Academic Integrity Focus Group Report – 2018-2019

Laura Blasi, Ph.D., Director, Institutional Evaluation 2/19/2019 -

Overview

The Academic Integrity for Online Learning Environments Work Team was asked to analyze Valencia's current practices to promote academic integrity in an online learning environment in part to recognize and expand effective strategies. Over the fall semester the study broadened to include both online and face-to-face student experiences. The work team was commissioned through the Learning Council - LC. The team members represented a wide range of offices and interests across the college, and it was anticipated that the LC will support the implementation of any recommendations. Current team members are listed at the end of this report (Appendix 1).

Summary

After a survey of students regarding Academic Integrity (N=5,342) was conducted in October 2018, students were invited to participate in the focus groups. They were currently enrolled students at Valencia College and gathered on three of Valencia's campuses (N=16)[1]. The goals of the study were to:

1. Understand students' experiences prior to college so that once they join us we can better support them and improve the culture.

2. Compare faculty and staff expectations and concerns related to student beliefs and experiences so that we can create and maintain an environment of academic integrity.

3. Identify areas of improvement in current policies and practices surrounding academic integrity.

The survey results were reported in the fall (in a separate document) and this is the report of the focus group findings. In the data analysis several assertions emerged along with recommendations that are further explored in this report. Student quotes supporting each are provided at the end of this report.

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[1] The demographics tables for the participants are included at the end of this summary report (Appendix 2).

Recommendation 1: The natural friction between faculty members and students (typically at different stages of moral or ethical reasoning) provides the possibility for "teachable moments" rather than differences to be overlooked or tolerated regarding academic integrity.

Recommendation 2: Make sure the steps that are taken to educate and take action related to academic integrity are authentic, transparent, consistent, and clearly communicated.

Recommendation 3: Two steps may support better student decision-making related to academic integrity (i.e. plagiarism, cheating, and disengagement from required group work). (1) Instructor partnerships with learning support services can be used to help students figure out and address gaps related to skills and content rather than an alterative to a reliance on dishonest behavior as solution to academic struggle. (2) Instructors should also take overt steps to express that they care about the efforts students are making – that the decisions matter and why. While overt encouragement about student performance may inspire some students, it also creates a force that counters the pressure to pass from outside of the classroom.

Recommendation 4: There is a need for dialogues between student and faculty members related to these topics (perhaps outside of the classroom) then used to inform practice and shared consistently across faculty members. Panels where students talk and faculty members listen are not as helpful for this topic, more conversation is needed.

Recommendation 5: While the syllabus includes a policy statement, discussion is needed related to the beliefs and rationale for these expectations.

The challenges are clearly evident. It is unclear how these findings and impact the recommendations of the work group, steps implemented going forward, the current way students meet the related ethical reasoning outcome in General Education, and our overall responsibility for the students' development. These questions cannot be answered in the scope of this report. A graphic next illustrates the major ideas that emerged and then an overview of the research questions asked and answered by these focus groups is provided in a table, along with assertions and related quotes. The graphic shows how students first began to answer the questions (shown in Appendix 4). They brought up concrete topics (like cheating) then gradually they moved towards more abstract ideas (like consequences).

Students talked about ways they would define academic
integrity and about their related experiences at Valencia.

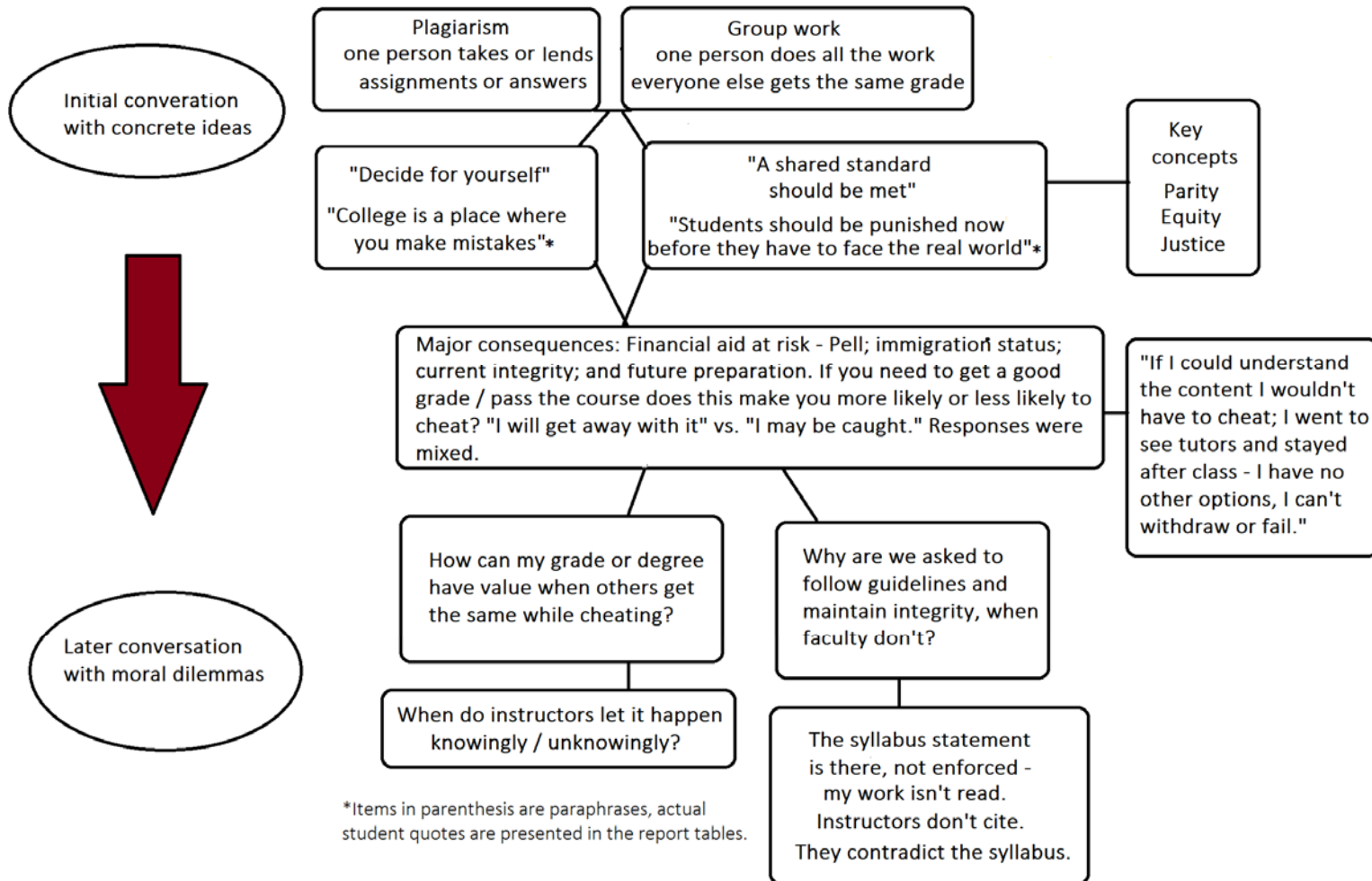## The Development of the Ideas During the Student Focus Groups

Initial converation with concrete ideas

Plagiarism
one person takes or lends
assignments or answers

Group work
one person does all the work
everyone else gets the same grade

"Decide for yourself"

"College is a place where
you make mistakes"*

"A shared standard
should be met"

"Students should be punished now
before they have to face the real world"*

Key concepts

Parity
Equity
Justice

Major consequences: Financial aid at risk - Pell; immigration status;
current integrity; and future preparation. If you need to get a good
grade / pass the course does this make you more likely or less likely to
cheat? "I will get away with it" vs. "I may be caught." Responses were
mixed.

"If I could understand
the content I wouldn't
have to cheat; I went to
see tutors and stayed
after class - I have no
other options, I can't
withdraw or fail."

How can my grade or degree
have value when others get
the same while cheating?

Why are we asked to
follow guidelines and
maintain integrity, when
faculty don't?

Later conversation with moral dilemmas

When do instructors let it happen
knowingly / unknowingly?

The syllabus statement
is there, not enforced -
my work isn't read.
Instructors don't cite.
They contradict the syllabus.

*Items in parenthesis are paraphrases, actual
student quotes are presented in the report tables.

Table 1: Focus Group Research Questions, Assertions, and Notes

Research Questions	Assertions	Quotes
1. How do students define academic integrity?	**Assertion 1:** Student definitions of academic integrity range from concrete (cheating) to progressively more abstract. This developmental range is supported by research related to moral development in college students (see the related reference list at the end of this report and related discussion). **Recommendation:** The natural friction between faculty members and students (typically at differeni stages of moral or ethical reasoning) provides the possibility for "teachable moments" rather than differences to be overlooked or tolerated regarding academic integrity. This suggestion is more fully discussed at the end of this report.	a. "Honestly I would say don't do anything stupid you know right from wrong. You know it's wrong to copy, **you know it's wrong to cheat on a test so just don't do it** and you won't have any problems." b. "I always do my very best to maintain my academic integrity….**I believe that academic integrity is only is not only not plagiarizing or not citing a source, but treating your teachers and fellow students with respect**." c. "I feel that it the younger generation that is coming into the college these days you can't [call] it 'personal integrity' because **they're young and they're not coming from a place where you can say you're right that 'this one class or this one test that you're cheating on it defines you as a person.'**" d. "It kind of feels like even if the professor started acting on it [the policies stated in the syllabus], **it's not academic integrity if you're doing it just because you're gonna get caught. It doesn't mean you have any academic integrity.**" e. "People always say to us that you have to maintain your academic integrity as a student, but **what about the professor's side of it all – of, what we are saying is, just like, they get to do whatever they want. They don't have consequences, but we do.**"[Examples were

Research Questions	Assertions	Quotes
		shared such as assignments not read by the instructor; statements made that intimidated the students.]
2. What are students' experiences?	**Assertion 2:** Students can feel frustrated when they do not see faculty members taking steps to discourage / respond to violations. They are sensitive to disingenuous strategies (such as when faculty members say they are watching online behaviors but they are not, or they say exams are randomly assigned but they are not, or when essays are supposed to be reviewed by a plagiarism checker, but they are not). **Recommendation:** Make sure the steps taken are authentic, transparent, consistent, and clearly communicated (comments a, b, c). **Assertion 3:** The belief that "students cheat when they don't know where they are struggling" and the belief that "students are more willing to	a. Interviewer: "Let's say instead of talking to me you were talking to new faculty members, how would you tell them to address academic integrity?" Student: "**I would tell them when you're giving out a test be vigilant of the students during the test because, I'm taking a class right now and during the test my teacher will just be literally reading a book and it's so infuriating** because I actually study for the material and … people around the class will just be looking up be looking at answers on the phone and she won't even look up to see what the students are doing. I think that with tests and, like, exams such as that they should be … active … in the classroom." b. **Students said that there isn't any way to encourage academic integrity or discourage cheating online.** They said that "online was a whole different game." Others pointed out that if there was a problem with cheating in class, and if an instructor was addressing it, no one would know because online doesn't support that kind of cross-communication. Later another student noted about cheating: "I think that professors are starting to catch on to that because at least with the online classes you have to take the quizzes and tests in the testing center but it still happens, but more and more it seems like - at least what I've seen – for the exams that's been my experience." c. "With my online class the [discussions] are okay, but for quizzes they're like no time limits. You can search whatever - she said you can Google, you can open the textbook, [but then we would] do

Research Questions	Assertions	Quotes
	prepare when faculty members show they care and support the preparation" were echoed in all three focus groups. **Recommendation:** (i) Partnerships with learning support services can be used to help students figure out and address gaps related to skills and content, as an alternative to cheating. (ii) When possible instructors should take overt steps to express that they care about the efforts students are making – that it matters and why, beyond the motivation to please the instructor. (comments d, e, f).	the exam and we could text her, so I would text during the exam to ask questions and she would literally not give the answer but 'I think you're right on that one, yeah' or 'you might want to reconsider that one' **[Later the instructor said]** 'this is a learning exam, it's for you to learn.' 'No, it's *not*' says the student **[emphatically disagreeing** with the her instructor's beliefs and decisions]." d. "When asked about things that instructors could do to encourage academic integrity one student said **students are more willing to prepare when faculty members show they care and support the preparation.**" [An example was provided about a study guide that students could complete and then bring to the exam.] e. "**My perspective is as a college student, if you are cheating you don't know where you're struggling, so you don't know what to do to get better, and there's going to be come a time at which cheating is going to catch up with you**. You're going to get expelled or you're going to get kicked out of class or you're going to lose your financial aid, you're going to fail an exam or a class because instead of actually putting the effort into that point you decided you would try to skirt around your own issues. So I would just basically say it's very important to keep your academic integrity sound and don't cheat don't plagiarize, and if you see somebody else cheating just stay in your own lane I guess." Later in the focus group one student said that "When a student is caught cheating **the professor should** ask [him or herself] 'What am I doing wrong?' and should **ask the student 'What do you need?'**"

Research Questions	Assertions	Quotes
		f. One student described a professor who said that 'five [students] will be here at the end of the course' and at the time twenty-eight people were in the room. **This student then asked - and the other students in the focus group agreed - "If you know your track record why I let so many fail?"** Another said "There is a survey we take at the end of a course but are they reading it?" Another added "if a professor asks what [should I] do, everyone voices something, but nothing changes." **Another followed with the opposite experience, stating that 'rapport' was important,** and then recalling "I had a Biology teacher who said to us 'how do you feel.... classes before [you] told me I should do this differently [suggesting something to do with her teaching], do you agree?' This makes a difference on all aspects of academic integrity."
3. How do they understand the policies and expectations of the college?	Assertion 4: (i) Students often experience these policies and expectations as in opposition to the realities they face. (ii) They are also able to articulate challenges that faculty members have to address when teaching students about academic integrity, especially regarding differences in culture and background that impact student understanding and actions. (iii) They are also able to describe the differences in personal	a. "I guess that cause this is such a big aspect of people's lives [and she is referring to college] **there's people who cheat because they're lazy and they're people who cheat because they're scared.** … They're scared they're going to lose their financial aid or they're scared to their going to fail a class and I get that. …." b. Speaking of the statements in the syllabus: "**It's just the way that the professors themselves help to promote academic integrity. Make it a more significant part of more people's academic time at Valencia per se**…. Why tell me you can't cheat if you're just gonna let it keep happening. It's not necessarily that the professors have to create academic integrity, but they have to discourage situations where it happens."

Research Questions	Assertions	Quotes
	context for their peers, in ways that may be helpful for faculty members. (iv) Decisions to cheat are seen as the only solutions to life-threatening situations that students cannot resolve by themselves – specifically the need to hold on to financial aid and in some cases their status related to immigration. **Recommendation:** Beyond the panel discussions that have been held at the college (with students exploring their experiences and issues of concern - specifically i, ii, iii and iv) there is a need for dialogues between student and faculty members related to these topics (perhaps outside of the classroom) then used to inform practice and shared consistently across faculty members.	c. "I think that the original question was 'How I would go about explaining this to somebody who's new a new faculty member?' and so to get that perspective, how I would go about explaining that, **it's very difficult because we have so many different backgrounds.... So it's almost as if you have to explain at least in my opinion what you have to explain what academic Integrity is, not just what you're losing ethically, but what you're costing the class.**" d. "But I get to a point where, like I don't like math, my future career isn't going to involve math, and then [instead of my] professor trying to stop it, he's just okay with that. **Then my solution is [cheating] this is one I'm gonna go with. So that's why I feel like – I think the way the professor solves the problem is having the professor step in, in between academic integrity and the success point, because if there's nothing to get in between that, then then the easiest option is just to cheat.** Even though it's not the right choice, it is the easiest choice, and for many students student who can't succeed by the straight and narrow path, they're gonna end up taking that getting tempted to take that route, if there's nothing to stop them from doing it."
4. When do they learn the policies and expectations of the college?	**Assertion 5:** Students tell us that they learn the policies and expectations from the syllabus statement and from faculty members when they	a. "Clearly there are a lot of restrictions put around, I believe they come to some agreement with the teachers it seems that **teachers always bring up plagiarism.** 'You'll be penalized doing this' and there's also, you know, I think it's [written into the] guidelines and

Research Questions	Assertions	Quotes
	mention it in class (they do not mention orientation, peers, or the New Student experience class, which only means that those did not come to mind). **Recommendation:** While the syllabus includes the policy statement, discussion is needed related to the beliefs and rationale for these expectations.	stuff. I read it I don't know if others read it so that's Valencia's way I guess, it's mechanical, but there's a lot of teachers and just people in general who enforce that." b. "I don't see very many teachers at Valencia willing to tackle it. **Yeah they read their syllabus and their syllabus does state academic integrity if you do this this or that you can be subject to expulsion or whatever but at the end of the day - I mean I have a class right now and literally every single test somebody is cheating from their Apple watch, from their smartphone, from something else. And then they end up getting the same or better grade than me, and I can't tell you how much that upsets me** because I bust my rear studying every day for these classes and to see somebody else get my grade or my effort that upsets me. **I think that Valencia has a written policy but as far as what they do to make sure the policy is being abided by? I don't see it.**"
5. What challenges do they face 6. How does this impact their college experiences and plans for the future?	**Assertion 6:** One of the greatest challenges is that some use cheating as a way of coping with failure, especially when the consequences are high. They were able to talk about the consequences. Some were in favor of very strict policies aligned with action in order to help students avoid these situations after college. They debated the impact of these	a. "...for me it's like - it's hard, because I see if they're struggling and [also] I really don't get this concept that - **even with all the tools the school is helping me with or offering,** OK, but what is my next step if I'm looking at that and seeing [that there are] kids that definitely don't know the material. They express how they don't know the material. They have, like, an 'A' in the class - how are they doing that? ... and then they say 'Well, we're all just cheating.' Well, yeah, I also understand that." b. "Cheating on a test is not killing somebody or not murder – I'm not saying it is. I'm just saying **there needs to be a clear-cut policy and it clear-cut procedure and I don't think it needs to be 'one and done'** it

Research Questions	Assertions	Quotes
	strict consequences ('it is harsh and harmful now' vs. 'it is necessary to avoid harm later in life'). **Recommendation:** It may be helpful to know the conflict in student beliefs regarding consequences. Even acknowledging the challenge in classroom discussion may be helpful (otherwise students believe the issues are being ignored or are not recognized). Faculty may also be conflicted. We can ask how these conflicts translate into classroom management and student engagement.	needs to be listen this is what you did and it is extremely not okay and if you do it okay you're out and that's it it's not one and done but 'two and done.' If you want to kick him out of the class by all means I just don't think you should kick him out of the college." c. When asked if he would want someone's whole life to change because of a plagiarism offense, one student said: "**Possibly, because having it happen when you're 18 years old is much different then and getting away with it when you're younger, then waiting until you're in your 40s when you do something criminally wrong thinking you can get away with it**, because you've gotten away with all this other crap, and now you're on the hook for something big you did. Because actions like that escalate. I got away with it at this level, this level, and at this level and the next thing you know bad things are happening – "

How Faculty Help – Students Tell Us....

    a. Acknowledge group work leadership
    b. Provide an opportunity to give feedback on group partners
    c. Show that standards are enforced, consequences
    d. Don't contradict the syllabus / also explain
    e. Be aware of plagiarism / cheating - identify it
    f. Talk about students' relationships with each other
    g. Build a relationship with students
    h. Assign research topics for discussion
    i. Find ways to help students who are struggling but have to pass
    j. Students do rewrites (for failure not cheating) with the instructor
    k. Explain why math is even needed for non-STEM majors
    l. Use rubrics / protocols (structured feedback)
    m. Provide study guides
    n. Provide sample problems[2]
    o. Randomize seating / tests during exams
    p. Use the Testing Center

How Students Cheat

    a. "Google it"
    b. Notes online
    c. Pay a service
    d. Use your phone
    e. Hide materials from online proctors

Concluding Comments: A Key Observation and a Possible Next Step
Teachable Moments to Impact the Development of Ethical Reasoning

"I come from a country with a quite different education system. With that being said, I can affirm that I've noted a high level of academic integrity in Valencia students. Nevertheless, I do believe this is a topic that is not focused on or given a high degree of importance in the Valencia College environment. What I mean by this is that even though Valencia's principles are clearly aligned with high levels of academic integrity in their students, there is not much focus and effort being put to educate students on the importance of academic integrity. It is more often than not simply a side-point during discussions." - Student comment from the Fall 2018 survey

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[2] They first start exchanging their answers to learn, and for some this turns in to cheating.

As stated in the first assertion: "Student definitions of academic integrity range from concrete (describing academic integrity as cheating) to progressively more abstract." This range is expected and supported by research related to moral development in college students (see the related reference list at the end of this report). Students are more likely to develop nuanced views of moral dilemmas and more sophisticated ethical reasoning skills after the age of eighteen (Perry, 1981; Rest & Narvaez, 1991). Instructors are faced with an opportunity when teaching college students of traditional age, because they can have a considerable impact on students when this late-stage developmental window opens after high school. Interventions have been shown to have a positive impact on student development moving students towards more nuanced views that are linked desired decision-making skills in the professions (Bebeau, 2008). In addition to moving students towards more "pro-social" behaviors, by understanding and acting on this stage of development we would be preparing them to be even more successful in the workplace.

In 2013 when we administered the nationally-normed Defining Issues Test (DIT-2) regarding ethical reasoning (N=642) we learned a bit more about our students[3] (for a description of this assessment see Appendix 3). The result are shared here because, the nationally-normed scores directly relate to the results of the focus groups. They are further support that the idea of "academic integrity" involves a reasoning process that can be taught and developed (beyond a policy statement or rule) and that many of our students are in that stage of development.

The Complexity Score in the DIT-2 instrument documents sophistication in moral thinking, and it also reflects the extent to which individuals reject ideas because they are simplistic or biased. HS students often score 30 while college students score 40. The average complexity score for Valencia College students was 24.7. Student scores fell into three categories, with the majority in the Personal Interest category range (N=322), which represents the degree to which an individual uses the least sophisticated levels of moral reasoning (see also Table 2).

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[3] When the college administered this assessment of over 600 participants, drawn from our social science courses in the General Education program, 66% of these respondents from Valencia identified themselves as 20 years or younger (N=434). Valencia's DIT-2 results (presented here) are relevant to the discussion of development and "the traditional student." As a point of comparison, 66% of our students fell between the range of 18-24 in 2019.

Table 2: DIT-2 Results for Valencia College Students - 2014

Stages of Moral Thinking - Our Students – The Majority in the "Personal Interest" Category	Count
Post Conventional – The degree to which an individual uses higher order moral reasoning.	167
Maintain Norms – Measures mid-level moral reasoning. It is the proportion of selected items in which the focus is on maintaining existing roles and systems.	74
Personal Interest – Represents the degree to which an individual uses the least sophisticated levels of moral reasoning.	322

It is not surprising that in the student focus groups, faculty members are described as taking actions that puzzle or frustrate the students, while at the same time many of the students seem to focus on "right and wrong" and concerns about the enforcement of rules. This sentiment is not universal, but it is evident across all three focus groups that were convened and in the survey responses.   The natural friction between faculty members and students (typically at different stages of moral or ethical reasoning) is not something to reconcile, but instead provides the possibility for "teachable moments," rather than maintaining differences that are overlooked or tolerated. Through discussion and instruction - in the context of the class - "academic integrity" can become something that is reflected upon, related to real-world concerns, and - for lack of a better word - "problematized" (Graff, 2002). This would require a coordinated effort to move beyond the current emphasis on academic integrity as a syllabus statement or a policy that is announced (as was noted in the results of the faculty focus groups) but not always acted upon. The need for a shift beyond the syllabus statement was highlighted within the committee research findings based on their faculty survey and faculty focus groups, and so this has also been reaffirmed through the student focus groups. Fortunately these challenges are not new to Valencia as the faculty members in the social sciences also have insights to draw on from recent General education assessment focused on the ethical reasoning outcome.

Methods

A survey of students regarding Academic Integrity (N=5,342) provided over 480 student comments when it closed in the first week of October. The focus groups were requested to supplement this information, as a faculty member described the difference between the two methods and why they matter:

> …. both student focus groups and open-ended questions are important and should be done. I feel an open-ended questions allows participants to put their answers freely without a choice. The participant can write what they really want to in response. I feel in a focus group since it is conversational you will get different responses than an open-ended question. Also, a focus group is at the moment which means a question and responses can evolve and get more in-depth (comment from committee member).

The focus group questions and protocol were developed in collaboration with the Academic Integrity for Online Learning Environments Work Team. The student participants were currently enrolled students at Valencia College (see the demographics tables at the end of this summary report, Appendix 2) gathering on three of Valencia's campuses (N=16). The recordings and notes were transcribed in December and analysis took place in January without a Data Team due to the committee timeline. Conversations with the co-facilitators and review of draft materials plus the 480 open-ended responses guided the work instead. We employed an Interpretivist methodology and a qualitative research design (Erickson, 1986). The result is a description of the perceptions of students and a series of analytical assertions representing the lessons shared.

Academic Integrity Resources for Faculty & Staff Members – Related to the Recommendations [4]

1. Academic Integrity Best Practices (Syllabus) Penn State University
   https://brandywine.psu.edu/academic-integrity-best-practices

2. Academic Integrity and Course Design
   https://teaching.berkeley.edu/resources/design/academic-integrity

3. Effective Strategies for Online and Academic Integrity
   https://wcet.wiche.edu/sites/default/files/docs/resources/Best-Practices-Promote-Academic-Integrity-2009.pdf

4. Taking Responsibility for Academic Integrity: Collaborative teaching and learning design (article)
   https://files.eric.ed.gov/fulltext/EJ996016.pdf

5. International Center for Academic Integrity (non-profit – resources, tools, consultants)
   https://academicintegrity.org/

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[4] Thanks to Christos Giannoulis, Ph.D., Institutional Research, for feedback on an earlier draft.

Appendix 1

Academic Integrity Committee Members

Chairs:

- Linda Neal
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Appendix 2

Student Participant Demographics

Race and Gender

Pseudonym	Race	Gender
Albert	Unknown	Male
Bob	Caucasian	Male
Dennis	Multi-Race	Male
Gwen	African American	Female
Marva	Hispanic	Female
Mandy	Hispanic	Female
Sarah	Hispanic	Female
Nancy	Mixed	Female
George	Hispanic	Male
Molly	White	Female
Hanna	White	Female
Mindy	White	Female
Mel	Hispanic	Male
Cindy	White	Female
Max	Caucasian	Male
Jose	Hispanic	Male

Participant Details (NA is shown when students skipped the question or did not complete the handout)

Pseudonym	Online at Valencia?	Mixed Mode?	F-2-F with Canvas	Plagiarism Detector	Proctored Exam?
Albert	Yes	NA	Yes	Yes	NA
Bob	NA	NA	Yes	Yes	NA
Dennis	NA	NA	NA	NA	NA
Gwen	NA	NA	Yes	NA	NA
Marva	Yes	Yes	Yes	Yes	NA
Mandy	Yes	NA	Yes	NA	Yes
Sarah	NA	NA	NA	NA	NA
Nancy	Yes	No	Yes	Yes	No
George	No	No	Yes	Yes	No
Molly	No	Yes	Yes	Yes	No
Hanna	Yes	Yes	Yes	Yes	NA
Mindy	Yes	No	Yes	Yes	Yes
Mel	No	No	Yes	Yes	No
Cindy	NA	NA	NA	NA	NA
Max	No	No	Yes	Yes	No
Jose	Yes	Yes	Yes	Yes	Yes

Appendix 3 - Overview of the Defining Issues Test (DIT-2) Regarding Ethical Reasoning

Students at Valencia College took the Defining Issues Test (DIT-2) in 2013 (N=642) as part of our assessment of ethical reasoning at the college. The findings were reported (2014) but were not acted upon due to changes in the General Education program. The findings are still relevant and especially useful here. The DIT-2 is a measure of the development of concepts of social justice; in the scheme, student progress can move from personal interest to maintaining social norms to post conventional considerations of the complex nature of decision-making related to ethical reasoning. Based on a review of the literature (1) shifts towards post-conventional approaches to decision-making are expected as the result of college attendance and (2) these changes in moral and ethical reasoning have been significantly linked to those desired professional decision-making[5].

The DIT-2 is a paper-and-pencil measure of moral judgment derived from Kohlberg's theory (1984). The schemas have a close relation to Kohlberg's stages, yet they are different. Breaking the process of moral behavior down into its component parts enhances understanding of ethical decision-making and behavior. Moral psychologist James Rest identified four elements of ethical action. Rest developed his Four-Component Model by asking: "What must happen psychologically in order for moral behavior to take place?" He concluded that ethical action is the product of these psychological subprocesses: (1) moral sensitivity (recognition); (2) moral judgment or reasoning; (3) moral motivation; and (4) moral character (Johnson, 2006).

Rest developed the Defining Issues Test (DIT) to measure moral development (Rest & Narvaez, 1991; Rest, Narvaez, Thoma, & Bebeau, 1999). Validity for the DIT has been assessed in over 400 research studies. (1) Changes in moral and ethical reasoning for students in college (as documented by the DIT-2) have been significantly linked to many "prosocial" behaviors and to desired professional decision-making. (2) A 10-year longitudinal study of men and women, including college attendees and non-college subjects from diverse walks of life show gains in development that have been documented using the DIT-2. A published review of a dozen studies of freshman to senior college students supports this. (3) The good news is that educational interventions have been shown to impact student development related to moral and ethical reasoning and the DIT is sensitive to those changes. One review of over 50 intervention studies, reports that the use of dilemma discussions, for example, is followed by moderate gains when students take the DIT-2 again whereas students who do not have any intervention show little gain.

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[5] This summary draws on the articles listed in the works cited and referenced at the end of this report.

Works Cited and Referenced

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Questions and Outline

Objective: Introductions - Create connections across the table

1. Before we begin, please know that some our questions will ask about online courses. How many have you taken a course online at Valencia? OK, now let's do introductions. Please share your name, your program of study, and something about your experience with "academic integrity."

    Prompt: For example, perhaps you have had an experience with plagiarism or cheating?

Objective: Document their definition of Academic Integrity

2. How would you explain "academic integrity" at Valencia if you were talking to a new student?

    Prompt A: For example if you were at orientation and a story from high school was shared about plagiarism or about cheating on a test and the student asked, "What is it like here?" what would you say?

3. So, you said _____ what else can be added to that?

    [Look at others at table, aim for a response from everyone.]

4. Would your explanation be different for a student studying online? Why or why not?

Objective: Document ways they have seen academic integrity emphasized at Valencia

5. I am now going to ask you about a specific policy.

    Have you heard about or learned about the academic dishonesty policy? If so, how?

6. What else have you heard or learned about "academic integrity" at Valencia?

    Prompt A: For example, beyond the dishonesty policy have you heard / learned anything else?

7. Have you heard or learned anything else about this topic related to your online classes?

Prompt A: For example perhaps you heard about "academic integrity" in an orientation?

Objective: Gather opinions about the messages that the college should be sending.

8. <u>Let's pretend</u> you could talk about this to a group of new faculty members just starting at Valencia.   What should they teach their students about this topic?

9. <u>Outside of specific classes, what should the college</u> tell or teach students about this topic?

10. What should students who study <u>online</u> learn about this?

Objective: Focus on the online course experience

11. How is learning <u>online at Valencia different from learning face-to-face</u>?

12. What <u>discourages</u> students to plagiarize or cheat in an online course?

13. What might <u>encourag</u>e them to plagiarize or cheat in an online course?

14. What are the consequences for cheating / plagiarizing?

15. What should they be?

16. How would your answer about consequences be different for online courses?

17. What advice would you give faculty members to help them <u>create better online assignments </u>so that students will not cheat/plagiarize?