Overview

1. Assessing Student Perceptions of Academic Integrity
2. A Framework Reviewed
3. Putting the Framework into Practice
Assessing Student Perceptions of Academic Integrity
Possibilities for Assessing Student Perceptions of Academic Integrity:

- **Surveys**
  - Nationally recognized vs. Institutionally developed
  - Online vs. paper
  - Stand-alone vs. additional questions
- **Focus Groups or Interviews**
- **Multi-Media Assignments or Competitions**
  - Videos, posters, pictures
Background: Quality Enhancement Plan (QEP)
- Requirement of accreditation with SACS-COC
- Institution-wide assessment in 2004 identified ethics as a key area of interest → "Do the Right Thing: A Campus Conversation on Ethics."
- Nine Student Learning Outcomes:
  - Three related to professional codes of ethics
  - Three related to academic integrity
  - Three related to ethical issues in personal, professional, and civic life
- Sustained by the TTU Ethics Center
How Has TTU Assessed Ethics and Academic Integrity Perceptions?

- Different paper surveys
  - At Arbor Day events and during Red Raider Camp, in courses and on campus, as part of exit surveys by the colleges
- Online surveys
  - Stand-alone surveys after Ethics Week for students and faculty
  - Supplemental questions in CIRP and CSS
  - Academic Integrity Perceptions Survey (by Dr. Don McCabe)
- Posters and Whiteboards
- Matador Ethics Video Challenge
ASSESSING STUDENT PERCEPTIONS OF ACADEMIC INTEGRITY

Details on All Past and Ongoing Assessments:

- TTU Ethics Center: [www.depts.ttu.edu/ethics/](http://www.depts.ttu.edu/ethics/)

- QEP Website: [www.depts.ttu.edu/provost/qep/activity.php](http://www.depts.ttu.edu/provost/qep/activity.php)

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<td>Quality Enhancement Plan (QEP)</td>
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<td>2010 Law School Survey [ DOWNLOAD ]</td>
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<td>2010 McCabe Academic Integrity Survey Report [ DOWNLOAD ]</td>
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<td>2010 Metador Ethics Video Challenge Report [ DOWNLOAD ]</td>
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<td>2010 Ethics Week Photographs Analysis [ DOWNLOAD ]</td>
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<td>2010 QEP Awareness Survey Report [ DOWNLOAD ]</td>
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<td>2010 Ethics Week Summary Report [ DOWNLOAD ]</td>
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<td>2010 Red Raider Ethics Generator Summary Report [ DOWNLOAD ]</td>
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<td>2010 BIT Sustainability Report [ DOWNLOAD ]</td>
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<td>2010 TLTC Ethics Series (Spring) [ DOWNLOAD ]</td>
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<td>2010 BLI Sustainability Recommendation Document [ DOWNLOAD ]</td>
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<td>2008 Academic Integrity Supplemental Questions on CPR 2008 [ DOWNLOAD ]</td>
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<td>2007 Plagiarism Roundtable Participant Survey Results [ DOWNLOAD ]</td>
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ASSESSING STUDENT PERCEPTIONS OF ACADEMIC INTEGRITY

- Recruiting Students for Your Out-of-Class Assessments
  - Use locations on campus frequented by students for activities and/or paper surveys
Recruiting Students for Your Out-of-Class Assessments

Social media (Facebook, Twitter, etc.)
What is Ethics? Ethics Is...

- Student posters
- Purpose: engage students with topic and understand what they understand certain concepts to mean
Matador Ethics Video Challenge
- Annual video competition since 2009
- Subject: TTU Students
- Knowledge areas: Statement of Ethical Principles, Academic Integrity
- Learning strategy: video creation

Medium relevant to TTU students: video
- Include questions that ask participants to reflect on their creations
- Goal: provide a learning opportunity and create an engaging assessment
ASSESSING STUDENT PERCEPTIONS OF ACADEMIC INTEGRITY

- Academic Integrity Perceptions (by Dr. Don McCabe)
  - Administered at TTU in 2004, 2007, and 2010

<table>
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<tr>
<th>How would you rate:</th>
<th>Very Low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
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<tr>
<td>The severity of penalties for cheating at Texas Tech?</td>
<td>2.1%</td>
<td>4.7%</td>
<td>22.6%</td>
<td>50.2%</td>
<td>20.3%</td>
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<td></td>
<td>11.0%</td>
<td>26.3%</td>
<td>36.7%</td>
<td>20.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>The average student’s understanding of University policies concerning cheating?</td>
<td>3.9%</td>
<td>15.5%</td>
<td>33.0%</td>
<td>33.5%</td>
<td>14.1%</td>
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<tr>
<td></td>
<td>14.8%</td>
<td>35.8%</td>
<td>31.8%</td>
<td>13.6%</td>
<td>4.0%</td>
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<td>The faculty’s understanding of these policies?</td>
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<td>1.9%</td>
<td>13.9%</td>
<td>46.1%</td>
<td>37.5%</td>
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<td>2.9%</td>
<td>15.6%</td>
<td>40.2%</td>
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<td>Student support of these policies?</td>
<td>6.9%</td>
<td>18.7%</td>
<td>44.3%</td>
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<td>5.0%</td>
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<td></td>
<td>13.3%</td>
<td>31.3%</td>
<td>39.7%</td>
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<td>Faculty support of these policies?</td>
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<td>4.0%</td>
<td>13.7%</td>
<td>35.9%</td>
<td>33.6%</td>
<td>12.7%</td>
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<tr>
<td>The effectiveness of these policies?</td>
<td>5.8%</td>
<td>16.3%</td>
<td>36.3%</td>
<td>30.1%</td>
<td>11.5%</td>
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<tr>
<td></td>
<td>14.6%</td>
<td>31.2%</td>
<td>36.9%</td>
<td>14.4%</td>
<td>2.8%</td>
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ASSESSING STUDENT PERCEPTIONS OF ACADEMIC INTEGRITY

**Your Turn:**
- Which types of assessments have you used on your campus?
- What has worked well? What hasn’t?
- How do you recruit students to participate?
- Do you use social media?
- Who leads the assessments on your campus?
A Framework Reviewed
Goals:

To explore academic integrity outreach frameworks from a student and faculty perspective in an effort to inform best practices for a large public university

Questions added to the 2007 survey:

- “Please describe the efforts you perceive [your institution] is taking or has taken, both inside and outside of the classroom, to raise awareness about academic integrity.”
- Please describe any and all methods you believe [your institution] should use, both inside and outside the classroom, to raise awareness about academic integrity.”
**Outreach Models**

- **Kibler & Paterson—outreach framework:**
  - Clear, strongly worded statement: academic dishonesty is unacceptable
    - Published widely to affirm institutional commitment
  - Code of Student Conduct: clear language, fair, understandable process, sanctions, appeals
  - Discussions at student orientation; educate residence hall and peer counselors, advisors
  - Educate faculty: manual for preventing dishonest behavior and addressing AI incidents
  - Further emphasis on educating students and faculty
    - (Kibler and Paterson, 1988)
In 2007 (when study began), few models were found that offered guidance on academic integrity outreach (Canham, 2008). Procedures within those models are similar to those offered by Kibler (1993):

- **Ryerson University**: academic integrity model is “education, conversation and enforcement...”
Kibler (1993) “framework using a student development perspective”

- “3 means of intervention”
  - Ethos promoting integrity; policies on academic integrity; and programs promoting academic integrity

- “7 components of intervention”
  - Honor codes; communication; training; faculty assistance; disciplinary policies; disciplinary process/programs; and promotion of academic integrity
Results of the Study

- The model resulting from this study contains components that are not new.
- But, the research suggests that strategies could be used differently:
  - place emphasis on certain educational components in a specific order and
  - at purposeful times.
These next slides explore results of data analyses from questions 2 – 4

- First, efforts that faculty and students perceive to be taking place will be explained
- Second, efforts that students and faculty perceive should take place will be explained
- Third, disparities among the research questions 2 and 3 will be discussed
  - 1,958 individual code responses
    - 19 Categories
    - 8 Themes
“Whether students and faculty perceive academic integrity outreach strategies are taking place at one large public research university?”

- Of the 544 responses:
  - 119 different codes
  - 956 answers within those codes
RQ 3: Effort Should Be Made

- “What academic integrity outreach efforts do students and faculty perceive will raise awareness about, and reduce, academic dishonesty?”

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<th>Student (1039)</th>
<th>Faculty (355)</th>
<th>Total (1394)</th>
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<td>Responses Received</td>
<td>358</td>
<td>174</td>
<td>532</td>
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<tr>
<td>Not Valid</td>
<td>20</td>
<td>6</td>
<td>26</td>
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<tr>
<td>Total Responses</td>
<td>338</td>
<td>168</td>
<td>506</td>
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</table>

- Of the 506 responses:
  - 166 different codes
  - 1,002 answers within those codes
What best practices can be suggested for large public research institutions to consider when implementing academic integrity prevention outreach programs?

Categories were analyzed to determine whether themes could be identified.

All codes, save 19 miscellaneous, were combined into categories & themes.
Research Question 5: Best Practices for Large Public Institutions

- **Themes to be Considered When Implementing Best Practices at Large Public Research Universities**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Education</td>
<td>648</td>
</tr>
<tr>
<td>Prevention</td>
<td>626</td>
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<tr>
<td>Discipline</td>
<td>240</td>
</tr>
<tr>
<td>Opinion Responses</td>
<td>152</td>
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<tr>
<td>Changing Campus Culture</td>
<td>134</td>
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<tr>
<td>Detection Methods</td>
<td>66</td>
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<tr>
<td>Raise Awareness</td>
<td>42</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>31</td>
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</table>
Research Question 5: Proposed Academic Integrity Outreach Model

- **Education**
  - Awareness, policies & procedures, programming

- **Changing Campus Culture**
  - Ethics, values, role modeling, establish value of education

- **In-Class Prevention**
  - Discussions, resources, explain rules, reduce cheating opportunities

- **Detection**
  - Proctors, Turnitin.com, addressing suspicious behavior

- **Discipline**
  - Take action, fair reporting system & consequences, administrative support
Recommendations for Future Practice

For this study’s research institution:
- Students report being informed about AI and faculty and students report understanding cheating policies

But more effort is needed:
- Continue with syllabus statements, discussions, programming, etc. (continue doing well what we already do well)
- Faculty “buy-in” and administrative support suggested by participants
- University studied should foster investment & Improve “culture of integrity” without effort from these groups, AI efforts could fail
- Based on study’s results, lit. review & professional experience, it is worth considering how this study’s institution approaches outreach in terms of emphasis and duration
Rec. for Future Practice & Research

- Start—or continue—campus conversation about academic integrity
- Learn campus community perceptions about integrity & what if anything that community thinks should change
- Conduct literature reviews to determine if suggestions are appropriate and consistent with professional practice
- Consult institutional history to consider whether cultural factors may affect local outreach efforts and draw from professional experience to determine if ideas will work at home institution
- Be futuristic: consider whether existing frameworks are appropriately fostering climates of change regarding AI
- Are traditional outreach models reaching Millennial students?
“The person who finds that dishonesty pays off in college, that it brings him what he wants and may not be able to acquire through honest effort, may try it in his occupation and in other activities, from paying taxes to obeying traffic laws. . . . The occurrence of dishonesty in college is especially lamentable. As one of society’s primary socializing agencies, the college is responsible for selecting the most able and promising members of the younger generation and for preparing them to become future leaders of society. . . . To the extent that dishonesty in college leads to dishonesty in life, it will do so among the more prominent members of society and, perhaps, through their influence and example, spread in society at large”

Cole, 2002; citing Bowers, 1964, p. 4
Literature suggests outreach similar to ideas offered by participants.

Data suggests specific emphasis in focused areas and durations.

Proposed Academic Integrity Outreach Model offers an opportunity for future research to look at whether best practices can be improved at large public research institutions.

This research could result in a more focused model that adds process to existing ideas.
Do you have best practices to share related to a framework (or approach) to guide a comprehensive outreach process?

What successes or challenges have you faced trying to “change the culture” related to academic integrity?

In terms of holding students and faculty accountable, what reporting and/or discipline processes do you use?

- Where are academic integrity “cases” heard (in academics, student judicial, etc.)?
Putting the Framework Into Practice
Education & Changing Campus Culture

- Is It Worth It? Campaign
- Building a Culture of Academic Integrity
- Ethics Lunch Series
- Mission and Core Values
- Red Raider Ethics Generator Series
The Four Key Points of Academic Integrity:

- Being responsible for your own work
- Trust and respect between students, faculty, and staff
- Earning grades honestly
- Academic integrity is the foundation for excellence
Building a Culture of Academic Integrity

Based on the Magna Online Seminar, “Helping Students Learn from Ethical Failures,” presented by Tasia Berstein Galluzz, PhD.

Edited by Jennifer Garrett

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As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation, and world.

Approved by the Texas Tech University Board of Regents on May 14, 2010
Statement Of Ethical Principles

Texas Tech University Statement of Ethical Principles

“Do the right thing”

Texas Tech University is committed to the values of mutual respect; cooperation and communication; creativity and innovation; community service and leadership; pursuit of excellence; public accountability; and diversity.

-2005 Texas Tech University Strategic Plan

Mutual Respect

Texas Tech University is committed to being an ethical institution. In recognition of the rights and inherent dignity of all members of the Texas Tech University community, the university is committed to supporting the following principles and to protecting those rights guaranteed by the Constitution, the laws of the United States and the State of Texas, and the policies adopted by the Board of Regents. As members of the Texas Tech community, faculty, students, staff, administration, and all stakeholders accept responsibility for abiding by and promoting the ethical principles of the university described below. Although legal behavior and ethical behavior overlap in many areas, they are quite distinct from each other. While we follow legal requirements, an ethical institution goes beyond them to achieve the following values.

Cooperation and Communication

Texas Tech University is committed to the promotion of professional relationships and open channels of communication among all individuals. The university will publish and disseminate in a timely manner its values, policies, procedures, and regulations, as well as any other information that is necessary to protect and educate all members of our community. We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom. While the free expression of views in orderly ways is encouraged, personal vilification of individuals has no place in the university environment.

Creativity and Innovation

Texas Tech University is committed to ethical institutional programs that meet the teaching, research, and service objectives of each discipline and department, to policies that are consistent with those objectives, and to a working and learning environment that encourages active participation. Such exemplary environments often challenge existing worldviews, requiring trust in the process of discovery and the acceptance of uncertainty and ambiguity within ethical parameters. The university supports all its members in life-long learning—a process that is both challenging and rewarding—and encourages creative and innovative means to achieve this goal through both opportunities and incentives.

Community Service and Leadership

Texas Tech University is committed to ethical leadership practices at all levels and to our tradition of community service, both within the university community and in our relationships with the greater community. We strive for exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment. We strive to provide excellent service in a caring and friendly environment, and encourage such involvement in the community by all faculty, students, staff, and administration.

Pursuit of Excellence

Texas Tech University is committed to achieving excellence in all aspects of our community. We expect this in the expertise and performance of our faculty, staff, and administrators, as well as in the continuing education of our students. A high standard of professionalism, including opportunities for professional contact and continuous growth, is expected of our faculty, students, staff, and administrators. The university is committed to academic integrity and to the effective and just implementation of a system designed to preserve and protect it. The university intends to be a model of excellence, following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.

Public Accountability

Texas Tech University is committed to transparency in governance, personal responsibility, and both individual and organizational integrity. Being responsible requires us to be thoughtful stewards of our resources—accountable and respectful to ourselves, to each other, and to the publics we serve. A sense of institutional and public responsibility requires critical reflection on one’s ethical obligations and the duty to respect commitments and expectations by acknowledging the context and considering the consequences, both intended and unintended, of any course of action. We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, administration, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise our procedures and values. When we make promises, we must keep those promises. We strive to do what is honest and ethical even if no one is watching us or compelling us to “do the right thing”.

Diversity

Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value the cultural and intellectual diversity of our university because it enriches our lives and the community as a whole, promoting access, equity, and excellence.
Bus Images

Integrity Matters
Strive for Honor... evermore
Red Raider Ethics Generator

As exams approach, strive for honor

Published: Monday, December 6, 2010

Jennifer S. Bard
the Alvin R. Allison Professor of Law

Right on schedule with the end of the semester, the press is full of reports about how much cheating occurs on college campuses. For your professors, these articles are as gripping as those about Kim Kardashian’s new boyfriend, who will play in what bowl game and Chilean miners all rolled into one.

We who teach read with horror about how our students are fooling us into thinking they are honestly, and individually, completing the assignments we so carefully prepare and laboriously grade. Are we laughingstocks? Is everyone in on the joke but us?
Copying the works of others: When is it ethical?

By: Robert Smith/Provost, Guest columnist

Posted: 4/24/09

Be sure to visit the Louvre in Paris at least once in your life. When you go, besides viewing many of the world's most famous works of art, you may be surprised to observe young artists - accompanied by easels, canvases and painting accoutrements - copying the works of the masters.

Interestingly, the city known for art appreciation and education also has teachers who encourage replication of classic works to build appreciation and understanding of great styles and techniques. The apprentice-students gain appreciably through such experiences, but few of us are worried they will pass off their faux Monet or Rousseau paintings as their own.

In more familiar educational settings - as we might find in the classrooms, laboratories, libraries, studios and study areas here at Texas Tech - we can imagine "copying" as a learning exercise. And indeed, copying - under many guises - may seem OK to Internet users who routinely observe the duplication of the works of others without apparent permission or attribution. However, copying as an exercise and copying with the intent of portraying others' works as one's own are wholly different matters.
Matador Ethics Video Challenge
In-Class Prevention & Detection

- Freshmen Seminar Classes
- Tutor Sessions
- Student Athlete Sessions
- Campus wide Turnitin and iThenticate License
- Ethics Series
Tips to Prevent Cheating

Texas Tech University students, faculty, and administrators are committed to creating a university atmosphere free from academic dishonesty. All members of the university community are responsible for upholding standards of excellence and for having integrity in the work they produce. Members of the Texas Tech community should contribute to the campus environment in an ethical and honest manner.

Promoting Academic Integrity

- Stress the importance of integrity to the learning process. Connected work builds self-esteem, knowledge, and skills. In contrast, cheaters do not learn, undermine the quality of education we provide, and devalue Texas Tech’s reputation and the degrees we confer.

- Highlight our Code of Student Conduct and the importance of academic honesty in class and in hard- ship; remind students of the Code before exams; link your website to the Code and refer suspected violations to the Student Judicial Programs (SJP).

- Discuss issues of integrity with your class, especially those relevant to the course and to students’ future careers. Give criteria for the “hard choices” in your field, with examples of how ethical issues can be solved.

- Educate and inform students about the consequences of cheating.

- Offer students opportunities to earn your trust. Encourage them to tell you immediately if they see cheating.

- Inspire, encourage, and model integrity. You don’t have to threaten or scold. Positive reinforcement works better than scare tactics, and internal controls (moral, ethical, character) are the most effective. As educators, faculty influence students’ attitudes and development and can reinforce student integrity.

- Set Clear Standards for assignments and grading. Tell students whether they may collaborate, and if so, how much.

General Preventive Steps

Have students sign an honor statement on exams and papers, attesting that all work is their own and that no unfair advantage has been taken.

Monitor exams to assist students in maintaining academic integrity and confront suspicious conduct promptly.

Prohibit talking or any communication among students during exams; for questions about the test, have them talk to you.

Number exams and include the number at the top of each page and have students sign each page for each number, to record where students sit.

Have one person grade all answers to the same questions.

Tell students not to leave the room during exams.

Have students sign each page of the exam.

Require written excuses for make-ups or extensions, and check authenticity.

Encourage students to sit away from study partners or friends during exams to ensure their work.

Student Judicial Programs
806.742.1714
www.depts.ttu.edu/stmestudentjudicialprograms

TTU Ethics Center
806.742.1505
www.depts.ttu.edu/ethics

Deterring Copying or Collaborating

Use Multiple Exam Versions, “scrambling the order of questions or changing key variables.

Use alternate seating. If extra rooms are available combine classes for exams seating students from each class alternately.

Put multiple choice and True/False questions at the bottom of the page where it is harder to copy.

Before leaving for vacation, examine all homework unless ALL WORK is shown.

Remind students to remove hats and sunglasses during exams, unless they have a medical reason.

Detection of Unauthorized Materials or Notes

Give clear and written instructions regarding which materials can or cannot be used on the test.

Have students put away books, notes, or other prohibited items and store them out of sight.

Change exam questions often, preferably every semester.

Do not permit programming calculators, or require students to “clear” all programs before exams begin.

If you provide sample questions or study sheets, do not use the exact same questions on the exam.

Have students turn in blank blue books to you at the class before the test, then show them when they get back to you.

Require students to begin writing on a certain page in their blue books, leaving a specified number of lines/page blank.

Detection of Unfair Advantage

Explain the exam to students, using a handout, email, class lecture, school papers, or other materials.

Do not make student copies of exams or answers.

Require students to begin writing on a certain page in their blue books, leaving a specified number of lines/page blank.

Preventing “Ringers” and Loss/ Theft of Exams

Count the number of exams handed out to students taking the test, and of exams turned in (before leaving the room), and make sure numbers match. Use exam numbers and sign in sheets.

Collect exams from students while seated rather than having a shuffle pass to the front.

Have consistent, “new-school” method of transporting papers between classes, office, and home (e.g., locked briefcases, keep office and desk locked, papers secure when you are out.

Avoiding Fraudulent Re-grade Requests

Photoshop graded test/ exams results before handing back.

Mark wrong answers or blank spaces with an “X” or check mark.

After re-grade, keep record of original grade in black and white, with page titles, problem numbers, and total exam score.

Have one person review all re-grade requests and record changes.

Tips to Prevent Cheating” is reproduced from University of California, Davis, Student Judicial Affairs, October 1999.
Strive for Honor