

Testing Policy (Faculty)

I. Purpose of the Policy

- A. Implementation of uniform, evidence-based testing standards.
- B. Ensure the quality, reliability, and fairness of test items through structured item analysis and alignment with institutional goals for assessing student competency.

II. Definitions

Test: A general assessment designed to measure knowledge, skills, or abilities.

"Test" is often used as an umbrella term that can include quizzes and exams.

Quiz: A shorter, less formal assessment, often used to quickly check understanding. Quizzes usually focus on a smaller portion of material and may not have as much weight in grading.

Exam: A more formal and comprehensive assessment, usually covering a broad range of material. Exams are often given at the end of a course or term and tend to have higher stakes.

Testing: The process of evaluating or measuring a student's skills, behaviors, or attitudes.

NOTE: All tests on Canvas are categorized as quizzes and may not fit the definitions above.

III. Procedures

A. Test Item Criteria and Grading

1. Timing of Test: Allow 1-1.5 minutes/multiple choice item; 2-2.5 minutes/alternative item
2. Test Rotation: Replace no less than 10% of items with new/untested items when a test is reused.
3. Test questions shall be reviewed and updated if test statistics analysis does not support continued use of the question.
4. To pass the course, test scores must have an average of at least 77%. These scores are calculated before incorporating any additional assignments into the final grade.
5. To pass the course in the graduate program, test scores must have an average of at least 80 %. These scores are calculated before incorporating any additional assignments into the final grade.

*The highest final grade students with an average minimum exam score below 80% may earn is a "C-" regardless of scores on other assignments.

III. Test Security

A. In-class Testing

1. Students who arrive late will not receive extra time and will miss the exam start window. (State this information in your class before the test session)
2. Students who arrive more than 15 minutes late for the start of a test will be asked to leave and reschedule an in-person test within three business days of the original test date.
3. Students must show ID to test, sign-in upon entering the classroom, and sign-out when leaving the classroom. (Proctors should sign students out of the exam)
4. All personal items, including water bottles/drinks, are to be placed in front of the room/floor prior to the start of testing. If phones are needed to log-in to the test, they may be put in a personal bag and placed in front of the room or placed screen down in front of the computer (as discretion of the faculty). Phones should be turned off. The use of smart watches/phones/glasses or earbuds/headphones and wearing hats and hoodies by students during testing is prohibited. Smart watches/phones/glasses or earbuds/headphones should be put in a backpack or stored in a secure location
5. Questions from students will be answered before the start of the test. No questions will be answered during the test.
6. Students should be encouraged to use the restroom prior to the start of the exam. If a student must use the restroom during the exam, cell phones must remain in the testing room, and no additional time will be granted for restroom breaks.
7. Respondus Lockdown Browser (LDB) and password are required for testing.
8. Students should first log into the testing software/LMS after they are all seated. Once the cellphone has been used for logging in, it should be placed in the front of the room/on the floor. Once everyone is
9. seated and logged into the computer, the instructor will write the examination password on the whiteboard in front of the room.
10. There should be a minimum of two people in the classroom for proctoring.
11. Instructors and/or proctors should walk around the room so students are aware of their vigilance.
12. Upon electronic submission of the test, students should receive scores only (not answers).

13. Students who are ill and unable to test in-person must contact the faculty no later than 30 minutes prior to the exam. Faculty will work with the students to schedule an in-person make-up test, preferably within 3 business days of the original test date. Scheduled in-person exams cannot be scheduled for remote access.
14. Accessing an in-person exam remotely without permission from faculty is an academic integrity violation and may result in exam or course failure. Students who are found to remotely access an in-person exam can receive a grade of "0" for the test or course.
15. For testing in the BSN program, one question should appear on the computer screen at a time, and the student should not be allowed to go back to questions. (NCLEX does not allow backtracking. This may be allowed for graduate program testing (NP certification does allow for backtracking)).

B. Off-Campus

1. Respondus Lockdown Browser (LDB) and webcam are required for testing.
2. A work area check will be done by the student prior to the start of the test.
3. The test area must be well lit.
4. Students should not wear hoodies, hats, or face masks during testing.
5. For testing in the BSN program, one question should appear on the computer screen at a time, and the student should not be allowed to go back to questions. (NCLEX does not allow backtracking. This may be allowed for graduate program testing (NP certification does allow for backtracking)).
6. Questions should be randomized when possible.
7. The test should be open for the shortest time possible.

IV. Academic Integrity

If there are any breeches in this policy that lead the faculty to believe that dishonesty occurred in the course, the steps outlined in Regulation 4.001 Code of Academic Integrity will be followed.

(<https://www.fau.edu/regulations/documents/chapter4/reg4-001-august2024.pdf>)

V. Student Accessibility Services (SAS) <https://www.fau.edu/sas/>

- A. If a student has SAS-approved accommodation for testing, It is the students' responsibility to arrange to take the test in SAS as soon as the testing dates are posted. No appointments are permitted less than one week prior to the test.

VI. Item and Exam Analysis Criteria

1. Faculty must submit all self-created assessments and student scores by item to the CON Educational Researcher every semester. Reviews will focus on item quality, discrimination, and alignment with course objectives, ATI and the NCLEX.
2. Item Analysis: Each test will undergo a detailed item analysis using metrics such as:
 - a. Item Discrimination Index (IDR): Measures the ability of items to differentiate between high- and low-performing students.
 - i. Excellent: ≥ 0.40
 - ii. Good: $0.30-0.39$
 - iii. Acceptable: $0.20-0.29$
 - iv. Poor: < 0.20 (items to be reviewed or removed).
 - b. Point Biserial Index (PBI): Correlates an item's performance with total test scores.
 - i. Excellent: ≥ 0.30
 - ii. Acceptable: $0.20-0.29$
 - iii. Marginal: $0.10-0.19$ (requires revision).
 - iv. Poor: < 0.10 (consider for removal).
3. Test Reliability Use KR-20 to measure internal consistency:
 - i. ≥ 0.90 : Excellent reliability.
 - ii. $0.80-0.89$: Good reliability.
 - iii. $0.70-0.79$: Moderate reliability (acceptable for classroom use).
 - iv. < 0.70 : Needs revision.
4. Test Reliability and Validity Improvements
 - a. Faculty Actions:
 - i. Regularly evaluate items using IDR and PBI for discrimination and reliability.
 - ii. Align all items with measurable learning objectives to ensure validity.
 - b. Revision Guidelines:
 - i. Revise or replace items with $IDR < 0.20$ or $PBI < 0.10$.

- ii. Remove negatively discriminating items (negative IDR or PBI).

VII. Test Review

- A. Group Review: For exams with an average score below 74%, faculty must conduct a class-wide review of general content (not specific test items).
- B. Individual Review: Undergraduate students scoring below 77% on any test must schedule a one-on-one review within a week of receiving their score. Graduate students scoring below 80% on any test must schedule a one-on-one review within a week of receiving their score. Any student may request to meet with faculty to review test scores. (For students in the BSN program, refer to the Academic Success Initiative)
 - 1. Focus Areas for Review:
 - a. Review missed items to identify root causes (e.g., misreading, vocabulary issues, or misunderstanding).
 - i. Analyze patterns in errors to identify learning or
 - ii. Students who wish to challenge an exam question must do in writing with an appropriate reference citation from course materials that support an alternative answer choice. A written challenge must be submitted within 24 hours of taking the exam.
 - b. Faculty Role in Review:
 - i. Provide constructive feedback.
 - ii. Recommend personalized strategies, including study plans and resources.

VIII. Test Policy Review

- A. Review and update test policies annually to reflect evidence-based practices.
- B. Establish a Testing Committee to address testing protocols, educate faculty, and provide guidance. The Testing Committee will meet a minimum of once each semester (fall and spring). Additional meetings may be scheduled as needed.

IX. Location of Policy on Website: Faculty Handbook

X. Appendices: Faculty Recommendations for Setting-up Online Testing

XI. History and Updates: Approved Faculty Assembly November 24, 2025

Date Issued: November 24, 2025

Date Last Revised:

Approved at the Faculty Assembly 11/04/2025

Appendix A

Faculty Recommendations for Setting-up Online Testing

- A. General assessment (quiz, exam, or test) set up in Canvas (If LDB is used, Canvas classifies quizzes as exams. In the set up all exams or tests are called quizzes)
 - 1. Multiple quiz versions are recommended
 - 2. Set up a practice quiz in LDB with multiple attempts-encourage students to take the practice quiz prior to any quiz
 - 3. Select shuffle questions
 - 4. Select show one question at a time (students will not be able to move forward or backwards)
 - 5. Choose due dates for the quiz that will populate in the calendar
- B. LockDown Browser Settings
 - 1. Select LDB on the left control panel
 - 2. Select Require LDB
 - 3. Advanced setting
 - a. Do not select Require LDB to review exam post exam feedback and results. The video ends when the student submits the exam. The review will not be recorded. Students will be able to see the exam and take photographs of the exam
 - b. Select Lock student into the browser until exam is completed
 - c. Don't select allow access to specific Web domains
 - d. Enable calculator
 - 4. Proctoring- choose Require Respondus monitoring Webcam and Screen
 - 5. Edit the Startup sequence
 - a. Guidelines-pen and paper, resources including phone, watch or smart pens.

- b. FAU ID or DL
 - c. Environment check
 - d. Additional instructions
 - e. Select Face detection-and notify student if face is not detected prior to and during the exam
 - 6. Advanced settings
 - a. Allow iPad if desired
 - b. Enable show your work
- C. Reviewing LDB videos
 - 1. Faculty will review LDB results and watch videos that are flagged
 - 2. It is recommended to periodically review the environment check to assure it is done properly
 - 3. If cheating is suspected, follow the academic policy 4.001 located at: <https://business.fau.edu/undergraduate/current-students/academic-policies/academic-integrity> 9Two proctors should review the incident)
 - 4. As per the academic policy, contact student and review the video with them.
- D. Providing Feedback
 - 1. Provide immediate feedback for assessments such as exam-analysis-most missed questions with an explanation of the concepts.
 - 2. It is not recommended to reveal the answers to quiz questions as students can copy, photograph the questions and post them online
 - 3. Examination materials include but are not limited to discussing examination items with faculty, friends, family, or others.
- E. Test Blueprints
 - 1. Establish the criteria for blueprinting. At a minimum, each item should be blueprinted to the course student learning outcomes. Additional areas of blueprinting include Bloom's Taxonomy, NCLEX Client needs category, nursing process, QSEN, CCNE competencies, and Level 3 of the NCSBN Clinical Judgement Measurement Model
 - 2. Determine the logistics of formatting and content; student access to blueprints; defined % of items by category and the total number of items per exam/course.
 - 3. Leveling of test item that increases in difficulty as the student progresses through the course and program
 - 4. Number of test items at each program level/course/semester
 - 5. Percent of application/analysis items, medication calculation items, and alternative items.

6. The percent of Next Gen style items allowed on each exam

XII. Location of Policy on Website

Appendices (Any Related Documents to facilitate understanding)

XIII. provide context)

XIV. History and Updates (Provide history of promulgation and revision of the policy)

Date Issued: November 24, 2025

Date Last Revised: