



Assessment Integrity in a COVID-19 Teaching Environment v2

Assessment Integrity in a COVID-19 Teaching Environment

Today we have about 50 minutes to review important issues regarding assessment/grading in courses previously Face2Face and now asynchronous or synchronous and virtual.

Part 1 - a reminder of principles for assessment/testing/grading and strategies that promote academic integrity and a summary of previous webinar input

Part 2 – specific issues you have identified or solutions you have found



**Help us facilitate
an open
conversation**

We have small groups to allow for interaction

We have found that chat and raising your hand doesn't work as well as simply muting yourself (we have NOT muted you)

Unmute yourself when you want to talk and we will call on you in order so you can share

Then return to mute after sharing

If you have a better online conversation mechanism – let us know

Definition and reminder

We have always been required to have academic honesty or integrity policies and to clearly communicate consequences.

Where would you find typically these policies?

- Board Policy
- Administrative Procedures or Policies
- Faculty Handbook
- Student Handbooks
- Syllabi
- Websites
- Catalogs

These policies are required for accreditation to ensure that we get federal student financial aid

It is a good time to review these


statements.

[Click here to return to the exam.](#)

ConferZOOM

Campus Resource
Guide

Online Tutoring

Files 

Outcomes 

Collaborations 

Pages 

Assignments 

Syllabus 

New Analytics

Settings

Question 1 0 pts

- I, affirm that I am who I say that I am as I take and submit this exam/quiz. I acknowledge that this submission is entirely my own work, and will not accept or seek any assistance from anyone else during the exam.

- I, affirm that I will not use any web-enabled devices, lecture or lab notes, homework assignments, textbooks, recordings/audio input, and any other related references for the purpose of searching for or confirming answers during the exam/quiz.

- I, affirm that I will not share the exam questions with anyone for the purpose of providing someone else with an unfair advantage upon the exam in the future.

Please read and acknowledge below.

COLLEGE OF THE CANYONS STATEMENT ON ACADEMIC INTEGRITY AND PLAGIARISM

(Approved by Academic Senate in May, 2010)

"Students are expected to do their own work as assigned. At College of the Canyons, we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain. To facilitate a culture of academic

5

One example of integrity statement before quizzes and exams from AJ at College of the Canyons

Why do you think misconduct occurs?

- Panic, lack of time or study, procrastination, stressed, afraid, etc
- Unclear on academic integrity definitions
- Lacking confidence in their own words or thoughts (plagiarism)
- Inadequate preparation and expectations in research, citations, note-taking
- Misunderstanding about the scaffolding of coursework where skills build, and expectations increase
- Misunderstanding regarding “open book”
- Easy to purchase responses aligned with a consumer mentality – I want the product the process is unimportant

What are some Hot Spots for Academic Dishonesty?



Online Exams, Quizzes, Assessments

Lab reports

Using translation apps

Copy and paste research/Google

Group work – rubric and expectations

Sequential tests/quizzes within sections

Phone a friend

Unlimited time

Multiple choice

Discussion forums for points

Ideal Assessment Methods in Online Courses

<https://www.insidehighered.com/digital-learning/article/2018/10/31/qa-strategies-better-assessments-online-learning>

There's a substantial amount of research devoted to determining the best approach to assess online learning (namely authentic, engaging, and involved activities with sound philosophical and pedagogical links).

- What should be the **current focus**?
 - What's the **absolute** best?
 - What's the best for **right now**?
 - A **mix** of both?
 - What will **serve students** the best?
- How can we **realistically accomplish** it?

<https://www.insidehighered.com/digital-learning/article/2018/10/31/qa-strategies-better-assessments-online-learning>

Align interventions and messaging to prevent misconduct

Be intrusive, be available

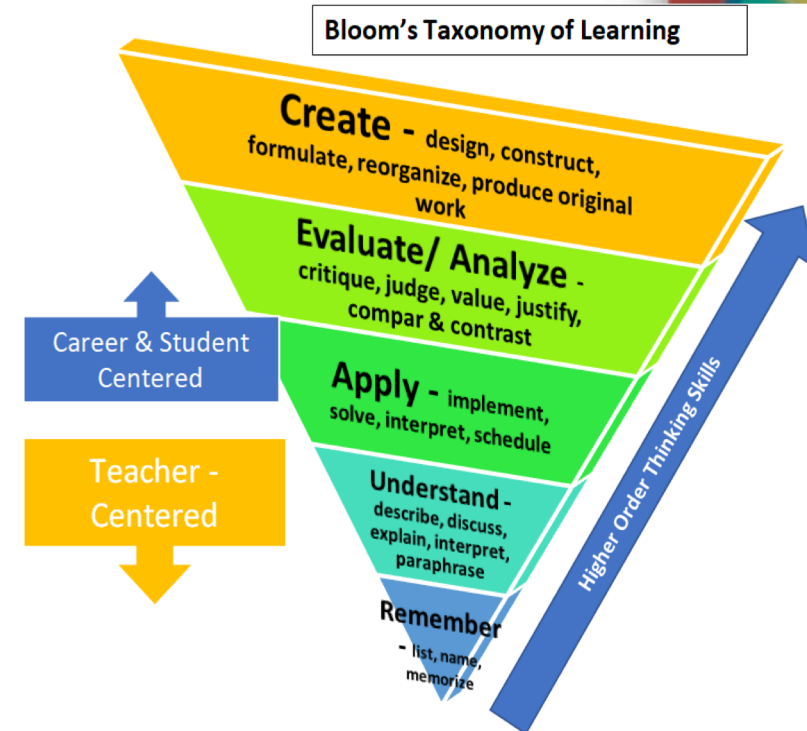
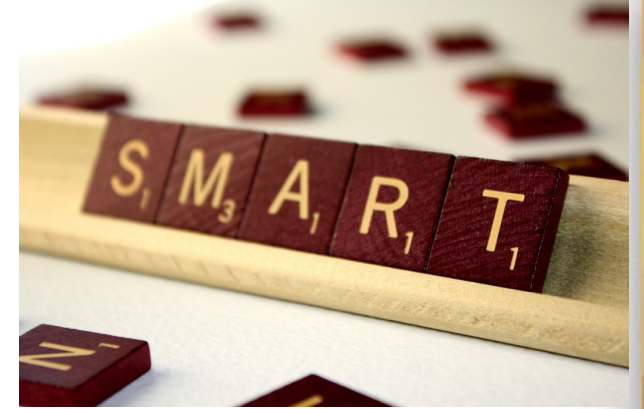
Explain appropriate citations/references, notetaking, paraphrasing

Have student email you about academic integrity(see resources)

Consider difficulties for students (access to materials, time, etc)

Create assessments at the highest Blooms taxonomy levels - SLOs

Construct rubrics to provide points for good academic behavior



Some Issues and Solutions Shared by Colleagues

- Issues with Synchronous and Asynchronous
- Issues with Proctorio
- In one assignment students send faculty an email defining academic honesty
- Certificate of integrity
- Survey students to see what kind of testing, assignments, quizzes work best (learning and testing styles)
- One college department designed all assessments open book since they could not control those who would or wouldn't
- Start with low level, low point questions to dis-incentivize cheating -
> progress to higher level applications with more individualized responses and higher points

Some Solutions Shared by Colleagues

- Give them an online quiz with a writing portion about the quiz
- A Film faculty shared she created an extra credit assignment to keep spirits up by focusing the assignment on a comedy
- To prevent discussion board reposting/plagiarism when used for points, use a setting that will not post others' responses until the student posts theirs first
- Faculty strategically approached students' lack of time and distractions by breaking exams into smaller parts, allowing students to take breaks
- Flexibility and equitability – timing is not always the same limitation if kids and family are home, if using a cell phone instead of a computer for tests
- Randomizing questions, randomizing answers, different groups with different assessments
- Assessing higher order skills – scenarios, case studies, large problems
- Create higher point values now and less when the disease may impact families more in the later months

IDEAS for Group Integrity



Groupwork Assessment

1. How many of the group members participated actively most of the time?

| | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|

2. How many of the group members were fully prepared for groupwork most of the time?

| | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|

Overall, how effectively did your group work together on this assignment?

| | | | | | |
|----------------|------|------------|--------------|--------|------------|
| Extremely Well | Well | Adequately | Inadequately | Poorly | Not At All |
|----------------|------|------------|--------------|--------|------------|

Give one specific example of something you learned from the group that you probably wouldn't have learned on your own.

Give one specific example of something that other group members learned from you that they probably wouldn't have learned without you.

6. Suggest one specific, practical change the group could make that would help to improve everyone's learning.

Grading Rubric for Group Work (for a 4 member team)

1. Write your name
2. A brief description of the work you did
3. Other team members sign your description to validate the work
4. You validate others by signing their description

| Name | Description of work done | Other team member validate with initials | Other team member validates with initials | Other team member validates with initials |
|--------|---|---|---|---|
| Sample | Contributed to research, wrote introduction, created table, checked citations | #1 initials #2 initials #3 initials | #1 initials #2 initials #3 initials | #1 initials #2 initials #3 initials |
| | | | | |
| | | | | |
| | | | | |

Ongoing concerns

- Faculty are struggling with this rapid shift
- Balance preventing cheating with writing a good exam. The best of both worlds takes time, training and trials.
- What does “open book” truly mean?
- Some disciplines have specific concerns nursing, A&P, microbiology, foreign language faculty
- Conversion to appropriate online assessments is work and time heavy.
- Testing without student experience - 3D not 2D.
- Connect with students a few times a week
- In a no contact world - use words to provide feedback

Now your turn

What are some?

- thoughts
- potential
- existing issues
- solutions
- resources

Resources

Assignments to Enhance commitment to academic integrity

- <https://academicintegrity.as.ua.edu/faculty-resources/sample-assignments/>
- <https://citl.indiana.edu/teaching-resources/academic-integrity/designing-assignments-encourage-integrity/index.html>

Better Assessments Online

- <https://www.insidehighered.com/digital-learning/article/2018/10/31/qa-strategies-better-assessments-online-learning>

Defining Academic Honesty

- <https://www.chabotcollege.edu/governance/academic-senate/core-academic-values.php> & <http://www.chabotcollege.edu/student-services/student-conduct-guidelines-address-violation.php>
- <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>
- <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper29.pdf>

Resources and further input

ASCCC COVID-19 <https://asccc.org/covid-19-faculty-resources>

Direct questions to info@asccc.org

ACCJC <https://accjc.org/covid-19/>

CCCCO <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus>