In surveys of 14,000 undergraduates over the last four years, an average of 61 percent admitted to cheating on assignments and exams.

The number of students who believed that copying from the Web constitutes “serious cheating” is declining — to 29 percent on average in recent surveys from 34 percent earlier in the decade.

Most students surveyed think that those who cheat are not punished.
Student Discipline Flow Chart

INCIDENT

Survey and Control
Determine immediate action
Inform/Document

Violent
Crime/threat to
Health/Safety

Classroom Disruption

Campus Police

Faculty

Summary Suspension-
Class section – 1-2
days

Informal

VPSS

Investigate facts
Confer/Consult
Defines/presents
allegations
Meets with Student(s)
Involved

Formal

Student Conduct
Committee

President

Appeal

Board of Trustees

(Expulsion
only)

Final

Dismiss
Warning
Probation
Behavioral
Contract
Restriction
Referral

No Appeal

Suspension
Expulsion

Student Agrees to Sanction
WHAT ARE OHLONE’S NEW PROCEDURES AND POLICIES REGARDING ACADEMIC DISHONESTY?
II. Student Evaluation and Reporting

When a faculty member responsible for a course has reason to believe, and has evidence to substantiate, that the behavior of a student or students falls within one or both the above sets of definitions, it is a faculty's responsibility to take the following steps:

- Arrange a face-to-face meeting with the student; if the course is an on-line course and meeting face-to-face is not an option, ideally schedule a phone conversation or make other arrangements to handle the matter. At that time of the meeting advise the student of the allegations, and make him or her aware of the supporting evidence and the probable consequences/sanctions. Any classroom confrontation should be as discreet as possible. If, as a result of this meeting, the instructor believes that academic dishonesty occurred, the instructor will inform the student of the sanctions to be assessed or recommended in accordance with Section III and complete with the student the Academic Dishonesty Reporting Form available at http://www.ohlone.edu/org/studentservices/academicdishonesty.html.

- The Academic Dishonesty Reporting Form is to be submitted to the Vice President, Student Services with a copy to the Academic Dean.
All notes and discussions between the student and the faculty member will be kept confidential except as may be relevant in subsequent disciplinary proceedings or any subsequent legal actions. Faculty members should not discuss specific charges of cheating, plagiarism, or any other violations involving specific individuals in the classroom before other members of the class.

When a student fails to attend a scheduled conference to discuss the alleged dishonesty, or when the apparent dishonesty is detected only near the end of the semester and the instructor makes a good-faith effort to contact the student but is unable to do so, the instructor may impose the recommended penalty and complete the Academic Dishonesty Reporting Form without a conference. The student's right to appeal is preserved.
New Administrative Sanctions

Repeat violators of the academic dishonesty policy will face the following sanctions:

1. Students found to have violated the academic dishonesty policy in two separate incidents will be placed on academic probation, and potentially suspended or expelled from the college.

2. The college will initiate expulsion proceedings for students found to have violated the academic dishonesty policy in three or more separate incidents.

Faculty members will be notified by the Vice President, Student Services when action has been taken.
WHAT CAN I DO TO PREVENT CHEATING IN THE FIRST PLACE SO THAT I DON’T HAVE TO DEAL WITH REPORTING IT?
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1. Covering what constitutes cheating with your students is the first step. You also need to include your policy and a link to the college’s policy on your syllabus.
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2. According to a recent educational study published by the National Bureau of Economic Research, students who completed a Web tutorial plagiarized two-thirds less than those students that did not complete the tutorial.

   Try this tutorial with your students:

   [http://library.acadiau.ca/tutorials/plagiarism/](http://library.acadiau.ca/tutorials/plagiarism/)

   Check out fabulous Librarian Barbara Duggal’s “How to Avoid Plagiarism Resources for Instructors and Students”:

   [http://www2.ohlone.edu/org/library/plagiarismres.html](http://www2.ohlone.edu/org/library/plagiarismres.html)
COURSE GRADES:

*Assignment Grade: 35%*

*Exam Grade: 40%*

*Presentation Grade: 25% (FYI: students can’t cheat on this)*

Each of the above grades is comprised of a few smaller elements (see next section for directions and descriptions of all work for the course). For example, Your Exam Grade is made up of points earned on a midterm and a final. Your Assignment Grade is comprised of two papers and four smaller written assignments.

If you cheat on any of the smaller elements that comprise one of your three course grades you will earn a zero for the entire course grade. For example, if you cheated on one of the four smaller written assignments you would earn a zero for the entire Assignment Grade (worth 35% of your course grade). Or if you cheated on the midterm, you would earn a zero for the entire Exam Grade (worth 40% of your course grade). Cheating on any one assignment in this course means that you will earn an F for the course (refer to the Academic Integrity section above).
I DON’T NEED TO WORRY ABOUT CHEATING BECAUSE MY STUDENTS ARE SIMPLY NOT SAVVY ENOUGH TO SUCCESSFULLY CHEAT...
NO NEED TO BE SAVVY. THERE IS AN ENTIRE ON-LINE INDUSTRY DESIGNED TO HELP THEM CHEAT.
Students post copies of quizzes, exams, papers, answer keys, etc. These kinds of materials are available for a number of courses at Ohlone.


They sell corrupted word, excel, and power point files in the appropriate size for an assignment. “It will take your professor several hours if not days to notice your file is ‘unfortunately’ corrupted. Use the time this website just bought you wisely and finish that paper!!!”


This website offers solutions to textbook questions in science and engineering, and now has a forum for students in the humanities and social sciences to ask questions and get answers.

THE END