

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