BEAT THE CHEAT

STRATEGIES TO SAFEGUARD YOUR COURSE FROM ACADEMIC INTEGRITY VIOLATIONS

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ACADEMIC INTEGRITY

Prevention

- Limit opportunities for cheating

Policing

- Catching and punishing cheaters

5 TYPES OF CHEATING

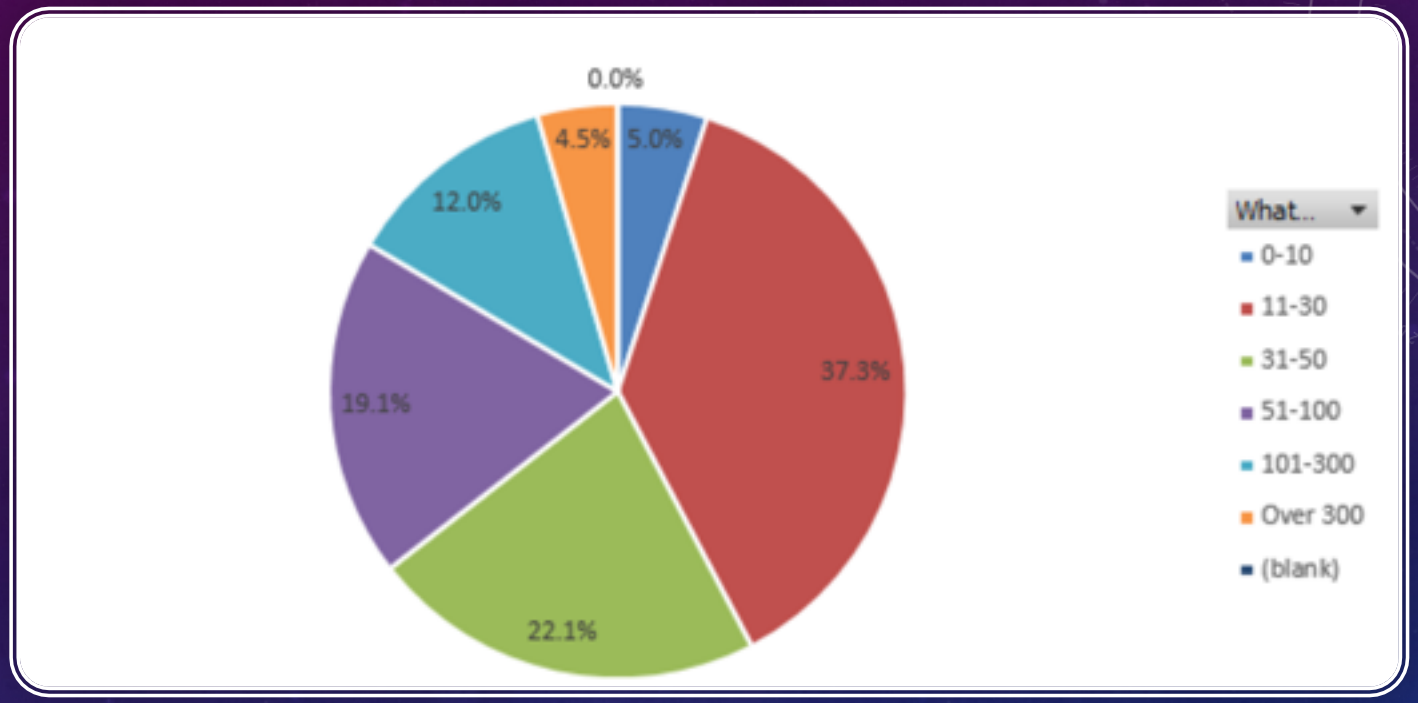
- Plagiarism
- Fabrication
- Falsification
- Misrepresentation
- Misbehavior

UNIVERSITY ACADEMIC INTEGRITY COMMITTEE

ACADEMIC INTEGRITY SURVEY – FALL 2016

- Sent to all colleges/campuses
- 1,705 Respondents from 24 locations
- 55% of respondents from UP
- Classes reported on: 1,939

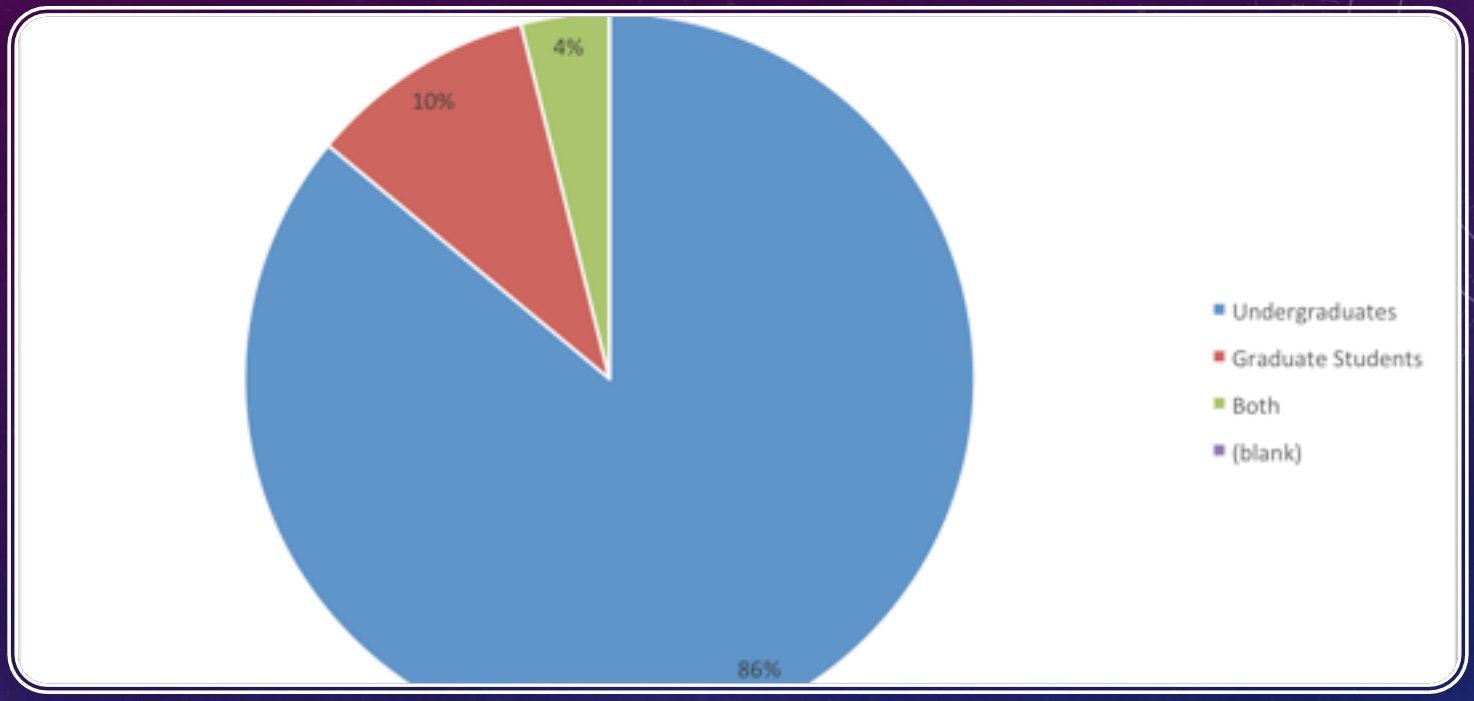
ACADEMIC INTEGRITY SURVEY RESULTS



RESPONSES BY CLASS SIZE

59.4% Class sizes between 11-50

35.6% Class sizes over 50



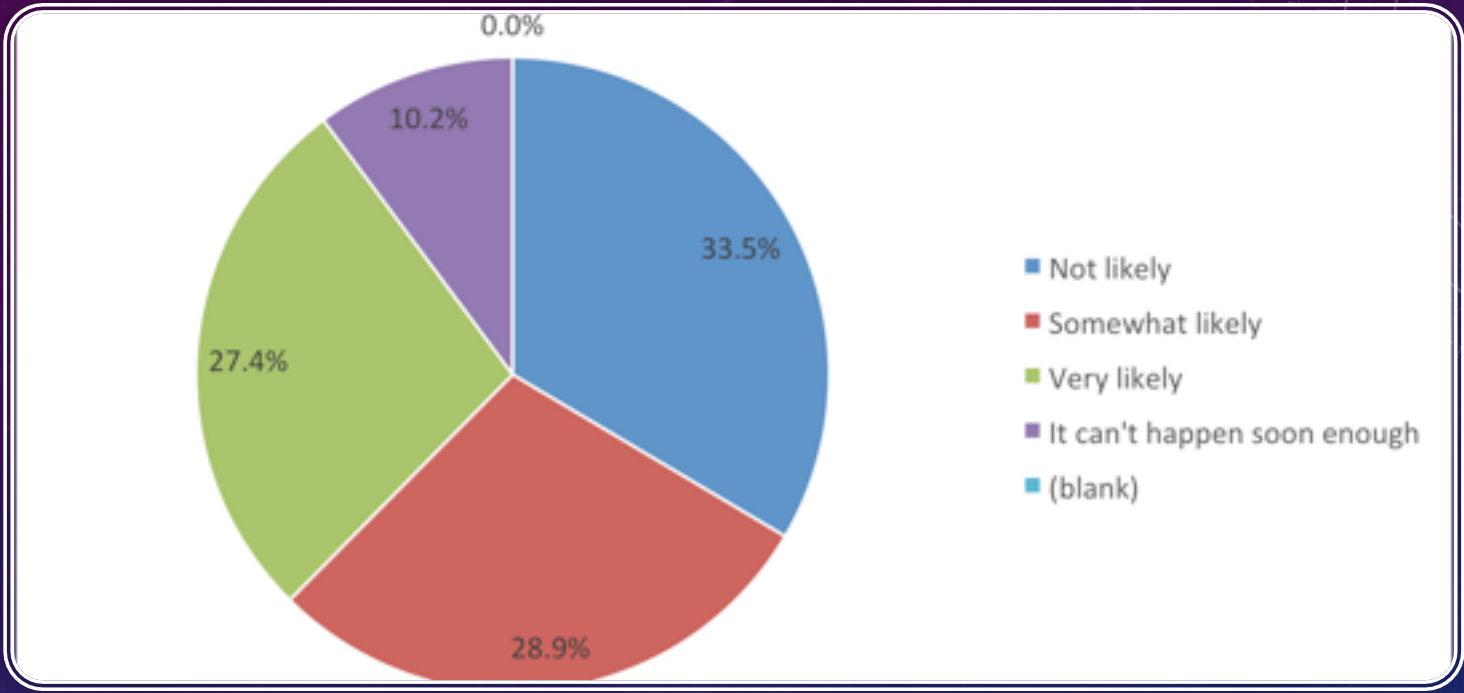
MAJORITY OF CLASSES UNDERGRADUATE

Class Size	Number of responses	If only one test given per year, and class size were averaged, this many student exams could not be accommodated (Please note that the number 300 was used in calculating exams for the "Over 300" response)
0-10	2	10
11-30	7	140
31-50	19	760
51-100	23	1725
101-300	52	15600
Over 300	38	7600
TOTAL	141	25835

Student exams not being served according to committee's calculations based on results

POLLOCK TESTING CENTER

Exams not being served



LIKELIHOOD OF TRYING A PROCTORING SYSTEM

Class Size/Level of Concern	No worry	Slight worry	Moderate worry	Strong worry	Crippling terror	(blank)	Grand Total
0-10	2%	2%	1%	0%	0%	0%	5%
11-30	6%	17%	10%	4%	1%	0%	37%
31-50	2%	10%	7%	3%	0%	0%	22%
51-100	1%	7%	8%	3%	0%	0%	19%
101-300	0%	4%	4%	3%	0%	0%	12%
Over 300	0%	1%	2%	2%	0%	0%	4%
(blank)	0%	0%	0%	0%	0%	0%	0%
Grand Total	**12%**	**40%**	**32%**	**15%**	**2%**	**0%**	**100%**

CONCERN WITH AI BY CLASS SIZE

49% overall;

DISCIPLINE VS. CONCERN

% of Rate the extent to which you worry about students violating academic integrity in this course:	Column Labels						
Discipline/Level of Concern	No worry	Slight worry	Moderate worry	Strong worry	Crippling terror	(blank)	Grand Total
Arts	18%	43%	33%	8%	0%	0%	100%
Business	13%	43%	25%	17%	2%	0%	100%
Education	28%	48%	21%	2%	2%	0%	100%
Engineering	13%	34%	34%	17%	2%	0%	100%
Formal Sciences (e.g., mathematics, computer science)	11%	38%	29%	21%	1%	0%	100%
Humanities	9%	42%	35%	11%	3%	0%	100%
Natural Sciences (e.g., biology, chemistry)	10%	37%	33%	19%	1%	0%	100%
Professions (e.g., architecture, law, nursing)	14%	48%	23%	14%	1%	0%	100%
Social Sciences (e.g., psychology, sociology)	7%	43%	36%	12%	2%	0%	100%
Other (please list)	12%	41%	31%	14%	1%	0%	100%
(blank)	17%	83%	0%	0%	0%	0%	100%
Grand Total	**12%**	**40%**	**32%**	**15%**	**2%**	**0%**	**100%**

DISCIPLINE VS. CONFIDENCE IN ASSESSMENT STRATEGIES

Count of Rate your confidence that your assessment strategies help to prevent cheating in this course?	Column Labels						
Discipline/confidence in assessment strategies	Not at all confident	Slightly confident	Moderately confident	Very confident	I've never considered whether or not my strategies help to prevent cheating	(blank)	Grand Total
Arts	0.0%	18.4%	31.6%	42.1%	7.9%	0.0%	100.0%
Business	5.7%	11.4%	38.6%	43.6%	0.7%	0.0%	100.0%
Education	1.7%	8.6%	37.9%	46.6%	5.2%	0.0%	100.0%
Engineering	3.8%	12.2%	51.2%	30.5%	2.3%	0.0%	100.0%
Formal Sciences (e.g., mathematics, computer science)	2.8%	12.8%	50.4%	31.2%	2.8%	0.0%	100.0%
Humanities	1.2%	12.8%	45.3%	39.5%	1.2%	0.0%	100.0%
Natural Sciences (e.g., biology, chemistry)	4.0%	14.9%	49.1%	30.9%	1.1%	0.0%	100.0%
Professions (e.g., architecture, law, nursing)	8.3%	18.1%	38.9%	33.3%	1.4%	0.0%	100.0%
Social Sciences (e.g., psychology, sociology)	2.1%	14.0%	51.4%	30.9%	1.6%	0.0%	100.0%
Other (please list)	3.8%	10.0%	47.7%	34.6%	3.8%	0.0%	100.0%
(blank)	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	100.0%
Grand Total	**3.4%**	**13.1%**	**46.9%**	**34.5%**	**2.1%**	**0.0%**	**100.0%**

COMMITTEE RECOMMENDATIONS

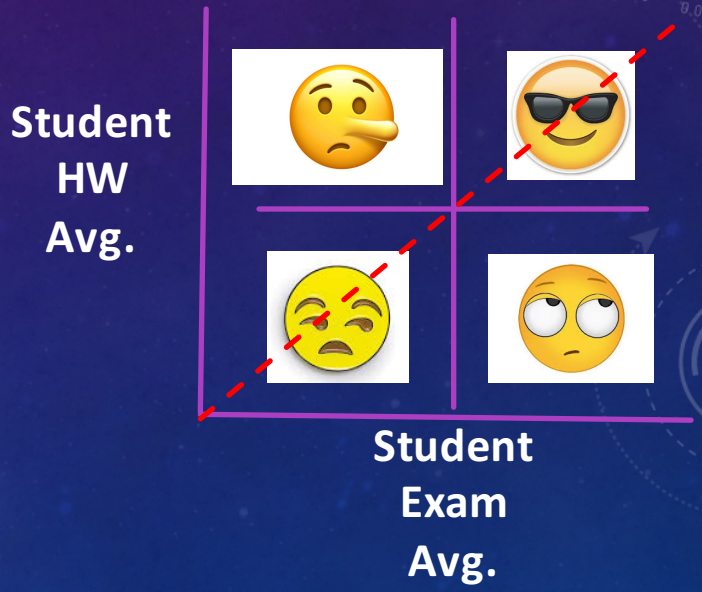
1. University should adopt University-wide online proctoring system (enterprise level)
2. Broader dissemination of other tools instructors can use
3. Regular review of AI tools and dissemination to University faculty
4. Provide better guidance around "study sites"
5. Develop Syllabus statement and templates for removal of materials from said sites

TOOLS AND SERVICES TO HELP

- Use TurnItIn
- Use Moss for computer code
- Use the Testing Center for quizzes and exams
- Monitor Course Hero and similar websites
- Preventing Academic Integrity Issues website
- Request a Learning Designer consultation

QUEST FOR RELIABLE STUDENT ASSESSMENT

- **Reality (lecture and online): any assessment not performed in front of the instructor and/or in a controlled environment is not an accurate assessment**
- **Discussion as faculty and data studies on HW show discrepancy**
- **Actions taken:**
  - **HW no more than 15% of final grade**
  - **More frequent exams/drop lowest grade**
  - **Use HW quizzes to assess effort**
  - **Include participation grade (5% typically)**
  - **Multiple versions of exams in-person**
  - **Question groups for exams online**



PRACTICAL STRATEGIES

- Communication
- Research
- Design
- Tools

COMMUNICATION IS KEY

- Add a statement to your syllabus
- Require students to read and sign an AI quiz
- Set expectations early
- Remind students throughout the semester

WHAT RESEARCH SAYS REDUCES CHEATING

- Developing good rapport with students
- Linking Academic Integrity with Professional Integrity
- Using students intrinsic motivation (virtue integration)
- Reducing student test anxiety

PEDAGOGY AND DESIGN

- Use more authentic assessments
- Set achievable assignments
- Spread assignments out over the entire semester
- Change assessments out each semester
- Use peer review
- Provide detailed feedback to students
- Link objectives and assignments

CANVAS TACTICS

- Use randomization
- Require posting first before seeing others
- Avoid simplistic “Google-able” questions
- Show one question at a time and no answers
- Use tighter time limits
- Use algorithmic equations
- Use different data for different students
- Change out questions each semester
- Create question banks
- Use assessment blueprinting

ROWE, NEIL C., CHEATING IN ONLINE ASSESSMENT: BEYOND PLAGIARISM
ONLINE JOURNAL OF DISTANCE LEARNING ADMINISTRATION, VOLUME VII, NUMBER II, SUMMER 2004.

Table 1. Example calculation of the overlap of two randomly chosen student tests.

Number of questions selected at random	Pool size	Average number of questions in common for two students
5	10	2.5
10	20	5.0
20	40	10.0
30	60	15.0
40	80	20.0
5	15	1.7
10	30	3.3
20	60	6.7
30	90	10.0
40	120	13.3
5	25	1.0
10	50	2.0
20	100	4.0
30	150	6.0
40	200	8.0

Rowe, Neil C. Online Journal of Distance Learning Administration, Volume VII, Number II, Summer 2004

EMS RESOURCES

- EMS Academic Integrity Information
- Academic Integrity Strategies
- About Academic Integrity

SOME SOURCES

- Dutton e-Education Institute Faculty Development website
- University of Regina: Strategies to Reduce Cheating
- University of Central Oklahoma: Reduce cheating in online courses
- Foothill College: Prevent Cheating
- The Atlantic: How to stop cheating in college
- Faculty Focus: Tips for reducing cheating in the college classroom
- University of Central Florida: Cheating reduction strategies
- University of California at Berkeley: Academic Integrity

QUESTIONS AND ANSWERS

FOR MORE INFORMATION

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