Recommendations for Remote Assessment
April 20, 2020

Dear Faculty,

In the context of the COVID-19 crisis, our campus has had to adopt to new instructional technologies in a very short period. Both faculty and students have expressed concerns about how the assessment of coursework is be conducted in the remote context. A sub-committee of the Educational Continuity Taskforce, with input from the Commons, Educational Technology Services, the Academic Integrity Office, and the Campus Privacy Officer, has come up with the following recommendations. We also take this opportunity to remind everyone that these campus partners are available to assist faculty, should questions arise.

The design and determination of assessments fall under faculty authority, as faculty are the best determiners of how to assess learning in their discipline. In this exceptional pedagogical environment, we encourage flexibility to accommodate a range of student circumstances.[1]

As one plans assessment methods for a given course, it is important to make provisions for students who, for a variety of reasons, may not be able to attend a synchronous exam; alternatives need to be provided for several reasons, including, but not limited to:

- Students in different time zones
- Students with limited technological resources, including internet access, hardware, etc.
- Students with disabilities
- Students who are uncomfortable being recorded or have privacy concerns

Remote exam proctoring poses particular challenges in these situations. Therefore, the campus recommends non-proctored assessment as the most equitable option, as it promotes academic integrity while respecting privacy and access considerations.

Non-Proctored Assessment: One of the strongest methods for evaluating learning and preventing academic integrity violations is a [well-designed assessment.](#) Consider open resource assessments; more frequent, smaller, lower-risk assessments in lieu of higher stakes exams; or creating quizzes in Canvas or using Canvas assignments (with Turnitin) for essays, research papers, lab reports and team projects.

This approach allows students to participate in assessment at various times and from different technological platforms. It respects privacy and, if well-designed, promotes academic integrity. For these reasons, this is the preferred assessment method in our remote environment.

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[1] As a reminder, [Academic Senate's Policy on Final Exams](#) continues to be in effect.

If non-proctored assessments cannot be adopted, there are several remote proctoring options (if needed, these should be reserved for high-stake exams such as midterms and finals); each option comes with certain considerations. Note that all of these still require accommodating students who are unable to participate synchronously at the scheduled exam time; instructors will need to provide asynchronous or make-up options for students in other time-zones or with other conflicts.

Remote proctoring options:

1. **Live Zoom Group Proctoring**: Instructors and/or IAs watch groups of students taking an exam (without recording).

   Considerations:
   - The Academic Integrity Proctor Pool is available to assist with proctoring
   - There may be privacy concerns of students viewing each other's video feeds
   - Think about putting students with OSD accommodations in individual breakout rooms
   - NOTE: it is relatively easy for students to fake their video feed (see https://twitter.com/crlvideo/status/1250846097955831813 for just one example)

2. **ProctorU Live Proctoring -** Live human proctor remotely authenticates the test-taker, monitors the entire session and flags/intervenes suspicious behavior. Room scan is discouraged.
3. **Examity Auto Proctoring** - Automated proctoring uses advanced video and audio analytics to detect suspicious activity.
4. **Respondus Lockdown Browser (with Monitor option) -** Locks down the testing environment within Canvas.

   Considerations for Options 2 - 4:
   - Not compatible with all devices (Chromebooks, tablets)
   - Other possible technical limitations (*e.g.*, students may require administrator status on device to install software)
   - A minimum 48-hour window for students to take the exam is required for 2 and 3
   - Students with disabilities may display behaviors that appear to be suspicious to automated systems

Again, faculty choosing to use options 1 - 4 will need to provide alternatives for students needing accommodations due to the technology and other limitations.

5. **Students Record Exam Session with Zoom and Upload Video to Canvas**

   Considerations:
   - Common cheating behaviors are difficult to observe
   - Privacy concerns of uploading recorded videos to Canvas - faculty who use this option should submit their video retention schedule/disposal protocol to online@ucsd.edu by week 5.
   - Because of the above privacy concerns, this option is not recommended. Again, faculty using this option will need to provide alternatives for students who opt out.