

# UMBC Academic Integrity Surveys

## Spring 2003

### **Background**

Following through on a recommendation of the *Report of the Honors University Task Force* (May 2000), UMBC Provost Arthur T. Johnson created a committee structure to help insure an environment of academic integrity on campus. A steering committee and three sub-committees (involving administrators, faculty and students) were established in November 2001 and charged to report back to the Provost in Spring 2002. The three subcommittees included: Academic Integrity (AI) Communications Subcommittee, AI Information Technology Subcommittee, and the AI Assessment Subcommittee. This report represents the final product of the AI Assessment Subcommittee which was charged to work with the Center for Academic Integrity (CAI) and to “develop a process for surveying our students and faculty about their experiences with academic dishonesty.”

The goals of the CAI survey project, as well as UMBC, are to evaluate the current academic environment on campus by asking students and faculty about their knowledge of campus academic integrity policies, effectiveness of these policies, as well as about their views of the seriousness of various cheating behaviors. Additionally, students were asked about the extent of cheating on campus and the frequency of their own cheating behaviors. Faculty were asked to indicate how they respond to suspected incidents of cheating and what techniques they employ to try to reduce or prevent cheating in their courses.

### **Methodology**

In Spring 2003, UMBC conducted three web-based academic integrity surveys of four campus populations: undergraduates, graduate students, faculty and TAs (teaching assistants). All three surveys were developed by Dr. Donald L. McCabe as part of a national effort sponsored by the Center for Academic Integrity ([www.academicintegrity.org](http://www.academicintegrity.org)). Dr. McCabe, a professor at Rutgers University, is the founder and first president of the Center. During the academic year Fall 2002-Spring 2003, UMBC was one of 23 U.S. colleges (11 public 4-year, 9 private 4-year, and 3 community colleges) that administered the surveys.

Most of the survey questions were standard across all participating institutions; however, a few were tailored to the institution (e.g., categories of major disciplines offered), some institution-specific questions were added and some others were dropped. UMBC, for example, dropped the student survey questions having to do with hours per week participating in extracurricular activities and added a question to distinguish transfer from native (non-transfer) students. A number of methodological issues were left to the discretion of each institution, such as sampling strategy, mode of delivery (paper vs. web; mail vs. classroom or other “contained” administration), notification schedule (number of notices, intervals, start and end dates). All institutions participated voluntarily, making them part of a self-selected sample.

UMBC chose to administer all surveys simultaneously and via web only. Like many of the other institutions, we used modest incentives to try to boost response rates. Some effort to inform the campus generally about the surveys was made in advance to encourage those who might be contacted to participate in these important surveys. Confidentiality of the respondents was vigorously preserved. The campus IRB (Institutional Review Board) reviewed and approved the project. Each survey sample was sent three notices (e-mails from

UMBC's President and Provost) asking them to go to the web site indicated for them and complete the survey. The first one was sent February 26, 2003 (4½ weeks into the spring semester). The second e-mail notice (first reminder) was sent March 11 (1½ weeks before spring break), and the last one was sent April 2 (three days after spring break). After being open a total of 48 days, the survey window was closed down on April 15, 2003.

**Survey Populations.** Since UMBC elected to conduct the survey via the web, there was no need to draw samples of the survey populations for cost or efficiency considerations. The web survey (designed by Dr. McCabe) flowed very easily, requiring only about 20 minutes to complete. Because of the somewhat intrusive nature of the survey (questions about cheating behaviors), we expected fairly low response rates. The likelihood of low response rates was another reason to identify and survey the whole population rather than a sample.

The student population included all **undergraduate** and **graduate students** (minus TAs) who were enrolled in Spring 2003, who were not new to UMBC that semester and who had valid e-mail addresses in the Student Information System. Out of the selected population of 9,439 students, 9,325 had valid addresses. All **instructional faculty** listed as active (not terminated) in the Human Resources System in Spring 2003 were included if they had valid e-mail addresses. Out of the population of 891 faculty (full- and part-time), 163 did not have e-mail addresses, leaving 728 in the survey population. The **teaching assistant (TA)** population was selected by identifying all graduate students enrolled in Spring 2003 who were TAs. This process identified 204 TAs.

**Incentives.** Upon submitting their completed surveys, respondents from all survey groups were given the opportunity to enter a drawing for one of four prizes. If they elected to participate in the drawing, they were sent to a UMBC web site where they could enter their contact information (name, address, e-mail address, phone number). This information could not be linked in any way to their survey responses. At the end of the survey collection process, winners were drawn randomly for the four prizes: a free 3-credit Summer Session course (valued at the in-state undergraduate rate), a certificate for 20 free lunches at the Skylight Room in The Commons, the campus' student center), and two silkscreen framed prints of Cal Ripken, Jr. by the local artist, Craig English (two separate prizes).

**Response Rates.** The response rate for undergraduates was 23% (1,824 out of 7,912) while for graduate students it was only 14% (220 out of 1,527). The faculty response rate was 28% (205 out of 728). By far the highest response rate was experienced by the TAs (45%; 91 out of 204).

**Representativeness.** The distribution of undergraduate respondents was similar to the population in terms of class level, major, and citizenship. Full-time and female students tended to respond at somewhat higher rates than part-time and male students (Table 1).

Somewhat higher rates of full-time, female, humanities, and math/science graduate students responded, whereas students in social science programs were underrepresented (Table 2).

Instructors and part-time faculty were much less likely to respond than associate/full professors and full-time faculty. The distribution by discipline was similar to the faculty

population except for a lower tendency for social science faculty and higher tendency for math/science faculty to respond to the survey (Table 3).

TAs on student visas (international students) and those in math/science programs were underrepresented in the respondent group (Table 4).

## Results

**Campus policies on cheating.** Campus policies on academic conduct and academic integrity are published in the Student Handbook and Faculty Handbook. Both of these are available on the Provost's web page <http://www.umbc.edu/provost/policies.html>. The policies clearly state that, at both the undergraduate and graduate levels, individual faculty members are responsible for ensuring academic integrity in their courses and for identifying and dealing with any instances of academic misconduct. Infractions that are deemed "minor" by the faculty member are to be resolved between the student and the faculty member, with consultation with the Chair of the Academic Conduct Committee. More flagrant (or repeated) violations are handled according to formal Academic Conduct Guidelines, which differ for undergraduates and graduate students. Sanctions may range from recording a grade of "F" for the course to probation, suspension, or expulsion.

**Knowledge and effectiveness of policies.** Generally, the survey reveals that students, faculty and TAs seemed to think they were well informed about academic integrity or cheating policies on campus. Graduate students were least likely to feel informed (89% said "yes") compared to undergraduates (95%) and faculty and TAs (93% each) (Table 5). Most important is the consensus on campus that **faculty are the most likely source for information about campus policies on cheating**. This is especially true for undergraduates and TAs. Almost three-quarters of the undergraduates said that they learned a lot about these policies from faculty, as did 78% of the TAs. Graduate students relied on faculty (49% learned a lot about these policies from them), but one-fifth to one-quarter said they learned a lot from first year orientation (24%); student handbook (21%); a program counselor, RA, faculty advisor, or mentor (21%), and "other" (20%). About half of the faculty relied on other faculty to learn about campus cheating policies (51%), but almost half also indicated the faculty handbook (48%) and department Chair (43%) as primary sources. UMBC's website was more helpful to faculty (31%) and TAs (21%) than to undergraduate (11%) and graduate (13%) students.

Undergraduates, by far, viewed the **severity of penalties** for cheating as "high" or "very high" (67%). Faculty were least likely to view them as so severe (19%). According to undergraduate students and TAs, **faculty understanding and support** of these policies tend to be rated as "high" or "very high" (about 80%). Only one third of the faculty thought faculty understanding of the policies was so high, and only 50% thought faculty support of the policies was "high" or "very high." **Student understanding** of campus policies concerning cheating was considered much lower by all four groups (53% of the undergraduates rated student understanding as "high" or "very high;" 35% of the TAs; 32% of graduate students; and only 14% of faculty). The **effectiveness of these policies** also seemed to be a concern of all four groups, especially the faculty (only 10% of whom rated their effectiveness as "high" or "very high").

**Prevalence of cheating on campus.** The students were asked to rate how frequently they thought that six different types of cheating occurred at UMBC: plagiarism on written assignments, plagiarism on oral presentations, inappropriately sharing work in group

assignments, cheating during tests or examinations, falsifying/fabricating lab data, and falsifying/fabricating research data. Undergraduate and graduate students responded very similarly to both plagiarism items (34-36% saying “often” or “very often” on written assignments and 18-20% saying “often” or “very often” on oral presentations), but undergraduates were much more likely than graduate students to respond “often” or “very often” to the other four items. The cheating behavior identified by undergraduates as most frequently occurring at UMBC (with 54% saying they believed it occurred “often” or “very often”) was “Inappropriately sharing work in group assignment”(Chart 1). This was true regardless of discipline area, although arts majors were less concerned than the others (Chart 2).

**Seriousness of cheating behaviors.** Perhaps more important, however, is not how often cheating behaviors are thought to occur, but rather how serious the students think various behaviors are. The students, faculty, and TAs were asked to rate the seriousness of specific behaviors using the following scale: not cheating, trivial cheating, moderate cheating, and serious cheating. Table 6 shows the percentages of each group who responded that the behaviors were examples of “moderate” or “serious” cheating. The behaviors are grouped into six categories: Test Cheating, Plagiarism, Getting Unpermitted Help, Fabricating/Falsifying, Helping Others Cheat, and Other. The “Other” category includes two items which the campus academic integrity committee members believe are not necessarily cheating behaviors. The context for these (“submitting the same paper or project in multiple classes” and “sharing an assignment with another student so he/she has an example to work from”) would determine whether or not the behaviors would be considered as “cheating,” acceptable, or even encouraged in some instances. In the analysis that follows, these two behaviors are listed but are not assumed to be cheating behaviors.

There were two major findings. First, and not surprisingly, some behaviors are considered to be more serious than others. Seven behaviors were rated as "moderate" or "serious" cheating by 90% or more of all four groups. These spanned three categories:

*Test Cheating*

- Copying from another student during an exam with their knowledge;
- Copying from another student during an exam without their knowledge;
- Using unpermitted crib notes/sheets during an exam;

*Plagiarism*

- In a course requiring computer work, copying another student’s program rather than writing your own;
- Copying material almost word for word from any written source and turning it in as own;

*Helping Others Cheat*

- Writing a paper or doing a project for another student to submit as own work;
- Helping someone else cheat on a test.

Six other behaviors were rated as "moderate" or "serious" by at least 85% of all groups. Again, these behaviors spanned the same three categories:

*Test Cheating*

- Altering a graded test or exam and submitting it for additional credit;

*Plagiarism*

- Turning in work done by someone else;
- Turning in a paper obtained in large part from paper mill or website, charging a fee;

Turning in a paper obtained in large part from paper mill or website, not charging a fee;  
Turning in a paper or project copied at least in part from another student's paper;

*Helping Others Cheat*

Providing a previously graded assignment to another student to submit as own work.

The second major finding is that undergraduates tended to rate these behaviors as substantially less serious than faculty, with graduate students and TAs falling in between. In some cases, the undergraduate-faculty gap was quite large, especially for the items related to getting unpermitted help:

Working on an assignment with others when asked for individual work– 45 percentage-point gap (41% of undergraduates vs. 86% of faculty);

Receiving unpermitted help on an assignment – 42 percentage-point gap (45% vs. 87%);

Five other questions revealed gaps of 23 – 26 percentage points between undergraduates and faculty in their views of the seriousness of cheating behaviors:

*Test Cheating*

Getting questions or answers from someone who has already taken a test (70% vs. 93%);

*Plagiarism*

Paraphrasing/copying a few sentences from written source without footnoting/referencing (54% vs. 80%);

Paraphrasing/copying a few sentences from electronic source (Internet) without footnoting/referencing (56% vs. 79%).

*Fabricating/Falsifying*

Fabricating or falsifying lab data (74% vs. 99%);

Fabricating or falsifying a bibliography (69% vs. 93%);

This suggests that the campus should search for ways to increase student awareness of academic integrity issues. Efforts already underway to work more closely with K-12 educators represent an important step in this process.

**Frequency of cheating behaviors.** Awareness of the seriousness of cheating behaviors certainly is one step toward achieving academic integrity. Restraint from engaging in such behaviors is the ultimate step. The undergraduate and graduate students were asked to indicate, for each of the cheating behaviors, whether or not they had engaged in them in the past year, and, if so, whether it was once or more than once. If any of the items did not apply to the courses they took in the last year, they were to indicate “not relevant.” Table 7 shows the percentage of undergraduate and graduate students who indicated that they had engaged in each of the cheating behaviors at least once in the last year. It also shows, for each category of cheating, the percentage who engaged in at least one of the cheating behaviors in that category. Undergraduates were much more likely than graduate students to have engaged (or at least to have admitted to have engaged) in many of the behaviors listed. Almost half (46%) of the undergraduates said they had engaged in at least one form of test cheating and 43% had engaged in some form of plagiarism.

Graduate students were about half as likely as undergraduates to have engaged in each category of cheating behaviors. The most prevalent category for graduate students was plagiarism: about one in four had engaged in some form of plagiarism at least once in the

past year. For both undergraduate and graduate students, the dominant form of plagiarism they engaged in was paraphrasing or copying a few sentences without proper citation.

**Observation of cheating behaviors.** The faculty and TAs were asked to consider the same set of behaviors and respond whether or not, and how often (once or more than once), they had observed or become aware of a student in their class engaging in any of them during the last three years. Table 7 shows the percentage of faculty and TAs who responded that they had observed students engaging in these behaviors at least once in the last three years. The table also shows, by category, the percentage of faculty and TAs who had observed students engaging in at least one of the behaviors in each category over the last three years. (Note that the timeframe for faculty/TA observation of cheating—3 years—was different from the students’ timeframe for reporting their engagement in cheating behaviors—1 year.) By far the greatest problem according to faculty and TAs is some sort of plagiarism: 80% of the faculty and 63% of the TAs indicated that they had observed at least one of the plagiarism behaviors in their courses. The top four behaviors (observed by over half of the faculty) were: Paraphrasing/copying a few sentences from written or electronic (Internet) source without footnoting/referencing (62% and 58%, respectively); Copying material almost word for word, from any written source, turning in as own (54%); and Turning in work done by someone else (51%).

The pattern of responses for faculty and TAs seems to reflect the different circumstances for the potential for them to observe various cheating behaviors. It may also reflect discipline differences, especially related to predominant mode of assessment of student learning (e.g., writing, quizzes or exams, computer or lab assignments). TA respondents were more likely than faculty to be in math/science disciplines. It is clear, from both faculty and TA responses, that they have observed various cheating behaviors over the last few years in their classes, and that they consider most of these behaviors as serious problems.

**Faculty/TA Handling of Policies.** Most undergraduates (60-66%) indicated that their **instructors discussed policies** on plagiarism and proper citation/referencing (written and Internet sources) “often” or “very often” (Table 8). Policies regarding group work and falsifying lab or research data were less likely to be frequently discussed, perhaps because there are fewer undergraduate courses that prohibit group work and/or that include the use of lab or research data. The graduate students were even less likely than the undergraduates to respond that their instructors frequently discussed policies concerning plagiarism, group work, proper citation/referencing, and falsifying lab or research data.

Falsifying lab and research data were considered “not relevant” to large percentages of faculty (66% and 42%, respectively) (Table 9). This would help to explain, of course, the low percentages of students who responded that their instructors discussed policies regarding the handling of lab and research data. The faculty and TAs were asked to indicate when during the semester they discussed policies with students. Large percentages of faculty said that they discussed plagiarism and cheating during exams both in their syllabus or course outline as well as at the start of the semester (52-71%). Policies regarding group work and proper citation tended to be discussed on individual assignments (51-62%). TAs responded similarly but seemed to be less involved with discussing policies when assigning work and more likely to discuss all the policies at the start of the semester. (The TAs were not given

the option to respond “in syllabus or course outline,” presumably because it is assumed that the coordinating instructor develops these.)

The faculty and TAs differed substantially on **how they would most likely react** when they were convinced that a student had cheated on a major test or assignment. Not surprisingly, most of the TAs (86%) would inform the faculty member responsible for the course. Most of the faculty (61%) would fail the student on the test or assignment. Many faculty (44%) would reprimand or warn the student and over one-third (37%) would report the student to their Chair or Program Director. Almost half of the faculty (46%), however, said they actually did report a suspected case of cheating to their Chair, a Dean, or Academic Conduct Committee. When the faculty had referred a case to someone else, 49% of the faculty and 44% of the TAs were satisfied with the way the case was handled.

Very few faculty and TAs (1%) said they would do nothing about an incident when they were convinced a student had cheated. However, 37% of the faculty and 24% of the TAs said that they had **ignored at least one incident** of cheating in one of their courses. The most prevalent reason for ignoring the incident was lack of evidence or proof (37% of the faculty; 21% of the TAs). Only 4% of the faculty and 6% of the TAs ignored the incident because they felt the infraction was trivial/not serious.

For both faculty (60%) and TAs (56%), the most **preferred** action for dealing with a student’s first offense of cheating on a major test or assignment was a failing grade for that test or assignment. The most **likely** action taken, however, tended to be a reprimand or warning (59% for faculty; 65% for TAs). The second most likely action (very close second for faculty) would be a failing grade for the test or assignment (58% for faculty; 50% for TAs).

**Safeguards to reduce cheating in courses.** Although it is important for instructors to clarify, specifically for every course, what constitutes cheating or academic dishonesty, it is just as important for them to find ways to prevent or reduce occurrences of such behaviors when possible. The faculty and TAs were asked what safeguards, if any, they tend to employ to reduce cheating in their courses (Table 10). Only 4% of the faculty, and 10% of the TAs, indicated that they do not employ any safeguards in their courses. The TAs were less likely than the faculty to indicate that they used any of the safeguards listed, but almost a third of them (30%) indicated that they do discuss strategies with the faculty member and/or lab instructor for the courses.

The most prevalent safeguard used by both faculty (80%) and TAs (66%) is closely monitoring students taking a test/exam. Closely following the use of monitoring, for faculty, are three strategies: providing information about cheating/plagiarism on the course outline or assignment sheet (78%), changing exams regularly (76%), and discussing their views on the importance of honesty and academic integrity with their students (74%). Other strategies that target cheating on tests/exams, besides monitoring students during the tests/exams and changing the exams regularly, include handing out different versions of an exam (39%), having students sit apart from each other during tests/exams (48%), and administering multiple versions of tests/exams (32%). Only 13% of the faculty indicated that they give pop quizzes as a safeguard to reduce cheating. Almost a third (31%) require in-class writing (to obtain unassisted writing samples) and 29% use *turnitin.com* or some other software to detect or confirm plagiarism.

**Important subgroup differences.** The survey data were analyzed for different subgroups to try to detect areas that might be of concern for some groups more than for others. These analyses might help the campus focus on certain recommendations or changes and be able to target them where they would have the greatest impact. For the undergraduates, we looked at differences in responses by gender, transfer status, citizenship, class level, and major; for graduate students we looked at gender and program. Finally, for faculty, we looked at core (those in ranks of full, associate, and assistant professor) vs. non-core. (The TAs already were considered a subgroup of graduate students.)

*Undergraduates.* On the whole, **male and female** undergraduates responded similarly regarding how informed they felt about campus academic integrity policies, how they rated aspects of these policies, and where they learned the most about the policies. One substantial difference was in the percentage who said they “learned a lot about these policies from the student handbook.” Female undergraduates were more likely than their male counterparts to say they learned a lot from the student handbook (25% vs. 18%). On the whole, female undergraduates considered the cheating behaviors, almost without exception, as more serious than male undergraduates did. The most substantial differences occurred for the following behaviors: Falsifying lab data (77% of females vs. 70% of males); Falsifying a bibliography (72% vs. 65%); Accessing test banks (43% vs. 37%); Paraphrasing/copying a few sentences without footnoting/referencing (57% vs. 49% from written source; 62% vs. 47% from electronic/Internet source). There were fewer gender differences in terms of actual engagement in cheating behaviors, however. Where there were differences, they were more likely because the behaviors were considered “not relevant” to either more females or more males. This implies that at least in some cases, gender and major differences are confounded by the tendency for some majors to be dominated by either males (e.g., computer/science) or females (e.g., humanities).

**Transfers and non-transfers** rated most of the 27 cheating behaviors similarly in terms of how serious they view them. They differ substantially, however, on eight of them. Transfers were more likely than non-transfers to view the following behaviors as more serious examples of cheating: Working on an assignment with others when asked for individual work (46% vs. 39%); Sharing an assignment with another student so s/he has an example to work from (28% vs. 19%); Getting questions or answers from someone who has already taken a test (73% vs. 68%); Falsifying lab data and a bibliography (80% vs. 71% and 75% vs. 65%); Accessing test banks to help prepare for a test or exam (48% vs. 36%); and Paraphrasing/copying a few sentences from electronic/Internet source without footnoting/referencing (60% vs. 54%). Non-transfers were much more likely to view the following as more serious cheating than transfers do: Receiving unpermitted help on an assignment (42% vs. 18%). In terms of actual behavior, non-transfers were more likely to admit engaging in them at least once, especially: Working on an assignment with others when asked for individual work (34% vs. 25%); Sharing an assignment with another student (60% vs. 50%); Getting questions or answers from another student who has already taken a test (26% vs. 19%); Falsifying lab data (13% vs. 7%); Accessing test banks to help prepare for a test or exam (32% vs. 19%).

**Internationals** constitute a small group of students in the undergraduate population. In addition, they were less likely than their citizen/permanent resident counterparts to respond to the survey. Because of concerns about cultural differences regarding various behaviors and also possible language barriers to understanding nuances in academic integrity policies, we attempted to compare responses of internationals and non-internationals despite the small numbers (only 38 international students completed the survey). Reliance on various sources for information about academic integrity policies seems to differ for internationals and non-internationals. Internationals were more likely to learn a lot about these policies through a Program Counselor, RA, Faculty Advisor, or Mentor (21% vs. 11%) and from the UMBC website (21% vs. 11%). They were less likely to learn a lot from First-year orientation (6% vs. 12%), and Faculty (63% vs. 74%); however, faculty still were the most prevalent source of information for internationals as well as other students. Most importantly, we found that in many cases (19 out of 27), international students were less likely than their counterparts to view cheating behaviors as “moderate” or “serious.” The greatest discrepancies involved their views of turning in papers obtained in large part from a paper mill or website for free (62% vs. 89%) or for a fee (71% vs. 89%). However, when it comes to actually engaging in cheating behaviors, internationals generally seemed similar to (and frequently indicated they were less likely to engage in the behaviors than) non-internationals. Internationals were more likely than others to turn in a paper obtained from a paper mill or website (when obtained for free) (16% vs. 2%) and to copy from another student during an exam (with their knowledge) (19% vs. 6%).

**Class level** (freshman, sophomore, junior, senior) seems to explain a lot in terms of undergraduate survey responses regarding academic integrity policies. Although students in all four classes appeared to feel uniformly informed about campus academic integrity or cheating policies (94-95%), there was a definite downward trend, from freshman to senior year, in terms of rating the **severity of penalties**, student and faculty **understanding**, student and faculty **support of the policies**, and the **effectiveness of the policies**. Higher percentages of freshmen consistently rated these items as “high” or “very high” than sophomores who were more likely to rate them higher than juniors. Seniors were least likely to rate them as “high” or “very high.” This same trend occurred for indicating they learned a lot about the policies from first year orientation, the student handbook, and other students, with freshmen most likely and seniors least likely to say they learned a lot from these sources. Under a quarter, however, of all four class levels depended on these sources. The most helpful source for all four classes was faculty, with about three-quarters saying they learned a lot about UMBC’s cheating policies from faculty.

As for the ratings of the **seriousness of cheating behaviors**, half of the items were more likely rated as “moderate” or “serious” cheating by upperclassmen than by lower classmen. This may suggest, perhaps, that the longer a student attends college, or the older or more mature the students are, the more they understand the seriousness of such cheating behaviors as getting unpermitted help with assignments, helping other students cheat, using ideas and copying text without proper referencing, and falsifying data or a bibliography. Analysis by age supports this hypothesis. Students aged 26 years or more were much more likely than younger students to regard the cheating behaviors as more serious. (It also could mean that those who did not initially see the seriousness of some of these behaviors were more likely to drop out than the others.) **Actual engagement in most cheating behaviors does not seem to be related to class level.**

Compared to the responses for all undergraduate **majors**, a few behaviors seemed to be substantially more prevalent for some majors than for others. Engineering majors were most likely to have shared an assignment with other students so they had an example to work with (70% vs. 57% for all majors). Engineering students also were most likely to copy another student's program (in a course requiring computer work) (11% vs. 4%). For many of the majors, however, this item was not relevant to their coursework. Comparing the two areas where computer work is most relevant (Engineering and Computer Science/Information Systems), Engineering majors still were more likely to say they had copied another student's program at least once (11% vs. 7%). Falsifying lab data is another item which was not relevant for many majors. Comparing those majors for which it is most relevant, Engineering, Math/Science, and Health Related, a fifth or more indicated that they had falsified lab data at least once. These are the same majors with high rates of accessing test banks to help prepare for a test or exam (36-44% compared to 26% overall). In this case, none of the undergraduates indicated that the item was not relevant to their coursework.

*Graduate Students.* Graduate students' responses to questions about their knowledge of campus cheating policies, their attitudes toward various cheating behaviors, along with their admission to having engaged in cheating behaviors were analyzed to reveal any differences by **gender**, citizenship or program. Female graduate students were somewhat more likely than male students to feel informed about campus academic integrity policies (91% vs. 87%) but both groups had high rates of feeling informed. Although the predominant source of this information, for both females and males, was faculty (about half indicated they learned about these policies from faculty), females were twice as likely as males to say they learned a lot from first-year orientation, while males were twice as likely to say "other." Other sources included such things as experience (from attendance at other colleges; stories they heard or read), course materials, and organizations such as the Graduate Student Association (GSA) and Institutional Review Board (IRB).

There were substantial gender differences in the seriousness ratings for five items. Male graduate students were much more likely than female students to rate four of the behaviors (as "moderate" or "serious" cheating): working on an assignment with others when asked for individual work (71% vs. 59%); sharing an assignment with another student so s/he has an example to work with (38% vs. 29%); fabricating or falsifying research data (96% vs. 85%); and copying material almost word for word, from any written source, turning in as own (97% vs. 88%). Female graduate students were much more likely than the male students to rate "accessing test banks to help prepare for a test or exam" as moderate/serious cheating (55% vs. 36%). Engagement in cheating behaviors, however, did not reveal any substantial gender differences, even for the items which had been rated differently in terms of seriousness by male and female graduate students.

**International** graduate students were much more likely than their non-international counterparts to feel informed about campus academic integrity policies (94% vs. 88%) and more likely to rate as "high" or "very high" student and faculty understanding and support of the policies, as well as their effectiveness. International graduate students, however, were less likely than non-internationals to say they learned a lot about these policies from faculty (44% vs. 51%). They were more likely than non-internationals to feel they learned a lot from first-year orientation (39% vs. 18%), program counselor/RA/faculty advisor/mentor (29% vs. 19%), and other students/colleagues (21% vs. 8%).

In almost every case, international graduate students regarded the cheating behaviors as less serious than non-internationals; in many cases substantially so. The only exception was for “turning in the same paper or project in multiple classes” (which may or may not be considered a cheating behavior, depending on the context), whereas 51% of the internationals vs. 39% of the non-internationals regarded this behavior as “moderate” or “serious” cheating. International graduate students also were more likely than non-internationals to have engaged, at least once, in each of the five categories of cheating behaviors. The largest difference was for the set of plagiarism behaviors. Almost half of the international students admitted to having engaged in at least one instance of plagiarism in the prior year, compared to 19% of non-international graduate students.

With such small numbers of graduate students responding in each discipline area (and the low response rate overall --- 14%), we have to be very cautious about identifying and trying to interpret the variations in responses by **program**. At best, we can identify possible areas to look into more thoroughly and try to obtain additional information either to corroborate or dismiss the survey results. For instance, is there something about the graduate experience in the social science and interdisciplinary areas that explains the apparent lower reliance on faculty for learning about campus cheating policies? Why would graduate students in humanities programs indicate, much more so than those in other programs, that they have turned in work done by someone else at least once (27% vs. 4%), or engineering students say they worked on assignments with others when asked for individual work more so than others (22% vs. 10%) or accessed test banks to help prepare for a test or exam at higher rates than others (35% vs. 13%)?

*Faculty.* We speculated that faculty with professorial rank (assistant, associate, and full professors), otherwise known as “**core**” faculty, might respond differently from non-core faculty (instructors, lecturers, other) because of their responsibilities in terms of publishing, doing research, setting and revising campus policies, and participating in the campus governance process. Producing original work attributable to the individual faculty member and contributing to his or her discipline are ultimate goals of faculty at research universities, along with educating students in the ideas and methods in the discipline. The survey results show that the core and non-core faculty are very similar in terms of how they view the seriousness of the various cheating behaviors and also in terms of the frequency with which they say they have observed cheating behaviors in their courses over the last three years.

Although the top three sources for faculty learning about the campus academic integrity policies were the same for both core and non-core faculty (faculty handbook, other faculty, and department Chair), core faculty were more likely than non-core faculty to depend on the handbook and Chair for information. Non-core faculty felt somewhat less likely to be informed about these campus policies (9% vs. 5%), but generally there is a high rate of faculty, as well as students, feeling that they are informed.

Non-core and core faculty evidenced the same patterns of discussing policies on various cheating behaviors using various methods (e.g., syllabus, course outline, individual assignments), but non-core faculty tended to be somewhat less likely to do so than core faculty. For instance, 66% of core faculty, compared to 56% of non-core faculty, said they discuss proper citation or referencing of sources when they introduce individual assignments. In handling the first offense of cheating on a major test or assignment, the non-core faculty were more likely than core faculty (64% vs. 54%) to take the action that both core and non-

core faculty indicated as their most preferred action: failing grade for the exam/assignment. Both groups of faculty tended to use similar sets of safeguards to reduce cheating in their courses. Non-core faculty were more likely than core faculty to have students sit apart from each other during tests and exams (53% vs. 44%) and administer multiple versions of a test/exam (37% vs. 28%). The predominant methods, however, were the same for both groups: closely monitoring tests/exams, providing information about cheating/plagiarism on course outline or assignment sheet, changing exams regularly, and discussing their views on the importance of honesty and academic integrity with the students.

**Comparison to national data.** According to McCabe,<sup>1</sup> undergraduate student response rates to academic integrity surveys have declined over the years, from 35-40% to 29% more recently. Preliminary analysis for all the institutions that participated along with UMBC in the Spring 2003 administration of the academic integrity surveys (e-mail correspondence from Dr. McCabe) indicates even more erosion in response rates: 10-15% for undergraduates, 10-15% for graduate students (including TAs), and 20-25% for faculty. This includes a mixture of schools (public/private, large and small, etc.) and types of survey administrations (hard copy and web). UMBC's response rates compare fairly favorably with these other institutions that had participated in the Spring 2003 administration of the survey.

Preliminary results<sup>2</sup> also reveal that UMBC's academic environment is fairly typical and, perhaps, more favorable in some respects than the environment at other institutions. We hope to be able to compare UMBC's results to a similar set of institutions (public, research, without formal honor code) in the near future.

UMBC undergraduates were somewhat more likely than those at the other campuses to feel informed about campus academic integrity policies and much more likely to have felt they learned a lot about these policies from faculty (71% vs. 55%). UMBC students also were more likely than students elsewhere to rate the cheating behaviors as "moderate" or "serious" (typically 2-4 percentage points higher) and they were less likely to say they engaged in the cheating behaviors at least once in the past year (typically 2-5 percentage points lower). The largest gap (12 percentage points) was for "Getting questions or answers from someone who has already taken a test" (23% vs. 35%).

UMBC graduate students responded similarly to graduate students from the other campuses in terms of how seriously they viewed the cheating behaviors and how frequently they actually had engaged in the behaviors in the past year. UMBC's faculty responses also were similar to those of the national sample. UMBC's responses tended to be slightly higher in terms of rating the seriousness of the cheating behaviors, and slightly lower in terms of frequency of students cheating in their courses over the last three years.

**Caveats/disclaimers.** Results from opinion or attitude surveys, like the one reported on here, always must be treated cautiously. There never is a guarantee that respondents are reporting truthfully when answering survey questions. Nor are there any controls on circumstances that may influence respondents to answer in certain ways at one time and in other ways at other times. In the case of this academic integrity survey, for example, the timing of a well-publicized story about a student (UMBC or elsewhere) being caught

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<sup>1</sup> "New research on academic integrity: The success of 'modified honor codes,'" 2000? (An SWR interview at [www.collegepubs.com](http://www.collegepubs.com)).

<sup>2</sup> Summary tables from the Spring 2003 surveys shared by Dr. McCabe.

cheating could influence some students in how they respond to survey questions or even in whether they decide to respond at all. Surveys such as this one rely on people to volunteer to complete it. The respondent population is self-selected and may be biased in ways directly related to the focus of the survey. Perhaps students and/or faculty who already are passionate about academic integrity issues were the only ones, or at least the majority of ones, willing to respond.

This survey is a relatively intrusive survey in that it asks people to respond to questions about their own and others' behaviors that could be considered cheating. Many people would consider this an invasion of their privacy, even though their responses would not be identified with themselves. As long as the potential for identification is there, many people would opt to ignore the survey rather than put themselves at any risk. Furthermore, it would not be in the respondents' self-interests to disclose their cheating behaviors or attitudes, even in the context of anonymity. The nature of the survey, then, probably explains the low response rates at least in part. Another factor in the low response rates could be the delivery method: web rather than paper. Some people are uncomfortable with the technology (e.g., navigating the document) or with reading relatively large documents on a screen or, as mentioned before, with potential risks in being identified and having their responses associated with their name. Being a web survey in itself could introduce bias in terms of who decides to respond and who decides not to.

In the preceding analysis, we have noted some differences in the way groups responded. These differences were pointed out to provoke thought about how academic integrity information and issues might be handled on campus and perhaps lead to some strategies for improving information dissemination or clarifying definitions and policies. The differences might not always be substantial enough to require changes. In fact, they say nothing about what changes necessarily should be made. In many cases it is not obvious whether a result is good or bad, or neither. Putting these results in the context of experiences at other campuses can both help and confound us in trying to understand them. There is no perfect comparison. Other institutions have administered this survey, but each in its own way. Respondent groups may have been selected differently. The campus environments may be very different (e.g., use of honor code or not). Some campuses used only the web survey; others only a paper survey; and still others a combination. It varied by institution as to whether incentives were used and how effective they were. Finally, the survey questions themselves were not always the same. There was opportunity for campuses to eliminate and add questions, as well as adjust wording when approved by Dr. McCabe.

It is the hope of the Subcommittee on Academic Integrity Assessment that the survey results will inform and prompt campus discussion about cheating behaviors and campus policies and procedures dealing with academic integrity. It is also the hope that, at minimum, the survey may at least raise the level of awareness among students and faculty as to the importance of scholarship, truth, and honesty in the academy. We want to thank the members of the other Academic Integrity subcommittees for their review of, and comments on, this report.

**Members of the Subcommittee on Academic Integrity Assessment:**

Diane Lee, Chair

Beth Pennington

Ramachandra Hosmane

Stanley Feldstein

Deb Moriarty

Jill Randles

Fred Pincus

Nick Fry (2001-2002)

Marilyn Demorest (2002-2003)

Miriam Tillman (2002-2003)

Nancy Ochsner

Table 1

## Undergraduate Student Respondents

	<u>Respondents</u> n=1824	<u>Population</u> n=7912
<b>Response Rate</b>	23%	
<b>Class Standing</b>		
First year undergrad	18%	16%
Second year undergrad	19%	21%
Third year undergrad	32%	28%
Fourth year undergrad	31%	34%
<b>Status</b>		
Full-Time	92%	83%
Part-Time	8%	17%
<b>Gender</b>		
Female	59%	48%
Male	41%	52%
<b>Citizenship</b>		
U.S. Citizen	91%	84%
Permanent Resident	7%	11%
Work Visa	2%	5%
<b>Major</b>		
Arts	7%	7%
Computer/Information Systems	21%	24%
Health Related	7%	2%
Humanities	8%	7%
Math or Science	19%	14%
Social Sciences	21%	24%
Interdisciplinary	1%	1%
Other	5%	4%
Engineering	7%	9%
Undecided	4%	8%
	100%	100%

Table 2

**Graduate Student Respondents**

	<u>Respondents</u> n=220	<u>Population</u> n=1527
<b>Response Rate</b>	14%	
<b>Status</b>		
Full-Time	61%	46%
Part-Time	39%	54%
<b>Gender</b>		
Female	60%	54%
Male	40%	46%
<b>Citizenship</b>		
U.S. Citizen	73%	74%
Permanent Resident	2%	3%
Work Visa	25%	23%
<b>Program</b>		
Arts	1%	1%
Computer/Information Systems	26%	27%
Health Related	3%	2%
Humanities	10%	2%
Math or Science	13%	9%
Social Sciences	23%	41%
Interdisciplinary	3%	3%
Other	12%	5%
Engineering	9%	10%
	100%	100%

Source: Spring 2003 Academic Integrity Web Survey  
 Prepared by: UMBC OIR, September 2003

Table 3

## Faculty Respondents

	<u>Respondents</u>	<u>Population</u>
<b>Response Rate</b>	n=205 23%	n=891
<b>Rank</b>		
Instructor	23%	41%
Lecturer	17%	12%
Assistant Professor	11%	16%
Associate Professor	23%	15%
Full Professor	23%	16%
Other	3%	0%
<b>Status</b>		
Full-Time	85%	48%
Part-Time	15%	52%
<b>Gender</b>		
Female	39%	39%
Male	61%	61%
<b>Citizenship</b>		
U.S. Citizen	91%	90%
Permanent Resident	7%	7%
Work Visa	2%	3%
<b>Discipline Area</b>		
Arts	11%	11%
Computer/Information Systems/Engineering	21%	20%
Health Related	1%	2%
Humanities	17%	13%
Math or Science	22%	15%
Social Sciences	25%	37%
Interdisciplinary	2%	1%
Other	2%	2%

Source: Spring 2003 Academic Integrity Web Survey  
 Prepared by: UMBC OIR, September 2003

Table 4

**Teaching Assistant Respondents**

	<u>Respondents</u>	<u>Population</u>
	n=91	n=204
<b>Response Rate</b>	45%	
<b>Gender</b>		
Female	51%	50%
Male	49%	50%
<b>Citizenship</b>		
U.S. Citizen	58%	48%
Permanent Resident	1%	2%
Student Visa	40%	50%
<b>Program</b>		
Arts	1%	0%
Computer/Information Systems	19%	20%
Health Related	0%	0%
Humanities	7%	4%
Math or Science	33%	45%
Social Sciences	22%	19%
Interdisciplinary	0%	0%
Other	1%	0%
Engineering	17%	13%

Source: Spring 2003 Academic Integrity Web Survey  
 Prepared by: UMBC OIR, September 2003

Table 5

## Knowledge of Campus Academic Integrity Policies

	<u>Undergrad Students</u>	<u>Grad Students</u>	<u>Faculty</u>	<u>TAs</u>
Informed about academic integrity or cheating policies on campus				
Yes	95%	89%	93%	93%
No	5%	11%	7%	7%
% who learned a lot about these policies from:				
First year orientation	12%	24%	na	na
Student handbook	22%	21%	na	na
Program counselor, RA, Faculty Advisor, or Mentor	11%	21%	na	na
Other students/colleagues	12%	12%	na	na
Faculty (e.g., discussed in class, course syllabus, or course outline)	73%	49%	na	na
Teaching Assistant	14%	9%	na	na
Deans or other administrators	9%	6%	na	na
UMBC web site	11%	13%	na	na
Other	10%	20%	na	na
% who indicated the following as primary sources for learning about academic integrity policies at UMBC				
Faculty/TA orientation program	na	na	12%	63%
Faculty handbook	na	na	48%	48%
Department chair	na	na	43%	32%
Other faculty	na	na	51%	78%
UMBC website	na	na	31%	21%
Students	na	na	2%	14%
Deans or other administrators	na	na	30%	12%
Publicized results of judicial hearings	na	na	5%	10%
University calendar	na	na	2%	4%
Other	na	na	16%	3%
Never been informed about these policies	na	na	7%	7%
% rating as "high" or "very high":				
Severity of penalties for cheating	67%	46%	19%	39%
Student understanding of campus policies concerning cheating	53%	32%	14%	35%
The faculty's understanding of these policies	81%	65%	33%	82%
Student support of these policies	47%	41%	26%	44%
Faculty support of these policies	81%	64%	50%	78%
The effectiveness of these policies	43%	34%	10%	39%

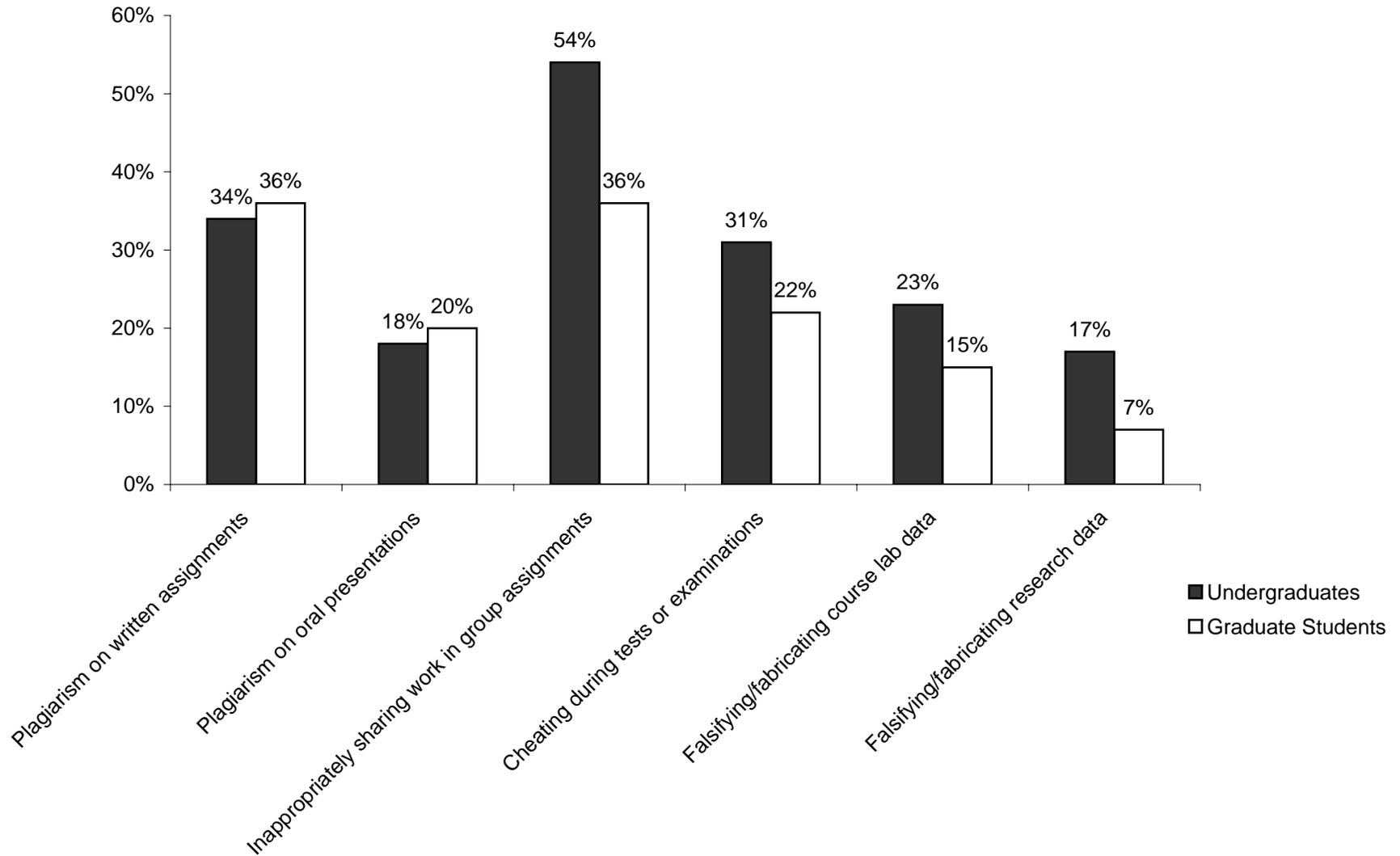
Source: Spring 2003 Academic Integrity Web Survey  
Prepared by: UMBC OIR, September 2003

Table 6

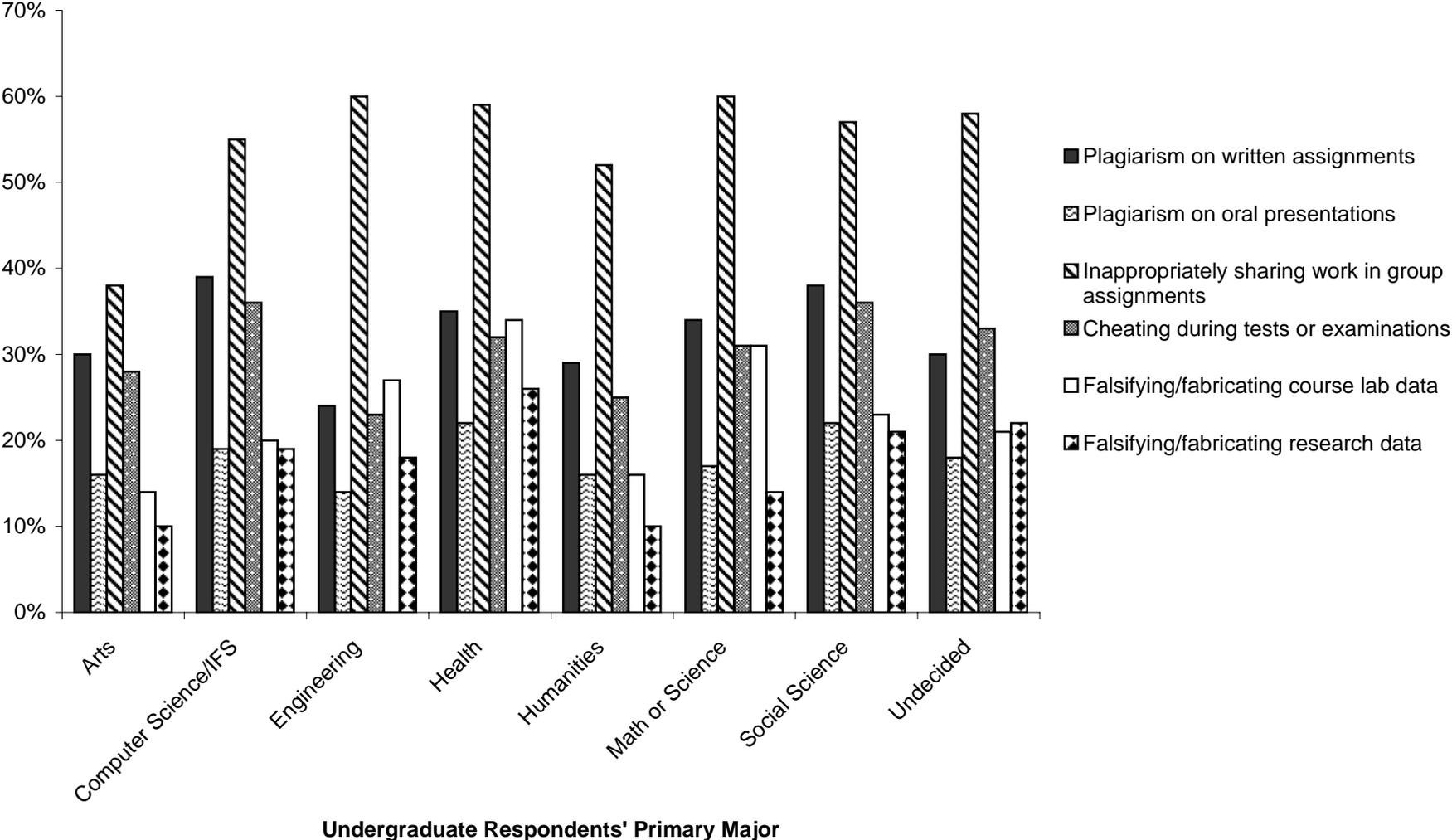
### Seriousness of Cheating Behavior: % Responding "Moderate" or "Serious" Cheating

	<u>Undergrad</u> <u>Students</u>	<u>Grad</u> <u>Students</u>	<u>Faculty</u>	<u>TAs</u>
<b>Test Cheating</b>				
Getting questions or answers from someone who has already taken a test	70%	84%	93%	88%
Copying from another student during exam without their knowledge	93%	95%	100%	97%
Copying from another student during exam with their knowledge	93%	94%	100%	99%
Receiving information electronically during an exam (e.g., pager, cell phone, etc.)	93%	95%	na	na
Accessing test banks to help prepare for a test or exam	41%	47%	na	na
Using unpermitted crib notes (cheat sheets) during a test	91%	93%	99%	100%
Altering a graded test or exam and submitting it for additional credit	87%	91%	97%	94%
<b>Plagiarism</b>				
Turning in work done by someone else	85%	91%	98%	91%
In a course requiring computer work, copying another student's program rather than writing your own	90%	90%	90%	97%
Paraphrasing/copying a few sentences from written source without footnoting/referencing	54%	70%	80%	79%
Turning in a paper obtained in large part from paper mill or website NOT charging a fee	89%	91%	99%	99%
Turning in a paper obtained in large part from paper mill or website charging a fee	89%	92%	100%	96%
Paraphrasing/copying a few sentences from electronic source (Internet) without footnoting/referencing	56%	72%	79%	70%
Copying material almost word for word, from any written source, turning in as own	92%	92%	100%	99%
Turning in a paper or project copied at least in part from another student's paper	88%	91%	98%	95%
<b>Getting Unpermitted Help</b>				
Working on an assignment with others when asked for individual work	41%	64%	86%	72%
Receiving unpermitted help on an assignment	45%	64%	87%	68%
<b>Fabricating/Falsifying</b>				
Fabricating or falsifying lab data	74%	90%	99%	95%
Fabricating or falsifying research data	83%	90%	100%	100%
Fabricating or falsifying a bibliography	69%	79%	93%	90%
Using a false or forged excuse to obtain an extension on a due date or delay writing an exam	60%	60%	79%	74%
Providing false information on a resume	73%	78%	na	na
<b>Helping Others Cheat</b>				
Writing a paper or doing a project for another student to submit as own work	91%	92%	99%	95%
Providing a previously graded assignment to another student to submit as own work	88%	89%	99%	97%
Helping someone else cheat on a test	92%	94%	99%	99%
<b>Other</b>				
Turning in the same paper or project in multiple classes	28%	42%	na	na
Sharing an assignment with another student so s/he has an example to work from	22%	33%	52%	52%

**Chart 1: How frequently do you think the following occur at UMBC?  
% Responding "Often" or "Very Often"**



**Chart 2: How Frequently Do You Think The Following Occur At UMBC?  
% Responding "Often" Or "Very Often"**



Source: Spring 2003 Academic Integrity Survey  
Prepared by: UMBC OIR, October 2003

Table 7

## Engagement in Cheating Behaviors: % Responding They Engaged in/Observed Behavior at Least Once

	Engaged In Behavior		Observed Behavior	
	<u>Undergrad Students</u>	<u>Grad Students</u>	<u>Faculty</u>	<u>TAs</u>
<b>Test Cheating</b>				
<i>% who engaged in/observed at least one behavior</i>	<b>46%</b>	<b>19%</b>	<b>52%</b>	<b>38%</b>
Getting questions or answers from someone who has already taken a test	23%	8%	20%	14%
Copying from another student during exam without their knowledge	10%	0%	34%	24%
Copying from another student during exam with their knowledge	7%	0%	28%	20%
Receiving information electronically during an exam (e.g., pager, cell phone, etc.)	4%	1%	na	na
Accessing test banks to help prepare for a test or exam	26%	15%	na	na
Using unpermitted crib notes (cheat sheets) during a test	7%	1%	22%	9%
Altering a graded test or exam and submitting it for additional credit	3%	2%	20%	11%
<b>Plagiarism</b>				
<i>% who engaged in/observed at least one behavior</i>	<b>43%</b>	<b>26%</b>	<b>80%</b>	<b>63%</b>
Turning in work done by someone else	6%	4%	51%	43%
In a course requiring computer work, copying another student's program rather than writing your own	4%	6%	14%	18%
Paraphrasing/copying a few sentences from written source without footnoting/referencing	33%	20%	62%	35%
Turning in a paper obtained in large part from paper mill or website NOT charging a fee	3%	0%	16%	3%
Turning in a paper obtained in large part from paper mill or website charging a fee	2%	0%	10%	2%
Paraphrasing/copying a few sentences from electronic source (Internet) without footnoting/referencing	31%	18%	58%	17%
Copying material almost word for word, from any written source, turning in as own	5%	2%	54%	34%
Turning in a paper or project copied at least in part from another student's paper	4%	3%	22%	18%
<b>Getting Unpermitted Help</b>				
<i>% who engaged in/observed at least one behavior</i>	<b>37%</b>	<b>13%</b>	<b>47%</b>	<b>38%</b>
Working on an assignment with others when asked for individual work	31%	10%	42%	36%
Receiving unpermitted help on an assignment	20%	5%	27%	22%
<b>Fabricating/Falsifying</b>				
<i>% who engaged in/observed at least one behavior</i>	<b>31%</b>	<b>14%</b>	<b>48%</b>	<b>35%</b>
Fabricating or falsifying lab data	6%	5%	3%	13%
Fabricating or falsifying research data	6%	5%	5%	3%
Fabricating or falsifying a bibliography	11%	7%	18%	16%
Using a false or forged excuse to obtain an extension on a due date or delay writing an exam	15%	6%	43%	31%
Providing false information on a resume	7%	4%	na	na
<b>Helping Others Cheat</b>				
<i>% who engaged in/observed at least one behavior</i>	<b>14%</b>	<b>8%</b>	<b>37%</b>	<b>26%</b>
Writing a paper or doing a project for another student to submit as own work	6%	3%	21%	10%
Providing a previously graded assignment to another student to submit as own work	6%	6%	17%	13%
Helping someone else cheat on a test	7%	1%	22%	13%
<b>Other</b>				
Turning in the same paper or project in multiple classes	20%	12%	na	na
Sharing an assignment with another student so s/he has an example to work from	57%	42%	36%	37%

Table 8

**Discussion of Academic Integrity Policies**

	<u>Undergrad Students</u>	<u>Grad Students</u>
% who indicated that instructors discussed policies "often" or "very often" in past year:		
Plagiarism	61%	40%
Group work/collaboration	48%	41%
Proper Citation/written	66%	65%
Proper Citation/Internet	60%	53%
Falsifying lab data	35%	22%
Falsifying research data	39%	29%

Table 9

## Faculty/TAs' Handling of Policies

	<u>Do not discuss</u>	<u>On individual assign.</u>	<u>In syllabus or course outline</u>	<u>At start of semester</u>	<u>Other</u>	<u>Not Relevant</u>
<b>Faculty</b>						
<b>When discuss policies with students concerning:</b>						
Plagiarism	2%	34%	67%	71%	9%	6%
Permitted and prohibited group work or collaboration	4%	51%	40%	47%	5%	11%
The proper citation or referencing of sources	6%	62%	30%	34%	10%	14%
Proper citation/referencing of Internet sources	10%	58%	22%	29%	7%	15%
Falsifying/fabricating research data	13%	28%	17%	18%	6%	42%
Falsifying/fabricating lab data	11%	13%	8%	10%	5%	66%
Cheating during exams	7%	35%	55%	52%	13%	8%
Receiving/providing inappropriate help from/to someone else	18%	33%	39%	43%	10%	10%
<b>TAs</b>						
<b>When discuss policies with students concerning:</b>						
Plagiarism	14%	26%	na	63%	7%	10%
Permitted and prohibited group work or collaboration	11%	41%	na	50%	3%	8%
The proper citation or referencing of sources	15%	36%	na	38%	6%	23%
Proper citation/referencing of Internet sources	20%	33%	na	32%	4%	23%
Falsifying/fabricating research data	15%	20%	na	37%	4%	30%
Falsifying/fabricating lab data	16%	22%	na	35%	6%	32%
Cheating during exams	11%	34%	na	55%	10%	12%
Receiving/providing inappropriate help from/to someone else	16%	41%	na	50%	0%	7%
<b>Most likely reaction to student found cheating on major test or assignment</b>						
	<b><u>% Faculty indicating:</u></b>			<b><u>% TAs indicating:</u></b>		
Reprimand or warn the student	44%			32%		
Lower the student's grade	27%			16%		
Fail the student on the test or assignment	61%			19%		
Fail student in course	20%			na		
Require student to retake test/redo assignment	22%			13%		
Report student to a Dean	8%			3%		
Report student to your Chair or Director	37%			10%		
Inform faculty responsible for course	na			86%		
Inform lab coordinator for course	na			10%		
Discuss with other TAs in course	na			25%		
Do nothing about the incident	1%			1%		
Other	22%			0%		

Table 9

## Faculty/TAs' Handling of Policies

	<u>% Faculty indicating:</u>	<u>% TAs indicating:</u>		
<b>% of Faculty/TAs who ever ignored suspected cheating:</b>	37%	24%		
<b>Factors influencing decision to ignore suspected cheating</b>				
Lacked evidence/proof	37%	21%		
Cheating was trivial/not serious	4%	6%		
Lack of support from administration	6%	3%		
Student is the one who will ultimately suffer	2%	1%		
Didn't want to deal with it; system is so bureaucratic	4%	2%		
Not enough time	4%	2%		
Student was a friend	na	0%		
Faculty member told me to ignore it	na	3%		
Lab coordinator told me to ignore it	na	0%		
Didn't think faculty member would be supportive	na	3%		
Other TAs suggested I ignore it	na	0%		
Other	5%	3%		
<b>% of Faculty who referred suspected case of cheating to Chair, Dean, Academic Conduct Committee, etc.</b>	46%	na		
<b>% Satisfied or Very Satisfied with the way case was handled</b>	49%	44%		
<b>Measures most likely taken and preferred measures, for student's first offense of cheating on major test or assignment</b>	<b>Faculty</b>		<b>TAs</b>	
	<u>Likely action</u>	<u>Preferred action</u>	<u>Likely action</u>	<u>Preferred action</u>
A reprimand or warning	59%	30%	65%	42%
Grade reduction	42%	31%	48%	43%
Require student to retake test/redo assignment	31%	24%	34%	24%
A failing grade for the exam/assignment	58%	60%	50%	56%
A failing grad for the course	11%	24%	23%	26%
Probation	8%	20%	13%	34%
Suspension	4%	4%	8%	16%
Expulsion	4%	2%	8%	6%
Other	2%	3%	1%	0%
Don't know/No opinion	5%	2%	2%	2%

Table 10

## Safeguards Used by Faculty/TAs

<b>Safeguards employed to reduce cheating in courses:</b>	<b><u>% Faculty indicating:</u></b>	<b><u>% TAs indicating:</u></b>
None, I do not use any special safeguards in my courses.	4%	10%
Make copies of graded exams before returning them to students.	15%	6%
Use the Internet, or software such as turnitin.com, to detect or confirm plagiarism.	29%	10%
Provide information about cheating /plagiarism on course outline or assignment sheet.	78%	41%
Change exams regularly.	76%	na
Hand out different versions of an exam.	39%	na
Discuss my views on the importance of honesty and academic integrity with my students.	74%	48%
Remind students periodically about their obligations under our University's academic integrity policy.	46%	33%
Tell students about methods I will use to detect and deter cheating in my course.	36%	20%
Have students sit apart from each other during tests and examinations.	48%	40%
Closely monitor students taking a test/exam.	80%	66%
Require in-class writing.	31%	8%
Give pop quizzes.	13%	14%
Discuss strategies to reduce cheating with faculty member and/or lab instructor for the course	na	30%
Administer multiple versions of test/exam.	32%	19%
Other	9%	8%