
Texas Tech University

McCabe Academic Integrity Survey Report

June 2010



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Executive Summary

During the spring 2010 semester, Texas Tech students and faculty were invited to participate in an academic integrity survey developed by Dr. Donald McCabe of Rutgers University. The participants were part of a nationwide survey of college students and faculty on the subject of academic integrity. Of the 22,285 TTU undergraduate students over 18 that were invited to participate in the student survey, a final sample of 1,043 student respondents (4.7%) is included in this analysis. Of the 1,563 TTU faculty members and 280 TTU graduate part-time instructors that were invited to participate in the faculty survey, a final sample of 479 faculty respondents (26.0%) is included in this analysis. The final student sample appears to be a fairly good representation of the population of all TTU undergraduate students in terms of student classification and college, but it appears that the sample represents more female participants and less male participants than would be expected from the population. The final faculty sample appears to be a fairly good representation of the population of all TTU faculty and instructors in terms of academic rank and sex.

Overall it appears that the student participants perceive the academic environment at Texas Tech more favorably than the faculty participants. Regarding the academic integrity policies or policies concerning cheating at Texas Tech, the student participants rated student and faculty understanding of these policies, student and faculty support of these policies, and the effectiveness of these policies higher on average than the faculty participants. Faculty members appear to be the primary source from which most students have learned about the academic integrity policies. The faculty participants report that they most often discuss academic integrity policies with their students through course syllabi or on individual assignments.

The faculty participants on average seem to believe that plagiarism on written assignments, inappropriately sharing work on group assignments, and cheating during test or examinations occur more frequently on campus than the student participants believe. The reason may be that the faculty participants on average report that they have seen more cheating on campus than the student participants. The student participants' responses show that approximately ten percent of the students that have seen someone cheating at Texas Tech have ever reported another student for cheating.

Most of the faculty participants reported that they would respond to cheating by failing the student on the test or assignment. Almost half of the faculty participants reported that they have ignored a suspected incident of cheating. The most common reason for ignoring the cheating was a lack of evidence or proof. Almost half of the faculty participants reported that they have referred a suspected case of cheating to their Chair, a Dean, or someone else. Most of these participants were satisfied with the way the case was handled.

Regarding the specific behaviors of academic dishonesty listed in the survey, most of the student participants (74.2%) reported that they have engaged in at least one of the behaviors in the last year. Student and faculty responses suggest that plagiarism and unauthorized group

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work are the most common of these behaviors on campus. The responses also suggest that unauthorized group work may be the form of academic dishonesty that most often goes undetected by faculty. Behaviors related to unauthorized group work were also those most commonly rated as “not cheating”. More may need to be done on campus to address academic dishonesty related to plagiarism and unauthorized group work.

Both the student and faculty participants report that cheating on online tests or exams is fairly common. Most of the student participants report that it is unlikely that they or another student at Texas Tech would report someone for cheating, especially if the person cheating is a close friend. Most of the student participants reported that they are not sure if cheating is a serious problem at Texas Tech. Given that many of the students have seen another student cheating, this might suggest that some students do not see cheating as a serious problem. The faculty participants agreed more than the student participants that cheating is a serious problem at Texas Tech.

There seem to be some discrepancies between the student participants' and the faculty participants' beliefs about who should be responsible for maintaining academic integrity on campus. It seems that the faculty participants would place more responsibility on students for monitoring the academic integrity of other students on campus than the student participants would. It also seems that the student participants believe that the faculty members are doing a better job of discovering and reporting academic dishonesty than the faculty participants believe. Student and faculty may benefit from more discussion of who is responsible for maintaining academic integrity on campus.

The McCabe survey was also administered in 2004 and 2007. Regarding improvement in the QEP learning outcomes between 2004, 2007, and 2010 the faculty responses to the McCabe survey would suggest that there has been little to no change. According to students' responses there appears to have been some improvements between 2004 and 2010. Specifically, it seems that on average students in 2010 rated student and faculty understanding of policies concerning student cheating higher, believed that plagiarism occurs less frequently on campus, are less likely to have engaged in one of the listed specific behaviors of academic dishonesty, rated the listed specific behaviors as more serious forms of cheating, and are more likely to report an observed incident of cheating than the average student in 2004. This would suggest some improvement in Texas Tech students' abilities to identify key components of the institution's policy on academic integrity, to recognize acts of academic integrity and of academic dishonesty, and to use their knowledge of academic integrity to make ethical academic decisions (SLOs #4, #5, and #6).

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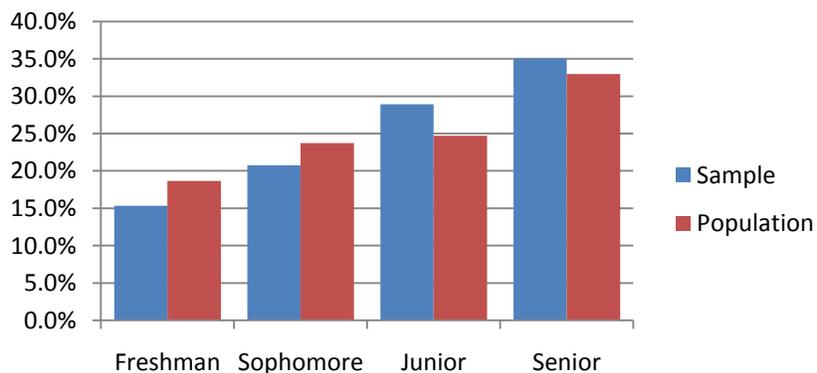
Introduction

During the spring 2010 semester, Texas Tech students and faculty were invited to participate in an academic integrity survey developed by Dr. Donald McCabe of Rutgers University who administers his survey nationwide through the Center of Academic Integrity (<http://www.academicintegrity.org/index.php>). All TTU students and faculty (including graduate part-time instructors) were invited to participate in this survey to determine the current state of academic integrity at Texas Tech University. The same survey had been administered in 2004 and 2007 by TTU Judicial Services which allows for a mini-trend analysis in 2010. This year, of the 22,285 undergraduate students over 18 that were invited to participate in the student survey, 1,058 responded (4.7%). Of the 1,563 faculty members and 280 graduate part-time instructors that were invited to participate in the faculty survey, 503 (27.3%) responded.

Sample

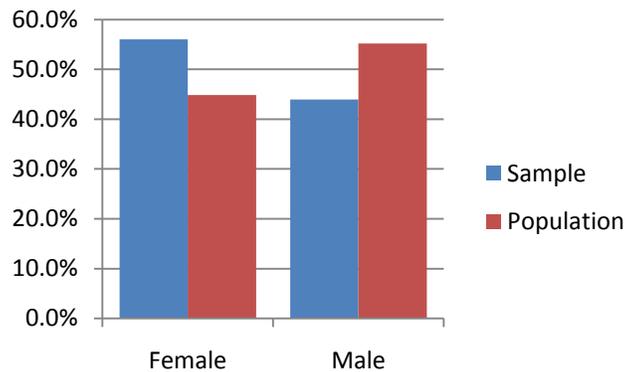
Of the 1,058 students that responded to the student survey, the 15 participants who did not answer at least two-thirds of the survey questions were removed for a final student sample of 1,043 students (4.7% of the population of all TTU undergraduate students over 18). The following graphs compare the final student sample used in this analysis to the population of all TTU undergraduate students over 18 in terms of student classification, sex, and college (population information was retrieved from the Texas Tech Institutional Research & Information Management website, <http://www.irim.ttu.edu/NEWFACTBOOK/2010/Spring2010.php>, on June 21, 2010). Note that there were seven participants that identified themselves as graduate students. These seven students are not reflected on the graph comparing the sample and population by student classification.

Student Sample and Population by Classification

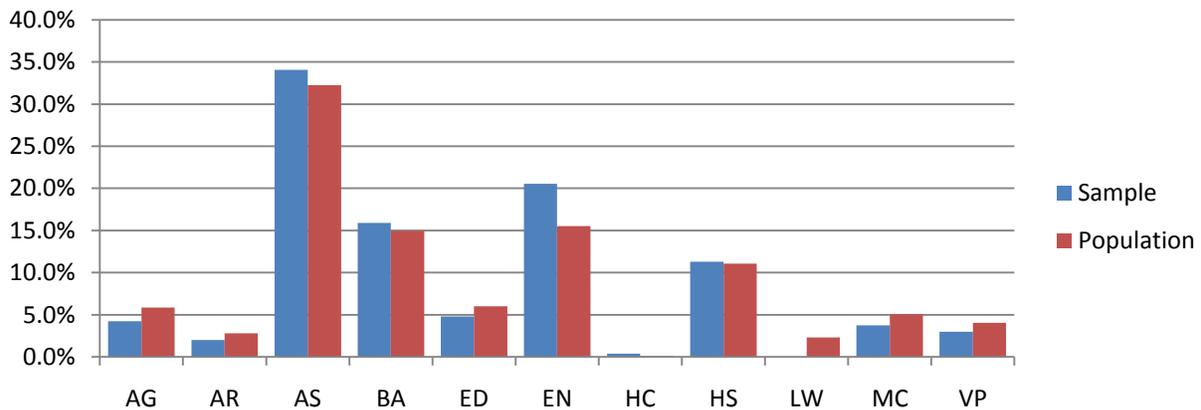


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Student Sample and Population by Sex



Student Sample and Population by College

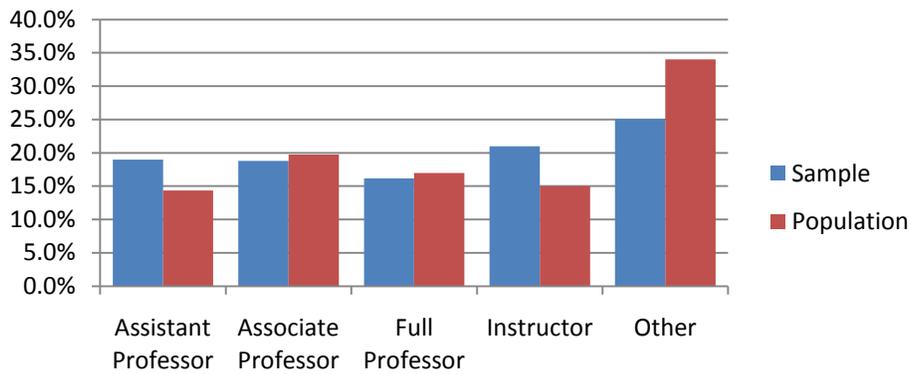


The final student sample appears to be a fairly good representation of the population of all TTU undergraduate students in terms of student classification and college. The final student sample appears to include more female students and less male students than would be expected from the population of all TTU undergraduate students.

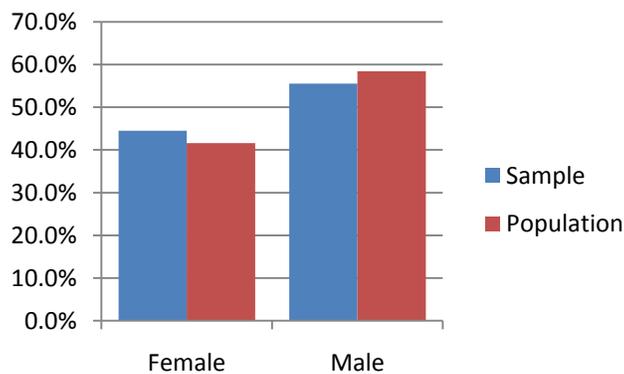
Of the 503 faculty members and graduate part-time instructors that responded to the faculty survey, the 24 who did not answer at least two-thirds of the survey questions were removed for a final faculty sample of 479 faculty members and graduate part-time instructors (26.0% of the population of all TTU faculty and instructors). The following graphs compare the final faculty sample used in this analysis to the population of all TTU faculty and instructors in terms of academic rank and sex (population information was retrieved from the Texas Tech Institutional Research & Information Management website, <http://www.irim.ttu.edu/NEWFACTBOOK/Faculty/2009/Newindex.php>, on June 21, 2010).

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Faculty Sample and Population by Academic Rank



Faculty Sample and Population by Sex



The final faculty sample appears to be a fairly good representation of the population of all TTU faculty and instructors in terms of academic rank and sex.

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Results

Academic Environment

Both the student and faculty participants were asked six questions about the policies concerning cheating at Texas Tech. The following table shows a summary of student (blue) and faculty (red) responses to these questions.

How would you rate:	Very Low	Low	Medium	High	Very High
The severity of penalties for cheating at Texas Tech?	2.1% 11.0%	4.7% 26.3%	22.6% 36.7%	50.2% 20.2%	20.3% 5.7%
The average student's understanding of University policies concerning cheating?	3.9% 14.8%	15.5% 35.8%	33.0% 31.8%	33.5% 13.6%	14.1% 4.0%
The faculty's understanding of these policies?	0.6% 2.9%	1.9% 15.6%	13.9% 40.2%	46.1% 29.5%	37.5% 11.8%
Student support of these policies?	6.9% 13.3%	18.7% 31.3%	44.3% 39.7%	25.1% 13.5%	5.0% 2.1%
Faculty support of these policies?	1.5% 4.0%	3.9% 13.7%	19.0% 35.9%	43.4% 33.6%	32.3% 12.7%
The effectiveness of these policies?	5.8% 14.6%	16.3% 31.2%	36.3% 36.9%	30.1% 14.4%	11.5% 2.8%

For each of these six questions, the student participants appear to have given higher ratings on average than the faculty participants. Most of the student participants rated the severity of penalties for cheating at Texas Tech as “high” (50.2%) or “medium” (22.6%) and most of the faculty participants rated the severity as “medium” (36.7%) or “low” (26.3%). Most of the student participants rated the average student’s understanding of university policies concerning cheating as “high” (33.5%) or “medium” (33.0%) and most of the faculty participants rated the average student’s understanding as “low” (35.8%) or “medium” (31.85). Most of the student participants rated faculty understanding of these policies as “high” (46.1%) or “very high” (37.5%) and most of the faculty participants rated faculty’s understanding as “medium” (40.2%) or “high” (29.5%). Most of the student participants rated student support of these policies as “medium” (44.3%) or “high” (25.15) and most of the faculty participants rated student support as “medium” (39.7%) or “low” (31.3%). Most of the student participants rated faculty support of these policies as “high” (43.4%) or “very high” (32.3%) and most of the faculty participants rated faculty support as “medium” (35.9%) or “high” (33.6%). Most of the student participants rated the effectiveness of these policies as “medium” (36.3%) or “high” (30.1%) and most of the faculty participants rated the effectiveness as “medium” (36.9%) or “low” (31.2%). Both the student participants and the faculty participants rated faculty understanding and support of these policies higher on average than student understanding and support of these policies.

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On the student survey the participants were asked if they have been informed about the academic integrity or cheating policies at Texas Tech. A large majority of the student participants (94.0%) reported that they have been informed about these policies. The student participants were also asked about where they learned about the academic integrity policies at Texas Tech. The following table shows a summary of the student (blue) responses.

If yes, where and how much have you learned about these policies? (Check all that apply.)	Learned Little or Nothing	Learned Some	Learned A Lot
First-year orientation program	29.5%	50.9%	19.6%
Campus website	53.3%	37.4%	9.3%
Student Handbook	35.6%	41.4%	23.0%
Program Counselor, Residential Advisor, or Faculty Advisor	49.6%	35.3%	15.1%
Other students	53.1%	37.2%	9.7%
Faculty (e.g., discussed in class, course syllabi, or course outlines)	2.9%	25.8%	71.3%
Teaching Assistant	41.2%	39.5%	19.3%
Dean or other administrator	63.8%	25.0%	11.2%
Other (please specify):	86.2%	6.2%	7.7%

It appears that faculty members are the primary source for students learning about academic integrity policies at Texas Tech with a large majority of the student participants (97.1%) reporting that they “learned some” or “learned a lot” about these policies from faculty. Other common sources for learning about these policies appear to be a first-year orientation program (70.5%), student handbook (64.4%), or teaching assistant (68.8%).

The student survey also asked participants about how often their instructors discussed policies concerning specific policies concerning academic integrity. The following table gives a summary of the student (blue) responses.

In the past year, how often, on average, did your instructors discuss policies concerning:	Never	Very Seldom	Seldom/Sometimes	Often	Very Often
Plagiarism	2.9%	13.5%	28.5%	35.0%	20.1%
Guidelines on group work or collaboration	5.8%	14.4%	30.7%	35.0%	14.3%
Proper citation/referencing of written sources	4.8%	10.6%	21.4%	35.3%	27.9%
Proper citation/referencing of Internet sources	5.3%	10.7%	21.9%	35.6%	26.5%
Falsifying/fabricating course lab data	18.6%	19.1%	26.2%	23.6%	12.4%
Falsifying/fabricating research data	16.7%	19.1%	24.9%	25.9%	13.4%

A majority of the student participants reported that in the past year their instructors “often” or “very often” discussed policies concerning plagiarism (65.1%), guidelines on group work or collaboration (59.3%), proper citation or referencing of written source (63.2%), and proper citation or referencing of Internet sources (62.1%). Fewer student participants reported that in the past year their instructors “often” or “very often” discussed policies concerning falsifying or fabricating course lab data (36.0%) and falsifying or fabricating research data (39.3%). This is

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likely the case because the use of lab and research data does not apply to as many classes as the other academic integrity policies.

The faculty survey also asked about which academic integrity policies were discussed. The following table gives a summary of the faculty (red) responses. Note that the responses add up to more than 100% because participants could select more than one response.

When, if at all, do you discuss with students your policies concerning: (Check all that apply.)	Do not discuss	On individual assignments	In syllabus or course outline	At start of semester	Other	Not Relevant
Plagiarism	5.1%	32.5%	70.5%	66.0%	8.9%	4.9%
Permitted and prohibited group work or collaboration	6.4%	50.3%	38.2%	40.5%	7.2%	11.9%
The proper citation or referencing of sources	7.8%	57.7%	33.9%	34.3%	10.7%	11.4%
Proper citation/referencing of Internet sources	10.1%	55.7%	30.8%	32.5%	8.9%	11.8%
Falsifying/fabricating research data	14.9%	26.9%	26.7%	25.6%	8.4%	33.6%
Falsifying/fabricating lab data	17.3%	12.9%	13.7%	12.9%	3.8%	53.9%

The results of these questions seem to align with the student responses regarding the discussion of academic policies. The faculty participants also report that falsifying or fabricating research data and falsifying or fabricating lab data are the most commonly not discussed or not relevant policies. From these responses we also see that plagiarism and falsifying lab data are most commonly discussed on a course syllabus or outline and that group work, proper citation, and falsifying research data are most commonly discussed with individual assignments. Overall it appears that most instructors are discussing these academic integrity policies.

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The faculty participants were also asked about the sources from which they have learned about the academic integrity policies at Texas Tech. The following table gives a summary of the faculty (red) responses. Note that the responses add up to more than 100% because participants could select more than one response.

Please note the primary sources from which you have learned about the academic integrity policies at Texas Tech. (Check all that apply.)	
Other faculty	47.7%
Faculty handbook	39.5%
Campus website	37.6%
University catalog	32.6%
Department chair	22.5%
Faculty orientation program	21.8%
Deans or other administrators	17.6%
I have never really been informed about campus policies concerning student cheating	14.3%
Other	13.4%
Students	10.7%
Publicized results of judicial hearings	1.9%

It appears that other faculty (47.7%), the faculty handbook (39.5%), the campus website (37.6%), and the University catalog (32.6%) are the most common sources from which the faculty participants report learning about the academic integrity policies at Texas Tech.

Both the student and faculty participants were asked about how often they think different violations of academic integrity occur at Texas Tech. The following table gives a summary of student (blue) and faculty (red) responses.

How frequently do you think the following occur at Texas Tech?	Never	Very Seldom	Seldom/ Sometimes	Often	Very Often
Plagiarism on written assignments	1.3%	15.7%	43.8%	28.0%	11.2%
	0.6%	6.5%	32.8%	41.3%	18.7%
Inappropriately sharing work in group assignments	1.1%	6.7%	23.9%	38.6%	29.8%
	0.4%	5.1%	24.3%	45.5%	24.7%
Cheating during tests or examinations	1.8%	20.2%	34.0%	26.9%	17.1%
	1.7%	15.0%	44.2%	29.0%	10.1%

Most of the student participants (71.8%) and faculty participants (74.1%) selected that plagiarism on written assignments occurs “seldom/sometimes” or “often”, but more of the student participants selected “seldom/sometimes” (43.8%) and more of the faculty participants selected “often” (41.35%). Both student and faculty participants believe that inappropriately sharing work in group assignments happens more frequently with a majority (68.4% of student

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participants and 70.2% of faculty participants) selecting “often” or “very often”. Most of the student participants (60.9%) and faculty participants (73.2%) selected that cheating during tests or examinations occurs “seldom/sometimes” or “often”. Overall it appears that both student participants and faculty participants believe that these forms of cheating occur fairly frequently at Texas Tech.

Both student and faculty participants were also asked about how often they have seen a student cheat during a test or examination at Texas Tech. The following table gives a summary of student (blue) and faculty (red) responses. The table reflects the different wording of the question in the student survey and the faculty survey.

How often, if ever, have you seen another student cheat during a test or examination at Texas Tech? / How often, if ever, have you seen a student cheat during a test or examination at Texas Tech?				
Never	Once	A few times	Several times	Many times
34.3%	13.8%	28.9%	14.2%	8.7%
30.2%	12.4%	36.1%	16.9%	4.4%

The most common responses for both students and faculty participants were that they have never seen a student cheat (34.3% of student participants and 30.2% of faculty participants) or that they have seen a student cheat a few times (28.9% of student participants and 36.1% of faculty participants). The student participants were also asked if they have ever reported another student for cheating. 7.8% of the students selected that they have reported another student for cheating. This percentage is much smaller than the percentage of students that report they have seen another student cheating during a test or exam at Texas Tech (65.7%).

In the faculty survey the participants were also asked about how they would respond if they caught a student cheating. The following table gives a summary of the faculty (red) responses. Note that the responses add up to more than 100% because participants could select more than one response.

6. If you were convinced, even after discussion with the student, that a student cheated on a major test or assignment in your course, what would be your most likely reaction? (Check all that apply.)	
Fail the student on the test or assignment	66.5%
Report student to your Chair, Director or Dean	46.0%
Reprimand or warn the student	40.7%
Report student to the Dean of Students	22.0%
Fail the student for the course	20.8%
Lower the student's grade	20.3%
Require student to retake test/redo assignment	19.3%
Other	8.7%
Do nothing about the incident	3.0%

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The most commonly endorsed actions by the faculty participants were to fail the student on the test or assignment (66.5%); report the student to a Chair, Director, or Dean (46.0%); and to reprimand or warn the student (40.7%).

The faculty participants were also asked if they have ever ignored a suspected incident of cheating. 44.7% of the faculty participants reported that they have ignored a suspected incident of cheating. These participants were also asked about which factors may have influenced their decision to ignore the incident. The following table gives a summary of the faculty (red) responses. Note that the responses add up to more than 100% because participants could select more than one response.

If so, did any of the following factors influence your decision? (Check all that apply.)	
Lacked evidence/proof	74.4%
Didn't want to deal with it; system is so bureaucratic	20.9%
Student is the one who will ultimately suffer	20.1%
Cheating was trivial/not serious	14.5%
Lack of support from administration	12.8%
Not enough time	11.5%
Other	9.8%

Lacking evidence or proof was the most commonly selected reason for ignoring the incident (74.4%), followed by not wanting to deal with it (20.9%) and that the student is the one who will ultimately suffer (20.1%).

The faculty participants were also asked if they have ever referred a suspected case of cheating to their Chair, a Dean, or anyone else. 39.9% of the faculty participants reported that they have referred a suspected case of cheating. These participants were also asked about how satisfied they were with the way the case was handled. The following table gives a summary of the faculty (red) responses.

If yes, how satisfied were you with the way the cases(s) were handled?				
Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
18.8%	32.7%	28.7%	9.9%	9.9%

Just over half of the faculty participants (51.5%) reported that they were “satisfied” or “very satisfied” with how the case was handled. 19.8% of the faculty participants reported that they were “unsatisfied” or “very unsatisfied” with how the case was handled.

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Specific Behaviors

Both the student and faculty participants were asked about several specific behaviors that relate to academic integrity. In the student survey the student participants were asked how often they had engaged in each behavior in the past year. In the faculty survey the faculty participants were asked how often they had observed each behavior during the last three years. The following table gives a summary of the student (blue) and faculty (red) responses.

Specific Behaviors	Never	Once	More Than Once	Not Relevant
Fabricating or falsifying a bibliography	81.0% 50.7%	5.0% 8.1%	1.3% 20.0%	12.7% 21.1%
Working on an assignment with others (in person) when the instructor asked for individual work.	52.1% 27.0%	17.0% 10.7%	24.8% 46.4%	6.1% 15.9%
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.	67.5% 44.8%	12.8% 8.1%	12.9% 27.3%	6.8% 19.8%
Getting questions or answers from someone who has already taken a test.	72.3% 49.8%	13.1% 8.1%	11.5% 30.4%	3.1% 11.7%
In a course requiring computer work, copying another student's program rather than writing your own.	65.2% 26.7%	5.1% 6.0%	2.7% 17.5%	27.0% 49.8%
Helping someone else cheat on a test.	85.4% 56.1%	8.0% 11.4%	3.4% 21.9%	3.1% 10.5%
Fabricating or falsifying lab data.	60.6% 32.8%	10.0% 4.1%	8.7% 8.0%	20.7% 55.2%
Fabricating or falsifying research data.	70.4% 43.1%	3.8% 7.4%	1.1% 9.2%	24.6% 40.3%
Copying from another student during a test or examination with his or her knowledge.	88.2% 53.2%	5.9% 10.8%	3.6% 25.1%	2.3% 10.8%
Copying from another student during a test or examination without his or her knowledge.	85.3% 42.5%	7.9% 15.3%	4.2% 32.2%	2.5% 9.9%
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	95.0% 69.9%	1.9% 7.5%	0.4% 9.9%	2.7% 12.7%
Receiving unpermitted help on an assignment.	68.7% 45.9%	17.0% 11.4%	10.5% 29.9%	3.8% 12.9%
Copying (by hand or in person) another student's homework.	62.5% 36.4%	17.3% 10.9%	17.2% 41.6%	3.0% 11.1%
Copying (by using digital means such as Instant Messaging or email) another student's homework.	83.4% 60.5%	8.2% 7.7%	5.0% 17.8%	3.4% 14.0%
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	66.9% 18.8%	15.1% 10.3%	10.2% 58.0%	7.8% 12.8%

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Specific Behaviors	Never	Once	More Than Once	Not Relevant
Submitting a paper you purchased or obtained from a Web site (such as www.schoolsucks.com) and claiming it as your own work.	91.4% 61.6%	1.4% 12.6%	0.4% 11.9%	6.8% 13.9%
Turning in a paper obtained in large part from a term paper "mill" or website.	64.2% 25.3%	16.8% 9.9%	12.2% 53.6%	6.8% 11.2%
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without footnoting it in a paper.	92.3% 69.1%	1.0% 8.0%	0.1% 8.5%	6.7% 14.3%
Using unpermitted crib notes (or cheat sheets) during a test.	88.9% 57.8%	6.2% 13.6%	2.5% 17.3%	2.4% 11.4%
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.	87.5% 72.1%	6.3% 5.9%	3.4% 9.2%	2.7% 12.9%
Using an electronic/digital device as an unauthorized aid during an exam.	92.4% 72.1%	3.3% 7.9%	1.6% 8.3%	2.8% 11.6%
Copying material, almost word for word, from any written source and turning it in as your own work.	91.0% 36.6%	3.5% 13.8%	1.0% 40.6%	4.5% 9.0%
Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course.	88.6% 52.3%	4.7% 14.4%	2.1% 23.3%	4.6% 10.0%
Using a false or forged excuse to obtain an extension on a due date or delay writing an exam.	82.8% 41.8%	10.6% 14.7%	3.9% 36.0%	2.7% 7.5%
Turning in work done by someone else.	91.7% 54.3%	4.1% 12.3%	1.4% 27.9%	2.8% 5.4%
Cheating on a test in any other way.	87.4% 54.3%	6.1% 9.9%	2.5% 21.0%	4.0% 14.8%

74.2% of the student participants reported engaging in at least one of these behaviors "once" or "more than once" in the last year. The behaviors that the most student participants reported engaging in "once" or "more than once" in the last year were working on an assignment with others (in person) when the instructor asked for individual work (41.8%), copying (by hand or in person) another student's homework (34.5%), and turning in a paper obtained in large part from a term paper "mill" or website (29.0%). The behaviors that the most faculty participants reported observing "once" or "more than once" during the last three years were paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper (68.3%), turning in a paper obtained in large part from a term paper "mill" or website (63.5%), and working on an assignment with others (in person) when the instructor asked for individual work (57.1%). The responses of the student participants and faculty participants seem to match up in suggesting that behaviors involving plagiarism and unauthorized group work are the most common violations of academic integrity.

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For all of these specific behaviors the faculty participants report observing more than the student participants report engaging in. This pattern is to be expected considering that the student participants are reporting the behaviors they engaged in as an individual participant during the past year while the faculty participants are reporting the behaviors that they observed among many students during the past three years. Looking at the ratio of faculty to student participants reporting each behavior, there is an average of 4.38 times as many faculty participants that report observing a behavior than student participants that report engaging in a behavior. Looking at the ratio for each specific behavior may suggest which behaviors are most commonly going undetected by faculty. The behaviors with the smallest ratios are fabricating or falsifying lab data (0.64), working on an assignment with others (in person) when the instructor asked for individual work (1.36), working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work (1.38). This might suggest that falsifying lab data and unauthorized group work on assignments are violation of academic integrity that commonly go undetected (see attachment C for details).

Both the student and faculty participants were also asked if they would rate each specific behavior as “not cheating”, “trivial cheating”, “moderate cheating”, or “serious cheating”. The following table gives a summary of student (blue) and faculty (red) responses.

Specific Behaviors	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Fabricating or falsifying a bibliography	5.6% 3.7%	32.0% 14.0%	36.7% 38.2%	25.7% 44.1%
Working on an assignment with others (in person) when the instructor asked for individual work.	15.8% 4.9%	45.6% 19.4%	29.3% 45.4%	9.3% 30.2%
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.	15.2% 5.4%	46.2% 18.0%	28.5% 44.3%	10.1% 32.4%
Getting questions or answers from someone who has already taken a test.	8.1% 3.1%	12.0% 6.0%	29.0% 20.6%	51.0% 70.3%
In a course requiring computer work, copying another student's program rather than writing your own.	3.0% 3.1%	10.6% 2.8%	34.1% 23.6%	52.3% 70.6%
Helping someone else cheat on a test.	2.9% 2.4%	3.5% 2.2%	17.1% 10.1%	76.5% 85.3%
Fabricating or falsifying lab data.	6.9% 2.8%	24.6% 6.8%	34.7% 17.0%	33.8% 73.4%
Fabricating or falsifying research data.	4.5% 3.0%	14.4% 3.3%	34.4% 11.5%	46.7% 82.1%
Copying from another student during a test or examination with his or her knowledge.	2.0% 1.6%	3.8% 1.2%	12.6% 10.1%	81.5% 87.1%
Copying from another student during a test or examination without his or her knowledge.	1.7% 2.3%	2.1% 0.7%	11.1% 8.3%	85.1% 88.7%

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Specific Behaviors	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	2.4% 2.2%	2.8% 1.2%	14.1% 6.9%	80.7% 89.7%
Receiving unpermitted help on an assignment.	7.4% 2.5%	30.4% 15.2%	40.7% 45.6%	21.4% 36.8%
Copying (by hand or in person) another student's homework.	4.9% 2.3%	29.3% 13.8%	40.8% 32.6%	25.0% 51.2%
Copying (by using digital means such as Instant Messaging or email) another student's homework.	4.6% 1.7%	28.2% 11.2%	41.4% 31.4%	25.8% 55.6%
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	6.8% 2.1%	28.1% 16.4%	40.0% 45.4%	25.1% 36.2%
Submitting a paper you purchased or obtained from a Web site (such as www.schoolsucks.com) and claiming it as your own work.	2.7% 1.9%	2.7% 0.7%	12.9% 7.0%	81.8% 90.3%
Turning in a paper obtained in large part from a term paper "mill" or website.	7.0% 2.3%	27.3% 15.2%	39.5% 42.0%	26.1% 40.4%
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without footnoting it in a paper.	2.7% 2.2%	2.7% 1.5%	8.7% 5.6%	86.0% 90.7%
Using unpermitted crib notes (or cheat sheets) during a test.	2.8% 2.2%	4.9% 1.9%	20.2% 14.2%	72.1% 81.7%
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.	2.7% 2.7%	5.9% 2.0%	21.7% 13.8%	69.6% 81.6%
Using an electronic/digital device as an unauthorized aid during an exam.	2.9% 2.2%	4.7% 2.5%	23.9% 15.9%	68.5% 79.4%
Copying material, almost word for word, from any written source and turning it in as your own work.	2.7% 1.9%	3.3% 2.1%	15.1% 8.6%	79.0% 87.5%
Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course.	2.8% 1.9%	6.3% 2.4%	27.8% 16.8%	63.1% 78.9%
Using a false or forged excuse to obtain an extension on a due date or delay writing an exam.	10.3% 4.7%	20.5% 15.3%	34.3% 36.0%	34.8% 44.0%
Turning in work done by someone else.	3.3% 1.4%	5.4% 1.9%	22.9% 13.2%	68.4% 83.6%
Cheating on a test in any other way.	3.2% 2.5%	6.3% 1.7%	23.8% 14.4%	66.7% 81.4%

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The behaviors for which the most student participants selected “not cheating” were working on an assignment with others (in person) when the instructor asked for individual work (15.8%), working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work (15.2%), and using a false or forged excuse to obtain an extension on a due date or delay writing an exam (10.3%). These three behaviors are the same behaviors for which the most faculty participants selected “not cheating” (4.9%, 5.4%, and 4.7% respectively). These may represent some specific behaviors that need more attention in discussing academic integrity.

Both the student participants and the faculty participants were asked to clarify about how any paraphrased or copied material is most often accessed. The following table gives a summary of the student (blue) and faculty (red) responses. The table reflects the different wording of the question in the student survey and the faculty survey.

If you indicated above that you have paraphrased or copied material from a written or electronic source without citing it, please tell us how you <u>accessed</u> this material: / If you indicated above that students have paraphrased or copied material from a written or electronic source without citing it in one or more of your courses, please tell us how you believe they <u>accessed</u> this material:	
Internet or other electronic means only	34.6% 34.4%
Have only used hard (paper) copies of sources	4.7% 2.1%
Have <u>primarily</u> used Internet or other electronic means	42.9% 46.8%
Have <u>primarily</u> used hard (paper) copies of sources	4.4% 3.1%
Have used both methods pretty equally	13.4% 13.6%

Most of the student (77.5%) and faculty (81.2%) participants report that the Internet or other electronic means are the only means used or the primary means used to access this copied material.

The student participants were asked if they have ever taken an online test or exam at Texas Tech. 60.0% of the student participants reported that they have taken an online test or exam at Texas Tech. The faculty participants were asked if they have ever offered an online test or exam at Texas Tech. 22.1% of the faculty participants reported that they have offered an online test or exam at Texas Tech. The students that reported that they have taken an online test or exam were also asked if they have ever engaged in any of the following behaviors. The faculty members that reported that they have offered an online test or exam were also asked if they have ever observed students engaging in any of the following behaviors. The following table

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gives a summary of the student (blue) and faculty (red) responses. Note that the responses add up to more than 100% because participants could select more than one response.

If you have taken an online test or exam at Texas Tech, have you ever: (Check all that apply.) / If you have given an online test or exam at Texas Tech, have you ever observed students who: (Check all that apply.)	
Collaborated with others during an online test or exam when not permitted?	19.4% 53.4%
Used notes or books on a closed book online test or exam?	27.4% 40.8%
Received unauthorized help from someone on an online test or exam?	13.8% 35.9%
Looked up information on the Internet when not permitted?	26.6% 39.8%

It appears that using notes or books on a closed book online test or exam and looking up information on the internet when not permitted are the most common forms of cheating on an online test or exam as reported by the student participants. Collaborating with others during an online test or exam when not permitted is the most common form of cheating on an online test or exam as observed by the faculty participants.

The student participants were asked a few questions about the likelihood of them or other students at Texas Tech reporting an incident of cheating. The following table gives a summary of the student (blue) responses.

How likely is it that:	Very Unlikely	Unlikely	Likely	Very Likely
You would report an incident of cheating that you observed?	22.4%	49.0%	22.7%	6.0%
The typical student at Texas Tech would report such violations?	33.2%	55.3%	10.7%	0.8%
A student would report a close friend?	85.3%	11.6%	1.9%	1.2%

A majority of the student participants reported that it is “unlikely” or “very unlikely” that they would report an incident of cheating that they observed (71.4%) or that the typical student at Texas Tech would report such violations (88.5%). A larger majority reported that it is “unlikely” or “very unlikely” that a student would report a close friend (96.9%). It appears that students are not likely to report observed incidences of cheating.

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Both the student and faculty participants were asked the following agreement questions. The following table gives a summary of the student (blue) and faculty (red) responses. The table reflects the different wording of some of the questions in the student survey and the faculty survey. The questions without faculty (red) responses were not included in the faculty survey.

5. How strongly do you agree or disagree with the following statements?	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly
Cheating is a serious problem at Texas Tech.	5.7% 2.1%	25.1% 10.7%	42.6% 34.4%	21.1% 38.2%	5.6% 14.7%
The investigation of suspected incidents of cheating is fair and impartial at Texas Tech / Our student judicial process is fair and impartial.	1.8% 2.3%	7.5% 8.0%	53.1% 57.7%	32.7% 26.9%	4.9% 5.1%
Students should be held responsible for monitoring the academic integrity of other students.	12.8% 5.1%	32.6% 19.7%	19.4% 21.4%	29.9% 39.3%	5.3% 14.6%
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.	3.1% 4.9%	14.9% 24.7%	28.3% 38.4%	44.0% 27.6%	9.7% 4.4%
Faculty members change exams and assignments on a regular basis.	3.9%	11.1%	20.5%	45.0%	19.6%
The amount of course work I'm expected to complete is reasonable for my year level and program.	3.6%	11.3%	9.0%	60.6%	15.6%
The degree of difficulty in my exams and assignments is appropriate for my year level and program.	3.1%	12.7%	9.1%	59.9%	15.2%
The types of assessment used in my courses are effective at evaluating my level of understanding of course concepts / The types of assessment used in my courses are effective at evaluating student understanding of course concepts.	4.3% 1.1%	12.2% 2.3%	12.0% 13.3%	58.7% 51.5%	12.7% 31.9%
The types of assessment used in my courses are effective at helping me learn course concepts / The types of assessment used in my courses are effective at helping my students learn course concepts.	3.7% 0.6%	13.4% 2.5%	12.9% 10.8%	58.2% 55.0%	11.9% 31.0%

For the first question, the most common responses for the student participants are that they are “not sure” (42.6%) or “disagree” (25.1%) that cheating is a serious problem at Texas Tech. The most common responses for the faculty participants are that they “agree” (38.2%) or are “not sure” (34.4%) that cheating is a serious problem at Texas Tech. The faculty participants seem to see cheating as a more serious problem at Texas Tech than the student participants.

For the second question, the most common responses for both the student participants and the faculty participants are that they are “not sure” (53.1% of the student participants, 57.7% of the faculty participants) or they “agree” (32.7% of the student participants, 26.9% of the faculty participants) that the investigation of suspected incidents of cheating or the student judicial process is fair and impartial. The large percentage of participants selecting “not sure” may reflect a lack of experience with this process on campus.

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More student participants “disagree” (32.6%) and more faculty participants “agree” (39.3%) that students should be held responsible for monitoring the academic integrity of other students. This might represent an important discrepancy in student and faculty expectations. More student participants “agree” (44.0%) and more faculty participants are “not sure” (38.45) that faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty. This might represent another important discrepancy in student and faculty expectations. The responses to these two questions may suggest that students expect faculty to take more responsibility for enforcing academic integrity and the faculty may expect the students to take more responsibility for enforcing academic integrity.

A majority of the student participants “agree” or “strongly agree” that faculty members change exams and assignments on a regular basis (64.6%), that the amount of course work they are expected to complete is reasonable for their year level and program (76.2%), and that the degree of difficulty in their exams and assignments is appropriate for their year level and program (75.1%).

Most of the student participants and the faculty participants “agree” or “strongly agree” that the types of assessment used in courses are effective at evaluating student understanding of course concepts (71.4% of the student participants, 83.4% of the faculty participants) and are effective at helping students learn course concepts (70.1% of the student participants, 86.0% of the faculty participants).

The student participants were asked about how strongly different people would disapprove if they had cheated in a course. The following table gives a summary of the student (blue) responses.

6. If you had cheated in a course and the following individuals knew about it, how strongly would they disapprove?	Very strongly	Fairly strongly	Not very strongly	Not at all
A close friend	24.1%	29.7%	29.4%	16.8%
One of the students you go around with	12.6%	30.4%	42.7%	14.3%
Your parents	75.0%	18.4%	4.5%	2.1%

Most of the student participants believe that their parents would disapprove “very strongly” (75.0%). There is more variance in the how strongly the student participants believe a close friend or the students they go around with would disapprove.

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The faculty participants were asked about which safeguards they employ to reduce cheating in their course. The following table shows a summary of the faculty (red) responses. Note that the responses add up to more than 100% because participants could select more than one response.

What safeguards do you employ to reduce cheating in your courses? (Check all that apply.)	
Closely monitor students taking a test/exam.	70.7%
Change exams regularly.	69.6%
Provide information about cheating/plagiarism on course outline or assignment sheet.	68.9%
Discuss my views on the importance of honesty and academic integrity with my students.	66.5%
Hand out different versions of an exam.	48.8%
Remind students periodically about their obligations under our University's academic integrity policy.	44.4%
Use the Internet, or software such as turnitin.com, to detect or confirm plagiarism.	27.8%
Other.	16.8%
None. I do not use any special safeguards in my courses.	5.0%

The most common safeguards are closely monitoring students taking a test or exam (70.7%), changing exams regularly (69.6%), providing information about cheating or plagiarism on a course outline or assignment sheet (68.9%), and discussing views on the importance of honesty and academic integrity with students (66.5%).

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Comparison of 2004, 2007, and 2010

The McCabe Academic Integrity student survey and faculty survey were also administered to student and faculty at Texas Tech in 2004 and 2007. The years 2004, 2007, and 2010 mark the beginning, middle, and end of the most recent Quality Enhancement Plan (QEP) at Texas Tech. Comparing a few questions from both the student survey and the faculty survey can help measure progress in some of the QEP learning outcomes (see attachment D). A few questions from both surveys were selected for comparison because they most closely relate to the following QEP learning outcomes:

- Students should be able to identify key components of the institution's policy on academic integrity. (SLO #4)
- Students should be able to recognize acts of academic integrity and of academic dishonesty. (SLO #5)
- Students should be able to use their knowledge of academic integrity to make ethical academic decisions. (SLO #6)
- Members of the TTU community should be able to identify key components of academic integrity and practice behaviors associated with academic ethics. (Institutional Outcome #2)

The following table gives a summary of comparisons between 2004, 2007, and 2010 for the student (blue) and faculty (red) responses to the selected questions. The table clarifies what the number given for each question represents. The responses for each question were compared using a one-way ANOVA. The p-values reported on the table are adjusted to correct for the multiple comparisons using the Bonferonni method. The highlighted rows show the comparisons that are significant at the 0.05 level (blue) and at the 0.10 level (green).

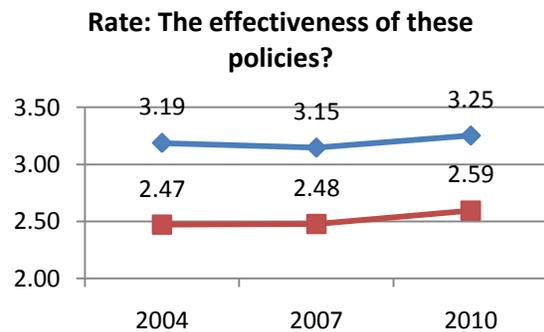
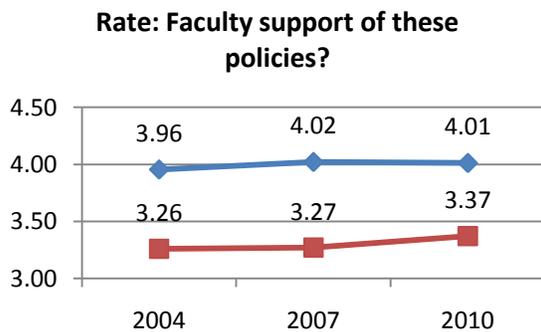
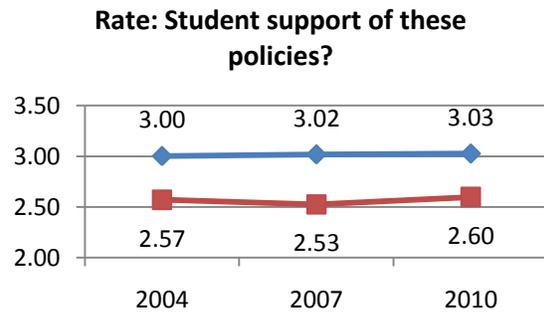
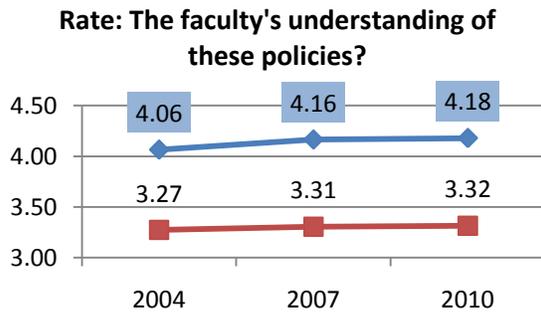
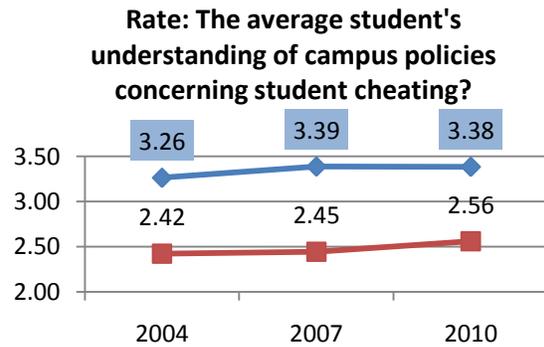
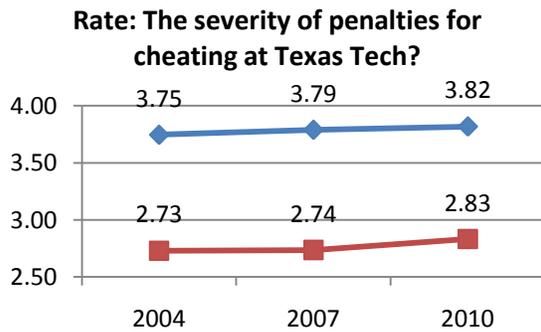
Questions Related to the QEP Learning Outcomes: Comparison of 2004, 2007, and 2010					
Question	2004	2007	2010	F-value	p-value
How would you rate: The severity of penalties for cheating at Texas Tech? (average response: "very low" = 1, "low" = 2, "medium" = 3, "high" = 4, "very high" = 5)	3.75	3.79	3.82	2.74	0.999
	2.73	2.74	2.83	1.47	0.999
How would you rate: The average student's understanding of campus policies concerning student cheating? (average response: "very low" = 1, "low" = 2, "medium" = 3, "high" = 4, "very high" = 5)	3.26	3.39	3.38	7.96	0.013
	2.42	2.45	2.56	2.67	0.999
How would you rate: The faculty's understanding of these policies? (average response: "very low" = 1, "low" = 2, "medium" = 3, "high" = 4, "very high" = 5)	4.06	4.16	4.18	10.16	< 0.001
	3.27	3.31	3.32	0.26	0.999
How would you rate: Student support of these policies? (average response: "very low" = 1, "low" = 2, "medium" = 3, "high" = 4, "very high" = 5)	3.00	3.02	3.03	0.28	0.999
	2.57	2.53	2.60	0.59	0.999
How would you rate: Faculty support of these policies? (average response: "very low" = 1, "low" = 2, "medium" = 3, "high" = 4, "very high" = 5)	3.96	4.02	4.01	2.76	0.999
	3.26	3.27	3.37	1.82	0.999

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Question	2004	2007	2010	F-value	p-value
How would you rate: The effectiveness of these policies? (average response: "very low" = 1, "low" = 2, "medium" = 3, "high" = 4, "very high" = 5)	3.19 2.47	3.15 2.48	3.25 2.59	2.83 2.32	0.999 0.999
Have you been informed about the academic integrity or cheating policies at Texas Tech? (percent of participants that selected "yes")	93.3%	95.7%	94.0%	3.74	0.762
How frequently do you think the following occur at Texas Tech: Plagiarism on written assignments? (average response: "never" = 1, "very seldom" = 2, "seldom/ sometimes" = 3, "often" = 4, "very often" = 5)	3.48 3.65	3.43 3.72	3.32 3.71	11.85 0.92	< 0.001 0.999
How frequently do you think the following occur at Texas Tech: Inappropriately sharing work in group assignments? (average response: "never" = 1, "very seldom" = 2, "seldom/sometimes" = 3, "often" = 4, "very often" = 5)	3.95 3.77	3.97 3.82	3.89 3.89	2.03 2.43	0.999 0.999
How frequently do you think the following occur at Texas Tech: Cheating during tests or examinations? (average response: "never" = 1, "very seldom" = 2, "seldom/sometimes" = 3, "often" = 4, "very often" = 5)	3.45 3.31	3.43 3.29	3.37 3.31	2.04 0.05	0.999 0.999
How often, if ever, have you seen another student cheat during a test or examination at Texas Tech? (average response: "never" = 1, "once" = 2, "a few times" = 3, "several times" = 4, "many times" = 5)	2.60 2.42	2.65 2.50	2.49 2.53	3.87 1.00	0.662 0.999
Have you ever reported another student for cheating? (percent of participants that selected "yes")	6.2%	7.0%	7.8%	1.48	0.999
Have you ever ignored a suspected incident of cheating in one of your courses for <u>any</u> reason? (percent of participants that selected "yes")	40.0%	46.1%	44.7%	1.86	0.999
Specific Behaviors (percent of participants that selected "once" or "more than once" for any of the specific behaviors)	79.4% 91.1%	75.6% 92.9%	74.2% 93.3%	5.87 0.71	0.093 0.999
Specific Behaviors (average response: "not cheating" = 1, "trivial cheating" = 2, "moderate cheating" = 3, "serious cheating" = 4)	3.17 3.60	3.27 3.68	3.31 3.58	17.03 2.93	< 0.001 0.999
How likely is it that: You would report an incident of cheating that you observed? (average response: "very unlikely" = 1, "unlikely" = 2, "likely" = 3, "very likely" = 4)	2.00	2.03	2.12	8.90	0.003
How likely is it that: The typical student at Texas Tech would report such violations? (average response: "very unlikely" = 1, "unlikely" = 2, "likely" = 3, "very likely" = 4)	1.76	1.76	1.79	0.96	0.999
How likely is it that: A student would report a close friend? (average response: "very unlikely" = 1, "unlikely" = 2, "likely" = 3, "very likely" = 4)	1.16	1.15	1.19	2.48	0.999
Cheating is a serious problem at Texas Tech. (average response: "disagree strongly" = 1, "disagree" = 2, "not sure" = 3, "agree" = 4, "agree strongly" = 5)	2.95 3.51	2.96 3.63	2.96 3.53	0.04 1.87	0.999 0.999

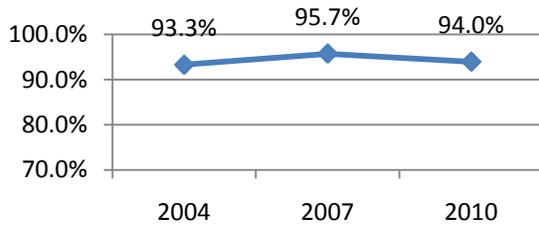
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The following graphs visually display the comparisons between 2004, 2007, and 2010 for the student (blue) and faculty (red) responses to the selected questions. See the table for clarification of what the number given for each question represents. The highlighted data labels show the comparisons that are significant at the 0.05 level (blue) and at the 0.10 level (green).

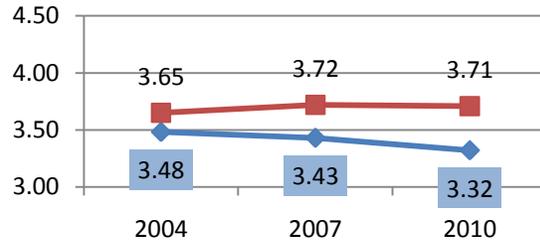


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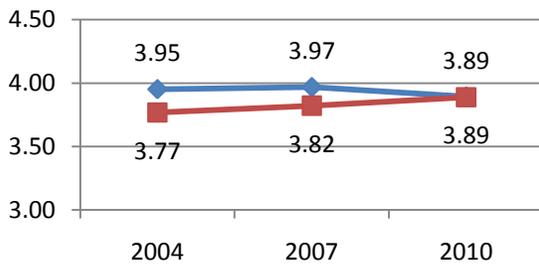
Have you been informed about the academic integrity or cheating policies at Texas Tech?



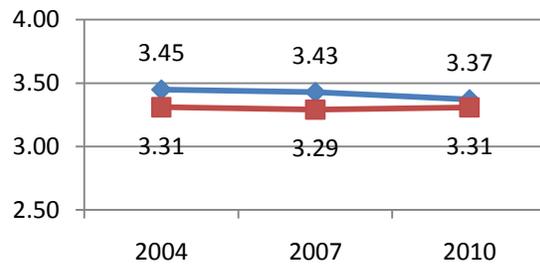
Perceived frequency: Plagiarism on written assignments?



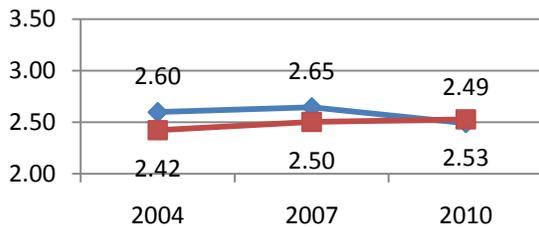
Perceived frequency: Inappropriately sharing work in group assignments?



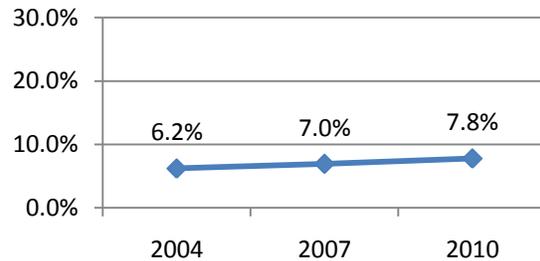
Perceived frequency: Cheating during tests or examinations?



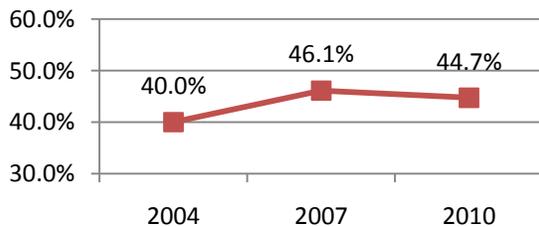
How often, if ever, have you seen another student cheat during a test or examination at Texas Tech?



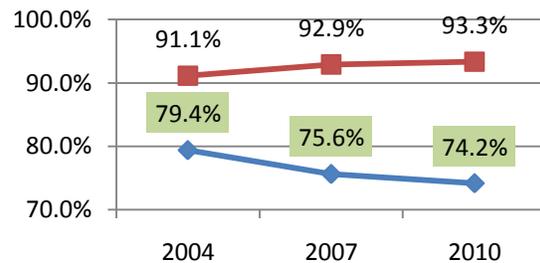
Have you ever reported another student for cheating?



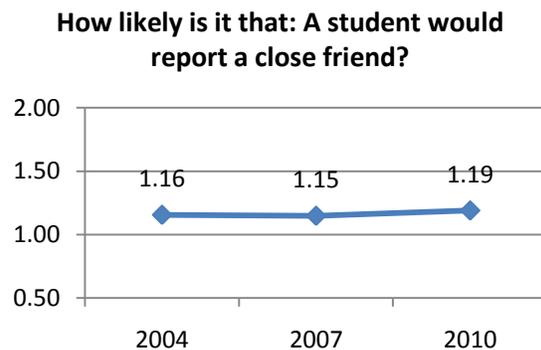
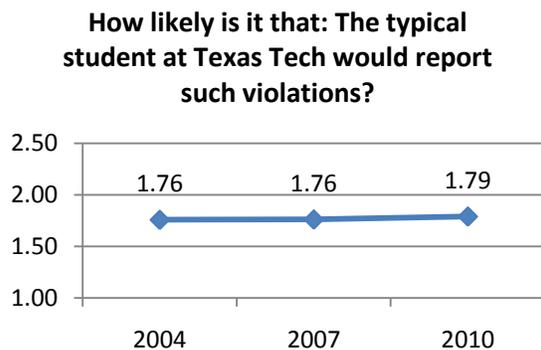
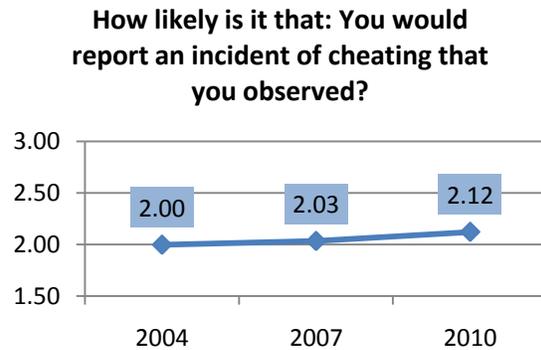
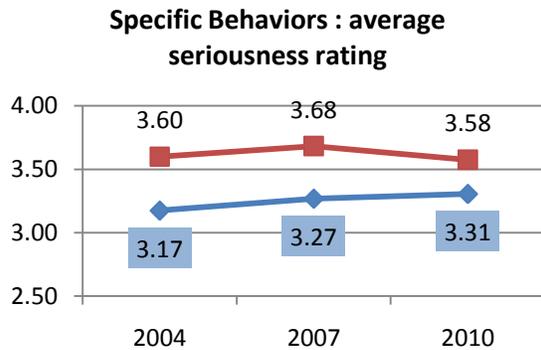
Have you ever ignored a suspected incident of cheating in one of your courses for any reason?



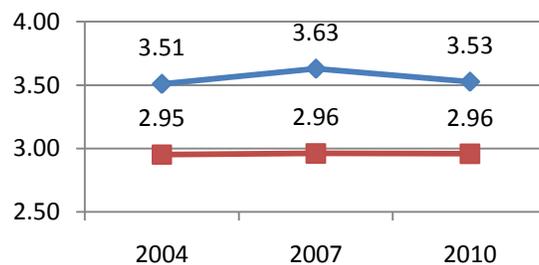
Specific Behaviors : engaged in (student) or observed (faculty)



McCabe's Academic Integrity Survey 2010



Cheating is a serious problem at Texas Tech.



None of the questions showed significant changes in faculty responses between 2004, 2007, and 2010. There were some questions for which the student responses significantly changed between 2004, 2007, and 2010.

There was a significant change at the 0.05 level in student responses regarding the average student's understanding of campus policies concerning student cheating. Post-hoc analysis suggests that on average students in 2007 or 2010 would rate student understanding of these policies higher than in 2004. This indicates an increase in the students' ability to identify key components of TTU's policy on academic integrity (SLO #4). There was also a significant change at the 0.05 level in student responses regarding the faculty's understanding of these policies. Post-hoc analysis suggests that on average students in 2007 or 2010 would rate faculty understanding of these policies higher than in 2004. This indicates that on average students see

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an increase in the TTU community's ability to identify key components of academic integrity (Institutional Outcome #2).

There was a significant change at the 0.05 level in student responses regarding the frequency of plagiarism on written assignments at Texas Tech. Post-hoc analysis suggests that on average students in 2010 believe that plagiarism on written assignments occurs less frequently than students in 2004 or 2007. This indicates that students are more capable of using their knowledge of academic integrity to make ethical decisions (SLO #6 and institutional outcome #2)

There was a significant change at the 0.10 level in the percentage of students reporting that they had engaged in at least one of the specific behaviors "once" or "more than once" during the past year. Post-hoc analysis suggests that the percentage of students engaging in at least one of the specific behaviors decreased between 2004 and 2010. Again, this indicates that students are more capable of using their knowledge of academic integrity to make ethical decisions (SLO #6 and Institutional Outcome #2). There was also a significant change at the 0.05 level in students' average ratings of the seriousness of the specific behaviors. Post-hoc analysis suggests that the average student in 2007 or 2010 would rate the specific behaviors as more serious forms of cheating than the average student in 2004. This indicates that students are more capable of identifying key components of TTU's policy on academic integrity (SLO #4 and Institutional Outcome #2).

There was a significant change at the 0.05 level in student responses regarding the likelihood that they would report an observed incident of cheating. Post-hoc analysis suggests that on average students in 2010 report that it is more likely that they would report an observed incident of cheating than in 2004 or 2007. This indicates that students tend to use their knowledge of academic integrity more to make ethical academic decisions (SLO #6).

Several of the questions that were compared showed no significant changes between 2004, 2007, and 2010. Those questions for which the student responses did significantly change suggest that, from students' perspectives, there has been some improvement in areas related to the QEP student learning outcomes. Specifically, it appears that the average student in 2010 rates student and faculty understanding of policies concerning student cheating higher, believes that plagiarism occurs less frequently on campus, is less likely to have engaged in one of the listed specific behaviors, rates the listed specific behaviors as more serious forms of cheating, and is more likely to report an observed incident of cheating than the average student in 2004.

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Conclusion

Overall it appears that the student participants perceive the academic environment at Texas Tech more favorably than the faculty participants. Regarding the academic integrity policies or policies concerning cheating at Texas Tech, the student participants rated student and faculty understanding of these policies, student and faculty support of these policies, and the effectiveness of these policies higher on average than the faculty participants. Both the student and faculty participants rated faculty understanding and support of these policies higher on average than student understanding and support of these policies.

The faculty members (e.g., class discussion, course syllabi or outlines) appear to be the primary source from which most students have learned about the academic integrity policies. Most students reported that their instructors frequently discuss policies concerning plagiarism, group work, and the proper citation of written sources or Internet sources. Policies concerning fabricating lab data or research data seem to be discussed less often, but this might be because these policies do not apply to as many courses. The faculty participants also report that they are discussing these policies with their students, most often through course syllabi or on individual assignments. Most of the faculty participants report that they have learned about the academic integrity policies from other faculty, the faculty handbook, the campus website, or the University catalog.

The faculty participants on average seem to believe that plagiarism on written assignments, inappropriately sharing work on group assignments, and cheating during test or examinations occurs more frequently on campus than the student participants believe. Part of this may be because the faculty participants on average report that they have seen more cheating on campus than the student participants. The student participants' responses show that approximately ten percent of those students that have seen someone cheating at Texas Tech have ever reported another student for cheating.

Most of the faculty participants reported that they would respond to cheating by failing the student on the test or assignment. Almost half of the faculty participants reported that they have ignored a suspected incident of cheating. The most common reason for ignoring the cheating was a lack of evidence or proof. Almost half of the faculty participants reported that they have referred a suspected case of cheating to their Chair, a Dean, or anyone else. Most of these participants were satisfied with the way the case was handled.

Regarding the specific behaviors of academic dishonesty listed, most of the student participants reported that they have engaged in at least one of the behaviors in the last year. Student and faculty responses suggest that plagiarism and unauthorized group work are the most common of these behaviors on campus. The responses also suggest that unauthorized group work may be the behaviors that most often go undetected by faculty. Behaviors related to unauthorized group work were also those most commonly rated as "not cheating". More may need to be done on campus to address academic dishonesty related to plagiarism and unauthorized group work.

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Both the student and faculty participants report that the Internet is the primary source for plagiarized materials. Both the student and faculty participants also reported that cheating on online tests or exams is fairly common. More may need to be done to address the proper use of Internet materials and to safeguard against cheating on online tests or exams.

Most of the student participants report that it is unlikely that they or another student at Texas Tech would report someone for cheating, especially if the person cheating is a close friend. Most of the student participants reported that they are not sure if cheating is a serious problem at Texas Tech. Given that many of the students have seen other student cheating, this might suggest that some students do not see cheating as a serious problem or that they may think that cheating at Texas Tech is not a serious problem related to other campuses. More of the faculty members agree that cheating is a serious problem at Texas Tech.

There seems to be some discrepancies between the student participants' and the faculty participants' beliefs about who should be responsible for maintaining academic integrity on campus. It seems that the faculty participants would place more responsibility on students for monitoring the academic integrity of other student on campus than the student participants would. It also seems that the student participants believe that the faculty members are better at discovering and reporting academic dishonesty than the faculty participants believe. Student and faculty may benefit from more discussion of who is responsible for maintaining academic integrity on campus.

Most students seem to believe that their workload for their program and year level is fair. Most students and faculty also seem to believe that the assessments used in classes are effective at evaluating understanding and helpful in learning course concepts.

Most students report that their parents would very strongly disapprove of their cheating, but there is more variance in the expected disapproval from close friends or other students.

The faculty participants that the most commonly used safeguards against cheating are closely monitoring students taking a test or exam, changing exams regularly, providing information about cheating or plagiarism on a course outline or assignment sheet, and discussing views on the importance of honesty and academic integrity with students.

Regarding improvement in the QEP learning outcomes between 2004, 2007, and 2010 it appears that there has been little to no change from the perspective of the faculty. According to students' perspectives, there appear to have been some improvements between 2004 and 2010 in regards to the SLOs #4 and #6 and well as the institutional outcome #2. Specifically, it seems that the average student in 2010 rates student and faculty understanding of policies concerning student cheating higher, believes that plagiarism occurs less frequently on campus, is less likely to have engaged in one of the listed specific behaviors, rates the listed specific behaviors as more serious forms of cheating, and is more likely to report an observed incident of cheating than the average student in 2004. This would suggest some improvement in Texas

McCabe's Academic Integrity Survey 2010

Tech students' ability to identify key components of the institution's policy on academic integrity, to recognize acts of academic integrity and of academic dishonesty, and to use their knowledge of academic integrity to make ethical academic decisions.

Attachments

Attachment A: Screen Shots of Student Survey

Academic Integrity Texas Tech University Student Survey

Academic Integrity Survey Consent Form

We are asking you to participate in a research project called the "Academic Integrity Survey." The Texas Tech survey is part of a nationwide survey of college students and faculty on the subject of academic integrity. Dr. Donald McCabe of Rutgers University is in charge of this research project. If at any time you have questions about the survey you may reach Professor McCabe at (973) 353-1409 or at dmccabe@andromeda.rutgers.edu.

The survey is designed to get the opinions of students and faculty about the current state of academic integrity at our nation's colleges and universities. If you wish to participate, you can click on the link below to access the survey.

The survey will ask how you view the issue of academic integrity and how you think your classmates and peers view this issue. Some of the questions will ask about your own behavior and attitudes. While we hope you will answer all of the survey's questions, you are free to skip a question if you'd prefer. The survey will take about fifteen minutes to complete. While some of the questions are personal in nature, we do not think there is any risk in answering these questions. The survey is anonymous and kept confidential, so no answers can be linked to you personally. Dr. McCabe has conducted similar surveys on over 175 other campuses.

To encourage participation, students completing the survey will be eligible to **enter a random drawing for one of three Acer One Notebooks valued at \$300 each**. Registration for the prize drawings is accomplished through an independent secure link available at the end of the survey which allows participants to maintain complete anonymity while taking the survey but still be able to sign up for the prize drawing.

No one but Dr. McCabe will see your survey responses. They will be kept in a secure database and no one will be able to determine what your individual answers were or whether or not you participated in the survey since participation in this survey is completely voluntary. You are not required to take the survey and there is no risk to you if you elect not to take the survey. You may also choose to stop taking the survey at any time without penalty to you.

As noted earlier, Dr. McCabe will answer any questions you have about this research project and survey. You may contact him by telephone at (973) 353-1409 or by e-mail at dmccabe@andromeda.rutgers.edu. If you have any questions about your rights as a subject or about injuries that may be caused by this research, contact the Texas Tech University Institutional Review Board for the Protection of Human Subjects, Office of Research Services, Texas Tech University, Lubbock, Texas 79409. Or you can call (806) 742-3884.

This consent form is not valid after May 31, 2010.

Please continue below if you would like to participate in the Academic Integrity Survey.

McCabe's Academic Integrity Survey 2010

Academic Environment

Please tell us about the academic environment at Texas Tech.

1. How would you rate:	Very Low	Low	Medium	High	Very High
The severity of penalties for cheating at Texas Tech?	<input type="radio"/>				
The average student's understanding of campus policies concerning student cheating?	<input type="radio"/>				
The faculty's understanding of these policies?	<input type="radio"/>				
Student support of these policies?	<input type="radio"/>				
Faculty support of these policies?	<input type="radio"/>				
The effectiveness of these policies?	<input type="radio"/>				

2. Have you been informed about the academic integrity or cheating policies at Texas Tech?	Yes	No
	<input type="radio"/>	<input type="radio"/>

If yes, where and how much have you learned about these policies? (Check all that apply.)	Learned Little or Nothing	Learned Some	Learned A Lot
First-year orientation program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus website.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Handbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Counselor, Residential Advisor, or Faculty Advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty (e.g., discussed in class, course syllabi, or course outlines).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Assistant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean or other administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input style="width: 250px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

McCabe's Academic Integrity Survey 2010

3. In the past year, how often, on average, did your instructors discuss policies concerning:	Never	Very Seldom	Seldom/Sometimes	Often	Very Often
Plagiarism	<input type="radio"/>				
Guidelines on group work or collaboration	<input checked="" type="radio"/>				
Proper citation/referencing of written sources	<input type="radio"/>				
Proper citation/referencing of Internet sources	<input checked="" type="radio"/>				
Falsifying/fabricating course lab data	<input type="radio"/>				
Falsifying/fabricating research data	<input checked="" type="radio"/>				

4. How frequently do you think the following occur at Texas Tech?	Never	Very Seldom	Seldom/Sometimes	Often	Very Often
Plagiarism on written assignments.	<input type="radio"/>				
Inappropriately sharing work in group assignments.	<input checked="" type="radio"/>				
Cheating during tests or examinations.	<input type="radio"/>				

5. How often, if ever, have you seen another student cheat during a test or examination at Texas Tech?

Never	<input type="radio"/>
Once	<input checked="" type="radio"/>
A few times	<input type="radio"/>
Several times	<input checked="" type="radio"/>
Many times	<input type="radio"/>

6. Have you ever reported another student for cheating?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
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McCabe's Academic Integrity Survey 2010

Specific Behaviors

This section asks you some questions about specific behaviors that some people might consider cheating. Please remember that this survey is completely anonymous and there is no way that anyone can connect you with any of your answers.

In the **RED** column please mark how often, if ever, in the past year you have engaged in any of the following behaviors. If a question does not apply to any of the courses you took in the last year, please check the 'Not Relevant' column. For example, if you had no tests/exams in the last year, you would check 'Not Relevant' for questions related to tests/exams. In the **BLUE** column please mark how serious you think each type of behavior is.

	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Fabricating or falsifying a bibliography.	<input type="radio"/>							
Working on an assignment with others (in person) when the instructor asked for individual work.	<input checked="" type="radio"/>							
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.	<input type="radio"/>							
Getting questions or answers from someone who has already taken a test.	<input checked="" type="radio"/>							
In a course requiring computer work, copying another student's program rather than writing your own.	<input type="radio"/>							
Helping someone else cheat on a test.	<input checked="" type="radio"/>							
Fabricating or falsifying lab data.	<input type="radio"/>							
Fabricating or falsifying research data.	<input checked="" type="radio"/>							
Copying from another student during a test with his or her knowledge.	<input type="radio"/>							
Copying from another student during a test or examination without his or her knowledge	<input checked="" type="radio"/>							
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	<input type="radio"/>							
Receiving unpermitted help on an assignment.	<input checked="" type="radio"/>							
Copying (by hand or in person) another student's homework.	<input type="radio"/>							
Copying (using digital means such as Instant Messaging or email) another student's homework.	<input checked="" type="radio"/>							

McCabe's Academic Integrity Survey 2010

	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper you submitted.	●	●	●	●	●	●	●	●
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.	○	○	○	○	○	○	○	○
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper you submitted.	●	●	●	●	●	●	●	●
Submitting a paper you purchased or obtained from a Web site (such as www.schoolsucks.com) and claimed it as your own work.	○	○	○	○	○	○	○	○
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.	●	●	●	●	●	●	●	●
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.	○	○	○	○	○	○	○	○
Using an electronic/digital device as an unauthorized aid during an exam.	●	●	●	●	●	●	●	●
Copying material, almost word for word, from any written source and turning it in as your own work.	○	○	○	○	○	○	○	○
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	●	●	●	●	●	●	●	●
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	○	○	○	○	○	○	○	○
Turning in work done by someone else.	●	●	●	●	●	●	●	●
Cheating on a test in any other way.	○	○	○	○	○	○	○	○
	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating

McCabe's Academic Integrity Survey 2010

2. If you indicated above that you have paraphrased or copied material from a written or electronic source without citing it, please tell us how you accessed this material:

Internet or other electronic means only	<input type="radio"/>
Have only used hard (paper) copies of sources	<input checked="" type="radio"/>
Have <u>primarily</u> used Internet or other electronic means	<input type="radio"/>
Have <u>primarily</u> used hard (paper) copies of sources	<input checked="" type="radio"/>
Have used both methods pretty equally	<input type="radio"/>

3. Have you ever taken an online test or exam at Texas Tech?	Yes	No
	<input checked="" type="radio"/>	<input type="radio"/>

3a. If you have taken an online test or exam at Texas Tech, have you ever: (Check all that apply.)

Collaborated with others during an online test or exam when not permitted?	<input type="checkbox"/>
Used notes or books on a closed book online test or exam?	<input checked="" type="checkbox"/>
Received unauthorized help from someone on an online test or exam?	<input type="checkbox"/>
Looked up information on the Internet when not permitted?	<input checked="" type="checkbox"/>

4. How likely is it that:	Very Unlikely	Unlikely	Likely	Very Likely
You would report an incident of cheating that you observed?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
The typical student at Texas Tech would report such violations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A student would report a close friend?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

McCabe's Academic Integrity Survey 2010

5. How strongly do you agree or disagree with the following statements?	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly
Cheating is a serious problem at Texas Tech.	<input type="radio"/>				
The investigation of suspected incidents of cheating is fair and impartial at Texas Tech.	<input type="radio"/>				
Students should be held responsible for monitoring the academic integrity of other students.	<input type="radio"/>				
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.	<input type="radio"/>				
Faculty members change exams and assignments on a regular basis.	<input type="radio"/>				
The amount of course work I'm expected to complete is reasonable for my year level and program.	<input type="radio"/>				
The degree of difficulty in my exams and assignments is appropriate for my year level and program.	<input type="radio"/>				
The types of assessment used in my courses are effective at evaluating my level of understanding of course concepts.	<input type="radio"/>				
The types of assessment used in my courses are effective at helping me learn course concepts.	<input type="radio"/>				

6. If you had cheated in a course and the following individuals knew about it, how strongly would they disapprove?	Very strongly	Fairly strongly	Not very strongly	Not at all
A close friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the students you go around with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

1. What is your academic class standing?

1st year undergraduate (Freshman)	<input type="radio"/>
2nd year undergraduate (Sophomore)	<input type="radio"/>
3rd year undergraduate (Junior)	<input type="radio"/>
4th year undergraduate (Senior)	<input type="radio"/>
Graduate student	<input type="radio"/>

2. Sex:

Female	<input type="radio"/>
Male	<input type="radio"/>

3. What is your primary major?

Agricultural Sciences and Natural Resources	▲
Architecture	☰
Arts and Sciences	
Business Administration	
Education	▼

4. What is your approximate cumulative grade point average?

(A) 3.50 - 4.00	<input type="radio"/>
(B) 2.50 - 3.49	<input type="radio"/>
(C) 1.50 - 2.49	<input type="radio"/>
(D) 0.50 - 1.49	<input type="radio"/>
(F) 0.00 - 0.49	<input type="radio"/>

McCabe's Academic Integrity Survey 2010

5. If you actively participate in any of the following, please tell us about how much time you spend on each activity in an average week.

	Do Not Participate	1-9 Hours	10-19 Hours	More Than 19 Hours
Paid employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring for a dependent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social fraternity/sorority/club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Free Response

1. What specific changes would you like to see your school take in support of academic integrity? What role should students play in this process?

2. Please use this space for any comments you care to make, or if there is anything else you would like to tell us about the topic of cheating.

Thank you for participating in this survey!

Submit Form

If you are having any difficulty, please contact Don McCabe at: dmcabed@andromeda.rutgers.edu
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McCabe's Academic Integrity Survey 2010

Attachment B: Screen Shots of Faculty Survey

Academic Integrity Texas Tech University Faculty Survey

Academic Integrity Survey Consent Form

We are asking you to participate in a research project called the "Academic Integrity Survey." The Texas Tech survey is part of a nationwide survey of college students and faculty on the subject of academic integrity. Dr. Donald McCabe of Rutgers University is in charge of this research project. If at any time you have questions about the survey you may reach Professor McCabe at (973) 353-1409 or at dmccabe@andromeda.rutgers.edu.

The survey is designed to get the opinions of students and faculty about the current state of academic integrity at our nation's colleges and universities. If you wish to participate, you can click on the link below to access the survey. The survey will ask how you view the issue of academic integrity and how you think your students and peers view this issue. Some of the questions will ask about your own behavior and attitudes. While we hope you will answer all of the survey's questions, you are free to skip questions. The survey will take about fifteen minutes to complete. Although some of the questions are personal in nature, we do not think there is any risk in answering these questions. The survey is anonymous and kept confidential, so no answers can be linked to you personally. Dr. McCabe has conducted similar surveys on over 175 other campuses.

To encourage participation, those completing the survey will be eligible to **enter a random drawing for one of four one-hour massage gift certificates at our Wellness Center in the TTU Rec Center valued at \$50 each.** Registration for the prize drawing is accomplished through an independent secure link available at the end of the survey which allows participants to maintain complete anonymity while taking the survey but still be able to sign up for the prize drawing. Please note that Texas Tech employees may be required to pay taxes on incentive prizes; refer to OP 69.02.

No one but Dr. McCabe will see your survey responses. They will be kept in a secure database and no one will be able to determine what your individual answers were or whether you participated in the survey since participation in this survey is completely voluntary. You are not required to take the survey and there is no risk to you if you elect not to take the survey. You may choose to stop taking the survey at any time without penalty.

As noted above, Dr. McCabe will answer any questions you have about this research project and survey. You may contact him by telephone at (973) 353-1409 or by e-mail at dmccabe@andromeda.rutgers.edu. If you have any questions about your rights as a subject or about injuries that may be caused by this research, contact the Texas Tech University Institutional Review Board for the Protection of Human Subjects, Office of Research Services, Texas Tech University, Lubbock, Texas 79409. Or you can call (806) 742-3884.

This consent form is not valid after May 31, 2010

Please continue below if you would like to participate in the Academic Integrity Survey.

McCabe's Academic Integrity Survey 2010

Academic Environment

Please tell us about the academic environment at Texas Tech.

1. How would you rate:	Very Low	Low	Medium	High	Very High
The severity of penalties for cheating at Texas Tech?	<input type="radio"/>				
The average student's understanding of University policies concerning cheating?	<input type="radio"/>				
The faculty's understanding of these policies?	<input type="radio"/>				
Student support of these policies?	<input type="radio"/>				
Faculty support of these policies?	<input type="radio"/>				
The effectiveness of these policies?	<input type="radio"/>				

2. When, if at all, do you discuss with students your policies concerning: (Check all that apply.)	Do not discuss	On individual assignments	In syllabus or course outline	At start of semester	Other	Not Relevant
Plagiarism [PLAGPOL1 THRU PLAGPOL6]	<input type="checkbox"/> =1 IF CHECKED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Permitted and prohibited group work or collaboration [COLLPOL1 THRU 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The proper citation or referencing of sources [ATTRPOL1 THRU ATTRPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper citation/referencing of Internet sources [INTRPOL1 THRU INTRPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falsifying/fabricating research data [DATAPOL1 THRU DATAPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falsifying/fabricating lab data [LABPOL1 THRU LABPOL6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

McCabe's Academic Integrity Survey 2010

3. Please note the primary sources from which you have learned about the academic integrity policies at Texas Tech. (Check all that apply.)

<input type="checkbox"/> Faculty orientation program. [S_ORIENT]	<input type="checkbox"/> Students. [S_STUDENTS]
<input type="checkbox"/> Faculty handbook. [S_HNDBK]	<input type="checkbox"/> Deans or other administrators. [S-DEAN]
<input type="checkbox"/> Department chair. [S_CAHAIR]	<input type="checkbox"/> Publicized results of judicial hearings. [S_HERING]
<input type="checkbox"/> Other faculty. [S_FACULTY]	<input type="checkbox"/> University catalog. [S_CALENDAR]
<input type="checkbox"/> Campus website. [S_WEBSITE]	<input type="checkbox"/> Other: <input style="width: 150px;" type="text"/> [S_OTHER]
<input type="checkbox"/> I have never really been informed about campus policies concerning student cheating. [S_NOTHING]	

4. How frequently do you think the following occur at Texas Tech?	Never	Very Seldom	Seldom/Sometimes	Often	Very Often
Plagiarism on written assignments.	<input type="radio"/>				
Students inappropriately sharing work in group assignments.	<input type="radio"/>				
Cheating during tests or examinations.	<input type="radio"/>				

5. How often, if ever, have you seen a student cheat during a test or examination at Texas Tech?

Never	<input type="radio"/>
Once	<input type="radio"/>
A few times	<input type="radio"/>
Several times	<input type="radio"/>
Many times	<input type="radio"/>

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6. If you were convinced, even after discussion with the student, that a student had cheated on a major test or assignment in your course, what would be your most likely reaction? (Check all that apply.)

<input type="checkbox"/> Reprimand or warn the student [RE_WARN]	<input type="checkbox"/> Report student to the Dean of Students [RE_DOS]
<input type="checkbox"/> Lower the student's grade [RE_GRADE]	<input type="checkbox"/> Report student to your Chair, Director or Dean [RE_REPORT]
<input type="checkbox"/> Fail the student on the test assignment [RE_FTEST]	<input type="checkbox"/> Do nothing about the incident [RE_NOTHING]
<input type="checkbox"/> Fail the student for the course [RE_FCOURSE]	<input type="checkbox"/> Other <input style="width: 100px;" type="text"/> [RE_OTHER]
<input type="checkbox"/> Require student to retake test/redo assignment [RE_REDO]	

7. Have you ever ignored a suspected incident of cheating in one of your courses for any reason?

Yes = 1 No = 2 [IGNORE]

If so, did any of the following factors influence your decision? (Check all that apply.)

<input type="checkbox"/> Lacked evidence/proof [IGN_PROOF]	<input type="checkbox"/> Student is the one who will ultimately suffer [IGN_STUDSUFFER]
<input type="checkbox"/> Cheating was trivial/not serious [IGN_TRIVIAL]	<input type="checkbox"/> Didn't want to deal with it; system is so bureaucratic [IGN_DEAL]
<input type="checkbox"/> Lack of support from administration [IGN_NOSUPPORT]	<input type="checkbox"/> Not enough time [IGN_NOTIME]
<input type="checkbox"/> Other <input style="width: 100px;" type="text"/> [RE_OTHER]	

8. Have you ever referred a suspected case of cheating to your Chair, a Dean, or anyone else?

Yes No

If yes, how satisfied were you with the way the case(s) were handled?

Very Satisfied	Satisfied	Neutral	Unsatisfied	Very unsatisfied
<input type="radio"/>				

If you answered "unsatisfied" or "very unsatisfied" please explain your response.

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Specific Behaviors

Students have different views on what constitutes cheating and what is acceptable behavior. We would like to ask you some questions about specific behaviors that some students might consider cheating. Please mark one response for each question.

In the **RED** column please mark how often, if ever, you have observed or become aware of a student in your class engaging in any of the following behaviors during the last three years. If a question does not apply to any of your courses, please check the 'Not Relevant' column. For example, if you do not use tests/exams, you would check 'Not Relevant' for questions related to tests/exams. In the **BLUE** column please mark **how serious** you think each type of behavior is.

	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Fabricating or falsifying a bibliography.	<input type="radio"/>							
Working on an assignment with others (in person) when the instructor asked for individual work.	<input checked="" type="radio"/>							
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.	<input type="radio"/>							
Getting questions or answers from someone who has already taken a test.	<input checked="" type="radio"/>							
In a course requiring computer work, copying another student's program rather than writing his/her own.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Helping someone else cheat on a test.	<input checked="" type="radio"/>							
Fabricating or falsifying lab data.	<input type="radio"/>							
Fabricating or falsifying research data.	<input checked="" type="radio"/>							
Copying from another student during a test with his or her knowledge.	<input type="radio"/>							
Copying from another student during a test or examination without his or her knowledge.	<input checked="" type="radio"/>							
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	<input type="radio"/>							
Receiving unpermitted help on an assignment.	<input checked="" type="radio"/>							
Copying (by hand or in person) another student's homework.	<input type="radio"/>							
Copying (using digital means such as Instant Messaging or email) another student's homework.	<input checked="" type="radio"/>							

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	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Paraphrasing or copying a few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper s/he submitted.	●	●	●	●	●	●	●	●
Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as his/her own work.	○	○	○	○	○	○	○	○
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper s/he submitted.	●	●	●	●	●	●	●	●
Submitting a paper s/he purchased or obtained from a Web site (such as www.schoolsucks.com) and claiming it as his/her own work.	○	○	○	○	○	○	○	○
Using unpermitted handwritten crib notes (or cheat sheets) during a test or exam.	●	●	●	●	●	●	●	●
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.	○	○	○	○	○	○	○	○
Using an electronic/digital device as an unauthorized aid during an exam.	●	●	●	●	●	●	●	●
Copying material, almost word for word, from any written source and turning it in as his/her own work.	○	○	○	○	○	○	○	○
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	●	●	●	●	●	●	●	●
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	○	○	○	○	○	○	○	○
Turning in work done by someone else.	●	●	●	●	●	●	●	●
Cheating on a test in any other way.	○	○	○	○	○	○	○	○
	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating

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2. If you indicated above that students have paraphrased or copied material from a written or electronic source without citing it in one or more of your courses, please tell us how you believe they accessed this material: [MEANS]

Internet or other electronic means only	<input type="radio"/> 1
Hard (paper) copies of sources only	<input type="radio"/> 2
Primarily Internet or other electronic means	<input type="radio"/> 3
Primarily hard (paper) copies of sources	<input type="radio"/> 4
Have observed/suspected both methods pretty equally	<input type="radio"/> 5

3. Have you ever offered an online test or exam at Texas Tech?	Yes	No
	<input type="radio"/>	<input type="radio"/>

3a. If you have given an online test or exam at Texas Tech, have you ever observed students who: (Check all that apply.)

Collaborated with others during an online test or exam when not permitted?	<input type="checkbox"/>
Used notes or books on a closed book online test or exam?	<input type="checkbox"/>
Received unauthorized help from someone on an online test or exam?	<input type="checkbox"/>
Looked up information on the Internet when not permitted?	<input type="checkbox"/>

4. How strongly do you agree or disagree with the following statements?

	Disagree Strongly	Disagree	Not Sure	Agree	Agree Strongly
Cheating is a serious problem at Texas Tech.	<input type="radio"/>				
Our student judicial process is fair and impartial.	<input type="radio"/>				
Students should be held responsible for monitoring the academic integrity of other students.	<input type="radio"/>				
Faculty members are vigilant in discovering and reporting suspected cases of academic dishonesty.	<input type="radio"/>				
The types of assessment used in my courses are effective at evaluating student understanding of course concepts.	<input type="radio"/>				
The types of assessment used in my courses are effective at helping my students learn course concepts.	<input type="radio"/>				

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5. What safeguards do you employ to reduce cheating in your courses? (Check all that apply.)

<input type="checkbox"/>	None. I do not use any special safeguards in my courses. [SAFE1]
<input type="checkbox"/>	Use the Internet, or software such as turnitin.com, to detect or confirm plagiarism. [SAFE3]
<input type="checkbox"/>	Provide information about cheating/plagiarism on course outline or assignment sheet. [SAFE4]
<input type="checkbox"/>	Change exams regularly. [SAFE5]
<input type="checkbox"/>	Hand out different versions of an exam. [SAFE6]
<input type="checkbox"/>	Discuss my views on the importance of honesty and academic integrity with my students. [SAFE7]
<input type="checkbox"/>	Remind students periodically about their obligations under our University's academic integrity policy. [SAFE8]
<input type="checkbox"/>	Closely monitor students taking a test/exam. [SAFE11]
<input type="checkbox"/>	Other: <input type="text"/> [SAFE12]

Demographics

1. What is your academic rank? [RANK]

Assistant Professor	<input type="radio"/> 2
Associate Professor	<input type="radio"/> 3
Full Professor	<input type="radio"/> 4
Instructor	<input type="radio"/> 1
Lab coordinator/instructor	<input type="radio"/> 6
Other	<input type="radio"/> 9

2. Sex:

Female	<input type="radio"/>
Male	<input type="radio"/>

3. In which of the following areas is your primary teaching responsibility? [COLLEGE]

Arts	<input type="radio"/> 2
Business	<input type="radio"/> 7
Communications/Journalism	<input type="radio"/> 8
Engineering	<input type="radio"/> 3
Humanities	<input type="radio"/> 27
Math or Science	<input type="radio"/> 28
Nursing/Health Professions	<input type="radio"/> 15
Social Sciences	<input type="radio"/> 39
Interdisciplinary	<input type="radio"/> 97
Other	<input type="radio"/> 98

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4. How long have you been teaching at the university level? [YRSTEACH]

Less than 5 years	<input type="radio"/> 1
5-9 years	<input type="radio"/> 2
10-14 years	<input type="radio"/> 3
15-19 years	<input type="radio"/> 4
20 or more years	<input type="radio"/> 5

Final Comments

1. Do you have any suggestions on how your campus might improve its policies concerning issues of academic integrity or any additional comments you care to make?

2. What role do you think faculty should play in promoting academic integrity and/or controlling cheating in their courses?

Thank you for participating in this survey!

Submit Form

If you are having any difficulty, please contact Don McCabe at: dmcabeb@andromeda.rutgers.edu
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Attachment C: Ratios Comparing Student and Faculty Responses for Each Specific Behavior

Specific Behavior (percentages reflect the percentage of student or faculty participants selecting "once" or "more than once" for each behavior)	Student	Faculty	Faculty/Student Ratio
Fabricating or falsifying lab data.	18.7%	12.1%	0.64
Working on an assignment with others (in person) when the instructor asked for individual work.	41.8%	57.1%	1.36
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.	25.7%	35.4%	1.38
Receiving unpermitted help on an assignment.	27.4%	41.3%	1.50
Copying (by hand or in person) another student's homework.	34.5%	52.5%	1.52
Using electronic crib notes (stored in PDA, phone, or calculator) to cheat on a test or exam.	9.7%	15.0%	1.55
Getting questions or answers from someone who has already taken a test.	24.7%	38.5%	1.56
Copying (by using digital means such as Instant Messaging or email) another student's homework.	13.2%	25.4%	1.92
Turning in a paper obtained in large part from a term paper "mill" or website.	29.0%	63.5%	2.19
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	25.3%	68.3%	2.70
Helping someone else cheat on a test.	11.5%	33.3%	2.90
In a course requiring computer work, copying another student's program rather than writing your own.	7.8%	23.5%	3.01
Using an electronic/digital device as an unauthorized aid during an exam.	4.8%	16.2%	3.35
Fabricating or falsifying research data.	4.9%	16.6%	3.37
Using a false or forged excuse to obtain an extension on a due date or delay writing an exam.	14.6%	50.6%	3.48
Using unpermitted crib notes (or cheat sheets) during a test.	8.7%	30.9%	3.55
Cheating on a test in any other way.	8.5%	30.9%	3.62
Copying from another student during a test or examination with his or her knowledge.	9.5%	35.9%	3.80
Copying from another student during a test or examination without his or her knowledge.	12.1%	47.5%	3.91
Fabricating or falsifying a bibliography	6.3%	28.1%	4.48
Turning in a paper copied, at least in part, from another student's paper, whether or not that student is currently taking the same course.	6.8%	37.7%	5.57
Turning in work done by someone else.	5.5%	40.3%	7.31
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	2.2%	17.4%	7.76
Copying material, almost word for word, from any written source and turning it in as your own work.	4.5%	54.4%	12.05
Submitting a paper you purchased or obtained from a Web site (such as www.schoolsucks.com) and claiming it as your own work.	1.8%	24.5%	13.94
Paraphrasing or copying a few sentences of material from an electronic source - e.g., the internet - without footnoting it in a paper.	1.1%	16.5%	15.35

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Attachment D: QEP Student and Institutional Learning Outcomes

Students

Students should be able to...

1. identify the importance of professional codes of ethics related to their specific academic disciplines as appropriate
2. interpret the importance of professional codes of ethics related to their specific academic disciplines as appropriate
3. explain the importance of professional codes of ethics related to their specific academic disciplines as appropriate
4. identify key components of the institution's policy on academic integrity
5. recognize acts of academic integrity and of academic dishonesty
6. use their knowledge of academic integrity to make ethical academic decisions
7. identify ethical issues in personal, professional, and civic life from their own perspective as well as that of others
8. articulate ethical issues in personal, professional, and civic life from their own perspective as well as that of others
9. reflect critically on ethical issues in personal, professional, and civic life from their own perspective as well as that of others

Institutional

Members of the TTU community should be able to...

1. engage actively and critically in a conversation on "doing the right thing"
2. identify key components of academic integrity and practice behaviors associated with academic ethics
3. critically reflect on ethical issues
4. recognize diverse ethical perspectives
5. identify behavior that is consistent with relevant professional codes
6. incorporate ethics into their lives



TEXAS TECH UNIVERSITY
Ethics Center

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