

Knowledge is Power: The Need for Academic Integrity Assessments

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Agenda

- The dangers of ignorance
- A modest proposal – collect data
 - Survey
 - Audit
 - Process Data
- What can be done about it
 - Identify leverage points
 - Education
 - Policy changes
- The limitations

Do You Know?

- How many cases of cheating your university handled last year?
- How many students admit to cheating at your university last year?
- How your university compares to others in your region?
- If students and faculty know and understand basic principles of academic integrity?
- How your students feel about school and the need for integrity?

The Dangers of Ignorance

APPS · November 13th, 2017

Scandal rocks Ohio State University as 83 students accused of cheating via app

by Tom Keassey/ABC7 | Tuesday, April 24th 2018

CBS NEWS / May 10, 2018, 10:41 AM

Texas Christian University tutors accused in alleged cheating case

What I Propose

- *Wraparound, data-centered approach to change*
 1. Survey assessment of academic integrity
 2. Audit of academic integrity processes
 3. Examining integrity process data

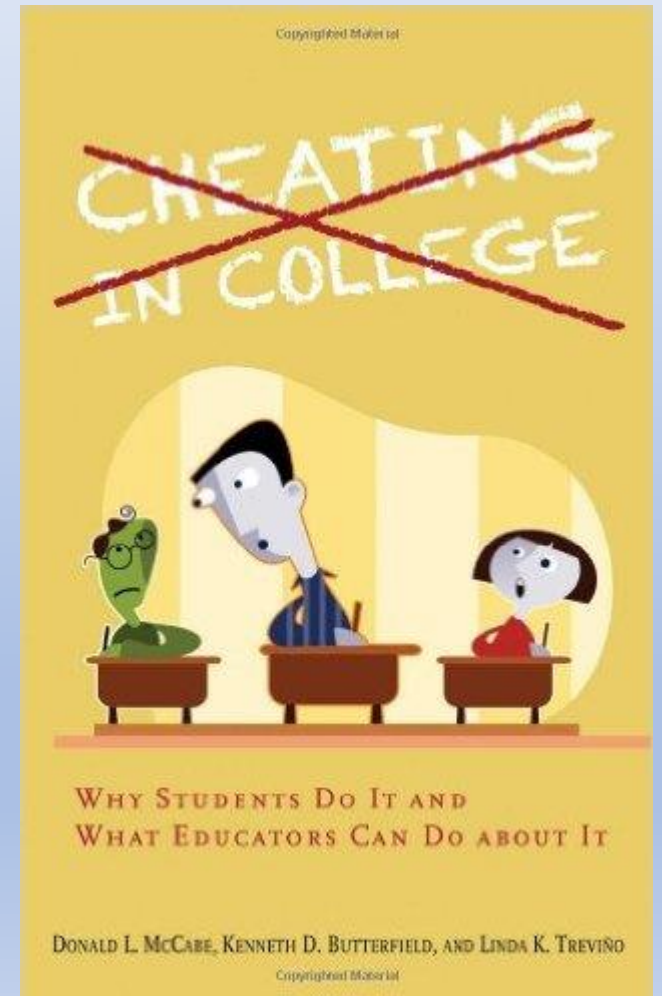
1. Survey Assessment

- History
- What we've learned already
- See my talk this afternoon
 - What can this survey do for your institution?
 - Future of the survey

McCabe's Research

- Surveyed over 100,000 students over 30 years
- Published 42 major articles; 1 book
- Cited well over 5000 times!

- Conducted major surveys in 1990/1, 1995/6, 2005/6, and ongoing until 2010



Topics of Interest

- How much do students cheat?
 - Do these rates change over time?
- Do different groups cheat more?
 - Gender, Nationality, Greek Life, etc.
- Are students in different kinds of academic programs more likely to cheat?
- What other factors are important?

Knowledge Gained

- State of integrity worldwide
- Benchmarks for individual institutions

There's a Lot of Cheating!

- McCabe surveyed 73,738 students between 2002-2010

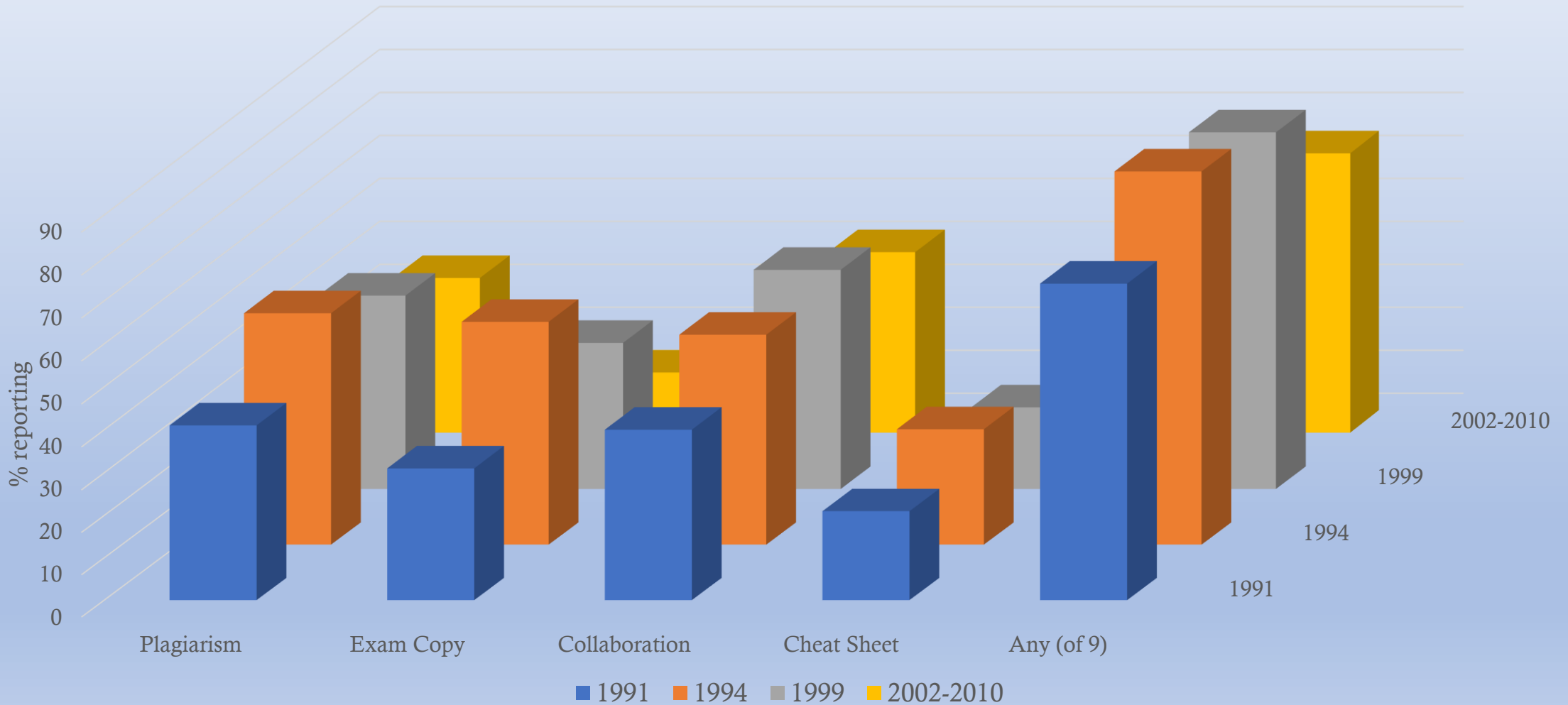
65% reported cheating

42% worked on HW with others

36% copied at least a few words in a paper without citing

14% copied work on a test

Patterns over Time



Other Factors

- **GPA:** Higher GPA → less cheating
- **Age:** Older → less cheating
- **Greek Life** → more cheating
- **Extracurriculars** → more cheating

McCabe & Trevino (1997)

Academic Programs & Cheating

Program	Self-reported Cheating	Compared to Business
Business	46%	
Medicine	38%	Less
Law	30%	Less
Engineering	44%	Same
Science	41%	Less
Humanities and Soc. Sci.	39%	Less
Education	39%	Less

2. Audit of Academic Integrity Processes

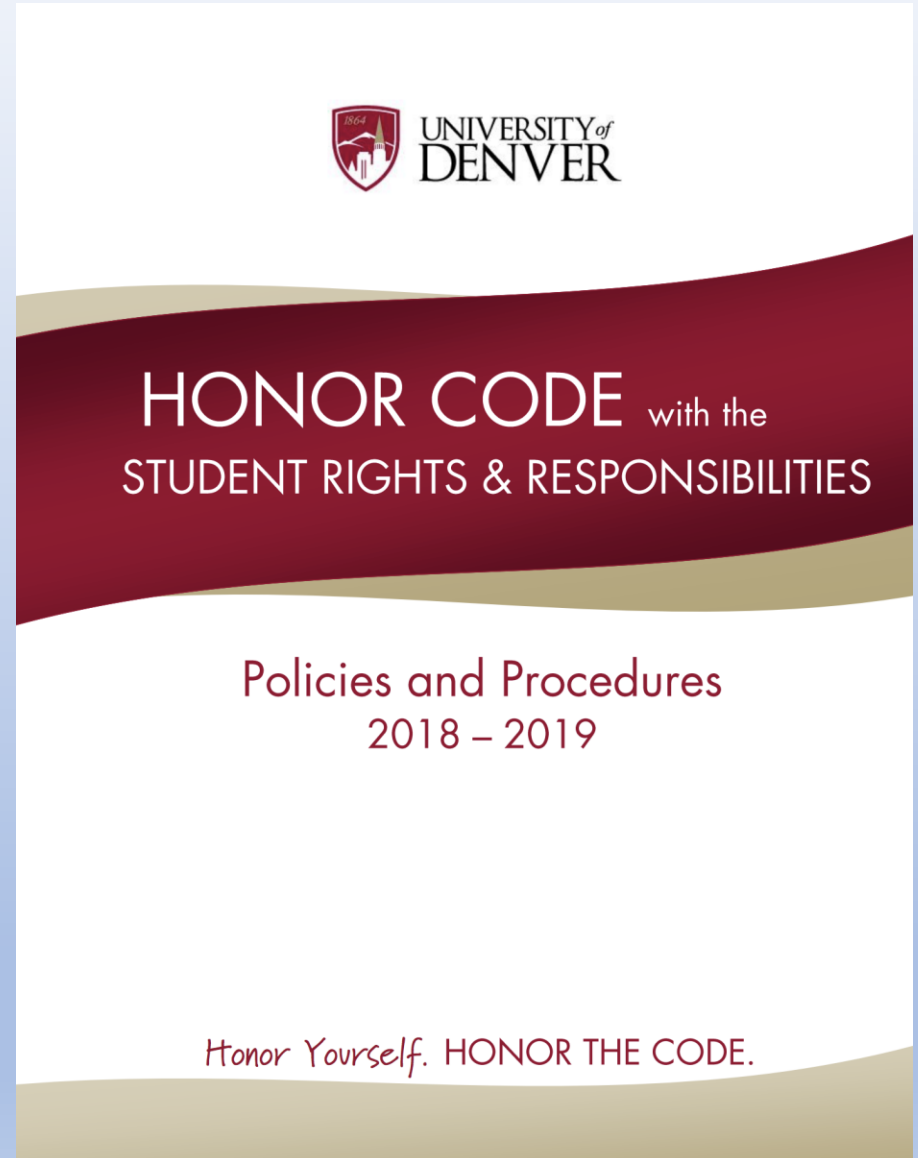
- Learning Objectives
- Policy Documents
- Processes
- Outcomes

Learning Objectives

- Academic Integrity is part of student learning
- What are the goals of your system?
 - Train ethical leaders
 - Help students develop “grit”
 - Teach the ethics of higher education
 - Retention
- Create a document outlining the goals
 - Buy in from all stakeholders

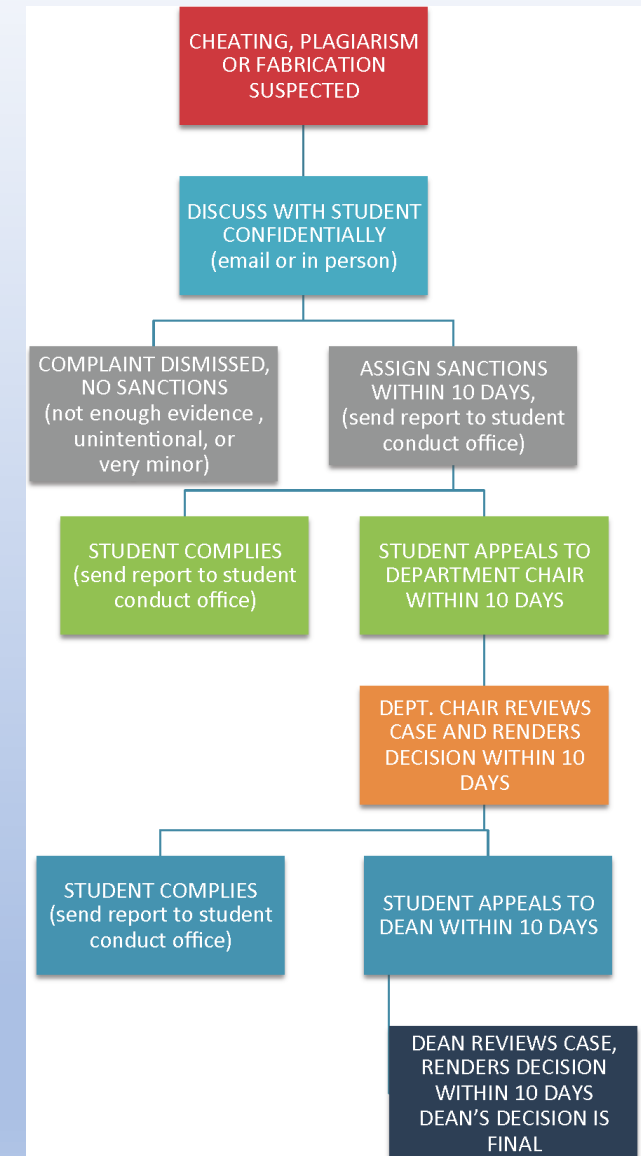
Policy Documents

- Gather all documents relating to AI
 - Policies, handbooks, etc.
 - For students, faculty, and administration
- Evaluate relative to goals
 - Are they aligned?
- Evaluate relative to reality
 - Are you really doing this?



Processes

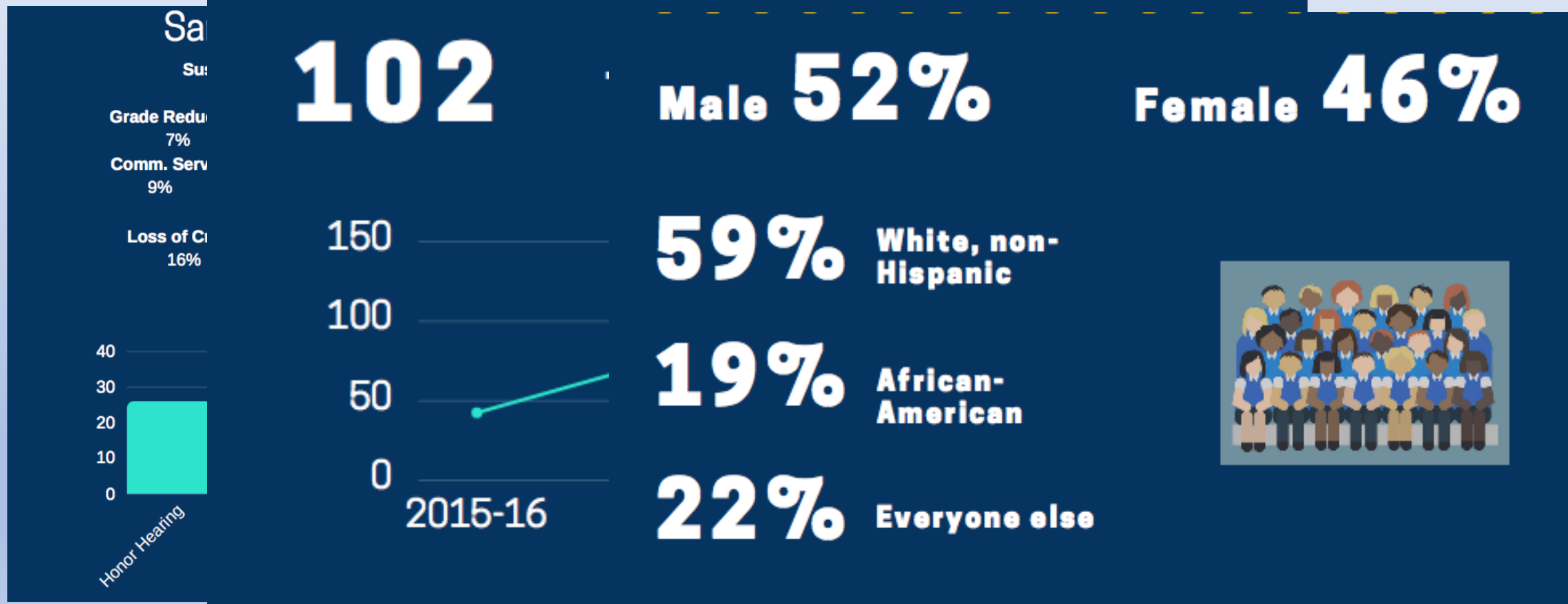
- Collect manuals, if available
- Interviews with stakeholders
 - Students who have been through the process
 - Conduct officers
 - Faculty
 - Deans and Provosts
- Determine if processes match policies
- Note challenges and satisfaction
- **Compare to learning objectives**



3. Examine Integrity Process Data

- Number of cases
- Types of cases (plagiarism, exam cheating, etc.)
- In what disciplines, classes
- Demographics of students

Example Data and Its Uses



Data as a Tool for Change

- Social norms
- Finding actual problems
- Understanding attitudes to shape behaviors

Identify Social Norms

- Determine actual frequency of dishonesty
 - Students and faculty have different views
 - Mythology grows around individual events
- If lower than expected, consider social norms marketing
- If not,
 - Identify low hanging fruit
 - Consider policy changes
 - Invest in a culture of authentic learning

Solve the Problems You Have

- Avoid naïve assumptions
 - “Our students are worse”
 - “Our faculty are lazy”
 - “Kids these days...”
- Identify root causes
 - Widespread/specific
 - Changes in policy or procedure

How to Use Data

- Find points of leverage
- Data indicate that lower level courses have most of the cases
- Certain departments also have many cases
- A few courses account for a lot of cases
- Provides target for intervention

Row Labels	Count of Full name
CPSC 220	55
RELG 103	18
CHEM 112	16
SPAN 327	18
200-299	69
BIO 101	14
ENGL 101	11
300-399	53
HIST 105	11
FINC 301	6
400-499	12
WANT 105	4
GEOG 103	6
RELG 103	4
500-599	4
DSCI 259	5
FINC	6
Grand Total	239
DSCI 205	9

Using Data to Understand and Shape Attitudes

- Moral Domain Theory
 - Helps understand students' beliefs about cheating
 - Wrong because society dictates it to be
 - Wrong because it is immoral
 - Not really wrong, just arbitrary
- Neutralizing Attitudes
 - Understand that behavior is wrong, but find reasons to *neutralize* that belief
 - Cheating is ok if no one is harmed
 - Cheating is ok if everyone else does it
- **Allows for communication targeting actual beliefs**

Conclusion

