

2019 Hartnell Academic Dishonesty Survey Summary

“It’s a huge problem.”

—Tricia Bertram Gallant, UCSD Academic Integrity Office

Thank you to all faculty who responded to the May 2019 Academic Dishonesty survey. Facilitating cheating was reported by 40% of respondents. Fraud, misrepresentation or lying by students was reported by 65%. Approximately two-thirds report averaging five cases yearly. 30% say they experienced administrative reprisal or lack of support, and 5% reported student complaints after reporting cheating.

Highlighting the lack of faculty confidence in administrative support, 62% responded that they do NOT report academic dishonesty; they deal with it themselves. While understandable, underreporting has contributed to the minimization of the problem.

The most common recommendations in the survey were faculty training and calls for the administration to vigorously enforce existing policy. (Subject to correction, our understanding is

“Aside from the occasional wandering eyes during a test, which I prevent early, the cheating I have experienced has come in the form of plagiarism; that is, mosaic or patchwork plagiarism in a research essay. Usually the student does not fully understand why this is a problem, so I make it a teaching moment and have student rewrite paper for a passing grade.”

“Failing grade and written reprimand (survey won’t let me choose both!)”

“On a number of instances I have observed collaborative cheating efforts (facilitating, maybe should be ranked higher here), but outright fraud in requesting delay of exams, etc. is quite common Students who do resort to cheating seldom achieve a passing grade (in this course), of is they do higher than a 'C'; too low of a grade to be acceptable to ultimate pursuit of further credentialing in medical related professions.”

“I feel that the misrepresentation is a regular occurrence They complete multiple group projects so unfair distribution of workload, writing the same responses, etc. is a regular occurrence.”

“I treat initial incidence of plagiarism and cheating as teachable moments to address all students of the incident without naming the individuals, but addressing students in terms of personal integrity and reputation for themselves and others who may depend on them. I also follow up with instruction on voice, paraphrasing, quoting, and citing sources in MLA format. Individually, I note my finding on their papers and talk with them about it and its consequences per the college policy on academic dishonesty. If it happens again, I send my dean my findings along with a copy of the paper in question and cc the student via email.”

Administration

“Each case required about ten emails to the Student Life Office requesting follow-up.”

“The response took almost a semester then the student was just counseled [by Student Life]. I had already done the counseling. They were referred to admin with the expectation of suspension.”

“I believe we should have contracts that students read and accept.”

“I remind students to be conscious of the meaning of process I ask them to write about their art ‘journey.’”

“My preference would be to have a better recording of how often it happens and clearer communication with students on how to avoid it and why.”

“Maybe the faculty experiencing this level of cheating, needs to consider a change in the teaching style and a change in the way the students are given assignments and exams.”

“Clearer guidelines in 5500 and 5200 outlining definitions of cheating”

“Knowing that cheating is rampant in the high schools (according to my high school-age daughter), it doesn't surprise me that it is super common here. Faculty should know about and use Turnitin on written assignments - they should also know about the ways students try to get around turnitin. Online exams should be proctored - and that means that we need to be able to use Proctorio.”

“Targeted workshops [for students]. . . . Maybe make Lib 1 a co req for classes with heavy writing.”

“I've started unpublishing Canvas materials during exams because I realized that one way that students cheat during exams is by looking at course materials on their phones during exams. I also institute a strict policy of having nothing on their desks during exams.”

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