

Default Report

Cranium Cafe

July 10, 2022 12:28 PM PDT

Q2 - Optional: Please select your discipline

#	Field	Choice Count
1	ACCT	4.00% 2
2	ANAT	2.00% 1
3	ANPH	0.00% 0
4	ANSC	0.00% 0
5	ANTH	0.00% 0
6	ART	2.00% 1
7	ARTH	0.00% 0
8	AST	0.00% 0
9	BIOL	6.00% 3
10	BIOT	0.00% 0
11	BUS	2.00% 1
12	CD	2.00% 1
13	CHEM	2.00% 1
14	CHIN	0.00% 0
15	CJ	0.00% 0
16	CNSE	0.00% 0
17	COL	0.00% 0

#	Field	Choice Count
18	COMM	2.00% 1
19	COUN	46.00% 23
20	CS	0.00% 0
21	DANC	0.00% 0
22	EATM	0.00% 0
23	ECON	0.00% 0
24	EDU	0.00% 0
25	EMT	0.00% 0
26	ENGL	4.00% 2
27	ENGR	0.00% 0
28	ENGT	0.00% 0
29	ENSC	0.00% 0
30	ESL	0.00% 0
31	ETHS	0.00% 0
32	FREN	0.00% 0
33	FTMA	0.00% 0
34	GAME	0.00% 0
35	GEOG	0.00% 0
36	GEOL	0.00% 0
37	GERM	0.00% 0
38	GR	0.00% 0

#	Field	Choice Count
39	HED	0.00% 0
40	HIST	2.00% 1
41	HOSP	4.00% 2
42	HS	0.00% 0
43	HUM	0.00% 0
44	ICA	0.00% 0
45	ITAL	0.00% 0
46	JAPN	0.00% 0
47	JOUR	2.00% 1
48	KIN	0.00% 0
49	LS	6.00% 3
50	MATH	2.00% 1
51	MICR	0.00% 0
52	MM	0.00% 0
53	MUS	0.00% 0
54	NS	2.00% 1
55	NTS	0.00% 0
56	OPTI	0.00% 0
57	PHIL	2.00% 1
58	PHOT	0.00% 0
59	PHSC	0.00% 0

#	Field	Choice Count
60	PHSO	0.00% 0
61	PHTC	0.00% 0
62	PHYS	0.00% 0
63	POLS	2.00% 1
64	PSY	0.00% 0
65	RADT	0.00% 0
66	RBT	0.00% 0
67	SOC	4.00% 2
68	SPAN	0.00% 0
69	THA	0.00% 0
70	TTHA	0.00% 0
71	ZOO	2.00% 1
		50

Showing rows 1 - 72 of 72

QID1 - Have you ever used Cranium Cafe? (If you have not, but are interested in ...

#	Field	Choice Count
1	Yes	54.55% 30
2	No	45.45% 25
		55

Showing rows 1 - 3 of 3

QID1_2_TEXT - No

No

Honestly, I have never had to use it. I only recognize the name.

but it sounds interesting

I open to hearing about it.

I am not interested in virtual social interactions.

Don't want to learn or direct students to one more tool/service to use.

Do not know what offerings it has that might be useful.

I don't know what it does.

Network, ideas, common interest

I didn't know we had it

No

Not interested because I plan to return to in-person instruction after this semester.

I would be interested in a workshop on this tool.

Just was not aware of it.

Q3 - Have you found Cranium Cafe helpful? If yes, please give an example of ho...

#	Field	Choice Count
1	Yes	62.16% 23
2	No	37.84% 14
		37

Showing rows 1 - 3 of 3

Q3_1_TEXT - Yes

Yes

Good virtual option.

The features in Cranium Cafe are easy to use.

Sometimes

User friendly lots of customer support when needed lots of options

Students can schedule to meet with me online without having to come to campus.

Drop-in counseling

Great for express counseling and being able to simulate in person counseling by sharing my screen and uploading documents for the student to download.

I find it useful as a drop-in counseling tool. I can identify students in our counseling lobby quickly and connect with them via the chat feature quickly. It is an excellent check-in management system--for checking students in virtually, being able to serve them in order of when they came in. A group of counselors can get to their students quickly and help them efficiently.

Yes

I believe that it is a far better online counseling tool than Zoom. When sharing your screen, you can see what you are showing students. Student automatically receive a counseling link when they schedule through cranium.

easy to use - for staff & students

Live Chat in Virtual Lobby

organized and user-friendly

Chat feature and lobby helps keep students on drop-in organized.

Help students who have quick questions on drop in.

I PRIMARILY USE IT FOR DROP IN COUNSELING

We rely heavily on Cranium Cafe to deliver counseling to students. It has tools that Starfish, Zoom, etc. cannot support. In fact, SF is a terrible scheduling program. Zoom does not replace CC because it doesn't have the tools that CC has. We can write on our worksheets. We can chat with students. Their is informed consent built into the program and is FERPA compliant. There are other departments using CC such as the welcome center. There are really many reasons we need this software unless we get a new software to replace it. What we have now is inadequate.

I have used if for weekly office hours instead of Zoom

somewhat

Q4 - Have you had any complaints from your students while using Cranium Cafe?...

#	Field	Choice Count
1	Yes	48.65% 18
2	No	51.35% 19
		37

Showing rows 1 - 3 of 3

Q4_1_TEXT - Yes

Yes

Lots of trouble connecting for some reason.

Student complain about audio and video not working. Additionally, they are not able to login in sometimes and use the services.

Microphone not working.

The system can be glitchy at times

Sometimes they have issues connecting their audio or sharing their screen.

Students sometimes prefer zoom, but the majority have not shared complaints with me. For those who prefer zoom, I still find it a useful intake tool. We are able to identify the best way that I can serve them, and switch to zoom as needed.

Audio/ when system crashes

The audio, camera don't work sometimes

Yes

kicks them out

STUDENTS HAVE A HARD TIME LOGGING ON, CONNECTION DROPS, BUTTONS FOR AUDIO AND VIDEO ARE IN WEIRD SPOTS, CHAT BOX CAN'T BE MOVED OR WIDENED

connection issues

Camera or microphone doesn't work

sometimes they have had a hard time finding me when I'm online

It disconnects and I have to finish the session with a telephone call.

Students will sometimes be in a meeting and then get disconnected from the counselor for reasons unknown.

Technical issue in waiting room (issue has been resolved. It was due to using an ipad)

Yes, connectivity and Lobby issues

Q5 - Have you found Cranium Cafe support to be adequate?

#	Field	Choice Count
1	Yes	72.73% 24
2	No	27.27% 9
		33

Showing rows 1 - 3 of 3

Q6 - Would you be interested in pursuing other digital tools that mirror some of the...

#	Field	Choice Count
1	Yes	66.67% 28
2	No	33.33% 14
		42

Showing rows 1 - 3 of 3

Q7 - Are you aware of any accessibility issues with this other digital tool? (There h...

#	Field	Choice Count
1	Yes	17.07% 7
2	No	82.93% 34

41

Showing rows 1 - 3 of 3

End of Report

Default Report

Camera use policy

July 10, 2022 12:29 PM PDT

Q2 - 1. Were you aware of the VCCCD Policy for Online Camera Use?

#	Field	Choice Count
1	Yes	84.09% 37
2	No	15.91% 7
		44

Showing rows 1 - 3 of 3

Q3 - 2. While teaching an online course (asynchronous or synchronous), did you ...

#	Field	Choice Count
3	Yes	70.45% 31
4	No	29.55% 13
		44

Showing rows 1 - 3 of 3

Q4 - 2a. If yes, how did you see this policy through?

2a. If yes, how did you see this policy through?

I always encouraged students to turn on their camera, yet informed them that it was their choice.

I adopted some of the policies. In a language class it is important to see the students' faces. As a professor, I want to see how my students perform in the target language. The only way I can see them is via zoom showing their faces.

During the first zoom session, I encouraged students to turn on their cameras, but I added that the decision to do so was theirs.

I made cameras optional

I never made the students turn on a camera

All online meetings are camera optional.

allowed students to keep camera off

I said and wrote in the syllabus that students had to notify me of technical or other issues if they couldn't turn camera on, otherwise they would be marked absent.

It is fine and is working.

I added a section on my syllabus regarding the requirement of the camera for the course only for their oral assessment/performance sessions once a week.

In my syllabus and by announcing it on Zoom

I teach performance classes so when they were performing it had to be on.

By not requiring students to turn on their cameras while I was teaching (which destroys classroom interaction . . . students simply tune out in large numbers when cameras are optional)

I only used a camera-optional approach before the policy was implemented, except for when we did online lab demonstrations.

2a. If yes, how did you see this policy through?

Camera optional during live synchronous office hour sessions (asynchronous course)

This question is unclear. To give an answer to what I think it's asking: I allowed students to choose whether they wanted to turn on the camera during office hours. Classes were async so that students could watch at times convenient to them over the week.

I never required a "camera's on" policy. Except during testing.

I specified a Cameras-On policy for exams and requested that cameras be on for lecture.

Asked but did not insist that students turn their video cameras on.

Only required cameras on during tests, which is in the syllabus and discussed in detail on the first day of class.

Students were allowed to turn off cameras

It is difficult with breakout rooms and practicing the Spanish language; however, I suggested to students that they try to turn them on to work with their classmates. I did not force the issue when we were in whole group. I also did not permit any assignments to be submitted during that time period as many turn off their cameras and tend to school work. It is VERY frustrating.

I frequently encourage students to turn on their cameras, especially in breakout rooms.

I put it in my syllabus and didn't require cameras to be on.

By staring at a bunch of blank rectangles during class.

I didn't require students to turn on their cameras.

I did not require cameras

Cameras on for speeches

Q6 - 3. If you adopted the VCCCD Policy for Online Camera Use, did you include ...

#	Field	Choice Count
1	Yes	35.00% 14
2	No	65.00% 26
		40

Showing rows 1 - 3 of 3

Q7 - 4. With the adoption of the policy did students request alternatives to be excl...

#	Field	Choice Count
1	Yes	5.00% 2
2	No	95.00% 38
		40

Showing rows 1 - 3 of 3

Q8 - 4a. If yes, what were the main alternatives offered?

4a. If yes, what were the main alternatives offered?

No video on.

No camera

Q9 - 5. Please rate student reception/feedback to your adoption of the VCCCD Po...

#	Field	Choice Count
1	Overwhelmingly Negative	2.33% 1
2	Somewhat Negative	2.33% 1
3	Neutral	46.51% 20
4	Somewhat Positive	13.95% 6
5	Overwhelmingly Positive	9.30% 4
6	Not Applicable	25.58% 11
		43

Showing rows 1 - 7 of 7

Q10 - 6. Please rate the clarity and effectiveness of the current VCCCD Policy for ...

#	Field	Choice Count
1	Not at all	16.67% 7
2	Somewhat	40.48% 17
3	Excellent	30.95% 13
4	Not Applicable	11.90% 5
		42

Showing rows 1 - 5 of 5

Q11 - 7. Please share your thoughts, concerns, and/or suggestions regarding cam...

7. Please share your thoughts, concerns, and/or suggestions regarding camer...

Not practical for all intents and purposes. We can't review hundreds of hours of video and students can opt-out. I would. Students already have the means to thwart this system just like Turn it in. Many faculty are already sold out for overloads and for getting by with less work. The corruption is too far gone. The system itself connives at this in the interest of FTEs (money honey).

In languages all classes are performance. In order to be able to help our students learn the language, we must see their faces, their mouths, and their tongues. It is impossible to correct student pronunciation, essential for interpersonal communication, without the ability to see their facial expression and their mouths.

The camera policies apply perfectly to other subjects. However, it is important to see how students perform in the target language in a language class. Video assignments, conversations with the professor assignments, and other video recording methods are important to grade the students' performance. Not having a camera on in our virtual lectures or video activities makes it difficult to know if the students are performing at the level of the course that they are taking.

Students who voluntarily enroll in a synchronous course should be required to turn on their cameras. Students who don't want to use their cameras should take asynchronous online courses or traditional in-person classes.

I think we should be able to encourage cameras on, but not require it. We should explain that it creates a more lively and humanizing experience for everyone in an online zoom type of class.

The policy is flawed. Not being able to insist on cameras being on is like students coming to a face-to-face class with a bag over their heads for the entire semester. The whole idea seems rooted in a false notion that students will feel uncomfortable if people see their surroundings. SIMPLE FIX: Like me, I use a background that Zoom allows. So no one sees my room; they see me in front of a background.

I agree with this policy. Perhaps could include more detail about rationale. Not just compliance issue, but also aids student equity

While I fully understand the frustration of teaching to a bunch of black squares. I have found that it is not equitable to require students to do so. Many students are working in crowded spaces or trying to learn in a room with family on bad internet where turning on a camera will not work.

The issue is privacy.

7. Please share your thoughts, concerns, and/or suggestions regarding camer...

This policy really affects the academic performance on language courses. We are left with very little tools to ensure students are the ones completing their assignments, and to ensure the students themselves are the ones practicing their language skills. Many students engage in academic dishonesty, and since I can only require the use of camera for oral performance/assessment in the class, not visually seeing student's ability to communicate with the target language on a regular basis poses a huge challenge. Every semester I find more and more students engaging in academic dishonesty and I find myself trying to play detective one too many times because of this policy. A language class my nature requires constant assessment and students are resistant to have their cameras on. Due to this policy I've had students pay other people to complete assessments where they only need to record their voices. I also have family members or friends trying to tell a student how to answer something in the background without being seeing.

It is important because many do not want others to see their home, situation, etc

Not being able to require students to turn on their cameras during instruction destroys student engagement and makes synchronous online courses a joke (at least for the synchronous part). If we were to set up our face-to-face classrooms in such a way that each student was in a separate room and the instructor could only speak to and hear the students in their individual rooms, without ever being able to see the students, what are the chances the students wouldn't just put the class lectures on in the background and spend the rest of their time either multitasking or surfing the internet? Now place that individual room in a person's home where every distraction under the sun is within arm's reach. Such a policy would render face-to-face instruction practically useless. And that says nothing of the basic human interaction factor that is seriously undermined by students interacting with each other and the instructor facelessly. Body language is a basic part of human interaction, and having classes full of blank screens only furthers the increasing social isolation our students are already suffering from.

If covid did not happen, then would have to show up in their entirety and show their entire body as they are physically in the classroom, completely dressed. Staying at home, all they need to show is their face and can have a virtual background except on test days. This is not fair to those who show up to the classroom, so those who stay at home should at least show their face to be fair and to get credit for "showing up" to class, and not sleeping or watching tv or anything else they do when their video is off.

I shifted from synchronous online to async because fewer students were attending the former. Office hours were obviously "live" and I allowed students to choose whether they wanted to turn on the camera. I would follow suit. This brings up two important lessons: 1. Async classes were very much preferred by the students (not the point of this survey); 2. Students were allowed to choose whether they wanted the camera on/off during "live" sessions of office hours. About half chose to leave the camera off.

I'm still not clear on the policy for proctored exams, particularly for students who may request a no-camera accommodation via DSPS.

I have only a few students utilizing their cameras. I cannot judge the effectiveness of my lecture or its clarity when I cannot see their faces. I know I cannot force them, but I do ask my students to turn on their cameras if they can.

7. Please share your thoughts, concerns, and/or suggestions regarding camer...

I told my students to use camera during online class, however, they do not follow my instruction due to their mechanical problem. These students who do not use the camera, I would like to deduct 1point from their current assignments points.

Drop the policy. If students can be seen in the classroom, they should be able to be seen on line. Some students come on line, leave their video on, and leave. Ruins class participation. This is just an excuse for less dedicated students to hide.

N/A

The law is the law. For what it's worth, to say I'm not a fan is an understatement.

I am happy we are looking at an equitable solution for students. Requiring cameras on is not good.

With teaching a language, we need to see and hear the articulation of the target language. When the camera is off, often times students are not present in the background. I feel like I had much more success as a whole with teaching online when students could only turn off their cameras when they were ill, etc. , and requested this of me before class or during the chat. Now, I feel as they are much less participatory, I have to constantly police breakout rooms to see if they are there, etc. If the students are in a breakout room of 2, they do not report the other student who is absent due to retaliation, etc. It creates an issue for the students and the instructor.

I teach language courses. Most of the activities and interactions in language courses fall within the exceptional parameter of Proctored assessments, Presentations, and Demonstration of academic, performance, and workplace skills. While I state the district policy about camera use in my syllabi, I also strongly promote the use of cameras at the start of the semester, first because it is always my goal to reproduce, within the obvious limitations of Zoom meetings, the social aspect of the language classroom. Communication and social interaction are essential to learning to use a new language. I often encourage students in a positive to turn on their cameras at least during breakout-room activities, but do not require it. A part of learning to speak German or French is actually seeing the positions of other speakers' mouths. An MC Access counselor made the argument that we would not see each others' mouth in the classroom, either, if all are wearing masks. My response was that on Zoom, we are not in a classroom and do not wear masks. As we first transitioned to online at the start of the pandemic, students would appear in class lying in bed and even in various states of dress. That was exceedingly awkward. I have tried to draft statements for my syllabi encouraging the social aspect of college courses and explicitly stating that Zoom meetings are public, social interactions that demand the same social norms as anytime one ventures out in public.

I have been firmly against this policy from the start. I believe students should have complete autonomy in turning their cameras on or off, and that this is an equity issue; students with access are excluded unilaterally, whether they are comfortable sharing their circumstances or not. If they opt to disengage simply because their cameras are off, then that is their loss and their responsibility.

Overall, most students don't use cameras unless it's required.

7. Please share your thoughts, concerns, and/or suggestions regarding camer...

There are too many taboos on educational institutions. Sadly, academic freedom is eroded and jeopardized. There are too many taboos on educational institutions. Sadly, academic freedom is eroded and endangered, and invasive and extreme state politics is to blame.

Like so many other things, they appear to be designed to avoid legal challenges rather than to enhance student learning.

I understand the need to protect student's privacy, but there are virtual backgrounds that students can use to keep their privacy but remain on camera. Having taught classes where students have their cameras off, I find it to be a thankless endeavor and soul sucking at best. It's no wonder instructors are retiring or changing jobs when faced with the prospect of lecturing to a bunch of names on a screen.

About 75 percent of the time, when I asked a student whose camera was off to participate, they weren't there. It was clear they signed into class and then went and did something else. When students had cameras on, they were engaged in the lesson.

In most of the college meetings I attend over half the faculty have their cameras off - why should we require students to do what we are unwilling to do ourselves? I believe that a cameras-on approach is okay when giving a proctored exam, but for a lecture we should give our students the freedom to choose. Additionally, having to upload their own video to the internet could impact the quality of the downloaded audio and video they receive from Zoom itself - which means that by forcing students to show video we may be inequitably denying them a smooth streaming experience of our lecture materials.

Students use the policy to keep cameras off and disengage from classroom discussion in virtual learning. This places incredible pressure on the faculty to keep up morale and energy in 'the room.' The policy institutionalizes 'checking out.'

Q13 - 8. What limitations or requirements did you and/or your students encounter ...

8. What limitations or requirements did you and/or your students encounter...

Conversations among students(essential student-student contact in a language class) became almost impossible. As an instructor, my comprehension of the students use of the target language became very difficult, at times impossible. It lead to frustrating and thus discouraging experiences for the students and their learning experience.

N/A

none

The limitations are obvious: I can go a whole semester NEVER seeing a student's face because I don't have presentations where they must put on the camera. Never seeing a face does NOT lend itself to connecting to a student. It is all a bad policy based on a false notion.

None

We had no problems since most students turned cameras on and, of the few who didn't, most gave me a reason, which I respected. The few who didn't give me a reason, I just let slide. I didn't actually mark them absent.

I did not introduce the policy.

Some students don't have camera or they cannot afford to buy camera.

The main limitation in enforcing this policy is students are so used to thinking we cannot require cameras that they are resistant to following the policy even when it is allowed during an assessment. I am left with very little support as an instructor to ensure my students are enunciating properly, assessing how they pronounce words, or that it's even themselves the ones doing their homework and classwork.

none

See number 7 above. We simply can't have normal human interactions with one another if we try to do so through blank, faceless screens.

I did not introduce it. I was teaching with the Hyflex model beginning in January 2021, so it does not pertain to me. Students had the choice to show up to the classroom on grounds, or show up on zoom with their camera to be fair to everyone.

8. What limitations or requirements did you and/or your students encounter...

I shifted from synchronous online to async because fewer students were attending the former. This helped increase participation of students and alleviated the need for a camera, except for office hours (at which point students choose whether to leave camera on/off).

Test-taking is still not clear.

I didn't know and did not introduce the policy

Some students agree but some students do not agree due to the personal problems.

See above.

N/A

I'm not sure what this survey is trying to figure out.

As a counselor I had to deal with faculty who didn't know about it and were requiring cameras on.

Again, this is not a way for us to evaluate their academic skills and their demonstration/performance of Spanish. When students speak in the foreign language, they perform, and in order to support their performance we need to see the students' mouth, tongue, and faces as they enunciate in the new language. If we cannot see the students' faces or mouths as they enunciate, then comprehension, correction, and assessment become a challenge or impossible.

Students simply do not interact with one another adequately with their cameras off. The policy impedes learning. The policy gives them the opportunity further to recede from social interaction, which as we are now hearing, has itself become a kind of pandemic with real psychological repercussions.

Access, fear of showcasing their schoolwork environment.

Sometimes students had to use their mobile device to listen in, which was fine. Another time, a student's webcam was broken.

Reduction in student participation.

I didn't introduce the policy as I do not proctor exams nor do I require students to turn their cameras on while in lecture.

8. What limitations or requirements did you and/or your students encounter...

Because students weren't on camera, no one participated in classroom discussion. Classes became lecture only - which is scientifically the least effective mode of instruction. The policy needs to be rewritten to encourage students to participate.

End of Report

Default Report

Proctorio

July 10, 2022 12:31 PM PDT

Q1 - Have you ever used Proctorio?

#	Field	Choice Count
1	Yes	40.91% 27
2	No	59.09% 39
		66

Showing rows 1 - 3 of 3

Q4 - For which assignment have you used Proctorio (select all the apply)?

#	Field	Choice Count
1	Mid term	33.33% 19
2	Finals	31.58% 18
3	Weekly exams	22.81% 13
4	Other	12.28% 7
		57

Showing rows 1 - 5 of 5

Q4_4_TEXT - Other

Other

Quizzes

Quarterly Exams

one-time TEAS test (nursing pre-admissions test)

lab quizzes

Quizzes

Q5 - Have you found Proctorio helpful in your online instruction? If yes, can you gi...

#	Field	Choice Count
1	Yes	86.96% 20
2	No	13.04% 3
		23

Showing rows 1 - 3 of 3

Q5_1_TEXT - Yes

Yes

Proctorio has all but eliminated widespread cheating that I was dealing with prior to using it. Without it, there would be almost no accountability for exams in the online environment (exams that require students to demonstrate actual knowledge, not just their ability to look things up, which is a skill, but a different one from what these kinds of exams test). I won't teach online without some kind of proctoring accountability.

Students have to study for the test instead of looking up answers.

Provides a way to proctor students to ensure even a small percentage of academic honesty.

It allows me assessment integrity in an online environment

Camera

limits cheating

It acts as a deterrent to academic dishonesty. It also helps to maintain a normal testing environment that is not too dissimilar to the physical classroom environment.

It stops A LOT of cheating

Yes

It gives me a tool that allows me to somewhat proctor exams.

There are a couple things I value about Proctorio. 1) I am comfortable giving longer time limits on exams so students who need it can have it. Because they are proctored, I don't have to worry about them using extra time to just double check with the internet on an exam. While it is not perfect, it is a good deterrent.

Monitor students to prevent collaboration (cheating)

Allowed remote administration of the exam, without bringing students to campus for direct proctoring as would have been required by the test vendor without remote proctoring.

monitor student test taking with integrity

Tremendously

I feel it discourages cheating

Q6 - Have you had any complaints from your students while using Proctorio? If ye...

#	Field	Choice Count
1	Yes	79.17% 19
2	No	20.83% 5

24

Showing rows 1 - 3 of 3

Q6_1_TEXT - Yes

Yes

A couple of students (only a couple) have voiced privacy complaints, and a few more have said they had trouble getting it to work. In the latter cases, Proctorio support was always able to figure things out. Mostly, these students tried to bypass contacting Proctorio support, which caused the bulk of the problems.

Students have been kicked off for no apparent reason, they find it stressful, they seem to forget that they are being monitored, a couple are concerned about security and quite a few are told that they need an access code when they don't and it turns out to be something to do with their computer's security (frustrating for all of us)

it asks for an access code, they have to reinstall it and restart it several times, they aren't allowed into the exam for whatever reason and customer service can NEVER help them...to be honest, it's very frustrating sometimes but we don't have another option.

Sometimes students ask about a code to be entered when they do not complete the environment check correctly. In most cases if they slow down, it works out. There have been a few times when they have had to reinstall

They struggle with the first exam making sure they are using Chrome. What happens is, in stead of Proctorio populating a "You must use Chrome to access this assessment" message, it populates a "Passcode" page. There is no passcode. The students then email me for the passcode, rather than just open the test using Chrome. Even though I explain all of this beforehand, this passcode request throws at least one student into my email box saying, I couldn't take the test". So, I send them the Chrome message and they usually figure it out from there. This is an easy IT command to correct.

Yes

glitchy

Yes, students complain about the poor support mostly.

Disconnection issues. Proctorio alerts for now looking at the screen because they are looking down doing calculations. Proctorio constantly has to be reset on browsers.

Mostly, students are concerned about the invasive nature of the program. However, with the library laptop lending program, I can just ask students to borrow a campus laptop and install the software on that computer. A lot of complaints are of the "other teachers don't use this so you shouldn't either" variety. I do have quite a few issues with students not properly using it before taking an assignment and having error "ACCESS CODE REQUIRED" issues, but those are easily resolved by reminding them of the proctorio checklist.

Proctorio does not work on all computers and it they have to reload the Chrome extension and reinstall Proctorio consistently.

Technology challenges with having computer set-up to allow Proctorio to run; discomfort with the lowering of security settings in order for Proctorio to run.

student asked for access code and they appear to have computer set up properly

Not "complaints" but concerns. After directing them to appropriate evidence-based resources, all is resolved.

Student with absent seizures says she was flagged. Students with anxiety feel more anxious.

Technical issues, e.g. getting it installed, having it set-up when it is the exam time.

Sometimes the exam is slow to load or stops partway through.

Q7 - Have you found Proctorio support to be adequate?

#	Field	Choice Count
1	Yes	63.64% 14
2	No	36.36% 8
		22

Showing rows 1 - 3 of 3

Q3 - Would you be interested in using Proctorio? Please comment on why or why ...

#	Field	Choice Count
1	Yes	40.68% 24
2	No	59.32% 35
		59

Showing rows 1 - 3 of 3

Q3_1_TEXT - Yes

Yes

Please see my above responses. I'm not wedded to Proctorio per se, though I am used to it now. However, without some kind of proctoring, there is virtually no accountability online, which students have become aware of and are now taking online classes because they are so much easier (as multiple students have confessed to me).

Better than letting them basically cheap.

It would assist in helping me to determine if students understand content when taking an exam that is closed book.

I am always interested in learning new platforms

I'm not sure what it is.

It has been working sufficiently and we need some sort of online proctoring. I have had good experiences with Respondus Lockdown Browser and Monitor as well

As long as we have online classes we need to make sure the students behind the computer are who they say they are.

it is the only thing I have to try to prevent cheating during online exams

Yes

If there are no other services.

Discipline course exams are being given on campus, but it is good to have Proctorio available in case of student (or instructor) being on quarantine but not ill; continues the flow of the course.

already use it

I am already using it and plan to continue to.

I have seen a demonstration and think it's a great tool.

Integrity of testing experience

It is better than not having it.

The discipline I instruct requires the memorization of a lot of materials and open book tests do not support this.

Q3_2_TEXT - No

No

Students will become more bold trying to beat the system without someone looking over their shoulders in the same room.

my de assessments are open note

Do not need it.

Not for the long run the way it is running now. There needs to be more that customer service can do and not just throw it back on the instructor. I end up getting 40 emails with issues.

I don't know what proctorio is, but my classes are lab classes and I make my own materials and tests.

not sure

No

n/a

I have other ways I try to test students when doing online classes.

my classes are mainly project based - and don't have traditional exams

My course is research and writing based.

I do not teach a credit course.

All of my exams are open book so there is no need to monitor.

I think students' concerns about privacy are valid. If I were a student, I would be a little uncomfortable with how the program records and stores its data

Trustworthy students I have chatted with on the subject say that it does not stop cheating and feels invasive.

I have heard horror stories about Proctorio, but would be interested in learning to use it.

Because there's something to be said for getting smarter as you take the assessment and proctorio restricts that kind of fluid thinking.

No longer teaching online

I think we should use a different type of program that is usable on tablets and phones.

I think it would cause extra stress for students. Additionally, every student has a different situation "at home." There are likely distractions surrounding the student (other family members, animals, neighbors, etc.). I also think allowing students to use their open textbook and notes from course resources helps them learn certain concepts. It would be nice if they were unable to look up outside resources on Quizlet, but overall I think Proctorio would lead to a lot of stress and emails from students regarding exceptions or interferences.

The courses I teach do not have a lot of exams.

Don't want distractions for students

No

It is too invasive of student's privacy, both in the physical sense of having to share their personal space and scan it as well as the technological sense of the amount of control over a user's computer the program "needs".

Using respondus and zoom to proctor

Probably not; I am in a discipline that allows me more flexibility to change the type of assignment I would usually set onground so have worked it that way. I support having Proctorio though as an option for my peers if they need it.

I think it is too invasive and stressful for students

Students with disabilities often have struggles with Proctorio and the majority of students in my classes have disabilities

equity + privacy

Q8 - Would you be in interested pursuing other digital tools for online proctoring, s...

#	Field	Choice Count
1	Yes	60.00% 33
2	No	40.00% 22
		55

Showing rows 1 - 3 of 3

Q9 - Would you be interested in learning how to create assessments for your cour...

#	Field	Choice Count
1	Yes	49.12% 28
2	No	50.88% 29
		57

Showing rows 1 - 3 of 3

Q9_2_TEXT - No

No

Proctored exams are an essential feature of one dimension of testing. They aren't everything, but they are nonetheless essential. Other forms of assignments--group work, project-based learning etc--are also important, but they are not the same thing, and they do not replace proctored assessment. Imagine medical schools teaching only through project-based learning and/or group projects. I wouldn't want to go to that doctor).

The only way to prevent cheating are essays. Students don't do well with all essays in Biology.

?

n/a

I make my quizzes open-book but very detailed, so students end up needing to get the work done one way or the other.

just doesn't seem to fit with my courses

I already do.

I've only had experience with in-person/face to face classes.

No

I use multiple tools to this effect with success at this point.

my courses are primarily focused on exams for student evaluation

Exams are essential in the sciences. Students will need to take exams and learn the materials for many of the majors they hope to pursue at the four year schools, as well as in professional schools.

I am open to assessments other than exams, but find them difficult to structure.

I have other tools already. For my logic classes, memorization is critical to a lot of the learning process. I need some way of ensuring the students memorize the material and a proctored assignment is pretty much the only way to be sure this happens. The honor system has not worked well in the past on this. *This is in regard to the prefer online or on ground proctoring question below. I think for online/distance ed, an online proctoring service is essential. I have had navy students take the exam on a ship. They can't get to a proctoring site. Online is crucial for them. However, I believe on ground is essential for students with test anxiety (proctorio is kind of anxiety producing), students with privacy concerns, and students concerned about installing software with bad reviews (I would expect bad reviews from a program that is designed to prevent cheating on the internet), or having computer/internet difficulties in general. For this reason, I think a combination of online and on ground proctoring services is essential. I would select "I prefer both equally" if that was an option.

CANVAS has been sufficient to disseminate assignments.

No longer teaching online.

My answer here depends on what we mean by "other." My reason for using Proctorio is that I do not pull from test banks. I write all my own questions, 100% original. I don't test for memorization and regurgitation. I assess comprehension, synthesis, application, and deep understanding. Thus, it takes a solid 30-40 minutes to WRITE EACH EXAM QUESTION. Since the world of distance ed. is largely one where students cheat and share questions and answers, not having my efforts guarded compromises the effort that I put into creating a solid class that assess how students learn and what they are getting from their education.

Should have student self assessment not instructot

Q10 - Would you be interested in using an on campus testing center?

#	Field	Choice Count
1	Yes	60.34% 35
2	No	39.66% 23
		58

Showing rows 1 - 3 of 3

Q11 - Would you prefer to use an online proctoring services or an on campus testi...

#	Field	Choice Count
1	I prefer using online proctoring over a campus testing center	23.73% 14
2	I prefer using a campus testing center over an online proctoring service	40.68% 24
3	I have no preference-both online proctoring and an on campus testing center are equally good options for me	10.17% 6
4	I have no interest in using any proctoring or testing services	25.42% 15

59

Showing rows 1 - 5 of 5

Q2 - Optional: Please select your discipline

#	Field	Choice Count
1	ACCT	1.89% 1
2	ANAT	5.66% 3
3	ANPH	1.89% 1
4	ANSC	0.00% 0
5	ANTH	1.89% 1
6	ART	0.00% 0
7	ARTH	0.00% 0
8	AST	0.00% 0
9	BIOL	7.55% 4
10	BIOT	1.89% 1
11	BUS	0.00% 0
12	CD	0.00% 0
13	CHEM	1.89% 1
14	CHIN	0.00% 0
15	CJ	0.00% 0
16	CNSE	0.00% 0
17	COL	0.00% 0
18	COMM	1.89% 1
19	COUN	0.00% 0
20	CS	3.77% 2

#	Field	Choice Count
21	DANC	1.89% 1
22	EATM	0.00% 0
23	ECON	1.89% 1
24	EDU	0.00% 0
25	EMT	0.00% 0
26	ENGL	1.89% 1
27	ENGR	0.00% 0
28	ENGT	0.00% 0
29	ENSC	0.00% 0
30	ESL	0.00% 0
31	ETHS	0.00% 0
32	FREN	0.00% 0
33	FTMA	0.00% 0
34	GAME	0.00% 0
35	GEOG	0.00% 0
36	GEOL	1.89% 1
37	GERM	0.00% 0
38	GR	0.00% 0
39	HED	0.00% 0
40	HIST	1.89% 1
41	HOSP	1.89% 1

#	Field	Choice Count
42	HS	1.89% 1
43	HUM	0.00% 0
44	ICA	0.00% 0
45	ITAL	0.00% 0
46	JAPN	0.00% 0
47	JOUR	0.00% 0
48	KIN	0.00% 0
49	LS	3.77% 2
50	MATH	15.09% 8
51	MICR	0.00% 0
52	MM	0.00% 0
53	MUS	16.98% 9
54	NS	1.89% 1
55	NTS	0.00% 0
56	OPTI	0.00% 0
57	PHIL	3.77% 2
58	PHOT	0.00% 0
59	PHSC	0.00% 0
60	PHSO	1.89% 1
61	PHTC	0.00% 0
62	PHYS	0.00% 0

#	Field	Choice Count
63	POLS	1.89% 1
64	PSY	1.89% 1
65	RADT	0.00% 0
66	RBT	0.00% 0
67	SOC	0.00% 0
68	SPAN	0.00% 0
69	THA	7.55% 4
70	TTHA	3.77% 2
71	ZOO	0.00% 0
		53

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End of Report