Suggestions for Maintaining Academic Honesty in Class and Online

Preventing dishonesty

- Include a statement in each syllabus about the importance of academic honesty

- Remind students of the expected and relevant formats for citation and references with each assignment

- Call students' attention to the campus Academic Honesty Guidelines, the Student Code of Conduct, the Information Technology Services Acceptable Use Policy, the Honor Codes of the College, and the professional codes of conduct in each discipline

- Refer to these policies as guidelines vital to academic and career success

Strategies that may deter cheating during tests and exams

- Use "backward" questions: these are application based, but can be multiple choice. Using this format, instructors provide the short essay or response. Then, students choose from multiple options what the best question is. It's an interesting testing process that surprises students and encourages thinking.

- Set a time limit for the test in MyGateway by setting a starting and an ending time. Consider carefully what a reasonable time period is to respond to each question as you compute the time allocation. Make provisions for students receiving support from Disability Access Services who may need extended test times.

- Design tests with a variety of item types. Incorporate objective items, short answer, long answer, essays. Include questions that reference material included in online or class conversations or discussions. Design questions that require more than recognition and recall of facts. Questions that require application of content can challenge students' thinking during a test.

- Develop a large pool of questions so that questions can be scrambled allowing each student to receive a different set of questions.

- Meet with students individually online to test or quiz them on course content. This enables instructors to explore depth and breadth of students' knowledge and understanding of the concepts.

- Make a policy of routinely or randomly debriefing and/or interviewing students concerning their responses to a test or quiz. Ask specific questions concerning their answers.

- Have different versions of the test/quiz. Send students their own version of the test/quiz, rather than posting one test/quiz. Sending the test/quiz allows you to check to be sure each student received their test/quiz.

- Display one question at a time instead of displaying the entire test. Set your test so that multiple attempts are not allowed. Set the test to prohibit backtracking and force completion. Inform students of these limits in the syllabus when you describe evaluation methods.

- When giving a test in Technology Enhanced Classrooms (TEC) or in the Online Testing Center, use the Respondus Lockdown Browser so that students are unable to leave the test window to find an answer. Lockdown Browser also prevents printing. Contact the Faculty Resource Center to explore how to set this option in MyGateway.

Messages that may set a tone of expectation and caution

- Remind the class in writing (and orally) before each test of your expectations and limits. Consider varying these guidelines over the course of the semester:

    o Is the test open or closed book?
    o What notes (if any) may students access?
    o How much time is allotted for the test?
    o With whom may students confer (if anyone) while taking the test?

- An example of such expectations:
  "This exam will be completed during the allotted time period and without the aid of books, notes, or other students. Allocate approximately ___ seconds per question to complete the exam. The exam must be taken online from start to finish. Do not download the test to take it or distribute it to anyone. The statistics feature in MyGateway will be monitored for violations of these requirements and reports of academic dishonesty will be sent to the Office of Academic Affairs."

On another note

- Consider how your course is designed and whether tests are the best option for assessing learning. There may be alternative and reliable options to assess student learning and comprehension. Consider assignments that require students to apply what they are learning by writing short essays or journals, completing small group assignments and projects, contributing to discussion boards, wikis, or chats, working on community-based projects.