



HLC Accreditation Evidence

- Academic Integrity Quality Initiative

URL:

Office of Origin:

- Center for Innovation and Excellence

Contact(s):

- Associate Dean of Instruction
 - Director of Innovation and Compliance

2022 Academic Integrity Quality Initiative Project

Project Title: Academic Integrity Quality Initiative Overview
Unit: Institutional
Project Facilitator: Vice President of Instruction – Elaine Simmons
Supervisor: Vice President of Instruction – Elaine Simmons
Project Team Members: Academic Integrity Council (see Participates)

Project Summary:

Issue or Challenge:

With an academic integrity (AI) policy that dates back to 2002, we found ourselves under siege in 2018 with academic integrity violations. The issue of how to address the increase of AI policy violations presented was multi-tiered and would take time, research, and testing to answer. The data table below provides a glimpse of where we have been and where we are going:

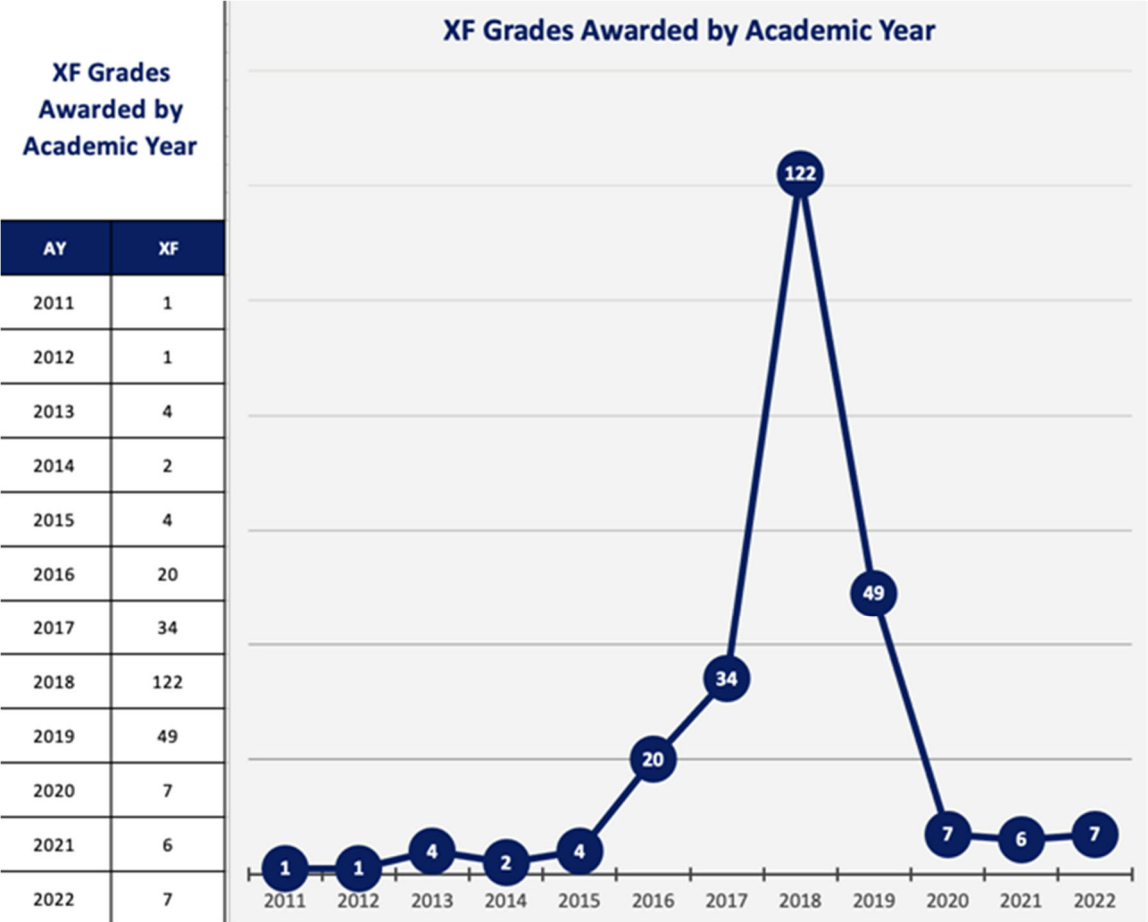


Figure 1: Created by Todd Mobray, Director of Institutional Effectiveness
Figure 1 charts academic integrity violations specifically sanctioned with an XF. An XF documents on students’ transcripts that they failed the course due to an academic integrity

violation. This graph does not note all academic integrity violations; however, it implies a significant increase of violations across the institution.

Goals:

The initial challenge was to understand more clearly the problem that sat before us, determine how we could address it, and intentionally define what our proposed solutions would communicate to the stakeholders.

Initial goals to improve academic integrity were established with the creation of the Academic Integrity Council in 2018. Each of the goals listed below are discussed in greater detail in this report and referenced in the Academic Integrity Quality Initiative Timeline accompanying this report.

- **Policy & Procedure**
 - Update integrity procedure
 - Ensure institution's positive reputation
- **Professional Development & Student Outreach**
 - Educate students on integrity expectations
 - Provide institutional professional development on academic integrity
 - Develop academic integrity materials for students
- **Build a Culture of Integrity**
 - Create a culture of integrity
 - Develop instructional strategies that deter cheating
- **Collect Data & Measure Success**
 - Conduct data inventory: Investigating what is happening in AI with metrics for measurement

Identifying these goals was the first step in an ongoing and iterative process. These goals support our primary purpose to create a culture of integrity across the institution where faculty and student engagement with integrity practices lead to improved teaching and learning and create opportunities for student success.

Brief Project Description:

Process:

2018

In 2018, the Academic Integrity Council was approved by the President to become an institutional team. With the opening of the Council, an institutional membership was acquired with the International Center for Academic Integrity (ICAI), and the beginning of an exploration and restructure of the [Academic Integrity Procedure #2502](#) began. For the rest of the year, the Council developed its awareness of AI through its membership in ICAI and a subcommittee was formed to revise procedure #2502.

2019

In 2019, a new position was created – Director of Innovation & Excellence. Part of this position would further support academic integrity efforts and take on the primary investigator role for capital academic integrity violations. The college also attended the ICAI conference for the first time with four attendees. That summer, focus was directed to the #2502 procedure where the first and second review were presented and discussed. To support communication of the Council’s Academic Integrity initiative, initial discussions for the development of graphics and marketing materials began. By the end of the year, the #2502 procedure was presented to Faculty Council for an initial review.

2020

In 2020, the #2502 procedure was reviewed by Instructional Council and Dean’s Council and the AI Charter received an update. In March, President’s Staff approved the updated #2502 procedure. At this time, COVID was up front and center. Graphics and marketing materials were being developed, a new sub-team proposed and implemented an integrity campaign year-long plan that included the creation of Academic Integrity Student Ambassadors, and #2502 procedure continued review with an emphasis on process. These conversations resulted in another minor update to the #2502 procedure in October.

2021

In 2021, opening conversations began with expansion efforts around graphics and marketing, including the development of a website and the creation of faculty resources. For the rest of spring 2021, Academic Integrity Council members attended multiple conferences and prepared for the expansion of the Integrity Campaign. Summer proved productive with additional professional development around the AI process as well as the approval from LICC to add an Academic Integrity Statement in the institution’s Master Course Syllabi. Fall 2021, Student AI presentations provided opportunities to define ‘cheating’ and shared information and tips on maintaining integrity and resources available.

2022

As of the beginning of 2022, an AI orientation is being included in both a faculty bootcamp as well as being implemented in the “Course Binder Project.” Spring 2022 proved challenging with a spike in basic and capital violation cases. The capital investigation process was assessed and expanded to include more information around the data available and how it can be used. With the growing collection of AI data over the last four years, the Council is beginning to evaluate and gather insights into trends to identify options for further development. The launch of the AI website is scheduled for Fall 2022. The second class of the Student Academic Integrity Ambassadors will also be selected for Fall 2022.

Addressing Challenges:

Policy & Procedure:

With the creation of the Academic Integrity Council the procedure (#2502) was reviewed for needed updates for clarity of intent and application of process.

Challenge:

- Addressed an outdated policy that did not reflect current trends in cheating, institutional experiences, or academic integrity best practices

Changes Made:

- Clarified meaning and definitions
- Improved descriptions and applications
- Addressed process and implementation of Maxient and process flowchart
- Clarified process application to Problem-Resolution (#2615) and Student Code of Conduct (#2611)

Lesson Learned:

Institutional responsibility of integrity – Moving through reviewing and updating the academic integrity procedure highlighted the need for clear communication, clarification of academic integrity violations, and a fully outlined process.

Professional Development & Student Outreach

With the attention to and lessons learned from the review process of procedure #2502 and participation in regional and international organizations, the need to provide educational opportunities were more clearly identified.

Challenge:

- Provide opportunities to learn from other institutions' best practices, trends, new ideas and approaches, etc.
- Provide professional development for faculty on identified best practices, available resources, and information about the new AI process and procedure #2502.
- Open conversations with students about what academic integrity is, types of cheating, what they can do to make good decisions.

Changes Made:

- Training based on procedure
- Awareness campaigns for students, employees, and community at large: Day against Contract Cheating, "I Choose" Campaign, Academic Integrity Week, and Academic Integrity Fair

Lesson Learned:

Communication and collaboration are key – Responding and adjusting to feedback from trainings is just as important as providing the opportunities for professional development. Working to make the process work for all stakeholders is a constant cycle of conversation and revision.

Build a Culture of Integrity

Implementing a cultural change requires consistency of message and opportunities to engage with that message. This plays a role in both the development of the procedure and the professional development goals.

Challenge:

- Develop a long-term strategy
- Review internal processes for communicating standards and expectations

Changes Made:

- Selected and promoted Integrity Ambassadors
- Developed Academic Integrity Fair
- Increased professional development and student engagement
- Implemented Academic Integrity best practices for instruction
- Developed marketing materials

Lesson Learned:

Consistency and reputation – With the consistency of message and action rooted in the procedure, we are able to follow our process and set standards laying the foundation to build a culture of integrity.

Collecting Data & Measuring Success

To not only determine the success of the changes made, but to also inform future decisions, data needed to be a point of conversation. Thus, we have begun initial research efforts.

Challenge:

- Identify data to be collected
- Identify method for collecting data
- Created process for reporting data

Changes Made:

- Maxient analytics investigated

Lesson Learned:

Importance of review and continuous learning – As an area of growth, we are beginning to look at initial data to identify trends and insights to further improve our process, professional development, and student outreach.

Timeline:

- See Timeline

Participants:

Academic Integrity Council Members:

- Carla Alford, Amanda Alliband, Paulia Bailey, Janet Balk, Angela Campbell, Deanna Heier, Darren Ivey, Erika Jenkins-Moss, Stephanie Joiner, Kathy Kottas, Karly Little, Angie Maddy, Claudia Mather, Lee Miller, Sarah Riegel, Elaine Simmons, and Andrea Thompson

Investigators:

- Stephanie Joiner and Lee Miller

Academic Integrity Campaign Sub-team:

- Janet Balk, Angela Campbell, Deanna Heier, Stephanie Joiner, Karly Little, Angie Maddy, and Lee Miller

Participating Employees:

- Faculty:
- Support:
- Administration:

Resources:

Resources that have been utilized or created over the course of this initiative include:

- Training and presentation videos
- Maxient
- “Interactive Integrity Wheel”
- “Faculty Best Practices”
- Marketing materials including logo, stickers, and notebooks
- Upcoming website
- ICAI membership resources

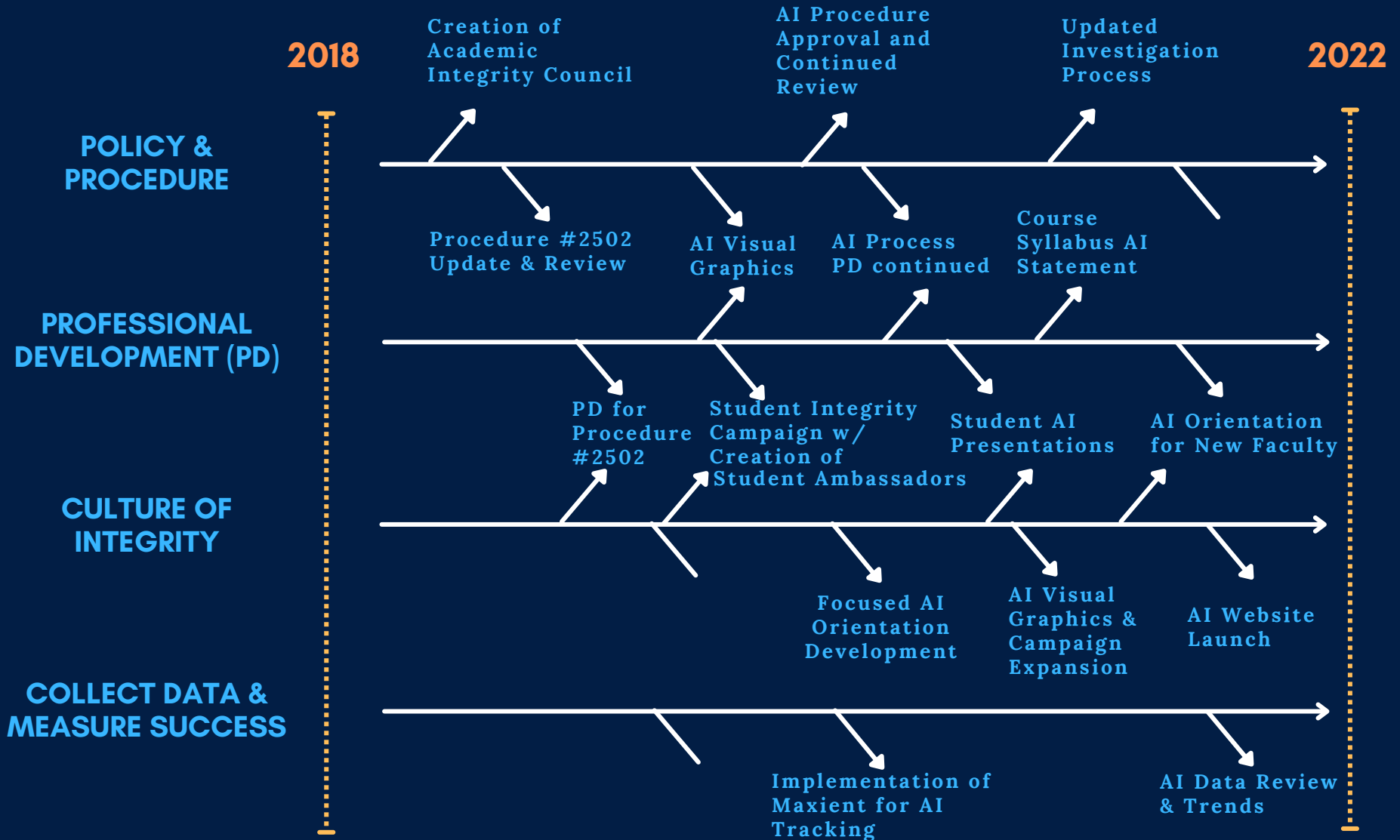
Measurable Objectives:

See “Collecting Data & Measuring Success” above (pg. 5)

Data:

See “Collecting Data & Measuring Success” above (pg. 5)

AI IMPROVEMENT JOURNEY TIMELINE



Setting the Table for Academic Integrity (AI)

Here is a highlight snapshot of the academic integrity initiative progress (2018- 2022). Staying familiar and aware of academic integrity across the institution and within higher education only strengthens the culture of integrity we all are trying to build.

POLICY & PROCEDURE

Creation of AI Council

With a recognition of the growing academic integrity issue in 2018 the Academic Integrity Council was created to address these concerns and review policy and processes

Update & Review of Procedure #2502

An extensive review was executed with a re-design of procedure #2502. Improvements began with an emphasis on clarity and sharing the responsibility for academic integrity between students and the institution.

Assessment & Revision of Procedure

Continuous review of needs, communication, and processes to further clarify the procedure and strengthen effectiveness.



PROFESSIONAL DEVELOPMENT

Faculty

Conversations have and continue to discuss best practices, procedure processes, and lessons learned. Instructional design options are also a part of these discussions.

Students

Student awareness and education on academic integrity is an important part of improving student success. Student Academic Integrity Ambassadors were included as a part of the AI Campaign.



CULTURE OF INTEGRITY

Academic Integrity Campaign

The construction of the AI campaign provided options to empower, educate, and involve faculty, students, and the community.

Visuals, Orientations, and More

Creating visual graphics, integrating language into course syllabi, and including AI information in new faculty orientation are all steps to creating a culture of integrity.

DATA & MEASURE SUCCESS

Implementation of Maxient

Maxient, institution's student conduct management software, was implemented for academic integrity tracking of violations, sanctions, and data collection.

AI Data Review & Trends

Baseline data from Maxient was collected at the end of AY22 and will be used to evaluate for trends and to assist in Barton's educational and preventative practices.



Thanks to the Academic Integrity Council for all their past and continued work on this initiative!



Referencing Policy and Honor Code - 2502 Academic Integrity
Core Values modeled after those established in The Fundamental Values of Academic Integrity 2nd ed.
(Fishman, 2013)

2502 – Academic Integrity

Academic Integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of instruction. Students will be the original authors of submitted work and properly acknowledge outside sources, and another's work or ideas. These core values are integral parts of academic success that directly translate to expectations and values in students' future careers.

In support of these core values, modeled after those established in *The Fundamental Values of Academic Integrity 2nd ed.* (Fishman, 2013), Barton provides the following definitions:

Honesty

- Barton advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service. The student is the original author of submitted work and properly acknowledges outside sources, and another's work or ideas.

Trust

- Barton fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential. The student produces their best work to ensure trust is preserved.

Respect

- Barton recognizes the participatory nature of the learning process and respects a wide range of opinions and ideas. The student shows respect by attending class prepared to participate, which includes listening to classmates' and instructors' opinions, while working to the highest level of their competence.

Responsibility

- Barton upholds personal responsibility in the face of wrongdoing. The student upholds personal responsibility in the face of wrongdoing.

Fairness

- Barton fosters an environment of fairness and consistency by establishing clear standards, practices, and procedures and expects cooperation in the interaction of students, faculty, and administrators. The student acts in the spirit of fairness of all established standards, practices, and procedures and will take the initiative to seek out further information when unsure of said standards, practices, and procedures.

Courage

- Barton supports its expectations, standards, and practices with action. The student acts courageously despite the concern of repercussions and in accordance with personal and institutional values.

Honor Code

In all aspects undertaken by students, faculty, staff and all other stakeholders of Barton Community College, the following pledge applies:

On my honor, I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others.

Academic Integrity Violations

Violations can be categorized as **Basic** or **Capital**. Basic violations are committed to obtain an unfair advantage in the completion of coursework. Capital violations are either repeated basic violations and/or committed in conjunction with multiple violations of integrity or the Student Code of Conduct. As such, these cases shall be considered on the totality of the evidence and primarily as academic offenses. All violations of the Academic Integrity Policy will be evaluated based on the Preponderance of Evidence Standard.

Basic Violations of Academic Integrity

- Plagiarism: the use of outside sources without proper citations or documentation:
 - Submission of another's ideas or work while giving the impression that it was student's work.
 - Neglecting to add source documentation, accidentally or intentionally
- Self-Plagiarism: resubmission of one's own work without instructor's consent:
 - Submission of full or partial assignments, and
 - Assignments submitted in previous or current classes
- Use of prohibited or unauthorized resources on coursework as determined by the instructor:
 - Consultation of textbooks, library materials, notes, online resources
 - Use of technological resources such as calculators, translators, media devices
 - Use of solutions manuals or "homework help" sites
 - Use of assignment-generating technologies
 - Use of tutoring services not endorsed by the College (insert link)
- The possession of questions or answers for any assignment or examination
- Collaboration on or collusion to complete assigned coursework when group work is not permitted or encouraged
- Use of hidden notes and resources during exams
- Copying another's assignment or exam
- Altering a graded activity

Related Academic Sanctions (Basic Violation)

Individual faculty members may elect to address episodes of basic academic integrity violations on a case-by-case basis. Specific sanctions, including not limited to the following, may be applied and can be assigned in any combination or order:

- Verbal Warning/No grade-related action
- Assignment of educational activity or programming
- 0/F on the assignment/quiz/examination with the possibility of makeup
- 0/F on the assignment/quiz/examination without the possibility of makeup
- Reduction of final course grade
- F in the course
- Prohibition from future enrollment in classes taught by that instructor
- Designation of XF* grade
- Recommendation for administrative academic sanction(s)

Capital Violations of Academic Integrity

- Repeated acts of Basic violations
- Bribing or offering, receiving, or soliciting anything of value for the completion of coursework, including contract cheating
- Fraudulent completion of coursework in any form including but not limited to:
 - another person's standing in for a registered student
 - employing another person or entity to complete coursework in place of the registered student
 - the submission of fraudulent identification at any point during registration or course-taking process
- Acts committed in conjunction with violations of the Student Code of Conduct:
 - Changing or altering final grades or other official educational records
 - Any combination of obtaining, possessing, and/or distributing coursework. May include the use of:
 - Cameras, phones, or other forms of technology to capture images of previously or not-yet administered exams
 - Hard copies, digital copies, social media, group or individual text messaging
 - Gaining unauthorized access into a building, office, or computer system for the purpose of obtaining any course related information or examination

Related Academic Sanctions (Capital Violations)

Capital sanctions will be determined by the Vice President of Instruction in consultation with instructional administration, and shall include the original academic sanction(s) as assigned by the instructor and may include, but are not limited to, the following:

- Course Specific Enrollment Prohibition;
- Formal Reprimand;
- Probationary Status;
- Designation of XF* grade
- Suspension (of one semester or more);
- Reduction of college-awarded scholarship;
- Retraction of college-awarded scholarship;
- Suspension from participation in activities which represent the College;
- Requirement of community service hours;
- Denial of graduation application;
- Expulsion
- Any other reasonable actions as deemed appropriate by academic administration.

Faculty Rights and Responsibilities

As an academic matter, faculty retain all rights of grade assignment and related academic sanctions as it correlates with our policies and procedures.

Adjustments to grades in response to academic sanctions will be discussed with the appropriate faculty member.

Basic Violations of academic integrity do not require the application of due process rights as guaranteed by the 14th Amendment of the Constitution. At a minimum, faculty must inform the respective student(s) of the violation and related sanction. Faculty are encouraged to discuss any sanctions with their supervisor.

If a faculty member chooses to impose academic integrity sanctions on the student, the faculty member must report this action using the form (Academic Violation Reporting Form). The student's privacy is protected by FERPA, and this form is confidential. Information gathered on this form will only be shared with other faculty members if there is an educational need to know as determined by the Vice President of Instruction.

If the faculty chooses to impose an XF in conjunction with the academic integrity sanction, they are required to complete a second form with required signatures. The XF form may be obtained from the Office of Instruction. All XF sanctions will be reviewed by the administration.

If the faculty believes a Capital Violation has been committed, they are required to consult with the appropriate Dean or Director. Once a violation is considered a Capital Violation, all procedural steps and student communication will be completed by Barton administration in alignment with the Student Code of Conduct.

Student Rights & Notices

Students have the right to privacy and to protect their personal information. Barton Community College acts in accordance with the federally mandated laws concerning Family Education Rights and Privacy Act (FERPA), which protects the confidentiality of student information.

[Procedure 2605 – Student Privacy Rights \(Family Education Rights and Privacy Act \[FERPA\]\)](#)

For Basic Violations of academic integrity, students are entitled to request a review by following the [Problem Resolution Procedure](#). The results of this review will be final.

For Capital Violations of academic integrity (as defined above), students are entitled to (1) written notice of the charges which may result in academic sanctions and (2) an opportunity to respond to said charges as outlined in [Procedure 2611 – Student Code of Conduct](#).

Students who are suspended or expelled due to academic integrity violations are not eligible for a tuition, fee or housing refund for the term during which the sanction occurred.

Barton defines an XF grade as Failure as a result of a violation of Academic Integrity. If a student receives an XF grade in a course, they may retake the course in most instances to improve their academic standing. The XF will remain on the student's transcript; however, the grade earned from retaking the course will be calculated into the student's GPA.

The College strongly encourages students to report academic integrity violations to Barton faculty or staff. A student who discloses a policy violation in good faith is excused from non-educational sanctions for Academic Integrity Policy violations which occurred during the approximate time of the reported offense.

Contact(s): Vice President of Instruction

Related Form(s): [Academic Integrity Flowchart](#); [Academic Integrity Violation Reporting Form \(AIVRF\)](#); XF Form

Relevant Policy or Procedure(s): [1501-Academic Integrity, Quality and Rigor](#); [1610-Code of Conduct](#); [2503-Academic Clemency](#); [2611-Student Code of Conduct](#); [2615-Problem Resolution \(Students\)](#)

Approved by: President

Date: 3/26/02

Revision(s): 1/14/08; 2/23/09; 5/25/17 (minor revision); 11/27/17; 3/23/20; 10/22/20 (minor revision); 8/17/21 (minor revision); 9/15/22 (minor revision)

Academic Integrity Improving Understanding and Practice

In the Fall of 2021, the Academic Development Center put together a series of student roundtables on academic integrity. The roundtables were offered live and in person during Barton's Academic Integrity Week, October 18 – 22, 2021. The purpose of the roundtables was to open a dialogue with students focused on Barton's Pillars of Integrity (Honesty, Trust, Fairness, Courage, Respect, and Responsibility) to better understand the students' knowledge and understanding of how the pillars influence Barton's Academic Integrity Procedure ([2502](#)).



Using Poll Everywhere software, verbal dialogue, and Zoom chat features, students in the roundtable were asked to define integrity and the corresponding pillars, rank the pillars of importance, and describe how those pillars affected their academic decisions. After completing the discussion on Integrity, students were walked through multiple scenarios to determine if and how they might violate the pillars of integrity and/or Barton's Academic Integrity Procedure. Comments from the students were collected to create

1: Example of Invitation to Student Roundtable

word-clouds as well as general poll reports fostering ongoing conversation on the topic. Further, students were able to articulate their questions or difficult situations concerning academic integrity. (<G:\Director of Student Academic Development\ADC\AI Student Presentation.pptx>).

Upon completion of the multiple student presentations, the Director of Student Academic Development compiled student responses and created a follow-up presentation for the Academic Integrity Council and faculty at large. This presentation was meant to highlight academic integrity from the perspective of the student to guide planning efforts and practices within classes. (<https://use.vg/hfSLK1>).