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MEMORANDUM

Date: August 4, 2020

To: Provosts and Vice Presidents of Academic Affairs
Vice Presidents of Student Affairs
Vice Presidents of Business and Finance
Dr. Robert Keith Collins, Chair, Academic Senate, CSU

From: Alison M. Wrynn, PhD
Associate Vice Chancellor, Academic Programs, Innovations, and Faculty
Development

Subject: Assessment of Student Learning in Fall 2020; Remote Proctoring Services

The purpose of this memo is to provide guidance to CSU campuses regarding assessment of student learning in fall 2020.

In response to the COVID-19 pandemic, the majority of CSU fall 2020 instruction will be delivered virtually. With virtual instruction, physically administering an exam with a proctor watching over the students in person and collecting their exams is no longer possible.

CSU's online degree programs have successfully used online proctoring services for many years, including Proctor U, Respondus and others. Remote proctoring requires the student to look straight at the camera without looking away. As a result, this requires each student to have a computer with a microphone and camera (and sometimes more than one camera), strong and reliable Wi-Fi, a quiet room to be alone for the duration of the exam and no interruptions in order to best replicate the experience of a proctored exam in a classroom. These considerations apply equally to faculty proctoring the exams via Zoom.

Not all students will be able to create this environment from their remote testing location. For this reason, campus leaders are asked to review plans for fall 2020 course offerings with the goal of thoroughly addressing the following four issues related to assessment of student learning:

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

1. Alternate Assessments
2. Equity
3. Privacy
4. Disability Accommodation

I. Alternate Assessments

While remote proctoring may be used in connection with virtual instruction during fall 2020, campuses are strongly encouraged to consider, evaluate and discuss alternate methods of assessment. Alternate assessments include timed exams, open book exams, projects, papers and presentations. Another option is electronic portfolios that may be used to promote comparison and/or synthesis of student academic work. It is expected that all departments and disciplines will think carefully and creatively about whether and how alternative assessment strategies may be used during fall 2020 to assess student learning. See Appendix A for additional resources.

II. Equity

Where courses are virtual and student learning is assessed via an attempted re-creation of the traditional proctored exam, each CSU campus should carefully consider ways to ensure that financial constraints, lack of resources, housing insecurity and/or crowded living conditions do not impact a student's academic performance. Considerations may include loaning resources for students to use at home (computers and other hardware, MiFi devices, etc.) or making safe, accessible spaces available on campus where students can complete the exam without disruption while remaining physically distant from others. If remote proctoring services are going to be used, strong efforts need to be made to ensure that resource issues (e.g. technology hardware/software, accessibility, finances) do not impact students' ability to perform and be assessed and graded in the course.

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Appendix A

RESOURCES AND TIPS

[Cal Poly San Luis Obispo Assessment for Virtual Instruction](#)

This page provides information on options for virtual assessments and promoting academic integrity on out-of-class assignments, as well as links to several sites listed below.

[Rutgers University Tips for Exams and Alternative Assessments](#)

This site includes:

- 10 Alternatives to Exams
- Special Advice for Open-Book Assessment in Quantitative Courses

[UC Berkeley Alternatives to Traditional Testing](#)

This site includes a list of alternatives similar to that provided by Rutgers.

[IU Bloomington Alternatives to Traditional Exams and Papers](#)

This site includes questions to help focus in on the skills and knowledge an assessment should include.

[UC Davis Exam Options](#)

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[A Different Kind of Final](#)

An article from 2013 on having students create concept maps instead of taking a traditional final exam.

[What Do Final Exams Mean During a Pandemic?](#)

An April 27, 2020 article in the *Chronicle of Higher Education*, featuring a chemistry professor who allowed students to complete a take-home final, write an essay on what they learned in the course and during the pandemic, or propose their own final project.