



Academic Integrity Webinar Series



**TESTING AND  
PROCTORING  
BEST PRACTICES**



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June 14, 2018  
12-1pm

**Why do students cheat?**

COD Library Information Literacy Program

# Student Perceptions of Academic Honesty

Spring 2016 - Spring 2018

## 5 Semesters of ALP English classes

Over the course of 5 semesters, 166 students in Accelerated Learning Program (ALP) English classes were asked to complete a short poll before participating in a discussion about Academic Honesty.



Their responses were anonymous.

## How do they feel about cheating?



COD Library's ongoing survey of Accelerated Learning Program (ALP) English students' perceptions of cheating behaviors.

# 71%

Have been tempted to cheat on a test, homework or other school assignment

**55%**

Would cheat if they knew they wouldn't get caught

# 29%

Think it acceptable to cheat on something small like a  
pop quiz or group assignment

# 86%

Would not report someone for cheating

# What “counts” as cheating?



**63%**

Copying a friend's homework



**44%**

A friend tells you what's going to be on the test



**32%**

Handing in a paper you wrote for another class



**75%**

A friend gives you a copy of the exam with answers



**69%**

Using sentences verbatim from an online paper



# Three Questions

What is my purpose?



Can I do this?



What are the costs?



# Achievement Goals

<i>Goal Type</i>	<i>Personal Goal</i>	<i>Perceived Goal Structure</i>
Mastery approach	My goal is to truly learn about/understand this topic	My instructor really wants us to understand this and gives us opportunities to practice until we learn the material well
Mastery avoid	My goal is to not misunderstand this topic	My teacher focuses on making sure that we don't misunderstand the material
Performance approach	My goal is to show the other students that I know more than anyone else	Success depends on being able to appear smarter/more prepared than anyone else
Performance avoid	My goal is just to not look dumb - I don't want others to think I'm stupid	Looking incompetent is something to avoid
Extrinsic	My goal is to get an A on the exam - I just want a good grade	My instructor really stressed the importance of getting good grades

# Students are more likely to cheat if they...

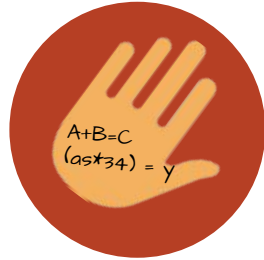
- Have extrinsic goals for success or perceive an extrinsic goal structure
- Do not feel confident or self-efficacious
- Can rationalize the cost



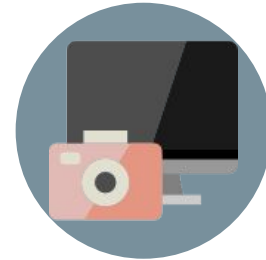
**How do students cheat?**

# Know the Ins & Outs of Exam Cheating

Exam Material In



Exam Material Out



# **Best practices**

# Before the test

Have students place personal items at the front of the room

Assign seating

Remind students of your policy on cheating

# During the test

Walk around room and make eye-contact

Prohibit or limit restroom breaks

Change seats of any students appearing to exchange information

Make notes of any irregularities



# After the test

Collect all exam copies and any scratch paper

Count collected exams

# Adopt Testing & Proctoring Best Practices

Create multiple versions

Scramble answer choices

Change questions each semester

Secure tests and test items

# Be Aware of “Perfect Storms”

Emphasis on performance

High stakes riding on the outcome

Extrinsic motivation

Low expectation of success



# Upcoming Academic Integrity Webinars

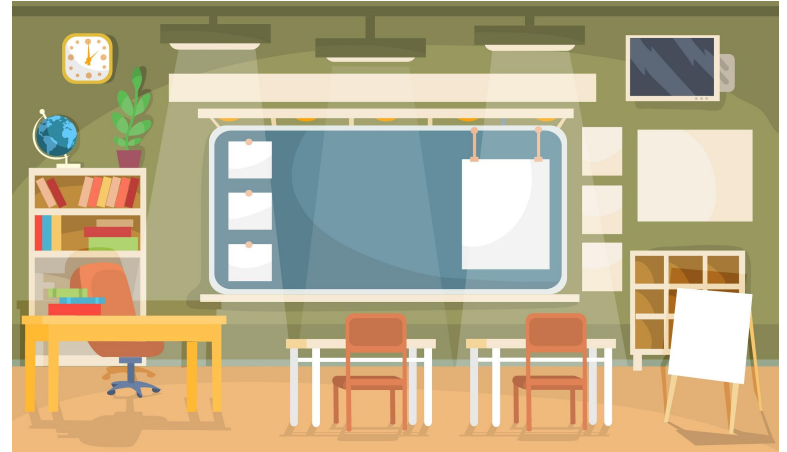
Preventing, Identifying and Dealing with Plagiarism  
Thursday, June 28

Plagiarism Resistant Assignments  
Thursday, July 12

Creating a Classroom Culture of Integrity  
Thursday, July 19

## Credits

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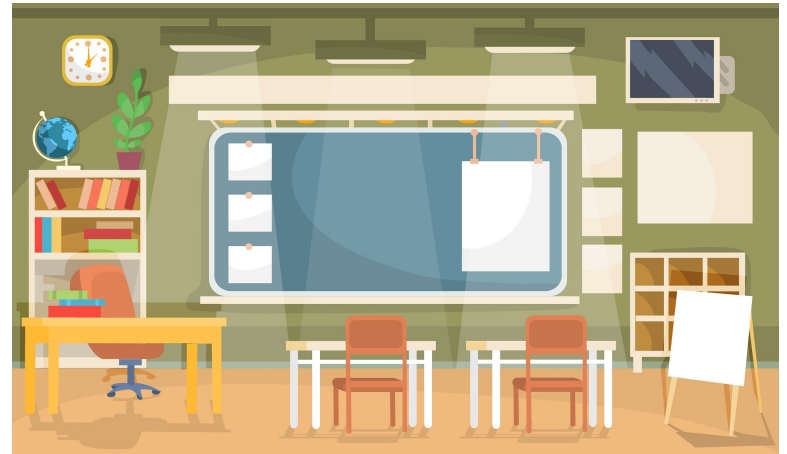
# For Additional Information

## College of DuPage Library - Academic Honesty Guide

Including:

- Instructor Toolbox
- Resources
- Student Perceptions of Academic Honesty

<http://www.codlrc.org/AcademicHonesty>



# References

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- Olsen, J. & Fremer, J. (2013). *TILSA Test Security Guidebook: Preventing, Detecting, and Investigating Test Security Irregularities*. Washington: Council of Chief State School Officers.
- Stonecypher, K. & Willson, P. (2014). Academic policies and practices to deter cheating in nursing education. *Nursing Education Perspectives*, 35(3), 167-79.