

Texas Tech University

# Red Raider Orientation (RRO) Academic Integrity Survey Report

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Prepared by

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## Executive Summary

The Texas Tech University (TTU) Ethics Center participated in the 2014 summer Red Raider Orientation (RRO) fair to weigh the level of academic integrity comprehension by the pending freshman class. The TTU Ethics Center surveyed the pending freshman class June 8<sup>th</sup> thru July 29<sup>th</sup> arriving on campus for RRO functions.

The respondents self-selected whether they wanted to complete the survey instrument. The TTU Ethics Center gains insight from the survey that benefits students, faculty, and administration in managing the ever morphing culture of our learning community. With an understanding students transition from high school to college, programs to enrich academic integrity and ethics when their knowledge is not stellar may be developed to support disciplinary requirements.

The TTU Ethics Center got 956 students to complete the survey. The data was collected electronically using Qualtrics software. The sample size is sufficient that the indicators affirm the more than 6,000 students participating in the RRO activities have a reasonable appreciation for academic integrity and ethics. This signals that the public schools lessons associated with values are reflected by the respondents completing the survey.

The cumulative score on cheating indicated a high positive 89.5% of the respondents understood their high schools had a somewhat strict policy against this misconduct. Less than 11% of the respondents believed their high schools had less strict practices to discourage cheating.

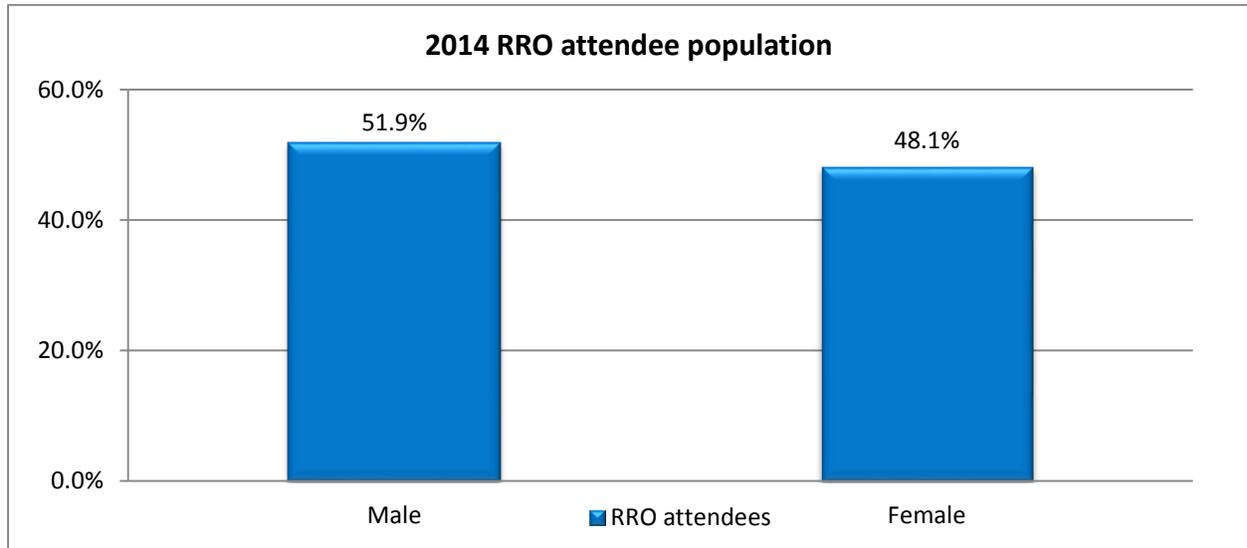
The narrative gained from the survey questions demonstrates that the 2014 freshman class has a good comprehension of academic integrity. The respondents resonated their awareness with a high positive of 95% about the significance of personal accountability, trust, and respect.

1. *Academic Integrity means that you are accountable for your own work*
2. *Trust and respect among students, faculty, and staff are essential components of education*

Collaboration is a valued skill required to be successful in a teamwork environment. The response to the collaboration question inferred that assignment management through dialog was an acceptable peer to peer process in the learning community. Less than 11% of the respondents deemed the practice as very bad; this perception may be galvanized by lack of clarity related to intent and approval.

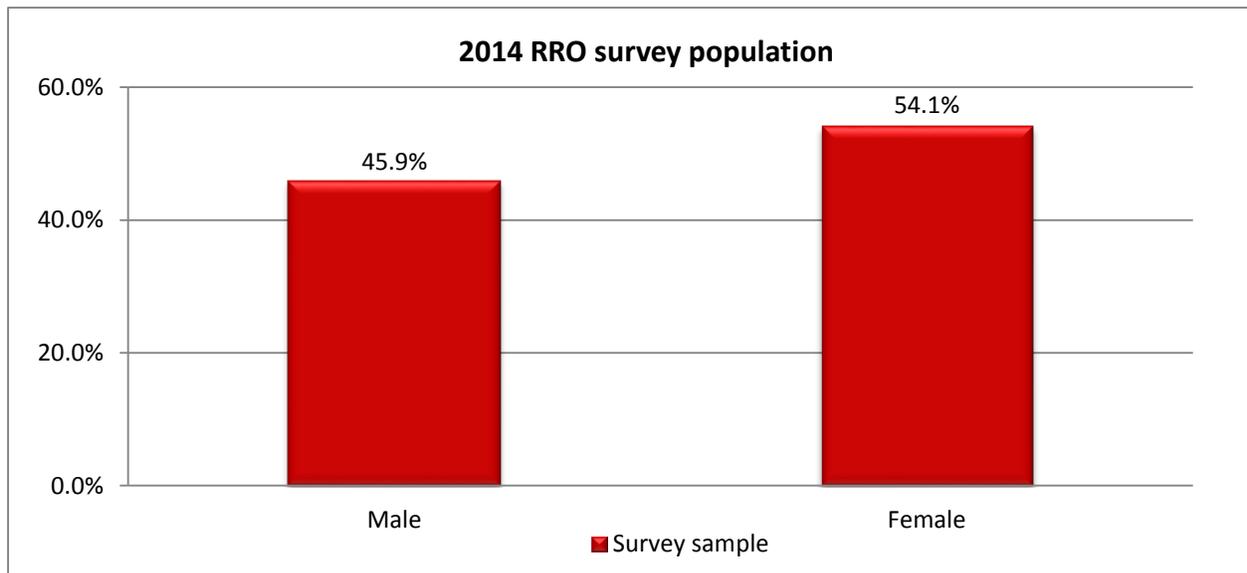
## Data Preparation and Sample

RRO attendees 6,446 freshman students as reflected in the chart 51.9% male and 48.1% female.



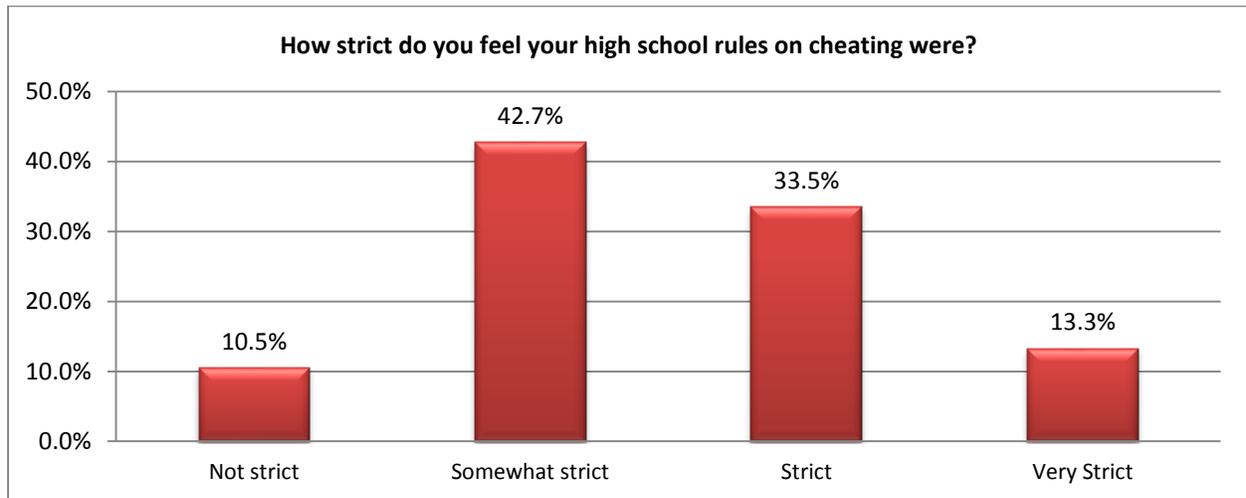
The representative sample, 956 respondents of the 6,446 RRO attendees, was 14.8% of the total RRO attendees.

The respondents were 439 males and 517 females. Though the attendance numbers show a larger male population at the RRO function, fewer males elected to complete the voluntary survey than females.



## Results

As discussed in the aforementioned summary, the respondents have a keen understanding of difference with the term strict. For the majority, their high school appears to have invested resources to insure students understood cheating was misconduct.

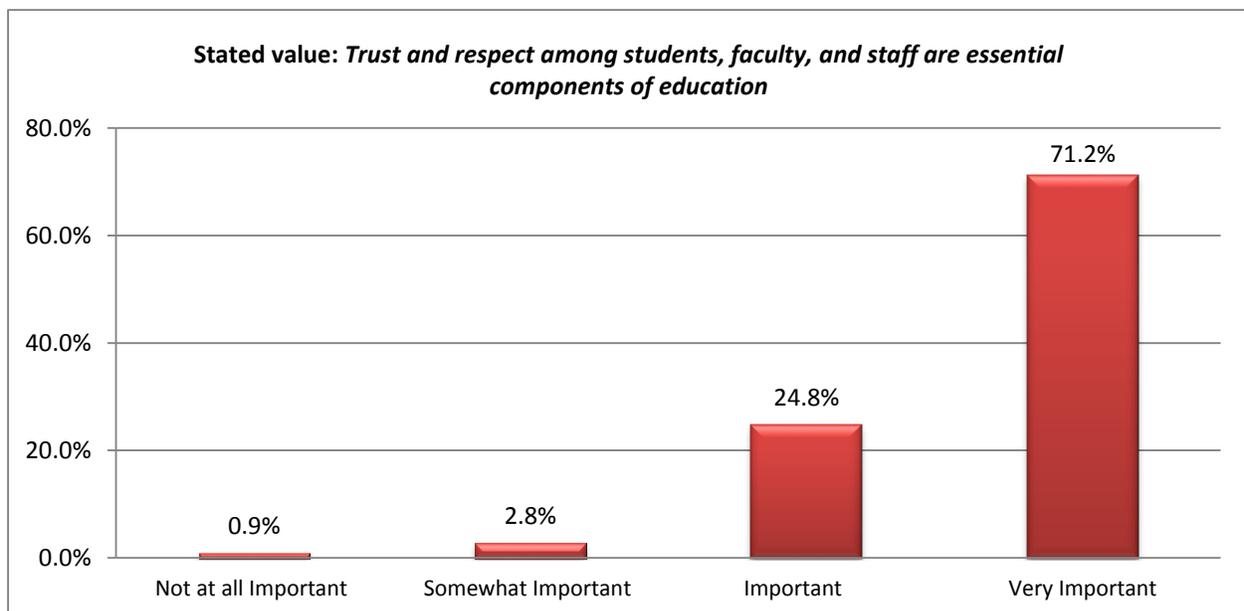
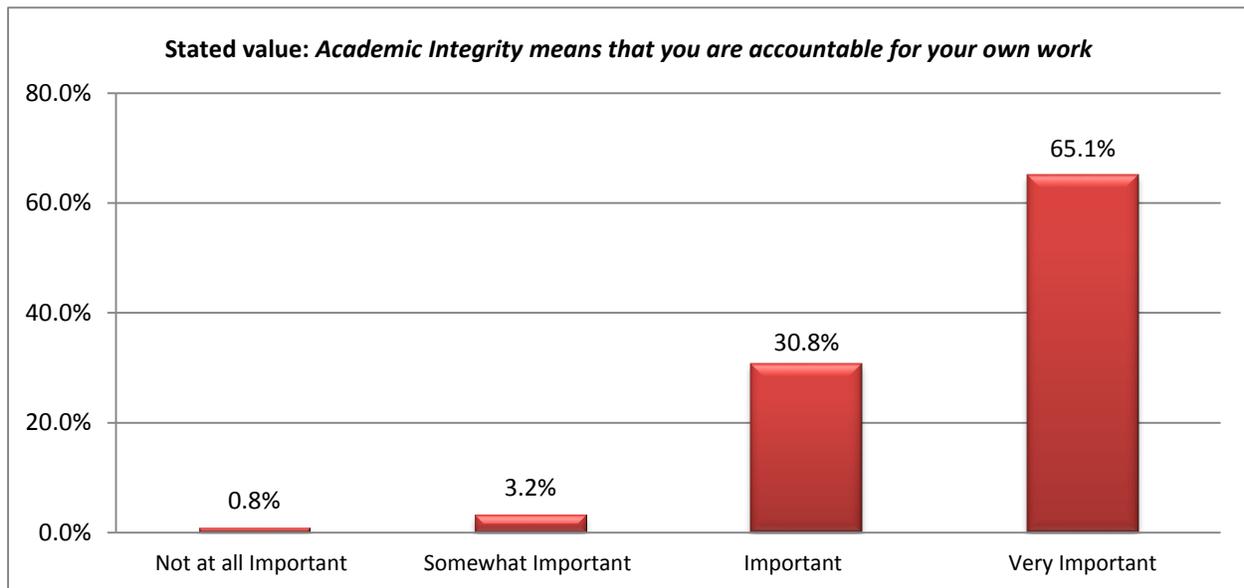


The data indicates that the university needs to reaffirm practices that cheating is misconduct. This population is centered ready to accept coaching to develop research skills over-time that will benefit their professional growth. Such information would allow the TTU Ethics Center to guide future plans, target interventions, and pursue empirically driven scholarship.

The next pair of questions asked students to rate the importance of the stated ethical values related to academic integrity.

- First stated value: Academic Integrity means that you are accountable for your own work.
- Second stated value: Trust and respect among students, faculty, and staff are essential components of education.

The following charts show the results to these two questions.

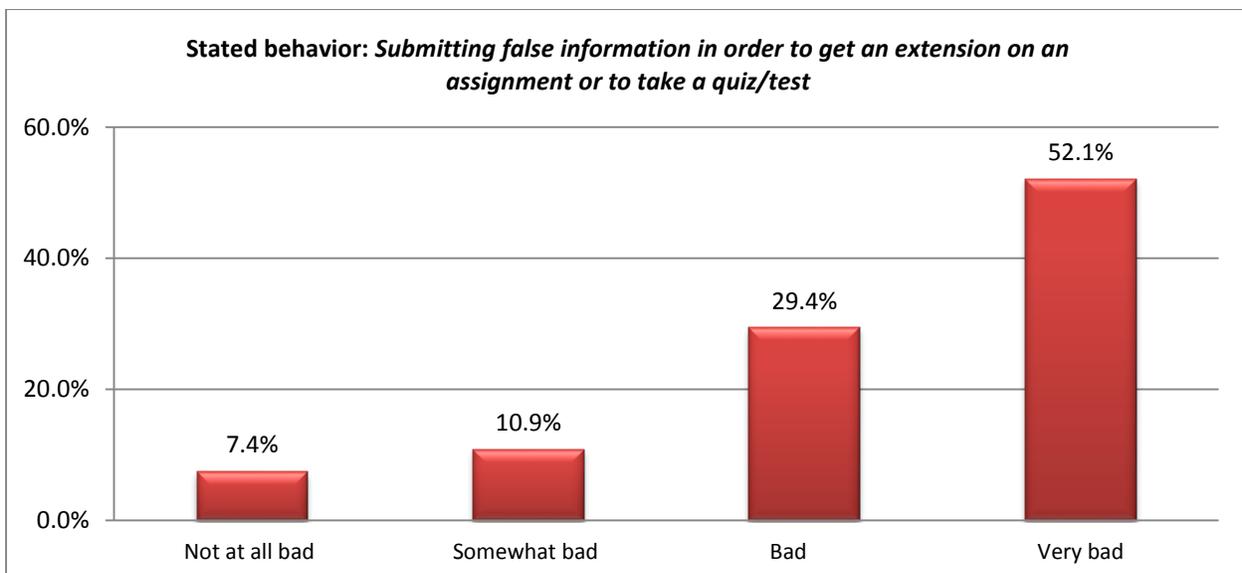
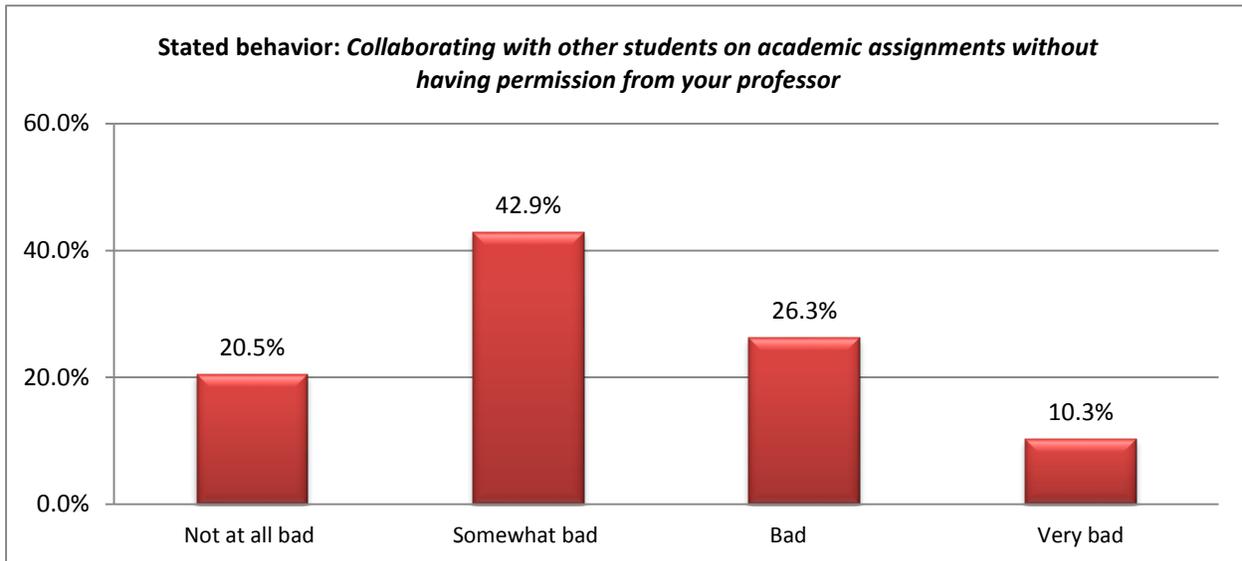


Respondents (>95.0%) considered these two values as '*very important*' or '*important*' related to academic integrity.

The next pair of questions asked students how they considered the stated behaviors.

- First stated behavior: Collaborating with other students on academic assignments without having permission from your professor.
- Second stated behavior: Submitting false information in order to get an extension on an assignment or to take a quiz/test.

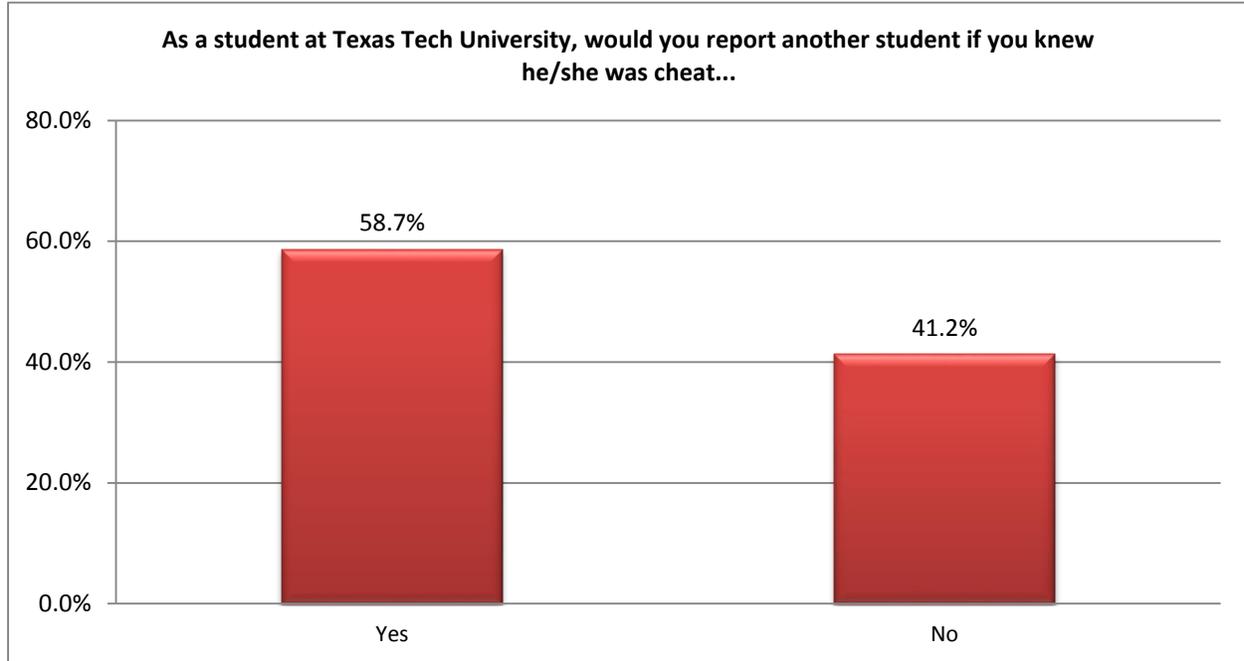
The following charts show the results to these two questions.



Respondents 81.5% considered 'submitting false information in order to get an extension on an assignment or to take a quiz/test' as 'very bad' (52.1%) or 'bad' (29.4%). Plus the 'somewhat bad' (10.9%) as more affirmative than less, the survey achieves a high positive of 92.4% from respondents.

When asked about 'collaborating with other students on academic assignments without having permission from your professor,' an overwhelming 89.7% perceived the behavior as less detrimental in the learning community. The cumulative value indicates students' investment in teamwork more than less. The results may indicate more emphases could be put on defining or clarifying the concept of collusion.

The final question asked respondents if they would report another student for cheating. The decision to act when misconduct is identified drives the majority population that completed the survey.



## Conclusion

The TTU Ethics Center encouraged the Red Raider Orientation students to always keep ethics in mind while seeking their academic credential. The over 900 respondents got the message to communicate to their family and peers that TTU is an ethical institution. The TTU Ethics Center included strategic practices, visitations, and distribution of ethical video dialogs to engage student organizations to promote ethical well-being across the campus.

Clearly, the success of students at Texas Tech University has an inherent link to the outreach of staff and faculty. The survey provided a benchmark to build on the positive qualities brought to the university by domestic and international students seeking their first academic credential. The TTU Ethics Center will push forward the initiative to fortify students' education with an effective ethical foundation through collaborative partners across disciplines.

## Appendix A: The Survey

What is your gender?

- Male
- Female

How strict do you feel your high school rules on cheating were?

- Not strict
- Somewhat strict
- Strict
- Very Strict

Decide how important you consider the following ethical behaviors related to academic integrity. Mark one of the options ranging from not at all important through very important

Not at all Important      Somewhat Important      Important      Very Important

Academic Integrity  
means that you are  
accountable for your own work

Trust and respect  
among students, faculty, and  
staff are essential components  
of education

Decide how bad you consider each of the following statements. Mark one of the options ranging from not very bad through very bad

Not at all bad      Somewhat bad      Bad      Very bad

Collaborating with  
other students on academic  
assignments without having  
permission from your professor

Submitting false  
information in order to get an  
extension on an assignment or  
to take a quiz/test

As a student at Texas Tech University, would you report another student if you knew he/she was cheating?

- Yes
- No

## Appendix B: The IRB approval letter



July 10, 2013

Dr. Justin Louder  
Provost Ofc  
Mail Stop: 5070

Regarding: 504021 Academic integrity culture of freshmen students and their future intentions

Dr. Justin Louder:

The Texas Tech University Protection of Human Subjects Committee approved your claim for an exemption for the protocol referenced above on July 10, 2013.

Exempt research is not subject to continuing review. However, any modifications that (a) change the research in a substantial way, (b) might change the basis for exemption, or (c) might introduce any additional risk to subjects must be reported to the Human Research Protection Program (HRPP) before they are implemented.

To report such changes, you must send a new claim for exemption or a proposal for expedited or full board review to the HRPP. Extension of exempt status for exempt protocols that have not changed is automatic.

The HRPP staff will send annual reminders that ask you to update the status of your research protocol. Once you have completed your research, you must inform the HRPP office by responding to the annual reminder so that the protocol file can be closed.

Sincerely,

A handwritten signature in black ink that reads "Rosemary Cogan".

Rosemary Cogan, Ph.D., ABPP  
Protection of Human Subjects Committee

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