviewed and cross-referenced as needed.

Deficiencies in retention of training and persistent questions regarding exam administration issues plagued OAA. Additionally, no tracking mechanism was in place to report support to the faculty members who were responsible for tracking both of these issues. OAA adopted an exam administration and support. Beginning in spring 2015, the Office of Academic Affairs (OAA) began tracking exam support interventions with a Qualtrics form to allow for easier identification and reporting of the support requests received by OAA. Using this data, OAA identified areas that required more robust training and messaging provided to students, faculty, and TAs.

**EXAMSOFT TRAINING AND SUPPORT**

ExamSoft training was provided by the School since the fall 2014 semester. After the completion of a successful pilot, ExamSoft was offered to all required courses. As adoption increased, all faculty and graduate students using the ExamSoft application received training. Typical training consisted of a one-on-one approach, using comprehensive guides, one-page sheets, in-person trainings, and proactive consultations to improve the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions further clarified the effectiveness of the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions allowed for an improved understanding of the most common issues encountered and entered every support instance into the form. The form data was then placed into Tableau to create a visual dashboard. The information was then used to craft messaging sent to faculty and students.

**OBJECTIVES**

The objectives of this project were to use analytics to improve stakeholder training and satisfaction.

**METHOD**

Using comprehensive guides, one-page sheets, in-person trainings, and practical application of skills, each school developed a model for effective training and support. Training consisted of a series of repeated phases of exam administration. The first phase focused on high-level concepts, such as exam administration, and the second on the development of practical skills. To develop practical skills, trainees completed a skills assessment within the ExamSoft portal prior to receiving feedback throughout the process.

**RESULTS**

This multi-phased approach resulted in training having a better grasp of exam administration policy as well as increased proficiency with the ExamSoft portal. The completion of a skills assessment provided trainees with insight into each individual’s abilities as well as awareness of common trouble spots. This informed the creation of targeted communications, referral training approaches, and proactive consultations to improve the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions further clarified the effectiveness of the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions allowed for an improved understanding of the most common issues encountered and entered every support instance into the form. The form data was then placed into Tableau to create a visual dashboard. The information was then used to craft messaging sent to faculty and students.

**HISTORICAL BACKGROUND**

ExamSoft training was provided by the School since the fall 2014 semester. After the completion of a successful pilot, ExamSoft was offered to all required courses. As adoption increased, all faculty and graduate students using the ExamSoft application received training. Typical training consisted of a one-on-one approach, using comprehensive guides, one-page sheets, in-person trainings, and proactive consultations to improve the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions further clarified the effectiveness of the exam administration abilities of faculty, staff, and teaching assistants. Tracking all support interactions allowed for an improved understanding of the most common issues encountered and entered every support instance into the form. The form data was then placed into Tableau to create a visual dashboard. The information was then used to craft messaging sent to faculty and students.

**FINAL THOUGHTS**

The shift to a multi-phased training approach introduced feedback into the exam process. The added involvement decreased technical errors in exam postings and allowed faculty to focus more on matters of higher importance.

**APPLICATION OF LEARNING**

ExamSoft continually releases updates to their products to help improve the experience for its users. Like any software, new problems arise that are unforeseen and can have unintended outcomes. Continuous tracking of exam support interactions will allow OAA to remain ahead of the curve and identify recurring problems before they disrupt exams. Regular updates to the support tracking form will be made to ensure OAA remains ahead of the curve and identify recurring problems before they disrupt exams. Regular updates to the support tracking form will be made to ensure that issues are categorized in either ‘issue types’ or ‘categories’ correctly. The proposed system will provide rich data and help determine if fixes released in software updates have been implemented.

The multi-phased approach to training will continue for all new faculty and teaching assistants. Using data from the support tracking and feedback from stakeholders, OAA 16 can continue to refine the process in an effort to provide the best user interface. Stakeholders will continue to receive guided instruction and as well as be asked to complete self-guided activities prior to being given access to ExamSoft.

**FACTORs TO CONSIDER**

Increased tracking of issues allowed OAA to take a more proactive approach with the communication strategy, support, and training. OAA’s additional in the exam posting process ensured exam settings and training parameters were consistent and that each exam was available on time. Combined, the new approach reduced common exam errors and reduced stress among stakeholders.

The shift to a multi-phased training approach required faculty and TAs to be more involved with ExamSoft. Support interactions were reviewed in Tableau to determine issues that were unique to faculty, staff, and teaching assistants. Using data from the support tracking and feedback from stakeholders, OAA 16 can continue to refine the process in an effort to provide the best user interface. Stakeholders will continue to receive guided instruction and as well as be asked to complete self-guided activities prior to being given access to ExamSoft.

**FUTURE IMPLICATIONS**

Using data from the support tracking and feedback from stakeholders, OAA 16 can continue to refine the process in an effort to provide the best user interface. Stakeholders will continue to receive guided instruction and as well as be asked to complete self-guided activities prior to being given access to ExamSoft.