

Proctoring Best Practices at SUNY New Paltz

When proctoring is necessary, faculty may choose in person or online options.

In Person Proctoring

SUNY Exam Proctoring System

The [SUNY Exam Proctoring System](#) is coordinated by SUNY Stony Brook. The system is a database linking students to approved test centers. These may not be local for the students and may require travel or even overnight lodging depending upon distance and timing. (Note: These sites do have a cost and may be closed or have limited hours due to COVID-19.) Some of these centers do not offer ADA accommodations.

End-User Arranged Proctoring

One approach to proctoring is to have students identify an in-person proctor. Students may, for example, arrange proctoring by a faculty or staff member at an educational institution, a librarian at a public library, a staff member at a military, corporate, or industrial education testing center, or some other individual such as a minister. To ensure the integrity of the proctoring arrangement, faculty should pre-approve the proctor, secure evidence of the proctor's understanding of and agreement to proctoring expectations and require that the proctor certify the proctored exam. To assist faculty with this, we have developed the following forms:

1. [Proctor Approval Form](#)
2. [Proctor Agreement Form](#)
3. [Proctor Certification Form](#)

Faculty Member Proctors the Test on Campus

Faculty may arrange to proctor their own exams on campus. Faculty should never require on campus proctoring for courses that are asynchronous online.

- Students in asynchronous online courses cannot be required to be present on campus for any purpose during the semester.
- Likewise, although synchronous online courses can require students to be present online at a specified time, this course modality cannot require students to come to campus.
- Faculty may, however, schedule proctored exams for hybrid courses. It is never appropriate to schedule a course as a hybrid course ONLY for proctored exam purposes. Hybrid courses should use seated sections for high impact learning activities. But, in addition to high impact learning activities, hybrid courses may use seated sessions for proctored exams.

- *[Consider whether we want to allow faculty to offer proctored exams on campus as an option for students. An argument against this is inequality if some students cannot avail themselves of the faculty-proctored option and must use another option.]*

Vendor Proctoring Services

Respondus Monitor

Respondus has two products that integrate with the Bb LMS – Respondus Lock Down Browser and Respondus Monitor. The campus is exploring a possible contract for these products which, if adopted, would provide a Bb-integrated approach to proctoring and would be free for students and would reduce some privacy concerns for students.

ProctorU

New Paltz has access to SUNY pricing for ProctorU. Students bear the cost, although extra costs associated with disability accommodations will be covered by the university. New Paltz does not provide technical support for this service, but when we are aware of problems we attempt to address them through meetings with the vendor liaison.

Other Proctor Vendors

Other Proctoring vendors include Proctorio as well as some textbook publishers who incorporate proctoring features into their products. New Paltz does not have official vendor relationships with these other providers and does not provide technical support.

Proctored Exam Alternatives

Before requiring a proctored exam, faculty should carefully consider the range of alternatives available to them that might be used in lieu of proctoring. A number of practices, singly or collectively, may work to reduce the temptation to cheat and the incidence of cheating. Some of these strategies are also highly effective approaches to teaching and learning that may, in the end, produce better learning outcomes.

Inoculation

The **inoculation** approach may reduce some incidences of academic dishonesty by requiring students to affirm that they acknowledge the institution's academic integrity policies and that the work is their own. Faculty might link to the institution's [academic integrity policy](#) and then require students to affirm a statement at the beginning of the semester or during a semester orientation. Our Bb LMS contains a template for an inoculation statement that faculty may adopt and deploy in their courses.

Faculty might also wish to have students re-affirm the academic integrity statement in their essay or paper or respond affirmatively to the statement as the first question on an exam. Consider statements such as: “By initialing in the box/line below (or “By answering ‘Yes’ to this question”), I acknowledge and accept all policies set forth by my institution regarding academic honesty and confirm that I have followed all such policies with respect to this assignment, quiz, or exam.” Faculty might even go further and include a statement to the effect that, “I understand that if I violate the institution’s academic integrity policy I will be subject to disciplinary action, up to and including expulsion.”

Essays and papers

The use of essay questions can reduce the potential for cheating and often has the benefit of better assessing students’ knowledge of the course objectives. Some examples include:

- **Executive Summary:** require students to provide a written synthesis and summary of the chapters or course materials.
- **Create an infographic or Poster:** have students summarize or apply what they’ve learned by creating a digital infographic or digital poster.
- **Use real-world application questions:** have students apply content to a real-world issue or to solve a problem. This may help them develop and demonstrate their ability to use their disciplinary knowledge in an employment setting.

Oral Presentations

Oral presentations require students to demonstrate their knowledge in ways that can reduce cheating. Oral presentations can be done using a live webinar, a recording, or via a telephone conversation.

- **Live (webinar) oral reports:** Use Collaborate Ultra, WebEx, or another video-conference tool to allow students to summarize their knowledge, demonstrate their skills, present a solution to a problem, or otherwise demonstrate their mastery of content in a live web session.
- **Recorded Oral Reports:** Use Knowmia or other recording systems to have students pre-record and post a presentation that summarizes their knowledge, demonstrates their skills, presents a solution to a problem, or otherwise demonstrates their mastery of content.
- **Three-minute Thesis:** Use the [3 Minute Thesis format](#), either pre-recorded or as a live web-based session, to have students provide a concise summary of their knowledge on a particular topic or their solution to a particular problem.
- **Telephone or Web-conference:** Conduct individual knowledge checks with students via telephone or web-conferencing tools. This may accompany an online exam. The instructor may use the individual session to ask the student to explain their answer to a particular question or to describe the process by which they solved a problem.

Portfolios

Portfolios provide an opportunity for students to gather artifacts of their work to demonstrate their mastery of knowledge and/or skills. Students might use a wiki, a blog such as Hawksites, or a Word or PowerPoint document to create their final portfolios.

Open Book Exams

Faculty can consider ways to test student knowledge through effective open book/open note exams. This is done by creating exams that assess students' understanding of the material through essay responses or by requiring students to explain their answer, perhaps also requiring them to provide citations to the course materials to support their responses to the exam.

Faculty may reduce academic dishonesty on open book exams by using timed tests and by using quiz pools to create tests that select a random set of questions from the pool for each student. Faculty can further customize each student's test by setting Bb to randomize the answer order to multiple choice questions.

Low Stakes Quizzes and Repeatable Quizzes

The temptation to cheat may be reduced if the assessment is low stakes and/or there is an opportunity to repeat the assessment for a higher score. What is the purpose of the assessment? Is it to make sure the students read the chapter? If so, then a low-stakes open book quiz that can be repeated multiple times for the best score may be an appropriate way to encourage students to open the book. Is it to make sure that the students practice a skill? Again, a low-stakes open book assessment that can be repeated multiple times for a best score may be an appropriate way to encourage students to practice the skill.

Create-your Own Exams

Have students use their knowledge and skills to create a product or solution. This tests students at the highest level of Bloom taxonomy. You may even want to consider allowing students to work in groups and evaluate one another's contributions to the final project. This approach can be very engaging for students, illustrating for them the real-world value of their educational experience. This approach simulates the experiences they will have applying their education in their professional lives post-college. Examples might include:

- Create an app or software
- Write a short story, play, or other creative work
- Design a solution or product
- Write a policy proposal to address a specific social problem
- Develop a curriculum plan
- Write a grant to support a project
- Prepare a business proposal and/or budget
- Create a concept map

Delay Release of Scores Until the Exam Period is Over

To reduce the opportunity for students who have taken an exam early to share detailed information with peers, do not release score or correct/incorrect responses until after the exam period is over. Students might take a screen shot of their exam in progress and share it, but they will not be able to share the key if it is not yet available. If the midterm or final are not cumulative, faculty may want to consider whether they ever want to make the full question set available to students. Will faculty re-use the same questions/answers in future semesters? If students have access to the entire quiz pool, might it then be shared with students in future semesters?

Use Multiple Strategies

If faculty design exams that make use of multiple strategies listed here (ex: students are required to sign a statement affirming the academic integrity policy and repercussions, the exam draws random questions from a large pool, it requires students to respond to application questions, students are required to offer a view point or synthesize, and scores/responses are not visible until the exam period is over), then there will likely be fewer incidents of cheating in the online course.