

**Academic Integrity:
First Year Student Attitudes and Behaviors**

Students were given a set of behaviors and were asked to indicate how serious they thought each type of cheating behavior was using a 4-point Likert-type scale with the response options of not cheating (1 point), trivial cheating, moderate cheating, and serious cheating (4 points). The mean seriousness ratings are shown in Table 1.

Table 1. Mean seriousness ratings

	Mean seriousness
Copying material, almost word for word, from any written source and turning it in as your own work	3.65
Copying from another student during a test or examination without his or her knowledge	3.64
Turning in work done by someone else	3.53
Copying from another student during a test with his or her knowledge	3.52
Turning in a paper obtained in large part from a term paper "mill" or website	3.49
Turn in homework or paper copied in whole or part from the Internet as your own work	3.48
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	3.46
Helping someone else cheat on a test	3.46
Using electronic devices (i.e. cell phone, calculator, handheld computer) to assist in cheating during a test or examination	3.43
Cheating on a test or assignment in any other way	3.42
In a course requiring computer work, copying another student's program rather than writing your own	3.28
Getting questions or answers from someone who has already taken a test	3.09
Fabricating or falsifying research data	3.09
Fabricating or falsifying lab data	2.91
Paraphrasing or copying a few sentences of material from an electronic source - e.g a website - without footnoting or referencing it in a paper	2.85
Fabricating or falsifying a bibliography	2.80
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper	2.79
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam	2.70
Receiving unpermitted help on an assignment	2.49
Working on an assignment with others when the instructor asked for individual work	2.20

N = 715 respondents

Student Behaviors

Students were given a set of behaviors and were asked to indicate how often, if ever, they participated in the behavior. The frequencies of the behaviors are shown in Table 2.

Table 2. Frequency of behaviors

		Never	Once	More than once	Not relevant	Mean seriousness
Working on an assignment with others when the instructor asked for individual work	IUPUI	36%	17%	44%	3%	2.20
	AIS 2004-05	26%	19%	54%	2%	
Getting questions or answers from someone who has already taken a test	IUPUI	52%	18%	28%	2%	3.09
	AIS 2004-05	40%	19%	40%	1%	
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper	IUPUI	51%	20%	26%	3%	2.79
	AIS 2004-05	50%	22%	27%	1%	
Receiving unpermitted help on an assignment	IUPUI	54%	15%	25%	5%	2.49
	AIS 2004-05	49%	18%	28%	5%	
Paraphrasing or copying a few sentences of material from an electronic source - e.g a website - without footnoting or referencing it in a paper	IUPUI	58%	17%	21%	5%	2.85
	AIS 2004-05	51%	22%	26%	2%	
Helping someone else cheat on a test	IUPUI	65%	17%	16%	2%	3.46
	AIS 2004-05	66%	14%	18%	1%	
Copying from another student during a test with his or her knowledge	IUPUI	74%	11%	14%	2%	3.52
	AIS 2004-05	75%	10%	13%	1%	
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam	IUPUI	69%	16%	14%	2%	2.70
	AIS 2004-05	73%	14%	11%	1%	
Cheating on a test or assignment in any other way	IUPUI	70%	15%	13%	2%	3.42
	AIS 2004-05	69%	13%	12%	5%	
Fabricating or falsifying lab data	IUPUI	62%	12%	9%	17%	2.91

	AIS 2004-05					
Copying from another student during a test or examination without his or her knowledge	IUPUI	79%	10%	9%	2%	3.64
	AIS 2004-05					
Fabricating or falsifying a bibliography	IUPUI	75%	10%	8%	7%	2.80
	AIS 2004-05					
Fabricating or falsifying research data	IUPUI	73%	8%	6%	13%	3.09
	AIS 2004-05					
Using electronic devices (i.e. cell phone, calculator, handheld computer) to assist in cheating during a test or examination	IUPUI	88%	5%	4%	3%	3.43
	AIS 2004-05					
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	IUPUI	88%	7%	4%	2%	3.46
	AIS 2004-05					
Turning in work done by someone else	IUPUI	89%	6%	3%	2%	3.53
	AIS 2004-05					
Copying material, almost word for word, from any written source and turning it in as your own work	IUPUI	88%	6%	3%	3%	3.65
	AIS 2004-05					
In a course requiring computer work, copying another student's program rather than writing your own	IUPUI	64%	5%	3%	28%	3.28
	AIS 2004-05					
Turn in homework or paper copied in whole or part from the Internet as your own work	IUPUI	88%	6%	2%	4%	3.48
	AIS 2004-05					
Turning in a paper obtained in large part from a term paper "mill" or website	IUPUI	88%	5%	1%	6%	3.49
	AIS 2004-05					

N = 715 respondents

The behaviors in which students are most frequently engaging (once and more than once) include:

- working on an assignment with others when the instructor asked for individual work (61%)
- getting questions or answers from someone who has already taken a test (46%)
- paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper (46%)

- receiving unpermitted help on an assignment (40%)
- paraphrasing or copying a few sentences of material from an electronic source - e.g a website - without footnoting or referencing it in a paper (38%)

It is not at all surprising that students also gave these behaviors a relatively low seriousness rating.

- working on an assignment with others when the instructor asked for individual work (2.20)
- getting questions or answers from someone who has already taken a test (3.09)
- paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper (2.79)
- receiving unpermitted help on an assignment (2.49)
- paraphrasing or copying a few sentences of material from an electronic source - e.g a website - without footnoting or referencing it in a paper (2.85)

It is interesting to examine the seriousness rating of the behaviors in a little greater detail.

Paraphrasing a few sentences without footnotes or references is common and not considered too serious. However, copying work in its entirety is perceived as quite serious. It is likely that students know copying or paraphrasing without appropriate references is wrong. They may need further guidance on what amount of paraphrasing or copying requires a citation. That is, students may be under the impression that a small amount of paraphrasing does not require a reference, but when you reach a certain level, the citation is needed.

It is possible that students who participate in many activities or balance work and school believe they do not have the time to provide proper references and therefore, do not provide proper references in all cases. Students may also lack the knowledge to appropriately reference a particular source and therefore, omit the reference. Certainly, there could be other contributing factors and it would be worthwhile to examine other possible causes.

Additional findings also have implications for faculty and staff working with students. Clearly students are working together even when they are instructed not to. It would be worthwhile to talk to students to find out why they engage in this behavior. It may be that students learn better in an interactive, group setting. If this is the case, perhaps faculty will consider designing and permitting more collaborative activities as appropriate for the discipline or a particular course or program of study.

ACADEMIC INTEGRITY SURVEY

IUPUI FIRST YEAR STUDENTS (N = 738)

High School Experience

1. How frequently do you think the following occurred at your high school?

	Never	Very Seldom	Seldom	Often	Very Often
Plagiarism on written assignments	9%	20%	40%	24%	8%
Inappropriate sharing in group assignments	7%	12%	32%	33%	16%
Cheating during tests/examinations	9%	21%	36%	24%	11%
Falsifying lab data	14%	32%	32%	17%	4%

2. How strongly do you agree with the following statements?

	Disagree strongly		Agree strongly		
Teachers at my high school tried hard to discourage cheating.	2%	9%	13%	50%	27%
Students who cheated at my HS were frequently caught.	11%	34%	33%	18%	4%
Students at my high school who were caught cheating usually were given significant penalties for doing so.	3%	17%	32%	32%	16%
Students at my high school who cheated were embarrassed to tell their friends they had done so.	21%	35%	29%	12%	3%
Cheating was a serious problem at my high school.	6%	27%	40%	21%	5%

3. Did you ever report another student for cheating in high school?

Yes - 13%

No - 87%

4. What was your approximate cumulative grade point average in high school?

3.50 – 4.00 - 39%

1.50 – 2.49 - 10%

2.50 – 3.49 - 50%

0.50 – 1.49 - 1%

Specific Behaviors

1. 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 circle one response for each question.

on dues date or to delay writing an exam.	69%	16%	14%	2%	16%	27%	30%	28%
Turning in work done by someone else.	89%	6%	3%	2%	6%	6%	17%	71%
Cheating on a test in any other way.	70%	15%	13%	3%	5%	10%	24%	62%
Turning in HW/paper copied from the Internet.	88%	6%	2%	4%	6%	6%	21%	67%

University Experience

1. Please share with us your initial impressions about University by telling us how strongly you agree or disagree with the following statements:

	Disagree strongly		Agree strongly		
I expect there will be more cheating on tests and exams than there was at my high school.	30%	35%	21%	11%	3%
I expect there will be more cheating on written assignments and projects than there was at my high school.	22%	30%	23%	19%	6%
Instructors seem to try hard to discourage cheating.	3%	5%	16%	39%	37%
I think students who cheat are likely to be frequently caught.	3%	13%	29%	37%	18%
I think students who are caught cheating will be given significant penalties.	2%	2%	14%	39%	44%
I think students who cheat are probably embarrassed to tell their friends they cheat.	7%	15%	33%	28%	17%

Demographics

1. Are you: Female - 67% Male - 33%

2. What is your age?

Under 20 years - 49%

31 – 35 years - 5%

20 – 25 years - 26%

36 – 40 years - 4%

26 – 30 years - 10%

Over 40 years - 6%

3. What type of high school did you attend?

Public - 87%

Private (non-denominational) - 3%

Private (denominational) - 9%

Home schooled - 2%

4. What is your intended major?

Science - 13%	Undecided - 5%
Engineering & Technology - 12%	Liberal Arts - 5%
Business - 12%	Health % Related Sciences - 4%
Nursing - 10%	Arts - 4%
Education - 8%	Informatics - 3%
Medicine - 6%	PE/Tourism - 3%
Other - 15%	

ACADEMIC INTEGRITY SURVEY

U.S. FIRST YEAR STUDENT SURVEY – 2004/2005 (N = 2,537)

High School Experience

1. How frequently do you think the following occurred at your high school?

	Never	Very Seldom	Seldom	Often	Very Often
Plagiarism on written assignments	7%	22%	39%	25%	7%
Inappropriate sharing in group assignments	3%	11%	34%	33%	19%
Cheating during tests/examinations	7%	25%	39%	21%	8%
Falsifying lab data	10%	30%	33%	19%	8%

2. How strongly do you agree with the following statements?

	Disagree strongly			Agree strongly	
Teachers at my high school tried hard to discourage cheating.	1%	8%	10%	52%	31%
Students who cheated at my HS were frequently caught.	12%	41%	27%	17%	3%
Students at my high school who were caught cheating usually were given significant penalties for doing so.	4%	17%	21%	40%	18%
Students at my high school who cheated were embarrassed to tell their friends they had done so.	24%	37%	23%	12%	4%
Cheating was a serious problem at my high school.	6%	32%	32%	22%	6%

<u>exam without</u> his or her knowing it.	75%	12%	12%	1%	2%	3%	14%	81%
Receiving unpermitted help on an assignment.	49%	18%	28%	5%	12%	41%	37%	11%
Copying a few sentences of material from a written source without footnoting them in a paper.	50%	22%	27%	1%	8%	34%	38%	21%
Turning in a paper obtained in large part from a term paper “mill” or website	92%	3%	2%	3%	3%	3%	16%	78%
Copying a few sentences from an Internet source without footnoting them in a paper.	51%	22%	26%	2%	8%	32%	40%	21%
Using unpermitted crib notes during a test.	79%	9%	11%	1%	3%	5%	23%	70%
Using an unauthorized electronic device (e.g., cell phone) to cheat during an exam	90%	4%	4%	3%	3%	6%	25%	65%
Copying material almost word for word from a written source and turning it in as your own work.	89%	6%	4%	1%	3%	3%	14%	80%
Turning in a paper copied from another student.	86%	8%	5%	1%	3%	5%	27%	65%
Using false or forged excuse to obtain extension on dues date or to delay writing an exam. 24%	73%	14%	11%	1%	12%	27%	37%	
Turning in work done by someone else. 70%	88%	7%	4%	1%	3%	6%	22%	
Cheating on a test in any other way.	69%	13%	12%	5%	5%	11%	31%	54%

University Experience

1. Please share with us your initial impressions about University by telling us how strongly you agree or disagree with the following statements:

	Disagree strongly		Agree strongly		
I expect there will be more cheating on tests and exams than there was at my high school.	35%	36%	18%	10%	2%
I expect there will be more cheating on written assignments and projects than there was at my high school.	24%	34%	20%	19%	4%
Instructors seem to try hard to discourage cheating. 37%	2%	7%	13%	41%	
I think students who cheat are likely to be frequently					

caught. 14%	3%	17%	30%	36%	
I think students who are caught cheating will be given significant penalties.	1%	2%	8%	41%	49%
I think students who cheat are probably embarrassed to tell their friends they cheat.	6%	19%	27%	31%	17%

Demographics

1. Are you: Female - 55% Male - 45%

2. What is your age?

<20 - 89%	31 – 35 years - 1%
20-25 years - 7%	36 – 40 years - 1%
26 – 30 years - 1%	Over 40 years - 1%

3. What type of high school did you attend?

Public - 73%	Private (non-denominational) - 5%
Private (denominational) - 21%	Other - 1%

4. What is your intended major?

Arts & Sciences - 22%

Engineering - 17%

Science/Technology - 12%

Business - 12%

Health Professions - 7%

Preprofessional Studies - 5%

Agriculture - 4%

Other/Undecided - 21%