

Assessment Integrity Matrix

Upholding academic integrity in your course is a two-fold endeavor involving both education and prevention. The matrix below contains measures you can take to maintain assessment integrity in both in-person and digital learning environments. Please review the second page of this document for more details about each measure and links to additional information.



Preventative Measure	Prevents Against	How Effective?	Student Inconvenience	Faculty Effort	Technology	Cost
1. Create a culture of integrity	All violations	Very	Low	High <i>requires consistent & long-term effort</i>	N/A	N/A
2. Ask students to reaffirm the honor code before an assessment	All violations	Very	Low	Low	Blackboard	N/A
3. Delay making grades and feedback visible to students until all exams are submitted	These measures make it more difficult for students to give and receive unauthorized aid, and to use unauthorized materials, such as past exams.	Moderately	Low	Low	Blackboard	N/A
4. Randomize exam questions and/or answers		Moderately	Low	Low	Blackboard	N/A
5. Use question banks; add and remove questions regularly		Moderately	Low	Moderate-High <i>requires set-up & writing additional questions</i>	Blackboard	N/A
6. Incorporate open-ended exam questions		Moderately	Low	Moderate-High <i>requires time to design & grade</i>	Blackboard	N/A
7. Add a timer and other restrictions	Increases effectiveness of other measures.	Very	Moderate <i>may cause anxiety/stress</i>	Moderate <i>requires set-up</i>	Blackboard	N/A
8. Use a lockdown browser	All violations	Extremely	Moderate-High <i>may cause anxiety/stress; requires plugin and set-up</i>	Moderate-High <i>requires plugin and set-up</i>	Blackboard & Respondus	N/A
9. Use a plagiarism checker for written exams	Plagiarism	Moderately	Low	Moderate <i>requires set-up</i>	Blackboard & SafeAssign	N/A

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Overview

Hawai'i Pacific University's [Code of Conduct](#) is founded upon our community values of Aloha, Pono, and Kuleana in order to maintain our community of trust and an environment conducive to learning. Therefore, students are expected to act in ways that demonstrate personal honor. Faculty can engage with the code of conduct by creating a climate of honor and educating students about academic integrity. Additionally, faculty may implement reasonable preventative measures to deter cheating provided they protect students' privacy and are non-discriminatory. Designing assessments that make cheating more difficult, such as projects or written assignments, is one of the most basic ways to prevent academic dishonesty. There are also a variety of exam settings in Blackboard that inhibit cheating, which are more effective when used in combination with one another.

Violations

Potential Code of Conduct violations include, but are not limited to:

- Giving or receiving unauthorized aid
- Using unauthorized materials
- Hiring someone else to take an exam
- Plagiarism

Preventative Measures

1. Create a culture of integrity. One of the most effective ways you can prevent academic dishonesty and other unethical behaviors is by creating a culture of integrity with your students. Communicate with students exactly what is permissible with regard to exams, papers, lab assignments, etc. Are they allowed to work together? If so, what are the limits of acceptable collaboration? How should they go about citing ideas they receive from classmates? To what extent are smartphone applications (such as calculators) acceptable tools, and when should students refrain from using them altogether (for example, during exams)? Including these points of discussion in your syllabus to prevent any misunderstandings about what constitutes permissible behavior.

2. Ask students to reaffirm the Code of Conduct before an exam. [Behavioral research](#) indicates that when students are reminded of moral expectations before an exam, such as writing or signing an honor code, they are less likely to violate those expectations during the exam. Include the Honor Code pledge at the beginning of an exam and ask students to acknowledge it in some way.

3. Delay making grades and feedback visible to students until all exams are submitted. Waiting to make exam [results and feedback](#) visible until after all exams are turned in lessens the chance that students who have not yet taken the exam will receive information from their classmates and thereby have an unfair advantage.

4. Randomize exam questions and/or answer choices.

Randomizing exam questions and/or answer choices ensures that each student receives a different version of the exam. You can randomize exam questions in Blackboard through the [exam presentation](#) options, or by using [question sets](#). Question sets are groups of questions that can be randomly presented. You can also randomize answer choices for certain [question types](#), further differentiating each version of the exam.

5. Use question banks; add and remove questions regularly.

You can create a question bank using the [question pools](#) feature in Blackboard. Question pools should contain at least twice the number of questions needed for the exam. Questions in question pools are deployed in [random blocks](#), creating a unique exam for each student. You can prevent future students from using past exams by updating your question pool regularly.

6. Incorporate open-ended exam questions. There are a variety of exam [question types](#) in Blackboard that require a written or calculated response. You can ask students to respond to a [short answer](#) or [essay question](#) in which they demonstrate their knowledge through writing. These types of questions take longer to design and grade, but may help you better determine how well students understand the subject matter.

7. Add a timer and other restrictions. Setting exam [availability dates](#), setting a [due date](#), and using the [timer](#) feature in Blackboard limit students' exam completion time. You can also restrict the number of [attempts](#) allowed. You also have the ability to extend exam times and make other [availability exceptions](#) for one or more students as needed. *Please Note: the [force completion option](#) is not recommended for asynchronous exams taken off-campus due to potential technical difficulties.*

8. Use a lockdown browser. [Respondus](#) is a third-party tool you can use to create, manage, and facilitate tests in Blackboard. You can deliver assessments in a secure browser to make sure students aren't influenced by external sources when drafting and submitting attempts. You can find the Respondus Dashboard in the Settings area of both assignments and tests. Contact [Student Accessibility Services](#) for guidance regarding proctoring with testing accommodations.

Conversely, offer open book exams. Contrary to what one may think, open-book exams can oftentimes be harder than closed-book exams. "[Open-book](#)" means different things in different situations. As the instructor, you decide what students are and are not allowed to access during the test. Their notes? Textbook or other books? The internet? A tutor?

9. Use a plagiarism checker for written exams. You can check written exams for plagiarism using [SafeAssign](#) and the [assignment](#) feature in Blackboard. SafeAssign produces an originality report for instructor review. You can also allow students to review their originality report before they submit an assignment, helping them identify areas where they need to cite sources. Contact [Student Accessibility Services](#) for questions about how to make testing accommodations in digital learning environments.

