

ACCREDITATION & ACADEMIC INTEGRITY

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OUR HISTORY . . .

- All 20 years of it . . .



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ICAI TRAJECTORY

- Formed as a response to the problem of cheating.
- Focused
 - First on correcting bad (student) behavior;
 - Next on improving pedagogy;
 - Now on cultures and standards.



RESEARCH TO DATE

Don McCabe has surveyed over 250,000 students at more than 200 institutions, mostly in US as well as significant numbers in Canada, the UAE and Lebanon as well as some in Egypt, the UK, Australia, Mexico, Greece & China.

25,000+ faculty at ~165+ schools
(~170 surveys; ~150/) - primarily
in US & Canada. Currently
reprising work in Canada, as well
as continuing US work.



(SOME TECHNICAL DATA)

Over 133,000 students have completed Don's survey since the fall of 2002 – mostly online – at ~150 different institutions in US. This does not 'double count' five schools in US who have done survey twice (1 = 3x) nor three faculty only surveys (usually in a different year than student survey).

Mean survey is thus

~885 respondents (including two year schools universities, and graduate students).

Focus on ~22,000 faculty.



METHODOLOGICAL ISSUES

Self-report data.

Anonymity concerns with web-based surveys – lower response rates/lower self-reported cheating?

Changing definition of cheating?

'Cheaters' seem to have lower response rates on survey.



CHEATING IS PREVALENT

Serious test cheating (copy (2), crib, help)	21%
Add getting pretest information (Bowers)	37%
Serious cheating on papers (plag (4), biblio, work other)	46%
Add unpermitted collaboration on assignments	61%
Total serious cheating (10 factors)	51%
Total serious cheating - Bowers but w/ Internet (12 factors)	66%

* N=69,160 to 81,081 – excludes 2 year schools (generally lower), graduate students (lower – esp. on test cheating) and schools with honor codes (significantly lower in most cases).

Paper/total calculations include 'all' forms of plagiarism



QUICK SUMMARY OF PREVALENCE DATA

Cheating is an issue in both HS and college.

Collaboration and getting pretest information are bigger issues at 4 year schools. Makes sense? (re: size and many are residential yielding greater opportunity for such behaviors.)

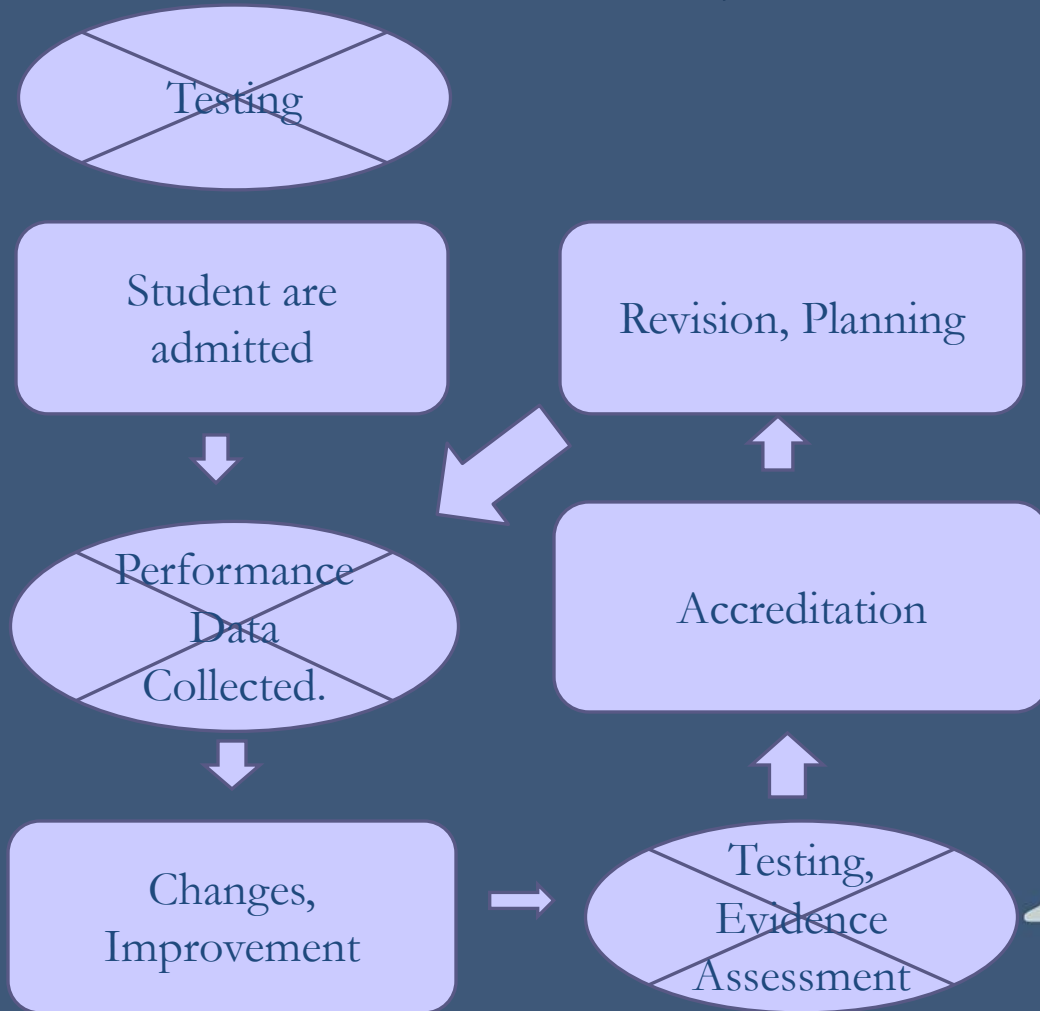
Calculations of summary cheating statistics are sensitive to what you define as cheating.

Students don't view many forms of 'cheating' as a moral issue – they see it as doing what they need to do.

They feel faculty are more of a problem than they are (e.g., unreasonable assignments). Faculty don't necessarily deter cheating – e.g., recent survey on effect of Turnitin.com.



GARBAGE IN, GARBAGE OUT



SO WHAT CAN WE DO?

ICAI has several programs in place trying to address the major issues in cheating and promotion of integrity. Others are doing their part as well – at both the HS and college levels.

We believe that integrity *must* be a visible, substantive component of accreditation

We believe our developing self study programs (like Tricia will be telling you about) could be a key component in this effort and could be used in reaccreditation. We would like to partner with CHEA In these efforts.



ON “ISLANDS OF EXCELLENCE” (IN THE WORLD OF ACADEMIC INTEGRITY)

Consider Clouds:

Unpredictable, changing, with no mappable boundaries;

necessary, desirable;

potentially destructive in both their effects

and their way of obscuring things we need to see.

