2010

Texas Tech University
Ethics Center/QEP

# [ARBOR DAY 2010: ACADEMIC INTEGRITY SURVEY REPORT]

Office of Planning and Assessment/Quality Enhancement Plan/TTU Ethics Center, May 2010

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## Executive Summary

On April 30th, 2010, as part of Texas Tech University's Arbor Day Celebration, an assessment of students' understanding of academic integrity was administered at the Academic Integrity Task Force tent on the Engineering Key. The paper survey consisted of 4 demographic questions (student classification, major, sex, and age), 13 true or false questions, and 1 open-ended question. The goal of the assessment was twofold: (1) to reinforce student knowledge about academic integrity and (2) to assess what students know to help identify problem areas to address.

Of the 1085 original respondents, 46 were removed for answering all the questions "True" for a final sample size 1039 participants. The sample appears to represent different students in terms of sex, age, student classification, and major, but there were fewer male participants and fewer freshman participants than would be expected from the population of all TTU students.

Looking at the overall scores on the 13 true or false questions, students seem to have a good understanding of academic integrity with an average score of 89.9%. Dividing up the scores by demographic categories shows that on average female students, younger students, and undergraduate students do better on this assessment. It was also found that on average students with 0 missing answers do better on this assessment. This may suggest that some students did not do as well because they rushed through the assessment as opposed to not knowing the right answer.

There are two questions that more than 20% of students answered incorrectly:

- Question 8: "Obtaining a test or solutions to a test before taking it, without permission from you professor to do so, is not cheating."
- Question 11: "It is ok to collaborate with other students on academic assignments without permission from your professor."

The results of these statements may suggest two areas where some students lack understanding or agreement about academic integrity: the definition of cheating and when it is okay to collaborate with other students on assignments. These may be good areas to address in instructing students about academic integrity. A follow up assessment may help to check if the instruction helps more students answer these questions correctly. Another reason for the bad performance on these questions could be that the wording of these questions was the problem instead of a lack of knowledge. Following up with some students might shed light on this.

Of the 1039 participants, 28 answered the open-ended questions. Some of these comments suggest that students think that academic integrity is important and that some of these students think that more needs to be done to enforce academic integrity on campus.

Overall, the participants in 2010 did better than the participants in 2009 on this assessment. Although the difference is statistically significant ($p = 0.016$), the difference is small (mean score of 88.5% in 2009 vs. mean score of 89.9% in 2010) and likely shows up because of the large sample size. It also appears that this may be due to three questions being changed for the 2010 survey.

## Introduction

The Academic Integrity Task Force, one of the three Task Forces of the TTU QEP, developed statements based on the Student Code of Conduct (http://www.depts.ttu.edu/studentjudicialprograms/conductcode.php, 05/14/10). In cooperation with the Office of Planning and Assessment staff, the questions were further developed and a final survey was designed to be administered during Arbor Day 2009. A similar version of this survey was administered in the same way in 2009. Based on the 2009 results, three questions that seemed to cause confusion were changed to be clearer in the 2010 assessment. The negative wording in questions 3 and 11 were underlined ("Ethical behaviors and independent thought are not important for achieving academic success" and "It is okay to collaborate with other students on academic assignments without permission from your professor"). Question 10 was changed from "Citing materials or ideas from other sources in your work is not plagiarism" to "Not citing materials or ideas from other sources in your work is plagiarism". See attachment A for a copy of the survey.

On April 30th, 2010, Texas Tech University hosted an Arbor Day Celebration on the Engineering Key. Between 11 a.m. and 2 p.m., the Academic Integrity Task Force had a tent where students were asked to fill out the survey in exchange for a slap bracelet, a Frisbee, a Hacky Sack, or bottled water.

The goal of the assessment was twofold: (1) to reinforce student knowledge about academic integrity and (2) to assess what students know to help identify problem areas to address.

### Data Preparation

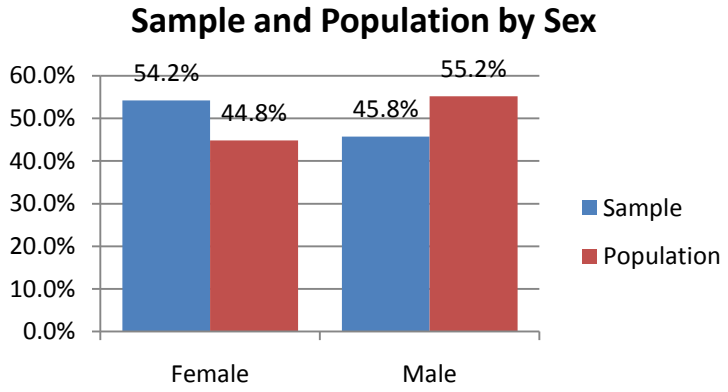
There were a total of 1085 participants who filled out the paper-and-pencil instrument at the Academic Integrity tent on Arbor Day. The Office of Planning and Assessment staff entered the results into Excel for further analysis.

The responses were checked for selection of all "False", all "True", or all missing responses by a participant, assuming that any of these patterns would represent a lack of sincerity in the participant's responses. This check led to identification of 46 students who selected "True" on every statement. These participants were excluded from further analysis reducing the final sample to 1039. The excluded participants were compared to the final sample and no major differences were found in the excluded participants' age or major. There were differences in the excluded participants' sex and student classification. Male participants and sophomore participants were more likely to be excluded from the final sample for having answered all of the questions "true" (see Attachment B for details).

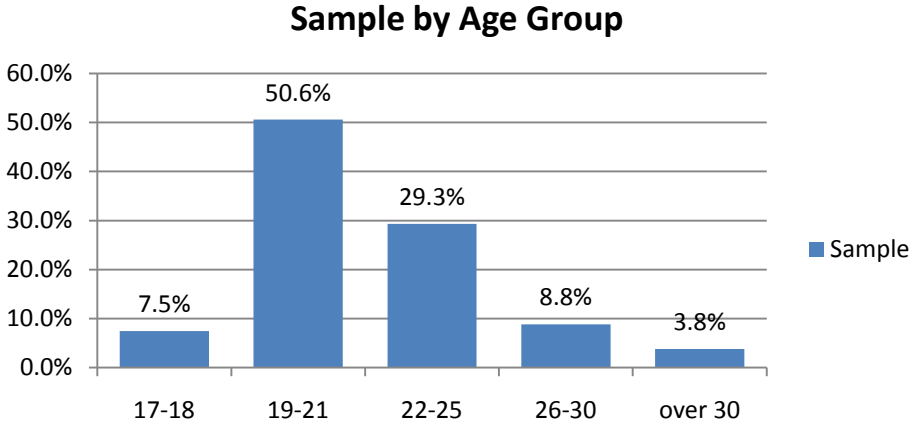
## Sample

The survey asked participants for four demographic variables: sex, age, student classification, and major. The following graphs and table summarize these demographic variables for the final sample used in this analysis. The graphs for sex and student classification show how the sample compares to the population of all Texas Tech students. Information for the population of all Texas Tech students was found on the Texas Tech Institutional Research and Information Management website for sex and student classification (Spring 2010 Fact

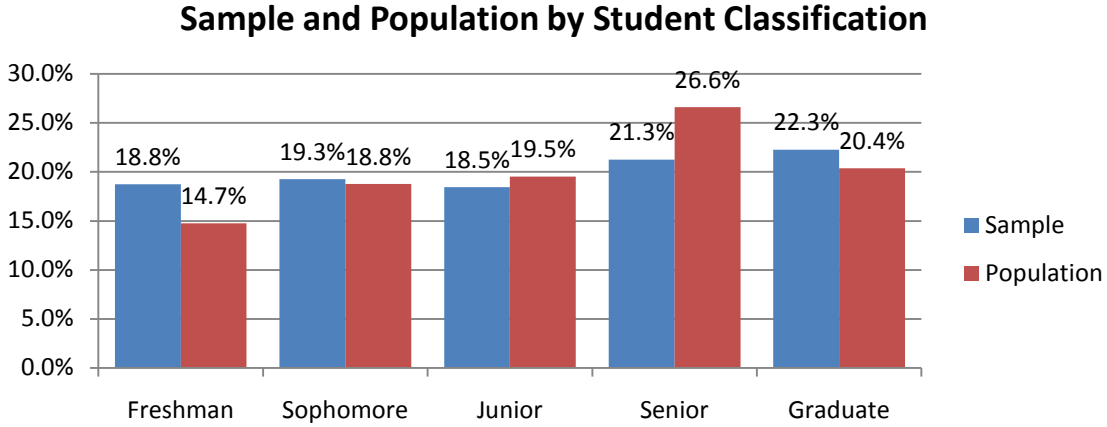
Book, http://www.irim.ttu.edu/NEWFACTBOOK/2010/Spring2010.php, 05/14/2010). The graph for age and the table for major do not include comparisons with the population because this information was now readily available for the population on the website.




It appears that more female students and less male students responded to the survey than would be expected from the population of all Texas Tech students.




It appears that the majority of the sample is between the ages of 19 and 25, with just over half of the sample between the ages of 19 and 21.



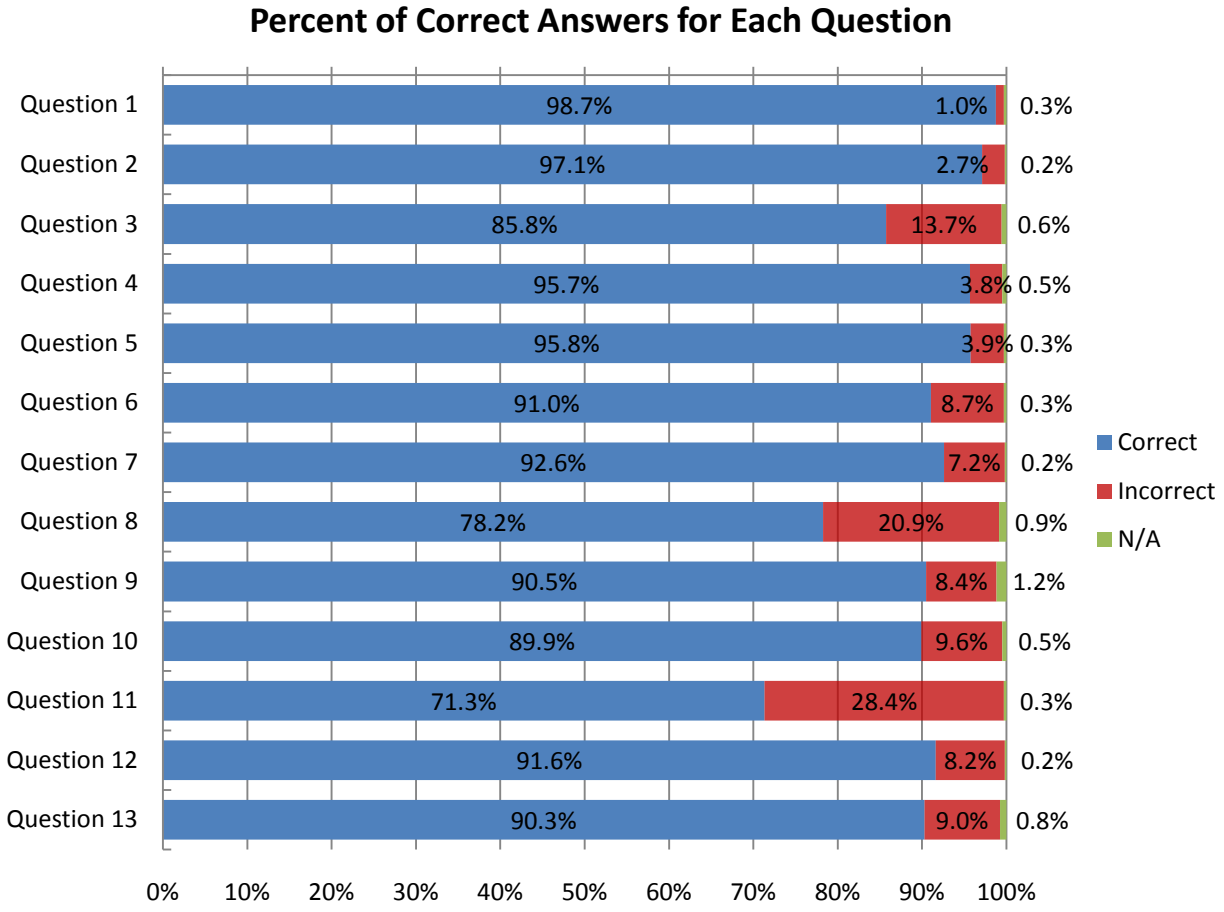
It appears that more senior students and less freshman students responded to the survey than would be expected from the population of all Texas Tech students.

| Sample by Major | | |
|---|---|---|
| **Major** | **Sample n** | **Sample %** |
| Electrical Engineering | 48 | 4.6% |
| Biology | 47 | 4.5% |
| Business | 41 | 3.9% |
| Mechanical Engineering | 37 | 3.6% |
| Psychology | 29 | 2.8% |
| Civil Engineering | 28 | 2.7% |
| ESS | 27 | 2.6% |
| Chemistry | 21 | 2.0% |
| Computer Science | 21 | 2.0% |
| Public Relations | 20 | 1.9% |
| HDFS | 19 | 1.8% |
| Accounting | 18 | 1.7% |
| Math | 18 | 1.7% |
| Biochemistry | 17 | 1.6% |
| Marketing | 17 | 1.6% |
| RHIM | 17 | 1.6% |
| Early Childhood Education | 16 | 1.5% |
| Industrial Engineering | 16 | 1.5% |
| Petroleum Engineering | 14 | 1.3% |
| Education | 13 | 1.3% |
| Finance | 13 | 1.3% |
| Sociology | 13 | 1.3% |
| Management Information Systems | 12 | 1.2% |
| English | 11 | 1.1% |
| Environmental Engineering | 11 | 1.1% |
| Chemical Engineering | 10 | 1.0% |
| History | 10 | 1.0% |
| Nursing | 10 | 1.0% |
| Other | 381 | 36.7% |
| N/A | 84 | 8.1% |

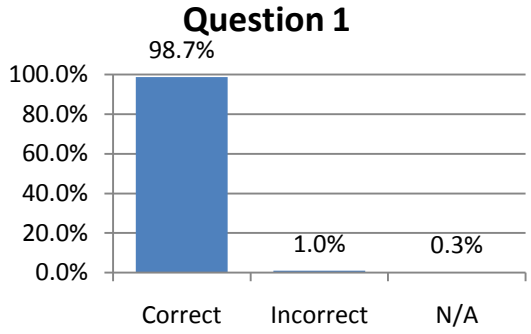
It appears that the sample represents several different majors. Overall, it appears that our sample represents different students in terms of sex, age, student classification and major. It does appear though that the sample represents more female students and senior students and less male students and freshman students than would be expected from the population of all Texas Tech students.

## Results

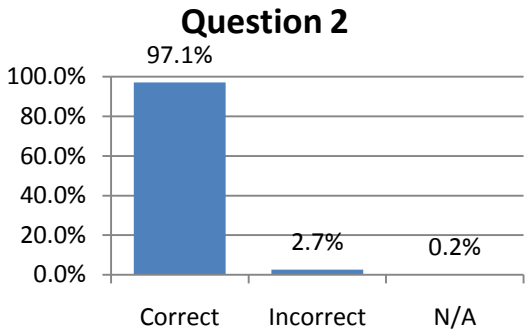
The following graph shows the percentage of participants that answered each of the thirteen questions in the survey correctly.



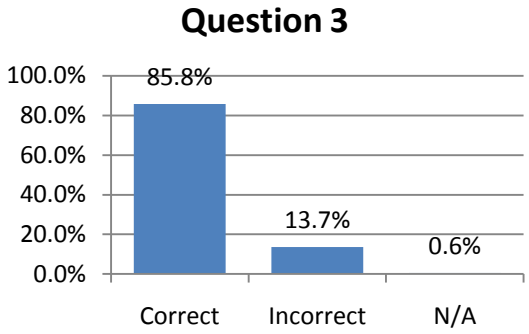

Questions 3, 8, and 11 were the questions most commonly answered incorrectly by participants. The following graphs will look at each of the thirteen questions separately.



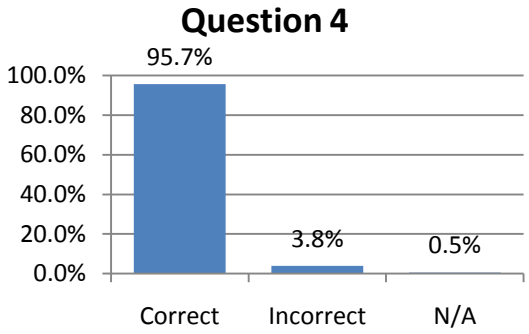

Question 1: "Academic integrity means that you are accountable for your own work." The correct response to this statement is "True." 1026 participants (98.7%) answered correctly, 10 participants (1.0%) answered incorrectly, and 3 participants (0.3%) did not answer.




Question 2: "Making a personal decision to adhere to the standards of ethical behavior is part of academic integrity." The correct response to this statement is "True." 1009 participants (97.1%) answered correctly, 28 participants (2.7%) answered incorrectly, and 2 participants (0.2%) did not answer.

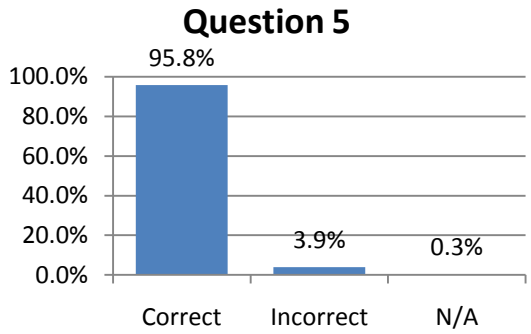



Question 3: "Ethical behaviors and independent thought are not important for achieving academic success." The correct response to this statement is "False." 891 participants (85.8%) answered correctly, 142 participants (13.7%) answered incorrectly, and 6 participants (0.6%) did not answer. In 2009, 21% of the responses were incorrect. In order to make the statement more clear, the negative wording was underlined in 2010. While 13.7% is still somewhat high, students seem to understand the new statement better than the old one. However, the negative wording of the statement may still have been confusing, especially if students were going through the survey quickly.

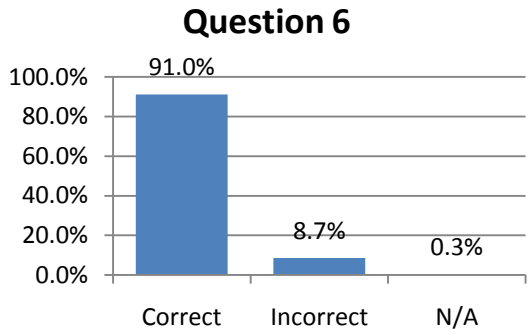



Question 4: "Trust and respect among students, faculty, and staff is an essential component of education." The correct response to this statement is "True." 994 participants (95.7%)

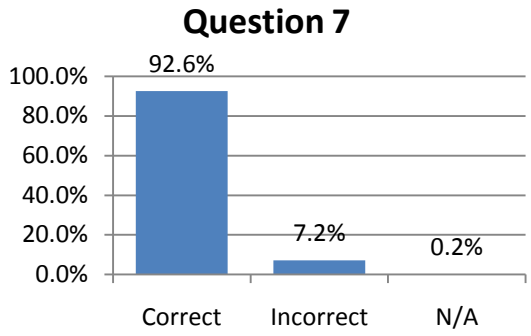
answered correctly, 40 participants (3.8%) answered incorrectly, and 5 participants (0.5%) did not answer.



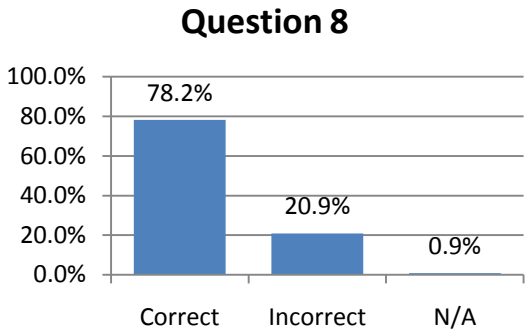

Question 5: "Academic integrity is the foundation of professional and educational careers." The correct response to this statement is "True." 995 participants (95.8%) answered correctly, 41 participants (3.9%) answered incorrectly, and 3 participants (0.3%) did not answer.



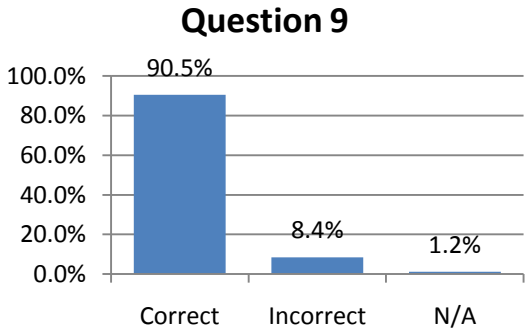

Question 6: "Don't worry about plagiarism if you use the web; things from the web do not need to be cited." The correct response to this statement is "False." 946 participants (91.0%) answered correctly, 90 participants (8.7%) answered incorrectly, and 3 participants (0.3%) did not answer.



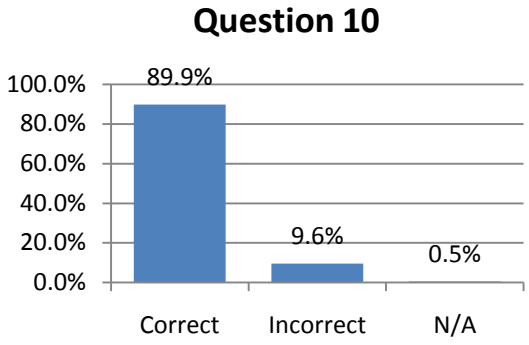

Question 7: "Copying from another student or source during a test is cheating." The correct response to this statement is "True." 962 participants (92.6%) answered correctly, 75 participants (7.2%) answered incorrectly, and 2 participants (0.2%) did not answer.




Question 8: "Obtaining a test or solutions to a test before taking it, without permission from your professor to do so, is not cheating." The correct response to this statement is "False." 813 participants (78.2%) answered correctly, 217 participants (20.9%) answered incorrectly, and 9 participants (0.9%) did not answer. Over 20% of the participants answered this question incorrectly. Including the word "not" and "without" as well as the answer being "false" may have misled students if they were not paying full attention.

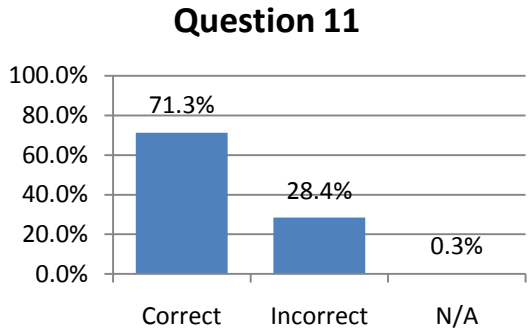



Question 9: "Using materials from other sources and presenting it as your own work is plagiarism." The correct response to this statement is "True." 940 participants (90.5%) answered correctly, 87 participants (84%) answered incorrectly, and 12 participants (1.2%) did not answer.

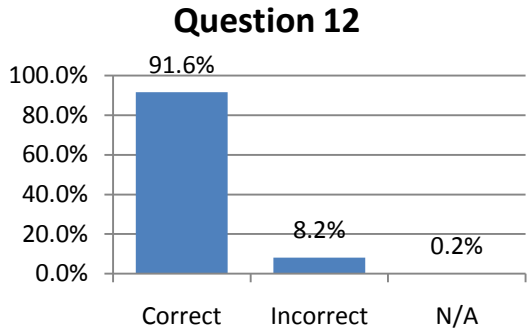



Question 10: "Not citing materials or ideas from other sources in your work is plagiarism." The correct response to this statement is "True." 934 participants (89.9%) answered correctly, 100 participants (9.6%) answered incorrectly, and 5 participants (0.5%) did not answer. In 2009, 25% of the responses were incorrect. In order to make the statement more clear, the statement

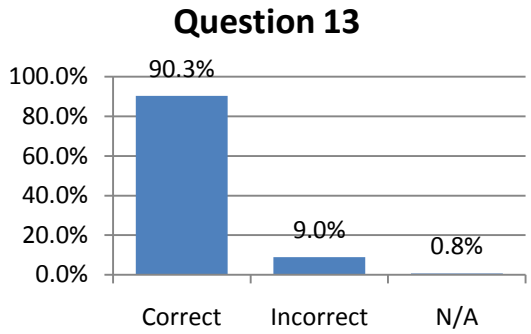
was changed from "Citing materials or ideas from other sources in your work is not plagiarism" to "Not citing materials or ideas from other sources in your work is plagiarism." Students seem to understand the new statement better than the old one.




Question 11: "It is ok to collaborate with other students on academic assignments without permission from your professor." The correct response to this statement is "False." 741 participants (71.3%) answered correctly, 295 participants (28.4%) answered incorrectly, and 3 participants (0.3%) did not answer. In 2009, 39 % of the responses were incorrect. In order to make the statement more clear, the negative wording was underlined in 2010. While 28.4% is still high, students seem to understand the new statement better than the old one. However, the negative wording of the statement might still be confusing to students, especially if they go through the survey quickly. Also, the statement uses the term "academic assignments" without specifying what kind of "assignments." Students may think it is okay to collaborate on some assignments. Students may also think it is okay to collaborate unless the professor specifically tells them not to work with others.



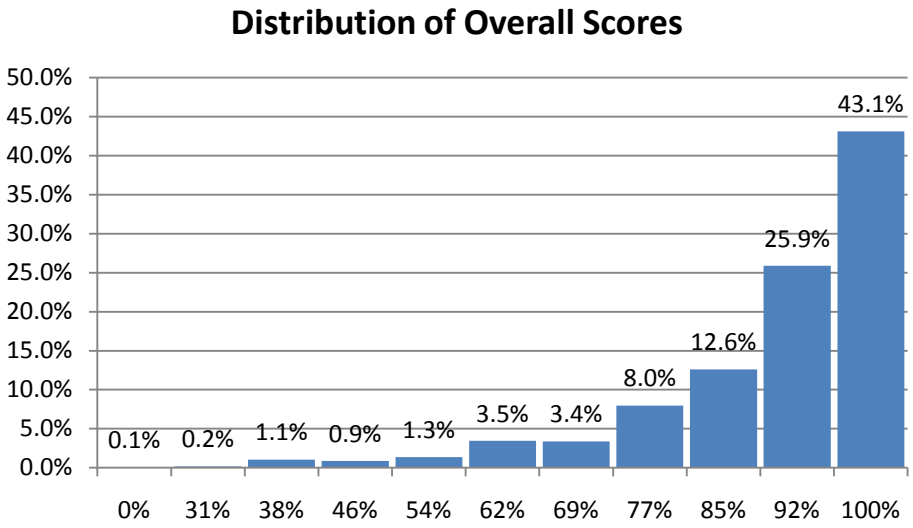

Question 12: "Submitting incorrect and incomplete information to the university is considered 'falsification of academic records' (e.g., omitting some transcripts from previously attended colleges)." The correct response to this statement is "True." 952 participants (91.6%) answered correctly, 85 participants (8.2%) answered incorrectly, and 2 participants (0.2%) did not answer.




Question 13: "Submitting false information in order to get an extension on an assignment or to take a quiz/test later is considered 'misrepresenting facts' (e.g., a false doctor's note)." The correct response to this statement is "True." 938 participants (90.3%) answered correctly, 93 participants (9.0%) answered incorrectly, and 8 participants (0.8%) did not answer.

## Overall Scores

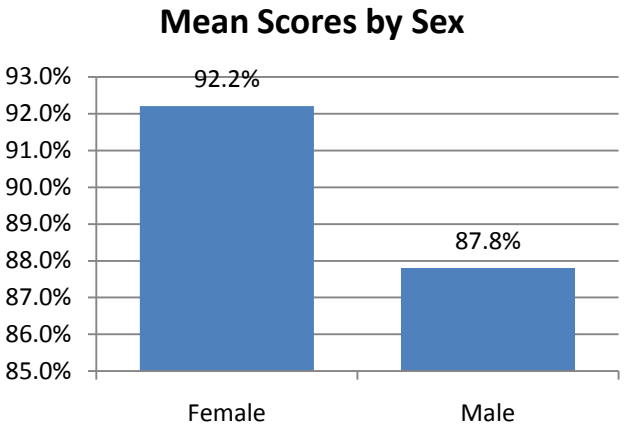
Students generally did well on the survey with an overall average score of 89.9% (between 11 and 12 out of 13 questions correct). Of the 1039 participants, 269 scored 92% (12 out of 13 questions correct) and 448 scored 100%. These two groups make up over half of the total responses, meaning that the majority of the participants did very well on the survey. Only 37 participants scored below 62%. The chart below shows the distribution of all the scores.



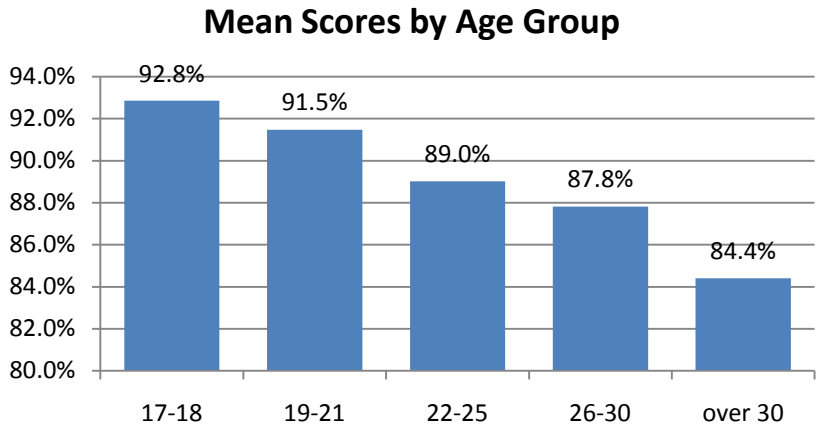
The following table gives descriptive statistics for the overall scores.

| Overall Score | |
|---|---|
| Mean | 89.9% |
| St. Dev. | 13.5% |
| Min | 0.0% |
| 1st Quart | 84.6% |
| Median | 92.3% |
| 3rd Quart | 100.0% |
| Max | 100.0% |

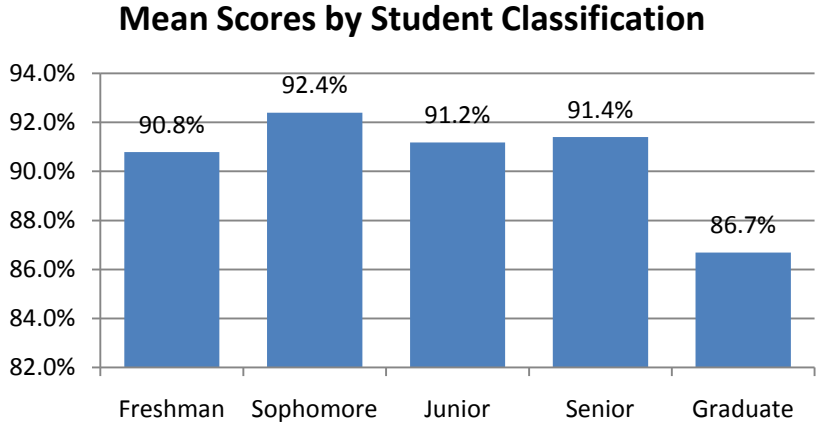
The following graphs compare mean scores by the demographic variables of sex, age, and student classification. One-way ANOVA's were used for each demographic variable to see if any of the differences in means are statistically significant at the 0.05 level. Note that the large sample size makes it more likely that small differences in means will be found to be statistically significant.




The female participants have a higher mean score than the male participants. This difference is statistically significant at the 0.05 level ($F$ (1, 999) = 28.36, $p < 0.001$). This suggests that on average female students do better on this assessment than male students.



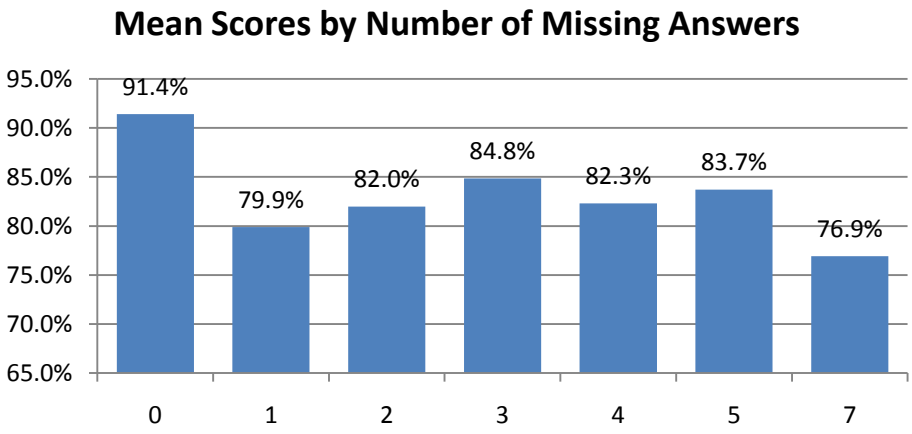

The younger participants have higher mean scores than the older participants. The differences in mean scores by age group are statistically significant at the 0.05 level ($F$ (4, 947) = 4.85, $p < 0.001$). A post-hoc analysis of the means using Tukey's method shows which of the five means are significantly different from each other at the 0.05 level. This analysis found that the mean score for the 17-18 group is significantly higher than the mean score for the over 30 group ($p = 0.015$) and that the mean score for the 19-21 group is significantly higher than the mean score for the over 30 group ($p = 0.016$). This suggests that on average students between the ages of 17 and 21 do better on this assessment than students that are over 30.




The graduate student participants have a lower mean score than the other student classifications. The differences in mean scores by student classification are statistically significant at the 0.05 level ($F$ (4, 992) = 6.402, $p < 0.001$). A post-hoc analysis of the means using Tukey's method shows which of the five means are significantly different from each other at the 0.05 level. This analysis found that the mean score for the freshman students is significantly higher than the mean score for the graduate students ($p = 0.011$), that the mean score for the sophomore students is significantly higher than the mean score for the graduate students ($p < 0.001$), that the mean score for the junior students is significantly higher than the mean score for the graduate students ($p = 0.004$), and that the mean score for the senior students is significantly higher than the mean score for the graduate students ($p = 0.001$). This

suggests that on average freshman, sophomore, junior, and senior students do better on this assessment than graduate students.

To see if rushing through the survey had an impact on the percentage of students answering questions incorrectly, the following graph compares mean scores by the number of missing answers. This assumes that students that rushed through the survey were more likely to skip questions and have missing answers.




The participants with 0 missing answers have the highest mean score. A one-way ANOVA was conducted to see if the differences in mean scores by number of missing answers are statistically significant. The mean score for 7 missing answers was excluded from this analysis because there was only one participant with 7 missing answers. The differences in mean scores by number of missing answers is statistically significant at the 0.05 level ($F$ (5, 1032) = 15.37, $p < 0.001$). A post-hoc analysis of the means using Tukey's method shows which of the six means (excluding the mean for 7 missing answers) are significantly different from each other at the 0.05 level. This analysis found that the mean score for 0 missing answers is significantly higher than the mean score for 1 missing answer ($p < 0.001$), that the mean score for 0 missing answers is significantly higher than the mean score for 2 missing answers ($p < 0.001$), and that the mean score for 0 missing answers is significantly higher than the mean score for 4 missing answers ($p = 0.004$). This suggests that on average students that do not skip any questions do better on this assessment. This might suggest that some of the students that did not do as well on the assessment may have answered questions incorrectly because they were rushing through the assessment.

## Comments to Open-ended Question

The open-ended question, "Do you have any comments regarding academic integrity or this survey?" yielded 28 comments. The following table lists all of these comments.

| **Do you have any comments regarding academic integrity or this survey?** | |
|---|---|
| : ) | Just remember to do the right thing. |
| : ) | Make questions easier and more convenient to answer |
| : ) | More strict enforcement on cheating. |
| Academic integrity is very important. I would work for that. | Nope, none at all! Thanks for the frisbee! |
| Consult the Ethicists in the Philosophy Dept. (which I understand you have not) if you insist on pretending to care about Ethics. | Not enough said or discussed with students. One paragraph at the beginning of the syllabus does not clearly describe what plagiarism is. |
| Don't cheat! | Please don't let people (handful) spoil name of this institution. Please look into such things. |
| Don't do it! | Strive for honor! |
| Heinze sucks. | Strive for honor! |
| Important | Students cheat way too much and teachers should watch them. |
| It is a good idea. | Thank You! |
| It is very important to a student's life. | Thanks |
| It is very important to let people know about this issue. | The staffing table was awesome!!! |
| It should be studied more. | This was fun |
| Just do it | Very important at Tech! |

Most of the comments suggest that some students believe academic integrity is important (e.g., "It is very important to a student's life", "Strive for honor!"). Some of these comments suggest that more may need to be done to enforce academic integrity on campus (e.g., "Not enough said or discussed with students. One paragraph at the beginning of the syllabus does not clearly describe what plagiarism is"). Other comments suggest that some students enjoyed the Arbor Day activity (e.g., "This was fun"). One comment about the survey suggested that the questions should be made "easier and more convenient to answer." These comments may not be representative of the student body as a whole given that so few participants answered the open-ended question.

## Comparison of 2009 and 2010

The assessment was also administered as a part of Texas Tech's Arbor Day celebration in 2009. Overall, the participants from 2010 did better on the assessment than the participants from 2009. The following table shows a summary of this comparison.

| | 2009 | 2010 | Difference | t-stat | p-value |
|---|---|---|---|---|---|
| **Mean Score** | 88.5% | 89.9% | 1.4% | 2.41 | 0.0163 |

This difference between the mean scores from 2009 and 2010 is statistically significant at the 0.05 level. This could be due to the change of three questions that students seemed to have trouble with in 2009. The questions that were changed are highlighted below. Note however that the large sample size makes it more likely that small differences will be found statistically significant. Although statistically significantly, the 1.4% difference between the mean scores from 2009 and 2010 may not mean there is a large difference in students' understanding of academic integrity. The following table shows comparisons of 2009 and 2010 for each question.

| | Correct (%) | | | | |
|---|---|---|---|---|---|
| **Question** | **2009** | **2010** | **Difference** | **chi-stat** | **p-value** |
| Question 1 | 97.9% | 99.0% | 1.2% | 4.16 | 0.0413 |
| Question 2 | 97.4% | 97.3% | -0.1% | 0.01 | 0.9176 |
| Question 3 | 79.0% | 86.3% | 7.3% | 16.86 | < 0.001 |
| Question 4 | 98.0% | 96.1% | -1.9% | 5.28 | 0.0216 |
| Question 5 | 95.7% | 96.0% | 0.3% | 0.10 | 0.7494 |
| Question 6 | 94.4% | 91.3% | -3.1% | 6.29 | 0.0122 |
| Question 7 | 94.0% | 92.8% | -1.2% | 1.13 | 0.2883 |
| Question 8 | 84.4% | 78.9% | -5.5% | 8.91 | 0.0028 |
| Question 9 | 94.4% | 91.5% | -2.8% | 5.34 | 0.0209 |
| Question 10 | 75.3% | 90.3% | 15.1% | 75.36 | < 0.001 |
| Question 11 | 60.6% | 71.5% | 10.9% | 24.22 | < 0.001 |
| Question 12 | 91.3% | 91.8% | 0.5% | 0.17 | 0.6782 |
| Question 13 | 91.6% | 91.0% | -0.6% | 0.22 | 0.6393 |

The 2010 participants did significantly better than the 2009 participants at the 0.01 level with questions 3, 10, and 11:

- Question 3: "Ethical behaviors and independent thought are not important for achieving academic success."
- Question 10: "Not citing materials or ideas from other sources in your work is plagiarism.
- Question 11: "It is ok to collaborate with other students on academic assignments without permission from you professor."

These are the three questions that less than 80% of the 2009 participants answered correctly and were changed for the 2010 survey. The difference in performance may be due to the changes made to these questions. Despite the improvement, question 11 was still answered correctly by less than 80% of the 2010 participants and may represent an area for further improvement or could indicate a potential problem area for students in their understanding of academic integrity.

The 2009 participants did significantly better than the 2010 participants at the 0.01 level with question 8.

- Question 8: "Obtaining a test or solutions to a test before taking it, without permission from your professor to do so, is not cheating."

This is one of the two questions that less than 80% of the 2010 participants answered correctly. This may represent another area for further improvement. The multiple negatives in the statement make it somewhat complicated and could easily be missed by students rushing through the survey.

## Conclusion

Looking at the overall scores, students did well on this assessment of students' understanding of academic integrity. Dividing up the scores by demographic categories suggests that on average female students, younger students, and undergraduate students do better on this assessment. Dividing up the scores by the number of missing answers suggest that on average students with 0 missing answers do better on this assessment. This might suggest that some of the students who did not do as well on the assessment just rushed through the survey without giving it much thought. This could help explain students not doing as well with a question like question 8: "Obtaining a test or solutions to a test before taking it, without permission from your professor to do so, is not cheating." Students may miss the "without permission" or "not cheating" if they are rushing through the assessment. For future assessments, the statements may need to be more straight-forward or students may need to have more incentive to take their time on the assessment.

A portion of students rushing through the assessment does not seem to explain all of the incorrect responses, though, because some questions were missed by more students than others and some potentially misleading questions were answered correctly by a large majority of the students. Here are the questions that more than 20% of the students answered incorrectly:

- Question 8: "Obtaining a test or solutions to a test before taking it, without permission from you professor to do so, is not cheating."
- Question 11: "It is ok to collaborate with other students on academic assignments without permission from your professor."

The results of these statements may suggest two areas where some students lack understanding or agreement about academic integrity: the definition of cheating and when it is okay to collaborate with other students on assignments. These may be good areas to address

in instructing students about academic integrity. A follow up assessment may help to check if the instruction helps more students answer these questions correctly.

The open-ended suggests that some students feel that academic integrity is important and that some of these students feel like more needs to be done to enforce academic integrity on campus.

Overall, the 2010 participants did better than the 2009 participants on this assessment. Although the difference is statistically significant ($p = 0.016$), the difference is small (mean score of 88.5% in 2009 vs. mean score of 89.9% in 2010). It also appears that the difference may be due to the three questions that were changed for the 2010 survey.

# Attachments

## Attachment A: Copy of Survey

*By filling out this survey you are helping Texas Tech to assess the impact of events relating to academic integrity on our campus and to shape future events.*

*Student Classification:*
- ○ Freshman
- ○ Sophomore
- ○ Junior
- ○ Senior
- ○ Graduate Student

*Major:* _____

*Gender:*
- ○ Male
- ○ Female

*Age:* _____

| *Please evaluate the following statements & mark the correct answer:* (example: ✔) | True | False |
|---|---|---|
| Academic integrity means that you are accountable for your own work. | ○ | ○ |
| Making a personal decision to adhere to the standards of ethical behavior is part of academic integrity. | ○ | ○ |
| Ethical behaviors and independent thought are not important for achieving academic success. | ○ | ○ |
| Trust and respect among students, faculty, and staff is an essential component of education. | ○ | ○ |
| Academic integrity is the foundation of professional and educational careers. | ○ | ○ |
| Don't worry about plagiarism if you use the web; things from the web do not need to be cited. | ○ | ○ |
| Copying from another student or source during a test is cheating. | ○ | ○ |
| Obtaining a test or solutions to a test before taking it, without permission from your professor to do so, is not cheating. | ○ | ○ |
| Using materials from other sources and presenting it as your own work is plagiarism. | ○ | ○ |
| Not citing materials or ideas from other sources in your work is plagiarism. | ○ | ○ |
| It is ok to collaborate with other students on academic assignments without permission from your professor. | ○ | ○ |
| Submitting incorrect and incomplete information to the university is considered "falsification of academic records" (e.g., omitting some transcripts from previously attended colleges). | ○ | ○ |
| Submitting false information in order to get an extension on an assignment or to take a quiz/test later is considered "misrepresenting facts" (e.g., a false doctor's note). | ○ | ○ |

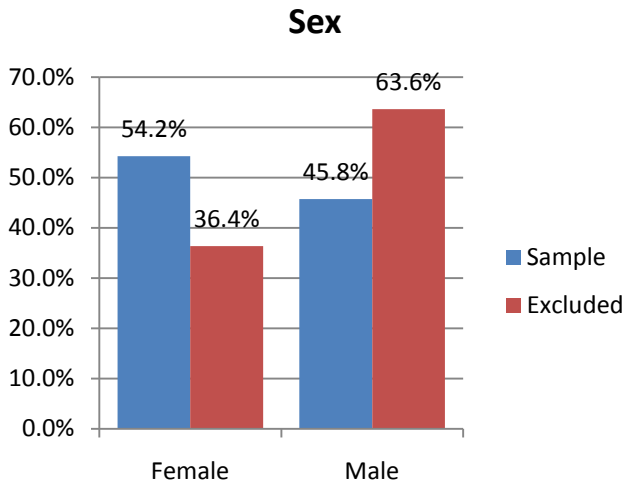
Do you have any comments regarding academic integrity or this survey?

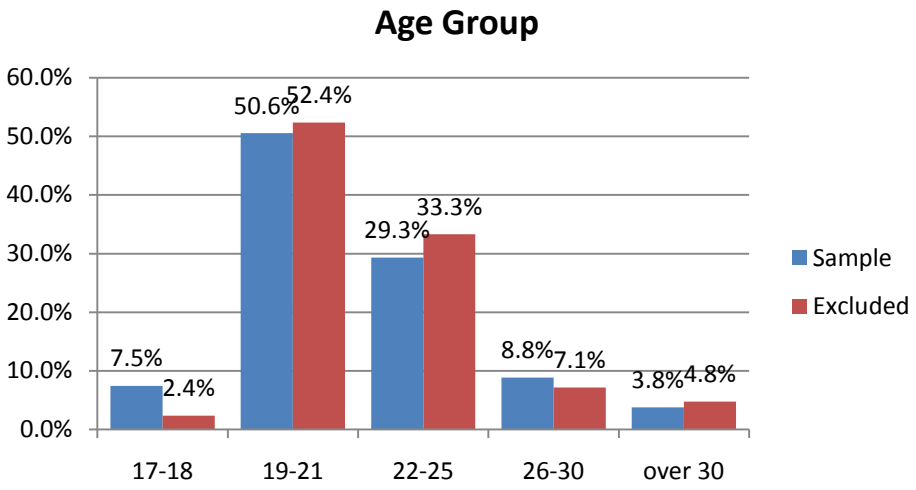
_____

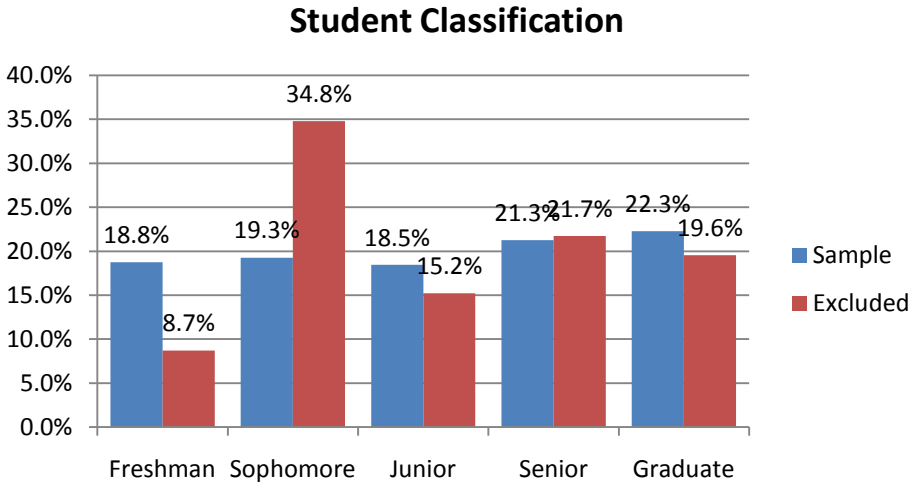
_____

_____

## Attachment B: Demographics of Excluded Participants and Final Sample



| Major | Sample (N) | Sample (%) | Excluded (N) | Excluded (%) |
|---|---|---|---|---|
| Electrical Engineering | 48 | 4.6% | 3 | 6.5% |
| Biology | 47 | 4.5% | 4 | 8.7% |
| Business | 41 | 3.9% | 1 | 2.2% |
| Mechanical Engineering | 37 | 3.6% | 2 | 4.3% |
| Psychology | 29 | 2.8% | 1 | 2.2% |
| Civil Engineering | 28 | 2.7% | 1 | 2.2% |
| ESS | 27 | 2.6% | 0 | 0.0% |
| Chemistry | 21 | 2.0% | 1 | 2.2% |
| Computer Science | 21 | 2.0% | 0 | 0.0% |
| Public Relations | 20 | 1.9% | 2 | 4.3% |
| HDFS | 19 | 1.8% | 2 | 4.3% |
| Accounting | 18 | 1.7% | 0 | 0.0% |
| Math | 18 | 1.7% | 0 | 0.0% |
| Biochemistry | 17 | 1.6% | 1 | 2.2% |
| Marketing | 17 | 1.6% | 0 | 0.0% |
| RHIM | 17 | 1.6% | 0 | 0.0% |
| Early Childhood Education | 16 | 1.5% | 0 | 0.0% |
| Industrial Engineering | 16 | 1.5% | 1 | 2.2% |
| Petroleum Engineering | 14 | 1.3% | 1 | 2.2% |
| Education | 13 | 1.3% | 1 | 2.2% |
| Finance | 13 | 1.3% | 3 | 6.5% |
| Sociology | 13 | 1.3% | 1 | 2.2% |
| Management Information Systems | 12 | 1.2% | 0 | 0.0% |
| English | 11 | 1.1% | 0 | 0.0% |
| Environmental Engineering | 11 | 1.1% | 0 | 0.0% |
| Chemical Engineering | 10 | 1.0% | 0 | 0.0% |
| History | 10 | 1.0% | 0 | 0.0% |
| Nursing | 10 | 1.0% | 0 | 0.0% |
| Other | 381 | 36.7% | 17 | 37.0% |
| N/A | 84 | 8.1% | 4 | 8.7% |