

Texas Tech University

Arbor Day Academic Integrity Survey Report

June 2014



Prepared by

Texas Tech University Ethics Center
ADM 237 – MS 4050
806.742.1505
ethics.center@ttu.edu
www.ethics.ttu.edu

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Report Summary

It has become an honored and respected tradition at Texas Tech University (TTU) to celebrate Arbor Day. On April 25, 2014 at Memorial Circle, the TTU Ethics Center collaboratively hosted two academic integrity themed events with the Division of Undergraduate Education and Student Affairs. These events intended to enhance students' appreciation for the academic integrity culture at TTU. One such event invited students to complete the TTU Academic Integrity Survey. The survey was a written assessment of students' perceptions of values and behaviors associated with academic integrity. The survey consisted of 4 demographic questions (gender, classification, age, and major), a 5-item academic integrity values subscale, and a 5-item academic integrity behaviors subscale. In addition, one multiple-choice question and one open-ended question were added in order to capture qualitative data on a specified academic integrity topic (see Appendix A for a copy of the survey). Participants who completed the survey were offered a commemorative T-shirt emblazoned with the words "Strive for Honor". Participation in the survey was voluntary and responses were anonymous. The completed surveys were analyzed by staff from the Texas Tech University Ethics Center and Office of Planning and Assessment.

This year, a total of 1500 valid surveys were completed by a representative sample of the TTU student population. The results of the quantitative portion of the survey indicate that students at TTU had a high regard for values and a moderately high regard for behaviors associated with academic integrity. The average score for the entire sample was 18.33 (scale = 0-20) and 16.58 (scale= 0-20), or 91.7% and 82.9% for values and behaviors respectively. In general, female students demonstrated a higher regard for values and behaviors relative to their counterparts. There were no significant differences for values and behaviors found in terms of student classification. Age and major were not included in the analysis of variance.

Results of the qualitative portion of the survey suggest that over half of the students at TTU were willing to report peers who engaged in academic misconduct. Prevalent reason given for reporting a peer was the unfair gain obtained by cheating. The most frequently cited reason for 'not' reporting was "it's none of my business." A small group indicated that they would not report peers engaged in academic misconduct in fear of getting in trouble/revenged.

Administering the TTU Academic Integrity Survey enhances the academic integrity climate at TTU by reinforcing student knowledge about academic integrity and understanding the perceptions of students on specific values and behaviors relative to academic integrity. This data, in turn, yields valuable information that allows for the development of new programs and interventions which contribute to the perpetual cycle of improvement at TTU.

Introduction

The Texas Tech University Ethics Center in collaboration with the Division of Undergraduate Education and Student Affairs hosted several events during the joint celebration of Arbor Day and Strive for Honor week at Texas Tech University. Central to these events was the administration of the TTU Academic Integrity Survey. For two hours, 1,500 students completed the TTU Academic Integrity Survey. Administering the survey has traditionally served to reinforce the academic integrity climate of TTU by (1) assessing students' knowledge about academic integrity, (2) assessing their perceptions of values and behaviors associated with academic integrity, and (3) identifying areas of vulnerability within the realm of academic integrity to which TTU may wish to commit efforts and develop intervention programs.

Data Preparation and Sample

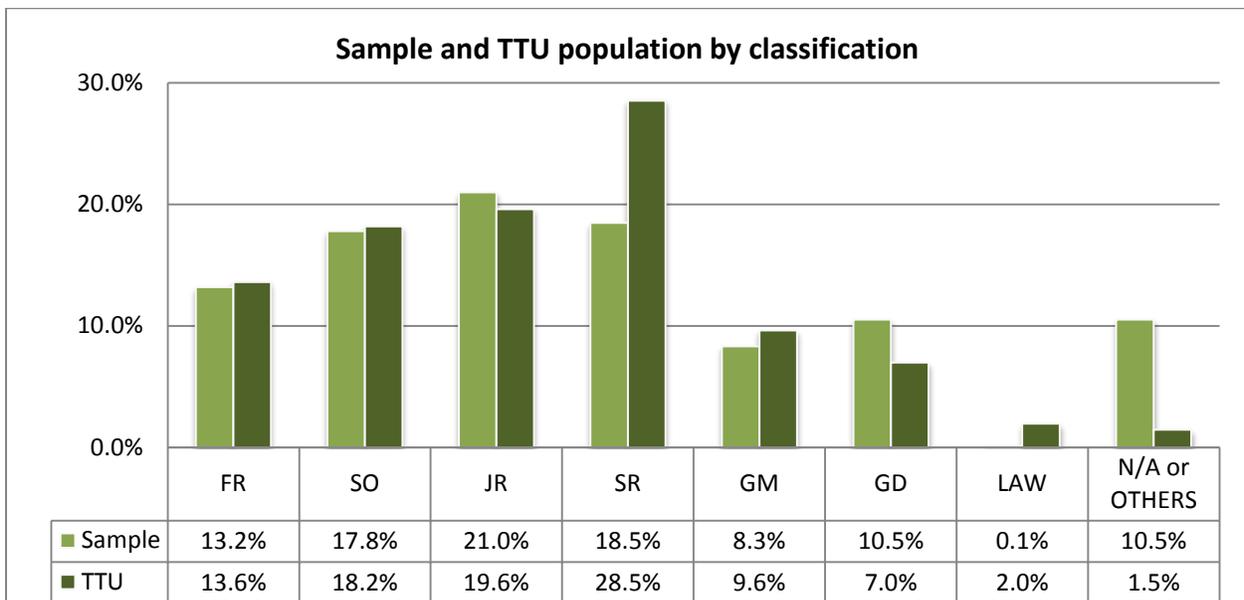
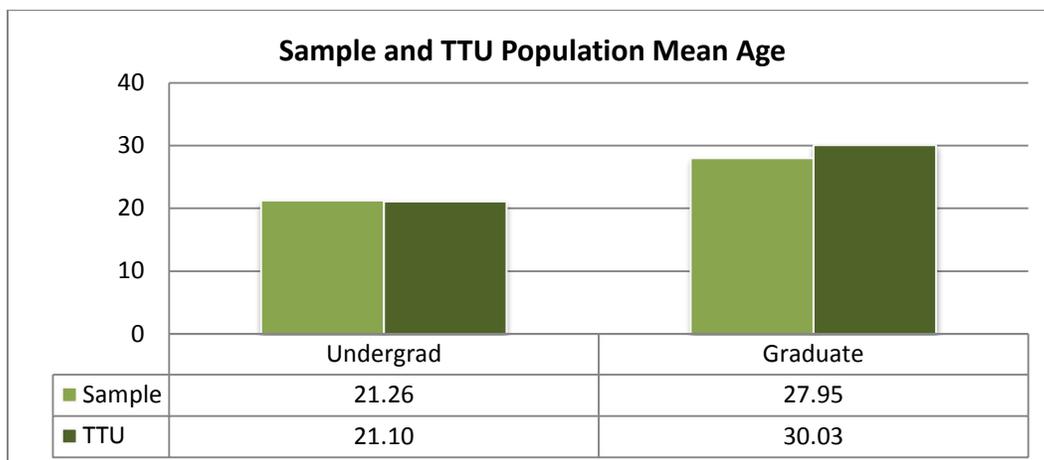
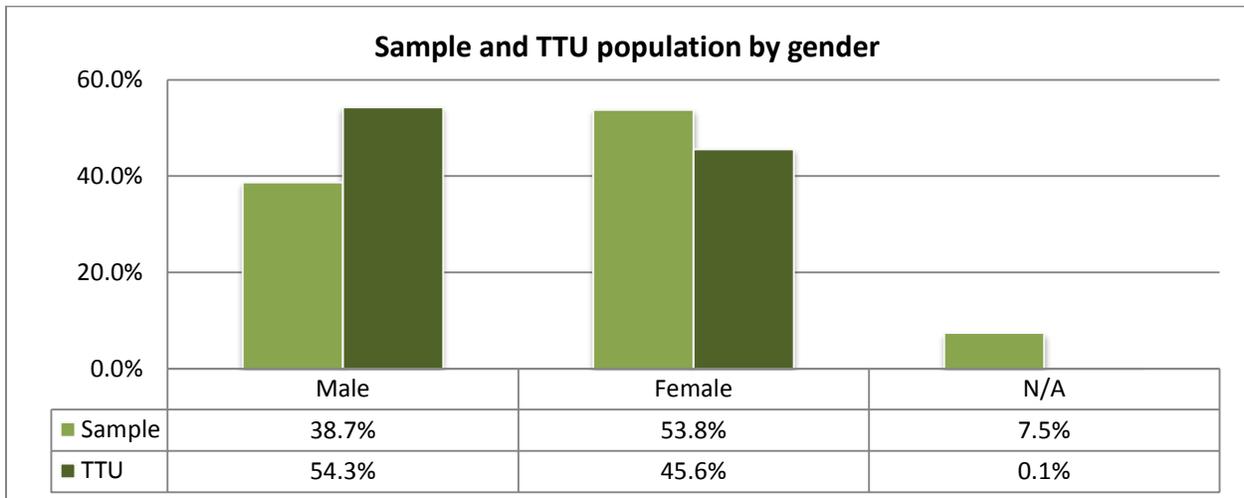
A total of 1500 valid surveys were collected. The data for the completed surveys was analyzed by staff from the Texas Tech University Ethics Center and Office of Planning and Assessment using IBM SPSS statistical software.

The sample of 1500 valid surveys represented approximately 4.8% of the student population of the Texas Tech University. Demographic data collected included the following four categories: (1) gender, (2) classification, (3) age, and (4) major.

Specifically in terms of student demographics, a discrepancy was found regarding gender where the sample included 8.2% more females and 15.6% less males than in the TTU student population. In terms of age, the average for undergraduate student was 21.26 (SD .126) and for graduate students it was 27.95 (SD .308). When comparing the sample to the student population in terms of classification, the sample mirrored the population fairly closely with the exception of senior students, 10.0% less in the sample.

Given the extensive number of majors represented at TTU, majors were grouped by college affiliation. While a fairly good student representation by college was obtained relative to the variables of interest, a sample bias may exist due to the location where the survey was administered. This may be particularly true to students from the College of Education, Rawls College of Business Administration, and College of Visual and Performing Arts whose students were under represented in the sample.

The following graphs and table summarize the representativeness of the sample relative to the TTU student population in terms of gender, age, classification, and college affiliation.



Abbreviations:

FR	Freshman
SO	Sophomore
JR	Junior
SR	Senior
GM	Master student
GD	Doctoral student
LAW	LAW School

Sample distribution by college				
college	Sample n	Sample %	Pop n	Pop %
College of Agricultural Sciences and Natural Resources	52	3.5%	1,788	5.8%
College of Architecture	21	1.4%	551	1.8%
College of Arts and Sciences	530	35.3%	8,848	28.7%
Rawl's College of Business Administration	149	9.9%	4,369	14.2%
College of Education	41	2.7%	1,781	5.8%
College of Engineering	322	21.5%	4,857	15.8%
Graduate School	3	0.2%	379	1.2%
College of Human Sciences	126	8.4%	2,958	9.6%
Law School	2	0.1%	601	2.0%
College of Mass Communications	53	3.5%	1,345	4.4%
Texas Tech University	33	2.2%	2,283	7.4%
College of Visual and Performing Arts	19	1.3%	994	3.2%
No response	149	9.9%	0	0.0%

As evidenced by the preceding graphs and table, the sample was a fairly good representation of the TTU student population with the exception of the variables previously noted.

Results

The 2014 installment of the TTU Academic Integrity Survey consisted of two sections. The first section included an instrument with two subscales intended to measure quantitatively student perceptions of values and behaviors relative to academic integrity. The second section, a qualitative portion of the survey, intended to reveal students' willingness or unwillingness to report a peer engaged in an act of academic misconduct, and why they would or would not be willing to report such student.

Quantitative Analysis

The TTU Academic Integrity Survey was created as a Likert scale and divided into two subscales: the *Academic Integrity Values Scale (AIVS)* and the *Academic Integrity Behaviors Scale (AIBS)*. The first subscale, the *Academic Integrity Values Scale (AIVS)*, included five items pertinent to integrity and ethical values in academia and asked students to rate how important a particular value was to them. Scores for this subscale ranged from zero through twenty. The average AIVS score for the entire sample was 18.33 (scale = 0-20) or 91.7%. The following tables show the frequency and percentage of responses, respectively, for each item of the AIVS.

Academic Integrity Values Statement	Not at all important	Somewhat important	Important	Very important	Not answered
Academic Integrity means that you are accountable for your own work	12	51	360	1074	3
Making a personal decision to adhere to the standards of ethical behavior	10	45	428	1006	11
Ethical behavior and independent thought are important for achieving academic success	8	62	403	1020	7
Trust and respect among students, faculty, and staff are essential components of education	12	56	310	1118	4
Academic Integrity is the foundation of professional and educational careers	10	49	375	1061	5

Academic Integrity Values Statement	Not at all important	Somewhat important	Important	Very important	Not answered
Academic Integrity means that you are accountable for your own work	0.8%	3.4%	24.0%	71.6%	0.2%
Making a personal decision to adhere to the standards of ethical behavior	0.7%	3.0%	28.5%	67.1%	0.7%
Ethical behavior and independent thought are important for achieving academic success	0.5%	4.1%	26.9%	68.0%	0.5%
Trust and respect among students, faculty, and staff are essential components of education	0.8%	3.7%	20.7%	74.5%	0.3%
Academic Integrity is the foundation of professional and educational careers	0.7%	3.3%	25.0%	70.7%	0.3%

The second subscale, labeled as the *Academic Integrity Behaviors Scale (AIBS)*, also included five items that described behaviors associated with violations of academic integrity principles. Scores for this subscale ranged from zero through twenty. The average AIBS score for the entire

sample was 16.58 (scale= 0-20) or 82.9%. The following tables show the frequency and percentage of responses, respectively, for each item of the AIBS.

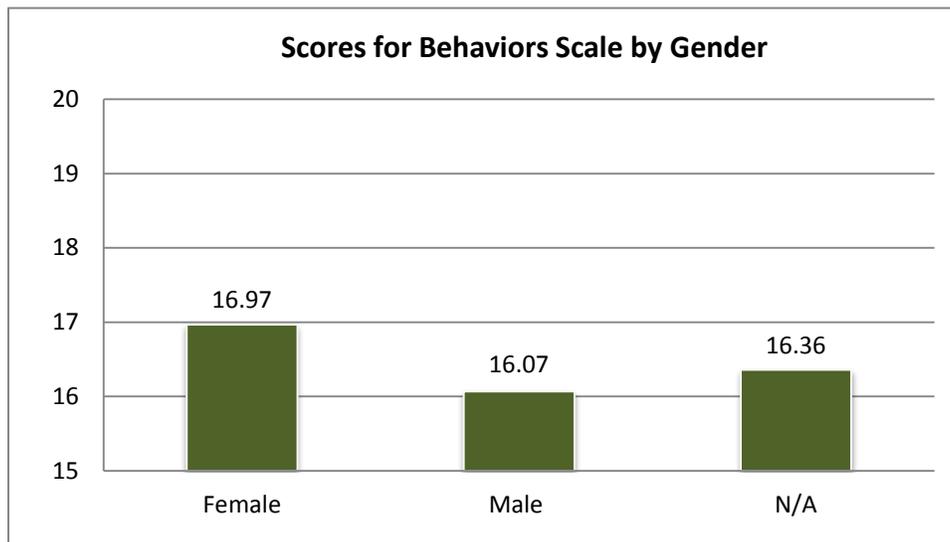
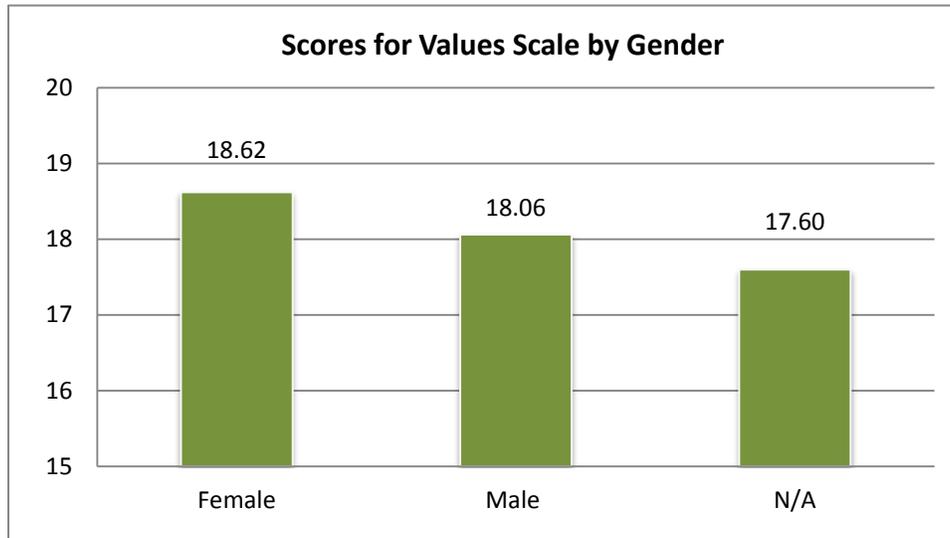
Academic Integrity Behaviors Statement	Not at all bad	Somewhat bad	Bad	Very bad	Not answered
Copying from another student or source during a test	25	99	349	1025	2
Obtaining questions or solutions for a test before taking it	79	207	399	810	5
Not citing materials or ideas from other sources in your work	52	233	459	729	27
Collaborating with other students on academic assignments without having permission from your professor	155	371	426	541	7
Submitting false information in order to get an extension on an assignment or to take a quiz/test	39	157	400	901	3

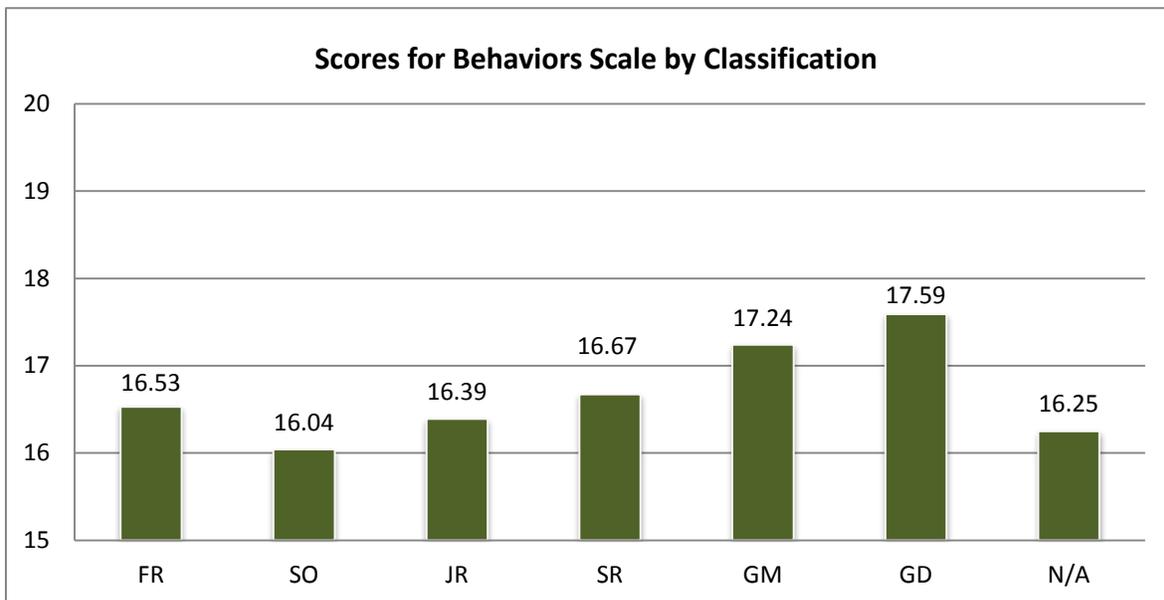
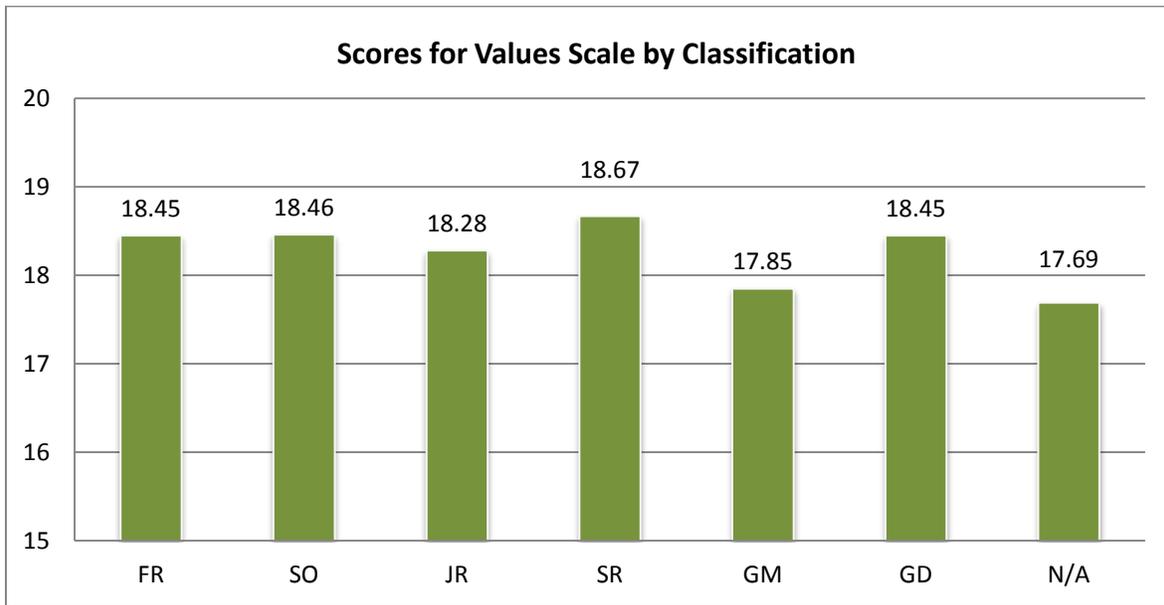
Academic Integrity Behaviors Statement	Not at all bad	Somewhat bad	Bad	Very bad	Not answered
Copying from another student or source during a test	1.7%	6.6%	23.3%	68.3%	0.1%
Obtaining questions or solutions for a test before taking it	5.3%	13.8%	26.6%	54.0%	0.3%
Not citing materials or ideas from other sources in your work	3.5%	15.5%	30.6%	48.6%	1.8%
Collaborating with other students on academic assignments without having permission from your professor	10.3%	24.7%	28.4%	36.1%	0.5%
Submitting false information in order to get an extension on an assignment or to take a quiz/test	2.6%	10.5%	26.7%	60.1%	0.2%

Scores on the AIVS and AIBS were also calculated by demographic characteristics. The following charts compare the overall scores of students with the demographic categories of gender and classification for both the values scale and behaviors scale. In addition, and to ascertain that the differences between the groups were significant, a one-way ANOVA was conducted.

A significant difference in scores was found by gender for the AIVS and the AIBS. Female students scored higher than male students in both subscales, suggesting female students had a higher regard for academic integrity values and behaviors. When considering student classification, no significant differences were found in scores for either subscale. Differences in scores were not examined by student age or major.

The following graphs show the average score by each demographic category included in the analysis.





Qualitative Analysis

In addition to measuring students' perceptions of values and behaviors associated with academic integrity, the TTU Academic Integrity Survey included two questions for which students provided brief narrative responses.

1. Would you report another student if you knew he/she was cheating?

The majority of students, 820 (54.6%), indicated that they would report a fellow student for academic integrity violations. A total of 529 (35.2%) students indicated that they would not

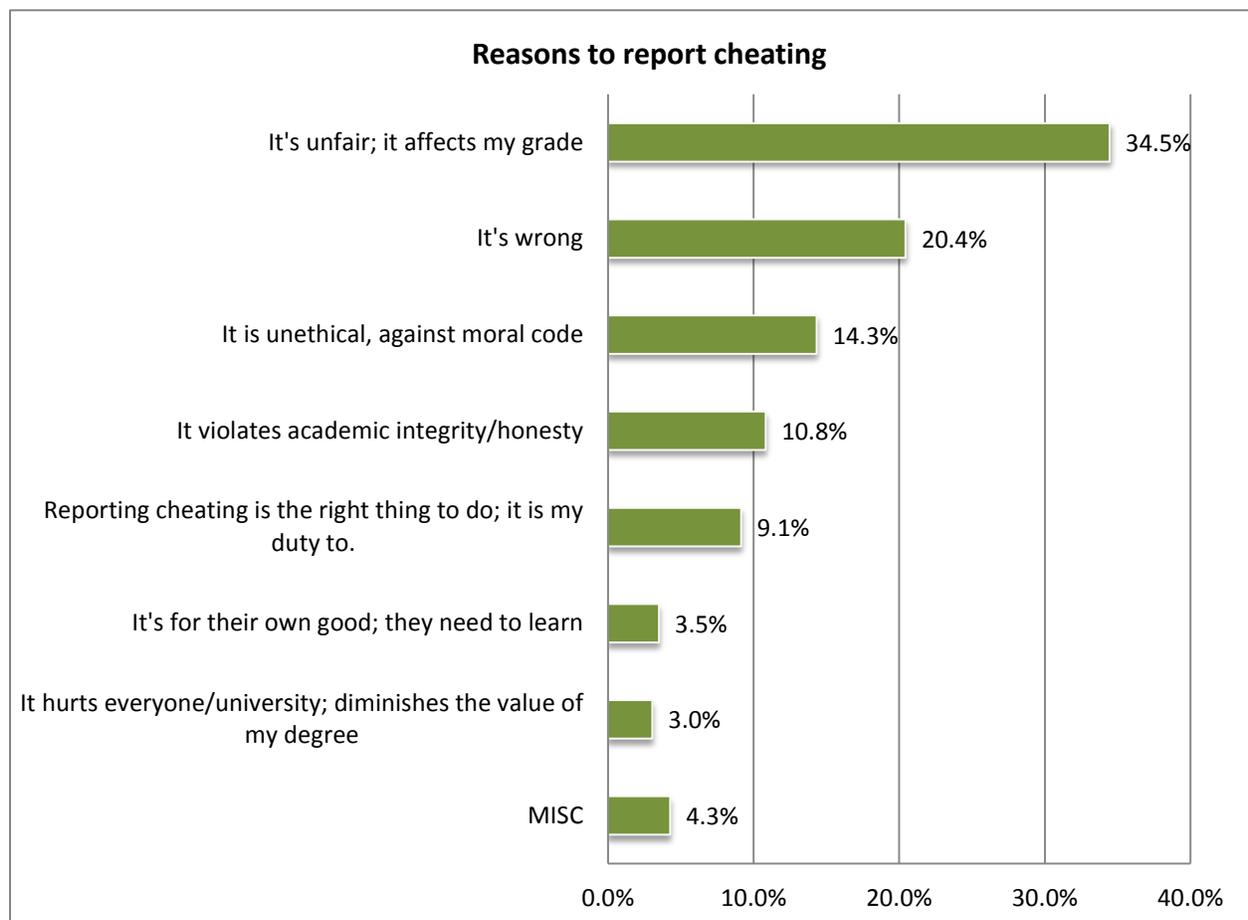
report a fellow student who they knew was cheating. Of the 1500 participating students, 151 (10.2%) students refrained from answering this question.

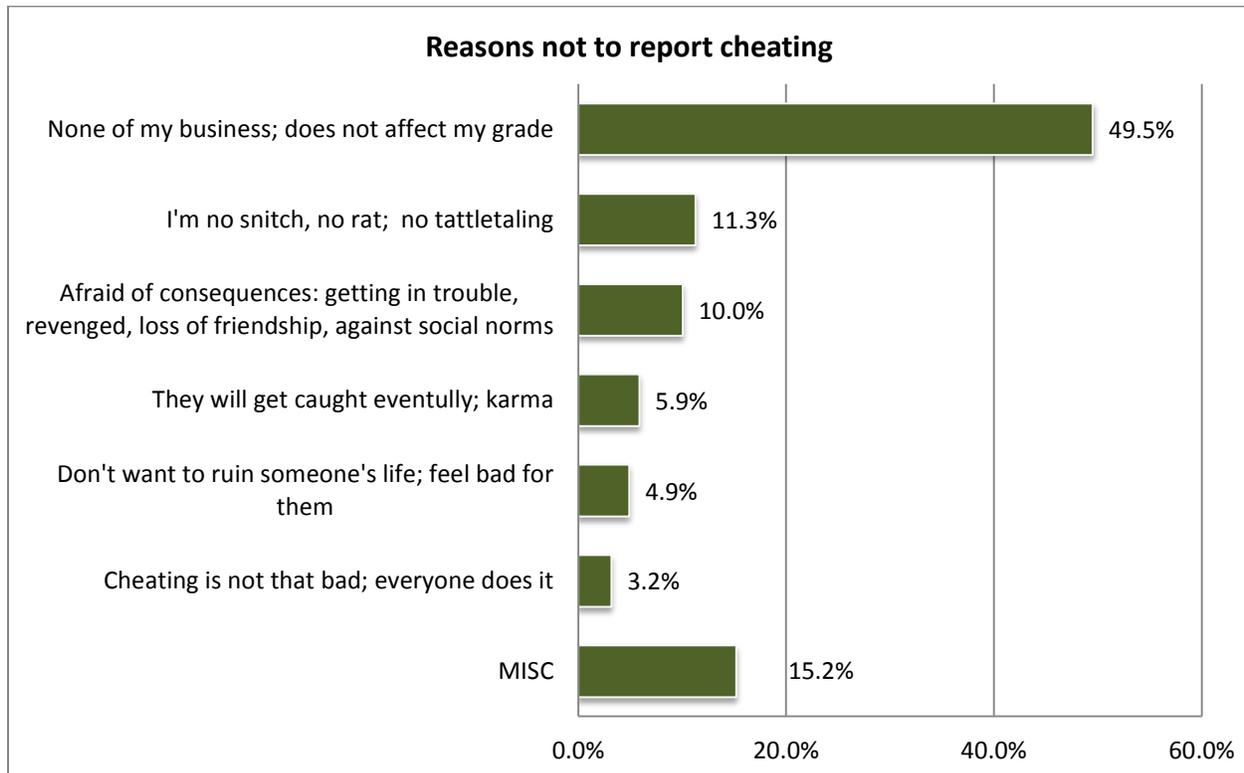
2. If yes, why? If not, why?

Of the students who explained their willingness to report a fellow student for cheating, 34.5% indicated that they would do so because of the unfair advantage gained by those who cheat. Over 20.0% expressed that they would report a fellow student because cheating is wrong.

For those students that indicated that they would not report peers engaged in academic misconduct, the most frequently cited reason was their unwillingness to get involved (49.5%); this was often stated as “it’s none of my business”. Additionally, a group of 10.0% students indicated that they would not report a peer in fear of consequences, such as getting in trouble, being revenged, or losing friendship.

The following graphs show the various reasons included in the analysis.





Conclusion

The 2014 TTU Academic Integrity survey included a fairly representative sample of the TTU student population with a few minor exceptions. The overall scores for the AIVS were quite high (91.7%) yet the scores for the AIBS were moderately high (82.9%). Female students had higher scores than male students in each of the two Academic Integrity subscales. It is interesting to note that there were no differences in scores in neither the AIVS nor the AIBS by student classification. Traditionally it has been postulated that students in the earlier classifications would have a lower regard for values and behaviors associated to academic integrity as a carryover from lax cultures of academic integrity in high school. According to the present assessment, that is not the case at TTU. In addition, more than half of the students at TTU were willing to report peers engaged in academic misconduct.

The findings from the TTU Academic Integrity survey elucidate the general state of TTU's student academic integrity culture. The findings should serve to develop and implement new initiatives that will further enhance the climate of academic integrity on our campus and to guide students on a perpetual quest to "Strive for Honor".

Appendix A: The Survey

Gender: _____ Classification (Please circle one): FR SO JR SR MASTER DOC

Age: _____ Major: _____

Decide how important you consider the following ethical behaviors related to academic integrity. Circle one of the options ranging from 1 (not at all important) through 4 (very important)				
	Not at all important	Somewhat Important	Important	Very Important
Academic Integrity means that you are accountable for your own work	1	2	3	4
Making a personal decision to adhere to the standards of ethical behavior	1	2	3	4
Ethical behavior and independent thought are important for achieving academic success	1	2	3	4
Trust and respect among students, faculty, and staff are essential components of education	1	2	3	4
Academic Integrity is the foundation of professional and educational careers	1	2	3	4
Decide how bad you consider each of the following statements. Circle one of the options ranging from 1 (not at all bad) through 4 (very bad)				
	Not at all bad	Somewhat bad	Bad	Very bad
Copying from another student or source during a test.	1	2	3	4
Obtaining questions or solutions for a test before taking it	1	2	3	4
Not citing materials or ideas from other sources in your work.	1	2	3	4
Collaborating with other students on academic assignments without having permission from your professor	1	2	3	4
Submitting false information in order to get an extension on an assignment or to take a quiz/test.	1	2	3	4

Would you report another student if you knew he/she was cheating (Please circle one)? YES NO

Why or Why not? _____