

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5a. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D, 2.E.1, 2.E.3)

The College's processes to ensure freedom of expression and the integrity of research and scholarly practice include policies and procedures for guidance and uses communication mechanisms to ensure knowledge of College standards and expectations. LCCC defines academic freedom in its [catalog](#): "The College recognizes the rights of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or publish freely on any subject, in accordance with the guarantees of federal and state constitutions." For example,

student editors and managers are free to develop their own editorial policies and news coverage in the institution's print and online media *Wingspan* (2.D). Academic integrity includes: creating and expressing one's own ideas in coursework, acknowledging all sources of information, completing assignments independently or acknowledging collaboration, accurately reporting results when conducting research including lab work, and honesty during exams (2.E.3). LCCC communicates these expectations for students, faculty, and staff through the catalog, student handbook, institutional procedures, and other publications.

To manage free expression and research integrity, the College uses the [Student Discipline Adjudication Procedure](#) (pg. 3), [Student Code of Conduct Procedure](#) (pg. 3), and [Student Rights and Responsibilities Procedure](#) to define the rights and responsibilities for free expression and academic integrity. Faculty employ software tools, such as Respondus and Turnitin, to verify the authenticity of student work. The Respondus LockDown Browser restricts students' ability to access websites, take screenshots, access external resources, or print exams while online assessments are occurring (2.E.1, 2.E.3).

1P5b. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

LCCC's process for ensuring ethical learning and research practices among students is governed by institutional procedure, specifically Student Rights and Responsibilities and the Student Code of Conduct (referenced above). Faculty explain their expectations for academic integrity in their class syllabi (standard for all syllabi). Students are afforded due process when a question of academic dishonesty arises. This is outlined in the Student Discipline Adjudication Procedure 3.16, which includes concerns related to harassment, academic dishonesty, instructional design or delivery, intellectual bias, and matters of free speech (2.E.3).

Additionally, human subjects' research is governed by LCCC's [Institutional Review Board](#) (IRB), (pg. 2) which reviews research protocols to ensure ethical treatment of study participants. While most student research falls under the class assignment exemption of 45 CFR part 46, LCCC's student research courses guide students through a pro forma IRB process, and any student assignment posing more than greater risk is reviewed by the IRB with a faculty advisor acting as sponsor. If required, LCCC has an agreement with UW's Institutional Animal Care and Use Committee proposal process to ensure ethical research on animals.

Ludden Library's online [LibGuides](#) provides information on available online databases, research assistance, copyright guidelines, plagiarism policies, and citation help. Library staff also offer students [online guidance](#) on the ethical use of information sources and assist them in using appropriate databases to facilitate learning and research (see [interactive fair use Web page](#)). The library's KIC document scanner relates fair use standards to users. The College's institutional competencies for general education include information literacy, which includes a rubric trait specific to ethical use of research (see [Reasoning: Information Literacy Rubric](#)) (2.E.2).

1P5c. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

The College's process for ensuring ethical teaching and research practices among faculty has several components, including policy and procedures, training, and in-service events. The IRB,

referenced above, reviews and approves faculty research proposals to ensure the ethical treatment of human subjects. The library resources referenced above are available to employees as well as students. Online resources inform faculty of the fair use standards for entering content to their online shells in Canvas. All employees, including faculty, complete annual Title IX training, which delineates appropriate and ethical student/teacher interactions. The MCOR procedure allows the College to establish standardized curriculum using a peer-review method; the adoption of MCORs assure consistency across all sections and modalities for all courses (2.E.2).

LCCC's faculty development and evaluation processes also ensure ethical teaching and research practices. During their first year of employment, all full-time faculty participate in the First Year Faculty Experience. Training topics include student-centered learning, pedagogical best practices, and College policy and procedure, as well as current resources pertaining to these topics. Participants must observe their colleagues teaching and are observed by academic leadership. Participants also demonstrate a teaching strategy to their peers, perform action research, and begin the creation of continuing contract portfolio artifacts.

Deans conduct annual faculty performance evaluations, which may include class observation and syllabi review. Anonymous student feedback, collected through course evaluations, is incorporated into the evaluation. Through this process, deans monitor teaching and research to ensure ethical practices. IR staff ensure faculty observe ethical research guidelines when assisting them with survey development (2.E.3).

1P5d. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

The College's process for selecting tools, methods, and instruments to evaluate the effectiveness and comprehensiveness of supporting academic integrity aligns with the policy and procedure discussed above and leverages established reporting and monitoring systems. The College uses Maxient to manage student discipline cases. [Complaint Procedure 9.7P](#) (pg. 2) requires a central and predictable storage and maintenance of complaints and outcomes using Maxient, a web-based system that was historically used for student conduct and campus safety incident reporting. Staff preparing the procedure examined current practices of the various offices that traditionally receive complaints and determined its suitability. Integrity software such as Respondus LockDown Browser and Turnitin were selected several years ago by faculty and recommended to Information Technology for purchase. Both tools are currently embedded in the LMS. The usage and satisfaction are considered annually during the College's budget review process. The MCOR procedure is run by the Academic Standards Committee with strong faculty representation. The College uses its Academic Program Review to further evaluate the curriculum for academic integrity (sustaining rigor and currency across all modalities and locations).

The College developed its IRB process in 2009 and its [application](#), which is available on the campus portal, is being updated to align with the Common Rule guidelines coming into effect in January 2019. The new IRB administrator will be participating in professional development (Advances in Ethical Research conference) in November 2018 to update LCCC knowledge of

best practices and to review training options to replace the discontinued NIH Human Subject training.

Procedures the College implemented to sustain processes to manage freedom of expression and integrity of research (see 1P5a and b) determine other tools or methods. College procedures are developed by Cabinet leadership who work with campus stakeholders for feedback and conduct studies to confirm direction; draft procedures must go to faculty and staff campus wide for electronic consultative feedback. In 2015 the College's Academic Standards Committee selected a standard phrase for all course syllabi as the instrument for informing and enforcing the guidelines on student plagiarism.

1R5a. Summary results of measures (include tables and figures where appropriate)

Violations of the Student Code of Conduct are reported in Maxient. Forty-three (43) academic integrity violations were reported to the Maxient database in 2017-18. Of these, 39 cases represent first-time violations and four were repeating offenders. Second-time offenders are required to take the Academic Integrity Seminar.

In AY 2017-2018 there were seven applications to the IRB (two exempt, four expedited, and one full review). In the first half of AY 2018-2019 there have been four applications for IRB review (one exempt, one declined due to LCCC resource usage, and two expedited based on home institutional IRB approval). LCCC has never suspended any IRB-approved research because of inappropriate conduct.

1R5b. Comparison of results with internal targets and external benchmarks

LCCC has not yet established internal targets or identified external benchmarks for measures used to evaluate the effectiveness and comprehensiveness of supporting academic integrity. Neither the National Community College Benchmark Project nor Voluntary Framework for Accountability (VFA), in which the College participates, does not offer items on academic integrity. Using the above data as a baseline, the College will monitor future years for trends and attempt to improve above this baseline measure of 43 violations.

1R5c. Interpretation of results and insights gained

The Student Life Office manages the communication of students' rights and responsibilities and administers the enforcement of the Student Code of Conduct that results in relatively few violations. The policies and procedures that help manage freedom and integrity plus due process are working reasonably well. The Institutional Review Board (IRB) oversight has been managed well in the past with low research activity, but requests are slowly beginning to rise. Therefore, the Office of Sponsored Awards and Compliance is expanding its professional development and preparing for the implementation of the Common Rule in January. It is preparing to add IRB training resources for both faculty and IRB committee members to make up for the termination of free NIH training. The College plans work to strengthen its data reporting, perhaps with qualitative research tools or addition of survey items in the Graduate Exit survey to obtain

student perceptions on the effectiveness of freedom and integrity processes. For faculty, Human Resources should explore adding curriculum and research integrity items to its employee survey.

1I5. Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

The College is currently updating and streamlining IRB processes and materials. Specifically, LCCC will strengthen monitoring and evaluation of approved research to ensure ethical conduct in preparation for the Common Rule in 2019 and with a view toward the continuing federal shift toward broader Responsible Conduct of Research requirements. Comprehensive IRB training is being developed and will be implemented by Fall 2019. Institutional Research will re-examine the Graduate Exit Survey in 2019-2020 and consider adding items related to academic freedom and integrity for curriculum and research. In addition, staff in Sponsored Awards and Compliance has developed draft procedures on conflict of interest that include integrity guidelines for faculty research and scholarship.

The Ludden Library is working with the Online Proctoring Committee, along with the University of Wyoming, the Wyoming Department of Education and the seven community colleges, to identify and implement an online proctoring solution, so all students will have access to the same experience.