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| Encouraging Honor Code Compliance - Sakai Exam Design Options | C:\Users\bhenshaw\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\31BEB3.tmp |

The Sakai learning management system offers a number of exam design features that can be used to promote student compliance with the UNC Honor Code. These features may also be used in combination with proctoring solutions.

All assessments created in Sakai can be designed to enable the following:

* Random response order. Responses for multiple choice questions are listed in random order.
* Random question order.  All exam questions can be listed in random order.
* Linear test navigation. Exams can be designed so that students cannot return to previous exam pages or skip ahead to other pages without first submitting their answers.   
  NOTE: Instructors should be aware that the inability to move back and forth within an exam can create challenges for a number of students, especially those with disabilities. To learn more, contact [UNC’s Accessibility Resources and Service](https://ars.unc.edu/about-ars). For exams using linear navigation, provide students with an outline of the exam (e.g. Q 1-10 are short-answer and account for 20% of the grade; Q 11-15 are short essay (50%); Q 16-17 are complex problem solving (30%). That will help students budget their time effectively.
* Multiple question versions. Instructors who can create a pool of equivalent questions can set exams to randomly select one of the questions from the pool. The more questions that are in the pool, the less likely that students are to see the same questions. Using multiple exam versions is one of the most effective ways to ensure exam integrity, but creating or acquiring pools of effective exam questions may require additional resources.
* Exam structure. Exams can be created in multiple parts. Once created, they can be put in any order. For example, in order to discourage student collaboration during an exam, an instructor creates a 3-part exam, then makes four copies of that exam. For each of the four versions, the three parts are placed in different orders. This approach requires group creation and assignment for each version and some adjustments to the Sakai Gradebook. Sections may also be useful for managing situations when a student is kicked off the exam due to, for example, a technical problem. Sakai allows you to reset a specific section of the exam for a student, rather than having to reset the entire exam.
* Exam time restrictions. While a time limit of up to 24 hours can be set for an exam, that time limit applies only to the overall exam. Time limits *cannot* be applied to individual parts of a multi-part exam.
* Exam time release. A single exam can also be released to different groups of students at different times. For example, an instructor might stagger the exam release time 15-30 minutes for each student group. This approach requires group creation and assignment.

Preparing Your Students

Making changes to the way students are accustomed to interacting with exams can create anxiety and confusion. To help mitigate these impacts, consider the following:

* Give students practice with your exam format by using it for lower-stakes assessments before you administer mid-term and final exams.
* Provide more time for all students to complete exams.
* Make sure your students are aware of the support and resources available through the [UNC Learning Center](https://learningcenter.unc.edu/).