CCC Guidance on Online Assessment and Proctoring Software (Draft)

Date:

While the Distance Education Committee often advocates for educational technologies to support student success, we find online proctoring software to be highly problematic and the purpose of this guidance is to create awareness and suggest alternatives. Any faculty member who chooses to use online proctoring software should be aware of the concerns related to equity and inclusion, privacy, and other issues. We strongly encourage the consideration of authentic assessments instead of online proctoring software.
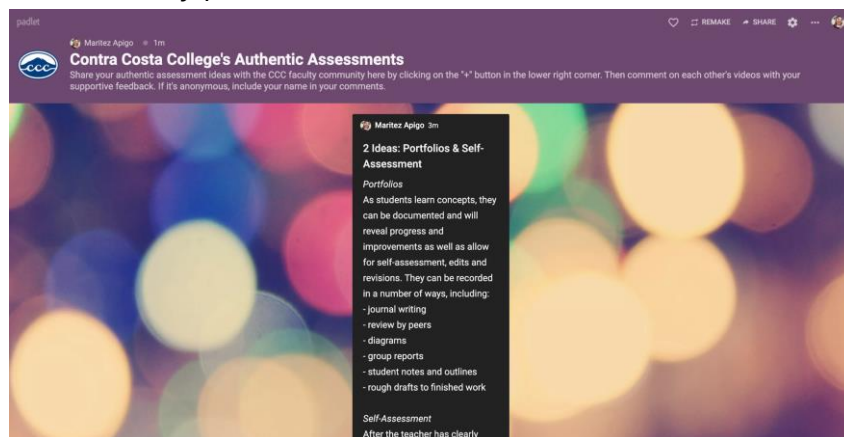
Authentic Assessments

Authentic assessment reflects a commitment to equity-minded, culturally-responsive, and student-centered teaching pedagogy by providing students with opportunities to apply what they've learned and connect their learning on a deeper level to the world around them ("Equity and Assessment: Moving Towards Culturally Responsive Assessment" by Erick Montenegro and Natasha A. Jankowski). Alternative assessments of learning outcomes that involve real-world, higher-order, authentic methods, which still ensuring academic integrity, include:

- Prioritize critical thinking questions, activities and assessments over rote memorization (ie google-able answers) and consider tasks that require higher-order thinking skills (evaluate, create, analyze, apply) over lower-order thinking skills (remember, understand), such as the following. Also see Bloom's taxonomy. Assess students on their:

    - **process** questions allow students to show how they arrived at an answer
    - **application** questions allow students to apply what they learned
    - **evaluative** questions allow students to assess resources used in learning concepts
    - **research** questions can mimic the work being done in your discipline
    - **reflection** questions allow students to reflect and think metacognitively on what they learned
- PBL/Project-Based Learning in which students learn by actively engaging in real-world and personally meaningful projects.

- Presentations (individual or in groups).
- More frequent, lower-stakes tests instead of higher-stakes, cumulative tests
- Students record short videos of their screen to demonstrate learning (using Canvas Studio or Flipgrid)
- Untimed, open book/notes exam formats where students cite lectures notes, papers, textbooks, journals, and websites
- Short answer or short essay instead of multiple-choice questions
- Collaborative group assessments/projects/presentations

Examples of Authentic Assessments

- Sciences: Students write a report, create an infographic, record videos teaching mini-lessons to the class, or deliver a research presentation on scientific concepts.
- Math: Students explain how they worked out the problem by writing out their process or recording a video of their screen talking through their process. There is a wealth of real-world, culturally-relevant assessment ideas in David Stocker's *Math That Matters 1* if you are interested in linking math and social justice. Another one is *Rethinking Mathematics: Teaching Social Justice by the Numbers* by Eric Gutstein and Bob Peterson.
- Nursing: Students evaluate a patient scenario, record a video, write a care plan for a disease process, or create a brochure found in a doctor's office.
- See UC Davis's Keep Teaching resource on "Testing" for more examples
- See the @ONE Authentic Assessments Guide for more concrete examples
- View the @ONE "Achieving Equity in STEM through Authentic Assessments" video featuring a STEM faculty panel.

We invite you to share your ideas for authentic assessments with the CCC faculty community.

CCC's Instructional Designers, Monica Landeros (mlanderos@contracosta.edu) and Lauren Nahas (lnahas@contracosta.edu), are available to support your creation of authentic assessments tailored for your courses.

Problems with Online Proctoring Software

Using facial recognition technology, which is based on artificial intelligence, has been found to be:

- **Racist**: Facial recognition technology is calibrated for white skin as the norm. It has a consistent inability to identify Black and Brown people or even tell the difference between Asians, placing students of color at a disproportionate disadvantage ("How It Feels When Software Watches You Take Tests" by Anushka Patil and Jonah Engel Bromwich). In addition, students from certain cultural backgrounds are not permitted to be on camera, which makes them unable to take the test.

- **Genderist**: Transgender students are not identified using facial recognition technology if they are transitioning.

- **Ableist**: Students with disabilities are at a disadvantage, such as ADHD, rapid eye movement, or neuromuscular disabilities ("Our Bodies Encoded: Algorithmic Test Proctoring in Higher Education" by Shea Swauger)

Using online proctoring software has emotional, mental, and educational consequences based on what students have expressed.

- **Stressful and anxiety-provoking**: Students in the Student Success Committee are expressing difficulty focusing on the content of the exam because they are so concerned about keeping their bodies and eyes still and not appearing to be cheating. It can alter students' performance if they're feeling anxious or frustrated, if it's timed, and if it's not recognizing their face. More from students are in the article "Students Are Pushing Back Against Proctoring Surveillance Apps" by Jason Kelley.

- **Invasion of student privacy**: The CCCCO's Legal Opinion: Cameras-On Requirements issued on Oct. 19, 2020 states, "Districts should adopt policies strictly limiting or prohibiting faculty from instituting cameras-on requirements in order to protect against violations of...California's student privacy law" (7).

- **Parents are at a disadvantage** to find uninterrupted blocks of time to take online proctored exams. If their child approaches them during an exam, it is flagged as "suspicious" behavior since no one else is allowed to be in the same room.

- **Views students as guilty and promotes a culture of suspicion and surveillance**. It uses artificial intelligence to flag students' "suspicious" behaviors. Surveillance and policing triggers deep-seated issues against marginalized students of color.
- **Lack of security**: Student data can be shared with third parties. Data breaches in online proctoring software demonstrate a lack of security, such as with ProctorU.

Using online proctoring software puts an unfair burden on students' technological resources.

- **Technological difficulties**: Students often go to the Welcome Center seeking assistance with technical problems because it is not user-friendly. In addition, it requires the use of a desktop or laptop computer, and at this time, the college is loaning out Chromebooks which are not adequate for the use of online proctoring software.
- **Bandwidth issues**: Video surveillance requires high-bandwidth internet that housing insecure and homeless students do not always have access to.

Should online proctoring software still need to be used, we recommend faculty:

- Take an exam using the software to experience it from the students' perspective.
- Reduce the use of online proctoring software to the minimum.
- Include in the schedule of classes "comments" section, *"This course requires online proctoring software for exams. A desktop or laptop computer, webcam, and microphone are required."*
- Include online proctoring software requirements, for instance, *"Some quizzes and exams in this class will be remotely proctored via Proctorio. In order to use this online proctoring tool, you will need to:*
    - *use a desktop or laptop computer*
    - *use the free Chrome browser*
    - *install the free Proctorio extension*
  If you do not have a desktop or laptop computer, contact the instructor to make arrangements to [insert your preference: ex: schedule an assessment on the CCC campus or via Zoom]."
- Include in your syllabus an "opt out" mechanism that allows a student to decline online proctored video recording (CCCCO's Legal Opinion: Cameras-On Requirements, page 7), for example:

> *If you do not wish to be webcam recorded by the Proctorio tool, you can make arrangements with the instructor to [insert your preference: ex: schedule an assessment on the CCC campus or via Zoom].*

- Contact [DSPS](#) if concerns arise regarding a student's accommodations prior to using online proctoring software.

For ID authentication, we recommend communicating [CCC's Academic Honesty Policy (p. 19-20)](#) in your syllabus and having a class discussion of the policy's importance. Promote academic integrity and honesty also when logging into Canvas, Zoom, etc. Remind students or have them sign an academic honesty statement before assessments.

Note that state funding for Proctorio expires on December 31, 2020. As of the date this guidance is issued, we are still waiting to hear from the state if there will be funding for online proctoring software in 2021.

---

1. *This guidance was drafted with the DE Team on 10/2/2020.*
2. *This guidance was presented to the DE Committee and a sub-committee was formed on 10/9/2020 for revision.*
3. *The sub-committee revised it on 10/22/2020 and 10/29/2020.*
4. *This guidance will be shared with the Academic Senate Council on 11/2/2020.*
5. *This guidance will be shared with the Council of Chairs on _.*