

Department of Statistics

Virtual Exam Guidelines

(Version: November 20, 2020)

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Prepared by the Committee on Teaching and Learning: Tian Zheng (chair), Alys Turkowitz, Banu Baydil, Casey Bradshaw, Miguel Angel Garrido Garcia, Zamaly Diaz Lebron, Gabriel J. Young, and Wayne T. Lee.

[NOTE] These guidelines represent information collected by the department's committee on teaching and learning. These should NOT be viewed as department policies.

Questions on these guidelines should be addressed to Ms. Zammy Diaz Lebron (zdl2103@columbia.edu).

I. Use of Canvas for exams/quizzes:

Contact - Center for Teaching & Learning (CTL) - Michael Tarnow - mt2111@columbia.edu

- [Courseworks \(Canvas\) Instructor Guide](#)—This is the full documentation for the Canvas learning management system. The answers to 99% of instructors' questions about Canvas can be found here.
- [Canvas Guides: Quizzes](#)—This is the section of the Canvas instructor guides specific to quizzes.
- Center for Teaching & Learning Guide for: [Creating Online Exams](#)
- For timed exams, students should use a scanner or scanning app on their phones (CamScanner or GeniusScan are free). It is recommended to provide an extra 15-20 minutes to the exams for scanning. On an iPhone, the native [Notes tool](#) has scanning

functionality built into the app

- Recommended to review these two questions to ensure that students can't open folders prior to exams that get posted in Courseworks (Canvas):
 1. [How do I restrict files and folders to students in Canvas?](#)
 2. [How do I link course content to a quiz question?](#)

II. Use of Zoom for Proctoring Exams:

Contact: CUIT - For technical questions or problems with Zoom, call 212-854-1919 or email askcuit@columbia.edu -- be sure to say this is about a Zoom Class Session so that they can transfer them to the right place ASAP.

See more on the set up and use of Zoom for online exams with our [Virtual Technology Guide](#) (Adapted from the MA Hybrid Program).

This approach has been used fairly successfully this summer by faculty and you can read more [here](#).

For those considering **Proctorio**, faculty will need to choose between using Zoom as a proctoring tool or Proctorio. Proctorio requires less connectivity bandwidth than Zoom (with camera on), and therefore can be setup for different groups of students to create a more inclusive accommodation. This is because using Zoom at the same time as proctorio may limit students' system resources. According to Justin Saunders, there could be a practical limitation if computers can achieve both and this is inadvisable.

III. Academic Integrity

Contact: Office of Student Conduct - Spencer Bennett (scb2176@columbia.edu) or Kelly Joyce (kgjoyce@columbia.edu)

Regardless of what platform is utilized, it is important to **reinforce the Academic Integrity Statement and Policy** throughout the semester. The department has some pre-COVID19 resources to help with language that can be used in communicating academic integrity expectations, policy statements, and best practices for exams. Please note: some of this information will need to be adjusted for a virtual environment and can be reviewed by Student Conduct and Community Standards (SCCS) upon request.

References on Academic Integrity:

- **Department Statement on Academic Integrity & Exam Policy can be found [HERE](#).** It is written for the MA program but can be generally applicable to most of our courses. It contains Academic Integrity Statement, sample statements that can be used on exams, best practices for in-class exams.
- Center for Teaching & Learning (CTL) recommendations for [maintaining academic integrity for online exams](#). (This can be relevant to take home exams as well and addresses working with different time zones and working with the Office of Disability; see next Section).
- **[November 2020]** GSAS just issued [an updated statement on academic integrity](#) for virtual exams. Please circulate with your students in advance of the exam, if you are teaching a graduate course.

In order to mitigate issues during exams, **recommendations** include:

- 1) **Best practice research shows that the best way to combat issues of academic misconduct is to [regularly remind your students](#) of your course expectations.** The more clear you are, the better. So we recommend you state on your syllabus, restate throughout the course and certainly before exams. Make sure to continuously communicate with students about your exam setup and specifications well in advance of an exam. Be clear and include on a syllabus and the actual exam.

It is also important to offer [explicit examples](#) on what constitutes cheating in your class.

- 2) Be sure to reinforce the academic integrity statement and policy. You can ask that students share on a class call what the policy is and have a conversation about it. Include on your actual exam, on your syllabus and within canvas.
- 3) Have a trial quiz session with your exam in Canvas at least one week before the actual exam. Keep track of anyone who experiences issues and make sure to follow up with them directly about being best prepared for the actual exam.
- 4) During a 0 credit practice quiz, this is also a place we can check in with students to ensure they have the technology they need and if they do not, please reach out to Ms. Zammy Diaz Lebron (zdl2103@columbia.edu) for further assistance. Zammy will keep track of an online document to report case by case solutions.
- 5) Provide information in advance of exams about points reductions related to specific scenarios including: a camera being turned off; connection being spotty; being away from the camera for too long; not uploading an exam on time. While ensuring rigor and integrity, we also advocate extending kindness and flexibility to our students, especially

those who might be struggling with personal difficulties.

- 6) Make sure to address potential connectivity issues in advance with the use of Zoom. It is recommended that all instructors tell students that if for some reason during the exam they get disconnected or have a technical issue that they need to immediately contact the TA and Instructor via email, and that they troubleshoot the tech issue through the CUIT help widget within Canvas (provides a chat transcript).
- 7) Students should be advised to take the exam in a quiet distraction-free location, away from others. Faculty should list out the specific resources a student is permitted to use if any. If outside resources are prohibited, provide examples of what is permissible. **The more specific faculty can be in advance, the better.**

IV. OTHER EXAM CONSIDERATIONS

1. How to handle Take Home Exams for Different Time Zones

- Committee suggestion is to communicate that while perhaps many days are given for the exam, it should take just a few hours to complete, so that time zones are not raised as a fairness issue for those students who might be disadvantaged by the release and turn in dates.
- It is recommended to have multiple Instructor/TA office hours during the exam window to accommodate various time zones (i.e., time set aside to clarify exam questions).
- Recommended by committee to accommodate exam takers from different time zones that a take-home exam should be *at least 48 hours* from release time to submission deadlines, both of which should be uniquely specified in ET time zone.

2. Accommodating Students with disabilities

Contact: Colleen Lewis, Executive Director cl2328@cumc.columbia.edu

Multiday Take-Home Exams (not proctored):

Generally, students do not need additional accommodations for take home exams spanning several days. However, given that students may have several exams with this format overlapping with each other, it is possible that some students will. As students are in touch with OD, they will review their circumstances with appropriate diligence and

confirm the necessity of any accommodations. ODS will be in touch immediately should any of our students require any accommodations for your take home exam.

Remote Administered, Time-fixed: An assessment that is taken remotely, and is a time-fixed exam, in which students are given a 24-hour window to start and finish it in a more limited time. In this type of exam, the student can begin the exam at any time in this 24-hour window, but once the student begins the exam, they must complete it in its entirety in a smaller time window. Students are not allowed to exit the exam and return to complete the unfinished portion. This is a fixed-time exam. The accommodated additional time must be applied.

The recommendation from the Office of Student Conduct when it comes to take home exams is to communicate 3 specific areas of the Student Conduct policies: definitions of **assistance, collaboration, and cheating** when discussing considerations for take home exams. See more [HERE](#).

3. Exam Protocol when students have an illness - Read more [HERE](#).

V. Use of Proctorio: Resources/Guides (Optional - Currently our Dept does not have an account)

Proctorio has a [Getting Started guide](#) that covers the technical part of the setup, with support info and links to sites where students can verify that their webcam and microphone are working properly, This guide may be sufficient, but is missing recommendations for the room setup.

Watch this [recorded meeting](#) on how to use Proctorio (led by Justin Saunders May 2020) with various Stat Faculty attending. Recommended to view before using Proctorio.

Room set up guidelines:

There is a required amount of minimum system requirements. For example: Students need required hardware: Computer with at least 2 G of free ram. They need to be in a quiet space (there is a setting in Proctorio that will flag if it detects “unexpected sound in room, esp if it sounds like a voice”). Please note: A flag doesn’t disturb the student. It just gets noted in the proctorio gradebook.

Read more [HERE](#) about the minimum system requirements.

Exam Settings in Proctorio:

You can have specific types of settings in Proctorio. Examples include:

1) an environment check where students are required to actually scan around the room with their separate camera (if we ask them to get one) for students to do a panaround.

2) Specify which environmental anomalies it will flag for example: audio levels (another sound in the room); abnormal head movement (if a student should be looking at a quiz but they are looking away bc they have a crib sheet, if they leave the room).

Please note: There is no opportunity to intervene or monitor during the actual exam itself. You will receive information based upon these settings AFTER the exam. If students have questions during the actual exam, you can have chat available via Canvas or Zoom. If they have any issues with Proctorio during an exam, there is a live chat option that is available during the exam with Proctorio.

Additional resources for Proctorio use:

- Short YouTube video overviews of Proctorio features:
 - [Proctorio Grade book](#)
 - [Exam Settings](#)
 - [Behavior Settings](#)
 - [Behavior Flags](#)
 - [Abnormalities Overview](#)
 - [Video Player Overview](#)