

ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 5.T

DATE: June 10, 2015

SUBJECT: Respondus Monitor Pilot Survey results and next steps

In 2013FA, the D2L Management Committee began researching remote proctoring solutions—tools that allow students to take exams from their desired location while being monitored via video and audio. Part of this was due to campus interest, but another factor was that section [602.17](#) of the Higher Education Opportunity Act requires institutions to investigate “New or other technologies and practices that are effective in verifying student identification.” After a variety of tools were researched, the D2L Management Committee recommended running a pilot with Respondus Monitor, a remote proctoring solution provided by the same vendor of the LockDown Browser (LDB) tool already integrated into Desire2Learn (D2L). This tool allows instructors to configure exams in a variety of ways, to best suit their testing needs. Exams can be set up to:

- be facilitated regularly via D2L (no security)
- be facilitated through the LDB (locking down the student’s computer)
- be facilitated only through Monitor (video/audio surveillance)
- be facilitated either through Monitor or a proctor (via a password the instructor sends to the proctor)

In their [June, 2014](#) meeting, AAC approved moving forward with a pilot of Respondus Monitor, but due to a variety of technical and procedural issues, the pilot was pushed past the start date of the 2014FA term. Because Respondus Monitor requires that students have hardware to facilitate the video monitoring aspect of the tool—namely a webcam and microphone—there was little time to inform students of this requirement, as by the time the pilot was approved by all councils, the semester had started. For this reason, the D2L Management Committee sought to extend the pilot through 2015SP. Respondus agreed to this, and with enough opportunity to inform students of the technology requirements ahead of the start of the semester, a number of pilots were set up for that semester:

- DSU Sample Course (DSU) [1 seat]
 - this was more of a test case and not an active participant in the pilot

(Continued)

RECOMMENDED ACTION

Discussion and Recommendation.

- ENGL 210 (DSU) [9 seats]
- ECON 330 (USD - School of Business) [51 seats]
 - the only online course in the pilot
- IMC 602 (USD - School of Medicine) [59 seats]
- NSCI 731 (USD - School of Medicine) [54 seats]
- NURS 470 (USD - School of Nursing) [50 seats]
- PHAR 720 (USD - School of Medicine) [23 seats]

In the middle of the semester, the D2L Management Committee facilitated a survey of the pilot instructors and students. An executive summary of the results from the survey, and potential next steps are outline for AAC consideration (the full report can be found in Attachment I).

Pilot User Survey Executive Summary

The seven courses involved in the pilot included four instructors and 247 students, of which all four instructors, and 79 of the students (32%) responded to the survey.¹

Please note the following about the graphs in this report:

- in order to provide accurate representations of user sentiment based on Likert scale responses, net stacked distribution graphs are used
 - positive percentages (on the right of 0%) represent agreement/satisfaction
 - negative percentages (on the left of 0%) represent disagreement/dissatisfaction
 - neutral responses are not represented
- the following legend is used throughout:

color:				NOT SHOWN			
7-Point	very dissatisfied (1)	2	3	4	5	6	very satisfied (7)

color:				NOT SHOWN			
5-Point		strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)	

Figure 1: Graph Legend

¹ The vast majority of participants were face-to-face students; ergo, some responses to questions like, “I would prefer to use Monitor to take an exam than having to go to a live proctor to do so,” were skewed as most face-to-face students would not need to use a proctor in the first place.

Despite the majority of students being face-to-face, in general, they were satisfied with Respondus Monitor, with 59% of students responding above neutral, and 16% responding below neutral:

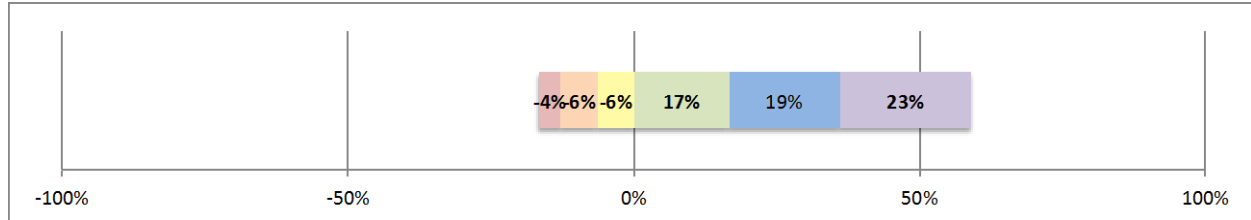


Figure 2: Net Student Satisfaction with Respondus Monitor

Most students felt Respondus Monitor was easy to install and use. Additionally, 75% of students reported having no problems with Respondus Monitor. Finally, around 93% strongly indicated that they would be unwilling to pay to use a tool like Respondus Monitor. Again, this is likely due to the vast majority of respondents being face-to-face students—based both on the modality of the pilot courses, and comments provided by students in the survey. Instructors were more neutral about Respondus Monitor, with half responding above neutral, and half responding below neutral; however, with only four instructors having completed the survey, it is difficult to ascertain the true sentiment of instructors, as one response could easily skew the other responses:

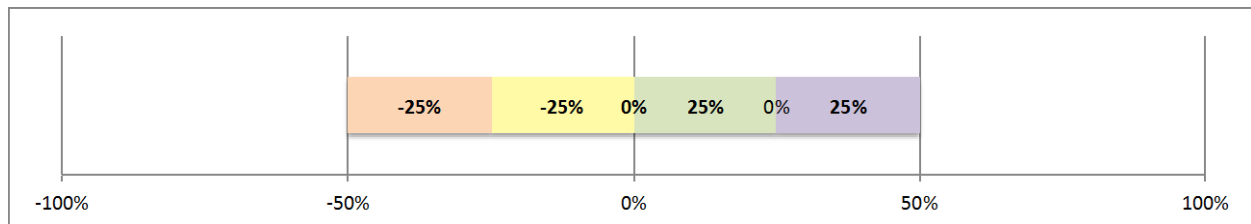


Figure 3: Net Instructor Satisfaction with Respondus Monitor

Future Options

Overall, the student perception of Respondus Monitor seemed to be positive, despite the majority of respondents being face-to-face students not likely to need to use Respondus Monitor in the same fashion as an online student. Instructors were more neutral about Respondus Monitor, but three out of the four instructors agreed that they would use Monitor if made available on a long-term basis. Both groups indicated that students would be unwilling to pay an additional fee for using a tool like Respondus Monitor.

Given that sentiment, there are four options for AAC to consider and members should be prepared to discuss which alternative should be explored moving forward to comply with HEOA requirements.

1. Proceed with a one-year contract with Respondus Monitor. The total system cost would be around \$4,000 for the first year with unlimited seats. Should the system decide to use the tool for a second year, Respondus would calculate the fee based on the number of actual seats used during the first year: \$4,000 for the first 1,000 seats, \$2000 for each additional 1,000 seats.

Given that the other options researched by the committee charge a fee of \$15 to \$30 per student per assessment, Monitor would seem to be the logical choice to move forward. To put this in perspective, using the smallest fee charged by the other vendors (\$15), 1,000 seats would cost \$15,000, vs. the \$4,000 for the first 1,000 seats of Monitor.

If the system is unable/unwilling to cover the cost, Respondus does provide reports that can show what courses are using seats, and campuses could be directly billed back for usage.

2. Ask Respondus to extend the pilot through 2015SU. Given that they have already extended the pilot once, they may be unwilling to do this. That said, an extension would allow us to capture more sentiment from online students and instructors during the summer, yet still allow time to set up a one-year contract for fall, should we decide to move forward.
3. Review of different remote proctoring solutions; however, Respondus Monitor seems to be the most reasonably priced solution, and is already integrated into D2L. Additionally, three out of four instructors said they would use Monitor if offered on a long-term basis, and only one of the instructors felt that an alternative to Monitor should be researched.
4. Proceed without a remote proctoring solution; however, per HEOA, we would need to continue to monitor this front.

Respondus Monitor Pilot User Survey: Detailed Results

In 2015SP, the following courses participated in the Respondus Monitor pilot:

- DSU Sample Course (DSU) [1 seat]
 - this was more of a test case and not an active participant in the pilot
- ENGL 210 (DSU) [9 seats]
- ECON 330 (USD - School of Business) [51 seats]
 - the only online course in the pilot
- IMC 602 (USD - School of Medicine) [59 seats]
- NSCI 731 (USD - School of Medicine) [54 seats]
- NURS 470 (USD - School of Nursing) [50 seats]
- PHAR 720 (USD - School of Medicine) [23 seats]

Out of the 247 students (seats), 79—or roughly 32%—of the students responded to the survey. All four instructors also completed the survey (one instructor had three courses in the pilot: IMC 602, NSCI 731, and PHAR 720).

Of the six pilot courses, only one was an online course: ECON 330. This did seem to skew the results of the survey in favor of face-to-face students, and was especially evident in the responses to the following question: **I would prefer to use Monitor to take an exam than having to go to a live proctor to do so.** Responses to this question, and comments that followed, had students questioning why they would need to use or pay for such a service when they can simply take the exam on campus in the classroom:

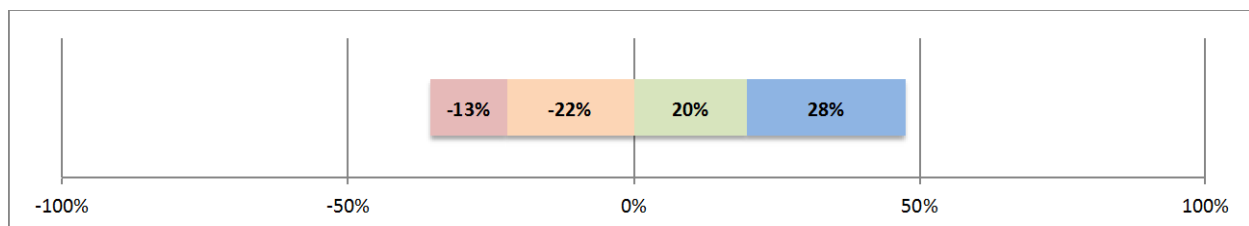


Figure 4: Net Student Agreement with using Monitor vs. a proctor.

As illustrated above, 48% of students agreed—to varying degrees—with this statement, whereas 35% of students disagreed with this statement. Overall, this still does indicate slightly higher agreement than disagreement.

In looking at the comments for this, where students did not indicate that they were face-to-face students, there seemed to be support for Monitor, especially in terms of convenience:

“I had a good experience while using the Monitor proctor. I like how I can take it in the comfort of my home at any time. I will definitely use it again.”

“I like the ability to take tests outside of class that allows FLEXIBILITY in my schedule. This is why I like respondus for that reason.”

In all other areas, students were far less ambiguous with their agreement. For example, students overwhelmingly (91%) agreed that Respondus Monitor was easy to install:

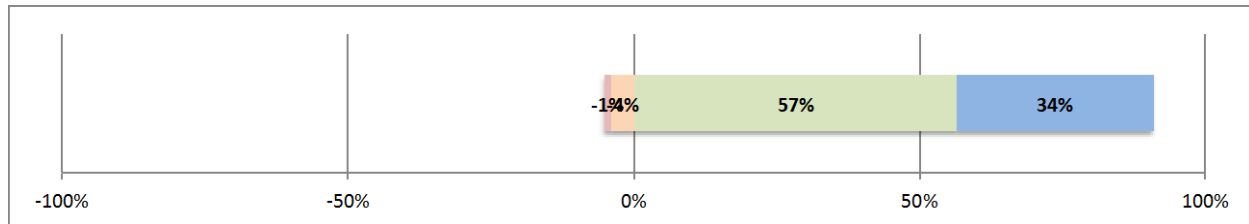


Figure 5: Net Student Agreement on Ease of Installation

Prior to starting an exam, Respondus Monitor requires students to run through a series of startup steps:

- identification verification
 - Monitor takes a still shot of the student
 - Monitor also asks the student to hold up a photo ID to the camera, and takes a still shot of it as well
 - these both can be used by the instructor to assist in ID verification
- audio/video checks
 - Monitor asks students to test their video camera and microphone
- environment check
 - Monitor asks students to move the camera in a way that it can take a video of the area in which they are taking the exam

Again, students overwhelmingly (88%) agreed that these steps were easy to run through:

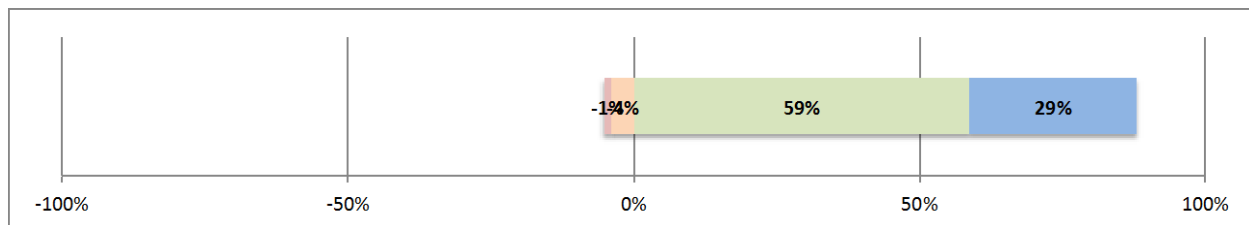


Figure 6: Net Student Agreement on Ease of Startup Steps

Next, students were asked to rate their agreement with the following statement: **I did not experience any problems while using Monitor.** Again, the vast majority of students (75%) agreed with this statement:

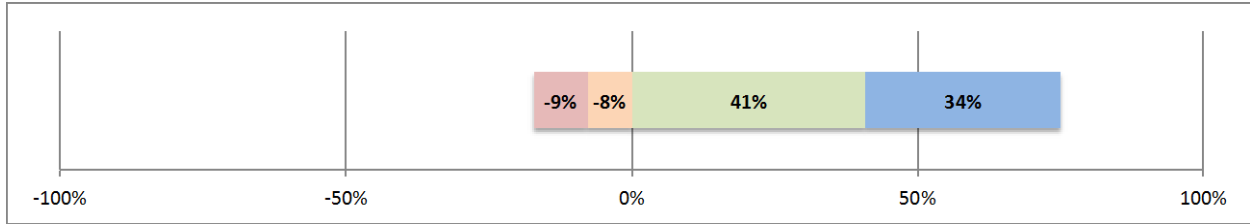


Figure 7: Net Student Agreement on Problems with Monitor

There is a disconnect between the student responses to this question and the instructors—though, as a reminder, only four instructors responded. Instructors were asked a similar question: **My students did not experience any serious issues with Monitor.** Half of the instructors strongly disagreed with this statement:

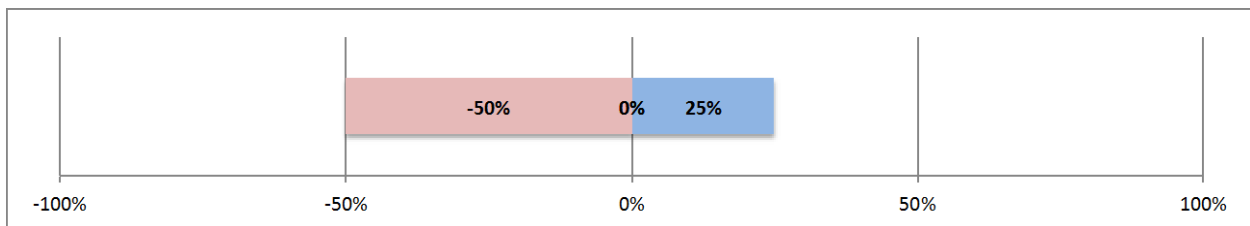


Figure 8: Net Instructor Agreement on Student Issues with Monitor

Some students reported recurring issues with Monitor, often related to network stability—students are encouraged to use a wired connection vs. a wireless one, but it is evident that they were unable or unwilling to heed this information:

“It was ok to use. I feel like it was a pain to have to find a place that was totally quiet with excellent wifi. I have 4 roommates so my house is never quiet. I had to look elsewhere to find a quiet place and this was a burden and a hassle. Also I had to borrow other computers in order to get it to work the way it was suppose to. My computer kept shutting the program down when using the respondus”

Others reported that while they had initial issues, they were quickly resolved:

“I was kicked out of respondus monitor every five minutes on my Lenovo due to a program only installed in this brand. After uninstalling this program, I experienced no issues.”

“Only issue I had was at the beginning because of my Mac Book, The IT specialists fixed this in minutes.”

In discussing this with the IT groups on the campuses, this seems to be on par with their experiences of supporting the LockDown Browser: the vast majority of users do not experience any issues with the LDB, around 5% have some sort of issue—with most of those being resolved relatively easily—and the few remaining have very specific issues related to their hardware or software, so in such cases, students are asked to try different computers.

Both students and instructors were asked about their agreement with the following statement: **I feel that the exam is more fair, because Monitor prevents others (students) from cheating.** 66% of students agreed with this, with about 29% responding neutrally:

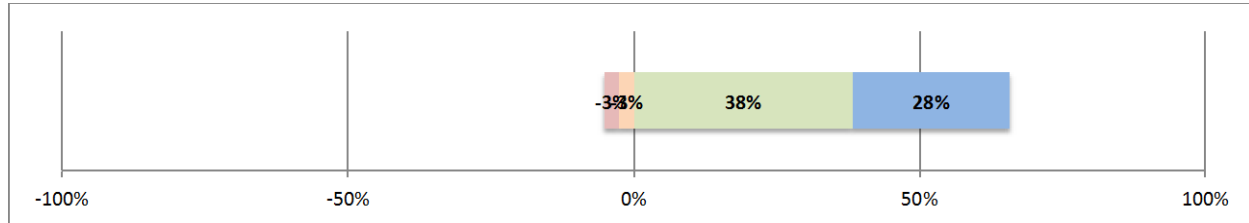


Figure 9: Net Student Agreement on Fairness of Exams Using Monitor

Instructor sentiment was similar, with three out of four agreeing with this statement:

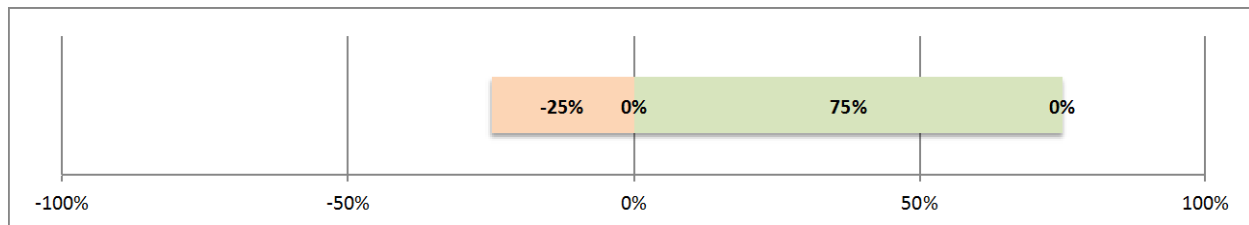


Figure 10: Net Instructor Agreement on Fairness of Exams Using Monitor

In terms of student comments in this area, most agreed regarding the fairness, but some expressed nervousness/concerns about being continuously monitored:

“The monitor gives me anxiety, feels like big brother is watching. I feel like it is beneficial in a sense that it makes things fair, but it definitely takes some getting used to.”

“I think that Monitor is more likely to be fair than an online test not using Monitor, but not necessarily more fair than a live proctor test.”

“I do feel overly paranoid that my each and every move on monitor could be interpreted as cheating when I am NOT doing so. I tend to look down or look off from my computer when taking tests in order to try to recall a test answer or clear my thoughts for logical thinking. I feel paranoid when I do this that the instructor will thinking i'm cheating by looking away. It's like taking a test in class and having the instructor be 6 inches from your face the whole time you take an exam... ie it feels intimidating even when you are doing nothing wrong.”

Finally, both students and instructors disagreed that students would be willing to pay a fee for a remote proctoring service:

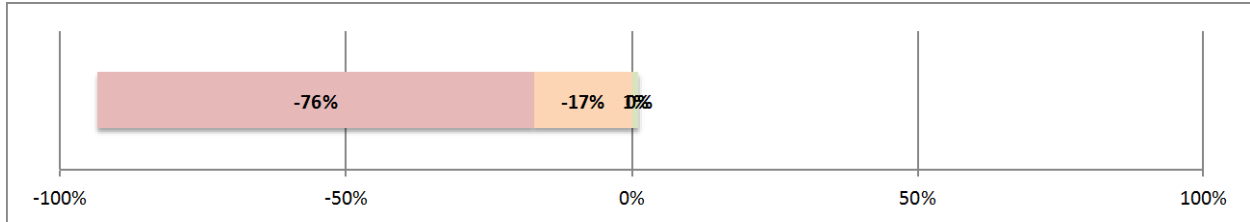


Figure 11: Net Student Agreement on Paying a Fee for Using Monitor

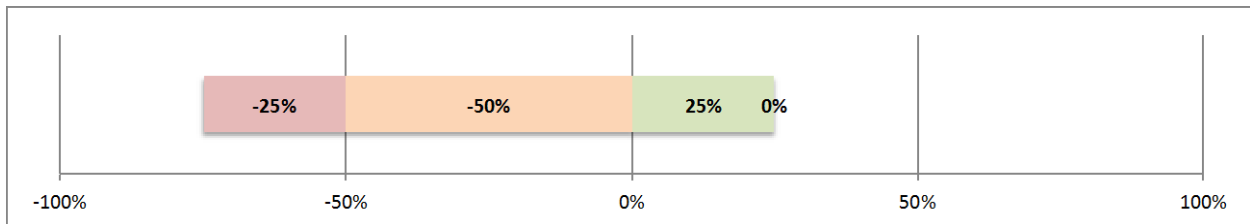


Figure 12: Net Instructor Agreement on Student Willingness to Pay a Fee for Using Monitor

This question was asked due to the fact that all other solutions researched by the committee, with the exception of Respondus Monitor, involved a per assess, per student fee ranging from \$15 to over \$30. From the student perspective, part of this resistance, again, was due to the fact that the vast majority of students participating in the pilot were face-to-face students, and their comments questioned the need to pay for something they could simply do in the classroom:

“I would never want to pay \$20 dollars to use monitor when I could take a test in the classroom for free.”

“Paying for the software: I already pay a heck of a lot of money to be a student here. Paying for tuition, living expenses, and books is so much already. If you told me I had to pay additional money for a system like this I'd be furious. Use class time (time I already am paying for) and don't waste more of my money. That is absurd.”

While a number of questions asked of students and instructors overlapped, instructors were asked additional questions in order to capture their experience of using Monitor. Again, due to the low responses rate, it is difficult to ascertain the true (overall) instructor sentiment, but the results are shared here for the purpose of completeness.

Most of the instructors agreed that setting up Respondus Monitor was easy:

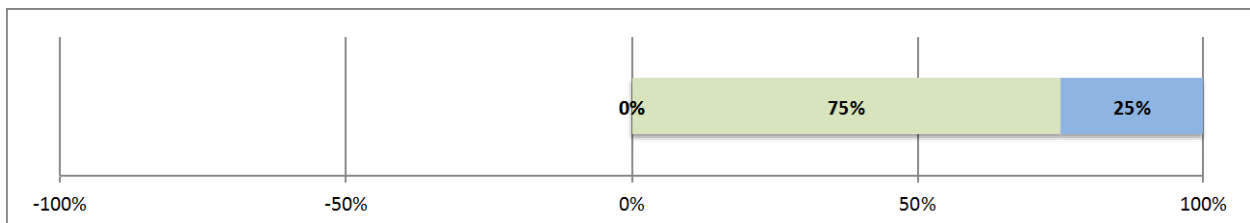


Figure 13: Net Instructor Agreement on Ease of Setting Up Respondus Monitor

Instructors were also asked about the burden of watching student videos. One of the differences of Respondus Monitor versus the other solutions researched by the committee is that the responsibility of watching student video exam footage falls upon the instructor. Respondus Monitor tries to ease this process by providing a page of still shots taken from regular intervals of a student's exam footage—this helps for very obvious issues, like the student not being present in the camera's range, etc.—however, if an instructor suspects a student of cheating he/she would need to watch the video itself. That said, half of the instructors disagreed that this was too burdensome, with the others being neutral:

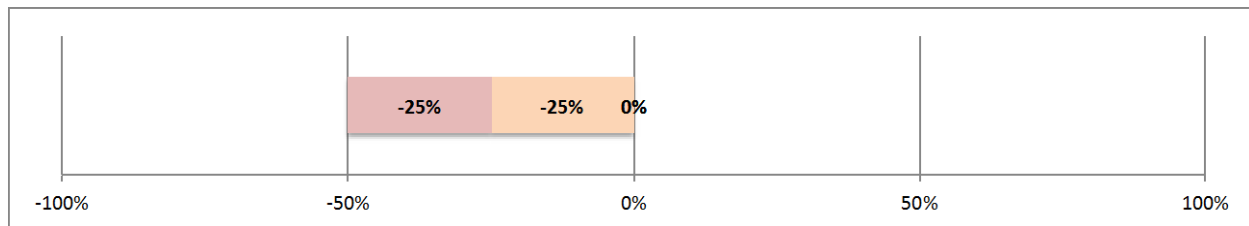


Figure 14: Net Instructor Agreement on Burden of Watching Student Exam Videos

But, as one instructor put it:

If I had more than 10 out of the 55 in the class taking the the Monitor option, reviewing the videos would be a lot of work. It is not like a classroom setting where you can proctor multiple students at once. It is similar to proctoring each one sequentially. I don't view every minute of every video but I would guess it requires at least 10-15 minutes per student. This could add up to a very large time commitment for the faculty.

So, this would need to be considered if the system were to move forward with Monitor or a similar option. One solution proffered by a reference for Monitor involved asking testing center staff, or GTAs to review the footage.

Most of the instructors agreed that using Monitor was more convenient than using a proctor:

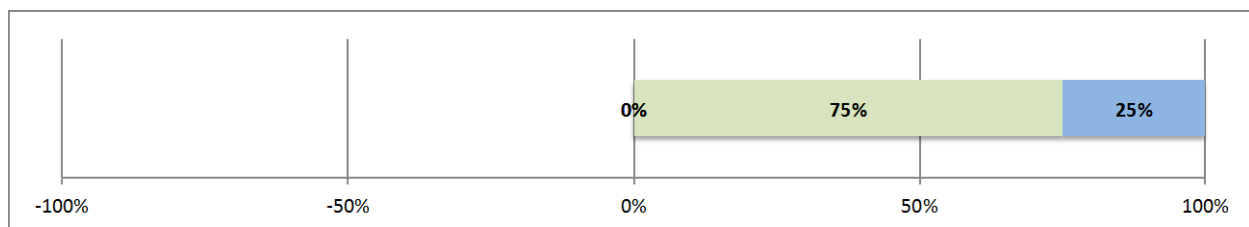


Figure 15: Net Instructor Agreement on Convenience of Monitor vs. Using a Proctor

However, half of the instructors felt that Monitor was not as effective as using a proctor:

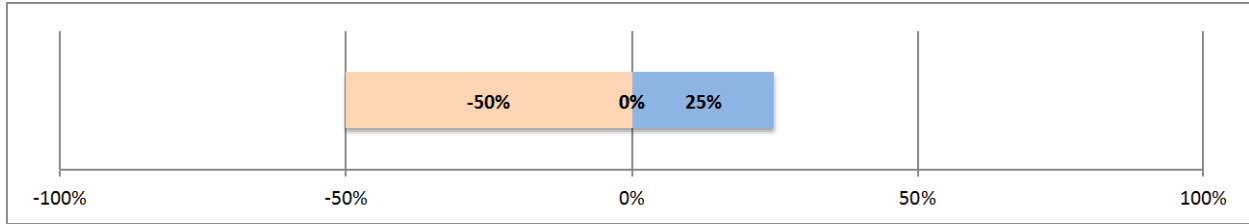


Figure 16: Net Instructor Agreement on Effectiveness of Using Monitor vs. Using a Proctor

Despite some technical, configuration, and procedural issues, most of the instructors support continuing to use Respondus Monitor:

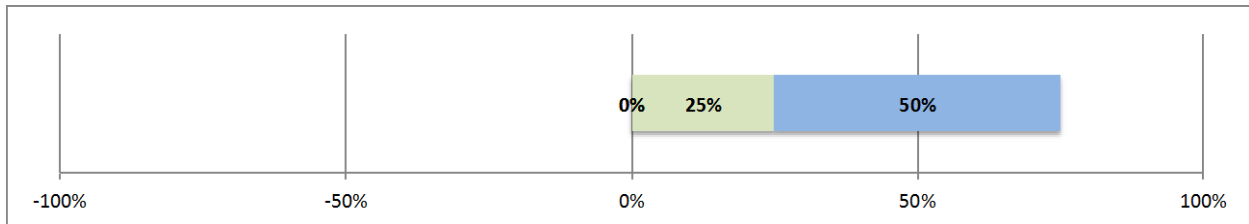


Figure 17: Net Instructor Agreement on Continuing to Use Monitor on a Long-Term Basis

Finally, some campuses have been researching a variety of options with respect to remote proctoring. That said, of the pilot instructors, half disagreed that the system should investigate alternatives to Respondus Monitor:

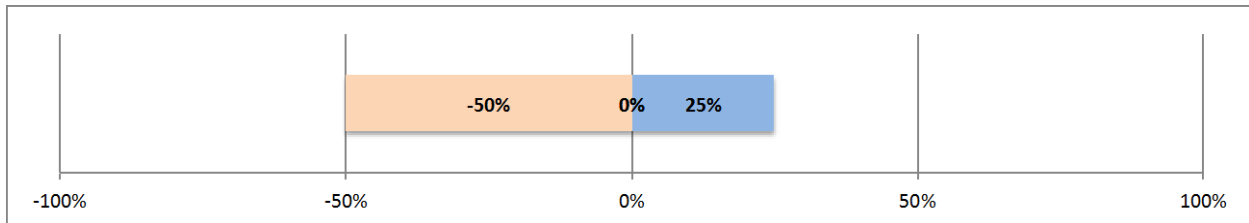


Figure 18: Net Instructor Agreement on Desire to Investigate Alternatives to Monitor

NOTE: for conclusions, please see the “Next Steps” section above.

Appendix A: Raw Data

Students

1. Please rate your overall satisfaction with Respondus Monitor:

Question	1	2	3	4	5	6	7	Total Responses	Mean
Very Dissatisfied:Very Satisfied	3	5	5	19	13	15	18	78	4.94

5. Please rate your agreement with the following statements about your experience with Respondus Monitor:

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
Monitor was easy to install.	1	3	3	43	26	76	4.18
Prior to taking an exam, it was easy to run through the setup steps (environment check, ID check, etc.).	1	3	5	44	22	75	4.11
I did not experience any problems while using Monitor.	7	6	6	31	26	76	3.83
I feel that the exam is more fair, because Monitor prevents others from cheating.	2	2	22	29	21	76	3.86
I would prefer to use Monitor to take an exam than having to go to a live proctor to do so.	10	17	13	15	21	76	3.26
I would be willing to pay a fee (e.g. \$20 per exam) to use a product like Monitor.	58	13	4	1	0	76	1.32

Instructors

1. Please rate your overall satisfaction with Respondus Monitor:

Question	1	2	3	4	5	6	7	Total Responses	Mean
Very Dissatisfied:Very Satisfied	0	1	1	0	1	0	1	4	4.25

3. Please rate your agreement with the following statements about your experience with Respondus Monitor:

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
It was easy to configure an exam to use Monitor.	0	0	0	3	1	4	4.25
My students did not experience any serious issues with Monitor.	2	0	1	0	1	4	2.5
Viewing students' session footage in Monitor was too burdensome.	1	1	2	0	0	4	2.25
I feel that the exam is more fair, because Monitor prevents students from cheating.	0	1	0	3	0	4	3.5
Monitor is more convenient than using proctors.	0	0	0	3	1	4	4.25
Monitor is as effective as using proctors.	0	2	1	0	1	4	3
If made available on a long-term basis, I would use Monitor in my course(s).	0	0	1	1	2	4	4.25
I think a different remote proctoring tool should be considered.	0	2	1	0	1	4	3
My students would be willing to pay a fee (e.g. \$20 per exam) to use a product like Monitor.	1	2	0	1	0	4	2.25

Appendix B: Student Comments (from two sections of the survey)

- I had a good experience while using the Monitor proctor. I like how I can take it in the comfort of my home at any time. I will definitely use it again.
- I have experienced issues with all the exams I have taken using this program. Each time when I go to submit the test everything freezes. I have to completely get out of the test, go back in (going through the setup steps- id check etc. Again) and then submit. All that said this is an extra 20 min of my time. Also- when saving answers sometimes I have to click on the save button multiple multiple times, this burns my time on the timed tests. As for the last question, I would be very irritated having to pay an additional fee for each exam due to using this program. I feel like there are a lot of extra fees in the nursing program that are rolled into tuition that to add an additional fee is over the top. In my humble opinion the school should foot the bill for this program if it is something they want to use, or make it optional with the other option being using a proctor. Unless I am the only one having issues I feel like the program needs to work out bugs still anyhow. I have responded to the surveys at the end of their exams and their response was that it is because I use an Asus computer and they have had issues with that brand before. This program should work flawlessly on all brands if it is going to be used in the program.
- The monitor gives me anxiety, feels like big brother is watching. I feel like it is beneficial in a sense that it makes things fair, but it definitely takes some getting used to.
- I know several students cheated on the quizzes, so I think all quizzes should be in class.
- I was kicked out of respondus monitor every five minutes on my Lenovo due to a program only installed in this brand. After uninstalling this program, I experienced no issues.
- Only issue I had was at the beginning because of my Mac Book, The IT specialists fixed this in minutes.
- I feel like i am already paying so much for school- would definitely NOT want to pay 20 more every week for taking quizzes out of class.
- For clarification on the "fairness" question - I think that Monitor is more likely to be fair than an online test not using Monitor, but not necessarily more fair than a live proctor test.
- Not worth any extra money IMHO
- I feel like being in class taking a test is a much better way to prevent others from cheating so i think that this is making it less fair. I would rather take tests in class
- No fees please! We are students and paying enough in tuition the way it is. Keep it cost-free.
- I would never want to pay \$20 dollars to use monitor when I could take a test in the classroom for free.

- I don't know why, but for some reason before each test, it would not ask me about my surroundings and showing my work station. I found that unnerving as I don't know who could have taken advantage of that.
- I like the ability to take tests outside of class that allows FLEXIBILITY in my schedule. This is why I like Respondus for that reason. However, I do feel overly paranoid that my each and every move on monitor could be interpreted as cheating when I am NOT doing so. I tend to look down or look off from my computer when taking tests in order to try to recall a test answer or clear my thoughts for logical thinking. I feel paranoid when I do this that the instructor will think I'm cheating by looking away. It's like taking a test in class and having the instructor be 6 inches from your face the whole time you take an exam... ie it feels intimidating even when you are doing nothing wrong. However, because of the ability to have flexibility in my schedule when taking tests I would prefer it to a traditional in-class exam that is a scheduled date and time. For that reason and that reason alone I like the Respondus.
- I would rather take an in class exam than an online exam.
- Felt very odd like you were being watched - super conscious about not looking up or down when thinking. Focused more on making sure I didn't look like I was cheating than focusing on the test material.
- Cheating: This is a big concern for me. There were rumors going around our class that some people were cheating while using Respondus. I do not have any knowledge that supports this but I can see how it would happen. Regardless of having "environment checks", it would still be quite easy to bring a sheet of paper in to the room and just hide it during this check. Also, using such materials would not be easy to catch and it would require a lot of speculation and monitoring of the videos. Students know it is highly unlikely that professors will watch every second of every video and so it's easy to assume you could get away with this. Again, I don't know of this actually happening with any of my classmates but if this were used more widely, I can guarantee it'd happen.
- Paying for the software: I already pay a heck of a lot of money to be a student here. Paying for tuition, living expenses, and books is so much already. If you told me I had to pay additional money for a system like this I'd be furious. Use class time (time I already am paying for) and don't waste more of my money. That is absurd.
- I did not have any problems with Respondus monitor but still prefer in class exams.
- If we are allowed to use any resources besides people I feel that the camera is a waste of money and time for the students. I do not know any students to cheat with, nor do I live by anyone that would be able to help me on the quizzes.
- At first it wouldn't load so I closed it and re-opened it and it worked fine!
- It was extremely easy and convenient to use! It's always nice being able to take a test in your own environment.

- it was okay
- I feel that we require to purchase so many items for school, is this necessary for course, and can it not be figure into D2L as part of the system.
- I was never able to get the sound to work on my computer, even though my microphone and speakers work just fine with all other aspects of my computer use
- Once I was able to download it on my mac, with a very simple fix, it was superior to taking quizzes in class.
- I enjoyed being able to take tests on my own time.
- I personally felt it added a lot of testing anxiety and would rather take a test in a face-to-face situation. When I take tests, I often times need to think about certain concepts or think things through, but with respondus monitor I was terrified I was going to be accused of cheating if my eyes ever left my computer screen. I felt more rushed than I do with an in class proctor as well, but not entirely positive why I felt this way. I think the level of fear that was put into the class as a whole about getting accused of cheating and failing the entire course if we seemed to be "suspicious of cheating" made a lot of us have anxiety if our eyes left the screen, when in reality we probably don't even notice our eyes leaving the screen if they ever did. I can see the reasons for using this program, but I also see a lot of unnecessary added stress and anxiety for students. Having in class proctored tests would be my preference for testing situations.
- It was not a good experience for me. I had several issues with Monitor and it added more stress to the exams.
- Had problems with the audio
- In my first experience, the camera didn't work but it allowed me to take the practice test anyway. And it was only the first practice test that had me swing my computer around to show my surroundings, so I think that would have been important to have for the other tests.
- I already did previously answer this.
- I had no issues with set up and it was an easy program to use.
- It was ok to use. I feel like it was a pain to have to find a place that was totally quiet with excellent wifi. I have 4 roommates so my house is never quiet. I had to look elsewhere to find a quiet place and this was a burden and a hassel. Also I had to borrow other computers in order to get it to work the way it was suppose to. My computer kept shutting the program down when using the respondus
- I had a very bad experience taking an exam and was unable to get into contact with my instructor due to the Lockdown Browser. I didn't know what to do because I was under a time crunch so I ended up writing all my answers down because the exam would not save or submit. It was very inconvenient. I left my home and drove to the school to hand in my answers to

ensure I couldn't be accused of cheating or breaking our programs academic handbook.

- Online testing is a terrible alternative to in class testing. There have always been students who cheat and this method makes it that much more easy those students. You will never not have cheaters, but using online testing will only amplify that. For those of us who are honest and do not cheat, that really sucks. It messes up class averages and makes my grade look worse by comparison.
- My respondus monitor did not work during an exam so I was not required to enter in a password and it did not record me while taking the exam. This made me very anxious throughout my exam but since it started my timer I did not have any option to correct this issue. There should a check before every exam.
- It used more internet bandwidth, so I had to hard-wire in to a strong internet connection (such as at the school) in order to maintain a fast connection.
- Kicked me out of exam several times and time kept running.

Appendix C: Instructor Comments (from two sections of the survey)

- It worked well to determine that the student taking the exam was actually the student enrolled. It also worked well to determine that no one else was "helping" the student take the exam. Because exams were open book/resource I didn't watch the footage for every student.
- On several instances when Respondus Monitor was scheduled, several students entered the quiz without activation of the webcam or requirement of a password. This has a haphazardly occurring event but one of great concern to me.
- Viewing footage was not burdensome because I had less than 10 who decided to use the webcam vs. live proctor. "more fair" not more fair than live proctors. SOME of my students would pay to use Monitor because they are already paying for a live proctor. My pilot semester is a bit unusual because I have more than half of the course that is on-campus Vermillion students. I'm guessing the usage rate would be higher in a fully online program course.
- SO long as you communicate the savings of the fee students must pay over travel and fees associated with traditional proctors used for online classes, I think students would express relief. I used the tool in a face-to-face class in order to test it; I would likely only use it for online classes or in the event I had to miss a face-to-face class.
- For each of the two exams, I have had approximately 8-12 students using Monitor. Each time, I had 3 students who had to use multiple webcam attempts because of the connection issues. In addition, I had other students with 'interruptions' that caused large chunks of time with no video. The students do not always get a notification that there was a video interruption. There is no signal to the students that the webcam is still functional.

A BIG problem we encountered for the first exam is that when you activate Monitor as optional, it changes the actual name of the exam in D2L to include "webcam". Every student sees the exam name as "Exam 1 Spring 2015 - Requires Respondus LockDown Browser + Webcam" even if they are using a live proctor. They have to click through the webcam exam to get to the point for the proctor to put in the password. There was no indication that this was going to happen and all of the testing centers were thrown off.

If I had more than 10 out of the 55 in the class taking the the Monitor option, reviewing the videos would be a lot of work. It is not like a classroom setting where you can proctor multiple students at once. It is similar to proctoring each one sequentially. I don't view every minute of every video but I would guess it requires at least 10-15 minutes per student. This could add up to a very large time commitment for the faculty.

- I expected to be able to review the footage from the grading view in D2L and had to return to the documentation to figure out how to see their videos. So, less than intuitive, on that point. The video labels also aren't terribly clear as to where the student *is* in the quiz. Is there a way to track their time signature to their precise placement in the quiz? That would be helpful.