

Summary: This is a user-testing report conducted with an anthropology professor at DePauw University for the prototype of *Compass*. To maintain privacy and confidentiality, this user will be referred to under the pseudonym of “Professor P.” Professor P. found *Compass* intuitive, visually appealing, and usable. However, feedback centered on removing or refining certain icons and graphs to improve user’s understanding based on the icon, chart, or words they read.

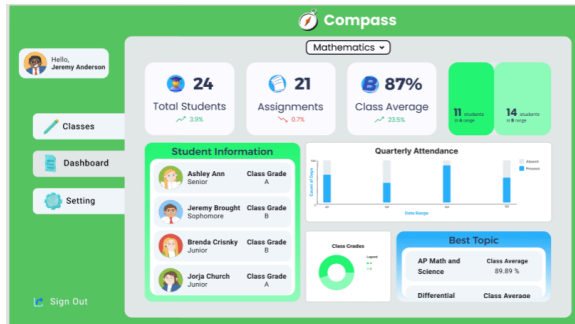


Figure 1 - Compass Prototype of “Teacher View”.

Professor P. is a 48-year-old man who teaches anthropology at DePauw University. He defines his relationship with students as open and developmental. Furthermore, Professor P. shows His efforts to maintain an approachable and fruitful relationship with students through office hours, classroom discussions, and providing out-of-class support. A challenge he often faces is managing external stressors in academia while catering to student needs. For example, he is preparing to launch another course while teaching his current course(s); this requires his attention to be split across meetings, being an advisor, and university policy that influences his classes. Professor P. embodies the ideal user of *Compass*, an educator who wishes to help students grow while mitigating limited resource limitations, primarily time and mental health, in catering to their pupils.

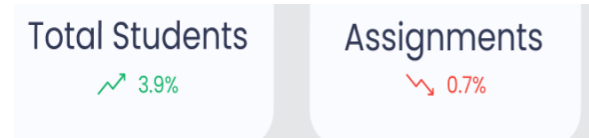


Figure 2 - Icons indicating percentage change of students, assignments, and class average.

Professor P. highlighted granular details in the Teacher and Student views that enhanced or hindered the understanding of *Compass*’ visualizations. For example, the percentage growth icons in the first three cards in *Compass*’ Teacher view were labeled as confusing to interpret (Figure 2). By comparison, the “class average” in the “Best Topic” card added to Professor P.’s understanding of how students performed per topic.

Assignment Name	Score	Grade	Late Status	Posted Date	Date Submitted	Assignment Type
Test	90	A	On-Time	12-01-24	12-01-24	Quiz
Assignment1	80	B	On-Time	12-01-24	12-01-24	Test
Assignment2	96	A	On-Time	12-06-24	12-06-24	Quiz
Assignment3	96	A	On-Time	12-06-24	12-08-24	Test
Assignment4	97	A	On-Time	12-11-24	12-16-24	Quiz
Assignment5	70	C	On-Time	12-12-24	12-18-24	Quiz
Assignment6	90	A	On-Time	12-23-24	12-25-24	Test
Assignment7	97	A	On-Time	12-21-24	12-25-24	Test
Assignment8	98	A	On-Time	01-29-24	02-12-24	Presentation
Assignment9	100	A	On-Time	01-29-24	01-31-24	Quiz
Assignment10	100	A	On-Time	02-01-24	02-10-24	Test
Assignment11	89	B	On-Time	02-13-24	02-20-24	Presentation

Figure 3 - The assignment table in *Compass*’ Student View.

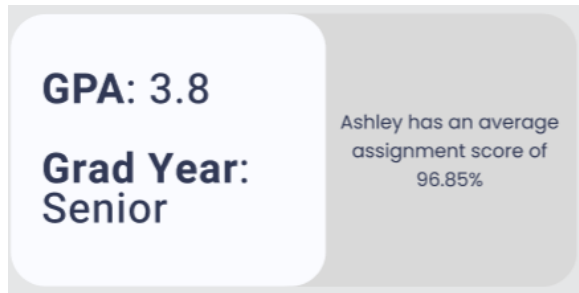


Figure 4 - A card detailing the student's GPA, Grade, and a written report of their assignment score.

In the Student View, Professor P. praised the assignment table (Figure 3). They noted a liking for including the assignment type; as a teacher, this might be significant because certain assignments, like tests or quizzes, hold more weight than homework. One aspect that Professor P. disliked from the same view was a card that described the student's average assignment score (Figure 4). It was redundant to the overall grade that the student had. Similar to Sam, Professor P. recommended a timeline that shows student performance over time.

Overall, Professor P. found Compass intuitive and felt the platform effectively communicated comprehensive information about class and student performance. However, when it came to more specific details (e.g., icons or certain graphs), Professor P. felt confused and needed guidance to understand their purpose. This feedback will be used to render the front end of Compass and improve the message conveyed by visuals as teachers interact with the platform.