Academic Integrity and Accessibility Consideration in Assessment

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Why Students Cheat
Communicate integrity

• State the academic integrity/academic honesty policy
• Require student engagement with the academic integrity policy.
• Make sure that expectations are clear to students.
• Provide students with resources on research and/or study skill.
Assessment and evaluation

• Vary your assessment techniques and provide multiple means of assessments.
• Lower the stakes of individual assessments and Increase the frequency.
• Scaffold larger assignments.
• Student Choice
• State expectations for the coursework and provide rubrics
• Formative assessment
Exam design consideration

• Leverage live Zoom sessions to provide opportunities for feedback.
• Make exams open-resource (e.g., open-note, open-book) instead of closed-resource exams.
• Change test items and assignment topics each semester.
• Promote self-assessment.
• Mock exam
• Limit the times when the online exam is available
• Use question pools and randomization features
• Show questions one at a time
• Pair some multiple-choice questions with open-ended questions
Debrief and reflect after assessments

• Prompt students to write a memo after an exam.
• Give feedback to the entire class.
• After a major assessment, describe links that you see between student actions and student success.
• Allow student resubmission of drafts after feedback if appropriate.
Accessibility Accommodations

• **Blackboard exams—setting exam accommodations**

• In-person proctoring for students registered with LSS
  • M-F, 9:30-4:30 in Falvey 205
  • Students book through ClockWork

• **Academic Integrity Policy**

• Common barriers to access:
  • Overlapping classes
  • Inaccessible content
Setting Up - Rich

• Blackboard Exam Settings
• Respondus Lockdown Browser
• Respondus Monitor
• SafeAssign
• Text Exceptions