

Academic Integrity in the Digital Age

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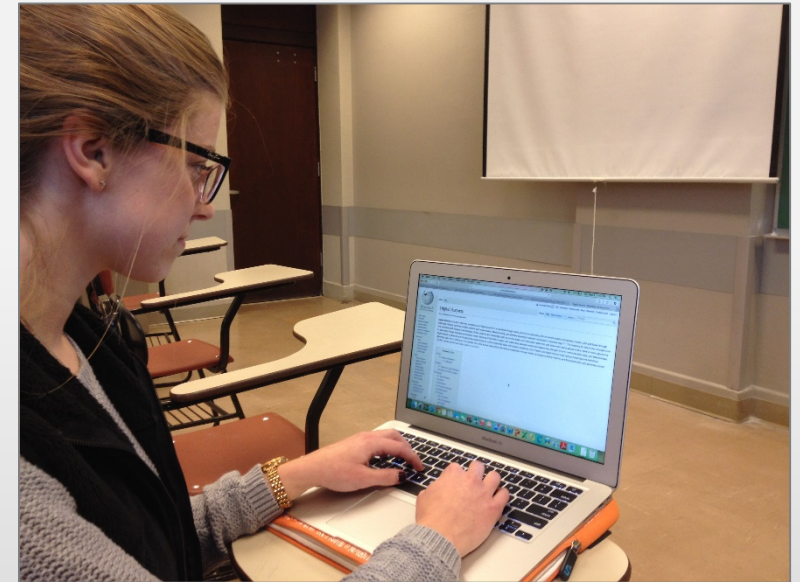
Objectives of Presentation

- Review what we know about cheating in college and the veterinary school environment
- Learn how to review electronic testing data to look for patterns of cheating
- Understand improvements to make in the testing/learning environment



Prevalence of Cheating

- Cheating is an uncomfortable topic
- Cheating is common and the rates aren't significantly changing
- 1960's Bowers found 75% of college students had cheated at least once during their undergraduate careers
- McCabe studies / research
 - 82% prevalence in early 1990's
 - 65% in 2002 - 2010 web based surveys



Prevalence of Cheating in Health Sciences

- McCabe 2002-2010 surveys
 - 45% of health sciences
(38% medical students to 61% of pharmacy)
- 19% to 58% medical students
- 70% to 90% nursing students
- 75% dental students
- Veterinary Students ????



Why Do Students Cheat?

- Emphasis on performance over mastery (grades)
 - Scholarship selection
 - Honors and awards
 - Internships & Residencies
 - Competition
- High Stakes
 - Heavily weighted exams
 - Lock step program
 - Pressures for internships



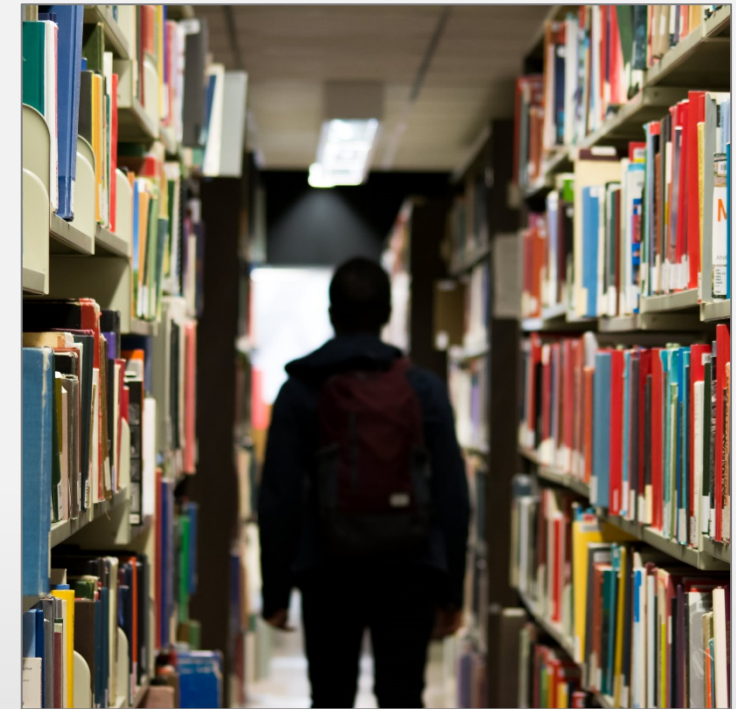
Why Do Students Cheat?

- Extrinsic motivation
 - National board examination
 - Pressure to please parents
 - Pressure to please faculty
 - Scholarships
 - Internships
- Low self-efficacy
 - Volume of material on exams
 - Testing on details vs. learning outcomes
 - Unclear expectations from instructors



Why Do Students Cheat?

- Influence of peers
 - Need to keep up with peers
 - If others are doing it I need to do it too
- Disagreement on what is cheating
 - Millennial attitude towards collaboration
 - Challenge with individual out-of-class assignments
- Mixed messages
 - Inconsistent messaging from faculty
 - Lack of clarity on assignments



The Honor Code

- Mixed evidence to suggest lowers cheating
- Challenges with student reporting
- Importance of faculty/student buy-in

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Veterinary Honor Code

The honor and dignity of the veterinary profession lies in our obedience to a just and reasonable code of ethics set forth as a guide to its members. The purpose of this code is far-reaching because exemplary professional conduct not only upholds honor and dignity, but also enlarges the profession's sphere of usefulness, exalts the profession's standards, and promotes the science we cultivate. Briefly stated, our code is the foundation of our individual and collective efforts. We are expected by society to regulate ourselves as veterinary physicians, to judge the actions of our peers, and to protect the health of animals and people. We are therefore obligated to have and maintain a high degree of honesty, integrity, and discretion.

Therefore, we, the students of The Ohio State University College of Veterinary Medicine, do hereby submit ourselves to guidance by the precepts of ethical and professional behavior as described in this Honor Code, in the hope that the habits and insights gained will enhance our personal and professional lives. The Honor Code of the College of Veterinary Medicine is a supplement to The Ohio State University Code of Student Conduct. Our Honor Code should be a general guideline. Even though it does not list all the possible violations, it and the University Code should give the student an appreciation of expected conduct, in the classroom and the clinic.

ARTICLE I: Name and Purpose

Section I: Name

The Ohio State University College of Veterinary Medicine Honor Code.

Section II: Purpose

To promote ethical standards of personal conduct among students in the College of Veterinary Medicine.

To instill in students qualities which will uphold the honor and integrity of the veterinary profession.

To place the responsibility for ethical conduct upon the student and the faculty members.

To provide a system to deal with allegations of academic and professional misconduct.

ARTICLE II: Application

Section I

This code shall apply to all students enrolled in The Ohio State University College of Veterinary Medicine.

Section II

Each faculty member should inform his/her students in writing, at the beginning of the academic term, of those regulations that apply to academic integrity in his/her course. He/she should make clear to what extent collaborative work, or the exchange of aid or information, is acceptable to him/her (e.g., policy concerning the use of old exams). 2

ARTICLE III: Rules of Conduct

Section I

Veterinarians and veterinary students should strive to enhance their image with respect to their colleagues, clients, other health professionals, and the general public. Veterinarians and veterinary students should be honest, fair, courteous, considerate, and compassionate. Veterinarians and veterinary students should present a professional appearance and follow acceptable professional procedures using current professional and scientific knowledge. This code is applicable to all conduct that may reflect upon the College of Veterinary Medicine, not limited to the examples listed. This is not limited to the time and activities associated with the veterinary curriculum but in all aspects of their daily life.

What can prompt an investigation?

- An allegation from student/staff/faculty
- Deviation from exam procedures
 - E.g. a student doesn't sign in/out, leaves the room without showing green screen, etc.
- Anomalies in exam data
 - Late/early start time
 - Off-campus IP address
 - High frequency of similar incorrect answers
 - For take home exams, IP address and start/stop times



A Hypothetical Scenario

- You receive a tip that a group of students have cheated on an on-line examination
- What do you do? (Discussion: How would you investigate and what would you look for?)



General Exam Data

- Start Time/End Time
- Total Time
- Upload date/time
- IP Address
- Score
- Answers to each question
 - Multiple choice and fill in the blank
 - Pay particular attention to incorrect answers, and the frequency of that answer choice
 - Answer frequencies

Student	Start Time	End Time	Upload Date	IP Address
A	20:14	21:20	1/19/2017 9:21PM	102.987.345
B	20:14	21:20	1/19/2017 9:21PM	102.987.345
C	20:14	21:22	1/19/2017 9:23PM	102.987.345
D	13:24	13:57	1/18/2017 1:58PM	66.236.654
E	13:25	13:58	1/18/2017 1:59PM	66.236.654
F	13:24	13:55	1/18/2017 1:57PM	66.236.654
G	13:24	13:57	1/18/2017 1:59PM	66.236.654
H	19:08	19:51	1/18/2017 7:52PM	108.77.678
I	19:08	19:54	1/18/2017 7:55PM	108.77.678
J	17:57	18:39	1/17/2017 6:40PM	98.875.23.987
K	18:22	18:40	1/17/2017 6:41PM	98.875.23.987
L	14:12	15:22	1/20/17 3:24 PM	56.876.9997
M	14:12	15:22	1/20/17 3:26 PM	56.876.9997
N	20:33	21:33	2/18/16 9:34 PM	999.765.4321
O	20:35	21:41	2/18/16 9:42 PM	999.765.4321

Take Home Assessment

Student	Start Time	End Time	Upload Date	IP Address	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A	20:14	21:20	1/19/2017 9:21PM	102.987.345	9	A	b	A,B,D	D	B,C	C	B	D	A	BSE
B	20:14	21:20	1/19/2017 9:21PM	102.987.345	9	A	b	A,B,D	D	B,C	C	B	D	A	BSE
C	20:14	21:22	1/19/2017 9:23PM	102.987.345	9	A	b	A,B,D	D	B,C	C	B	D	A	BSE
D	13:24	13:57	1/18/2017 1:58PM	66.236.654	7.33	A	C	B	D	B,C	a	B	D	b	Bovine spongiform encephalopathy
E	13:25	13:58	1/18/2017 1:59PM	66.236.654	7.33	A	C	B	D	B,C	a	B	b	A	Bovine spongiform encephalopathy
F	13:24	13:55	1/18/2017 1:57PM	66.236.654	7.66	A	C	B,D	D	B,C	a	B	D	b	Bovine spongiform encephalopathy
G	13:24	13:57	1/18/2017 1:59PM	66.236.654	7.33	A	C	B	D	B,C	a	B	D	b	Bovine spongiform encephalopathy
H	19:08	19:51	1/18/2017 7:52PM	108.77.678	10	A	C	A,B,D	D	B,C	C	B	D	A	mad cow
I	19:08	19:54	1/18/2017 7:55PM	108.77.678	10	A	C	A,B,D	D	B,C	C	B	D	A	mad cow
J	17:57	18:39	1/17/2017 6:40PM	98.875.23.987	6.5	b	C	A,B,D	a	C	C	B	D	c	BSE
K	18:22	18:40	1/17/2017 6:41PM	98.875.23.987	6.5	c	C	A,B,D	a	C	C	B	D	c	BSE
L	14:12	15:22	1/20/17 3:24 PM	56.876.9997	9	A	C	A,B,D	D	a	C	B	D	A	BSE
M	14:12	15:22	1/20/17 3:26 PM	56.876.9997	9	A	C	A,B,D	D	a	C	B	D	A	BSE
N	20:33	21:33	2/18/16 9:34 PM	999.765.4321	8	A	a	A,B,D	D	B,C	C	B	a	A	Ringworm
O	20:35	21:41	2/18/16 9:42 PM	999.765.4321	8	A	a	A,B,D	D	B,C	C	B	a	A	Ringworm
						A	C	A,B,D	D	B,C	C	B	D	A	Bovine spongiform encephalopathy

Take Home Assessment

Student	Start Time	End Time	Upload Date	IP Address	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A	20:14	21:20	1/19/2017 9:21PM	102.987.345	9	A	b	A,B,D	D	B,C	C	B	D	A	BSE
B	20:14	21:20	1/19/2017 9:21PM	102.987.345	9	A	b	A,B,D	D	B,C	C	B	D	A	BSE
C	20:14	21:22	1/19/2017 9:23PM	102.987.345	9	A	b	A,B,D	D	B,C	C	B	D	A	BSE
D	13:24	13:57	1/18/2017 1:58PM	66.236.654	7.33	A	C	B	D	B,C	a	B	D	b	Bovine spongiform encephalopathy
E	13:25	13:58	1/18/2017 1:59PM	66.236.654	7.33	A	C	B	D	B,C	a	B	b	A	Bovine spongiform encephalopathy
F	13:24	13:55	1/18/2017 1:57PM	66.236.654	7.66	A	C	B,D	D	B,C	a	B	D	b	Bovine spongiform encephalopathy
G	13:24	13:57	1/18/2017 1:59PM	66.236.654	7.33	A	C	B	D	B,C	a	B	D	b	Bovine spongiform encephalopathy
H	19:08	19:51	1/18/2017 7:52PM	108.77.678	10	A	C	A,B,D	D	B,C	C	B	D	A	mad cow
I	19:08	19:54	1/18/2017 7:55PM	108.77.678	10	A	C	A,B,D	D	B,C	C	B	D	A	mad cow
J	17:57	18:39	1/17/2017 6:40PM	98.875.23.987	6.5	b	C	A,B,D	a	C	C	B	D	c	BSE
K	18:22	18:40	1/17/2017 6:41PM	98.875.23.987	6.5	c	C	A,B,D	a	C	C	B	D	c	BSE
L	14:12	15:22	1/20/17 3:24 PM	56.876.9997	9	A	C	A,B,D	D	a	C	B	D	A	BSE
M	14:12	15:22	1/20/17 3:26 PM	56.876.9997	9	A	C	A,B,D	D	a	C	B	D	A	BSE
N	20:33	21:33	2/18/16 9:34 PM	999.765.4321	8	A	a	A,B,D	D	B,C	C	B	D	A	Ringworm
O	20:35	21:41	2/18/16 9:42 PM	999.765.4321	8	A	a	A,B,D	D	B,C	C	B	D	A	Ringworm
						A	C	A,B,D	D	B,C	C	B	D	A	Bovine spongiform encephalopathy

In-Class Assessment

Student	Start Time	IP Address	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
A	9:00	102.987.345	6	A	d	A	D	D	a	A	C
B	9:02	102.987.345	6	A	d	A	D	D	a	A	C
C	9:00	102.987.345	7	A	C	A	D	D	B	A	C
D	9:03	102.987.345	7	A	C	A	D	D	B	A	C
E	9:01	102.987.345	8	A	C	A	D	D	B	A	C
F	9:00	102.987.345	6	A	C	A	D	D	B	A	C
G	9:00	102.987.345	5	A	C	A	D	D	B	A	C
H	9:00	102.987.345	7	A	C	A	D	D	B	A	C
I	9:25	98.875.23.987	8	A	C	A	D	D	B	A	C
J	9:04	102.987.345	6.5	A	C	A	D	D	B	A	C
K	9:01	102.987.345	7	A	C	A	D	D	B	A	C
L	9:00	102.987.345	7	A	C	A	D	D	B	A	C
M	9:00	102.987.345	8	A	C	A	D	D	B	A	C
N	9:02	102.987.345	8	A	C	A	D	D	B	A	C
O	9:00	102.987.345	8	A	C	A	D	D	B	A	C
				A	C	A	D	D	B	A	C

Student Navigation

- Similar incorrect answer choices
- Answer changes
- On questions at the same time
 - Randomized or non-randomized

Student A		Student B	
Feb 1, 2017 4:02 PM - Feb 1, 2017 4:18 PM		Feb 1, 2017 4:03 PM - Feb 1, 2017 4:18 PM	
4:02 PM	Quiz Entry	4:03 PM	Quiz Entry
4:03 PM	Response to Question 1 Saved.	4:03 PM	Response to Question 1 Saved.
4:03 PM	Page movement from Page 1 to 2	4:03 PM	Page movement from Page 1 to 2
4:03 PM	Page 1 Saved	4:03 PM	Page 1 Saved
4:04 PM	Page movement from Page 2 to 3	4:04 PM	Page movement from Page 2 to 3
4:04 PM	Response to Question 2 Saved.	4:04 PM	Response to Question 2 Saved.
4:04 PM	Page movement from Page 3 to 4	4:04 PM	Page movement from Page 3 to 4
4:04 PM	Page 3 Saved	4:04 PM	Page 3 Saved
4:04 PM	Page movement from Page 4 to 5	4:04 PM	Page movement from Page 4 to 5
4:05 PM	Response to Question 3 Saved.	4:05 PM	Response to Question 3 Saved.
4:05 PM	Page movement from Page 5 to 6	4:05 PM	Page movement from Page 5 to 6
4:05 PM	Page 5 Saved	4:05 PM	Page 5 Saved
4:06 PM	Page movement from Page 6 to 7	4:05 PM	Page movement from Page 6 to 7
4:06 PM	Response to Question 4 Saved.	4:06 PM	Response to Question 4 Saved.

Next Steps

- Exam Procedures
- Course expectations
- James Lang
- Revisions to Honor Code



References

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- Lang, JM. Cheating Lessons: Learning from Academic Dishonesty. Cambridge: Harvard Univ. 2013.
- Lang, JM. Small Teaching: Everyday Lessons from the Science of Learning. San Francisco: Jossey-Bass. 2016.
- McCabe, DL. Cheating in College. Why Students Do It and What Educators Can Do about It. Baltimore: Johns Hopkins University Press, 2012.