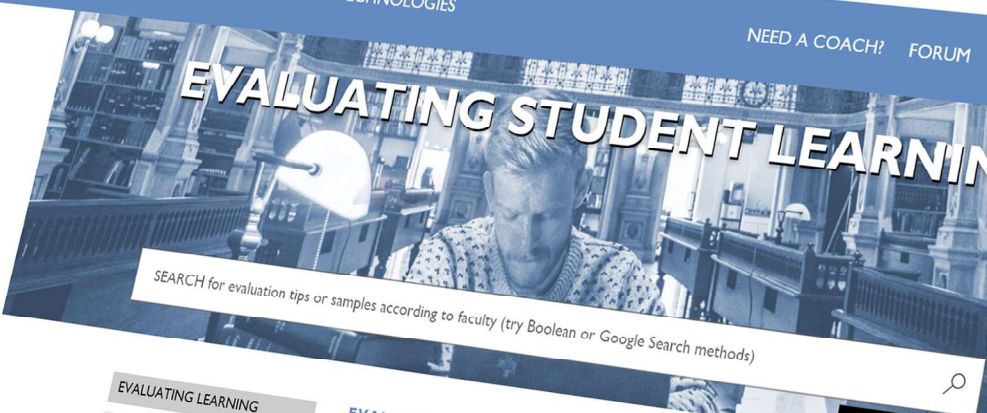


CENTRE FOR FACULTY DEVELOPMENT

TEACHING & LEARNING TECHNOLOGIES

NEED A COACH? FORUM



SEARCH for evaluation tips or samples according to faculty (try Boolean or Google Search methods)

SEARCH FEEDBACK

- EVALUATING LEARNING
- EVALUATING BY DISCIPLINE
- BUILD A BETTER RUBRIC

EVALUATING LEARNING

This is a guide to evaluating student learning at LaFortune University. It will address five aspects of evaluation: 1. Evaluation for learning (formative evaluation) 2. Evaluation of learning (summative evaluation) 3. Evaluation as learning (formative evaluation) 4. Evaluating higher-order thinking 5. Evaluation in the disciplines. These are not discrete concepts:

"...we should be able to design assessment systems in which summative tests, besides fulfilling their primary purposes, routinely advance learning, and formative assessments routinely add to the teacher's overall informal judgments of student achievement." - Bennett, R.E. (2011). *Formative assessment: A critical review. Assessment in Education: Principles, Policy & Practice* 18 (1), 7.

Evaluation of Student Learning

Performance Improvement Campaign

April 16, 2019



Main intervention: Evaluating Student Learning website

This is a website on student evaluation at LaFortune University, complete with an intranet search function. This is part of a performance improvement campaign on the effective and efficient evaluation of student learning by new non-tenured faculty at the university.

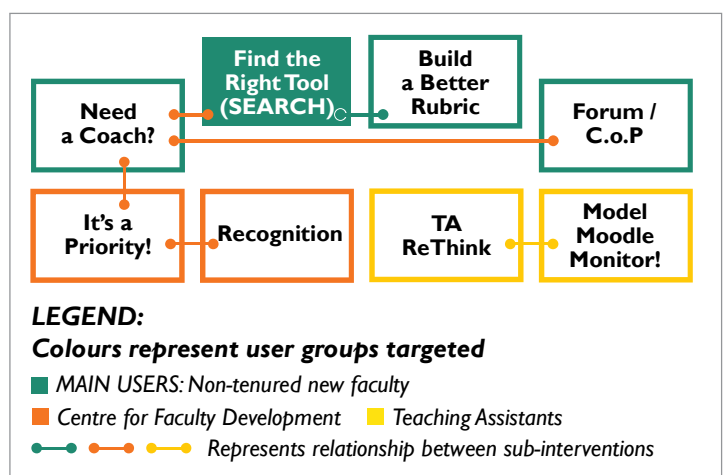
A BRIEF DESCRIPTION

The intervention is an updated website on student evaluation accessed within the C-Space intranet (or web portal¹). The website – called “*Evaluating Student Learning*” – will include information about university policy and curated resources concerning the assessment and evaluation of students’ learning.

A prominent feature – called “*Find the Right Tool*” – will be a search function for faculty seeking evaluating instruments (or tools) currently in use at the university. The evaluation tools will be searchable by faculty, department or discipline, and by various types or methods of evaluation. This website will be an access point from which faculty can find timely resources on student evaluation, especially important for instructors new to university teaching, such as non-tenured new faculty.

8 SUB-INTERVENTIONS OF THE CAMPAIGN

Four sub-interventions in green below will be featured on the main intervention - the website. The “*Find the Right Tool*” intranet search function will be the main sub-intervention.



Why a website with intranet search?

Implementing a search function within an updated website will give faculty access to evaluation tools when they need it, quickly and effectively. Once designed and developed, the website should be easy to maintain and accessible for faculty on any device: desktop computers, laptop, mobile or phone.

SUPPORT CURRENTLY INADEQUATE

Teaching support for new faculty at LaFortune University is offered through their Centre for Faculty Development² (CFD), mostly through an Orientation Program.

There is additional support in the form of consultations with CFD staff and there are some online resources within C-Space³. However, I have noted that faculty are not using C-Space for teaching resources.

I believe the main users our intervention is targeting – new non-tenured faculty – are not able to find the appropriate online resources on student evaluations. Some non-tenured faculty have admitted they do not log in to C-Space for teaching resources at all.

¹A portal is an online site with a single point of access where traffic is limited to users and act as a gateway to a knowledge domain. Users need usernames and passwords to be granted access to these portals (“Difference Between Website and Portal”, 2017).

² LaFortune University’s Centre for Faculty Development is based on Concordia University’s Centre for Teaching and Learning.

³ I did not have had access to C-Space, an intranet restricted for faculty and staff at the university.

WHY C-SPACE?

It is appropriate to keep the “Evaluating Student Learning” website within the C-Space intranet maintaining the current organizational structure of LaFortune University. Securing the site within C-Space carries the weight of the LaFortune brand, ensuring it reflects the importance that higher education places on the assessment and evaluation of its students’ learning.

PERFORMANCE OBJECTIVE

The intranet search function on the student evaluation website addresses this objective:

Given departmental evaluation guidelines, teachers create evaluation instrument to assess individual assignment or group work, focusing on content knowledge, process and capabilities

INTRANET SEARCH

Using an intranet is an effective way to contain knowledge resources for internal use in an organization, but it is not useful at all if users cannot find what they need. Intranet search needs to have precise search queries in combination with robust taxonomy so the appropriately tagged content can be accessed quickly and efficiently (Ward, T., 2017; Wasserman, A., n.d.).

When H&R Block improved their intranet search efforts, it led to 19% fewer support calls, a definite cost benefit to H&R Block (Ward, T., 2017).

COST TO BENEFIT

The cost of this intervention should not be prohibitive for a university with an appropriate budget for digital infrastructure. This includes the initial redesign and development costs of the website and intranet search in addition to its subsequent maintenance.

The benefit of having this intervention will outweigh the cost, as it did in the H&R Block case. The redesigned website on student evaluation will be especially important for instructors new to university teaching, such as non-tenured new faculty. This intervention will help mitigate costly turnover which is currently unusually high among members this particular faculty group.

Scope of the intervention

The main intervention – the Evaluating Student Learning website – features four of the eight sub-interventions in our overall performance improvement campaign (see graphic on Page 2). The main sub-intervention, “Find the Right Tool,” allows faculty to use a search function to find methods of evaluation or types of evaluation instruments to use in assessing and evaluating student learning.

The Evaluating Student Learning website in the C-Space intranet at LaFortune University will involve some back-end work. However, development and implementation of this main intervention is not meant to affect the entire LaFortune’s website. It is only meant to enhance the intranet search functionality that will help faculty find the right evaluation tools in order to efficiently and effectively evaluate student learning at the university.

MAIN USERS

The main group of users targeted are **new non-tenured faculty** seeking to find or create an evaluation tool appropriate to their courses and assessment strategies. These instructors are often new to university teaching and are hired in mostly teaching positions. These faculty members want to find evaluation resource tools quickly on the job and on their various devices.

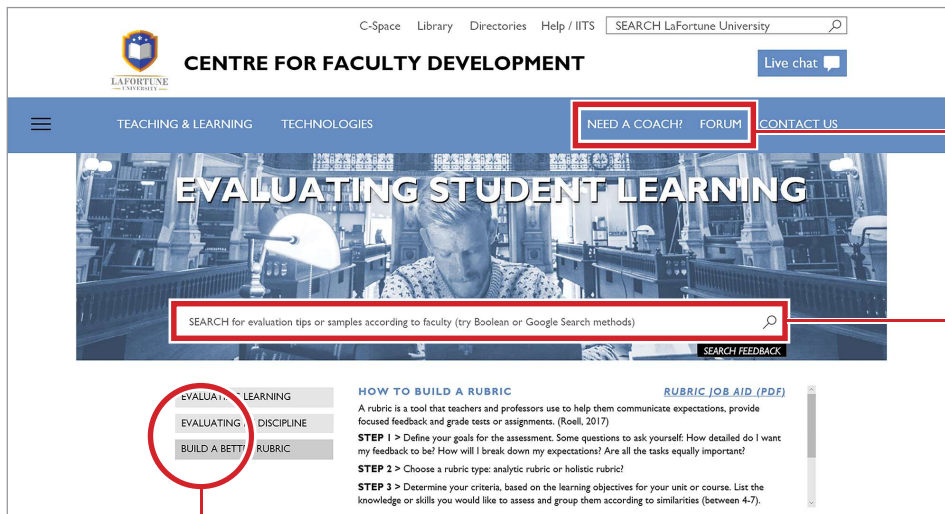
OTHER USERS AFFECTED

The staff at LaFortune’s Centre for Faculty Development (CFD) will be affected. Part of their mandate is to offer teaching support for faculty. They will now be involved in the development, curation and then subsequent maintenance of content on a website on student evaluation.

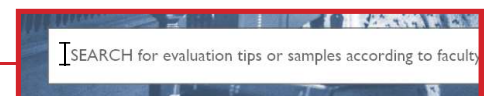
The university uses a web content management system. Major changes to websites within C-Space have to be approved by the **University Communications Services (UCS)**. Our intervention involves changing information architecture, improving the user interface to enhance user experience, and upgrading its current search functionality. The redesign of the website within C-Space will be handled by UCS Web Communications (Concordia University, 2016).

Interface (UI) of the website, the main intervention

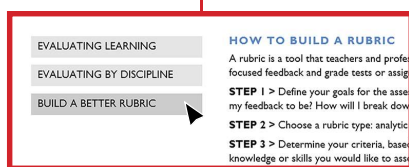
The Evaluating Student Learning website will have a user-friendly interface, guiding faculty towards all the resources they may need to assess their students' learning.



FACULTY & PEER SUPPORT SUB-INTERVENTIONS (left): “Need a Coach?” button hyperlinks to a webpage on how new faculty is matched with a mentor. The “Forum / C.o.P.” button hyperlinks to suggested online groups for faculty and non-tenured professors.



“FIND THE RIGHT TOOL” SEARCH (above): The main feature on the website is the **Intranet Search Bar** on the landing page. Faculty will be able to search for resources related to student evaluations: peer-reviewed and professional journal articles, conference papers; faculty evaluation guidelines and sample evaluation tools currently being used at the university.



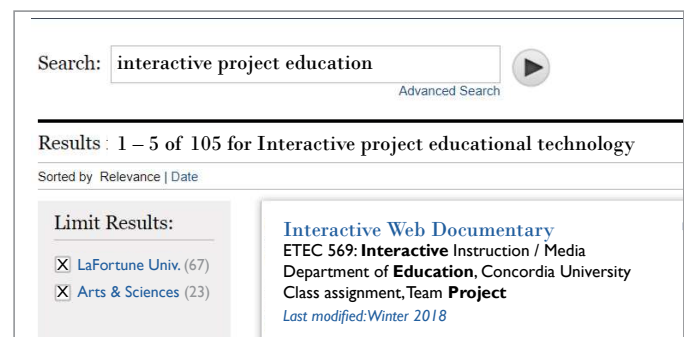
TOPIC BUTTONS (left): Main resource areas of student evaluation includes the **Build a Better Rubric Job Aid** sub-intervention. Content here reflects the workshops and orientation program offered every year, and is updated accordingly.

User Experience (UX) of the intranet search function

The 3-step process using the main sub-intervention, the intranet search bar:

STEP 1: Faculty member searches using **common key search terms**, (including common Google-type key terms). They limit the results to “LaFortune” and “Arts & Sciences” and narrow down the search to university faculty specific evaluation tool examples.

STEP 2: This results in a list of content matching those key search terms (see example, above right). **Key terms are bolded** for ease of scanning. **Course name** and **last modified date** information is also listed.



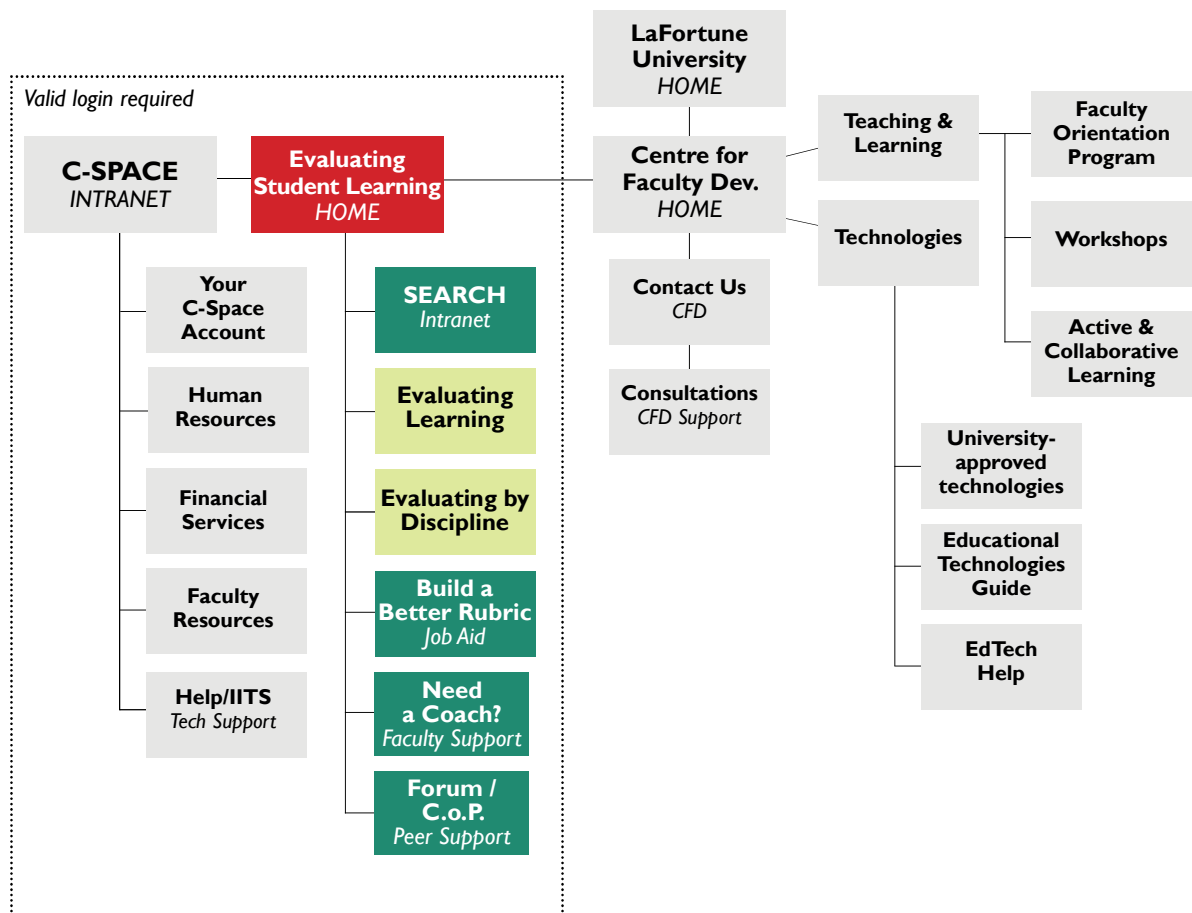
STEP 3: Faculty member **selects and downloads the matched content** onto their laptop. The user proceeds to repeat Steps 1 and 2 searching for several other examples of evaluation tools, before logging off.

See Appendix for more sample features of the website, the intranet search, and the other sub-interventions, Pages 9-11.

Information Architecture

LEGEND:

- Main intervention is this website
- Sub-interventions addressing evaluation of student learning
- Additional supporting resources
- Existing websites, accessible from the Evaluating Student Learning homepage



Taxonomy: Building an effective intranet search

The UCSWeb Communication developers and CFD assessment and evaluation experts will have to collaborate in order to pre-determine and finetune the taxonomy (or meta-tagging) of each curated item. It may be necessary to migrate some content in order for intranet search to successfully retrieve the content within C-Space, possibly affecting information architecture beyond the scope of this intervention. Intranet search improvement is an ongoing process; it is advisable to review search queries and taxonomy regularly. (Ward, 2017; Wasserman, n.d.; Prescient Digital Media, n.d.).

STEP 1: Find the right search terms

- Allow for common “Google-like” searches in your intranet search functionality
- Research and then hardwire common search terms. For example, “test” and “exam” for “evaluation”

STEP 2: Create effective taxonomy

- Planning ahead, to make sure labels and tagging are accurate, efficient, and flexible
- Create taxonomy guidelines and instruction process
- Maintenance is key; prepare regular reviews, updates

Expected effect of intervention

Timely access to student evaluation resources and tools will help faculty new to university teaching to build their skillset, and enhance their teacher self-efficacy. This is especially important for non-tenured new faculty, many of whom are hired on contract, do not have prior university teaching experience and may not have a peer support network.

3 WAYS THE MAIN USERS ARE GETTING TO THE INTERVENTION

LEGEND:

Colours represent user groups involved

- Univ. Comm. Services (UCS)
- Non-tenured new faculty
- Centre for Faculty Dev. (CFD)
- Teaching Assistants

- 1 Orientation Program (CFD)**
(Training - Sept, through 1st year)

Promotion of the main intervention to new faculty begins at the CFD orientation program.
- 2 Teaching Resources (CFD)**
(Support & resources - live & online)

Teaching resource material, available at CFD office and orientation workshops, promotes website.
- 3 UCS promo Evaluation Website + CFD work**
(Internal Marketing)

An internal marketing campaign promotes the website and highlights CFD involvement.

MAIN INTERVENTION



Website and intranet search



SUPPORTING INTERVENTIONS

Need a coach?
(Live support through 1st year)

Forum / C.o.P.
(Peer Support)

Build a Better Rubric
(Job Aid)

Teachers Assistants
(Job Support)

Indirect effects and supporting interventions

CFD WORK REDESIGN

- CFD staff and the UCS Web Communications team will develop and subsequently maintain the website and intranet search improvement. CFD will also update all teaching resource material to include a prominent mention and link to the redesigned website on student evaluation. In order to shift resources, I propose a **CFD work redesign** to prioritize the overall larger performance improvement campaign of effective student evaluation by new non-tenured faculty. A work redesign of the centre will give targeted staff the necessary time resources to participate in our main intervention.

INTERNAL MARKETING CAMPAIGN

- Faculty will need to be encouraged to visit the redesigned website. UCS handles internal communications at the university, so they will manage an **internal advertising campaign** to promote the website on Evaluating Student Learning, and to highlight CFD's work in the overall campaign to promote and improve the evaluation of student learning at the university. (Some examples: Ads and links to the website showcased on the homepages of LaFortune University and the CFD; an article in the university magazine about evaluating student learning at the university; a profile of key CFD staff working on the website.) This ad campaign will act not only as another reminder for faculty to use the main intervention, it will also communicate university administration support for the CFD's vital role in the campaign.

The Dream Team

- A **Project Manager** to coordinate the project, from design and development to implementation.
- An **HPT consultant & designer** to design the main intervention, the website.
- **Subject Matter Expert(s)** in student evaluation from the Centre for Faculty Development (CFD), to curate and create content, and to collaborate with the UCSWeb Communications development team in defining the search terms for the taxonomy (meta-tagging) of all the content. Since taxonomy and search enhancement will be an ongoing process, it would be best if this is an in-house staff member, and not hired from outside the university.
- **UCSWeb Communications team**, for the back-end development of the website and regular maintenance of the website including search enhancements.
- An **Intranet specialist**.

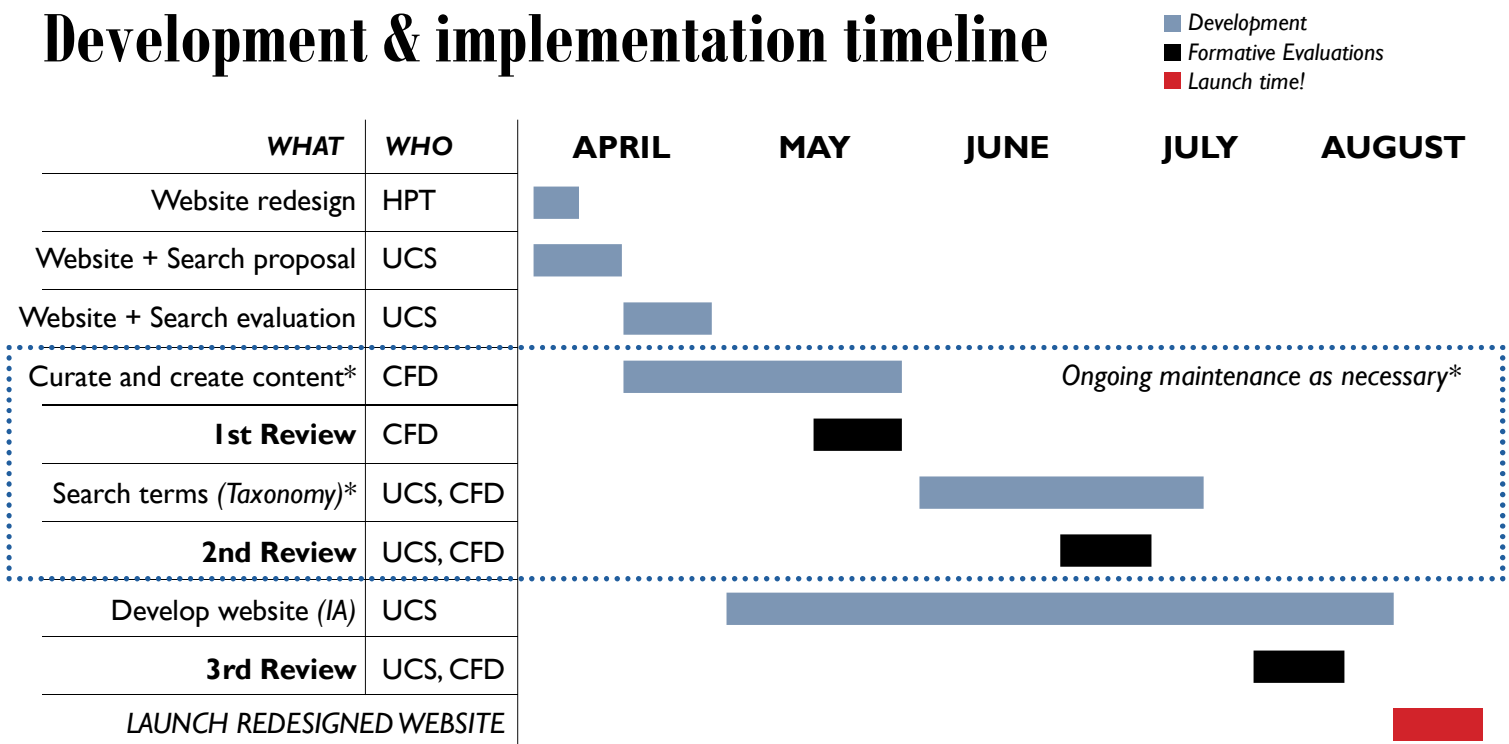
Constraints

Time – Redesigned websites within C-Space need approval by the UCS and then, evaluation by their web communications team, which will take time. (Concordia University, 2016). **Development resources** – Developing the intervention involves changing information architecture, redesigning the UI, and then, upgrading the intranet search capabilities within the web content management system, and validation points for formative evaluation. Maintaining the website, fine-tuning search terms and refining taxonomy will require **additional resources** from both UCS and the CFD staff on an ongoing basis.

Design requirements

The website redesign will use the UI kit and style guide as specified in LaFortune University's **Communications and Print Graphic Standards Manual**. (Concordia University, 2017).

Development & implementation timeline



* **Subsequent maintenance occurs every summer**, to curate and create, and then refine search terms (taxonomy). These periods will occur as necessary, and according to the availability of the CFD and UCS teams involved in maintaining the Evaluating Students Learning website. **Formative evaluations (in bold)** are held after each major step, to verify content accuracy and validate back-end technical issues. (See Page 8 & Appendix).

Technical, editorial & usability testing the intervention

Formative evaluation occurs three times during the content creation and development of the website.

FIRST REVIEW

WHEN: Last 2 weeks of May. After CFD staff have curated and created content for the website.

TECHNICAL

- **WHO:** CFD SME in student evaluation, pedagogical specialist from the CFD (not involved in project)
- **WHAT:** Review of curated and created content. Check that it represents assessment philosophy of the various faculty, department and disciplines of the university; that content is accurate and consistent.
- **HOW:** E-mail technical review materials (pdfs and url links) for verification. Give 1 day to review 100 pages. Hold technical review meeting if necessary.

EDITORIAL

- **WHO:** Copy editor, CFD staff member, proof-reader
- **WHAT:** Review of curated and created content
- **HOW:** E-mail review materials (word documents or pdfs) for proof-reading. Give 1 day to review 100 pages. Hold review meeting if necessary.

USABILITY TESTING

- **WHO:** New faculty participants
- **WHAT:** Website review, concentrating on the information architecture not intranet search function
- **INSTRUMENT:** Run usability test with 5 testers, reviewing the website on various devices (desktop, mobile and phone) and browsers (Chrome, Safari, Internet Explorer, Firefox). Use observation / “think aloud” method and questionnaire.

See Appendix for the second and third review procedures; and sample questions of the questionnaire, Page 12



How to measure success?

Success is increased use of the website and quick access to appropriate content, where a search query brings up matching content within first page of results. We will use **web analytics** and implement a **feedback link** to track success rate, log complaints and collect data for ongoing search improvements. **Improving intranet search is an iterative process.** In order to improve on and maintain success, it will be necessary to update taxonomy and search query terms regularly.

Schedule related to the intervention

Following the launch in the Fall, the main intervention and sub-intervention – the website and intranet search – will be available to faculty year round. It is anticipated that it will be most actively used before and at the beginning of each term. Along with promoting the main intervention, supporting interventions will also be important. Equally important, will be the periodic review of search key words and updating of the website’s content on evaluating student learning. This could be performed during the Summer, in order to be ready for the Fall term.

APPENDIX

MAIN INTERVENTION: WEBSITE

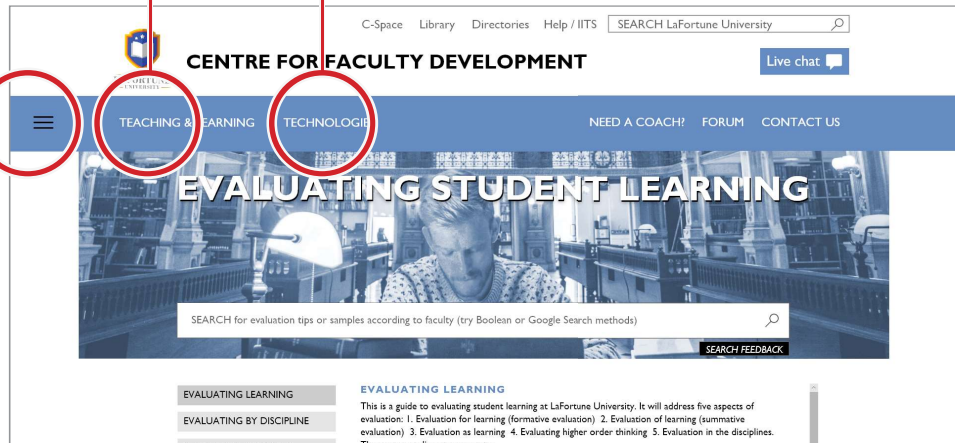


Photo illustration: Jeanine Lee / Original photos by Campaign Creators and Sara Kurfeß on Unsplash.

The website on **Evaluating Student Learning** (above) is designed and developed to be responsive so it is accessible to non-tenured faculty on their various devices: desktop, mobile (laptops & tablets), phone (Apple & android) and browsers: Chrome, Safari, Internet Explorer, Firefox. **About the navigation (below):** While the main focus of website is on the intranet search and evaluation resources (Page 4), the redesign will also maintain elements already in use.



DROP-DOWN MENUS (left): Brings faculty to CFD's main resource areas for Teaching and Learning. These sections are public and not restricted to faculty.

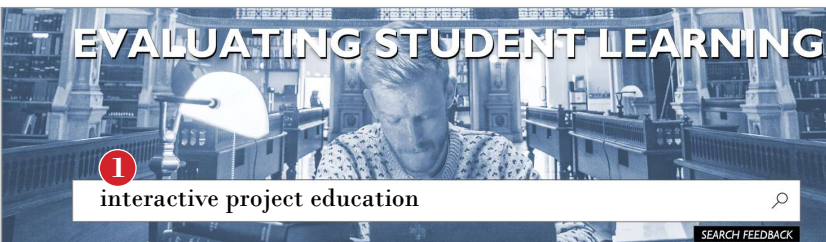


HAMBURGER NAVIGATION (left): This navigates faculty to the main C-Space homepage and HR resources, accessible with faculty sign-in privileges only.

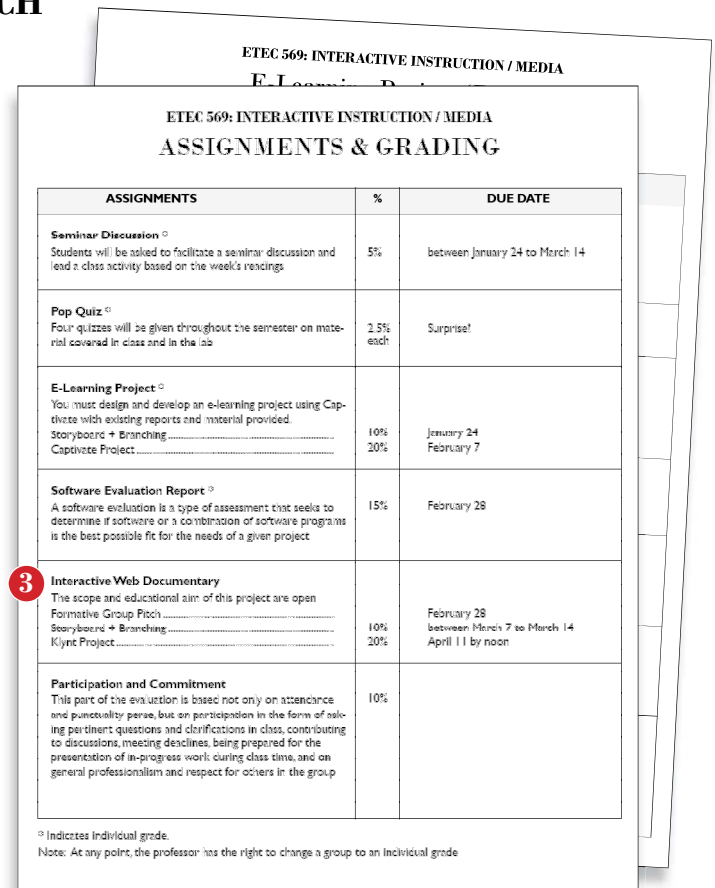
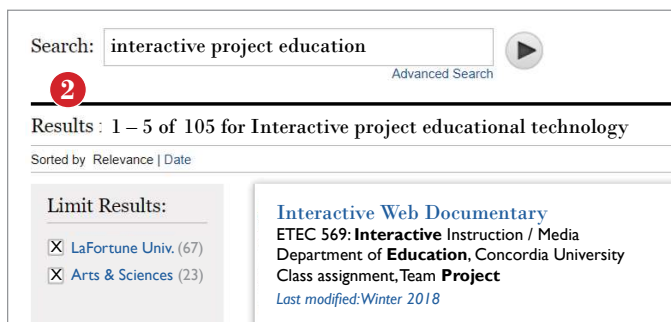
MAIN SUB-INTERVENTION: INTRANET SEARCH

Similar to a library search, the **intranet search bar** allows faculty to use common key terms to find evaluation resources and tools. The capacity for non-tenured professors to “Find the Right Tools” specific to LaFortune University will help this faculty group hone the skills acquired taking CFD orientation workshops, enhancing teaching self-efficacy.

Here is what the **3 steps of intranet search** looks like:

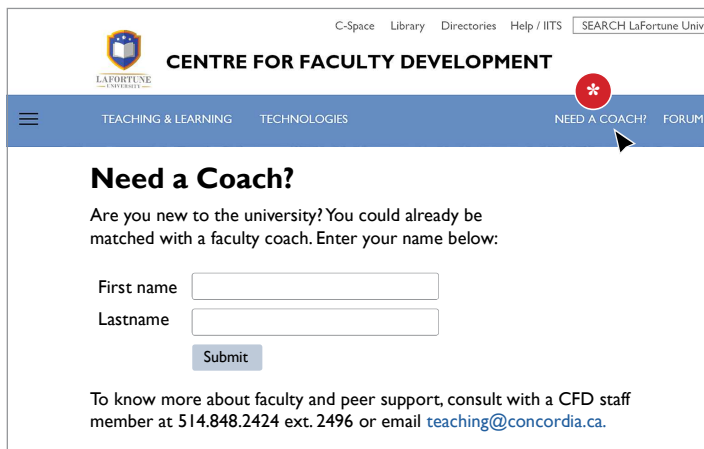


The search and results: Faculty will use common terms (above) resulting in locating resources and tools (below).

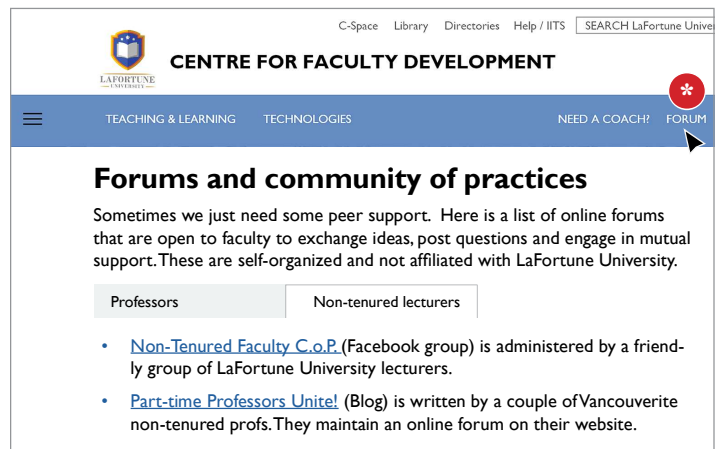


Downloaded sample (above): Using intranet search will make it easier for new faculty to quickly find sample evaluation tools and methods used at the the university.

OTHER SUB-INTERVENTIONS: FACULTY AND PEER SUPPORT



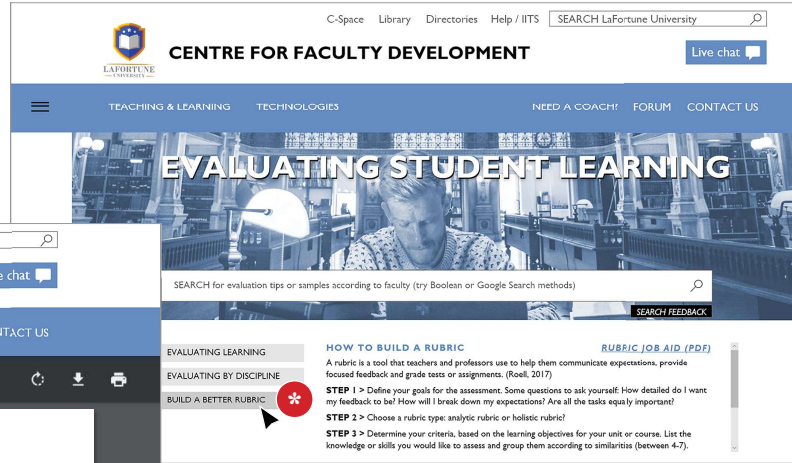
“Need a Coach?” button on the top right corner of the navigation bar hyperlinks to a webpage on how new faculty is matched with a mentor.



The **“Forum / C.o.P.”** button hyperlinks to suggested online groups for faculty and non-tenured professors.

OTHER SUB-INTERVENTIONS: BUILD A BETTER RUBRIC JOB AID

“Build a Better Rubric” (shown below) will be available as a downloaded PDF, directly from the main intervention – the Evaluating Student Learning webpage (shown right).



RubricJobAid.pdf

Build a Better Rubric (in 6 steps)

A rubric is a tool that teachers and professors use to help them communicate expectations, provide focused feedback and grade tests or assignments.

- STEP 1** Define your goals for the assessment. Some questions to ask yourself: How detailed do I want my feedback? How will I break down my expectations? Are all the tasks equally important?
- STEP 2** Choose a rubric type: analytic rubric or holistic rubric?
- STEP 3** Determine your criteria, based on the learning objectives for your unit or course. List the knowledge or skills you would like to assess and group them according to similarities (between 4-7).
- STEP 4** Create your performance levels. Determine broad levels you would like students to demonstrate mastery of, and decide what type of scores you will assign each level of mastery. Ratings scales range between 3-5 levels. You can assign numbers, percentages, letter grades or descriptive labels.
- STEP 5** Write descriptors for each level of your rubric. These are short statements of your expectations underneath each performance level for every single criteria. A holistic rubric would not break down grading criteria with too much precision.
- STEP 6** Revise your rubric. Limit your rubric to a single page, making sure there aren't too many parameters to assess at once. Consider the effectiveness of the rubric, checking for student understanding and peer feedback. Test it out by grading a sample project. Revise as necessary.

Reference: Roell, K. (2017, March 18). How to create a rubric in 6 steps. Retrieved from <https://www.thoughtco.com/how-to-create-a-rubric-4061367>

Sample rubrics (shown below) will be searchable using the intranet search bar from the main intervention – the website. The sample used here (and in the intranet search example on page 10) are from Dr. Giuliana Cucinelli's course, Designing and developing interactive instruction.

ETEC 569: INTERACTIVE INSTRUCTION / MEDIA
E-Learning Project (Rubric)

Name: _____

Storyboard Grade: /10 Project Grade: /20

ITEM	GRADE / FEEDBACK	
Based on the criteria below	Assessment	Grade and Feedback
Usability & Interactivity <ul style="list-style-type: none"> use-friendly navigation screen timing and screen pauses are used to create smooth and controlled user experience all links work. Project stays self-contained, without too many hyperlinks to outside context buttons are easy to find and navigate 	Good Needs improvement Weak	/20
Principles and Elements of Design <ul style="list-style-type: none"> makes excellent use of principles of design makes excellent use of elements of design 	Good Needs improvement Weak	/20
Cognitive Load Management and Design <ul style="list-style-type: none"> minimizes extraneous load by using clear, simple design manages intrinsic load by balancing the complexity of the content with how it is delivered maximizes germane load; project is designed and instructional master is presented to facilitate effective learning there are generally no impediments to learning 	Good Needs improvement Weak	/20
Media Assets <ul style="list-style-type: none"> images are clear (not blurry, pixelated, skewed, stretched) video are clear (not blurry, pixelated, skewed, stretched) audio is clear; music without lyrics, etc. quiz (optional) 	Good Needs improvement Weak	/10
Content, Organization and Target Audience <ul style="list-style-type: none"> content is well structured and organized hierarchy of content (text and visual) works well flow is visually logical / easy to follow content and form are well organized for target audience project is consistent in design and respects client style 	Good Needs improvement Weak	/10
Creativity <ul style="list-style-type: none"> project represents an original design idea program is creative, imaginative and demonstrates inventive use of software, including creative use of click boxes, shapes, roll-over images, and animations attention to detail 	Good Needs improvement Weak	/10
Project Deliverables and Mechanics <ul style="list-style-type: none"> free of mechanical, grammatical, punctuation, spelling errors file management is well organized file management includes a "export" folder with a final version SCORM link is functional 	Good Needs improvement Weak	/10

NOTE:

Content on the **Evaluating Student Learning** website is based on content from a similar webpage titled Student Assessment in Higher Education: A guide for faculty about student assessment. (University of Calgary, n.d.)

The **Build a Better Rubric Job Aid** is based on the article “How to Create a Rubric in 6 Steps” (Roell, 2017).

TECHNICAL, EDITORIAL & USABILITY TESTING THE INTERVENTION

Formative evaluation occurs three times during the content creation and development of the website. Here are the second and third review procedures:

SECOND REVIEW

WHEN: Two weeks, end of June and beginning of July, when UCS Web Communication and CFD teams are finalizing taxonomy.

TECHNICAL

- **WHO:** CFD SME in student evaluation
- **WHAT:** Review of curated and created content. Check that it represents assessment philosophy of the various faculty, department and disciplines of the university; that content is accurate and consistent
- **HOW:** E-mail technical review materials (pdfs and url links) for verification. Give 1 day to review 100 pages. Hold technical review meeting if necessary

EDITORIAL

- **WHO:** Copy Editor, CFD staff member, proof-reader
- **WHAT:** Review of all content
- **HOW:** E-mail review materials (word documents or pdfs) for proof-reading. Give 1 day to review 100 pages. Hold review meeting if necessary

USABILITY TESTING

- **WHO:** New faculty participants
- **WHAT:** Review concentrating on intranet search functionality. Review of the overall website
- **INSTRUMENT:** Run usability test with 5 testers, reviewing the website on various devices (desktop, mobile and phone) and browsers (Chrome, Safari, Internet Explorer, Firefox). Use observation / “think aloud” method and questionnaire.

THIRD REVIEW

WHEN: Two weeks, end of July and beginning of August, towards the end of website development.

TECHNICAL

- **WHO:** CFD SME in student evaluation
- **WHAT:** Review of revised curated and created content. Same checks as for first two reviews.

- **HOW:** E-mail technical review materials (pdfs and url links) for verification. Give 1 day to review 100 pages. Hold technical review meeting if necessary

EDITORIAL

- **WHO:** Copy Editor, CFD staff member, proof-reader
- **WHAT:** Review of all content
- **HOW:** E-mail review materials (word documents or pdfs) for proof-reading. Give 1 day to review 100 pages. Hold review meeting if necessary

USABILITY TESTING

- **WHO:** New faculty participants
- **WHAT:** Review of the entire website
- **INSTRUMENT:** Run final usability test with another 5 testers. Similar reviewing method as first two reviews, reviewing the website on various devices and browsers. Use observation / “think aloud” method and questionnaire.

SAMPLE REVIEW QUESTIONS

TECHNICAL QUESTIONS:

- Does the evaluation method or tool reflect the overall assessment philosophy of the department?
- Is the content accurate and consistent?

EDITORIAL QUESTIONS:

- Does the content follow the appropriate department editorial guidelines?
- Is the content clearly written and easy to read?

USABILITY QUESTIONS:

- Did you find the main Evaluating Student Learning webpage easily, navigating from LaFortune’s main landing page? How many clicks did it take?
- Try to search for an evaluating instrument to assess your students in Psychology 101. What search terms did you use? How many attempts before finding matching results?
- Is the website missing anything you may be looking for, in evaluating your students?
- Can you launch this website on your personal device and using your default browser?

REFERENCE

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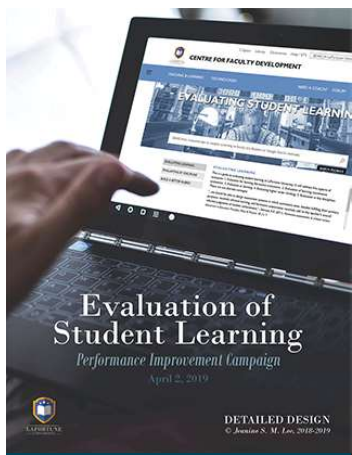
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