Winthrop University
Integrity Study

Campus Forum
April 5, 2005
Students' Perceptions of Infractions Related to Academic Integrity

- Students who believe that most infractions are serious (47.19%)
- Students who believe that some infractions are serious and other infractions are less serious (45.38%)
- Students who believe that most infractions were less serious (7.43%)
5 Infractions Students Perceive to be Most Serious

• Had someone take a test for you. (87%)
• Stole a copy of a test from a professor’s office, or knowing used such a copy to study. (87%)
• Signed a professor’s name to get an override into, or to drop a class. (78%)
• Turned in a paper written by someone else (e.g., purchased off the Internet, etc.) (75%)
• Copied word for word from a book or other print source without quoting the work (62%)
5 Infractions Students Perceive to be Least Serious

• Told a student in a later class with the same instructor what is on the test that you have already taken (9%)
• Saw someone cheating on an exam/test and did not report it (11%)
• Turned in the same paper for assignments in two different classes (10%)
• Used a summary text (e.g., Spark Notes or Cliff Notes) instead of reading an entire book for an assignment (28%)
• Used someone else’s notes from a previous semester (4%)
5 Infractions with the Greatest Difference Between Faculty and Student

- Copied someone else’s homework (S=9%; F=43%)
- Collaborated with other students on a take-home test that is to be taken individually (S=15%; F=64%)
- Used a summary test (e.g., Spark Notes or Cliff Notes) instead of reading an entire book for an assignment (S=28%; F=15%)
- Told a student in a later class with the same instructor what is on the test that you have already taken (S=9%; F=35%)
- Turned in the same paper for assignments in two different classes (S=10%; F=23%)
5 Infractions with the Greatest Similarity Between Faculty and Student

- Turned in a paper written by someone else (e.g., purchased off the Internet etc.) (S=75%; F=80%)
- Used someone else’s notes from a previous semester (S=4%; F=6%)
- Signed a professor’s name to get an override into, or to drop a class. (S=78%; F=74%)
- Had someone take a test for you. (S=87%; F=82%)
- Stole a copy of a test from a professor’s office, or knowingly used such a copy to study. (S=87%; F=79%)
Students' Perceptions of Why Students Cheat

5 Reasons Students Perceive to be Most Serious

- Pressure to maintain a scholarship or financial aid
- Pressure from parents/guardians
- Pressure from themselves
- Inadequate high school preparation for college level work
- Little or no sense of guilt as to why cheating is wrong
Students' Perceptions of Why Students Cheat

5 Reasons Students Perceive to be Least Serious

- Belief that "one should do anything it takes to succeed to get ahead"
- Inadequate monitoring by faculty
- Belief that "everyone does it, so why not me?"
- Don't know or understand just what constitutes cheating
- Lack of adequate guidance/information from teachers or faculty on what constitutes cheating
Students' Perceptions of Why Students Cheat

5 Greatest Differences Between Faculty and Students

• Belief that "everyone does it, so why not me?"

• Belief that "one should do anything it takes to succeed to get ahead"

• Little or no sense of guilt as to why cheating is wrong

• Inadequate high school preparation for college level work

• Don't know or understand just what constitutes cheating
Students' Perceptions of Why Students Cheat

5 Greatest Similarity Between Faculty and Students

- Inadequate monitoring by faculty
- Pressure from themselves
- Pressure to maintain a scholarship or financial aid
- Pressure from parents/guardians
- Unrealistic expectations in courses