



UNIVERSITY OF
BALTIMORE



Student Perceptions, Proctoring, Performance

ICAI Mid-Atlantic Regional Convening

February 4, 2021, 2:00 – 3:00

Room 1, Talk 3: Student Perceptions, Proctoring,
Performance

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Paper submitted to Journal of Economic Education, pending review

Presented by:



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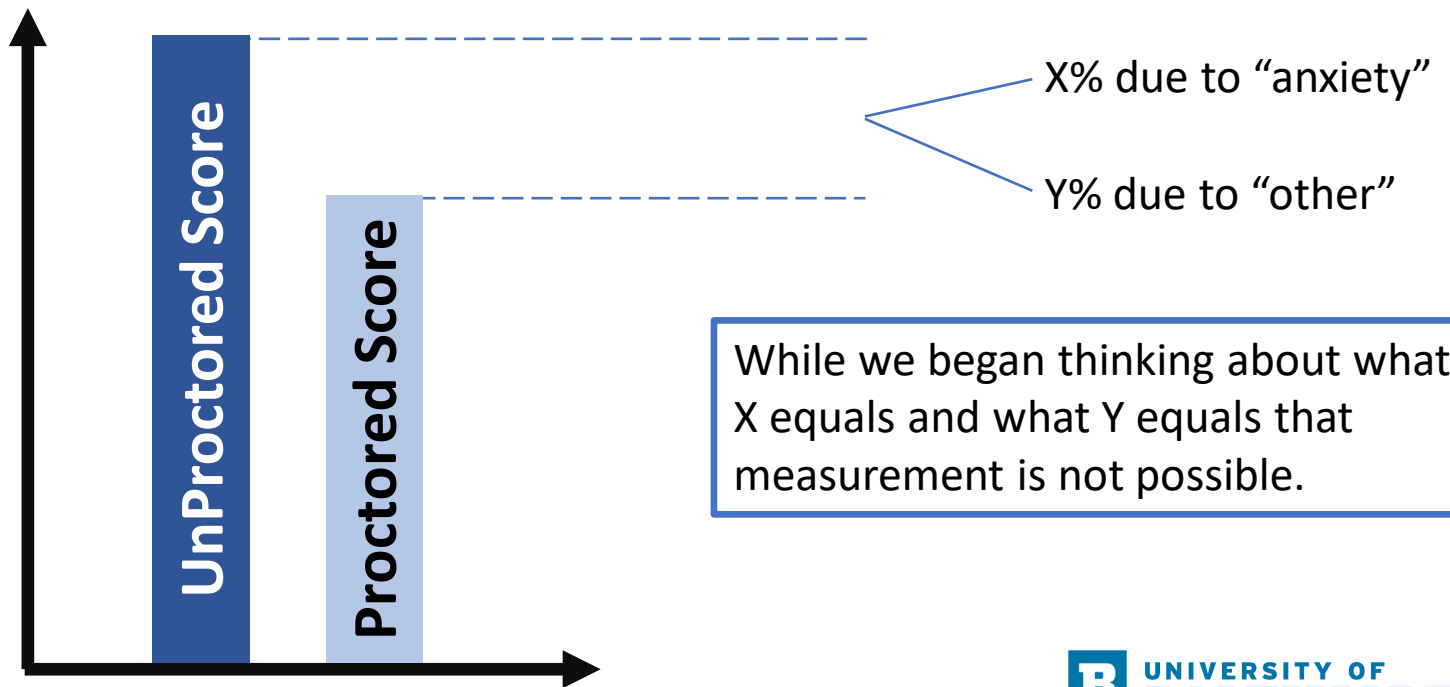
Background/Context

- A unique opportunity for students and faculty – availability of ProctorU ©[®] paired with MyLab ©[®]
- Supported by “Administration” and incremental cost of proctoring paid by institution.
- Prior to beginning of course/prior to registration students alerted to use of proctoring and given other options.
- Some very brave faculty adopting Proctor U ©[®] and even braver for agreeing to supply data.

Our Interest:

Improving Student Assessment

- Proctoring Discount
 - Difference between proctored and unproctored performance.



While we began thinking about what X equals and what Y equals that measurement is not possible.

Summary Findings

	#	Exam 1 Score	Exam 2 Score
UnProctored	84	90.8	88.7
<u>Section 1</u> S20 F2F	28	91.5	87.9
<u>Section 2</u> S20 Online	27	92.6	92.0
<u>Section 3</u> F19 Online	29	88.5	86.4
Proctored	55	75.6	64.9
<u>Section 4</u> S20 Online	30	72.2	63.1
<u>Section 5</u> F19 Online	25	79.7	67.2
Total	139	84.8	79.3

5 course sections:
2 Proctored, 3 Unproctored
F2F – taught in classroom
Online – taught asynchronous online



Proctoring Discount

Two Research Hypotheses

- The Proctoring Discount Hypothesis
 - The Student Perception Hypothesis
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- Ordinary Least Squares
 - Mixed-effects multi-level model
 - Contains both fixed effects random effects

Characterization of Results-1

- Support for Hypothesis # 1
- Clear evidence of a “proctoring discount”
 - An “ironic finding” in that we adopt online proctoring to provide a level playing field where assessment gauges student accomplishment
 - Exact % we found 13%. Size not comparable to other studies – lack of controls – but significance is a important.

Characterization of Results-2

- Support for Hypothesis #2
- Student Perceptions Matter
 - Belief in a perfect online proctoring schema is important.
 - Student anxiety plays a role

Characterization of Results-3

- Other Important Factors of Analysis
 - Student Prior GPA is a “huge driver” of exam performance in all cases.
 - A puzzle – the number of prior credits (total) completed mild negative (marginally significant) impact on exam scores.
 - Online and Instructor effects
 - No race/ethnicity impact (however data imperfect).

Closing

- Questions comments on research directed to Dan Gerlowski, dgerlowski@ubalt.edu