

## **Faculty FAQ and Resources on Remote Proctoring and Alternate Assessments**

**Last updated 8/7/20**

This FAQ is developed based on guidance provided by the CSU Chancellor's Office in a memo from AVC Alison Wrynn dated Aug. 4, 2020.

**1) May I use a remote proctoring service such as [Proctor U](#), [Respondus](#), or others to monitor the remote assessments in my fall 2020 courses?**

Yes, and SJSU has support through [eCampus](#) for these options, but you should consider making alternative assessments available also. Not all students are able to meet the requirements for remote proctoring, which may include a quiet room to be alone for the duration of the assessment as well as a series of technical needs (a computer with reliable WiFi, microphone and camera(s)). Many students are in living situations with extended family and/or children that preclude being alone in the exam room, or they may have limited access to the technical requirements.

**2) What kinds of alternative assessments might I consider?**

Alternative assessments could include timed exams, open book exams, projects, papers, electronic portfolios, and/or presentations. You might consider using a different assessment strategy than you would use in an in-person version of the course, such as reducing or eliminating high-stakes, infrequent assessments, such as midterms and finals, and replacing them with more frequent smaller assessments such as weekly quizzes or graded problem sets.

**3) If I decide to stick with remotely proctored exams, what can I do to assure that all students have a fair chance to perform well, regardless of their financial constraints, housing insecurity, crowded living conditions, or other challenges?**

One step is to be sure that all students have access to the needed technology. This could include making sure all students are aware of SJSU's [technology](#) loan programs for students (computers, hotspots, etc.) and on-campus computer facilities that they could use. You should seek to affirmatively establish, without violating anyone's privacy, that all students in your course have access to the needed technology. This could be accomplished by having a technology needed list, and then asking students to declare (privately) on a survey if they do or do not have access to everything on the list. You could then work with those students that do not, to identify resources. It is also possible in some cases for the faculty member to set the parameters for what needs to be maintained during remote proctoring.

**4) Are there privacy concerns with remote proctoring systems?**

Some students (and faculty) are concerned that requirements for remote proctoring systems, that might include scanning the room with the camera, or using artificial intelligence to monitor background noises, can compromise the privacy of students or those they live with. In general, a student's privacy needs should not be an impediment to fair assessment of their coursework. This is one reason we recommended the availability of alternative assessments in the answer to question 1.

**5) How do I handle a student that requires an accommodation for a disability?**

Any student that has been granted an accommodation through our [Accessible Education Center](#) must be provided an accommodation in the course regardless of its modality. In some cases, remote proctoring software may be incompatible with the accommodation. Please consult with the AEC staff for more information.

**6) Are there any resources to help me think about assessing student learning during the COVID-19 pandemic?**

Here is a list of resources provided by CSU Associate Vice Chancellor Wrynn. The [SJSU Center for Faculty Development](#) also has a number of resources available, and provides workshops and individual consultation.

*RESOURCES AND TIPS*

[Cal Poly San Luis Obispo Assessment for Virtual Instruction](#)

This page provides information on options for virtual assessments and promoting academic integrity on out-of-class assignments, as well as links to several sites listed below.

[Rutgers University Tips for Exams and Alternative Assessments](#)

This site includes:

- 10 Alternatives to Exams
- Special Advice for Open-Book Assessment in Quantitative Courses

[UC Berkeley Alternatives to Traditional Testing](#)

This site includes a list of alternatives similar to that provided by Rutgers.

[IU Bloomington Alternatives to Traditional Exams and Papers](#)

This site includes questions to help focus in on the skills and knowledge an assessment should include.

[UC Davis Exam Options](#)

A chart listing assessment options and their potential impact on student performance and well-being.

## RECORDED WORKSHOPS

### [Ohio State University Alternatives to Exams and Finals Workshop](#)

CSU Monterey Bay provides an outline of a recorded presentation created by The Ohio State University that links to sections of interest. Topics include limitations for students, possible modifications, possible exam structures, deciding what to test, alternatives to exams, and alternatives to performances.

### [How Can Students Generate Evidence of Their Learning in a Remote World?](#)

Recording of the April 2020 Meetup led by the Association for Authentic, Experiential and Evidence-Based Learning that addressed how students can generate and show evidence of learning through ePortfolio approaches, even without an ePortfolio tool. Site includes links to resources shared by participants.

## ARTICLES AND VIEWS

### [Tips to Transition to Online Exams](#)

SJSU's Mary Poffenroth, faculty member in the Department of Biological Sciences, addresses concerns about and offers strategies for moving quizzes and exams online.

### [CSU Channel Islands Resilient Teaching @CI Interview Series](#)

- Chemistry professor [Blake Gillespie](#) discusses a [blog post about meaningful assessment](#).
- Sociology professor [Luis Sanchez reconsiders assessment and student learning](#) during the pandemic.

### [A Different Kind of Final](#)

An article from 2013 on having students create concept maps instead of taking a traditional final exam.

### [What Do Final Exams Mean During a Pandemic?](#)

An April 27, 2020 article in the *Chronicle of Higher Education*, featuring a chemistry professor who allowed students to complete a take-home final, write an essay on what they learned in the course and during the pandemic, or propose their own final project.