Academic Integrity & Remote Testing: Faculty/Instructor Survey Results

James Madison University
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Report prepared and reviewed by:
Dena Pastor & Sarah Cheverton
Fletcher Linder & Bethany Nowviskie

This report summarizes the responses of 296 faculty to a survey used to:

- understand the successes and challenges of faculty with remote testing after the transition to online teaching in Spring 2020
- gather information to help decide whether and to what degree JMU might support remote proctoring through a vendor in the future

REPORT HIGHLIGHTS

What did we learn about faculty experiences with remote testing in Spring 2020?

- Almost all faculty members reported using some method to deter and/or detect cheating in Spring 2020. Faculty did not rely on a single method; instead they combined methods with the typical faculty member using 5 different methods. The most popular methods included communication strategies (e.g., reminding students about the honor code and to take personal responsibility for their own learning), making the test open-book/open-note, limiting testing time, or using assessments less prone to cheating.
- The majority of faculty (86%) felt the methods they used to deter and/or detect cheating were at least somewhat effective.

REPORT HIGHLIGHTS, cont.

Was cheating an issue after the transition to online teaching?

- When faculty were asked to elaborate on whether they were able to adequately deter and/or detect cheating, 44% of those who responded suspected cheating had occurred and/or felt it was impossible to prevent cheating with remote testing.

What successes/challenges with remote testing were provided?

- When respondents were asked to share their successes or challenges in trying to ensure academic integrity with remote testing, the majority of respondents described challenges. Most of these concerns revolved around large enrollment classes and the associated impracticality of creating and grading alternate modes of assessment less prone to cheating. Successes seem associated with small classes, although a large number of respondents (60) did not indicate class sizes in their responses.

What kind of support for remote testing do faculty want from JMU?

- Of those providing suggestions:
  - 1 in 3 faculty would like JMU to adopt a remote proctoring application, with several of these respondents specifically mentioning Respondus Monitor.
  - 1 in 5 would like to learn more about assessment strategies less prone to cheating in an online environment (not only modes of assessment, but how to create a classroom environment that deters cheating or how to use remote proctoring technology).
- Several respondents are interested in methods for large classes and limiting class size was often mentioned as a solution.
- Some respondents would like to see students better educated about the Honor Code and the Honor Code more strictly enforced.

Do faculty have experience with remote proctoring services though a third-party vendor?

- No. Only 5% of faculty have experience with such services.

Do faculty want to use a remote proctoring service?

- Faculty are split: 43% are not willing and 57% are at least somewhat willing.

Who do faculty think should pay?

- An overwhelming majority (82%) of faculty feel students should not be charged for this service.

What concerns do faculty have about using remote proctoring services though a third-party vendor?

- Over two-thirds of respondents are at least somewhat concerned about accommodations, access, privacy concerns, and test-taking anxiety.

Contents

About the Survey

COVID19 has forced us to rethink how we go about conducting many academic tasks, including how to deter cheating and maintain test security when assessing students' learning remotely. To prepare for Fall 2020, we sought to understand the successes and challenges of faculty with remote testing in the spring and gather information to help decide whether and to what degree JMU might support remote proctoring through a vendor in the future.

To obtain this information, a survey was created by Dena Pastor (Associate Director of Assessment Operations, Center for Assessment and Research Studies) and Sarah Cheverton (Assistant Coordinator of Online Learning, University Programs) with guidance from Fletcher Linder (Associate Vice Provost, University Programs) and Bethany Nowviskie (Dean, Libraries).

All faculty, lecturers, and instructors were sent an email[1] on 5/28/20 by the Office of the Provost with an invitation to complete the survey.

Overview of Respondents

Results in this report are based on the 296 responses collected between 5/28/20 and 6/12/20. Characteristics of respondents are provided below, with further details provided here.

- 77% of respondents are affiliated with four colleges: Arts & Letters, Health & Behavioral Sciences, Science & Math, and Business
- All academic ranks are represented (Professors – 28%, Associate Professors – 25%, Assistant Professors – 20%, Lecturers/Instructors – 20%)
- 60% of respondents teach only undergraduate students, 30% teach both undergraduate and graduate students, and 6% teach only graduate students
- 88% are full-time employees; 9% are part-time

Overview of Report

There are two overarching sections containing results. One section describes Spring 2020 experiences and the other section describes past experiences with remote proctoring through a vendor and faculty perceptions about use of such services in the future.
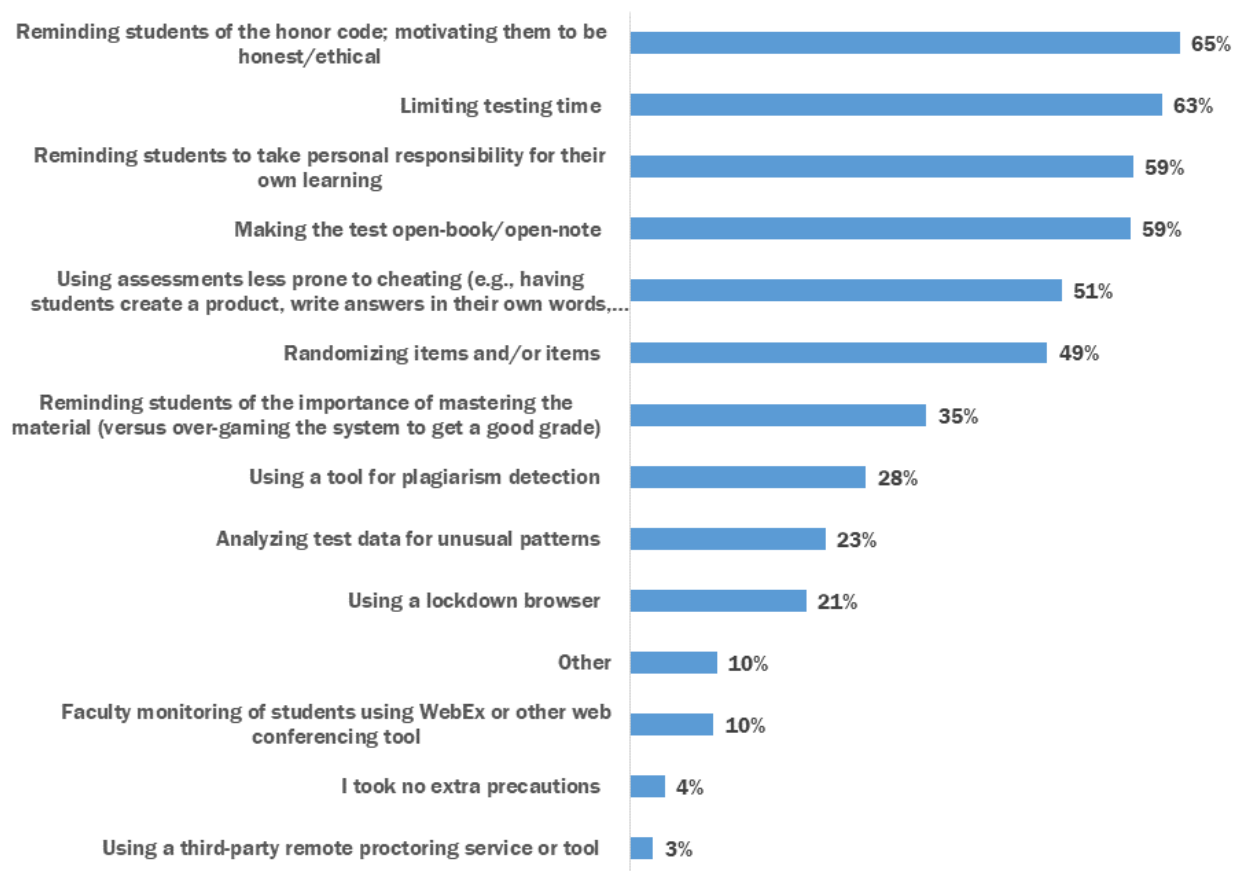
The main take away points are noted with a pointing finger.

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[1] This email also included an invitation to complete a more general survey about faculty assessments of institutional responses, instructional techniques used in remote teaching, and faculty well-being. Results from that survey are provided in a separate report.

Spring 2020 Experiences

Methods used to deter and/or detect cheating after the transition from in-person classes to remote classes in Spring 2020

(Q1) Respondents were given a list of methods and asked to select any they used **after** the transition from in-person classes to remote classes in Spring 2020 to deter and/or detect cheating on remote tests. The percentage of the 286 respondents choosing each option[2] is shown below. Keep in mind respondents could choose more than one option, with the typical respondent choosing 5 options.

Method	Percentage
Reminding students of the honor code; motivating them to be honest/ethical	65%
Limiting testing time	63%
Reminding students to take personal responsibility for their own learning	59%
Making the test open-book/open-note	59%
Using assessments less prone to cheating (e.g., having students create a product, write answers in their own words,...	51%
Randomizing items and/or items	49%
Reminding students of the importance of mastering the material (versus over-gaming the system to get a good grade)	35%
Using a tool for plagiarism detection	28%
Analyzing test data for unusual patterns	23%
Using a lockdown browser	21%
Other	10%
Faculty monitoring of students using WebEx or other web conferencing tool	10%
I took no extra precautions	4%
Using a third-party remote proctoring service or tool	3%

Almost all faculty members reported using some method to deter and/or detect cheating in Spring 2020. Faculty did not rely on a single method; instead they combined methods with the typical faculty member using 5 different methods. The most popular methods (those for which >50% of faculty members reporting using) included communication strategies (e.g., reminding students about the honor code and to take personal responsibility for their own learning, motivating them to be honest/ethical), making the test open-book/open-note, limiting testing time, or using assessments less prone to cheating (e.g., essays).

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[2] 11% chose the "Other" option. Some elaborated on the methods above, for example: a) Used different sets of items with different students, or b) Used essay exams, oral exams, papers, reports, randomized items from test bank, open book/note, application based tests with time limit. Others provided alternative methods: a) Focused on building relationships with students and among students, b) Canceled exams, gave more assignments or reduced final grade percentage allocated to exams, or c) Kept track of IP addresses.

Effectiveness of methods used to deter and/or detect cheating after the transition from in-person classes to remote classes in Spring 2020

(Q2) Respondents were asked "Although you likely do not know the extent to which cheating occurred, you probably have a general sense of the effectiveness of the methods you used to deter and/or detect cheating after the transition to remote classes in Spring 2020. How effective do you feel the methods you used were in adequately deterring and/or detecting cheating?" Of the 277 responses to this item,

- **14%** felt their methods were **not effective,**
- **59%** felt they were **somewhat effective**,
- **27%** felt they were **very effective**.

 The majority of faculty (86%) felt the methods they used to deter and/or detect cheating during remote testing in Spring 2020 were at least somewhat effective.

(Q3) Respondents were asked "If you would like to elaborate on your response to the previous item (i.e., convey why or why not you feel you were able to adequately deter and/or detect cheating), please do so here." Of the 296 respondents to the survey, 149 (50%) responded to this question, with responses categorized as follows (responses could be classified in one or more categories):

Category	n	% of 149 responses to this item	Description of responses
Cheating happened and it is difficult to prevent	66	44%	Either faculty **suspected cheating or knew with certainty that cheating** occurred in their classes post-COVID19. Others talked about how there is **no effective way to prevent cheating** when testing remotely - even if students are observed or a lockdown browser is used, there are still ways to cheat.
Compared results post-COVID19 to pre-COVID19	32	21%	These faculty **compared scores** (for individual students or the entire class) obtained post-COVID19 to those obtained from previous semesters or pre-COVD19. 56% used the comparison as evidence of cheating occurring after the transition; 44% used the comparison as evidence of cheating NOT occurring after the transition.
Used alternative modes of assessment	20	13%	These faculty used a variety of **different assessment modes thought to be less prone to cheating**, including essays/short answer items instead of multiple-choice items, having students produce or design a product, using an assessment that required personal application of concepts, requiring students to defend answers in writing, and oral exams.
Used open note/open book	18	12%	Faculty described the use of **open note/open book** exams. Some felt students relied too much on their notes.
Used time limits	17	11%	Faculty described the use of **time limits** to promote students' reliance on their own knowledge to answer test items. This strategy was often paired with others (e.g., item randomization, open note/open book).
Reminded students about honor code; emphasized academic integrity & learning	11	7%	These faculty **emphasized the honor code** (being sure to convey what is and is not considered cheating) and **academic integrity** prior to testing. Others emphasized the **importance of mastering the material**, highlighting how those who cheat are only hurting themselves. Another recognized that cheating will always occur by some students; this faculty member decided to put their energy towards teaching students who want to be there rather towards detecting those trying to game the system.

Randomized items; used different sets of items	10	7%	These faculty described **randomizing items**, **creating unique test forms** by pulling items random from an item bank, or randomizing distractors for multiple-choice items. These methods were often paired with time limits. The technique was considered effective by some, but not all.
Needed technology not already available	9	6%	Most of the comments here requested **JMU to consider adopting a remote proctoring application**. One respondent requested in-person exam locations and another requested a plagiarism detector for use with Canvas quizzes.
Difficult to detect cheating	8	5%	Comments here had to do with how **difficult it is to verify or prove suspected cheating** by a student.
Electronically monitored (e.g., WebEx)	7	5%	Faculty here talked about using **WebEx to monitor students during testing**, but also noted this is impossible with large classes and does not guarantee that cheating won't happen (e.g., post-it notes on monitor and if feature is not turned off, students can use chat feature on WebEx to share answers). Others used the remote proctoring software provided by the publisher of their textbook, but it required them to watch recordings afterward and they did not have time to do so for all students. Many felt these methods were not effective.
Methods are difficult to employ with large classes	7	5%	Comments here had to do with the **difficulty of preventing cheating on remote assessments with large classes**. WebEx monitoring of students is not possible and the use of alternative modes of assessment less prone to cheating (e.g., essays) is too time-consuming to grade for faculty teaching large classes.
Used Respondus Lockdown Browser	5	3%	Faculty mentioned using **Respondus Lockdown Browser, but it was also acknowledged that cheating can still occur** (e.g., student can access phone, tablet) even when the browser is employed.
Honor code violations; student culture of cheating	5	3%	Responses indicated that **honor code violations are not consistently penalized** and because of this, some faculty don't feel it is **worth their time to investigate** cheating and pursue honor code violations. Other comments had to do with the **student culture of cheating** on campus and the need to address this culture.
Used plagiarism software	5	3%	Faculty here mentioned using **plagiarism software** (e.g., TurnItIn). Several seemed pleased with the software.
Trust in students	4	3%	Faculty perceived their **students as trustworthy** (sometimes because they were graduate students).

When faculty were asked to elaborate on whether they were able to adequately deter and/or detect cheating after the transition to online teaching, 44% of those who responded suspected cheating had occurred and/or felt it was impossible to prevent cheating with remote testing.

Success stories and challenges in ensuring academic integrity during remote testing

(Q4) The following item was posed to respondents: "Please list or describe specific situations for which you found ensuring academic integrity in a remote setting particularly challenging—or successful. Particularly challenging situations might include large enrollment classes, common final exams, demonstration labs, etc. Successes may have come in redesigning tests or quizzes, or creating alternate final projects to assess." Of the 296 respondents to the survey, 141 (48%) responded to this question, with responses categorized as follows (responses could be classified in one or more categories):

Category	*n*	% of 141 responses to this item	Description of responses
Successes (all)	**31**	**21%**	**Details below**
Success: Alternate Test Versions and Time Limits	7	5%	A few respondents described success when using **randomization**, **various versions of the same test**, and **time limits**.
Success: Subjective Test Formats	11	8%	Used test **formats other than multiple-choice** objective tests. Used **written answers** and/or **project-based assessments**. Most of these respondents indicated that they used these for small classes.
Challenges (all)	**99**	**70%**	**Details below**
Challenge: Large Enrollment Classes	42	30%	Greatest challenge with large classes is **impracticality of using anything other than multiple-choice test format**, especially with lower-level fact-based content. This is an even greater challenge when a common exam is required across multiple sections and student schedules and varying time zones prohibit a synchronous testing time; it's too easy for students to take screenshots of tests and share the questions. **Impossible to self-proctor with online video tools** such as WebEx.
Challenge: Lack of confidence in strategies	24	17%	Lack of confidence in strategies such as randomization, timed tests, multiple versions of the test, selecting from test bank questions, emphasizing Honor Code, etc. when used in an unproctored setting. Lack of confidence stems largely from **students' ability to find answers online**, regardless of applied strategies, and **disregard for Honor Code**, especially for lower-level fact-based content.
Challenge: Extreme time demands	23	16%	Respondents experienced or could not manage **extreme time demands required to create alternate test questions**, **alternate test versions** and to **create and grade alternate forms of assessment**.
Challenge: Students work together	14	10%	While this was an implied concern in other responses, some respondents mentioned this specifically. Concerns include **students communicating with each other during the exam, sharing questions and answers with students from other sections**, etc.
Challenge: Technology Issues	8	6%	Faculty and students experienced technical issues with the **lockdown browser**. Faculty also mentioned students' issues with **limited internet access** and **unstable wifi**.
Challenge: Fairness and Equity	5	4%	While fairness and equity were implied in concerns around cheating, a few respondents mentioned this specifically in regard to **equivalency across alternative test versions and formats** and **access to resources**.

When respondents were asked to share their successes or challenges in trying to ensure academic integrity with remote testing, the majority of respondents described challenges. Most of these concerns revolved around large enrollment classes and the associated impracticality of creating and grading alternate modes of assessment less prone to cheating. Successes seem associated with small classes, although a large number of respondents (60) did not indicate class sizes in their responses.

Suggestions for how JMU can further support instructors to promote academic integrity and better assess student learning during remote testing

(Q5) Respondents were asked "How can JMU further support instructors to promote academic integrity and better assess student learning during remote testing?" 49% (144/296) of faculty responded to this question, with responses categorized as follows (responses could be classified in one or more categories):

Category	n	% of 144 responses to item	Description of responses
Adopt a remote proctoring application	47	33%	Responses in this category **encouraged adoption of a remote proctoring application, with Respondus Monitor mentioned explicitly many times** (because JMU owns it and because it is a lower cost option relative to other remote proctoring applications). A handful of people mentioned that Community Colleges offer remote proctoring for online courses.
More or different training opportunities	29	20%	Responses in this category requested **more training**, strategies, tools, roundtables, discussions, or advice from experienced faculty on how to assess in an online environment. **Some wanted to learn more about assessment strategies less prone to cheating in an online environment (not only modes of assessment, but how to create a classroom environment that deters cheating), others wanted to learn more about how to use remote proctoring technology. Still other were interested in methods specific to large classes.** Some wanted JMU to acknowledge the time it takes to train for online teaching and assessment, others requested different kinds of training (clear handouts instead of lengthy online tutorials) or more accessible resources than those currently available.
Use alternative modes of assessment	23	16%	Responses in this category promoted the **use of essays, papers, portfolios, presentations, etc. as alternatives to multiple-choice exams. However, it was also often acknowledged that these are more time-intensive to grade and might not be feasible in large classes.** Other strategies mentioned included open-book tests to measure complex thinking/skills, randomizing items, using >1 forms, or justifying answers on multiple-choice tests.
Enforce honor code/emphasize academic integrity	20	14%	Responses in this category wanted JMU **to better educate students about Honor Code** and what constitutes cheating. Others wanted JMU **to enforce Honor Code** more often and with stricter penalties to combat a cheating culture. Many respondents talked about more efforts toward promoting a culture of academic integrity and the value of learning above grades.
Have smaller classes sizes	14	10%	Responses in this category advocated for having smaller class sizes as **smaller classes would allow the administration of assessments less prone to cheating, but more time-consuming to grade. Smaller class sizes also promote a stronger relationship between faculty/student and increase engagement, which may reduce cheating.**
Concerns about remote proctoring	13	9%	Concerns about remote proctoring included concerns about **cost, privacy, test-taking anxiety, ODS accommodations, and equity/access issues**. Some noted how remote proctoring **does not eliminate cheating**, sets up an **adversarial relationship with students**, and worried about how faculty are supposed to **interpret "suspicious behavior"**. It was also noted that remote proctoring **will not help with assessments for hands-on laboratory courses**.
Improve existing technology	11	8%	Responses in this category asked for **improvements to existing methods** (e.g., making sure Lockdown Browser compatible with all web browsers and devices), **ability to combine methods** (e.g., combine Lockdown Browser with ability to record/view students), for **more methods** (e.g., more tools for checking plagiarism, less clunky test administration options beyond Canvas) or **different features** (e.g., ability to create three forms of a final exam in Canvas and randomly administer a form to students).
Other	19	13%	Various concerns, including: support for or laying off of part-time or adjunct faculty and better communication to students/parents about JMU online assessment policies. Some mentioned ideas for in-person testing with social distancing (through testing centers or by faculty testing in-person 1/3 of students in class at different times). Others suggested faculty who accept papers on Canvas should be strongly encouraged to use the Turnitin

			functionality, which helps build a database of papers for comparison. Another suggested JMU have its legal team make a periodic effort to threaten and sweep clean the major cheating websites that are reselling proprietary instructional material.

What kind of support for remote testing do faculty want from JMU?

- Of those providing suggestions:
    - 1 in 3 faculty would like JMU to adopt a remote proctoring application, with several of these respondents specifically mentioning Respondus Monitor.
    - 1 in 5 would like to learn more about assessment strategies less prone to cheating in an online environment (not only modes of assessment, but how to create a classroom environment that deters cheating or how to use remote proctoring technology).
- Several respondents are interested in methods for large classes and limiting class size was often mentioned as a solution.
- Some respondents would like to see students better educated about the Honor Code and the Honor Code more strictly enforced.

Remote Proctoring Through a 3ʳᵈ Party Vendor

Previous Experiences

(Q6-Q9) Respondents were asked whether they had used remote proctoring and services from a third-party vendor prior to COVID19. Of the 296 respondents, only 14 (5%) responded yes to this item. These respondents were then asked to select from a list which applications they had used. Five or fewer people reported experience with each of the following: Respondus Lockdown Browser, ProctorU, Examity, ExamSoft, or Evolve. No respondent reported having used Respondus Monitor, PSI, Proctorio, or Honorlock.

The few respondents who had used remote proctoring and services from a third-party vendor prior to COVID19:

- chose the applications they did because they were already used by their institution or program
- were generally satisfied with the applications (although some noted concerns about cost, technology issues, test-anxiety, cumbersome registration process and inability of software to fully prevent cheating).

5% of faculty have experience with remote proctoring and services from a third-party vendor.

How willing are faculty to use remote proctoring?

(Q16) Respondents were asked how willing they would be to use remote proctoring through a third-party vendor in the future. Of the 281 respondents who answered the question, 43% said they are not at all willing, 37% said they were somewhat willing, and 20% said they were very willing.

Faculty are split on how willing they are to use remote proctoring and services from a third-party vendor: 43% are not willing, while 57% are at least somewhat willing.
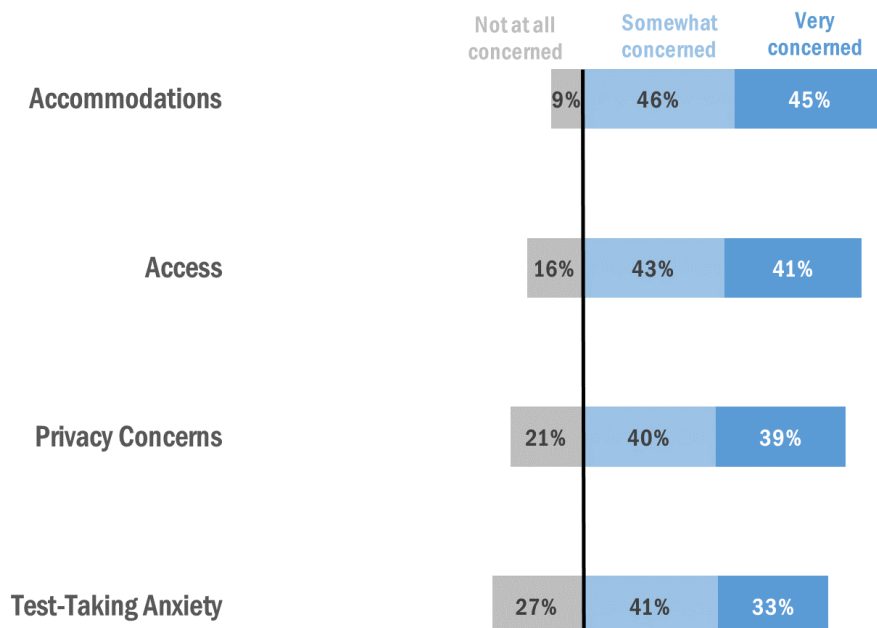
Cost: Who should pay?

(Q16) Respondents were asked, "If the cost for this service were made clear to students when registering for a course, do you feel students should be charged for use of this service in a course?" Of the 277 respondents to this item, 82% said the student should NOT be charged and 18% said the student should be charged.

An overwhelming majority (82%) of faculty feel students should NOT be charged for this service.

Concerns about Accommodations, Access, Privacy, & Test-taking Anxiety

(Q10-Q13) To inform decisions involving the use of remote proctoring services through a third-party vendor, respondents were asked the extent to which they were concerned about various issues associated with remote proctoring services. The percentage of respondents not at all concerned, somewhat concerned, and very concerned about accommodations, access, privacy concerns, and test-taking anxiety are shown below.

	Not at all concerned	Somewhat concerned	Very concerned
Accommodations	9%	46%	45%
Access	16%	43%	41%
Privacy Concerns	21%	40%	39%
Test-Taking Anxiety	27%	41%	33%

Over two-thirds of respondents are at least somewhat concerned about accommodations, access, privacy concerns, and test-taking anxiety. More respondents are concerned about accommodations and access than about privacy concerns and test-taking anxiety.

Other concerns

(Q14) We provided faculty the opportunity elaborate on their concerns by asking, "Are there other concerns (not already listed) you have about the use of remote proctoring through a vendor?" 23% (67/296) of faculty responded to this question with concerns about remote proctoring through a vendor. Responses were categorized as follows (note: responses could be classified into one or more categories).

Category	*n*	% of 67 responses to item	Description of responses
Cost	30	45%	**Waste of money** for university, particularly right now; **students should not have to pay**, particularly right now; **product not worth the cost**; university should absorb cost or make it a flat fee for students so no resentment towards instructors who choose to use it.
Ability to eliminate cheating	12	18%	Concerns about whether this service **is able to deter and eliminate cheating** (e.g., students might still be able to cheat even if remote proctoring used).
Access	10	15%	Concerns about whether the student will have **access to the needed technology** (e.g., internet connection, computer with webcam/microphone) **and environment** (e.g., quiet space free from distractions).
Effect on faculty/student relationship	10	15%	Might **negatively affect relationship between faculty and student** unless normalized across campus; communicates to students that we don't trust their desire to learn; sets up adversarial relationship with students; removes faculty member from processes used for evaluation and accountability; dehumanizes students; creates resentment of faculty member.
Privacy	8	12%	Concerns about this **invading student privacy** (e.g., students who may not want to be filmed at home for religious or family reasons).
Equity	5	7%	**Access to technology and quiet environment might be particularly problematic for some student groups** (and those they live with) and those same student groups might also be particularly concerned about their privacy (particularly from a state school); equity issues may arise from flagging "suspicious behavior", concerns about race-based biases built-into product.
Flagging Cheating & Consequences for Cheating	5	7%	Concerns about **how faculty are supposed to interpret flagged "suspicious behavior"**, whether faculty should be the ones reviewing the flagged videos, and worries that even if suspicious behavior is considered to be cheating, Honor Council hearing will not be effective.
Additional workload on faculty/technical support	5	7%	Concerns about **faculty having to learn new technology or having to serve as tech support**.
Optics	4	6%	Feels **Draconian, Big Brother.**
Use of data/who owns data	4	6%	Concerns about **who owns the data** collected and how that data will be used.
Test-taking anxiety/accommodations	3	4%	Concerns about **increased test-taking anxiety or test-taking accommodations**.

About one in five faculty voiced concerns beyond those associated with accommodations, access, privacy, or test-taking anxiety. Faculty are worried about the cost to either JMU or students and reiterated concerns about student access to the required technology/environment.

Appendix A: Details about survey respondents

(Q17) Part-time vs. Full-time

88% of respondents are full-time employees, 9% are part-time, and 3% did not respond. The majority of part-time employees are affiliated with the College of Arts & Letters and the College of Science and Math.

(Q18) Undergraduate vs. graduate teaching

60% of respondents teach only undergraduate students, 30% teach both undergraduate and graduate students, and 6% teach only graduate students. The majority of respondents who teach only graduate students are affiliated with the College of Health and Behavior Sciences. The majority of respondents who teach both graduate and undergraduate students are affiliated with the following colleges: Science and Math, Arts & Letters, Health and Behavior Sciences, and Business.

(Q19) Academic Rank

The present academic ranks of respondents are shown below.

Present Academic Rank	*n*	%
Professor	84	28%
Associate Professor	75	25%
Assistant Professor	58	20%
Lecturer	26	9%
Instructor	32	11%
Missing	21	7%

(Q25) AUH status

3% of respondents indicated they are academic unit heads in their department.

(Q20) College affiliation

Respondents were associated with the following colleges (more than one college could be selected). About 77% of respondents are affiliated with four colleges: Arts & Letters, Health & Behavioral Sciences, Science & Math, and Business.

College	*n*	%
Arts & Letters	65	22%
Health and Behavioral Sciences	58	20%
Science & Math	54	22%
Business	38	13%
Integrated Science & Engineering	17	6%
Visual & Performing Arts	16	5%
Education	14	5%
Honors[a]	3	1%
University Studies[a]	4	1%
Professional and Continuing Education[a]	2	<1%
Multiple colleges	4	2%
Missing	21	8%

[a]Respondents represented in the Multiple colleges category were often also affiliated with these colleges

Appendix B: Survey

Academic Integrity and Remote Testing Survey

Q0 Dear JMU faculty and instructors,

  COVID19 has forced us to rethink how we go about conducting many academic tasks, including how to deter cheating and maintain test security when assessing students' learning remotely. As we prepare for Fall 2020, we'd like to hear about your experiences with remote testing during Spring 2020 and collect your ideas for how best to move forward.

  Because we know you are being asked to respond to a lot of surveys right now, we kept this 20-item survey brief. It should take you no more than 5 minutes to complete.

  Your participation in this survey is voluntary and your responses are anonymous. You may stop taking the survey at any time or choose not to answer particular questions. You may also go back and change your responses.

  Thank you for sharing your experiences and opinions with us!

  Best,

  Fletcher Linder Associate Vice Provost, University Programs   Bethany Nowviskie Dean, Libraries

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X→

Q1 The list below are common methods used to deter and/or detect cheating on remote tests. Select the methods you used *after* the transition from in-person classes to remote classes in Spring 2020 **[select all that apply]**:

☐ Making the test open-book/open-note (1)

☐ Randomizing items and/or items (2)

☐ Using assessments less prone to cheating (e.g., having students create a product, write answers in their own words, or show their work, rather than complete a multiple-choice test) (3)

☐ Faculty monitoring of students using WebEx or other web conferencing tool (4)

☐ Using a lockdown browser (5)

☐ Using a tool for plagiarism detection (6)

☐ Reminding students to take personal responsibility for their own learning (7)

☐ Reminding students of the importance of mastering the material (versus over-gaming the system to get a good grade) (8)

☐ Reminding students of the honor code; motivating them to be honest/ethical (9)

☐ Limiting testing time (10)

☐ Analyzing test data for unusual patterns (11)

☐ Using a third-party remote proctoring service or tool (12)

☐ I took no extra precautions (13)

☐ Other: (14) _____

X→

Q2 Although you likely do not know the extent to which cheating occurred, you probably have a general sense of the effectiveness of the methods you used to deter and/or detect cheating after the transition to

remote classes in Spring 2020. How effective do you feel the methods you used were in adequately deterring and/or detecting cheating?

○ Not effective (1)

○ Somewhat effective (2)

○ Very effective (3)

Q3 If you would like to elaborate on your response to the previous item (i.e., convey why or why not you feel you were able to adequately deter and/or detect cheating), please do so here.

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Q4 Please list or describe specific situations for which you found ensuring academic integrity in a remote setting particularly challenging—or successful. Particularly challenging situations might include large enrollment classes, common final exams, demonstration labs, etc. Successes may have come in redesigning tests or quizzes, or creating alternate final projects to assess.

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Q5 How can JMU further support instructors to promote academic integrity and better assess student learning during remote testing?

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Q00 In response to COVID19, some universities have chosen to use remote proctoring services or tools from a third-party vendor.

 These services: either: 1) monitor students in real-time using a remote proctor/artificial intelligence, or 2) record the session, with the recording reviewed by a remote proctor (and possibly also the instructor if suspicious activity is noted) at a later date.   require students to have a quiet, uninterrupted environment, a reliable, high-speed internet connection, and a computer/laptop with a working webcam and microphone.   are often paired with use of a lockdown browser to prevent students from accessing anything else on their computer (e.g., internet, saved materials, printer) that could be used to answer the items or copy the test content.   only flag suspicious behavior. It is up to the institution (more specifically, course instructor) as to what actions are taken based on this information.   cost between $10-$20/per student per test, which is charged to the student or the institution.
 In the sections below, we ask about your past experiences with remote proctoring tools and services and your willingness and concerns about using such tools in the future.

Q6 *Past experiences*
Prior to COVID19, did you use remote proctoring tools and services from a third-party vendor?

○ Yes (1)

○ No (2)

Q7 Which remote proctoring tools/services were used? **Select all that apply.**

☐ Respondus Lockdown Browser (1)

☐ Respondus Monitor (2)

☐ ProctorU (3)

☐ PSI (formerly Software Secure) (4)

☐ Proctorio (5)

☐ Examity (6)

☐ Honorlock (7)

☐ ExamSoft (8)

☐ Other: (9) _____

Q8 Why did you choose to use these remote proctoring tools/services?

_____

Q9 Did the remote proctoring tools/services suit your needs (i.e., were you satisfied with the remote proctoring tools/services)?

_____

Q0000 To inform decisions involving the use of remote proctoring services through a third-party vendor, we'd like to understand what concerns you have, if any, about such services.

X→

Q10 **Access.** Remote proctoring through a third-party vendor requires students to have a reliable internet connection and a computer/laptop with a working webcam and microphone. To what extent are you concerned about student access to the required technology?

○ Not at all concerned (1)

○ Somewhat concerned (2)

○ Very concerned (3)

X→

Q11 **Privacy Concerns.** Students might not feel comfortable allowing an outside company to monitor/record them and their surroundings and gather their data. To what extent are you concerned about students' privacy if asked to use remote proctoring through a vendor?

○ Not at all concerned (1)

○ Somewhat concerned (2)

○ Very concerned (3)

X→

Q12 **Accommodations.** Students with disabilities who need test accommodations might not be able to utilize such accommodations or have trouble doing so when remote proctoring through a vendor is employed. To what extent are you concerned about test accommodations with remote proctoring through a vendor?

○ Not at all concerned (1)

○ Somewhat concerned (2)

○ Very concerned (3)

X→

Q13 **Test-taking anxiety**. Remote proctoring through a vendor might increase test anxiety for some students, possibly impacting their performance. To what extent are you concerned about students' test-taking anxiety with remote proctoring through a vendor?

○ Not at all concerned (1)

○ Somewhat concerned (2)

○ Very concerned (3)

Q14 Are there other concerns (not already listed) you have about the use of remote proctoring through a vendor?

_____

_____

_____

_____

_____

Q15 **Cost.** If the cost for this service were made clear to students when registering for a course, do you feel students should be charged for use of this service in a course?

○ Students should not be charged (1)

○ Students should be charged (2)

X→

Q16 How willing would you be to use remote proctoring through a third-party vendor in the future?

○ Not at all willing (1)

○ Somewhat willing (2)

○ Very willing (3)

Q17 Are you a part-time or full-time employee at JMU?

○ Part-time (1)

○ Full-time (2)

Q18 What level of students do you teach? Check all that apply.

☐ Undergraduate students (1)

☐ Graduate students (2)

Q19 What is your present academic rank?

○ Professor (1)

○ Associate Professor (2)

○ Assistant Professor (3)

○ Lecturer (4)

○ Instructor (5)

Q20 With which college or colleges are you associated? Check all that apply.

☐ Arts and Letters (1)

☐ Business (2)

☐ Education (3)

☐ Health and Behavioral Studies (4)

☐ Honors (5)

☐ Integrated Science and Engineering (6)

☐ Professional and Continuing Education (7)

☐ Science and Math (8)

☐ University Studies (9)

☐ Visual and Performing Arts (10)

Q25 Do you currently serve as the Academic Unit Head of your department?

○ Yes (1)

○ No (3)

Q000 Information from this survey will be used to provide guidance and share best practices with respect to academic integrity and remote testing. **Current resources on these topics** (and others relevant to remote learning) are available through the JMU Libraries Institute for Online Learning and jmUDESIGN, which are still accepting sign-ups. Additionally, information about Assessment, Exams, and Integrity is available through the Online Teaching and Learning Guide.

 Thank you again for your responses to this survey. If you have any further comments, please reach out to us at lindergf@jmu.edu or nowvisbp@jmu.edu.End of Block: Default Question Block

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