



What is Remote Proctoring? Remote proctoring software allows students to take exams from an off-site location, while ensuring the integrity of the exam. Generally, the software will confirm a student’s identity and either live-monitor or record a student using a webcam during the exam, looking for behavior that indicates cheating. The monitoring may be done by a human proctor or by artificial intelligence.



How To Use Remote Proctoring Software

- Select from options on the [Product Page](#) that have been reviewed and approved by system legal counsel to assure it satisfies FERPA and other contractual requirements of Minnesota State.
- Include notice on your syllabus, along with system requirements, opt-out procedures, expectations, and details about the chosen proctoring service.
- Assign a practice test before the end of the add/drop period in your course to provide students an opportunity to test their equipment, gain confidence, and determine whether to seek an alternative test.
- Communicate academic misconduct policies to students in addition to behavior expectations.
- Prepare for opt-out arrangements and backup plans.



Concerns About Remote Proctoring

- Students report more stress than in-person exams, which can negatively impact student performance.
- They require substantial planning and setup for instructors and students.
- Not all students have access to the appropriate technology to use remote proctoring software; instructors will have to make accommodations for such students.
- The technical infrastructure of most remote proctoring software has not been utilized at this scale before, so planning must include what to do if the proctoring service crashes during an exam.
- Students may have privacy concerns about third-party recorded remote proctoring, especially if students do not have a clean, quiet, solitary space for test-taking.



Alternatives to Remote Proctoring

The most effective way to safeguard academic integrity is to plan and design assessments with your learning objectives in mind. Consider assessment specifications for test type, content, and format. Support student success through effective test descriptions, maximizing meaningfulness, and providing test taking skill building, feedback, and choice.

- **Do not curve exams** – Students who cheat may still get their A’s, but in the absence of a curve, their “success” will not reduce the chances for other students to get A’s as well.
- **Make all exams open-book**, so that students who consult notes and books do not gain an unfair advantage over students who adhere to closed-book rules.
- **Schedule multiple, short, low-stakes tests**, rather than one or two lengthy, high-stakes exams.
- **Do not use imported test banks** from textbook publishers, as the questions and answers are often available on the internet.
- **Use question pools** to deliver a subset of questions to help prevent students from sharing answers to a fixed list of questions.
- **Randomize the order** of the questions and the order of multiple-choice answers in each quiz to prevent all students from seeing the questions in the same sequence.

Questions?

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Learn more on the [Remote Proctoring Community Site](#).