Student Conduct & Integrity
Looking at the Effectiveness of the Avoiding Plagiarism Workshops
Assessment Report
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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: September 2018

Date of Report: July 2019

Purpose of Assessment
The purpose of the Student Conduct & Integrity (SCI) Avoiding Plagiarism Workshop assessment is to measure the knowledge students are gaining by attending the workshop during the past academic year. SCI has been presenting these workshops for the past several years and it is important to evaluate if the workshops are helping students learn from the material being presented. Additionally, our office has seen an increase in requests from faculty and staff to present on academic integrity via presentations to classrooms, student organizations, and other special requests from members of our campus community. It is important to evaluate the Avoiding Plagiarism Workshop to assess the likelihood that our intended goals are being met and to help inform our office of any potential changes we need to incorporate into the presentation.

Division Learning Outcome Practitioners - disciplinary skills

Targeted Learning Outcome
The purpose of the workshops is to help educate students about plagiarism, what constitutes plagiarism, and how to avoid committing plagiarism when completing assignments. Additionally, SCI would also like to use the data received to help improve our current presentation; content, format, etc.

Assessment Methodology
SCI utilized the following methods to collect and measure quantitative and qualitative data to gauge the success of the Avoiding Plagiarism Workshops:
1. Workshop Evaluation Forms. The form was distributed during the workshop to the attendees, and they were asked to return the form at the end of the session.
2. Written responses. Reflection papers were assigned as an educational sanction by the SCI office.

Results
We had 144 students attend the workshops this past academic year, which is a 64% increase over the number of students that attended during the previous academic year.

SCI was able to host seven Avoiding Plagiarism Workshops this past academic year. Data were collected for 6 out of the 7 workshops (10/30/18, 11/27/18, 2/12/19, 3/28/19, 4/16/19, and 5/7/19). No data were collected for the workshop held on 9/25/18. For that workshop, there were a total of 32 students in attendance. Overall, the total number of attendees from all workshops conducted were 144.

Based upon the number of evaluations received (95), freshman students made up 13.68% of attendees (13), sophomore students made up 7.37% (7), junior students made up 6.32% (6), seniors made up 22.11% (21), and graduate students made up 34.74% (33). We had 15.79% (15) students decline to state their class year standing.

We had 25.26% (24) of students identify as male, 57.89% (55) of students identify as female, while 16.84% (16) of students left that question blank.

SCI asked the following questions on a Likert Type scale of 1-5 (1- being the lowest/poor and 5 – being the highest/best). The average response is listed in parenthesis after each question.

1. To what extent did you learn more about preventing plagiarism? (4.42)
2. To what extent did you learn about additional writing resources? (4.43)
3. To what extent do you feel more confident regarding correct paraphrasing and in text citations? (4.54)
4. To what extent do you feel more confident regarding direct quotes and in text citations? (4.58)
5. To what extent was the handout distributed helpful? (4.36)
6. Overall, how satisfied were you with this workshop? (4.62)
7. To what extent will you use what you learned today? (4.65)
8. To what extent do you understand the University consequences for plagiarism? (4.76)
9. Would you recommend this workshop to others? (4.52)
10. To what extent do you feel confident in your knowledge of different types of plagiarism? (4.60)

Some students were required to write a reflection paper after attending the Avoiding Plagiarism Workshop and answer questions related to the workshop. The following statements are excerpts from the reflection papers that were assigned:

"I also learned that it is not only direct quotes from different source that need to be cited, but also summaries, paraphrases etc., anything that could be seen as another author's work must be cited so that it is not counted as plagiarism."

"Some strategies I am using that help me to be successful is to stop procrastinating on my homework assignments to the last minute so that I am not stressed over it and don't think I need to tend to desperate measures to get the assignment done. I am also going to office hours and emailing my professors to get help on assignments instead of just copying someone. That way I actually learn how to do it while doing my own work."

"I learned how to cite properly when using different writing formats such as MLA or APA. I also learned that plagiarism happens when one presents someone else's ideas or work as one's own intentionally or unintentionally."

Conclusion
Based upon the evaluation forms received, student reflection papers submitted, and data analyzed, the Avoiding Plagiarism Workshops are proving to be successful in helping students understand what plagiarism is, what constitutes plagiarism, and how to avoid committing plagiarism. The student participants reported high levels of satisfaction with the workshop through the evaluation form and throughout their reflection papers; students reported that their understanding of what constitutes plagiarism increased, and they were able to identify steps to avoid plagiarism on future assignments.

The results also indicated that the majority of students attending the workshop are graduate students, seniors, and freshman students, even though the workshops are open to all students campus wide. Only students that completed the workshop as a sanction were assigned a reflection paper. The workshops were advertised to faculty from different departments with the assistance of the University Library.

Implications for Practice/Closing the Loop
Further analysis would be required to help understand why there are a higher number of graduates, senior, and freshman students attending the workshops. This can also help SCI determine if the workshops need to be adjusted based upon the specific population and/or to determine if there should be a graduate student level specific workshop in addition to an undergraduate student level specific workshop. Additionally, SCI will decide if there are an adequate number of workshops and/or if the number of workshops needs to be adjusted. Potential opportunities for collaboration with faculty exist as our office receives reports of academic dishonesty from various academic departments. Moreover, our office can reach out to the colleges that report the most academic dishonesty cases and inform them of our workshops.