

SECTION IV. MANAGEMENT DOCUMENTS

MDP II-Instructional Programs

C. Distance Learning Programs

*[All sections in yellow highlight are pending approval from the Kentucky State University Faculty Senate as of Sep. 27, 2016]

I. Definitions of Course Modalities:

Traditional courses: Courses that meet in a regular fashion at a particular meeting time and location. This includes lecture, laboratory, seminar, performance, and studio courses with regular face-to-face meetings each week where those meetings are the primary method of delivering course content and assessing student learning. The number of face-to-face meetings is based upon course credit hours. Traditional courses may be supplemented by announcements, notes, or assignments distributed through an online learning management system, such as Blackboard. Some courses may require at least one assessment given on campus or at an approved testing location; students will be given notification of this requirement on the syllabus.

Hybrid courses: Courses that meet a reduced number of times at a particular time and location during the semester compared to traditional courses. Also known as “blended courses”. The number of face-to-face meetings may vary according to the number of credit hours, course design and objectives, but hybrid courses will require at least the following number of on-campus meetings for the semester: three on-campus meetings [3] three sessions should course be offered at 1 day a week, [6] six sessions should course be offered twice weekly, or [9] nine sessions should course be offered three times weekly. The number of meetings, their days, and times should be published on WIRED/Banner or any other appropriate course registration system used by the University prior to semester start. Face-to-face meetings for hybrid courses may include, but are not limited to, presentations, performance-based assessments, discussion sessions, individual or group meetings with the instructor, or examinations. A significant 60% to 80% portion of the course content will be distributed through an online learning management system, such as Blackboard, or over email. Email may also be used only as a supplement to communication, not instruction.

Hybrid courses should be designated on the course schedule with an H beside the section number. For example, “English Comp II – Eng 102 – H1.”

Virtual courses: Courses that have no face-to-face meetings. Also known as “online courses”. The entire delivery of course content and assessment of student learning is distributed through an online learning management system, such as Blackboard. Instructors of virtual courses should set aside time to communicate with students via discussion boards, email, chat, skype, or some other method.

Such virtual courses should continue to be designated on the course schedule with a V beside the section number. For example, “English Comp II – Eng 102 – V1.”

Dual Credit: any course offered as Dual Credit with a modality of online or hybrid should be considered against the policies that follow. This includes course development, quality assessment, and criteria for instruction. Other outstanding factors are to be set by the Dual Credit Coordinator.

II. Changes in Course Modality

Once students have begun enrolling in a course, an instructor should not alter the modality of the course—that is, change an on-campus course into hybrid or virtual course, or vice versa—except under extenuating circumstances and as approved by the Chair of the department offering the course in consultation with the Director of Online Programs, in the event this position becomes available. Such changes must be approved by the Vice President of Academic Affairs.

III. First Day of Classes for Hybrid and Virtual Courses

Hybrid and virtual courses will begin on the first day of classes per the **University Academic Calendar** for the appropriate semester or summer session.

IV. Reporting Non-Attendance for Hybrid and Virtual Courses

In order for a student in a hybrid or virtual course to be considered attending for federal financial aid reporting purposes, the student must either: 1) attend a designated hybrid course meeting that occurs prior to the reporting date and complete and sign the acknowledgement page from the course syllabus or 2) log onto the online course management system, such as Blackboard, and complete the acknowledgment page from the syllabus as directed, or complete a course assignment. Note: Logging into the course by itself does not confirm attendance.

Students who have not **1) verified** their attendance by either method above and **2) failed to communicate with the instructor** by the reporting deadline, will be designated as non-attending and will be **requested to be removed from the course by the university Registrar.**

V. Director of Online Programs

A Director of Online Programs should be appointed. This person need not be a new hire but rather could be a staff or faculty member with extended (at least five years') experience in online education, including developing and conducting online courses. **Degree, certification(s) and other required qualifications should be in line with national standards, approved by the Director of Human Resources and Vice President of Academic Affairs.** If a faculty member, the Director should receive a course load reduction to teaching two courses, at most, a semester.

Duties of the Director would include serving as a go-to person for questions regarding **all distance education initiatives,** including hybrid and virtual courses; offering training and professional development opportunities for faculty interested in online teaching; working with the Chairs to identify areas of growth for online courses or programming; and reviewing courses for completeness before the semester begins, including sharing the results of the review with each instructor.

VI. University-wide Distance Education Committee

A University-wide Distance Education Committee should be formed, and the Director of Online Programs should be the Chair of this committee, in the event this position becomes available. The committee would be added to the University Committee Book. The committee should have faculty representation from each College and appropriate administrative representation. The Distance Education Committee would be charged with formulating guidelines for the implementing best practices in virtual courses, determining the minimal training necessary for faculty to offer a hybrid

or virtual course, and reviewing assessment data for continuous improvement of virtual and hybrid courses.

VII. Procedure for Hybrid and Virtual Course Development

The faculty member should consult with the Chair of the Division and Director of Online Programs to identify the need for a hybrid or virtual course. The faculty member should have completed any required training for teaching online at least a semester in advance, when possible, and any other requirements set forth by the Director of Online Programs. At minimum, an instructor interested in teaching online must be deemed proficient with use of the university's LMS (e.g. Blackboard) and quality standards prior to being eligible to teaching online or blended courses. Proficiency measures are set forth by the Director of Online Programs.

Once the Chair and faculty member agree that a hybrid or virtual course will be offered online for the first time, the faculty member develops the necessary materials (syllabus, assignments, grading rubrics, etc.), which are then reviewed by the Chair. The Division's Curriculum Committee is notified of the development of the course.

If the course itself is new, and meets the Chair's approval, it is then presented to the Curriculum Committee of Faculty Senate for review and approval. If the course is approved through the Faculty Senate process, the faculty member begins shaping the course.

If the proposed hybrid or virtual course is an adaptation of an existing course and the Chair approves the materials, the faculty member assembles the course.

Before going live, the course is reviewed according to the guidelines used for implementing best practices in hybrid and virtual courses by the Director of Online Programs, in the event this position becomes available. Any necessary changes should be communicated to the faculty member and Chair prior to the beginning of the semester and these changes should be implemented as soon as possible upon receipt.

When the course is added to the semester schedule, the Registrar should be certain to mark it with the appropriate "H" or "V" designation.

VIII. First-Semester Students and Virtual Courses

First-semester students not exclusively at a distance will not take virtual courses except under extenuating circumstances as approved by the Chair of the student's major as well as the Director of Online Programs, in the event this position becomes available, and the Vice President of Academic Affairs, or in cases in which an online course is required by a degree program. Extenuating circumstances might include, but are not limited to, an inability to take on-campus courses, prior success in online courses, justifiable family commitments, inflexible work schedule, medical issues, or a composite ACT score of 23 and above. Students must produce documentation to verify extenuating circumstances. First-semester students seeking to enroll in a virtual course should complete the form below and deliver it to the Chair, who will forward it to the proposed Director of Online Programs. Final approval must be made by the Vice President of Academic Affairs.

First-semester online students exclusively at a distance are to be assessed of readiness, prior to semester start, of ability to completing all course material virtually. Assessment should be in the form of an online readiness tool or software (e.g. Smartermeasure), if possible, or by other methods

deemed appropriate by the online instructor, advisor, or Director of Online Programs. Final approval must be made by the Vice President of Academic Affairs for students not meeting this standard.

Request for First-Semester Student to Enroll in Virtual Course

Instructions: Please complete the information below. This form should be signed by the Chair of the student's major, who, upon approval, will forward it to the Director of Online Programs (if appointed). The Vice President of Academic Affairs decides final approval.

Virtual courses are those with no face-to-face meetings. The entire delivery of course content and assessment of student learning is distributed through an online learning management system, such as Blackboard.

Student Name: _____ CWID: _____

Home Address: _____

Street **City** **State** **Zip**

Home Phone: (____) _____ Advisor: _____

Course Requested: _____ Semester: _____

Reason for Requesting to Enroll in a Virtual Course (be sure to attach relevant documentation):

Explain any Prior Success in Virtual Courses:

By signing below, the student acknowledges that since there are no on-campus meetings for a virtual course, he or she recognizes the importance of the discipline required for successfully completing a virtual course, including logging on regularly and submitting assignments according to due dates.

Student's Signature _____

Chair's Signature _____

Director of Online Programs' Signature _____

IX. Evaluation Form for Virtual Classes

Online courses are to be evaluated annually by a certified faculty-centered peer review team, set forth by the Director of Online Programs and Distance Education Committee. The evaluating consultant(s) should be from an outside university-supported body, such as Quality Matters™ which provides quality assurance and helps to improve and certify the design of online and blended courses. Online and Hybrid courses are to be assessed against a set of standards that deem best quality of instruction and design. Standards should consist of:

1. Course Overview and Introduction

2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

Selection of online and blended courses to be evaluated should be based upon various factors (e.g. frequency of course offering, program completion, etc.) set forth by the Distance Education Committee. Courses assessed for quality will be permanently filed with the Office of Distance Education. Documentation received from reviewer(s) will be provided to Vice President of Academic Affairs, Division Chair and teaching faculty. This material should be used as a means to gauge professional development, and if needed, grounds for continuation of an instructor teaching online. The Distance Education Committee will set the grounds as to what is and is not considered best measure of quality.

On-going evaluation of online and blended courses can be done informally, each semester by way of an evaluation form. This evaluation form is intended to be a component of the peer evaluation process that is already established. Instead of making a classroom observation, which is not possible for a virtual class, a peer evaluation team comprised of those experienced in teaching virtual classes will be temporarily added to the roster of the Blackboard shell as teaching assistants to give them access to all areas of the course. Should a division lack a sufficient number of faculty experienced in teaching virtual classes, the chair can ask members of another division to serve, as is often done for division tenure and promotion committees. While the faculty member can request evaluation of a virtual class as part of an annual review, it is a mandatory part of the pre-tenure review process. Faculty who teach virtual classes will also be encouraged to have their classes reviewed as evidence of teaching effectiveness as part of the post-tenure review process. In the case of a class being offered as a virtual class for the first time, this review should be used to help guide the faculty member toward more effective delivery of course materials rather than as part of the formal evaluation process. Each item should be rated as “does not meet expectations,” “meets expectations,” or “exceeds expectations,” as is the case with annual review.

1. Syllabus is easily accessible on website through button menu.
2. Syllabus explains the purpose and structure of the course.
3. Syllabus explains and/or links to relevant institutional policies.
4. Syllabus describes the course’s objectives and suitable learning outcomes.
5. Syllabus describes and quantifies how objectives/assignments will be assessed.
6. Syllabus states the instructor’s response time for e-mail inquiries and for assessment of assignments.
7. Syllabus states instructor’s academic honesty/plagiarism policy, including penalty for violation.
8. Syllabus or course link contains a listing of assignments and deadlines.
9. Syllabus states instructor’s policy regarding deadlines and (non-)acceptance of late assignments, including penalties for late assignments.
10. Course navigation facilitates ease of use.
11. All assignments and supporting documentation are clearly linked to on button menu.

12. Any grading rubric used to evaluate assignments is accessible to students.
13. The tools used in the course support the learning objectives.
14. The course site is structured to promote learner engagement.
15. The student's grades are accessible and progress/average in class easy to understand.
16. The course contains a link for Course Signals to keep students aware of their progress.
17. The overall design of the course site conforms to best practices.

5. EXPLANATION AND JUSTIFICATION FOR REQUESTED CHANGE:

The recommendations proposed above are driven by a need to define what the University means by virtual and hybrid courses. The committee determined that the best way to create a consistency of quality in online instruction is to be sure courses are developed and reviewed by a defined process. The proposed Director of Online Programs would work as a "quality assurance" individual who would review courses and make suggestions for revisions according to best practices. In identifying these best practices, the Director would be aided by the Distance Education Committee. In general, the Director would be facilitating online courses; the actual content of the courses would be evaluated within the department or division when a course is being offered virtually or as a hybrid course for the first time. The Director would oversee the training of faculty for teaching online, as well as provide ongoing professional development opportunities for online faculty.

X. Authentication

Introduction

This document describes and justifies authentication best practices as applied to university online learning courses and programs. Standards are often written as complex, overarching statements that can be interpreted many different ways. The following explanation discusses the component knowledge of the standard statement to better understand the expectations and intent. In addition, possible solutions, best practices, and preventative measures pertaining to authentication will be provided.

Rationale

To protect the integrity of student work and the credibility of degrees and credits awarded to students enrolled in distance education courses or programs, an institution must take measures to ensure that a student awarded credit in distance education courses is the same student who successfully completes the course and is tested for the achievement of intended student learning outcomes. To be in compliance with Standard 4.8.1, an institution is required to verify the identity of a student enrolled in distance education courses or programs and notify the student in advance of enrollment regarding any projected additional charges associated with the verification process.

Section 1: Secure Login and Passcode

Many institutions issue usernames and password to students before verifying that they are who they say they are. Many times this comes in the form of a university email address so that the intuitions can continue active conversions with students regarding financial aid and other onboarding activities. And while this is acceptable practice for onboarding students into the

institution for most offices the threshold for verification of identity in online or distance education is higher.

Although not stated directly in the standard, it is evident that the federal government wants institutions to ensure that the person who is receiving federal funds is the person doing the work in the course.

This standard is a “trust and verify” standard. We trust that the person taking the distance education is who they say they are but we need to verify this information.

Assumptions

1. The institution (most likely through the financial aid office) has reconciled the FAFSA against the student’s application and that prior to permitting the student to enroll these records are accurate. This ensures that the social security number, date of birth etc. all match.
2. We can assume that the majority of the students have a username and password to access the technology system. We also assume that Institution issues all students, faculty, and staff unique and secure user identifications and passwords when they are admitted (students) or hired (faculty and staff)
3. Prior to or as a part of engaging in a distance education course there needs to be a system in place that verifies that the person who is engaged in the course is the same person receiving the federal aid. In this case institutions must reconcile the enrollment record against a government issued document (driver’s license, passport, etc.).

Meeting the Standard

How do you verify that the person who is receiving the secure credentials is the actual person enrolled? For face-to-face students, authentication is normally verified through the use of a state ID and subsequently a college ID. In order to provide the same level of authentication, online students would need to be verified in real time using conferencing technologies such as Skype, Adobe Connect sessions whereby the student is able to show a license or state ID. Further authentication measures can be taken by providing students with a bio-signature ID. Certain measures can be taken to ensure the security of a student’s login information such as Human Interactive Proof (HIP), verification of personal information known only to student, or response to questions previously set up to students. In essence, the institution should reconcile who is actually taking the course and verify how they know that it is happening. The following outlines one possible solution for student identity verification:

1. Distance Education Student logs into a live two way video system (Skype, Adobe Connect etc.).
2. On the institution side there is someone that has access to the student’s information.
3. The student holds up a government issued identification with a picture next to them.
4. The institution person looks at the picture and compares that to the person that is in front of them to determine if they are the same person.
5. The institution person also verifies the information on the government identification against the records found in the student information system.
6. Once that verification has occurred the student and while the student is still connected and visible to the institution representative the student completes a bio-signature activity. The activity requires the student to draw four letters or numbers with their mouse. They repeat this process three times. Then the system prompts them again to make sure that they are able to use the bio-signature to access the system. Bio-signature has a 99.999% success rate of ensuring the person who has created the signature is the only who can repeat it.

7. Now you have verified the student is who they say they are and have set up a tool to use to authenticate that user.
8. When the student logs into the distance education course they will be required to put in their bio-sig identification. They would be the only one who can do this.
9. Randomly throughout the course the institution can require that the student be required to input their bio-sig identification to access certain materials or to take assessment. (Note – The bio-signature does not address plagiarism, cheating or other student behaviors that may be of concern to an institution. This topic will be addressed later in this document)

Best Practices

1. Common standard - Users must change their passwords after initial activation. Further - Students are encouraged to reset # days/or a system requirement.
2. Password recovery procedures provide a secure method of recovering passwords either through security question to which only the user knows the answer or authentication via a code sent by text or to personal email address on file. The password process should be well articulated in the narrative section of the report. It is important to note there is no set protocol for password reset timelines, and the structure of the institutions' academic calendar can be a consideration for how to handle this process.
3. Using secure login and password, students and faculty are able to access online courses via LMS.
4. The student ID is tied to the LMS course. The LMS authenticates against a secure central repository (personnel database) with the use of the unique ID provided by the institution. It is normal practice that students use their secure log in and password to access online courses via LMS. Further, to verify the authenticity of the registered student, the LMS uses the institution's authentication program resources (i.e. Active Directory, Colleague, Gmail authentication, etc.).

Section 2: Proctored Examinations

The Higher Education Opportunity Act of 2008 required online programs to have stronger procedures to ensure academic integrity and student authentication than just the use of usernames and passwords. The effect of this Act resulted in institutions requiring exams to be taken in testing centers either located on campus or in a certified location. Technological solutions, such as Xproctor and ProctorU, have provided a more convenient means of student authentication and test proctoring. The use of a computer's webcam and the Internet enables trained human proctors either to monitor students; test taking in real time or to review video recordings of the test sessions after the fact. Most of these proctoring solutions require students to upload a profile picture to be used to compare the person taking the exam. However, this becomes problematic with respect to the question - How do you know the first profile picture is the paid enrollee?

Meeting the Standard

How do you verify the first profile picture of the paid enrollee? Possible solutions to this would be to use conferencing software, such as Skype, Adobe Connect, etc. to verify the first profile picture. If a synchronous option is not feasible, the students using proctoring programs, such as Xproctor, can take their profile picture while holding their state issued ID. There are also third party services that offer similar verification information; however, they can be quite costly. Other student identity technologies – i.e. students presented multiple-choice questions

about their personal history, based on public records or the like, in order to proceed with an assessment. This strategy often deemed ‘out of wallet questions’ could be an extremely expensive option.

Best Practices

The following are preventative strategies that can be employed to assist with the authentication process. Most strategies are of the pedagogical nature, but can provide options for institutions when considering authentication procedures.

1. Use of multiple assessment techniques in place of high stakes exams. Examples: Authentic or alternative methods of assessment, project based learning
2. Provide faculty training in how to use technology and instructional methods that support academic integrity.
3. Monitor innovations in authentication technologies and proctoring and evaluate their fit for the program. This is a recommended strategy, but should be considered heavily as we are moving towards this being a required component of authentication practices.
4. Other pedagogical strategies include:
 - Greater reliance on written assignments and threaded discussions
 - Use of test banks, and timed test delivery
 - Raising student awareness of academic integrity

Proctoring Technologies

The following summarize some of the proctoring technologies available. This list is not exhaustive and institutions should select proctoring technologies that best suit their needs.

Examity

Features/Affordances
<ul style="list-style-type: none"> • You must use a computer with an ordinary monitor (i.e., a desktop or laptop). Mobile devices (phones or tablets) will not work with Examity. For the minimum system requirements, see http://www.examity.com/student.html. • You must have a webcam, and you must be able to move the webcam (or the laptop or monitor) to show the entire working space. • You must have a microphone (which is now routinely built in to laptops and desktop monitors). • Your internet connection must have a "speed" of at least 3 Mbps, both directions (download and upload). You can test your connection speed at Speedtest.net. If your connection speed is less than 3 Mbps, find another computer with a suitable connection, or ask your instructor about other options for the test environment. • The pop-up blocker in your browser must be disabled, for examity.com.
Cost
<ul style="list-style-type: none"> • Level 0 - Authentication only-\$10 per student, per exam (\$1 per each additional hour) • Level 1 - Record all tests, review a random sample of tests, authentication - \$12.50 per student, per exam (\$3 per each additional hour) • Level 2 - Record all tests, review all tests, authentication - \$15 per student, per exam)\$5 per each additional hour) • Level 3 - Live proctoring, authentication, record session - \$17.50 per student, per exam (\$7 per each additional hour)
Reliability

No problems reported yet with their 24 x 7 support – as a matter of fact our testing center has said their support is very good.

Usability

What is Examity?

Examity offers students a secure and convenient way to take proctored exams online from anywhere, any time of the day. Examity is integrated with Blackboard. Faculty and students access Examity directly from Blackboard, without the hassle of another username and password.

- [Examity's Promotional Video](#)

Examity for Students

Students will need a webcam and a microphone connected to their computer to take an exam using Examity. Students pay Examity directly for the proctoring service.

Examity for Faculty

Faculty have the flexibility to select the level of online test security and to tailor the test environment to meet desired exam specifications. Examity can help ensure the integrity of online exams and help maintain proctoring standards within your class. Examity is fully ADA-compliant; so all students may take advantage of the service. Faculty can track when students take exams and can review video recordings from any test sessions up to one month after the exam session. Exam sessions can be audited with incident reports provided to the faculty.

Proctor U/Ucard

Features/Affordances

ProctorU

3-step process:

1. Student will create account with ProctorU, sign in and schedule exam (7 days a week availability)
2. Day of, student connects screen through proctor site
3. Proctor authenticates student

Live online proctor will check student's ID, surroundings (use of mirror student provides) and periodically scan surrounding while monitoring test through lockdown browser

Ucard and Identity Management (*All the above, in addition to)

Multi-Factor Authentication - Ucard incorporates Keystroke Biometrics and user challenge question validation

Guards against financial aid fraud

Tracks attendance for Title IV funding

Establishes online learner identities

Cost

ProctorU

- Approximately \$11-14 per exam; costs can be passed off to student or billed monthly to university
- \$5.00 charge for exams not scheduled 72 hours in advance
- Refunds granted when scheduled exams are cancelled within 24 hours

Ucard and Identity Management

- All the above

Reliability

ProctorU

Reliability depends on 1) the validity in the student's ID, 2) the accuracy and attention online proctor takes to exam student ID card and exam itself (proctors can assess up to 4-6 students simultaneously), and 3) stability of computer system and internet connection.

Depending on the demand during peak and nonpeak times, students may experience long hold times for scheduled exams.

Ucard and Identity Management

All the above in addition to: Keystroke recognition is as reliable as the sophistication of the system, while taking into consideration accuracy in ID checking

Usability

ProctorU

- Ease of learning how to use system and complete testing dependent on meeting system requirements; quite a bit communication must be done on back end before student schedules exam (e.g. instructor must provide exam, criteria and requirements prior to test availability through ProctorU).

- Required student hardware and software:

- Webcam

- Microphone

- Speakers

- Flash

- Shockwave

- Compliances:

- Both PC and Mac (not Linux)

- All internet browsers, excluding Internet Explorer

- Hotspot Wi-Fi connection, mobile devices or iPads not supported

- Live, 24x7 Customer Service

Ucard and Identity Management (*All the above)

Tegrity

Features/Affordances

Pros:

- Cloud-based application

- Mobile app

- Live streaming

- Ability to upload a MP4

- Student ability to make recordings

- Tegrity app (for playback, recording from app limited to 10 minutes)

- Record from anywhere, anytime, with or without an Internet connection.

Cons:

- Technical support can sometimes be lacking in responsiveness.

- Updates can affect functionality of recorder, recorder can be difficult to use

- Storage overages result in addition charges to the institution

- Content is stored in a proprietary format

- Computer needs to remain ON in order to upload recordings, cannot be used to record another class session.

- Workflow can be complex

- Price is a little high

- Tegrity doesn't seem to be a product that is being actively developed at this time.

- No good way to purge old content

Cost

Hour or FTE- based. Example of FTE pricing \$89,853 for 20,000 FTE annually (without exceeding storage limits)
<http://www.mhhe.com/tegrity/product/pricing.html>

Reliability

Probably 90 - 95% uptime
 Tegrity is cloud hosted, so maintenance on the institutions side, relying on support can be nerve wrecking
 Lack of major new features and the large number of bug fixes is of concern, fixes often break features

Usability

- Click Record, then OK, and Stop to get a recording up (only 2,3 clicks necessary to get a recording up)
- Capture audio, screen and video; Pause recording
- Automatic publishing
- Controlled access
- Broadcast class live
- Let students make their own recordings
- Make notes and annotations; Add supporting files
- Connect with students through Tegrity Connect (Tegrity Chat)
- Enable public link
- Move, copy, rename, Edit, or delete
- Remotely proctor exams (and allow for display of institution, class policies)
- Mobile support (for recordings and viewings). Recordings are converted without need for intervention.
- Search for any word presented in class
- Control Playback Speed; Resume Playback
- Expand any window full-screen
- Print what's presented in class
- Download the recording to your desktop; Download a podcast or MP3 version of the recording
- Measure usage and outcomes (Reporting available on usage at instructor level)
- Closed captioning (automation available)
- AAIRS integration in Blackboard (enrollments are all managed automatically and dynamically from sign-in)
- iTunes U integration; Mobile apps (for both playback and recording) for both iOS (full screen for iPad) and Android (incl. Kindle Fire); Search Anything™ Mobile

Xproctor

Features/Affordances

- System will take screen shots, read highlighted text out loud, capture unprompted audio, take user photos.
- Can compare photo taken during exam to institution's stored photo of the student to verify identity.
- Easily integrated to LMS- Can be accessed through a single sign-on within LMS
- Recovery plan for students who may lose connectivity during an exam
- Schedule Availability (online on LTI, per pay, and live proctoring)
- Video Storage
- Time-Stamped Incident
- The system allows University access to download and store video, logs and records of exams.

- Variety of program options: Xproctor-web, Xproctor-LTI, and Xproctor-Air.
- Analytic tools through custom reporting

Cost

Options for student direct payment or for a bill to be generated to a department

Total Enrollment FTE	1 year Agreement Pricing /per User	3 Year Agreement Pricing	5 Year Agreement Pricing
Less than 1,500	\$7.00	\$6.50	\$6.00
1500-2000	\$6.95	\$6.45	\$5.95
2000-2500	\$5.95	\$5.45	\$4.95
2500-3000	\$5.50	\$5.00	\$4.50
3,000-3,500	\$5.25	\$4.75	\$4.25
3,500-4,000	\$5.00	\$4.50	\$4.00
4000-10,000	\$4.95	\$4.45	\$3.95
10,000+	\$4.50	\$4.00	\$3.50

Reliability

The different versions of Xproctor (Air, Web, LTI) provide a reliable proctoring service. In the past, there were some issues with MAC compatibility; however, work has been done on the programming side to alleviate those issues. 24/7 Tech support through chat & ticketing.

Usability

Users authenticated through username and password.

Program runs in background, so not to distract student during proctoring

Institution can pre-configure settings to capture what they are concerned about during the exam

Required student hardware and software

- Webcam (recommended 1280 x 720 resolution; minimum: 640 x 480 resolution)
- Microphone
- Speakers
- Xproctor-web and Xproctor-LTI do not require program download on student machine
- Xproctor-Air does require program download on student machine

Operation System Requirements

- Windows OS – Minimum Windows XP; Recommended Windows 8
- Mac OS – Minimum OS 10.7.3; Recommended OS 10.10

Narrative Response Suggestions

The following suggestions offer ‘talking points’ and key phrases to use when composing the institution’s narrative response to the standard.

- **State the origination of identification (ID) and passwords**

Name of Institution issues all students, faculty, and staff unique and secure identifications and passwords when they are admitted (students) or hired (faculty and staff).

The creation of credentials are as follows: Username = First name initial + last name
Each student and faculty member is assigned a unique personal login ID and password to access *Names of email/LMS/other relevant campus systems*. With this personal login ID and password, students can register for and access online courses through *Name of Institution's* secure *name of relevant campus system*

- **Provide description of encrypted protocol**

Name of Institution provides unified access to its services via *name of relevant campus system*. *Name of campus system* is encrypted using (provide description)

- **Affirm password changed after initial activation and identify password recovery/reset procedures**

Users must change their password after initial activity of their account using specific criteria to create a strong password

Name of Institution uses best practices for strong password standards and requires users to change their passwords every # days.

- **Describe LMS and secure login/password integration**

- **Describe exam proctoring expectations and procedures**