Dirty Rotten Scoundrels: Academic Integrity in the 21st Century

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Welcome!

Introductions

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Academic Integrity???
What we know from the literature

• Nationally, 2/3 of college students report cheating at least once\(^1\)
• Cheating has been on the rise over the past 3 decades\(^2\) and is more prevalent on larger campuses\(^3\)
• Most students know cheating is wrong and use neutralization techniques to dismiss or excuse it\(^4\)
• Faculty and students have common perspectives on techniques for reducing cheating\(^5\)

1. & 2. McCabe and Trevino, 1993
4. Davis, 1992; McCabe, 1992
5. McCabe, Trevino, Butterfield, 2001
Academic Integrity at the UA

Purpose:

• To understand the perceptions of the problem from student and faculty perspectives

• To inform programming and policy on academic integrity at UA
Method

Student Survey
• N=2,127
• Random, representative sample
• 48% female, 51% male
• 60% white, 15% Hispanic/Latino, 13% multiracial, 6% Asian/Pacific Islander, 5% African American

Instructor Survey
• N=613
• 52% female, 48% male
• 43% tenure track, 57% non-tenure track
Myth #1: Students don’t believe in academic integrity anymore
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The facts (among UA undergrads):

- 98% agree that a standard of academic integrity must be maintained at the UA
- 80% are bothered when others at the UA cheat
- 84% believe that students who cheat should be penalized
Myth #2: Everybody’s doing it (cheating, that is)
Myth #2: Everybody’s doing it (cheating, that is)

The facts (among UA undergrads):

• 40% say they have never cheated on homework
• 81% say they have never cheated on an exam
• 72% say they have never paraphrased text without citing
Myth #3: Technology makes it easier to cheat
Myth #3: Technology makes it easier to cheat

The facts:

• Less than 10% of UA students have used technology to get answers during an exam
• Up to 4 times more students report getting caught plagiarizing than at other forms of cheating
• Technology has given instructors the advantage in detection (D2L, Turnitin.com)
• Teaching online seems to be accompanied by increase in preventative measures
## UA Turnitin.com Data

<table>
<thead>
<tr>
<th>End Date</th>
<th>Instructors</th>
<th>Students</th>
<th>Originality reports</th>
<th>Increase/Decrease</th>
<th>Combined 50-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/07-6/30/08</td>
<td>543</td>
<td>14892</td>
<td>82832</td>
<td>0.00%</td>
<td>16.45%</td>
</tr>
<tr>
<td>7/1/08-6/30/09</td>
<td>735</td>
<td>16247</td>
<td>94038</td>
<td>13.53%</td>
<td>12.68%</td>
</tr>
<tr>
<td>7/1/09-6/30/10</td>
<td>924</td>
<td>16456</td>
<td>89123</td>
<td>-5.23%</td>
<td>12.76%</td>
</tr>
<tr>
<td>7/1/10-4/9/11</td>
<td>2024</td>
<td>36355</td>
<td>206782</td>
<td>132.02%</td>
<td>10.74%</td>
</tr>
<tr>
<td>D2L</td>
<td>1011</td>
<td>23114</td>
<td>151129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non d2l</td>
<td>1013</td>
<td>13241</td>
<td>55653</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Myth #4: Faculty are not supported when sanctioning students who cheat.
Myth #4: Faculty don’t get support in sanctioning students who cheat

The facts:

7/1/2009 - 2/18/2011

• 67 Appeals to College Deans
• 60 Upheld
• 7 Overturned

Meaning...
Instructor Practice and Policy

<table>
<thead>
<tr>
<th>In which of the following ways did your instructors address academic integrity in your classes?</th>
<th>Percent of students who said:</th>
<th>Percent instructors who said they do this:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All of my instructors did this</td>
<td>Some of my instructors did this</td>
</tr>
<tr>
<td>Included statements in a syllabus about academic integrity</td>
<td>83</td>
<td>15</td>
</tr>
<tr>
<td>Included in syllabus definitions of specific behaviors that are considered to be violations of academic integrity</td>
<td>50</td>
<td>37</td>
</tr>
<tr>
<td>Included in syllabus explanations of consequences for cheating</td>
<td>52</td>
<td>33</td>
</tr>
<tr>
<td>Used class time to discuss academic integrity once</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>Used class time to discuss academic integrity multiple times</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Ensured that the entire class was aware when a cheater was caught</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>
Academic Integrity on a large, diverse, and “wired” campus

• Students say they value academic integrity, yet dishonest behaviors persist
• Cheating on homework is seemingly more widespread than plagiarism or cheating on exams
• Factors such as peer or faculty behavior may contribute less than high stakes situations
• Technology is a mixed bag
• Group differences do exist
Where should we target our efforts?

Higher rates of cheating:
• International students
• Fraternity and sorority members

Lower rates of cheating:
• Students receiving need-based financial aid
• Non-degree seekers
• Students without college educated parents
• Freshmen
Where should we target our efforts?

Faculty and instructors:

• Clarity and communication in classroom
• 81% have reported a violation at least once
• 60% report at least once a semester
• Most common barriers to reporting:
  – time needed to invest in the process
  – would rather keep it between the student and me
  – student did not know he/she was cheating
• 47% thought buying/selling of study guides and class notes online is a violation
Figure 3: Conditions contributing to cheating by class
Challenges:

• Authority rests with instructors
• Differences among colleges and departments
• Individual Philosophy
• Who is responsible for upholding academic integrity?
Next Steps

**Integrity Matters Initiative**
- New Student Orientation Workshops
- Effective Marketing Materials
- Faculty/Instructor Support
- Wildcat Welcome Workshops
- Monthly Panels from Diverse Areas
- College Academic Administrators Council
Discussion
Thank You!

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