Academic Integrity Task Force

Minutes

October 8, 2010

Present:

Committee Members: Co-Chairs Stephanie Hanson and Jen Day Shaw (transcriber), Steve Hagen, Ken Gerhardt, Angela Linder, Chris Loschiavo, Sara Mock, Heidi Radunovich, Paul Robinson, Paul Sindelar and the guests detailed below.

Guests: Jill Lingard (CBA), Angie Holland (CBA), Allen Wysocki (CALS), Pam Dickrell (COEng), Stephan Linden (COP), Susan White CPHHP), Michelle Leonard (Marston Library), Mary Edwards (HSC Libraries)

The focus of the meeting was distance learning and whether that format has particular issues with regard to Academic Integrity. After introductions, guests answered the questions (1) What has been your experience with academic integrity issues in the distance learning environment? (2) What questions should we pursue on the faculty or student surveys related to this topic?

Jill Lingard from the College of Business Administration

- Testing is not online; done through proctored test sites; tests are scheduled for the same date and time (within 90 minutes) as the on campus test
- These programs won't work for everyone due to job/travel demands
- The program sets a maximum of 25% of the total grade may come from online assessment such as quizzes. These are used as a means of determining that students are keeping up rather than assessment of learning.
- Questions are scrambled.
- Proctors are at community college testing centers
- The College provides expectations of proctors
- The tests given at the testing site are paper/pencil
- Students with disabilities are accommodated
- They only allow test sites in the state of Florida
- There have been some instances of cheating but is rare
- Each faculty sets the level of detail required of proctors during tests (i.e. all cell phones turned off, no paper allowed in testing room, etc.)
- Online quizzes are often timed.

Angie Holland from the MBA Programs

- Require on campus final examination
- Some classes meet periodically which is when those courses test
- Two AI incidents have been caught by turnitin.com; both were international students
- They educate new faculty about the AI process
- Sakai allows use of turnitin.com

<u>Allen Wysocki from the College of Agricultural and Life Sciences</u>

- On and off book programs
- Use county extension offices for some proctoring
- Students sometimes have to find their own proctors
- Some faculty use a significant amount of questions during a short time period so students don't have time to look up the answers
- Many faculty use application questions
- There is no maximum percentage of online assessment in figuring the final course grade set.
- Do have some international students- some use test centers, others aren't able to.

<u>Pam Dickrell from College of Engineering</u>

- Students all over the world; some are military
- 7 departments have online programs
- Some courses are taught on campus and then recorded and put online
- Assignments are on the same schedule as the on campus course
- Students are responsible for finding their own proctor for exams; there are guidelines on their website; program verifies the proctor; if cost, student pays
- They have a proctor database where proctors log in, the exam has a password, and it is available at a certain time; time can differ by a few days across different proctors
- Proctor signs off on the conditions set by the faculty member
- Can fax, scan, or e-mail exam back based on what is agreed ahead of time
- In India, there were some issues in the past so the College pays proctors through a college there
- China is tough for finding proctors
- They use turnitin.com for quizzes, lab reports
- They've had a few AI violations
- Some faculty allow a few days after the on campus exam for students to schedule to take it online due to time differences and work schedules
- Proctors are verified through a phone call
- Email address must match company; also look at ending of email (i.e. .mil; .lib)

<u>Stephan Linden from College of Pharmacy</u>

- Off site campuses
- On line exams; use clickers
- Compare answer differences between campuses
- Mix up multiple choice questions as cheating deterrent
- Finals are open book
- They do use turnitin.com
- No other proctoring; online tests are timed and questions scrambled
- They did have one significant cheating situation (multiple students)
- Sakai doesn't lock down browser but the student can't go backwards

<u>Susan White from College of Public Health and Health Professions</u>

- For one program, students come to campus for the final
- Other students set up their own proctors; verified
- Exams are timed; lock down browser
- Best practice is to do open book
- No proctors currently
- Application based; tests timed
- Other assessments: projects/papers
- Some international students; struggle with understanding of plagiarism
- For papers, sometimes allow early submission for a review to give students chance to correct
- Great tutorials on the turnitin.com website
- No campus visits required
- Lots of military
- Exams days have a window
- They compare test results on and off campus
- Program can see if students log in at the same time
- Locking down the browser is frustrating as it is sensitive to interruptions in signal so would often kick students out
- Cameras used elsewhere but staffing is the issue
- Students said they felt test anxiety on camera when they pilot tested using cameras

<u>What should the Task Force ask faculty and students on the surveys?</u>

- Have you observed any incidents of cheating in an online course?
- Definitional questions regarding plagiarism and cheating
- F: What are the sanctions for various violations?

- F: Do you want guidelines for making distance learning courses as secure as possible?
- F: Do you use the AI process?
- F: What are barriers to using the AI process?
- F: What resources/support would be helpful? What are proctor resources?

Michelle Leonard described an NSF grant that will design a game to teach international STEM students about plagiarism. The grant is just beginning.

The Task Force will meet Oct. 22, Nov. 5, Nov. 19, Dec. 3 and Dec. 17.

The Task Force was asked to send specific questions to Stephanie and Jen by Oct. 13 so they can refine the survey and turn it in to Institutional Research for final assistance.

During the next meeting, the Task Force will derive focus group questions.

Jen and Heidi will present to the Faculty Senate on Oct. 21 regarding the work of the Task Force.