

**From: Alan Fuchs, Associate Dean, Research and Faculty Advancement, College of Engineering**

**To: College of Engineering Faculty, Cal Poly Pomona**

**Subject: Guidelines / Best Practices – Remote Testing**

**Prepared with input from Victoria Bhavsar and Paul Nissenson**

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During this unusual time of the COVID-19 pandemic this document provides Guidelines and Best Practices for Remote Testing. Faculty have full authority and responsibility for administering exams in their classes. Here are some of the options that we suggest that faculty consider implementing in their classes:

- 1) **Take home exams** – since the COVID-19 pandemic occurred during the semester, many faculty may not have included provision for this in their syllabus. However, take home exams are a common testing method used for many years. This is probably the simplest and most easily implemented testing method. Students should be notified and reminded of the CPP Honor Code. The CPP honor code is provided here: <https://www.cpp.edu/studentconduct/index.shtml>. The Code cites “Cheating During Exams”:
  - *Cheating during exams* - Exam cheating includes unauthorized "crib sheets," copying from another, looking at another student's exam, opening books when not authorized, obtaining advance copies of exams and having an exam regraded after making changes. Exam cheating includes exams given during classes, final exams and standardized tests, such as the Graduate Writing Test and Math Diagnostic Test. *Academic dishonesty includes any attempt to cheat on assignments, quizzes, and exams.*
- 2) **Cameras** – some faculty have asked about having students turn on video during class sessions so they can see their activities. This practice is not recommended by the Dean’s Office and the Faculty Center and eLearning, unless it has been listed in the syllabus. Students should also not be encouraged to report on each others activities.
- 3) **Resources** - The Faculty Center and eLearning website at CPP: (<https://www.cpp.edu/facultycenter/best-practices/>) provides best practices for on-line teaching. A You-Tube module for on-line testing created in Blackboard is included: <https://www.youtube.com/watch?v=ef08mqN4rIY&index=3&list=PLontYaReEU1tzu1T5gfiX-JQA5nBc3isN>

eLearning has put together the "Teaching Continuity" website that has a lot of information about best practices. For example,

<https://www.cpp.edu/facultycenter/teaching-continuity/faqs/>

(See *How do I give an online test that maintains academic integrity? What about 'Respondus'?*)

There also is a page dedicated to ideas that other faculty are implementing:

<https://www.cpp.edu/facultycenter/teaching-continuity/ideas/>

Additionally, Paul Nissenson is organizing an event at U-hour on April 21 for the COE that focuses on how to create tests in Bb (an eLearning representative will attend and provide comments on best practices). A COE U-hour event on May 5 will consist of a panel of COE faculty who will discuss their plans for offering final exams.

The Faculty Center is offering some seminars on this topic as well. For example, <https://www.eventbrite.com/e/assessment-in-remote-courses-tickets-102046868932>

As Berkeley suggests, exams should be open book/notes, with more complex and real-world situations. It would be better for the exam to be a professional development experience, rather than just an academic exercise. I know these are harder to grade, so perhaps people could make them shorter.

People should make every possible use of Blackboard's academic integrity features; Phil Rosenkrantz is an excellent resource for this.

Here are additional resources on remote testing from other universities:

- a) NYU – School of Engineering: <https://docs.google.com/document/d/1DRlwJxE5MGNxL3mXyXad8FyTob7hhnV6DsXftxixLzU/edit>
- b) UC Berkeley: <https://teaching.berkeley.edu/best-practices-remote-examinations>
- c) Pepperdine: <https://community.pepperdine.edu/seaver/center-teaching-excellence/keep-on-teaching/online-tests.htm>