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Utilizing Data on Academic Dishonesty at the University of New Mexico

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BY

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Master of Public Administration, University of New Mexico, 2005

DISSERTATION

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DEDICATION

I dedicate this to Mike White, my dear friend and supporter. He was a true inspiration to me as a role model, mentor, best friend, and a truly honest and caring person. I miss him greatly and he will always be a part of who I have become, who I am, and how I live my life.

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To my editor, Betty Eichenseer, I thank you from the bottom of my heart.

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ABSTRACT

Academic integrity (AI) and academic dishonesty (AD) have been intensified areas of concern in higher education. This research study explored issues of students' AD at the University of New Mexico (UNM). With the rise in academic dishonesty, this study was conducted with the intention of determining how AD can be deterred or discouraged. Students were asked questions regarding their previous cheating behavior, their future cheating behavior, and the reasons why they did or will cheat. The demographics of academic major (business, education, engineering, and social science), gender (male and female), or race (White and Hispanic) were studied to determine if they affect their AD. In addition, UNM, was compared to other Carnegie Very High and High Research (CHR) institutions and Hispanic Serving Institutions (HSI) to explore if these unique categories make a difference in the responses for the research questions. Based on the results of the study, recommendations were made for interventions to deter academic dishonesty. A model of Students' Academic Experience (SAE) and Academic Dishonesty (AD) with Interventions (labeled the KAE model or "K Model") is shown.

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Chapter 1

Introduction

As students seek to gain an education in a higher learning institution, there is the expectation and hope that they will achieve their academic success through hard work, self-motivation, and obtaining new skills to improve their opportunities to succeed as they matriculate and graduate. As new students enter an institution of higher learning, the majority of them are developing their values and morals, ethics, strengths, self-efficacy, and expectations for their success in life. They arrive at a university with various backgrounds, demographics, and many levels of preparation, family support, self-motivation, and previous achievements.

Each institution of higher education has its unique student demographics, and their mission, vision, values, goals, and objectives reflect what they want to achieve and/or prioritize. The institution's mission, vision, values, goals, and objectives are meant to set expectations for the entire university culture, academic programs, student affairs programs, support services, faculty, staff, and students. While they can be global and general, emphasis can also be placed on the development of life-long behaviors, values, morals, ethics, and skills. These life-long behaviors can be fundamental values of higher education.

With this mind-set, a culture or environment can be cultivated and encouraged to foster students' character development and future behavior. As leadership, economics, fiscal restraints, and priorities change, so can the culture and environment within the university setting. As the university culture and environment changes, so can the personal

development and norms of the students. The emphasis on personal development, morals, and ethics will differ at universities, including academic integrity and dishonesty, as well as moral and ethical development. There will be personal opinions from executives and administrators, faculty, staff, and students on how dedicated higher education should be toward the development and improvement of students' academic integrity, morals, and ethics.

Academic integrity (AI) is a topic that is constantly addressed in higher education. The prevalence of academic dishonesty (AD) has been studied at institutions of higher education for many years. These studies can place emphasis on how often students cheat, why they cheat, what kinds of behavior define AD, whether certain kinds of AD are worse than others, the future behavior of students who cheat, and how to discourage this behavior. This research is an exploratory study that focused on AD and which students may be more prone to this behavior. Earlier research shows that students who have cheated previously are more likely to cheat in the future. For those students who have cheated in the past, why did they cheat? Are there types of cheating that are more common than other kinds of cheating? Are there types of cheating on exams, papers, or other general kinds of cheating that are more serious or less serious?

Background

The researcher has worked at the University of New Mexico (UNM) Division of Student Affairs (SA) for sixteen years in various administrative jobs, roles, and functions. In July 2010 the Vice-President of Students Affairs increased the researcher's responsibilities as Interim Dean of Students in addition to her role as the Student Affairs

Fiscal and Planning Office to evaluate the programs in the Dean of Students office (DOS) and make overall recommendations regarding their programs. While there are numerous agendas within the DOS, policies and procedures were reviewed for student conduct and judicial affairs programs. One aspect of this DOS program is to handle issues and complaints regarding cheating and academic dishonesty. Upon discussion with the Student Conduct Administrator in the DOS, there is increased concern and awareness regarding cheating and academic dishonesty at UNM within the classroom environment on campus.

Cheating and academic dishonesty are the primary reasons that faculty contact the DOS to request information on the protocol, policy guidelines, available consequences, and how to proceed with concerns regarding cheating or academic dishonesty in the classroom. Information from the *UNM Faculty Handbook* offers resources for their concerns (The University of New Mexico, 2010, Appendix A). The inquiries range from general questions over the phone to formal documentation that could lead to possible disciplinary action. With increased Internet capabilities, there is more opportunity to communicate, purchase, or share papers and/or tests via the Internet or "electronically."

The DOS views student conduct issues as "opportunities for a teaching moment" or to educate students on learning from their behavior to develop or improve themselves. As information was gleaned, questions came to mind:

1. Why do students cheat?
2. How many students cheat at UNM?

3. Are there certain demographics or characteristics of students who currently cheat?
4. Does this behavior lead to continued or future academic dishonesty?
5. How do they cheat? and
6. Are there more “acceptable” types of cheating?

If this data was available, could there be recommendations for programs to focus on the problem at UNM? These questions led to the development and implication of this research study.

Significance of Study

The University of New Mexico, the Division of Student Affairs, and the Dean of Students office have defined missions, visions, values, goals, and objectives. These include the emphasis for students to develop values, habits, knowledge, and skills regarding integrity and excellence to enhance the academic climate (UNM President's Office, 2008). For this reason, this research study gathered data and evaluated how the DOS can support this mission.

One area of concern in higher education that has increased in the last five to ten years has been academic integrity (AI) and academic dishonesty (AD). The increased access to technology and social networking has enabled students to have more opportunities for AD than previously exist. Because of this technology and social networking, students may feel additional pressure to get good grades and complete their degree, as opposed to the emphasis on learning and the learning process to obtain a

degree. Higher education standards expect students to have AI as they proceed through their studies towards matriculation.

Currently, the DOS assists faculty with inquiries and incidents of academic dishonesty by advising them of the policy in the *UNM Student Code of Conduct* and the protocol for submitting a formal complaint and possible consequences. The DOS is a resource for educating the faculty on the policy, protocols, and possible consequences. A concentrated effort started in 2005 to assist faculty with these inquiries; there have been increased informal and formal incidences since that time**.** The number of AD referrals, or formal complaints, to the DOS office has risen from 15 to 35 per year. However, this problem could be more extensive than these numbers indicate. Based on ongoing inquiries to the DOS, the level of concern has increased but does not always lead to formal complaints and repercussions.

Mission, Vision, and Core Values

UNM sets expectations and culture for the campus departments and programs through its purpose and core values (UNM President's Office, 2008). The areas pertinent to academic integrity and commitment to the cornerstones of purpose are:

> To educate and encourage students to develop the values, habits of mind, knowledge, and skills needed to be enlightened, contribute to the state and national economies, and lead satisfying lives.

UNM’s core values (UNM President's Office, 2008) are:

- Excellence demonstrated by our people, programs, and outcomes, as well as by the quality of our decisions and actions.

- Integrity that holds us accountable to our students, the community, and all who serve UNM's mission, to manage our resources wisely, and keep our promises.

The Student Affairs core values are accountability, excellence, equity, integrity, respect, and sustainability (The University of New Mexico Division of Student Affairs, 2010). These standards encourage and support academic integrity. The DOS mission is "committed to creating opportunities for student success and belief in a challenging and supportive institutional approach to development of the whole student" (UNM DOS, 2010). The DOS staff's beliefs include placing students first, which means deciding in the interest of the student whenever possible as long as core institutional values and academic integrity remain intact.

All of these encourage the values of academic integrity. There is consistency in educating, motivating, challenging, and supporting students to acquire knowledge, values, growth, development, skills, and experiences to achieve their potential. Overall, there is a commitment to create, initiate, and provide an institutional approach, climate of integrity, and expectations for AI, which will lead to student success.

The University of New Mexico's Policy on Academic Dishonesty

UNM has a policy on academic dishonesty in the *Student Code of Conduct* (The University of New Mexico, 2011) and *Faculty Handbook* (The University of New Mexico, 2001). The UNM policy for disciplinary action details reporting, administering, and sanctioning. The UNM policy on academic dishonesty states:

> Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records (The University of New Mexico, 2011).

To promote academic expectations and good behavior, most universities have an honor code. UNM has a document that outlines UNM Student Academic Honesty *(The University of New Mexico 2010, Pathfinder)*. This document introduces the opportunity for faculty to "create an atmosphere which promotes AI among students at The University of New Mexico." It then emphasizes how faculty can "educate students as to the definition of academic dishonesty, the consequences of such behavior, and the procedures for addressing academic dishonesty." It encourages "faculty to play a major role" (Appendix B, 2010), emphasizes the prevention of AD and outlines expectations for the classroom and guidelines and procedures for the violation of AD**.** The purpose, mission, vision, and values that set expectations for the institution and students are emphasized in the code of conduct and honor code.

Study Assumptions

This research study has several assumptions:

1. Colleges and universities are responsible for providing an educational environment that contributes to learning and excellence (Pascarella &Terezin, 2005).
2. Academic dishonesty is a negative behavior and should be discouraged (Whitley & Keith-Spiegel, 2002).
3. An individual has the ability to make rational decisions regarding their behavior and perception of academic dishonesty.
4. Academic integrity is an important component of higher education and learning.

Unique Characteristics of UNM and Impact on this Research Study

UNM is categorized as a Carnegie Very High Research (CHR) institute and a Hispanic Serving Institute (HSI). These are unique categories that have not been previously studied for academic dishonesty. Thus, these two areas were explored in depth to determine if this determination makes a difference in academic dishonesty among students in higher education. As the mission, goals, values, and expectations are communicated at UNM, does it make any difference that it is a CHR or HSI? If there are any differences, how can that affect the outcomes, results, and impacts of this data?

Hispanic Serving Institution (HSI)

According to the UNM Official Enrollment Report for Spring 2011 for race/ethnicity (labeled as race in this study), UNM had 9,722 self-identified Hispanics (35.61%) and 11,999 self-identified Whites (43.94%) (p. 6). Because of the high percentage of Hispanics, The University of New Mexico has been defined as a Hispanic Serving Institution or HSI by the Hispanic Association of Colleges and Universities

(HACU) (UNM Office of the VP for Research, 2009; Hispanic Association of Colleges and Universities, 2009).

The definition of an HSI means there is a larger population of Hispanics who attend UNM. For HACU's membership purposes, HSIs are defined as "colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25 percent of the total enrollment. Total enrollment includes full-time and part-time students at the undergraduate or graduate level (including professional schools) of the institution or both (i.e., headcount of for-credit students)" (2009). Because of this designation and unique characteristic for UNM, the racial category (ethnicity) of Hispanics and Whites was a focus for this research study. This report compared UNM to other Carnegie very high or high research institutions and Hispanic serving institutions that were included in the research data collection benchmarks.

Purpose of Study

As students enter a higher education institution to begin their academic journey towards graduation, the majority are developing their values and morals, ethics, strengths, self-efficacy, and expectations for their potential success in life. They arrive at a university with various backgrounds, demographics, and many levels of preparation, family support, self-motivation, and previous achievements. The emphasis on personal development, morals, and ethics will differ at universities, including AI and AD , as well as moral and ethical development. AI and AD have been studied at institutions of higher education for many years. These studies can place emphasis on how frequently students cheat, why they cheat, what kinds of behavior define AD, whether certain categories of

AD are worse than others, the future behavior of students who cheat, and how to discourage this behavior.

The purpose of this research study explored issues of students' academic dishonesty at UNM. Obtaining this information can impact how AD is viewed and how strategic planning could limit AD and possible proactive measures to deter it. This study focused on students and their previous and future cheating behavior, as well as the reasons why students cheat.

- Why and how have students cheated in the past?
- Why and how might they cheat in the future?
- Are students who have cheated previously more likely to cheat in the future?
- Does a student's academic major, gender, or race affect their AD?

Several others areas were also explored. UNM is a Carnegie Very High Research (CHR) institution. Will this classification differ in the answers to research questions (RQ) 1 through 3 than non-CHRs? UNM is also a Hispanic Serving Institution (HSI). The race/ethnicity of Hispanic and White was explored to see if there is any difference in academic dishonesty. An exploratory analysis compared UNM to the CHR and HSI through benchmarking these categories.

Research Questions (RQ):

There are five main research questions in this study.

1. Why do students cheat?
2. For those students who have cheated in the past, why and how did they cheat?
3. Why and how might they cheat in the future?

4. Are students who have previously cheated more likely to cheat in the future?
5. Does a student's academic major, gender, or race affect academic dishonesty?

After reviewing the research, it was decided that students in the areas of business, education, engineering, and social science would be the focus for this study. The literature review shows that students in the academic major of engineering and business cheat more than other majors. Education and social science were chosen, because UNM has a high population of students in these two majors. Does a student's race/ethnicity (labeled in this study as race) affect their AD? The race of Latino/Hispanic (labeled in this study as Hispanic*)* and White will be explored to see if there are any differences. Since UNM has the unique characteristic of being a CHR Institute and an HSI, will it make a difference in the responses for all research questions? These two categories were benchmarked for comparison to UNM as an exploratory analysis. Are there certain kinds of AD that are more prevalent than others? Are there common reasons why students rationalize their cheating?

Chapter Summary

One area of increased concern in the classroom is academic integrity and academic dishonesty. The research background, significance of study, terms of academic integrity and academic dishonesty were defined; the prevalence of cheating, and expectations of the student were discussed.

There are many types of cheating and reasons why students might cheat. Many students may rationalize the reasons why they cheat. The University of New Mexico (UNM), Student Affairs, and Dean of Students office (DOS) mission, purpose, and core

values were shown as they relate to setting the expectations regarding integrity, excellence, and values. The UNM Code of Conduct and Honor Code demonstrate how UNM sets the standards, definitions, and possible penalties for AD. Higher educational institutions that have an honor code are more likely to have lower AD than institutions that do not have an honor code. An honor code can emphasize a campus climate or climate of integrity. The purpose of this study and research questions defined the basis for this dissertation.

Chapter 2

Literature Review

Academic integrity (AI) and academic dishonesty (AD) were defined in the last chapter. The research background, significance of study, prevalence of cheating, and expectations of students were discussed.

There are many types of cheating and reasons why students might cheat. The University of New Mexico (UNM), Student Affairs, and the Dean of Students office (DOS) mission, purpose, and core values set the expectations regarding integrity, excellence, and values. The UNM code of conduct and honor code demonstrate how UNM sets the standards, definitions, and possible penalties for AD. Research has shown that higher educational institutions that have an honor code are more likely to have lower AD than institutions that do not have an honor code. An honor code can emphasize a campus climate or climate of integrity.

This research study evaluated AD in the changing university culture at UNM. The literature review regarding students' character development and future behavior provided theory, applications, and background, which explored issues of students' dishonesty at UNM. It also compared the prevalence of AD at UNM to other institutions. Students in the areas of business, education, engineering, and social science were the focus for this study.

Questions regarding cheating included:

- Have they cheated?
- How likely are they to cheat in the future?

- Why might they cheat?
- Why did they cheat?
- Are there types of cheating that are more prevalent?
- For those students who have cheated in the past, how did they cheat?
- Does a student's academic major affect student dishonesty?

Since UNM is a Hispanic Serving Institution (HSI), the race of Hispanic and White was explored to see if there is any difference in academic dishonesty.

- Does a student's gender affect AD?
- Does a student's race affect AD?

UNM is also a Carnegie Very High Research institute (labeled as CHR in this study).

- Will this classification differ in the responses to the research questions?
- Are there certain kinds of AD that are more prevalent than others?
- Are some kinds of dishonesty more serious than others?
- Do these reasons rationalize students' cheating behavior by blaming external situations or circumstances?

Academic Dishonesty Studies

There are numerous studies conducted that are pertinent to this research. Reports vary on beliefs and attitudes, determinants, institutional responses, policies and standard operating procedures, and classroom techniques to deter AD. Many studies look specifically at characteristics of students and how that may affect AD.

There have been many studies that identify the increased incidences of academic dishonesty. Vandehey, Diekhoff, and LaBeff (2007) found that overall 54 percent of

students cheated in 1984, 61 percent in 1994, but the number went down slightly in 2004 to 57 percent. They contribute the reduction in 2004 to the awareness of an honor code and deflecting the blame to neutralize or rationalize behavior. They conclude that if students can justify why they cheat, they don't believe it is considered dishonest behavior. They also found that non-cheaters, when compared to cheaters, are less likely to justify cheating, because they are more impacted by guilt. In other words, there may be evidence of higher moral reasoning among non-cheaters.

Smyth and Davis (2004) completed a study where 45.5 percent of junior college students confessed to cheating at least once. Another study (Jordan, 2001) found that 31 percent of students cheated during one semester, but 8.6 percent of the students committed 75 percent of all acts of cheating. In other words, those who cheat will cheat again. Whitley and Keith-Spiegel (2002) state, "Academic dishonesty is a pervasive problem that can have invidious effects on higher education, and, therefore, should be of concern to all college and university students, teachers, and administrators" (p. 16).

Academic Integrity and Academic Dishonesty

Academic integrity is a topic that is constantly addressed, as it is a fundamental value of higher education. Integrity can be defined as "firm adherence to a code of especially moral or artistic values" or "conduct that conforms to an accepted standard of right and wrong" (Vandehey et al., 2007; Merriam Webster, 2011). Synonyms for integrity are decency, honor, and honesty. Honesty is defined as "fairness and straightforwardness of conduct" (Merriam Webster, 2011), and a synonym is integrity. There can be various definitions of academic integrity and honesty. The Center for

Academic Integrity (1999) defines honesty as the "foundation of teaching, learning, research, and services, and the prerequisite for full realization of trust, fairness, respect, and responsibility" (p. 5). Integrity and honesty can be encouraged in the classroom as well as being overall values to live by.

The term *academic dishonesty* is the opposite of *academic integrity*; it is often referred to as cheating or plagiarism. Dishonesty is a negative behavior that is discouraged and could lead to major consequences. Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise" (Pavela, 1978, p. 78) or fraudulent behavior involving some form of deception in which one's own efforts or the efforts of others is misrepresented (Prescot, 1989). Plagiarism is the "deliberate adoption or reproduction of ideas or works or statements of another person as one's own without acknowledgement" (Pavela, 1978, p. 78). Pavela defines facilitating academic dishonesty as "intentionally or knowingly helping or attempting to help another" engage in dishonest behavior (p. 73). Other types of AD can include misrepresentation or providing false information pertaining to an academic endeavor, such as missing a test without a legitimate reason and making up a false excuse to explain one's absence, and failure to contribute or participate in a collaborative project (Whitley, Jr. & Keith-Spiegel, 2001). While academic integrity is the outcome, it is easier to depict behavior that defines academic dishonesty.

Professor Thomas Wright (2004) discusses a student who cheated in his senior-level management course regarding the role of ethics in management practice and turned himself in. The student made a statement regarding cheating and whether it is morally

wrong: “I believe that cheating is morally wrong, and it was irresponsible of me to cheat. My belief that cheating is wrong was a primary reason which led me to turn myself in to you for cheating” (p. 293). This student knew that cheating was morally wrong but decided to cheat anyway but then turned himself in to the professor, even though he did not get caught in the behavior. His morals made him admit to the dishonest behavior. This demonstrates inconsistency between an attitude toward morality and the ability or choice to cheat anyway.

The Center for Academic Integrity (CAI) provides information for a foundation for responsible conduct in The Fundamental Values of Academic Integrity (1999). According to this document, more than 75 percent of college students cheat at least once during their undergraduate career. Technology has increased the opportunity to deceive with free term papers available on the Internet. However, the CAI document found that campus norms and practices, such as effective honor codes, can make a significant difference in student behaviors, attitudes, and beliefs. It also states that “Raising the level of student academic integrity should be among our highest priorities on college and university campuses.” In addition, it encourages academic integrity with five fundamental values: honesty, trust, fairness, respect, and responsibility.

The question may then arise - What do students consider cheating? Based on the previous student who admitted to cheating to a professor, he defined cheating as:

> I define cheating as deceiving another for one’s personal advantage. It is morally wrong to cheat. In particular, with respect to school, cheating is a means to gain an academic advantage by deceiving the instructor and one’s fellow students in a learning endeavor. Cheating can also be understood as the attempt to mislead others, as well as the cheater, into believing that he has achieved a desired result. Cheating is an act that

> involves less of a commitment to academic perseverance to achieve the desire outcome or goal, a good grade. When coupled with the obvious decreased investment of time, actual or perceived, it is apparent why so many students think cheating is the answer to alleviating the pressure that they face in school (Wright, 2004, p. 292).

This student gave a well-defined description of how it is morally wrong, what it involves, and why a student would choose to cheat. He is very clear, thoughtful, and concise as he defines and describes this behavior.

Whitley and Keith-Spiegel (2002) give seven reasons why educators should be concerned about academic integrity. If education is an opportunity for a holistic experience and student growth and development, then certain student behaviors should be taught and expected. The seven reasons define the expectations and the ramifications:

1. Equity: Students who cheat may be getting higher scores than they deserve on tests and graded assignments.
2. Character, Moral Development, and Civic Responsibility: Students who see cheating in the classroom that is not addressed may decide that academic dishonesty is acceptable.
3. Mission to Transfer Knowledge: It is the central mission of institutions to preserve and search for knowledge. Cheating students do not acquire the knowledge to which their degrees are supposed to attest.
4. Student Morale: Honest students observing their peers cheating can lead to disenchantment and cynicism about higher education.

5. Students' Future Behavior: Students who cheat as an undergraduate go on to cheat in graduate or professional school and engage in unethical business practices. It becomes a habit.
6. Reputation of the Institution: If incidents are common or frequent and publicized, it can hurt the university's reputation.
7. Public Confidence in Higher Education: There can be less support for higher education and valid credentialing of the institution ((p. 4-7).

These ramifications can be significant for students, faculty, the university, and higher education, especially in the area of students' future behavior. Research has found that students are often repeat offenders. Nine percent admitted to cheating to six or more incidents while in college, and 21 percent admitted to at least three incidents of cheating (Hollinger & Lanza-Kaduce, 1996). Jordan (2001) summarized her research in this area:

> Moreover, although 31% of students cheated on a major exam or paper in the target semester, a small minority of participants committed the vast majority of these honor code violations. A review of the frequency table on cheating indicated that only 8.6% of students committed 75% of all acts of exam or paper cheating. This type of statistic may reinforce or increase principles of honesty and peer accountability that students already hold and may dissuade them from engaging in cheating behavior (p. 244).

McCabe and Trevino (1993) identified 12 behaviors that are considered dishonest behaviors. This analysis has been used as a basis for many other research studies on what forms of academic dishonesty behaviors are "worse" than others. They found overall that 78 percent of students engaged in some form of academic dishonesty at least once in three categories: 53 percent cheated on examinations, 42 percent cheated on homework assignments, and 48 percent on plagiarism (p. 9).

However, McCabe and Trevino also found that an academic institution that had a code of conduct, code of honor, or honor code had substantially less (58 percent) academic dishonesty (cheating) on examinations (31 percent), cheating on homework assignments (25 percent), and plagiarism (31 percent). They specify that an education institution's honor code should include two of the following criteria to be classified as an honor code institution:

- Unproctored examinations,
- An honor pledge,
- A requirement for student reporting of honor code violations, and
- The existence of a student court or peer judiciary board that rules on alleged honor code violations (McCabe &Trevino, 1993; Whitley & Keith-Spiegel, 2002).

The emphasis behind an honor code encourages a culture or community of academic integrity and sets ethical expectations of academic integrity. This is reinforced by McCabe and Trevino (2002) as they state, "Students cheat. But they cheat less often at schools with an honor code and a peer culture that condemns dishonesty" (p.37). In addition they believe that "America's institutions of higher education need to recommit themselves to a tradition of integrity and honor" (p. 38).

Students may neutralize, rationalize, or find reasons why academic dishonesty or cheating behavior is not dishonest. Some of these reasons include:

1. Tests already given are fair game as long as they are not stolen.

2. Taking shortcuts is okay, including reading a condensed version of a book or citing an unread source from another bibliography.
3. Unauthorized collaboration with others is okay, including helping, sharing, or copying each other's homework.
4. Some forms of plagiarism are okay, including omitting sources from a bibliography or using direct quotations without citing the source.
5. Conning teachers is okay, including giving false excuses for missing tests and deadlines (Whitley & Keith-Spiegel, 2002, p. 18).

The motivation for academic dishonesty can involve performance concerns regarding better grades, passing, and flunking or failing a course. External academic pressures, such as a heavy workload, too many tests on one day, the professor not explaining the material adequately, and others cheating can put a student at a disadvantage. Non-academic pressures can include expectations from parents, job, illness, financial, multiple workload responsibilities, parenting, and/or entering graduate or professional school. Other motivations can involve not attending class, not wanting to make the effort to do the work, loyalty or helping a friend, and blaming the professor for being harsh or giving unfair tests. Or the student may feel academic dishonesty is a game or a challenge to not get caught (Whitley & Keith-Spiegel, 2002).

The Center of Academic Integrity asks the question, "What is academic integrity and why is it important?" (1999, p. 4, Appendix B). It stresses in what way a climate of integrity can be sustained and nurtured with institutional mission statements and vigorous, everyday policies and practices. In other words, a climate, culture, or ethos that

supports academic integrity needs to be emphasized and encouraged. Change efforts to foster an academic integrity ethos must encompass the entire institutional system, and a long-term view must be developed and encouraged to promote the personal and institutional values of integrity (Whitley, Jr. & Keith-Spiegel, 2001).

McCabe and Trevino (2002) further emphasize that America's higher educational institutions need to recommit themselves to a tradition of integrity and honor. In order to determine if UNM emphasizes a climate of integrity, the UNM purpose, mission, vision, and core values were reviewed, followed by the Student Affairs core values, and finally the DOS mission and beliefs regarding the expectations and encouragement on academic integrity, values, and making quality decisions and actions.

Expectations for Students' Learning in Higher Education

Students' experiences are shaped profoundly by what they do at college, as well as their perception of their interactions with the institution. There should be clear expectations communicated to the student, how to deal with these issues, and what it will take to learn and graduate. Kinzie and Kuh (2007) define several areas that set these expectations:

1. A clear, coherent mission and philosophy that defines the educational objectives and aligns the policies and programs to meet the objectives.
2. High performance expectations for all students should be communicated so they know for what they will be held accountable. Setting high standards must be accompanied by student support so they understand how to respond to their academic challenges and what is necessary to achieve the expectations.

3. The widespread use of effective educational practices - education and resources must be provided in order for the student to understand and internalize the expectations and how to achieve academic success.
4. A collaborative, improvement-oriented ethic encourages sharing responsibility and creating partnerships between staff and faculty who have contact with students.

These expectations provide the opportunity to enhance students' academic success, experience, and growth, as well as an expectancy that faculty and administrators should emphasize and encourage a student's academic success.

Preparing Professionals as Moral Agents (Sullivan, 2011) reveals the numerous scandals in the business arena that have led to cynicism and lack of consumer confidence. Encouraging a more engaged, civic awareness and professionalism sets the expectations as moral agents and rebuilding public trust. The responsibility for professional schools is being a portal to professional life and the formation in students of integrity of professional purpose and identity. This creates the habits of mind to foster their professional identity and maturity. By creating a civic awareness, it will "awaken awareness that the authentic spirit of each professional domain represents" (Sullivan, 2011).

Carnegie High Research Institute

The Carnegie Council, Carnegie Foundation, and the Carnegie Commission publish the *Carnegie Council Series* to promote moral and ethical values and conduct in higher education. One report on Fair Practices (Carnegie Foundation for the Advancement of

Teaching, 1979) details the “rights and responsibilities of students and their colleges in a period of intensified competition for enrollments.” The Carnegie Foundation sets the standards for higher education.

The University of New Mexico is classified under the Carnegie Classification of Institutions of Higher Education as a very high research university. The Carnegie Classification of Institutions of Higher Education™ was “founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress - the Carnegie Foundation for the Advancement of Teaching as an independent policy and research center. Improving teaching and learning has always been Carnegie’s motivation and heritage” (Carnegie Foundation, 2010).

The Carnegie Classification has been the leading framework for recognizing and describing institutional diversity in U.S. higher education for the past four decades. Starting in 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the Carnegie Classification was originally published in 1973 and subsequently updated in 1976, 1987, 1994, 2000, 2005, and 2010 to reflect changes among colleges and universities. This framework has been widely used in the study of higher education, both as a way to represent and control institutional differences and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty (Carnegie Foundation, 2010, Appendix D).

Their classifications are:

- ”Basic Classification (the traditional Carnegie Classification Framework),

- Undergraduate and Graduate Instructional Program classifications,
- Enrollment Profile and Undergraduate Profile classifications, and
- Size & Setting classification.

These classifications provide different lenses through which to view U.S. colleges and universities offering researchers greater analytic flexibility. These categories were updated using the most recent national data available as of 2010, and collectively they depict the most current landscape of U.S. colleges and universities" (Carnegie Foundation, 2010).

Since UNM has this unique classification of a very high research institution, could this mean that the students who attend a very high or high research institution have, or should have, higher values or integrity? If this is true, there may be the assumption that the Carnegie classification of very high or high research institutions may have a lower degree of academic dishonesty. A 1979 Carnegie Council study concluded that the percentage of students who report that they cheat to get good grades was 8.8 percent in 1976. Reported cheated at research universities was higher at 9.8 percent in 1976 (Carnegie Foundation, 1979). However, there are no recent studies that have looked specifically at this question and assumption. Or is there additional pressure for students to maintain a high level of academic success and therefore feel more inclined to academic dishonesty?

Several articles were accessed on the Carnegie Foundation website that discuss academic integrity, what it means, and how it can be viewed in reference to academic learning and future potential careers. The Spirit of Liberty (Colby, Ehrlich, Beaumont, &

Stephens, 2011) article discusses civic virtues and in what way "Colleges can establish the groundwork that students will later build on, shape the intellectual frameworks and habits of mind they bring to their adult experiences, change the way they understand the responsibilities that are central to their sense of self, teach them to offer and demand evidence and justification for their moral and political positions, and develop wiser judgment in approaching situations and questions that represent potential turning points in their lives." The article further states that cheating in college has increased and that students do not understand or share values of academic integrity. Ultimately, there is a decline in civic and political participation among young adults and college students. With this in mind, there is an attempt to have a campus climate that supports positive values like honesty, open-mindedness, and respect, including a strong honor code against cheating to encourage and establish the college's values. It is suggested that promoting service to the community or civic development is a key element to set this culture.

The Occurrence and Types of Academic Dishonesty and Cheating

Many research studies have focused on kinds of cheating and whether there are more serious or less serious kinds of cheating. Can the reasons for cheating be categorized? If a student cheats once, is he/she more prone to cheat again?

One study used multidimensional scales of college students' perceptions of AD (Schmelkin, Gilbert, Spencer, Pincus, & Silva, 2008). The primary focus for this study was to review various behaviors that are defined as AD in terms of the "seriousness" or "dimension" of the behavior; there may be specific behaviors that are worse than other

behaviors. The Schmelkin et al. study analyzes those behaviors and puts them into two categories.

- Dimension 1 labeled “Papers vs. Exams” differentiates between dishonesty that is paper-related versus that which is exam related.
- Dimension 2 labeled “Seriousness” used a scale of “not at all serious” to “very serious.”

They found that exam-related violations were more serious. They did note that “The students’ perceptions of the seriousness of the violation is intertwined with the degree to which they believe that it is a clear example of AD, the degree to which particular behaviors are examples of intentional cheating, as well as the possible consequences associated with the behaviors” (Schmelkin et al., p. 598).

Brent and Atkisson (2011) studied what circumstances, if any, could make cheating justified. They researched which responses were most common and how there could be emergent categorizations. They found there are some students who want to maintain their self-image as being generally a “good person” who cheats because of an unusual circumstance. One category they define as “denial of injury” includes responses such as, “Working in groups should be ok.” and “If I’m stuck on a problem, I will still ask a friend or one of my roommates” (p. 649). Some statements attempted to minimize the amount of injury by “accidentally plagiarizing a small portion of a source” and “Sometimes paraphrasing is considered copying and that may be considered plagiarism” (p. 649). Overall, this study found statements that cheating on tests (68%) was more serious than cheating on homework (30%). Justifications for cheating on homework

(56%) are more plentiful than tests (4%). Lastly, this study defines categories that hope to set standards for future categorization of emergent themes or codes that will be used in further research on AD.

Rettinger and Kramer (2009) found that 73.4 percent of students reported cheating on a variety of behaviors, but that 37.7 percent cheated on serious behaviors such as plagiarism on a paper or an exam; however, plagiarism is more likely than exam cheating. Thirty-six percent cheated on a homework assignment. Some students reported they did not plagiarize or cheat on an exam (31.5%).

Rakovski and Levy (2007) found that the most serious dishonest acts are exam-related dishonesty and plagiarism. Less serious dishonest acts were out of class work including collaborating on homework and not contributing to a group project. Based on the literature review conducted, plagiarism and exam-related dishonest behaviors were found to be the most serious kinds of academic dishonesty.

McCabe (1997) also breaks down the types of cheating into similar categories: 1) cheating on exams, 2) cheating on written work, and 3) other - working in groups instead of individual work, falsifying lab data, and copying another's computer program. He also defines serious cheating versus repetitive cheating.

Whitley (1998) did a literature review and determined that an average of 70 percent of students cheat, but only an average of 43 percent cheat on exams, and an average of 47 percent engage in plagiarism. The study from Rakovski and Levy (2007) found that exam-related dishonesty and plagiarism are considered the most serious

dishonest acts; out of class work, such as collaborating on homework and not contributing to a group project, are considered less serious dishonest acts.

Many studies utilize various demographics and the effect on AD. Demographic variables can increase the challenge for the institution to build a sense of community and enhance and enrich student learning and success (Lovett, 2006). The demographics for this study include academic major, gender, and race.

Academic Dishonesty and Academic Major and Professional Practice

One area of particular interest has been AD among various academic majors. Ethical scandals in the corporate workplace have led to interest in specific areas. There is evidence that students who exhibit unethical and dishonest behavior in college may carry those attitudes and behaviors into the workplace (Harding, Carpenter, Finelli, & Passow, 2004; Lawson, 2004; Smyth & Davis, 2004). Lawson (2004) studied whether a relationship exists between students' attitude toward ethical behavior in an academic setting and their attitude toward such behavior in the business world. Lawson believes this focus will be useful for determining the extent to which students' beliefs regarding ethics in the business world are a reflection of their general ethical beliefs and values. Based on his in-depth literature review, the concern was that a student who cheats on an exam may be more likely to cheat on an expense account when he/she enters the business world. In addition, he found that upper classman (juniors and seniors) were more likely to believe that insider trading was wrong and that people in the business world act in an ethical manner. He called this a maturation process that occurs as the students' progress through school.

Lawson (2004) also asked students about their level of agreement on responses regarding ethical behavior in the "real world." Three hypotheses and a summary of results of particular interest to this research study are:

- H_1: In general, students do not believe that people in the business world act in an ethical manner. Findings: More than twice as many students believe that people in business generally act in an unethical manner (58.5 percent) as those who thought business people act in an ethical manner (25 percent) (p. 193).
- H_2: Students believe that unethical behavior is necessary to get ahead in the business world. Findings were not significant: 42.3 percent of the students agreed with this statement (28.6 percent don't know), 13.7 percent strongly agreed (13.7 percent don't know), 37.6 percent disagreed (24.4 percent don't know), and 13.2 percent strongly disagreed (p. 193-194).
- H_3: Students do not believe that unethical behavior is appropriate in the business world. Findings: They disagree with the idea that "It is OK to lie to a potential employer on an employment application." and agree that "The use of insider information when buying and selling stock is unethical." They agree that "Good ethics is good business" (p. 193).

Lawson (2004) found there is a relationship between beliefs regarding AD and ethical behavior in the workplace. There is a "very strong relationship between students' propensity to engage in unethical behavior in an academic setting and their attitude toward such behavior in the business world. Students who cheat on exams or who

plagiarize papers were more likely to be accepting of the need for unethical behavior in the workplace than those who did not engage in academic dishonesty" (p. 195).

In summary, the "cheaters" were more likely to believe they would have to compromise their ethical standards in order to advance their careers and less likely to believe that people in the business world generally act in an ethical manner or that good ethics is good business (Lawson, 2004). Furthermore, "It is clear that students' propensity to cheat in school and their beliefs regarding ethical behavior in the business work are very much related" (p. 196). This raises concern that the need for unethical behavior in the business world could lead to a self-fulfilling prophecy.

Smyth and Davis (2004) analyzed two-year college students' viewpoints toward cheating with general questions concerning attitudes about cheating and opinions on ethical statements. They studied business major students versus non-business major students. They state that "Although a substantially high percentage of all respondents agree that cheating is ethically wrong, it is disappointing that nearly half of the respondents find cheating to be socially acceptable" (p. 72). Business majors reported a significantly lower degree of ethical behavior than non-business majors for those who have cheated or find it socially acceptable. Business majors had a higher incidence (59 percent) of collegiate cheating and are more prone to consider cheating socially acceptable than non-business majors (at 41 percent) (p. 66).

Rakovski and Levy (2007) concentrated their research on AD on business students. Their hypothesis stated there would be differences in cheating levels across various demographics. They asked students to indicate their self-perception as well as the

perception of others regarding their level of honesty. Most students considered themselves to be very honest (57 percent) or honest (42 percent). Only one percent considered themselves dishonest. They found that marketing and management majors were more dishonest, while accounting majors were more honest. Management majors were more likely to use crib sheets (summarized notes) and copy exam material from others. Rakovski and Levy believe the ethical behavior of these students may lead to the same behavior when they enter the workplace. They conclude that "The better academics understand college students' attitudes and behaviors with respect to academic dishonesty, the better they will be at shaping those students' ethical progression" (p. 11).

Donald McCabe has done numerous reports on academic dishonesty. Many of his studies have also researched the prevalence of cheating at universities that have a Code of Honor (labeled *code school)* compared to those universities without a Code of Honor (labeled *no code school)* (McCabe & Trevino, 1993; McCabe &Treviño, 2002). In 1995-1996, McCabe studied over 4,000 students from 31 campuses focusing on natural science and engineering majors. (McCabe, 1997). Previous studies had been performed on a single campus with smaller samples. At the time of his study, he saw changes in college curricula in general, especially in engineering programs. He found that students are expected to participate in more group projects and collaborative assignments that present opportunities or new issues regarding cheating. He also noted that there are a greater number of female students and increased cultural and ethnic diversity among students. The findings and conclusions for this study are very relevant to this research study:

- Cheating was prevalent with 83 percent to 96 percent of the students in the no code sample admitting to one or more incidents of cheating and 70 percent to 88 percent admitting to at least one incident of serious cheating (p. 438).
- In the case of code schools, 57 percent to 76 percent of the respondents self-reported at least one incident of cheating, with 49 percent to 73 percent admitting to at least one serious incident (p. 438).
- Among students in the no code sample, one in three business majors and one in four engineering majors were classified as repetitive exam cheaters - i.e. students who admit to four or more incidents of serious examination cheating (p. 438-439).
- There is a significant difference in the number of students who admit to cheating at no code and code schools. Engineering students at no code schools report higher levels of cheating than students majoring in the natural sciences, the social sciences, and the other major category. At code schools engineering students report higher levels of cheating on written work than natural science, social science, and other majors (p. 439).
- Engineering students at no code schools consistently reported the lowest levels of cheating on examinations (although not statistically significantly with natural science majors). McCabe found this finding as surprising and could not provide an explanation for this (p. 439).
- McCabe summarizes the reasons why engineering students cheat is their frustration with non-engineering courses that are necessary to meet graduation

requirements, especially liberal arts courses. They are convinced that they will never use this learning (non-essential classes) in the future, and those courses become targets for cheating (p. 441).

- McCabe concludes that although integrity in research is a fundamental principle in natural science, students don't see that cheating behavior in this area as problematic. The students believe that they face poor facilities and materials, limited access, and inadequate assistance in the labs (p. 442).

In reviewing these findings, it was concluded that it set some standards for future studies within academic majors and disciplines, the kinds and seriousness of cheating, and cheating at schools with and without a code of honor. There are some other studies that focused on academic majors and their frequencies of cheating.

An exploratory study was conducted on how AD relates to unethical behavior in professional practice by Harding et al. (2004). They focused on engineering students and whether those who frequently participate in AD are more likely to make unethical decisions in professional practice. Their sample included engineering students who reported working full-time an average of six months per year as professionals and attending classes during the other six months of the year. This study hypothesized that

1. There are similarities in the decision-making processes used by engineering students when considering whether or not to participate in academic and professional dishonesty, and 2. Prior academic dishonesty by engineering students is an indicator of future

decisions to act dishonestly.

They found there were common themes in describing temptations to cheat or to violate workplace policies and factors that caused them to hesitate in acting ethically, which supports the first hypothesis. In addition the second hypothesis was supported; there is a relationship between self-reported rates of cheating in high school and a decision to cheat in college and to violate workplace policies.

Another study on undergraduate engineering students (Passow, Mayhew, Finelli, Harding, & Carpenter, 2006) focused on the prediction of frequency of cheating on exams and the frequency of cheating on homework with several variables. They found that students don't see cheating as a single construct, and their decisions to cheat or not to cheat are influenced differently depending on cheating on exams (36 percent) and cheating on homework (14 percent). They also found that a student's conviction that cheating is wrong no matter what the circumstances is a strong deterrent to cheating across types of assessment and that a student who agrees that he/she would cheat in order to alleviate a stressful situation is more likely to cheat on both exams and homework (Passow et al., 2006, p. 677). They conclude that "Faculty and administrators should carefully define for students what does and does not constitute cheating for exams, homework, term papers, projects, laboratory reports, and oral presentation" (p. 679). Clear definitions should be communicated to students on what is considered cheating. In addition they encourage the exploration on what way students can develop moral obligations and development.

Lastly, a study was conducted comparing pharmacy, humanities, business, biomedical science, physiotherapy, and education programs (Bates, Davies, Murphy, &

Bone, 2005). While their focus was on pharmacy students, several conclusions relate to the literature review for this study. This report found that education students reported less occurrences of AD when compared with pharmacy students, who reported the highest incidence. Pharmacy students had the highest engagement in AD, while education students were the least dishonest, lower than business and humanities. They also state that "As students progress through the university, they become more aware of the ethical or moral standards expected in their place of learning and on their course of study. This idea has weighting in this study where education students report less academic misconduct than students from other courses" (p. 74). In other words, students trained to be teachers have actively considered the effects of cheating on the individual, the institution, and the student body. They can see the results of cheating in their future classrooms and students.

Academic Dishonesty and Gender

Another area that has included substantial research is AD and gender. There have been numerous studies on AD and gender with mixed results. Several studies conclude that females are more ethical, or they are more concerned about ethical issues than males (Sims, Cheng, Teegen, 1996), while many other studies do not support any gender differences. Some of the studies that found females to be more ethical or to have lower AD focusing on academic dishonesty and gender are:

- Walton (2010) found that AD is more prevalent in men than women.

- Lawson (2004) found that women held, on average, more ethical beliefs than men. This was shown by their negative answers to behavioral questions regarding ethical behavior in non-academic settings.
- Rakovski and Levy (2007) found males report a significantly higher incidence of cheating than females.
- Smyth and Davis (2004) found males report a significantly higher incidence of cheating than females when using a scale from one to seven on several survey statements on writing a report for a co-worker or filling out a false expense report but not turning it in. This was also evidence for females who have cheated, would assist someone else with cheating, or find it socially acceptable. This study found that males report a higher incidence of cheating (52 percent) than females (41percent).
- Females were less likely to cheat and had a greater tendency to cheat if they were helping others succeed, whereas White males were more likely to cheat to succeed personally (Calabrese & Cochran, 1990).

Candace Walton's (2010) study from Kansas State University used self-reported dishonest behavior and perceptions of peers' dishonest behavior as dependent variables. She combined three independent variables: 1) gender and age, 2) gender and race/ethnicity, and (3) gender and academic major. She believed that these combined variables would be more useful than looking at them independently. The results of her study determined that:

Gender and Age

A. Own perception:

1. Ages 18-24 reported higher rates of AD in men and women than ages 25+.
2. Men who were 18-24 had higher AD than men who were 25+.

B. Peer perception:

1. Women who were 18-24 reported higher rates of AD than women 25+, as well as men who were 18-24.
2. Men who were 18-24 reported higher rates of AD than women 25+.

In summary, men and women 25+ reported the lowest incidence of AD, but 18-24 year-old women were ranked higher than 18-24 year-old men. Walton found that gender and age made a difference in AD.

Gender and Race/Ethnicity

Walton's hypothesis stated that multicultural men and women will differ from White men and women in their own and peer perception for dishonest behaviors. However, she didn't find significant differences. Specific race or ethnicities were not studied separately.

Gender and Academic Major

There were three hypotheses in this area:

1. College of Business Administration majors, men and women, will differ in their own and peer perception for dishonest behaviors;
2. College of Education majors, men and women will differ, in their own and peer perception for dishonest behaviors; and

3. College of Business Administration majors will differ from College of Education majors in their own and peer perception for dishonest behaviors.

Findings did result in differences in these three hypotheses. Walton found business students engaged in dishonest behavior more often than non-business students. However, she didn't find significant differences in gender and other academic majors.

Academic Dishonesty and Race

Previous research regarding academic dishonesty and race are extremely limited. One study found that White students reported the highest scores for AD with Hispanic and Asians reporting the lowest (Calabrese & Cochran, 1990). The "other" race category reported lower AD than Whites. The most relevant study pertinent to this research study is the Walton (2010) study described previously in *Academic Dishonesty and Gender*. She studied multicultural men and women and the way they may differ from White men and women. This study did not find any significant differences in AD and race/ethnicity.

Theoretical Applications

Academic Integrity Strategy or Ethos

As discussed in Chapter 1, there can be a culture or environment that starts with the university mission and vision that sets the tone for the classroom or a climate of integrity on campus. This can also be called an academic integrity ethos (Whitley, Jr. & Keith-Spiegel, 2010). It conveys the institutional value system and places a high standard on integrity and ethics. The university mission, vision, purpose, core values, goals, and objectives can set this culture or ethos to encourage personal values and integrity. Having institutional leadership also emphasizes that integrity ethos can be a powerful force to a

continued commitment in this area. An integrity strategy usually includes compliance planning and the establishment and enforcement of rules with a policy or honor code. It is a broader view of defining responsible conduct and provides guidance and patterns for values. It is more demanding, because it sets the responsibilities and aspiration for an organizational ethos (Paine, 1994).

An integrity strategy for AD involves the active promotion of responsible behavior. It is not a reactive approach but instead a proactive approach, as it supports the development of personal values rather than rules (Whitley, Jr. & Keith-Spiegel, 2010). Whitley, Jr. and Keith-Spiegel expand on these ideas and propose four elements of an academic ethos: institutional integrity, a learning-oriented environment, a values-based curriculum, and an honor code. Oftentimes this means organizational change and development of these elements. While all four features may not be feasible for every university, the effort to foster and incorporate them could be extremely beneficial for developing an academic integrity ethos. An integrity strategy may vary based on the leadership, history, culture, protocols or policies, and priorities. Each of these areas can change an integrity strategy based on commitment and communication (Paine, 1994). Success of this strategy depends on the constant effort and time and resources to support it.

Causes for Cheating

When defining and reviewing what AD means or doesn't mean, questions arise as to why a student would cheat. Does a student make a conscious decision to cheat for a specific reason? Or do students feel pressures from their family, friends, instructors, or

peers that drives them to cheat in order to "succeed?" Perhaps a student doesn't realize that his/her "values" are different from other students or meet the expectations of the university. The National Association of Student Personnel Administrators, Inc. (NASPA) published a document titled "Issues and Perspectives on Academic Integrity" (Gehring, Nuss, & Pavela, 1986). While it was published in 1986, the information is still pertinent and relevant today. The causes of AD bring about many ideas on why AD might occur:

- Students are unaware of how AD is defined.
- Students believe that it doesn't matter how much they learn or believe; what they learn isn't relevant to their future career.
- Student values have changed the ability to succeed at all costs and are one of the most cherished values. Students are more interested in financial security, power, and status and less committed to altruism, social concerns, and learning for the sake of learning.
- Increased competition for enrollment in popular disciplines and for admission to prestigious graduate and professional schools prompt students to cheat in order to improve their grades.
- Students are succumbing to frequent temptation. Faculty members are careless about securing exams or proctoring exams. Faculty members frequently repeat the same assignments or examinations.
- The risks associated with cheating are minimal. Established campus sanctions may not be appropriate for the severity of the infraction, or faculty members

> may avoid using campus disciplinary procedures and simply give students suspected of cheating a lower grade (Gehring, Nuss, & Pavela, 1986, p.3-5).

Looking at these points of view can help determine the reasons why a student would cheat by allowing us to see through the eyes of the student. If students are facing these issues and pressures, perhaps this is the first step towards trying to address the impact and relevance of AD and AI.

Since UNM is categorized as a CHR institution, one note particularly pertinent to UNM is that "There is increased competition for enrollment in popular disciplines and for admission to prestigious graduate and professional schools, which can prompt students to cheat in order to improve their grades" (Geddes, 2011, p. 3). A study conducted for gifted and high-achieving students on AD focused on the expectations of having that label and how it could equate to increased cheating to meet those. These students may feel additional pressures to maintain good grades in order to be admitted and graduate from professional schools. The results of this study concluded that AD was prevalent among gifted and high-achieving students. The primary incidents of cheating occurred on homework assignments and exams. Students attributed their motivation for cheating to grade point average (GPA) pressure, peer pressure, and the demands of a heavy workload. These students reported that they were capable of being successful without cheating but succumbed to AD due to these pressures and demands. Having the designation of CHR may bring about additional pressure for UNM students; however, it may be a pressure that all undergraduate students feel. In addition, most, if not all

students feel the pressure to achieve a certain GPA and the heavy workload that accompanies the demands in an institution of higher education.

The neutralization theory is another concept regarding why students cheat or rationalize their reason(s) for cheating. The reasons or causes of why a student would cheat from “Issues and Perspectives on Academic Integrity” (Gehring et al., 1986) indicate how a student can feel guilt or dissonance from AD.

Neutralization Theory

Attitudes may allow a student to rationalize or neutralize behavior that is contrary to their ethical codes (Vandehey et al., 2007). Neutralizing attitudes justify behaviors regarding ethical codes when a person experiences guilt or dissonance (Rettinger & Kramer, 2009). Neutralizing is only necessary for behaviors that violate one’s ethics. “If cheating behavior is seen as normal, there is no violation of ethics and thus no need for neutralization” (p. 310). It can occur when there is a general, broader view that these acts are wrong and the person feels the pressure to conform. It can reduce the negativity that a student may feel when cheating. The student is able to feel less or no guilt by justifying his/her behavior. Also labeled as cognitive dissonance, it can be the state of tension that results when a person experiences conflict between their attitude and their behavior (Nelson & Quick, 2003). With this dilemma, there is motivation to either alter the attitude or the behavior to achieve a sense of balance or consistency. There is a denial of responsibility.

With neutralization there is the strategy of blaming the instructor, the culture, or other students to shift cheating behavior to other causes, and, therefore, make it

acceptable (Murdock & Stephens, 2007). Neutralization encourages enabling by rationalizing behavior and shifting the blame to external situations or circumstances. In other words, students are extrinsically motivated instead of intrinsically motivated. This attitude can increase academic dishonesty, because it takes away the direct responsibility from the cheating student (Rettinger & Kramer, 2009)**.** Examples of this neutralization attitude include statements such as:

- "The course material is too hard."
- "My cheating isn't hurting anyone."
- "I didn't have time to study."
- "Everyone else is cheating."
- "I am in danger of losing my scholarship" (Vandehey et al., 2007).

As discussed previously, there are different attitudes between cheaters and non-cheaters. Students can rationalize behavior for reasons such as denying personal risk (e.g. "No one ever gets caught.") and selective morality (e.g. "I am an honest person, but I had to cheat in this circumstance.") (Wright, 2004, p. 294).

When questioning the student who cheated and turned himself in, the student talks about his moral dilemma:

> Regarding students who cheat, cheating significantly retards or slows their potential for skill development, increases the likelihood of making costly mistakes, and reduces one's ability to compete with others on a level. That is, non-cheating, playing field…I see cheating as contaminating the learning environment by setting unfair standards for those students who choose not to cheat. In sum, for me, cheating involves the failure to develop one's moral standards and impedes the cheater's ability to personally grow and develop one's moral standards and grow and develop his or her character. I believe that once cheating becomes an accepted choice in difficulty

> situations, it can easily become the behavioral norm for the individual. If it becomes the accepted norm for enough individuals, it can be the accepted norm for society…As to why I cheated, the reason was quite simple. I wasn't confident in my ability to do the job that I wanted to do. I well know firsthand that self-doubt is a terrible feeling…I felt my skills for the exam in question were less than adequate, and I felt that I needed an edge to successfully compete…I made the decision to write crib notes in advance and sneak them in to help prompt my answers to the questions most likely to be asked on the actual exam… Unfortunately, going into the final exam, I had a C for the class, in my view, hardly a grade that inspires that much respect! So, yes, my respect for you [the instructor] as a person certainly added more stress to my decision to cheat on the final exam…but I had cheated in other classes, and I more or less made up my mind to cheat on the morning of the final exam… I cheated for several reasons, the most important one being the perceived opportunity to improve my grade. However, my respect for you [the instructor] as a role model was very important in my later decision to confess to cheating on the exam (Wright, 2004, p. 294-296).

Expectation Theory

As students start their academic journey in college, there are expectations about what their academic and college experience will be. There are also expectations from the university for those students. There will be expectations from all areas and programs on campus regarding the students' academic (classroom) behavior, ability to matriculate and graduate, various achievements, out of classroom behavior, their social behavior, etc. There are pressures and demands for students to achieve a certain GPA and tackle a heavy workload that accompany an institution of higher education. These expectations vary and can change as the culture and subcultures change.

There could be a gap between what the teacher expects of the student and what the student's perceptions are regarding the expectations from the teacher and the class. The better communication provided for these expectations, the less opportunity for disparities between the university and the student. Whitley and Keith-Spiegel (2002)

found that “Classroom discussions of AI appear to be uncommon” (p. 55). Perhaps instructors assume that students are getting the information from other sources and that making this expectation clear in the classroom is not needed Whitley and Keith-Spiegel conclude that “Students are least likely to hear about academic integrity issues where they are most likely to pay attention - in the classroom” (p. 56). Hence, the expectations are not clearly defined. The more clearly defined the expectations, the higher the chance that the expectations can set the norms and outcomes for the student.

There may be an assumption that students’ behavior and AD are intentional. However, AD could include a student who doesn’t realize his/her behavior is dishonest. He/she may not know the behavior is prohibited. It may be the student’s perception that he/she is not being dishonest (Whitley & Keith-Spiegel, 2002). This enforces one of the causes that was cited by The National Association of Student Personnel Administrators, Inc. (NASPA) document,” Issues and Perspectives on Academic Integrity” (Gehring et al., 1986). It lists one cause of AD being that students are unaware of how it is defined. This was a common theme in the literature review that oftentimes a student wasn’t sure how cheating is classified. What one student may consider cheating, another student may not consider that behavior as cheating. Exactly what behaviors are considered cheating?

The student may not understand the expectations of the teacher or the assignment. Also, the student may know the behavior is dishonest but not have the skills necessary to avoid it. Plagiarism can be one example of this. The student may understand the overall concept of plagiarism but not have the ability to identify the specifics of it; it could be ignorance (Whitley, Jr. & Keith-Spiegel, 2001). Recommendations from the Passow et al.

(2006) study include setting expectations for students. They state that “Faculty and administrators should carefully define for students what does and does not constitute cheating for exams, homework, term papers, projects, laboratory reports, and oral presentation” (p. 679). Clear definitions should be communicated to students defining what they consider cheating, which allows students to have distinct guidelines for their behavior for tests and homework.

Providing clear and defined expectations is the first step to setting the norms, values, and beliefs for students. Setting these expectations should be a part of UNM’s cornerstones of purpose, core values, ethos, and emphasis on AI. This provides the guidelines that students should be expected to fulfill. In this context it is setting the expectation that the student is responsible for AI and his/her own academic success. A clear and concise honor code is one way to set this expectation. However, an honor code must be communicated. McCabe and Trevino (2002) further stress that:

> Simply having an honor code means little if students don’t know about it. It must be introduced to new students and made a topic of ongoing campus dialogue. The level of trust placed in students on honor code campuses established academic integrity as a clear institutional priority (p. 39).

With this in mind, providing the expectations can be crucial to the gap between what the teacher expects and what the student perceives as the expectations. Teacher expectations are defined as “inferences that teachers make about the future academic achievement of students based on what they know about these students now” (Good &

Brophy, 1994, p. 74). Teacher expectations are also defined as “effects on student outcomes that occur because of actions that teachers take in response to their expectations” (p.74).

Alderman (2004) details many aspects of setting expectations in the classroom and differences between setting minimal expectation requirements, or floor level expectations, and higher level of expectations, or ceiling levels. Conveying positive expectations concentrates on what the student needs to learn. Therefore, expectations can also be linked with effort and ability. Setting clearly defined expectations for students is key to teaching students how they should behave. What behavior is considered good and what behavior is considered bad? Being aware of how students learn in higher education and within the framework of an organization or culture is another way to set those expectations.

Chapter Summary

In the last ten to fifteen years, higher education and colleges and universities have seen significant changes that impact many areas. While there have been major challenges and alterations, emphasis continues to be placed on the development of life-long behaviors, values, morals, ethics, and skills for students. These life-long behaviors can be fundamental values of higher education. With this mindset, an academic integrity culture, environment, or ethos can be cultivated and encouraged to nurture students’ personal character development and future behavior. This growth and future conduct can be defined as creating an environment or culture that supports and encourages AI and discourages AD.

Previous research and results were presented on various kinds of cheating or academic dishonesty, how cheating can affect students in specific majors or colleges, and future behavior, gender, and race. Theoretical applications discussed were AI strategies or ethos, neutralization theory, and the expectation theory. The literature review defines the many ways that AI and dishonesty affects students and the campus culture.

This research study explored issues of student's dishonesty at UNM. It focused on students who might be or are cheaters. The non-cheaters were not the focus of this study. Questions were:

1. How likely were students to cheat in the future?
2. Have they cheated?
3. Why might they cheat?
4. Why did they cheat?
5. For those students who have cheated in the past, how did they cheat?
6. Are there certain demographics that were more prone to academic dishonesty?
7. Does a student's academic major affect student dishonesty?

Students in the areas of business, education, engineering, and social science were the focus for this study. Does a student's gender affect their student dishonesty? Does a student's race affect their student dishonesty?

UNM is a Carnegie Very High Research Institute (CHR). Did this classification result in differences in the answers to the research questions? UNM is also a Hispanic Serving Institution (HSI); therefore, the race of White and Hispanic were explored to see

if there was any difference in the answers to the research questions. 1) Are there types of cheating that are more prevalent than others? 2) Do these reasons reflect the neutralization theory that students rationalize their cheating by blaming external situations or circumstances? By concentrating on these areas, this research study specifically looked at the demographics of academic major, gender, and race. In addition, an exploratory analysis was completed regarding how UNM compared to the CHR and HSI through benchmarking these categories.

In Chapter 3 the purpose of the study, research questions and hypotheses, research design, data collection, sample, procedures, data analysis, and the limitations of the study will be discussed. Conclusions and data summary will be shown for each research question.

Chapter 3

Methodology

In Chapter 2 previous research and results were presented on how various student demographics (academic major, gender, and race) might affect certain kinds of cheating or academic dishonesty (AD). Theoretical applications discussed were academic integrity strategies or ethos, neutralization theory, and the expectation theory. The literature review defined the many ways that academic integrity (AI) and AD affect students and the campus culture.

In this chapter the purpose of the study, research questions and hypotheses, research design, data collection, sample, procedures, data analysis, external and internal validity, and the limitations of the study are discussed. Conclusions and the data summary are shown for each research question.

This research study explored issues of student AD at The University of New Mexico (UNM). Students were asked general questions regarding their previous cheating behavior and the potential for future cheating behavior. Do the demographics of academic major, gender, or race affect their AD? Several other areas are compared and explored, including the Carnegie High Research institute (CHR) and the Hispanic Serving Institution (HSI) and how UNM AD and AI compared to these two benchmarks. Lastly, are there certain kinds of AD that are more prevalent than others, and do these reasons for cheating reflect the neutralization theory?

Research Questions and Hypotheses

Research Questions (RQ) and Dependent Variables

There were five main research questions (dependent variables) for this study. The UNM undergraduate students were asked about their past and future behavior regarding cheating, the reasons they have, or may have, for cheating, and the kinds of cheating they might participate in for exams, papers, and other general behaviors. For all questions and choices, see Appendix E.

RQ 1: Have you ever cheated on an exam, paper, assignment, etc.?

RQ 2: Why did you cheat?

RQ 3: How likely are you to cheat on an exam, paper, assignment, etc. in the future?

RQ 4: Why might you cheat?

RQ 5: In which of the following have you participated while in college?

Research Questions (RQ) and Independent Variables (IV)

For each of the dependent variable questions, the following demographics variables were compared: 1) academic major, 2) gender, and 3) race. For all questions and choices, see Appendix E.

IV 1: Does a student's major affect AD? Students in business, education, engineering, and social science were studied.

H_1**:** Students in business, education, engineering, and social science will differ from each other in their self-reported AD behavior.

IV 2: With which gender do you identify?

H_2**:** Males and females will differ from each other in their self-reported AD behavior.

IV 3: Does a student's race affect their AD? Since UNM is an HSI, Whites and Hispanics are studied.

H_3: Whites will differ from Hispanics on self-reported AD behaviors.

In addition an exploratory design was used to determine how the results from this study's survey for these independent and dependent variables compared to the CHR and the HSI benchmark. A frequency analysis was completed to determine the top reasons why students cheat on exams, papers, and general behavior.

Research Design and Data Collection

Collection of Research Data

The Division of Students Affairs at The University of New Mexico participates every few years in a study through Student Voice, a contracted vendor who specializes in higher education assessment and evaluation, and the National Association of Student Personnel Association (NASPA), the national professional association for student affairs personnel. This collaboration between Student Voice and NASPA is called the Consortium. This study in the Consortium is called "The Profile of the American College Study" (PACS). It was a quantitative research study reviewed and approved by UNM's Institutional Review Board Protocol #10-576 on December 9, 2010. See Appendix F, G, and H for detailed information on Student Voice, NASPA, and the Consortium.

The PACS survey was developed by the Consortium. All universities who utilize Student Voice have the option of using the Consortium studies. The collection of the PACS data is described as follows:

- There were nine topic sections plus a demographics section in the PACS: academic involvement, academic integrity, campus involvement, health and wellness, technology use, media consumption, diversity issues, values and beliefs, and future aspirations. Survey sections were designed to get an accurate portrait of today's college student by understanding who they are, how they behave, and what they believe. All respondents were asked to complete the demographics section, as well as four out of nine randomly selected sections.
- A data access request form was completed, approved, and submitted to the UNM registrar's office to secure the list of all UNM students enrolled in the Spring 2011 semester. The Institutional Review Board (IRB) approval was required before this data access request could be approved. The IRB approval allowed the UNM registrar's office to ensure that the list of names and email addresses would not be shared outside of the scope of this study. This list took approximately ten days to obtain.
- The data was collected by an online survey via an email invitation that specified participation was voluntary and contained a link to the survey. By clicking on the link, students indicated their willingness to participate in the survey. The email invitation included the names and contact information of

the researchers so that students could communicate with someone for any questions or concerns.

- The email invitation for PACS was sent to all UNM undergraduate and graduate students who were enrolled for the Spring semester 2011.
- Appropriate consenting persons were self-identified students who received the email invitation to participate in the study. After reading the email invitation, they could then follow the link to the online survey. The consent form (Appendix I) explained that their participation was on a purely voluntary basis and that they could withdraw at any time by simply not finishing the survey or that they could skip any questions they chose without penalty. Respondents read the consent form, but a signature wasn't required. Their continued participation in the study was their consent. Therefore, the data collected were self-reported responses from the students who chose to participate in the survey.
- In order to increase participation in the study, respondents had the option of submitting their email address for a chance at a drawing for (1) $100 Lobo cash card and (2) $50 Lobo cash card. These cash cards could be used on the UNM campus for food and the UNM bookstore. The drawing email address was kept separate from the survey responses so they could not be correlated.
- The PACS survey was available online for three weeks in January/February 2011. In addition to the initial email, students were sent two reminders during

the three weeks via email. Survey completion was estimated at no more than 20 minutes.

- Data encryption and other measures ensured the security of the data. All information was compiled in real-time at an online, password-protected reporting site. Only select individuals at the institution, NASPA, and Student Voice had access to the results. Data is stored for approximately one year after the data collection was completed in the password-protected reporting site. After one year, the data will be purged. Given that this was an online survey, researchers had no contact with participants other than through the email invitations to participate. Deception was not used in data collection.
- The data responses from the respondents could not be linked with individual names or personal information. It was not possible to identify individual responses with their names, etc. It was anonymous and confidential. No individual data were identified; there was no way to know which students responded or didn't respond to the PACS.

A total of 24,568 email invitations were successfully sent. A total of 5,512 participated in the PACS; this was a 22 percent response rate, which was a reasonably good response rate for this study. The average response rate for the Consortium is around 15 to 25 percent. Twenty-five universities participated in the Consortium PACS survey.

Utilization of Existing Research Data from PACS

This research study accessed existing data from the Profile of the American College Study (PACS). The survey questions for this study utilized a subset of questions

from the academic integrity section of PACS. For the purpose of this study, this data were labeled the "Academic Dishonesty Profile" (AD Profile). The IRB request was granted for this research study on July 14, 2011, Protocol #11-327 (An Investigation of Academic Dishonesty at the University of New Mexico). The AD profile was compared to two comparison groups or benchmarks created by the Consortium for other universities labeled as the Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) using PACS.

Sample

Using the AD Profile for this research study, the specific demographics for participants are identified by the independent variables:

1. Academic major - business, education, engineering, social science,
2. Gender – female and male, and
3. Race – White and Hispanic.

A total of 5,512 students participated in PACS. The number of respondents was lower for the AD Profile because of the random sample for the various sections of the survey and AD Profile. For this research study, only data from undergraduates who participated were used. The demographics from PACS were compared to the overall UNM demographics to equate similarities and differences of the sample and population. If the specific demographics for the AD Profile are similar, then using the survey data to generalize inferences to the larger UNM population can be applied. UNM's overall demographic data was accessed from the UNM Official Enrollment Report Spring 2011.

The 5,512 respondents who answered the demographics, independent variables (IV) questions were a maximum of 5,061 due to some respondents not answering all the questions. The maximum number of respondents in the AD Profile (DVs) and the demographics (IVs) was 1,712 because the random sampling from PACS asked for responses in four out of nine randomly selected sections. Therefore, there was a maximum total of 1,712 respondents who could be used for the sample in this study. However, for each cross-tab between the DVs and IVs, the number of responses varied based on those who answered each question. In other words, the sample population varied based on which questions the respondents chose to answer.

Data Analysis

Because of the unique focus of this research, there are six areas of data analysis (labeled as #1,#2, #3, #4, #5, #6). Several analyses were conducted. AD behavior between subjects and between groups/benchmarks (AD Profile, CHR, HSI) were compared and analyzed. Each analysis refers to sections in this research study; there were six areas of data analysis (labeled as #1,#2, #3, #4, #5, #6) in order to answer the research questions:

#1. UNM Demographic Population compared to CHR and HSI. The demographics of the respondents (sample) from each of the benchmarks (AD Profile, CHR, and HSI) were compared with the overall UNM population.

- Were the percent of business, education, engineering, and social science majors from the AD Profile the same as the overall UNM population?

- Were the percent of males and females from the AD Profile the same as the overall UNM population?
- Were the percent of Hispanic and White in the AD Profile the same as the overall UNM population?

Class status was also compared for information purposes.

#2. Major and AD questions on the AD Profile. This analysis was conducted to demonstrate in what way the AD questions were answered by academic major on the AD Profile.

#3. Gender and AD questions on the AD Profile. This analysis was performed to demonstrate in what way the AD questions were answered by gender on the AD Profile.

#4. Race and AD questions on the AD Profile. This analysis was conducted to demonstrate in what way the AD questions were answered by race on the AD Profile.

#5. AD Profile Compared to CHR, HSI, Literature Review, and Total Responses. This analysis was performed to demonstrate the AD Profile compared to CHR, HSI, the AD literature review and Total Responses. This analysis presented the differences between groups.

#6. Top Reasons for Why Students Cheat. The questions for the AD Profile were analyzed to determine what the top reasons were for why students cheat.

Analysis #5 initially only included the comparison of the AD Profile with CHR and HSI. However, as this analysis was taking place, additional analysis would be

interesting to compare the AD Profile with the studies on AD literature reviews to see if there were similarities or differences. Therefore, the comparison between the AD Profile and the literature review was added to Analysis #5.

After completing analysis #1 through #5, an additional section was added to the analysis for "total responses." This evaluation summarized the total responses for each question between the benchmarks so they were not divided by the independent variables (major, gender, and race). This gave an overall, general review of the respondents on the AD Profile, CHR and HSI. Analysis #6 provided the best source for determining the top reasons for why students cheat.

For the questions or reasons for cheating, there was the option of "Please select all that apply." Therefore, a respondent could choose a number of answers to that question. For example, a respondent could choose to pick three responses for a question, while another respondent may choose only one. Because of this, the number of responses did not correspond to the number of respondents that answered that specific question. A respondent may have believed he/she cheats for several reasons in each question. Cross-tab tables with frequencies were shown for these results. The theoretical implications regarding neutralization are also discussed.

RQ 3: Why did you cheat?

RQ 4: Why might you cheat?

RQ 5: In which of the following have you participated during your time in college? For this question, areas were explored regarding exams, papers, and general behaviors.

Out of the 25 universities that participated in the Consortium PACS survey, eight universities (other than UNM) were CHR (very high and high) institutions, and two universities (other than UNM) had the HSI designation. Since there were only two universities from the Consortium that are HSIs, special permission/approval was required from those universities in order for them to be benchmarked. This was to ensure the confidentiality of their data as a benchmark to UNM. After their permission was received, the Consortium averaged the data from the two universities for each of the categories so they could be compared with the AD Profile survey data. The Consortium labeled the benchmarks as "Custom: Carnegie Research Average and HACU Schools Average." In order for these two benchmarks to remain confidential, the names of the universities were not given in this study.

Missing Data

For each cross-tab performed, there were respondents who may have answered one question but not another. In addition, since specific categories were chosen such as business, education, engineering, and social science, female, male, White, and Hispanic, the number of respondents who could be analyzed in the associated cross-tabs was narrowed. Because data were summarized into aggregated data, there was no way to determine if the same respondents answered the same questions. The procedures used to analyze the data were:

1. The individual data responses from the CHR and HSI were not available to download to a spreadsheet in order to ensure confidentiality of data from the Consortium. Also, these benchmarks were averaged, which prohibited the

individual data to be documented. Therefore, this limited the data analysis and comparison to descriptive cross-tab analysis.

2. As identified in the research questions (dependent variables) each independent, demographic variables were grouped side by side. The categories for each question not used were deleted from the analysis. For example, the analysis did not include the other majors from the question - only the four specific categories defined in this study. Male and female were used for gender, but transgender was not used. Hispanic and White were used for race but not the other four race options. The data for those variables were not used in the data analysis.
3. The data was analyzed by looking at the difference within groups within each benchmark, such as the four academic major categories, male and female, and Hispanic and White, as well as between groups between the AD Profile, CHR, and HSI. Because of these criteria, the number of respondents for each cross-tab (sample) was reduced substantially.
4. The other data deleted were the answers to the questions, “None of the above,” “Other,” “n/a”, and “I prefer not to respond to this question.” Each cross-tab shown identified the answers that were not included (deleted).

Procedures for Data Analysis

The AD Profile questions are shown in Appendix E. Data was compiled in aggregate format and analyzed using quantitative methodologies. Data was compiled using cross-tab tables and reviewed for trends and pertinent information for further data

analysis. Descriptive statistics are reported with cross-tab tables using frequency and percentages. The sample size (n) is clearly shown for each area of data analysis cross-tabs.

A major consideration in this data analysis for AD Profile data was the best way to compare it to the two benchmarks CHR and HSI. The data from CHR and HSI was only available in aggregate format. In other words, no individual data could be accessed from CHR and HSI. In order to address this problem, the data analysis is shown using cross-tabs with frequencies and percentages. This limited the possibility of using regression analysis and additional statistical analysis for comparisons.

External Validity

Validity is established through the presentation of evidence that demonstrates inferences are appropriate – reviewed by experts (Schuh & Associates, 2009). This determines if the analysis from the survey questions can be used to predict a particular future outcome. Review of overall UNM demographics that relate to this study were compared to the AD Profile, as well as the CHR and HSI responses in order to determine if the data from the survey are reflective of overall UNM's demographic population.

Internal Validity

PACS was a survey developed and implemented to be benchmarked by any or all universities involved in the Consortium; the questions used were prepared by the Consortium. Survey questions from the *Academic Integrity* section that were used for this study were pertinent to the research questions developed and analyzed in the AD Profile. Those who developed PACS are experts in the field of student affairs research and

assessment. Being familiar with Student Voice, NASPA, and the Consortium and their background and history, staff, and customer service instilled confidence that PACS is a very valid tool.

As the AD literature review was completed, the research study was developed, and the data analysis completed, it was apparent that the questions in the survey were utilized based on this study's literature review. This was especially obvious with the "reasons why they cheat" questions and how they were grouped and the possible responses for those questions. If this research study had been developed prior to the PACS being sent to UNM students, there would have been the opportunity to add questions to the *Academic Integrity* section based on the research questions for this study. These additional questions would have allowed further information to be obtained. However, even as the results were being finalized from this study, there were not any specific questions or changes that may have been added to the survey for the data collection.

Study Limitations

In order to compare UNM using the AD Profile data to CHR and HSI, benchmarks available through the Consortium were used. The data for these standards were compiled in aggregate format, therefore limiting the kind of data analysis that could be performed. Descriptive statistics with frequencies and percentages using cross-tab tables were used for these comparisons.

In addition because of the aggregated data it was not possible to manipulate individual data responses to adequately determine if the respondent answered both

questions defined in each cross-tab table. This limited the depth of the data analysis. Therefore, the conclusions are based on the overall number of respondents to each question and the pairing of the variables in general terms.

A possible limitation was using the survey developed by Student Voice and the Consortium. Since PACS was a survey developed and implemented by the Consortium, the questions used for this study were prepared by them. While the survey questions were valid, the methodology and data analysis had to be adjusted to fit the aggregated data available. There is confidence that the data analysis and conclusions derived from this study are valuable to the research questions and support the ability to make recommendations for practical application and future planning based on this information. The final analysis was used to make conclusions and recommendations.

The information received from the survey was self-reported data from the respondents. If respondents were concerned that their identity could be linked to their answers, there may have been a consideration as to how honest they were. A respondent may have been concerned that if cheating was admitted, there might be a chance the researcher could identify him/her and be reprimanded. Another limitation with self-reported data is how well the respondent remembers behavior accurately. A respondent may answer that he/she has not cheated but perhaps doesn't remember an incident when he/she did cheat.

The respondent may not understand the definition of cheating. This may have led to inadequate self-reported responses based on the interpretation of what the question was asking and the choices of responses to the question. Although the survey questions

seemed clear and concise, a respondent could have a different perception of what cheating might include.

Another limitation includes the sample available in some of the cross-tabs. The area primarily affected by this limitation was academic major. Since the respondents were randomly sampled, the questions regarding AD were only available to students in that random sample. Once the questions regarding AD were paired with the demographic variables, in some cases the sample was reduced substantially. Having more respondents in the AD Profile would have been beneficial. These are all limitations that could skew the interpretation of result of the data analysis.

Chapter Summary

In summary, Chapter 3 defined, presented, and discussed the purpose of this research study, research questions, research design, data collection, sample, procedures, data analysis, external and internal validity, and the limitations of the study. Three independent variables of academic major, gender, and race were specifically chosen so the research questions would provide valuable information for practical application and future planning. These demographic variables were matched with specific questions regarding students' behavior related to their AD. UNM is a CHR and HSI. With these unique distinctions and missions, it was explored whether there is a difference in the cheating behaviors of UNM students regarding AD compared to other CHRs and HSIs. These were benchmarked by the Consortium so the comparison could be analyzed. Questions included:

- Was UNM different from other CHR and HSI higher educational institutions regarding AD?
- Did UNM students differ from CHR and HSI students? If so, in what areas did they differ?

The next chapter demonstrates and discusses the results from the data analysis addressing each of the research questions.

Chapter 4

Data Analysis, Data Results, and Conclusions

Introduction

In Chapter 3 the purpose of the study, research questions, research design, data collection, sample, procedures, data analysis, external and internal validity, and the study limitations were defined. The data summary, analysis, and implementation were summarized and discussed. In review, the maximum number of participants who answered the questions from the AD Profile was 1,712. However, each cross-tab varied based on the number of respondents answering each question. In other words, the sample varied based on those who chose to respond to each question.

In this chapter the data analysis, results, significance, and an overall summary and conclusion are shown for each research question. The data analysis includes six areas of scrutiny. Within each examination are cross-tab tables demonstrating the result for each analysis. For each analysis, a significant finding will be one that has more than a 1.5 percent difference between the variables. This guideline will be used throughout the data analysis.

Data Analysis: Data Results and Conclusions

Analysis #1: UNM Overall Demographics Population with AD Profile, Carnegie High Research, and Hispanic Serving Institutions

Analysis #1 demonstrated the overall demographic comparisons of the AD Profile with The University of New Mexico (UNM) population, Carnegie High Research (CHR), and Hispanic Servicing Institutions (HSI). This analysis focused on the demographics of

the AD Profile compared to the general UNM population and CHR and HSI demographics. Based on this comparison, how generalizable was the data from the AD Profile to these other populations? This analysis assessed these areas for academic major, gender, race, and class status.

The academic majors of business, education, engineering, and social science were benchmarked from the AD Profile with the overall UNM population, the CHR, and HSI. The AD Profile was very similar to this, and there was little difference between the AD Profile and CHR. The largest difference (3 percent) was shown between the AD Profile and the general UNM population as shown in Table 1.1.

Table 1.1
Major and AD Profile Compared to UNM Population, Carnegie High Research (CHR) & Hispanic Serving Institution (HSI) Benchmarks

In which subject area is your major?	AD Profile #	AD Profile %	UNM Population* #	UNM Population* %	AD Profile & UNM Difference	Carnegie High Research #	Carnegie High Research %	AD Profile & Carnegie Difference	Hispanic Serving Institution #	Hispanic Serving Institution %	AD Profile & HSI Difference
Social Sciences	235	13.00%	957	18.03%	5.03%	400	10.84%	2.16%	323	13.99%	-1.00%
Business	183	10.12%		0.00%		478	12.95%	-2.83%	223	9.66%	0.46%
Education	175	9.68%	1,026	19.33%	9.65%	314	8.51%	1.17%	204	8.84%	0.84%
Engineering	143	7.91%	1,107	20.86%	12.95%	401	10.87%	-2.96%	148	6.41%	1.50%
Health Sciences	263	14.55%	493	9.29%	-5.26%	490	13.28%	1.27%	319	13.82%	0.72%
Liberal Arts / Humanities	173	9.57%	1,203	22.67%	13.10%	368	9.97%	-0.40%	251	10.88%	-1.31%
Physical Sciences	126	6.97%		0.00%	-6.97%	235	6.37%	0.60%	173	7.50%	-0.53%
Visual and Performing Arts	73	4.04%		0.00%	-4.04%	128	3.47%	0.57%	102	4.42%	-0.38%
Computer Science	26	1.44%		0.00%	-1.44%	47	1.27%	0.16%	30	1.30%	0.14%
Mathematics	22	1.22%		0.00%	-1.22%	43	1.17%	0.05%	33	1.43%	-0.21%
Interdisciplinary	20	1.11%		0.00%	-1.11%	38	1.03%	0.08%	29	1.26%	-0.15%
Technology	6	0.33%		0.00%	-0.33%	9	0.24%	0.09%	6	0.26%	0.07%
Other	218	12.06%	521	9.82%	-2.24%	465	12.60%	-0.54%	267	11.57%	0.49%
I have more than one major	109	6.03%		0.00%	-6.03%	185	5.01%	1.02%	137	5.94%	0.09%
Undecided	28	1.55%		0.00%	-1.55%	73	1.98%	-0.43%	51	2.21%	-0.66%
N/A / I do not have a major.	8	0.44%		0.00%	-0.44%	16	0.43%	0.01%	12	0.52%	-0.08%
Totals	1,808	100.00%	5,307	100.00%	10.12%	3,690	100.00%	0.00%	2,308	######	-98.78%

Social Sciences: AD Profile 5% less than UNM population; AD Profile similar to CHR & HSI benchmarks

Business Majors: AD Profile 2.8% more than CHR

Education Majors: AD Profile 9.65% less than UNM population; AD Profile similar to CHR & HSI benchmarks

Engineering majors: AD Profile 12.95% more than UNM population; AD Profile similar to CHR & HSI benchmarks

* UNM Population - *UNM Official Enrollment Report, Spring 2011*, does not categorize the subject areas the same way as the PAC's Consortium survey

The percent of males and females from the AD Profile were compared to the overall UNM population, the CHR, and HSI. The AD Profile was the same as the HSI for males and females, and the AD Profile had a 2 percent difference for males and females than the CHR. The AD Profile had the largest difference for males (+8 percent) and males (-8 percent) than the UNM population (see Table 1.2).

Table 1.2

Gender and AD Profile Compared to UNM Population, Carnegie High Research (CHR), & Hispanic Serving Institution (HIS) Benchmarks

With which biological sex or gender do you identify?	AD Profile		UNM Population*		AD Profile & UNM Difference	Carnegie High Research		AD Profile & Carnegie Difference	Hispanic Serving Institution		AD Profile & HSI Difference
	#	%	#	%		#	%		#	%	
Male/Man	1,801	35.70%	11,573	44.03%	8.33%	3783	38.04%	-2.34%	2162	35.79%	-0.09%
Female/Woman	3,244	64.30%	14,713	55.97%	-8.33%	6163	61.96%	2.34%	3879	64.21%	0.09%
Totals	5,045	100.00%	26,286	100.00%	0.00%	9,946	100.00%	0.00%	6,041	100.00%	0.00%
	Males: AD Profile 8.33% less than UNM, 2.34% less than CHR; same as HSI.										
	Females: AD Profile 8.33% more than UNM; 2.34% more than CHR; same as HSI.										

The percent of Whites and Hispanics from the AD Profile was compared to the UNM overall population, the CHR, and HSI. The AD Profile was similar for Whites with the UNM population, 6.5 percent less for Hispanic. The AD Profile had 3 percent fewer Whites and 2.4 percent more Hispanics than the HSI. This isn't a large difference; however, the AD Profile had 17 percent fewer Whites than the CHR and 12.5 percent more Hispanics. This difference could be relevant to the significant results in this study. Overall, generalizations can be made between the AD Profile and the HSI (see Table 1.3).

Table 1.3

Race and AD Profile Compared to UNM Population, Carnegie High Research (CHR) and Hispanic Serving Institution (HSI) Benchmarks

With which racial category do you most identify?	AD Profile		UNM Population*		AD Profile & UNM Difference	Carnegie High Research		AD Profile & Carnegie Difference	Hispanic Serving Institution		AD Profile & HSI Difference
	#	%	#	%		#	%		#	%	
White	2,331	49.42%	12,012	48.12%	1.30%	6267	66.66%	-17.24%	2950	52.44%	-3.03%
Latino(a)/Hispanic	1,313	27.84%	8,548	34.24%	-6.41%	1437	15.28%	12.55%	1430	25.42%	2.41%
Multiracial	401	8.50%				528	5.62%	2.89%	466	8.28%	0.22%
Asian/Pacific Islander	267	5.66%	1,003	4.02%	1.64%	439	4.67%	0.99%	325	5.78%	-0.12%
Indigenous/Native American	252	5.34%	1,626	6.51%	-1.17%	274	2.91%	2.43%	256	4.55%	0.79%
Black/African-American	108	2.29%	831	3.33%	-1.04%	399	4.24%	-1.95%	146	2.60%	-0.31%
Middle Eastern	45	0.95%			0.95%	58	0.62%	0.34%	52	0.92%	0.03%
Foreign			943	3.78%	-3.78%			0.00%			0.00%
Totals	4,717	100.00%	24,963	100.00%	0.00%	9,402	100.00%	0.00%	5,625	100.00%	0.00%
.	*Whites: AD Profile 17.24% less than CHR; similar to UNM; 3% less than HSI.										
	*Latino/Hispanic: AD Profile 12.55% more than CHR; 6.4% less than UNM; 2.4% more than HSI.										

"I prefer to not respond to this question" not included.

The AD Profile was compared with the overall UNM population, the CHR, and the HSI regarding class status. The AD Profile was very close to the HSI for freshmen, sophomores, juniors, and only 1.5 percent fewer for seniors. The AD Profile was similar to CHR for sophomores and juniors but 2.7 percent fewer than freshmen and 4 percent more for seniors. The AD Profile had 3.5 percent more freshmen and 4.6 percent fewer seniors than the UNM population. Since class status was not a demographic studied for this research, there weren't substantial differences that would dictate concern regarding generalizations in this area (See Table 1.4).

Table 1.4

Class Standing and AD Profile Compared to UNM Population, Carnegie High Research (CHR) and Hispanic Serving Institution (HSI) Benchmarks

Please indicate your current class standing:	AD Profile #	AD Profile %	UNM Population* #	UNM Population* %	AD Profile & UNM Difference	Carnegie High Research #	Carnegie High Research %	AD Profile & Carnegie Difference	Hispanic Serving Institution #	Hispanic Serving Institution %	AD Profile & HSI Difference
First year/Freshmen	735	19.63%	3,171	16.12%	3.51%	1927	22.33%	-2.71%	958	20.21%	-0.58%
Sophomore	760	20.29%	4,149	21.09%	-0.79%	1869	21.66%	-1.37%	1026	21.65%	-1.35%
Junior	1,009	26.94%	4,660	23.68%	3.26%	2332	27.03%	-0.08%	1261	26.60%	0.34%
Senior	1,233	32.92%	7,383	37.52%	-4.60%	2483	28.78%	4.15%	1486	31.35%	1.57%
Non-degree seeking	8	0.21%	313	1.59%	1.38%	18	0.21%	0.01%	9	0.19%	0.02%
Undergraduate Subtotals	3,745	100.00%	19,676	100.00%	2.75%	8,629	100.00%	0.00%	4,740	100.00%	0.00%
Graduate Student	1,059	20.92%									
Ph.D.	218	4.31%									
Other	39	0.77%									
Totals	5,061										

Graduate student & Ph.D. students not studied at benchmarks universities, so this was not benchmarked in study.

Freshmen: AD Profile 4% more than UNM population & 3% less than CHR; same as HSI

Sophomore: AD Profile same as UNM population & similiar to CHR & HSI.

Junior: AD Profile 3.3% more than UNM population & same as CHR & HSI

Senior: AD Profile 4.6% less than UNM population, 4% more than CHR & similar to HSI

Sources: AD Profile: PACS Survey demographics questions

* UNM Population: University of New Mexico Enrollment Management (2011, February 4, 2011). *UNM Official Enrollment Report- Spring 2011. Retrieved April 2, 2011 from registrar.unm.edu/stats/index.php.*

Carnegie High Research: PACS Consortium Carnegie Benchmark demographic questions

Hispanic Serving Institution: PACS Consortium HSI Benchmark demographic questions

In conclusion, the overall demographics in the AD Profile were very close to all three of the HSI demographics. The main difference was the AD Profile sample had 3 percent fewer Hispanics than the HSI. There was a much larger discrepancy between the AD Profile and the CHR regarding Whites and Hispanics with the AD Profile having 12.5 percent more Hispanics than the CHR. The generalizations are most applicable between the AD Profile and the HSI benchmark.

Analysis #2: Major and Academic Dishonesty in the AD Profile

Analysis #2 demonstrates the results for academic major and the AD questions on the AD Profile. As discussed previously, there were 1,712 total respondents in the AD Profile. For each research question in this variable, the number of responses was greatly reduced when stratified by the four majors. This is especially pertinent to the questions on why students cheat. The results for the AD Profile and the academic major of social sciences, business, education, and engineering are as follows:

How likely are you to cheat on an exam, paper, assignment, etc. in the future? There were four possible responses for this question: "very unlikely," "somewhat unlikely," "somewhat likely," and "very likely." Since this study focused on those that are likely to cheat, the responses of "somewhat likely" and "very likely" were used; the sample was very low (only one to four responses for each major). With this small sample, no significance could be concluded between majors.

Have you ever cheated on an exam, paper, assignment, etc.? The two possible responses were "no" and "yes." For those who responded "yes", engineering was the lowest at 8.3 percent, and social sciences and business were highest at 14.75 percent and

14.29 percent. This was a 6 percent difference. The sample for this question was very low (only four to nine responses) for those who answered "yes." With this small sample, no significance could be established for each major. See Table 2.1 in Appendix L.

In conclusion, the results for these two questions on cheating in the future and the past saw no significance that one major had higher dishonesty than another. This did not support the hypothesis (H_2) that students in business, education, engineering, and social science differed from each other in their self-reported AD behavior. See Table 2.2 in Appendix L.

For the questions on why students cheat, the results showed that there was no difference between majors. See Tables 2.3, 2.4, 2.5, 2.6 and 2.7 in Appendix K. The top reasons are summarized in Analysis #6.

Analysis #3: Gender and Academic Dishonesty in the AD Profile

Analysis #3 reveals the results for gender and academic dishonesty on the AD Profile for male and female. *How likely are you to cheat on an exam, paper, assignment, etc. in the future?* allowed for four possible responses: "very unlikely," "somewhat unlikely," "somewhat likely," and "very likely." Since this study focused on those that are likely to cheat, the responses of "somewhat likely" and "very likely" were used.

Results for this question were similar for the AD Profile and HSI. For the AD Profile, males reported higher cheating at 4.79 percent compared to females at 2.66 percent; for the HSI, males reported higher cheating at 4.56 percent compared to females at 2.24 percent. See Table 3.1.

Table 3.1

Gender and Likelihood of Cheating in the Future

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
How likely are you to cheat on an exam, paper, assignment, etc., in the future?	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**Percent**
Very unlikely	1006	92.38%	536	88.45%	1542	90.97%	1918	91.38%	1114	87.65%	3032	89.97%	1272	92.44%	656	88.05%	1928	90.90%
Somewhat unlikely	54	4.96%	41	6.77%	95	5.60%	130	6.19%	111	8.73%	241	7.15%	72	5.23%	55	7.38%	127	5.99%
Somewhat likely	15	1.38%	18	2.97%	33	1.95%	29	1.38%	26	2.05%	55	1.63%	15	1.09%	20	2.68%	35	1.65%
Very likely	14	1.29%	11	1.82%	25	1.47%	22	1.05%	20	1.57%	42	1.25%	17	1.24%	14	1.88%	31	1.46%
Totals	1089	100.00%	606	100.00%	**1695**	100.00%	2099	**100.00%**	1271	100.00%	**3370**	100.00%	1376	100.00%	745	100.00%	**2121**	100.00%
# "Somewhat & Very likely" responses		**2.66%**		**4.79%**		**3.42%**		**2.43%**		**3.62%**		**2.88%**		**2.33%**		**4.56%**		**3.11%**
	Female less than Male by 2%						**Female less than Male by 1%**						**Female less than Male by 2.24%**					
							AD Profile 1.17% higher for male than CHR						**No difference between AD Profile and HSI**					

Have you ever cheated on an exam, paper, assignment, etc.? Possible responses were “no” and “yes.” For those who responded “yes”, males reported the highest cheating compared to females in all the benchmarks. The largest difference was in the CHR for males cheating 6.8 percent more than females. The smallest difference was in the AD Profile for males cheating 4.55 percent more than females. See Table 3.2.

Table 3.2

Gender and Benchmark Comparisons and Cheating in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Have you ever cheated on an exam, paper, assignment, etc.?	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**$**	**%**	**#**	**%**	**Total**	**Percent**
No	931	85.41%	490	80.86%	1421	83.79%	1754	83.56%	976	76.79%	2730	81.01%	1166	84.68%	591	79.33%	1757	82.80%
Yes	159	14.59%	116	19.14%	275	16.21%	345	16.44%	295	23.21%	640	18.99%	211	15.32%	154	20.67%	365	17.20%
Totals	1090	100.00%	606	100.00%	**1696**	100.00%	2099	100.00%	1271	100.00%	**3370**	100.00%	1377	100.00%	745	100.00%	**2122**	100.00%
	Female less than Male by 4.55%						**Female less than Male by 6.8%**						**Female less than Male by 5.35%**					
							AD Profile less than CHR for males by 4%						**AD Profile less than HSI for males by 1.5%**					

The results and conclusion for these two questions on cheating in the future and the past showed that males cheated more than females. This supports the hypothesis (H_2) that males and females will differ from each other in their self-reported AD behavior.

There were two questions that asked reasons: Why might you cheat? and Why did you cheat? The responses for both these questions responses ranged from males cheating more than females and males cheating less than females across the spectrum of reasons. There was no consistency regarding males and females for the reasons they might cheat. See Table 3.3 and 3.4 in Appendix L.

For the general reasons for cheating, the question was asked *Why did you cheat?* Responses ranged from males cheating more than females with males cheating less than females across the spectrum of reasons. There was no consistency regarding males and females for the reasons they might cheat.

The next three questions asked, “In which of the following have you participated during your time in college?” The first question was directed towards exams. The reasons for cheating on exams for male and female responses ranged from females cheating fewer than males by 14.4 percent in the HSI to females cheating more than males by 13.55 percent in the CHR. This shows a 10 percent difference in males and females for the various reasons for cheating on exams across the spectrum. There was no consistency regarding males and females for the reasons they might cheat on exams. See Table 3.5 in Appendix L.

The same question was asked but directed towards papers. The reasons for cheating on papers for male and female papers responses ranged substantially in the AD

Profile and HSI. For the AD Profile, females cheated less than males by 3.65 percent for the reason “Listing sources in a bibliography that were not actually read.” Females cheated more than males by 4.66 percent for the reason “Summarizing from a source without citing.” This shows an 8.3 percent difference in males and females for the AD Profile for cheating on papers. For the HSI females cheated less than males by 14.34 percent for the reason “Listing sources in a bibliography after only reading the abstract of an article.” Females cheated more than males by 13.55 percent for the reason “Listing sources in a bibliography that were not actually read.” This shows a 28 percent difference in males and females for the HSI for cheating on papers.

Table 3.6 Gender and Benchmark Comparisons & Reasons for Participating in Cheating on Papers in College in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Papers: In which of the following have you participated during your time in college? Please select all that apply.	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**Total**	**Percent**
Listing sources in a bibliography after only reading the abstract of an article	124	33.07%	81	**30.11%**	205	**31.83%**	259	**32.42%**	174	**30.00%**	433	**31.40%**	86	17.59%	114	31.93%	200	**23.64%**
Summarizing from a source without citing	83	22.13%	47	17.47%	130	**20.19%**	181	22.65%	115	19.83%	296	**21.46%**	109	22.29%	66	18.49%	175	20.69%
Listing sources in a bibliography that were not actually read	63	16.80%	55	**20.45%**	118	18.32%	141	17.65%	119	20.52%	260	18.85%	169	34.56%	75	21.01%	244	**28.84%**
Submitting the same paper for two classes	63	16.80%	43	15.99%	106	16.46%	121	15.14%	80	13.79%	201	14.58%	73	14.93%	51	14.29%	124	14.66%
Writing a paper for someone else to submit	27	7.20%	18	6.69%	45	6.99%	51	6.38%	40	6.90%	91	6.60%	33	6.75%	21	5.88%	54	6.38%
Copying directly from a source (word for word) without citing	9	2.40%	18	6.69%	27	4.19%	34	4.26%	39	6.72%	73	5.29%	13	2.66%	21	5.88%	34	4.02%
Selling a self-written paper to another student for submission	5	1.33%	6	2.23%	11	1.71%	10	1.25%	10	1.72%	20	1.45%	5	1.02%	8	2.24%	13	1.54%
Buying a paper online to submit	1	0.27%	1	0.37%	2	0.31%	2	0.25%	3	0.52%	5	0.36%	1	0.20%	1	0.28%	2	0.24%
Total	375	100.00%	269	100.00%	**644**	68.17%	799	100.00%	580	100.00%	**1379**	100.00%	489	100.00%	357	100.00%	**846**	100.00%
"None of the above" removed	**Female more than Male by 4.66%**						**Female more than Male by 2.83%**						**Female more than Male by 13.55%**					
#1 reason **#2 reason**	**Female less than Male by 3.65%**						**Female less than Male by 2.87%**						**Female less than Male by 14.34%**					
							AD Profile less than CHR for Male by 2.4%						**AD Profile less than HSI for Female by 17.76%**					
							AD Profile more than CHR for Male by 2.2%						**AD Profile than HSI for Female by 15.5%**					

Reasons for cheating on general behavior responses ranged from females cheating less than males in all three benchmarks for various reasons to females cheating more than males in all three benchmarks for various reasons. There was no consistency regarding males and females for the reasons they might cheat on general behaviors. See Table 3.7 in Appendix L.

In conclusion, results for questions on the reasons for cheating had some differences between males and females in the AD Profile*;* however, there was more significance shown in the differences between the AD Profile and the CHR and HSI. In completing this analysis, Analysis #6 was the most useful for these three questions.

Analysis #4: Race and Academic Dishonesty in AD Profile

Analysis #4 demonstrates the results for race and academic dishonesty on the AD Profile comparing Whites and Hispanics. *How likely are you to cheat on an exam, paper, assignment, etc. in the future?* had four possible responses: "very unlikely," "somewhat unlikely," "somewhat likely," and "very likely." Since this study focused on those that are likely to cheat, the last two responses were used. For those who responded "somewhat likely" and "likely", there was a very small difference showing that Whites cheat more than Hispanics by 1.26 percent. However, there were no differences substantial difference in the CHR and HSI. See Table 4.1 in Appendix L.

Have you ever cheated on an exam, paper, assignment, etc.? Two possible responses were "no" and "yes." For those who responded "yes", there were no differences between Whites and Hispanics. See Table 4.2 in Appendix L.

In conclusion, for these two questions there was very little difference between Whites and Hispanics that may cheat in the future and no difference between Whites and Hispanics that have cheated in the past. Therefore, this data does not support the H_3 that Whites will differ from Hispanics on self-reported AD.

There were two questions that asked reasons: *Why might you cheat? and Why* did you cheat? The responses for both these questions responses ranged from Whites cheating more than Hispanics and Whiles cheating less than Hispanics across the spectrum of reasons. There was no consistency regarding Whites and Hispanics for the reasons they might cheat. See table 4.3 and 4.4 in Appendix L.

There were three questions that asked what kinds of cheating students had participated in during their time in college. One question focused on exams, one on papers, and the last one on general behavior. For all these areas, responses ranged from Whites cheating more than Hispanics to Whites cheating less than Hispanics across the spectrum of reasons. There was no consistency regarding Whites and Hispanics in the reasons they might cheat. See Tables 4.5, 4.6, and 4.7 in Appendix L.

In conclusion, there were some differences between Whites and Hispanics for the reasons to cheat. However, there was no overall significance and consistency shown regarding Whites and Hispanics and the reasons they might cheat. In completing this analysis, Analysis #6 was the most useful for these three questions.

Analysis #5: AD Profile Compared to Carnegie High Research, Hispanic Serving Institution, Literature Review, and Total Responses

Analysis #5 demonstrates the results for the AD Profile compared to CHR, HSI, AD literature review, and all responses. How does the AD Profile compare to the benchmarks with the distinction of HSI? How does the data from the AD Profile compare to the AD literature review and the total respondents***?***

AD Profile Compared to Carnegie High Research (CHR)

Four possible responses were possible for the question *How likely are you to…*: "very unlikely," "somewhat unlikely," "somewhat likely," and "very likely." Since this study focused on those that are likely to cheat, the last two responses were used. For those who responded "somewhat likely" and "likely" for their major, the frequency of responses was low. No significance was found, and there were no differences between the AD Profile and CHR. See Table 2.1 in Appendix L.

Regarding academic major, there was not enough data to determine significant results. For gender**,** the AD Profile for cheating was 1.17 percent higher than the CHR for males. A 1.7 percent is a small significance that may or may not result in an impact for this analysis. See Table 3.1.

Table 3.1

Gender and Likelihood of Cheating in the Future

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
How likely are you to cheat on an exam, paper, assignment, etc., in the future?	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**Percent**
Very unlikely	1006	92.38%	536	88.45%	1542	90.97%	1918	91.38%	1114	87.65%	3032	89.97%	1272	92.44%	656	88.05%	1928	90.90%
Somewhat unlikely	54	4.96%	41	6.77%	95	5.60%	130	6.19%	111	8.73%	241	7.15%	72	5.23%	55	7.38%	127	5.99%
Somewhat likely	15	1.38%	18	2.97%	33	1.95%	29	1.38%	26	2.05%	55	1.63%	15	1.09%	20	2.68%	35	1.65%
Very likely	14	1.29%	11	1.82%	25	1.47%	22	1.05%	20	1.57%	42	1.25%	17	1.24%	14	1.88%	31	1.46%
Totals	1089	100.00%	606	100.00%	**1695**	100.00%	2099	**100.00%**	1271	100.00%	**3370**	100.00%	1376	100.00%	745	100.00%	**2121**	100.00%
# "Somewhat & Very likely" responses		**2.66%**		**4.79%**		**3.42%**		**2.43%**		**3.62%**		**2.88%**		**2.33%**		**4.56%**		**3.11%**
	Female less than Male by 2%						**Female less than Male by 1%**						**Female less than Male by 2.24%**					
							AD Profile 1.17% higher for male than CHR						**No difference between AD Profile and HSI**					

Regarding race, there were no differences between the AD Profile and CHR. See Table 4.1 in Appendix L. For Total Responses, there was no significant difference between the AD Profile, CHR and HSI. See Table 5.1 in Appendix L. *Have you ever cheated on an exam, paper, assignment, etc.?* offered two possible responses - "no" and "yes." For those who responded "yes" for major, the frequency of responses was low. No significance was found, and there were no differences between the AD Profile and CHR. See Table 2.2 in Appendix L.

Concerning gender, the AD Profile for males cheating was four percent lower than CHR for cheating in the past. A four percent difference is considered significant for males; however, there was no difference for females. See Table 3.2.

Table 3.2

Gender and Benchmark Comparisons and Cheating in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Have you ever cheated on an exam, paper, assignment, etc.?	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**$**	**%**	**#**	**%**	**Total**	**Percent**
No	931	85.41%	490	80.86%	1421	83.79%	1754	83.56%	976	76.79%	2730	81.01%	1166	84.68%	591	79.33%	1757	82.80%
Yes	159	14.59%	116	19.14%	275	16.21%	345	16.44%	295	23.21%	640	18.99%	211	15.32%	154	20.67%	365	17.20%
Totals	1090	100.00%	606	100.00%	**1696**	100.00%	2099	100.00%	1271	100.00%	**3370**	100.00%	1377	100.00%	745	100.00%	**2122**	100.00%
	Female less than Male by 4.55%						**Female less than Male by 6.8%**						**Female less than Male by 5.35%**					
							AD Profile less than CHR for males by 4%						**AD Profile less than HSI for males by 1.5%**					

Regarding race, the AD Profile for Whites cheating was four percent lower than the CHR for Whites. This is a significant difference; however, there was no difference for Hispanics.

For Total Responses, the AD Profile was three percent lower than the CHR. See Table 4.2.

Table 4.2

Race and Cheating in the Past

	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
Have you ever cheated on an exam, paper, assignment, etc.?	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%
No	633	83.73%	379	82.93%	1658	79.94%	1002	82.60%	840	82.76%	416	82.60%
Yes	123	**16.27%**	78	**17.07%**	416	**20.06%**	211	**17.40%**	175	**17.24%**	84	**17.40%**
Totals	756	100.00%	457	100.00%	2074	100.00%	1213	100.00%	1015	100.00%	500	100.00%
	No differences between White and Hispanic				**White more than Hispanic by 2.66%**				**No differences between White and Hispanic**			
					AD Profile less than 4% than CHR for Whites				**No differences between AD Profile & HSI**			

In conclusion, for these two questions on cheating in the future and the past, the AD Profile was 1.17 percent higher than the CHR for males for cheating in the past and 4 percent lower than CHR for males for cheating in the future.

There were two questions for reasons why students might cheat or did cheat. For the question *Why might you cheat?* the responses did not show any difference between majors regarding their reasons for cheating. See Table 2.5., 2.6, 2.7. The top reasons are summarized in Analysis #6.

Responses did not show any difference between females and males regarding their reasons for cheating. See Table 3.5, 3.6, 3.7. The top reasons are summarized in Analysis #6.

Responses did not show any difference between Whites and Hispanics regarding their reasons for cheating. See Table 4.5, 4.6, 4.7. The reasons are summarized in Analysis #6.

In conclusion, the results for major, gender, and race show that females cheated less in the AD Profile than CHR.

AD Profile Compared to Hispanic Serving Institutions (HSI)

How likely are you to cheat on an exam, paper, assignment, etc. in the future? gave four possible responses: “very unlikely,” “somewhat unlikely,” “somewhat likely,” and “very likely.” Since this study focused on those that are likely to cheat, the last two responses were used. For those who responded “somewhat likely” and “very likely” on Academic major, the results showed the frequency of responses was low. No significance was found on major, gender, or race, and, therefore, there were no differences between

the AD Profile and HSI. See Table 2.1, Table 3.1, Table 4.1, and Table 5.1 in Appendix L.

Have you ever cheated on an exam, paper, assignment, etc.? presented two possible responses - "no" and "yes." For those who responded "yes," the results showed that:

- There was a low frequency of responses regarding students' major. No significance was found, and, therefore, no differences between the AD Profile and HSI. See Table 2.2
- The AD Profile was 1.5 percent less than HSI for males.

This was a very small significance.

Table 3.2

Gender and Benchmark Comparisons and Cheating in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Have you ever cheated on an exam, paper, assignment, etc.?	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**$**	**%**	**#**	**%**	**Total**	**Percent**
No	931	85.41%	490	80.86%	1421	83.79%	1754	83.56%	976	76.79%	2730	81.01%	1166	84.68%	591	79.33%	1757	82.80%
Yes	159	14.59%	116	19.14%	275	16.21%	345	16.44%	295	23.21%	640	18.99%	211	15.32%	154	20.67%	365	17.20%
Totals	1090	100.00%	606	100.00%	**1696**	100.00%	2099	100.00%	1271	100.00%	**3370**	100.00%	1377	100.00%	745	100.00%	**2122**	100.00%
	Female less than Male by 4.55%						**Female less than Male by 6.8%**						**Female less than Male by 5.35%**					
							AD Profile less than CHR for males by 4%						**AD Profile less than HSI for males by 1.5%**					

- There was no difference between the AD Profile and responses regarding gender. See Table 4.2
- For Total Responses, the AD Profile was slightly lower by1 percent than HSI. See Table 5.2

There were three questions that asked what kinds of cheating students had participated in during their time in college. One question focused on exams, one on papers, and the last one on general behavior. The results for the reasons for cheating on exams indicated. There was a low frequency of responses regarding students' major and cheating on exams; no significance was found. See Table 2.3, 2.4, 2.5, 2.6. The top reasons are summarized in Analysis #6.

Responses did not show any difference between females and males regarding cheating on exams. See Tables 3.3, 3.4, 3.5, and 3.6. Responses did not show any difference between Whites and Hispanics cheating on exams. See Table 4.3. The top reasons are summarized in Analysis #6.

AD Profile Compared to Literature Review

How likely are you to cheat on an exam, paper, assignment, etc. in the future? allowed for four possible responses: "very unlikely," "somewhat unlikely," "somewhat likely," and "very likely." Since this study focused on those that are likely to cheat, the last two responses were used. Using the total response comparison, there were only 3.4 percent in the AD Profile who thought they would cheat on an exam, paper or assignment in the future. This was much lower than the literature review. See Table 5.1.

Table 5.1

Total Responses for AD Profile, Carnegie High Research, and Hispanic Serving Institutions

Likelihood of Cheating in the Future								
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
How likely are you to cheat on an exam, paper, assignment, etc., in the future?	**All Answers**		**All Answers**		**AD Profile & CHR Difference**	**All Answers**		**AD Profile & HSI Difference**
	Count	**Percent**	**Count**	**Percent**	**Percent**	**Count**	**Percent**	**Percent**
Very unlikely	1571	91.02%	3150	89.59%	1.43%	1967	90.90%	0.12%
Somewhat unlikely	96	5.56%	255	7.25%	-1.69%	130	6.01%	-0.45%
Somewhat likely	34	**1.97%**	66	**1.88%**	**0.09%**	36	**1.66%**	**0.31%**
Very likely	25	**1.45%**	45	**1.28%**	**0.17%**	31	**1.43%**	**0.02%**
	1726	**100.00%**	3516	**100.00%**	0.00%	2164	**100.00%**	0.00%
Total % Somewhat & Very likely responses		**3.42%**		**3.16%**	**0.26%**		**3.10%**	**0.32%**

Have you ever cheated on an exam, paper, assignment, etc.? allowed two possible responses: “no” and “yes.” For those who responded “yes” on total responses, 16.6 percent thought they would cheat on an exam, paper, or assignment in the past (Table 5.2).

Table 5.2

Total Responses for AD Profile, Carnegie High Research, and Hispanic Serving Institutions

	Cheating in the Past							
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
Have you ever cheated on an exam, paper, assignment, etc.?	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	Count	**Percent**	**Count**	**Percent**	**Count**	**Count**	**Percent**	**Percent**
No	1447	83.84%	2831	80.72%	3.11%	1792	82.85%	0.99%
Yes	279	**16.16%**	676	**19.28%**	**-3.11%**	371	**17.15%**	**-0.99%**
Totals	1726	100.00%	3507	100.00%	0.00%	2163	100.00%	0.00%
			AD Profile 3% lower than CHR			**AD Profile 1% lower than HSI**		

While the findings from this study showed the self-reported AD was 16 percent for cheating in the past, research and literature review results show AD can be as high as 85 percent. The HSI benchmark was similar to the AD Profile with 17 percent who have cheated, and CHR showed 19 percent have cheated. This is a very large difference between the AD literature review and the results of this study. Perhaps the literature from Jordan (2001) regarding students who cheat, cheat more often is pertinent here. Jordan stated that, "8.6 percent of students committed 75 percent of all acts of exam or paper cheating" (p. 244). The percentage of repeat cheaters from Jordan is much closer to the results from this study. This is just speculation, since the accessible data was gathered in aggregated data, and the ability to determine if the respondents are repeat cheaters is not possible.

As discussed in Chapter1, the Center for Academic Integrity (CAI) report "The Fundamental Values of Academic Integrity" found that more than 75 percent of college students cheat at least once during their undergraduate career (Center for Academic Integrity, 1999). In this study only 3.4 percent of the total responders at UNM admitted to ever cheating on an exam, paper, or assignment. There is a very large gap between the findings from CAI and this study.

The AD literature review showed evidence that there may be more cheating in business and engineering than other majors. In this study the findings were mixed. Engineering was lowest at 2.04 percent and business at 7.14 percent. The AD Profile was 1.58 percent higher for social sciences than HSI. However, the findings did not indicate that business and engineering students cheated more than social sciences and education

majors. As discussed previously, the samples were very small, and no statistical significance could be concluded between majors. There was no significance to support the hypothesis (H_1) that there was a difference in cheating among these majors.

The AD literature review showed information that males may cheat more than females (Sims, et al., 1996). However, in some studies this was not substantiated. In this study the questions on future cheating, higher cheating by males was reported at 4.79 percent compared to females at 2.66 percent; females cheated less than males by 2 percent. For the question on past cheating, males reported the highest cheating at19 percent compared to females at 14.6 percent; females cheated less than males by 4.55percent.

In conclusion, the results indicate males cheated more than females in the future and in the past in the responses for the first two questions. There was significance to support the hypothesis (H_2) that there was a difference in cheating among males and females.

No previous studies could be found comparing cheating between Whites and Hispanics. In the AD Profil*e* for future cheating, there was a small difference that showed Whites cheat more than Hispanics by 1.26 percent. However, for the question on past cheating, there was no difference between Whites and Hispanics. In conclusion, there was no significance to support the hypothesis (H_3) that there is a difference in cheating among Whites and Hispanics.

Analysis #6: Top Reasons Why Students Cheat

Analysis #6 used a frequency evaluation to determine the top reasons why students cheat. There were three questions that asked what kinds of cheating they had participated in during their time in college. One question focused on exams, one on papers, and the last one on general behavior. As the data was analyzed, there was very little difference between the independent variables (academic major, gender, and race) and the top reasons for cheating. Based on the frequencies for these three questions, an overall summary of the total responses for the AD Profile, the CHR, and HSI are shown below:

For the question *Why might you cheat*? the reasons are shown in order of the highest number of responses to the lowest number of responses. These top reasons were:

1. I want to get a good grade in the course.
2. I want to maintain my current GPA.
3. I need to past the course to graduate.
4. I need the grade to keep my scholarship.
5. I am under time constraints.
6. It is easy to cheat.
7. I am not good at taking exams.

As discussed in Chapter 2, students who experience cognitive dissonance or guilt may rationalize their cheating behavior by justifying their conduct. This justification or neutralization can include blaming the instructor, the culture, or other students to shift their cheating behavior to achieve a sense of balance or consistency (Nelson & Quick,

2003). It enables their conduct that can violate the students' moral ethics. Looking at the reasons above, there is evidence of neutralization. These reasons and the students' quotes from Wright (2004) emphasize the reasons why a student would cheat. This student wasn't confident in his "ability to do the job that I wanted to" (Wright, 2004, p. 294). He believed his "skills for the exam in question were less than adequate" and thought he "needed an edge to successfully compete" (Wright, 2004, p. 296).

For the question *Why did you cheat?* the reasons are shown in order of the highest number responses to the lowest number of responses.

1. I wanted to get a good grade in the course.
2. I was under time constraints.
3. It was easy to cheat.
4. I wanted to maintain my current GPA.
5. I am not good at taking exams.
6. I did not think I would get caught.

These reasons are reflective of the answers shown in the previous question. They are the same top reasons, just in a somewhat different order. Again, these are examples of the neutralization theory or rationalizing students' behavior.

There were three questions that asked about what kinds of cheating students had participated in during their time in college. One question focused on exams, one on papers, and the last one on general behavior. Reasons for cheating on exams are shown in order of the highest number of responses to the lowest number of responses.

1. Using old, unauthorized exams to study for an exam,

2. Letting another student copy answers off of me during an exam,

3. Using a cheat sheet during an exam,

4. Copying from another student during an exam, and

5. Giving a fake excuse for missing an exam.

The number of participants that responded to this question on exams were fewer than the number who answered the following question on papers in all the independent variables (major, gender, and race) on the AD Profile, CHR, and HSI (with the exception of two instances in CHR). The AD literature review showed evidence regarding types of cheating and how serious they may be considered. Some specific behaviors may be deemed worse than other behaviors. Cheating on exams is thought a more serious kind of cheating than cheating on papers. Based on the number of responses, this may be a reason why there were lower responses to this question on exams than the following question on papers. Students may not cheat as often on exams, because it is a more serious kind of cheating than on papers, or they don't want to admit to cheating on exams.

Reasons for cheating on papers are shown in order of the highest number of responses to the lowest number of responses.

1. Listing sources in a bibliography after only reading the abstract of an article,
2. Summarizing from a source without citing,
3. Listing sources in a bibliography that were not actually read, and
4. Submitting the same paper for two classes.

The number of participants that responded to this question on papers was more than the previous question on exams but fewer than the number of respondents who answered the following question on general behavior in all the independent variables (academic major, gender, and race) on the AD Profile, CHR, and HIS. The AD literature suggested there are different kinds of cheating that are considered more serious than others (Schmelkin et al., 2008). Based on the number of responses, this may be a reason why there were lower replies to this question than the following question on general behavior. Students may not cheat as often on exams, because it is a more serious kind of cheating than on papers but more often than on general behavior, because the general reasons are less serious.

Reasons for cheating on general behavior are shown in order of the highest number of responses to the lowest number of responses.

1. Signing another student's name on an attendance sheet when he/she did not actually attend the class/event,
2. Reading the Cliff Notes rather than reading the actual work,
3. Having another student sign my name on an attendance sheet when I did not actually attend the class/event, and
4. Using an online translating service for assignments that are required to be written in another language.

The AD Profile had the same top reasons as CHR and HSI.

Summary of Overall Final Results and Conclusions of Data Analysis

Overall, these were the final results of the research questions and hypotheses:

Regarding students' major, in all instances for cheating in the future the sample was so low (one to four responses) that no significance could be determined within and between groups for the AD Profile, CHR, and HSI. For cheating in the past, the sample was also low ranging from 4 responses (low) to 17 responses (maximum). However, if this sample is used, the results show that the AD Profile showed that social sciences students cheated more (6.4 percent) than engineering and business students. CHR showed business students cheated 26 percent more than engineering, and HSI social sciences students cheated 7.44 percent more than engineering students.

For those students who have cheated in the past, there were some differences between the majors, but there was no consistent pattern on which a given major cheated the most. This somewhat supports the hypothesis (H_1) that there are differences between the majors of business, education, engineering, and social science. However, the results revealed that engineering was consistently the lowest within each benchmark and between the benchmarks. This does not support the literature review showing that engineering was higher.

The AD Profile indicated that males who have cheated in the past and forecast that they will in the future cheated more than females by 2 percent to 4.55 percent. The CHR had 1 percent more males than females cheating in the future; the HSI had 2.24 percent more males cheating than females. The CHR had 6.8 percent more males than females cheating in the past, and the HSI had 5.35 percent more males cheating than females.

In conclusion, the results showed that for cheating in the future and the past, the AD Profile, CHR, and HSI data showed males cheating more than females. This supports the hypothesis (H_2) that males and females will differ from each other in their self-reported AD behavior.

The results for race reported very little difference (1.25 percent) on the AD Profile for Whites and Hispanics that may cheat in the future and no significant difference in Whites and Hispanics that have cheated in the past. There was no significant difference for CHR or HSI in Whites and Hispanics that have cheated in the past than Hispanics cheated, while HSI showed no differences.

For the analysis between benchmark groups and cheating in the past, the AD Profile was 4 percent less than the CHR for Whites; there was no difference between the AD Profile and the HSI. For all responses, the AD Profile was 1.6 percent lower than CHR.

In conclusion, there were no significant differences between Whites and Hispanics. The CHR had slightly more Whites than Hispanics that cheat. Therefore, this data does not support the H_3 that Whites will differ from Hispanics on self-reported AD behaviors.

All Responses

Responders indicating "somewhat likely" and "likely" for the question *How likely are you to cheat on an exam, paper, assignment, etc. in the future?* indicated no difference between the AD Profile, the CHR, and HSI.

The AD Profile was 3 percent lower than CHR and 1 percent lower than HSI for those students who responded “Yes” to cheating on an exam, paper, assignment, etc. in the past.

Reasons for Cheating

Reasons why a student might cheat cited cheating can be justified, rationalized, or neutralized by blaming the instructor, the culture, or other students. Reasons why a student cheated are reflective of the answers shown for why a student might cheat. They are the same top reasons, just in a somewhat different order. Again, these are examples of the neutralization theory.

There were three questions asking what kinds of cheating students had participated in during their time in college. The top three reasons for cheating on exams (Appendix J) included:

1. Using old, unauthorized exams to study for an exam,
2. Letting another student copy answers during an exam, and
3. Using a cheat sheet during an exam.

The literature review gave evidence regarding types of cheating and how serious they may be considered and how some kinds of cheating may be worse than others. Cheating on exams is considered a more serious kind of cheating than cheating on papers.

The top reasons for cheating on papers included:

1. Listing sources in a bibliography after only reading the abstract of an article;
2. Summarizing from a source without citing, and listing sources in a bibliography that were not actually read;

3. Listing sources in a bibliography after only reading the abstract of an article;
4. Summarizing from a source without citing; and
5. Listing sources in a bibliography that were not actually read.

The main reasons for cheating in general included:

1. Signing another student's name on an attendance sheet,
2. Reading the *Cliff Notes*, or
3. Having another student sign my name on an attendance sheet.

These reasons would be considered more serious than cheating on an exam or a paper.

While the top reasons for cheating are reflective of the neutralization theory, research from Brent and Atkisson's (2011) study on denial of injury and the amount of injury discussed are an extension of neutralization. The seriousness of certain kinds of AD add dimension to the possible amount of certain behaviors. For instance, statements on cheating on tests (68 percent) are more serious than cheating on homework (30 percent). However, it was easier to justify the cheating on homework and working in groups or asking a friend for help or paraphrasing.

Results Summary

A summary table (Table A) is shown to compare the differences between groups: AD Profile with Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI). There were significant differences between the AD Profile and CHR for males and Whites (4 percent) for cheating in the past. In addition, there was a 3 percent difference in All Answers for cheating in the past for CHR. These findings show that UNM does differ when compared to other CHR's, at least for males and Whites for cheating in the past.

However, the overall findings that males cheat more than females is comparable to the overall significant findings in this study. One explanation could be the overall demographics of the CHR included substantially more Whites (49.4 percent) compared to UNM (66.7 percent), which could be one reason for this finding (Table 1.3).

There were no significant differences between the AD Profile and HSI. The finding that there were no differences in this area is significant in itself. Since this was a unique exploratory study to determine if there would be differences between UNM and other HSI's, the findings that show there were no differences can be extremely helpful for future planning and interventions. This substantiates the view that no specific interventions should be targeted towards Whites and Hispanics.

Summary Table A

Difference between AD Profile with Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) – **Between** Groups

	AD Profile Compared to CHR	AD Profile Compared to HSI
Likelihood of Cheating in the Future		
Gender	AD Profile 1.17 percent higher for males than CHR	AD Profile 1.15 percent less for males
Race	AD Profile 1.12 percent higher for Whites than CHR	No differences
All Answers	No differences.	No differences
	Differences of <1.5 percent are not significant.	
Likelihood of Cheating in the Past		
Gender	AD Profile 4 percent less for males than CHR	AD Profile 1.5 percent less for males
Race	AD Profile 4 percent less for Whites	No differences
All Answers	AD Profile 3 percent lower	AD Profile 1 percent lower
	Differences of >1.5 percent are considered significant.	

A summary table (Table B) is shown to compare the differences within each group: the AD Profile, Carnegie High Research (CHR) and the Hispanic Serving Institutions (HSI). The significant differences show that males cheat more than females in the future and the past in the AD Profile, the CHR, and the HSI. There were no significant differences between Whites and Hispanics for cheating in the future. There was a significant difference for cheating in the past for CHR regarding Whites more than Hispanics (2.66 percent). Perhaps the same explanation could be the overall demographics of the CHR having 66.66 percent Whites and only 15 percent Hispanics in

their sample (Table 1.3). Also, since there was such a large discrepancy between cheating in the future and cheating in the past for the CHR results, this could be reason to question these findings. Again, since this was a unique exploratory study to determine if there would be differences between UNM, CHR's, and HSI's, the findings can be extremely helpful for future planning and interventions. This substantiates the view that no specific interventions should be targeted towards Whites and Hispanics.

Summary Table B

Difference between AD Profile with Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) – **Within** Groups

	AD Profile	CHR	HSI
Likelihood of Cheating in the Future			
Gender	Female less than Male by 2 percent	Female less than Male by 1 percent	Female less than Male by 2.24 percent
Race	Whites more than Hispanic by 1.26 percent	No differences	No differences
Likelihood of Cheating in the Past			
Gender	Female less than Male by 4.55 percent	Female less than Male by 6.8 percent	Female less than Male by 5.35 percent
Race	No differences	Whites more than Hispanic by 2.66 percent	No differences
	Differences of >1.5 percent are considered significant.		

Chapter Summary

In this chapter the data analysis was shown and discussed using six levels of analysis. Frequency and percentages using cross-tabs were employed for the analysis. Results and significance for each analysis were shown and summarized for each research question. The overall final results and conclusions of the data analysis were summarized.

Chapter 5

Discussion and Recommendations

Introduction

The last chapter described the data examination using six levels of analysis. Frequency and percentages by cross-tabs were used for the data evaluation. Results and significance for each analysis were shown and summarized for each research question. The overall final results and conclusions of the data analysis were then summarized.

This chapter will review the significance of this study, purpose for conducting this research, and the research questions. It will describe the methodology for the data collection: the six areas of data analysis, the research findings, and results of the data analysis for the research questions. The discussion will address the significant results from the study, how it compared to academic dishonesty (AD), literature review, limitations of the study, and how the results can be used for practical application and planning at The University of New Mexico (UNM), specifically involving the Dean of Students (DOS) programs. A visual model was developed to demonstrate study results coming together to create a culture of integrity. Lastly, possible suggestions for future research will be examined.

Purpose and Research Questions

At this time it is important to review the significance and purpose of the study for conducting this research. The University of New Mexico, the Division of Student Affairs, and the Dean of Students office (DOS) have defined missions, visions, values, goals, and objectives. They include the emphasis for students to develop values, habits, knowledge

and skills regarding integrity and excellence to enhance the academic climate (UNM President's office, 2008). An emphasis for this study was to gather data and evaluate how the DOS can support this mission.

Academic integrity (AI) and academic dishonesty (AD) have been intensified areas of concern in the last five to ten years in higher education. The increased access to technology and social networking has enabled students to have more opportunities for AD that did not previously exist. Also, students may feel pressure to get good grades and complete their degree, as opposed to the emphasis on learning and the learning process to finish their coursework to obtain a degree. There are additional pressures for students to attend graduate school, tackle multiple responsibilities with academics, jobs, and personal or family demands. Higher education standards expect students to have AI as they proceed through their studies towards matriculation.

This research study explored issues of students' AD at UNM. With the rise in academic dishonesty, this report was conducted with the intention of determining how AD can be deterred or discouraged. Specific demographics (academic major, gender, and race) were used to determine if any category was more prone to AD. If certain demographics are prone to AD, are there recommendations for practical applications? Are there certain targeted areas that should be emphasized for education on academic dishonesty? Students were asked questions regarding their previous cheating behavior, their future cheating behavior, and the reasons why they did or will cheat. Do the demographics of academic major (business, education, engineering, and social science), gender (male and female), or race (White and Hispanic) affect their AD? Several other

areas were compared or benchmarked and explored with UNM, including the Carnegie High Research (CHR) institutions and Hispanic Serving Institutions (HSI). Do these unique categories make a difference in the responses for all these research questions? Lastly, were there certain kinds of AD that are more prevalent than others, and do these reasons for cheating reflect the neutralization theory?

Impact of Cheating and the Study

The impact of this study included exploring how and what students learn regarding values, opinions, and ethics before they enter college. The kinds of values, opinions, and ethics that middle school and high school students develop will impact their behavior as they complete their academic journey and become young adults. In addition each college or major in higher education is impacted by AI and AD. If students are allowed to cheat and earn their degrees, specific colleges could earn a reputation for becoming an easy major for completing a bachelors' degree. The credibility of the college could suffer immensely. This, in turn, can impact the reputation of the university. Since UNM is a Carnegie Very High Research institution, this could be extremely prohibitive to recruiting students in research and professional schools.

Another impact includes the faculty's experience with the students and the students' level of commitment to learning the course material as they progress to their degree. Learning for the sake of learning can be an exceptional value for the student entering the workforce. If the value of learning is emphasized and shown, the student can realize the benefit for his/her future career. If the faculty/instructor is able to focus on the learning process and not having to catch cheaters, his/her time and skills are utilized in a

productive and efficient manner. Efforts can stay focused on teaching and educating students on the subject matter and curriculum identified in their class and major or college.

In addition, if students are struggling with performance barriers or other problems that affect their academic experience, there could be opportunities for faculty to assist students with these issues. If a student faces problems with learning the course material, completing assignments, or meeting deadlines, communicating with the instructor could help them with their dilemma on whether they may choose to cheat or not to cheat. The instructor could provide them with some options, such as turning an assignment in late or getting tutoring. Other options may be available through the Dean of Students options with support services referrals, and/or clarification of policies regarding dropping the course or requesting an incomplete grade. Having options may ease the temptation to cheat in order to meet the academic and performance demands. This is another aspect of creating an environment where the student feels supported.

Not only are faculty impacted by AD, but staff and administrators are also affected. The influence of AD can create problems for students in their out-of-class activities, their engagement in student groups, and their involvement with on-campus organizations. The effect of AD goes far beyond the classroom into many areas of campus life, as well as the students' interactions and personal life.

Academic dishonesty impacts the perception of students and their peers with each other, as well as how they are able to "get away with cheating" on assignments, tests, papers, and the final grade. If students see or believe that there are no penalties or

sanctions for AD, they may justify or rationalize that it is okay to cheat and get away with it. Students may believe that it is easier to cheat and get a satisfactory or good grade then it is to spend the effort and time to learn the course material. This can then encourage other students to also cheat.

As discussed in the AD literature review (Lawson, 2004), those students who cheat in college are more likely to cheat in their future career or job. There is the attitude that the end result is what is more important, as opposed to having the knowledge and skills to do a job well. They may believe the outcome justifies the opportunity for cheating or lack of ethics. In other words, it is fine to cheat if the end result includes a better or more prestigious job, position, higher salary, or perhaps winning a new account or company contest.

The impacts of AI and AD can influence the educational system as the student moves from one school to another, to completing their degree(s), their certification and/or licensing, and their professional career. Examining how all these areas are impacted and in turn impact other areas can allow the study results to be applied in appropriate and defined manners.

Review of Methodology and Data Analysis

The methodology included sending a survey to all UNM students in Spring 2011. The “Profile of the American College Student” (PACS) survey was developed by the National Association of Student Personal (NASPA) and Student Voice called the Consortium. The PACS survey was designed to get an accurate portrait of today's college

student. It had nine sections, but only the academic integrity and demographics sections were used for this study. This was labeled the Academic Dishonesty Profile (AD Profile).

Data was collected from PACS by an online survey via an email invitation containing a link to the survey and specifying that participation was voluntary. By clicking on the link, the student indicated his/her willingness to participate in the survey. The email invitation included the names and contact information of the researchers so students had a contact for any questions or concerns. After reading the invitation, the student could follow the link to the on-line survey. The respondent read the consent form but a signature wasn't required; their continued participation in the study was their consent.

Data collected were self-reported responses from the respondents who chose to participate in the survey. The PACS survey was available online for three weeks in January/February 2011. In addition to the initial email, students were sent two reminders during the three weeks via email. Survey completion was estimated at no more than 20 minutes. Data encryption and other measures ensured the security of the data. The data from the respondents could not be linked with individual names or personal information; therefore, it was not possible to identify individual responses with their names, etc. It was anonymous and confidential.

The email invitation was successfully sent to 24,568 students. A total of 5,512 participated in the PACS, a 22 percent response rate. The number of respondents is lower for the AD Profile because of the random sample for the various sections of the survey; only undergraduates who responded were used. There was a maximum of 5,061

respondents who answered the demographics questions due to some respondents not answering all the questions. The maximum number who answered the AD Profile cheating questions (DVs) and the demographics (IVs) was 1,712. However, for each cross-tab between the DVs and IVs, the number of responses varied based on those participants who responded to each question.

Upon request the Consortium was asked to create two benchmarks using Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI). The data from the CHR and HSI universities were averaged to compare with the AD Profile survey data. These benchmarks were used throughout the data analysis in several ways. Because of the unique focus of this research, there are six areas of data analysis (labeled as #1 through #6) conducted to answer the research questions. The data analysis shows comparisons between subjects for each group/benchmark and comparison between groups for the benchmarks. In order to answer the research questions, cross-tabs (using frequencies and percentages) were completed. The analyses are shown as:

#1. UNM Demographic Population Compared to CHR and HSI;

#2. Academic Major and AD Behavior in the AD Profile:

#3. Gender and AD Behavior in the AD Profile:

#4. Race and AD Behavior in the AD Profile:,

#5. AD Profile Compared to CHR, HSI, Literature Review, and Total Responses: and

#6. Top Reasons Why Students Cheat.

Review of Research Findings

When completing the data analysis, the final research results and findings illustrated there were some differences for cheating in the past for academic major and AD, but there was no consistent pattern on which major cheated the most. However, the results show that engineering was consistently the lowest within each benchmark and between the benchmarks. For gender and AD and cheating in the future and the past, the AD Profile, CHR, and HSI all indicated males cheat more than females. For race and AD, there were no significant differences between Whites and Hispanics. For cheating in the future, there was not much difference between the AD Profile and the benchmarks. For cheating in the past, the AD Profile was 3 percent lower than CHR and 1 percent lower than HSI.

Based on the comparison of demographics in Analysis #1, the AD Profile, CHR, and HSI, the overall data analysis showed these two areas had close similarities. Therefore, overall generalizations could be used for these two areas. A unique aspect of this research was comparing how the data from the AD Profile from UNM compared to the CHR and HSI benchmarks. Since UNM is only one of two universities categorized as a Carnegie very high research institution, would students differ in how often and how they cheat? Overall, there was no difference in their cheating behaviors between the AD Profile and HSI's. The data analysis was somewhat different between the AD Profile and CHR.

Discussion

Significant Results

The research questions were defined to determine if certain demographics are prone to AD. With the data analysis, could there be recommendations for practical applications, and are there certain targeted areas that should be emphasized for additional education on AD? Based on the findings of this study, there were no differences in cheating between the categories of academic major or race; there were no substantial, significant results that would merit interventions. The one significant finding resulted in males cheating more than females. With these findings, should there be special interventions for males and females? While these results reflect previous literature review results that males cheat more than females, there was also research that showed that males and females may cheat for different reasons. Males may tend to cheat to advance their own personal performance while females may cheat to help others. It is this researchers' view that an overall educational and communication plan be implemented instead of targeted interventions towards males and females. Instead, of special targeted interventions for males and females, a general communication plan that sets expectations for academic dishonesty using the *UNM Academic Honesty* publication (honor code) and *Student Code of Conduct*. An inclusive plan creates and strengthens the culture of integrity and ethos on campus.

Regarding the reasons for cheating, it is interesting to know the top reasons for cheating on exams, papers, and general behavior. There was evidence that supports the neutralization theory. These reasons demonstrate students who experience guilt may

rationalize their cheating behavior by justifying their deeds. This justification, rationalization, or neutralization can include blaming the instructor, the culture, or other students to shift their cheating behavior to achieve a sense of balance or consistency (Nelson & Quick, 2003). The results from this study could help target and prioritize interventions and strategies planned. However, again, this data demonstrates that having an overall communication plan can encourage and emphasize academic integrity and values.

Results and the Literature Review

As discussed in the AD literature review, previous research indicates that students attending universities that have honor codes or a code of honor are less likely to cheat, were less likely to rationalize or justify cheating behavior they admitted to, and were more likely to talk about the importance of integrity and how a moral or ethical community can minimize cheating (McCabe,Trevino, & Butterfield, 2001). However, Jordan (2001) did not find that having an honor code reduced the level of cheating. The explanation Jordan gives is that students may be aware of an honor code, but unless other students follow the honor code, it is not much of a deterrent. To continue with this logic, it is important for a university to have an honor code, but students must also be aware of it in order to understand the expectations and implications for AD. Simply having an honor code means nothing if students don't know about it. It must be introduced to new students and made a topic of ongoing campus dialogue. The level of trust placed in students on honor code campuses establishes a clear institutional priority (McCabe & Treviño, 2002).

UNM has a Student Code of Conduct (University of New Mexico, 2011) and a publication/document *UNM Student Academic Honesty* (University of New Mexico, 2011, Appendix C) that defines AD, some prevention techniques, procedures, and sanctions. There is a *Faculty Handbook* (University of New Mexico, 2001, Appendix A) policy that discusses academic dishonesty. In other words, UNM expectations, policy, and sanctions are in place and available for faculty, staff, and students to review at any time.

Assuming the research is accurate regarding lower cheating in higher education institutions with a code of honor and UNM having a *UNM Student Academic Honesty* publication, what is the "next step" for the utilization from the data analysis and findings from this study? Building systems to block the possibility of undesirable practices need to be pursued. However, students first must learn what ethics are.

Students will have a wide range of ideas, values, opinions, and ethics as they enter their freshman year. Trying to grasp the wide scope of the values and ethics that students bring with them will prove to be difficult for staff, administrators, and faculty to manage AI and AD. It may be easier to set the expectations for academic integrity and what it means at UNM. What is acceptable and what is not acceptable? Learning what AI means is crucial, as this will remain with students throughout their lives. It will protect them from temptation in situations where controls may be weak or non-existent. It could curtail their dishonest behavior as they transition to the workplace and experience further opportunities for unethical or dishonest behavior.

The expectation theory was discussed in Chapters 2 and 3. As freshman, students start their college journey and have expectations about their academic and college experience. There are also expectations from the university from all areas and programs on campus regarding students' classroom behavior, their ability to progress and graduate, their various achievements, out of classroom behavior, their social behavior, etc.

The student may not understand the expectations of the instructor or the assignment. Oftentimes there are gaps between what the instructor expects of the student and the student's perception regarding the instructor and class expectations. Whitley, Jr. and Keith-Spiegel (2001) conclude that "Students are least likely to hear about academic integrity issues where they are most likely to pay attention - in the classroom" (p. 56). Hence, the expectations are not clearly defined. The more distinctly the expectations are described, the greater the chance that the expectations can set the norms and outcomes for the student.

Teachers and instructors should make the criteria for their assignments, papers, and tests very clear. In addition, assignments that rely less on memorization of the material and more on the application may allow the student to understand how the course material can be personally beneficial. The assignments and material could be more portfolio based. Portfolios have become increasingly more essential as a way for the student to demonstrate skill level and application of the classroom learning. It is also another method for an undergraduate student to demonstrate what he/she has learned while moving towards graduate or professional school.

There may be an assumption that students' behavior and AD are intentional. However, it may be that some students don't realize their behavior is dishonest; they may not know their behavior is prohibited. It may be the students' perception that they are not being dishonest (Whitley & Keith-Spiegel, 2002), which enforces one of the causes that was cited by The National Association of Student Personnel Administrators, Inc. (NASPA) document "Issues and Perspectives on Academic Integrity" (Gehring et al., 1986). This document initially set the stage for defining AD. It lists a cause of AD that students are unaware of how AD is defined. What one student may consider cheating another student may not see as being dishonest. By clearly defining these expectations, the student cannot say, "I didn't know this was cheating." Therefore, setting accurate expectations for AD is important for the student knowing what behavior is considered AD and unacceptable.

Review of Limitations of the Study

There were several limitations of the study considered. In order to compare the UNM population using the AD Profile data to CHR and HSI, it used the benchmarks available through the Consortium. The data for these benchmarks are compiled in aggregate format, therefore limiting the kind of data analysis that could be performed. Descriptive statistics with frequencies and percentages using cross-tab tables were used for these comparisons.

In addition it was not possible to manipulate individual data responses to adequately determine if the respondent answered both questions defined in each cross-tab table because of the aggregated data. This limited the depth of the data analysis.

Therefore, the conclusions are based on the overall number of respondents to each question and the pairing of the variables in general terms.

A possible limitation was using the survey developed by Student Voice and the Consortium. Since PACS was a survey developed and implemented by the Consortium, the questions used for this study were prepared by them. While the survey questions were valid, the methodology and data analysis had to be adjusted to fit the aggregated data available. The data analysis and conclusions derived from this study are extremely valuable to the research questions and offer an ability to make recommendations for practical application and future planning.

The material received from the survey was self-reported data from the respondents. Therefore, the respondents could answer the questions honestly or dishonestly. If respondents were concerned that their identity could be linked to their answers, there may have been a consideration with how honest they were. A respondent may have worried that if cheating was admitted there might be a chance the researcher could identify him/her and be reprimanded. Another limitation with self-reported data is how well the respondent remembers behavior accurately. A respondent may answer that he/she has not cheated but perhaps doesn't remember an incident when he/she did cheat.

The respondent may not understand the definition of cheating, which could lead to inadequate self-reported responses based on the interpretation of what the question was asking and the choices of responses to the question. Although it was believed that the survey questions were clear and concise, a respondent may have a different perception of what cheating should include.

Another limitation included the sample available in some of the cross-tabs. The area primarily affected by this limitation was the academic major. Since the respondents were randomly sampled, the questions regarding AD were only available to students in that random sampling. Once the questions regarding AD were paired with the demographic variables, in some cases the sample was reduced substantially. Having more respondents in the AD Profile would have been a great benefit. These are all limitations that could have skewed the interpretation of the results of the data analysis.

Recommendations for Practical Application

Setting Expectations

Providing clear and defined expectations of students is the first step to solidifying their norms, values, and beliefs. Setting these expectations should be a part of UNM's cornerstones of purpose, core values, ethos, and emphasis on AI, thus providing the guidelines that students should be expected to fulfill. In this context it is setting the expectation that the student is responsible for AI and his/her own academic success. A clear and concise honor code is the first step for establishing these goals.

The Carnegie Foundation published an article called "The Spirit of Liberty" that states:

> Colleges can establish the groundwork that students will later build on, shape the intellectual frameworks and habits of mind they bring to their adult experiences, change the way they understand the responsibilities that are central to their sense of self, teach them to offer and demand evidence and justification for their moral and political positions, and develop wiser judgment in approaching situation and questions that represent potential turning points in their lives (Colby et al., 2011, p.1).

Prevention can be the best way to promote AI on campus. Because students and faculty come from a variety of backgrounds, setting expectations for moral and ethical behavior can discourage students from academic dishonesty (Gehring et al., 1986). It is important to have a campus climate that supports positive values like honesty, open-mindedness, and respect for others. This means not only having a strong honor code against cheating, though this is certainly import, but also tangible symbols of a college's values (Colby et al., 2011). Academic and future success depends on inducing students to accept responsibility for AI, both their own and that of their peers.

Interventions, Future Planning, and Implementation

Based on the data analysis and summary and the recommendations for practical application, the next step would be to determine the implementation of these recommendations. Future planning should include the recommendations, suggestions, and an action plan with timelines for execution. These could be described as interventions that could have an impact for creating and strengthening the culture of integrity and ethos on campus. The action plan should also define short-term timelines as well as a consistent, on-going and long-term plan to continue the emphasis as students transfer to UNM, transfer within colleges or majors, and graduate.

Integrity Ethos and Culture of Integrity

Integrity ethos needs to be created that provides a culture of integrity with a supportive, trusting atmosphere, competitive pressures, the severity of punishments, the existence of clear rules regarding unacceptable behavior, faculty monitoring, peer pressure to cheat or not to cheat, the likelihood of being caught or reported, and the class

size (McCabe, et al., 2001). Creating this culture of integrity will help campuses prepare young adults for the real world. The development of moral and ethical reasoning may become an increasingly important goal to be encouraged by student life, student activities, and sections in core curriculum courses (Jordan, 2001). McCabe and Trevino (2002) believe that student engagement in an environment that values honesty can contribute significantly to moral development.

Creating this student engagement environment must be an ongoing task. It is not a quick and easy process but must be a long term approach (Whitley, Jr. & Keith-Spiegel, 2001). No campus can assume that its students, incoming or returning, will take the time to familiarize themselves with campus rules about academic integrity on their own. Even if it did, an institution's failure to emphasize the high value it places on AI sends the message that it is not a high priority. Each campus must send a consistent message to its students that AI is expected and that cheating will result in negative consequences, and more than just a slap on the wrist. The institution must convince students that cheating will be met with strong disapproval and that cheating is the exception on campus, not the rule. To achieve this, the institution must be prepared to hold students accountable for any cheating in which they engage ((McCabe et al., 2001). This can be accomplished by educating students on the Student Code of Conduct (University of New Mexico, 2011) and the UNM Student Academic Honesty. However, before the current policies are emphasized, a review should be completed to determine if the standards are current and pertinent to the integrity ethos and culture of integrity of the UNM campus.

An honor code or policy can take years to achieve and requires constant attention and renewal once it is in place. Recommendations are shown in Appendix K from the Center for Academic Integrity (CAI) for developing a strong program of academic integrity (Center for Academic Integrity, 1999). These recommendations can serve as guidelines for implementation of the development of a culture of integrity. These recommendations can be used as an “action plan” that is simple, strategic, and doable.

When discussing a culture of integrity and setting expectations, there are many ways to relay this message to students and faculty. Deciding these expectations include improved communication, creating rituals, faculty workshops, educating students on life skills, encouraging the benefits of learning, having a dedicated office for AD reporting, and sanctions,

In order to create a culture of integrity it is important to clearly define expectations of students to set the norms, values, and beliefs. Setting these philosophies should be a part of UNM’s cornerstones of purpose, core values, ethos, and emphasis on AI thereby providing the guidelines for student responsibility for AI and his/her own academic success. A clear and concise honor code defines these expectations. Creating opportunities for preventing AD is part of forming the culture of integrity. Increasing student communication is discussed in the interventions, future planning, and recommendations.

Student Interventions

Communication

As a first step, the *UNM Academic Honesty* publication and *Student Code of Conduct* should be introduced to students at the freshman, new student orientation. Since the DOS provides the new student orientation, the first step would be to introduce the *UNM Student Academic Honesty* and *Student Code of Conduct*, what it means, the sanctions or penalties for AD, and where to access this information for future reference. This can be presented with skits demonstrating students cheating and the consequences, videos, YouTube clips, and discussion groups. Students should fully understand the meaning or definition of AD. These could be vital to students accepting this information and accepting responsibility for their behavior. In addition the Honesty publication and Code of Conduct policy should be included in the information packets.

Communication is an essential avenue for detailing classroom expectations from the instructor to the student by dispelling disparities between the university and the student. A clear understanding of rules and standards, moral socialization of community members, and mutual respect between students and faculty extends certain privileges to its students (e.g., unproctored exams, self-scheduled exams, etc.) (McCabe et al., 2001). Whitley and Keith Spiegel (2002) found that "Classroom discussions of AI appear to be uncommon" (p. 55). Faculty can pursue numerous strategies, including clearly communicating expectations regarding cheating behavior, establishing policies regarding appropriate conduct, and encouraging students to abide by those policies (p. 229).

Perhaps instructors assume that students are getting the information from other sources and that making this expectation clear in the classroom is not needed (Whitley & Keith-Spiegel, 2002). Recommendations from Passow et al. (2006) state that "Faculty and administrators should carefully define for students what does and does not constitute cheating for exams, homework, term papers, projects, laboratory reports, and oral presentation" (p. 679). Clear definitions from instructors should be communicated to students defining what they consider cheating, which allows students to have distinct guidelines for their behavior for tests and homework. Communication should include multiple modes of contact to encourage action; the more we know about it, the more opportunity to affect change (Pike, 2002)

The *UNM Academic Honesty* publication and *Student Code of Conduct* should be emphasized throughout the students' matriculation process by administration, faculty, staff, and from their peers. The DOS should collaborate and discuss with the deans and administrators in the various colleges, departments, and programs how this implementation could be accomplished. This collaboration and discussion could lead and encourage the faculty to place an emphasis on AD in the introduction of their classes, in their syllabus, and a review of the criteria for assignments and tests. Instructors can reinforce values in their syllabus and discussions at the beginning of each term and periodically throughout the semester. In addition, the *UNM Student Academic Honesty* and *Student Code of Conduct* should be in the schedule of classes, course catalog, examination booklets, posted on departmental bulletin boards, and distributed periodically within departments. These are ways to create a culture of integrity.

There should also be emphasis placed on what the mission, goals, and values are for UNM, thereby strengthening the integrity ethos on campus. Students need to begin their college experience with a positive attitude about the necessity for AI and an understanding that college is where true learning occurs. The greatest benefit of a culture of integrity may instead be the lifelong benefit of learning the value of having a community of trust (McCabe & Trevino, 2002, p. 41). This must also be emphasized throughout the students' academic journey.

Additionally, in order to strengthen the culture of integrity on campus, the DOS should make efforts to incorporate UNM administration, such as the president, provost, vice-presidents, etc. to stress the importance of the mission and values already in place. This could be discussed in strategic planning meetings for setting goals and initiatives, as well as be a topic for workshops, presentations, and keynote speeches, etc. to students, faculty, staff, and community.

The *UNM Academic Honesty* and *Student Code of Conduct* should be on UNM websites, including the UNM portal/main page, the president's, provost's, colleges', and departmental websites. It should be published in the class and course catalog, examination booklets, posted on departmental bulletin boards, and/or sent out periodically within departments.

Rituals or Student Pledge

McCabe and Trevino (2002) recommend using rituals or ceremonies to introduce the honor code to new students and to send a clear message that honesty is an institutional priority. Rituals or ceremonies can send a clear message that honesty is an institutional

priority. Having students sign a pledge to abide by an honor code and take responsibility for their behavior encourages AI by providing the awareness of sanctions involved regarding AD on campus. A ritual or signing-in ceremony may include having students sign a pledge or a banner to abide by an honor code. If a banner is signed, it can be hung in a prominent location to demonstrate the commitment and remind students about AI. It puts ownership and commitment on this with the student. It provides expectations to the students as well as knowledge of what AI means and how it is defined (McCabe & Trevino, 1993).

This custom could be a very important part of the practical application established at UNM. This could be added to new student/ freshman orientations or in freshman classes at the beginning of the semester. Discussion and collaboration would need to occur with the deans, department and program administrators, etc. to determine the best method for implementation.

Student Educational Opportunities

In order for students to cope with the academic pressures involved with handling multiple responsibilities and priorities, training should be provided to students regarding life skills, such as time management, decision making, problem solving, handling stressful situations regarding job, personal and family responsibilities, and how to balance academic and extracurricular commitments. This instruction could teach students coping skills for their academic demands and decrease academic pressures or at least give students tools for handling the strain and stress that comes with handling multiple responsibilities and priorities.

Learning these skills in college can also benefit students as they graduate and address challenges in the real world of their future career and family struggles. These are life-long skills that can assist students' progress to young adulthood and throughout their entire adult life. Some of these topics are taught in freshman learning classes, but they could also be offered by Student Affairs, colleges, programs, departments, as well as classrooms. Again, this would take further collaboration, discussion, and coordination among DOS, Student Affairs, and academic programs.

Institutional Interventions

Faculty Workshops

Providing and publicizing faculty development workshops for training on the honor code would increase the continuity and consistency in the criteria and sanctions associated with the *UNM Student Academic Honesty* and *Student Code of Conduct*. Faculty development workshops can be provided and publicized whereby faculty is trained on the honor code. This could include Student Affairs staff collaborating and coordinating the workshops with the colleges so it sends the message that Student Affairs and the administration support faculty in demanding AD. It also serves as a reminder to the campus that cheating will not be tolerated. For optimum results, these workshops would need to be ongoing and continuous as current faculty leave and new faculty are hired.

One Office for Administering Sanctions

Recommendations in the "Issues and Perspectives on Academic Integrity" (Gehring et al., 1986) suggest that "A specific individual or office should be responsible

for coordinating efforts to reduce and control academic dishonesty disseminating the results" (p. 22). This suggestion could be a challenge at UNM. While the DOS has the responsibility of administering the Student Code of Conduct, the issues of AD are often problematic for academic colleges, departments, or programs. Therefore, most colleges have addressed AD by creating their own policies and initiatives to combat this problem making the sanctions or penalties varied throughout campus. Each college may have different levels of sanctions that can fluctuate immensely creating inconsistency with the handling of AD and the sanctions generated by most colleges.

There should be one office, the DOS, for coordinating efforts to reduce and control AD and disseminate the results. This recommendation will also be a challenge at UNM. While the DOS has the responsibility of administering the *Student Code of Conduct,* many academic colleges, departments, or programs have created their own policies and initiatives to combat this problem. This leads to inconsistency in handling AD on campus and the sanctions generated by most colleges.

The DOS would like to have a common database where students suspected of AD can be documented for future reference and the ability to provide a sanction that is congruent with the kind or seriousness of AD, the number of times the student has been suspected or penalized for AD, and possible probation or suspension. This would also lead to better coordination of a unified database of students who are suspected of AD and/or given sanctions for this behavior. The implementation could be included with the collaboration, discussion, and coordination of the faculty workshops and student educational opportunities.

Instructor/Faculty and Departmental Interventions

It can help for students to understand the value of what they're being asked to study by creating learning experiences that connect with their interests and have real-world relevance (Stephens, 2004). This could also mean fostering an appreciation of the university as a community, shared values, critical thinking, and the ability to learn as opposed to just passing a class or getting a good grade (Gehring et al,. 1986). The emphasis is on the process and not the outcome of the grade at the completion of the class. The two should go hand in hand. Implementation could include curriculum development for fostering the university as a community, shared values, critical thinking, and the importance of understanding how learning and knowledge increase future job opportunities and life-long learning. This application would show students how their learning in college specifically translates to the real world and their career.

The instructor/faculty interventions are hands-on options to assist students that include clarifying or explaining course material, how to complete assignments, meeting or delaying deadlines, or tutoring, that can help them with their dilemma on whether they may choose to cheat or not to cheat. The instructor is more engaged with the students to provide assistance, build trust, and to students that help them to feel supported. The instructor could suggest ways for the student to have a better understanding of their expectations through coaching, tutoring services, and increased interaction or individual consultations with them. This could include dropping a class or taking an incomplete grade.

Other options may be available through the Dean of Students office for student support services referrals, advising, and clarification, deadlines, and possible consequences (GPA, scholarships) of policies regarding dropping the course or requesting an incomplete grade. Having options may ease the temptation for a student to cheat in order to meet the academic and performance demands. This is another aspect of creating an environment where the student feels supported.

All of the practical applications will involve increased communication to strengthen the culture of integrity and ethos on campus. Improved communication will come from Student Affairs programs and DOS as well as deans and department administrators to provide the best methods for the implementation and future planning for these recommendations. Increased communication will also include substantial discussion, collaboration, and coordination, as well as opportunities to provide the information on websites and campus publications. Much of this is determining a short-term action plan as well as an ongoing and consistent emphasis to continue the culture of integrity and ethos on campus.

Student Academic Experience (SAE) Concept Model

It is important to summarize the studies' impacts, results, and applications. Creating a visual or concept model is one way to show how all these factors affect each other. There are many ways students are influenced, their view of what academic integrity and academic dishonesty means, how they react and make decisions, and how they behave. Figure 1 shows a visual or concept model of how students' academic experience (SAE) is influenced by their previous environment and background as they

start their freshman year in a higher educational institution. Students arrive at the institution with a variety of values, ideas, beliefs, self-motivation, self-efficacy, self-confidence, etc. Students will have expectations for their own SAE.

The higher educational institution has its mission, values, and SAE. There are the universities expectations regarding how a student should perform and succeed. As students start and proceed through their academic journey, they experience a variety of pressures, commitments, and challenges that can affect their performance in the classroom. These pressures and challenges can also influence their behavior and ability to make decisions and choices along the way. Since this study focused on academic integrity and academic dishonesty in the classroom, this was the focus for this model.

As students face performance goals on exams, papers, and general behavior decisions, they will have to make choices on whether to cheat or not to cheat. The outcome of the decisions is shown in Figure 1. If the student chooses to cheat, the possible outcomes could be getting caught and facing sanctions or penalties and the probable feeling of a negative SAE. Another possible outcome is not getting caught and not experiencing sanctions or penalties. The SAE feeling could be positive, negative, mixed, or indifferent. If the student chooses not to cheat, there can be the feeling of achievement and a positive SAE, or by not achieving their performance goals they could have a negative SAE. Depending on these outcomes, it will influence their future behavior and choices regarding integrity and cheating in their career or job in order to meet their goals. This process is shown in Figure 1.

The timeline for this model can change depending on the students' situation. A student may not feel the pressure, commitment or challenge every semester that would tempt them to cheat in order to succeed. This can change with each semester. If a student is confident in their ability to achieve a certain grade without cheating, then the choice to cheat won't be an issue. However, a students' situation can change and therefore a student may choose to cheat if they feel there are no other options.

Figure 1

Students' Academic Experience (SAE) and Academic Dishonesty (AD)

without Interventions

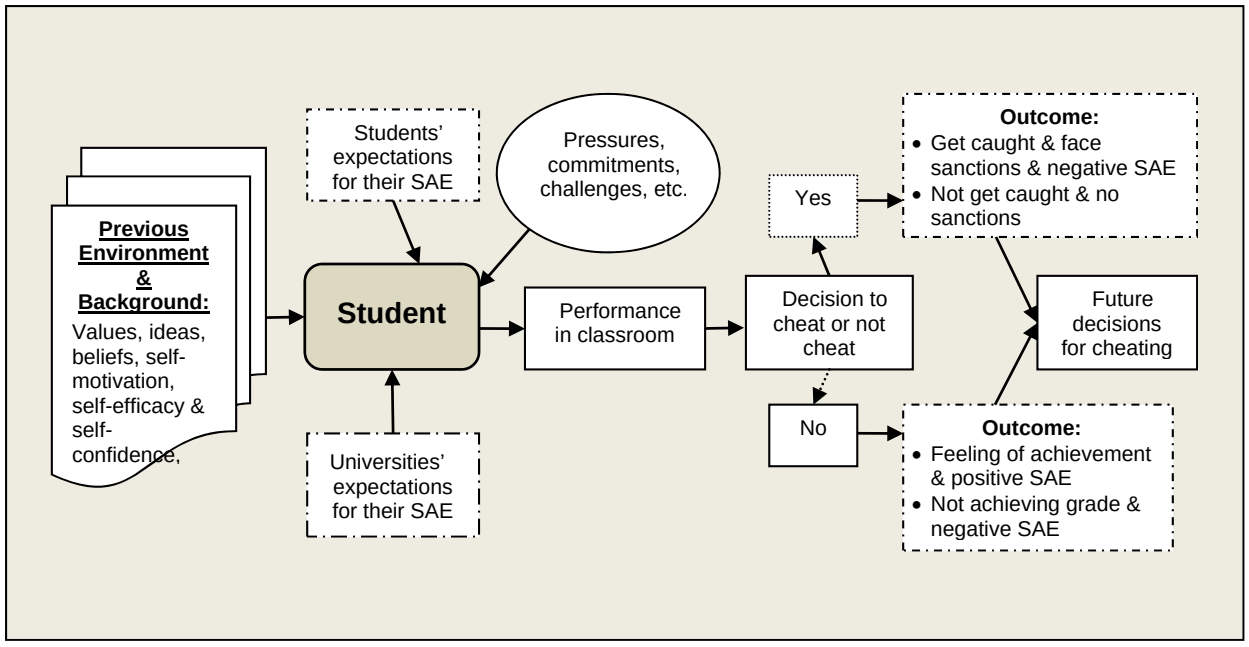


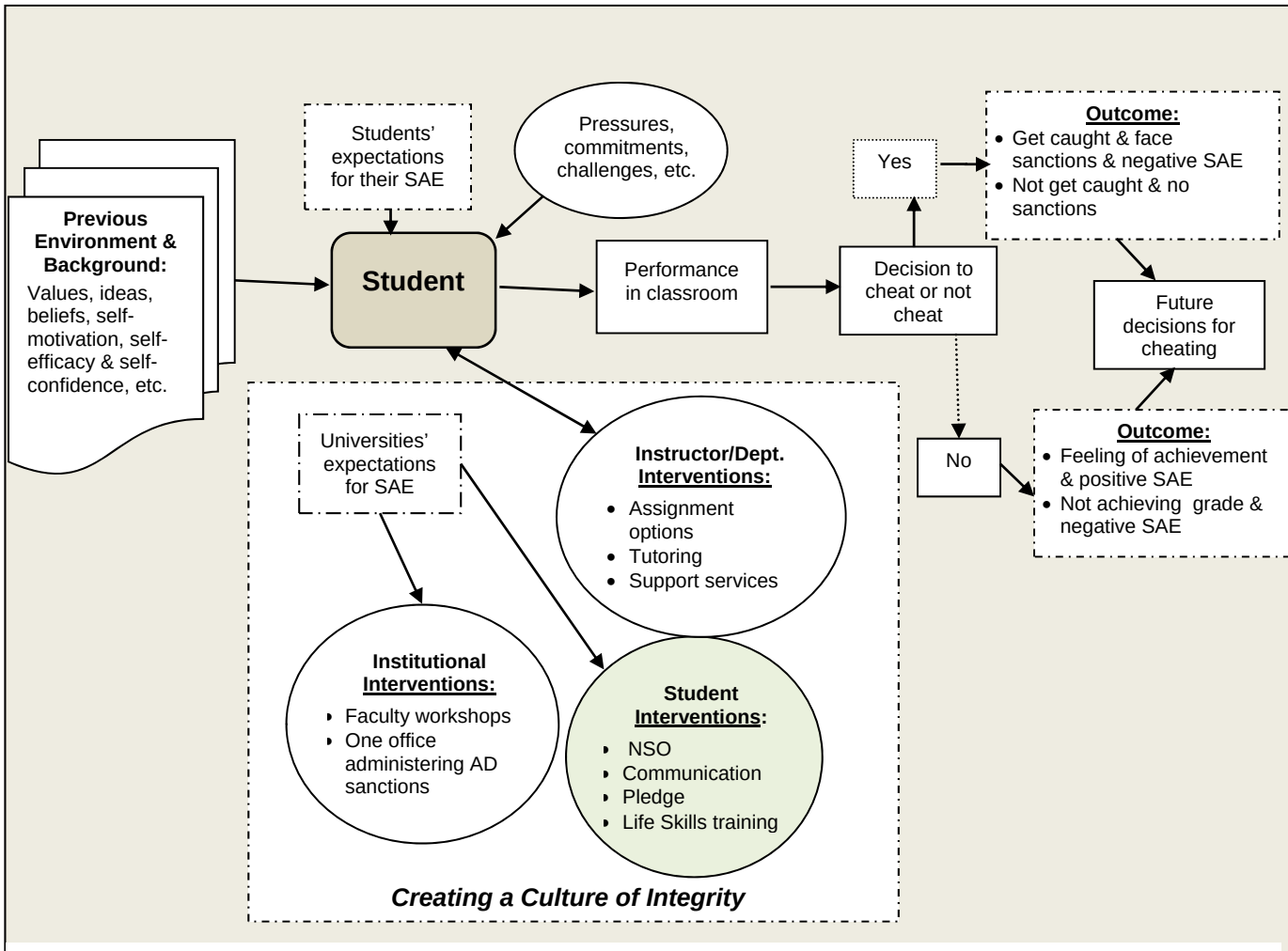
Figure 2 shows the same visual/concept model but with the interventions described to encourage a culture of integrity. It is labeled the "Kloeppel Model of Students' Academic Experience and Academic Dishonesty" (or the "K Model"). The institutional and student interventions are proactive interventions that are shown separately to create the culture of integrity. The institutional interventions include faculty workshops and having one office responsible for the sanctions and a database for students who cheat. The student interventions include information provided at the new student orientations (NSO), and the communication plan, rituals, and training on life skills. The instructor and departmental interventions provide options for the student regarding assignments, tutoring, support services, and grade options. These are intended to

empower the student to assist them in the classroom, and hopefully deter their decision to cheat. These options can give the student an opportunity to create a plan; to succeed in the classroom, and meet their own academic performance goals. Instead of finding ways to rationalize their choice to cheat, they will find solutions to help them achieve their goals without cheating; ultimately have a positive outcome and student academic experience (SAE).

The intent of all the interventions is to discourage AD and encourage AI. If these interventions are successful, there will be more students choosing not to cheat and therefore having a more positive SAE. A long-term approach would also encourage integrity when the student graduates and proceeds with their career and job performance and goals. Ultimately, the purpose of the student interventions is to encourage good decisions and behavior as they transition and proceed into their adult life.

Figure 2

The Kloeppel Model of Students' Academic Experience (SAE) and Academic Dishonesty (AD) with Interventions (labeled the KAE model or "K Model")



The Kloeppel Model of Students' Academic Experience (SAE) for Academic Dishonesty (AD) with Interventions (labeled the "KAE model for AD" or "K Model for AD")

The development of Figure 2 was created using the data analyses from this study.

While it is somewhat general so that it can be applicable to most higher educational institutions, the model has specific detail that can be used to create a culture of integrity.

Future Research

Future Research for UNM and the DOS

It is recommended that the future planning, implementation, and action plan described be put in place for the next two years. After that time, the PACS survey could be conducted again on campus to allow comparisons between this research study and the new survey results to determine if these interventions make a difference. Did these interventions reduce AD on campus? The benchmarking and comparison between UNM, the CHR and HSIs could also be executed again. Another possible benchmark would be a comparison between universities that have an honor code and those that do not have an honor code to determine if there are differences in AD between those campuses.

Additional questions could be developed for the next PACS survey on a more specific, identified focus, such as comparing repeat cheaters with non-cheaters. Further exploration regarding the methodology and data analysis could also be performed at that time. With the results of this research study, there may be opportunities to improve the methodology and data analysis in the future. Increased efforts could be made to improve the sample responding to the survey. The small sample was a concern with the data analysis in the academic major area, as it was not large enough to determine significant results.

Another opportunity could be adding a qualitative aspect to the survey. Students that admit to cheating (with anonymity and confidentiality) could be interviewed, which would add more personal reasons for cheating and why they have cheated or might cheat in the future. This would create a mixed methodology.

Since the survey was self-reported data from the respondents, one limitation of the study was whether the respondents answered the questions honestly. Respondents may have been concerned that their identity could be linked to their answers, and it may have skewed how honest they were. Respondents may have been concerned that if cheating was admitted that they could be identified that there could be sanctions against them. Perhaps increased emphasis could be placed on the anonymity and confidentially of the data to increase the respondent's confidence in the honesty of their answers.

Questions of why a student cheats and whether or not cheating becomes a habit can be asked for ongoing research. Does repetitive cheating continue throughout their academic journey and into their job or career? Does a student become addicted to cheating? Is it an addiction similar to gambling or taking drugs? Is there an adrenalin rush from cheating? Is there a feeling of accomplishment when a student cheats and doesn't get caught? These are all questions that could be explored further that haven't been studied in depth or at all.

Overall Future Practical Application and Research for Academic Dishonesty

As the topic of AI and AD continues to be of concern to universities, how to deter and combat AD will remain an area of unease. In reviewing the previous research, the older research results were still applicable in conjunction with the newer research and

results. The recommendations discussed from the “Issues and Perspectives on Academic Integrity” (Gehring, et al., 1986) are still valuable today. Recommendations from the Center for Academic Integrity (CAI) for developing a strong program of academic integrity (Center for Academic Integrity, 1999, Appendix K) were excellent guidelines.

Continued research on the reasons for students cheating could be valuable for implementing future practical applications. Many universities and/or colleges, programs, and departments may benefit from additional research. However, for this research study it was concluded that developing an overall educational and communication plan would be more effective than trying to target specific demographics of students. Creating the culture of integrity and ethos, setting expectations, and providing tools for students to handle the stress and multiple priorities as they progress through their academic journey could be more valuable and important in deterring and combating AD. This teaches life-long skills for handling high stress situations, improving problem solving and decision making, and dealing with difficult situations with jobs/work, family, and personal issues. These skills will enable students in making good decisions and succeeding as they mature and proceed into their adult life.

Summary

The research questions were defined to determine if certain students are prone to AD and whether there could be recommendations for practical applications for certain targeted students. Are there opportunities for student and faculty education on AD? Based on the findings of this study, there were no substantial, significant results that would merit interventions for students’ education major or race. The one significant

finding resulted in males cheating more than females. With these findings, should there be special interventions for males and females?

The conclusion to making recommendations for special interventions would instead defer to the creating of an overall education and communication plan that sets expectations regarding AD with the *UNM Academic Honesty* publication and *Student Code of Conduct*. In order to achieve this goal, several suggestions were made to affect these expectations and overall future planning and implementation.

The development of a model (Figure 2) was created using the data analyses from this study. While it is somewhat general so that it can be germane to most higher educational institutions, it has specific detail that can be used to create a culture of integrity at institutions that may face the same issues, problems, and struggles regarding AD. This overall plan creates and strengthens the culture of integrity and ethos on campus, which has been shown to reduce AD.

In closing, there is a final quote from the student who admitted to cheating from the Wright (2004) study. It provides encouragement for those who cheat:

> I have always known that cheating is wrong. Similarly, I have always had the desire to live my life with minimal regrets. After reflecting on the Locke quote, it became clear to me that the potentially negative consequences of telling you that I cheated were far secondary to my need to save what virtue I had left. Thus, I decided to turn myself in out of fear of what I had become and what I would become in the future if I didn't do the 'right' thing and come clean with you. I was willing, actually relieved, to accept whatever consequences I received from you for cheating. I knew that immediately dealing with the consequences of my cheating would be far less painful that if I did nothing. It certainly helped my sleeping and eating! I felt that if I didn't do anything about the situation right away, I knew I would have to eventually deal with it in a potentially far more serious situation with even more severe consequences (Wright, 2004, p. 296-297).

Appendix A

D100
Policy

DISHONESTY IN ACADEMIC MATTERS

Dishonesty on the part of a student in connection with either course material or student records is a serious matter involving the possibility of disciplinary action. Since the members of the faculty have a direct responsibility in the enforcement of the standards involved, the following formal statement was prepared, incorporating the current regulation and the procedures for implementing it.

1. The following statement appears among the scholastic regulations listed in the UNM Catalog and Pathfinder:

"Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; and nondisclosure or misrepresentation in filling out applications or other university records."

2. When a violation of the regulation occurs in connection with a course, seminar, or any other academic activity under the direction of a faculty member, that faculty member is authorized to take whatever action is deemed appropriate, but no penalty in excess of an "F" in the course and the involuntary withdrawal of the student from the class may be imposed. Whenever this penalty is imposed; the instructor may report the case in full detail in writing to the Dean of Students, who may impose additional sanctions or refer the matter to the Student Conduct Committee for a determination of whether additional sanctions are warranted.

It is also important to point out that before a faculty member takes action on any alleged violation of this rule, the instructor should be certain that there is substantial evidence to support the charge.

3. When academic dishonesty occurs in connection with any test or examination not connected with a course, but administered by an officer of the University or in connection with any non-

disclosure or misrepresentation in filling out applications or other University records, the person who observes or discovers the violation shall transmit in writing to the Dean of Students a statement describing the occurrence. A copy shall be sent to the student. The Dean of Students shall determine the sanction following procedures set forth in section 3.4 of the Student Grievance Procedure.

4. Action taken by the Student Conduct Committee shall be completed within the time limits and extension provisions outlined in section 9.1 of the Student Grievance Procedure. Copies of the final decision will be sent to the faculty member's chairperson, dean and to the dean of the student's college if different.

The procedure described above with reference to the Student Conduct Committee removes none of the instructor's authority heretofore practiced in such matters, but rather strengthens and gives uniformity to action taken by making use of an appropriate committee upon which both faculty and students serve.

On the whole, experience shows that student committee members deal as rigorously with dishonesty as do administrative officials, individual faculty members, or faculty committees. More important than consistency or rigorousness of punishment, however, is the simple consideration that student government, student self-reliance, and student responsibility develop further and more firmly when student representatives actually take a role in dealing with student behavior.

In order to be as fair as possible to students, it is recommended that faculty members teaching lower division courses inform the class, at the beginning of each course, as to their policy and the University policy with reference to dishonest academic practices. Students thus informed will thereafter have no basis for pleading ignorance of regulations.

Refer also to "Academic Integrity" D10 and "Student Conduct and Grievance Procedures" D175, *Faculty Handbook.*

Source:(University of New Mexico 2001)

Appendix B

What is Academic Integrity and Why is it Important?

Academic integrity is a commitment, even in the face of adversity to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

Higher education and society benefit when colleges and universities have standards of integrity that provide foundation for a vibrant academic life, promote scientific progress, and prepare students for responsible citizenship. Many institutions, however, have neither defined academic integrity nor expressly committed to it. Others explain academic integrity merely by listing behaviors that are prohibited rather than by identifying values and behaviors to be promoted.

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

An academic community flourishes when its members are committed to the five fundamental values. Integrity is built upon continuous conversations about how these values are, or are not, embodied in institutional life. As these conversations connect with institutional mission statements and everyday policies and practices, a climate of integrity is sustained and nurtured. Vigorous academic integrity policies and procedures, with faculty and student support, promote the learning process and the pursuit of truth. This also helps create a stronger civic culture for society as a whole.

Research by CAI members and many others shows that student cheating is on the rise and that the pressures and opportunities for dishonest behavior are increasing in many academic and professional contexts. Thoughtful, wide-ranging, and effective action is required to reverse these trends. The CAI invites educators, students, and citizens to contribute to this effort. Source: The Center for Academic Integrity (1999).

The Fundamental Values of Academic Integrity.Accessed at: http://www.academicintegrity.org/fundamental_values_project/index.php on January 17, 2011.

Appendix C

UNM Student Academic Honesty

Introduction

The purpose of this publication is to assist faculty in creating an atmosphere which promotes academic integrity among students at The University of New Mexico. In furtherance of this goal, faculty are encouraged to educate students as to the definition of academic dishonesty, the consequences of such behavior, and the procedures for addressing academic dishonesty. Faculty can play a major role in assisting students to understand the importance of academic integrity. An explanation of various forms of academic dishonesty can give students a clear concept of the expectations for their academic work at The University of New Mexico.

Academic dishonesty is a violation of UNM's Student Code of Conduct. Academic dishonesty as defined by that Code, includes, but is not limited to:

> "dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records."

Prevention Techniques

Faculty members have found that some of the following suggestions have been beneficial in addressing academic dishonesty and preventing its occurrence.

Outline your EXPECTATIONS

- DISCUSS academic dishonesty as outlined in the Student Code of Conduct.
- REAFFIRM the importance of academic integrity within the educational process.
- PRESENT an appropriate ethical model for students.
- CREATE an environment which encourages academic honesty and fairness.
- FOLLOW-UP on cases where you suspect academic dishonesty.
- ADDRESS the issue in the class syllabus.

Utilize appropriate classroom techniques to help PREVENT academic dishonesty.

- Maintain control of exams by collecting all of them after each exam or rewriting exams each semester (remember that some student organizations keep test files).
- Keep your exams in a secure part of your office and try to eliminate "waste" copies which may surface later.
- For large classes or multiple sections faculty may want to use multiple forms of the examination.
- Utilize proctors to assist in large classes.
- Distribute the weight given to each examination/paper so students are not so tempted to cheat.
- Do not utilize undergraduate students to type or duplicate examinations.
- Check student's identification (photo ID) and have students sign the answer sheet when turning in the examinations, so signatures can be compared.

Procedures

If a faculty member believes that a student has violated academic dishonesty guidelines set forth within their course, the faculty member should address the issue by following procedures for academic dishonesty published in The UNM Student Pathfinder. According to these procedures when a violation appears to have occurred within an academic process, the following should occur:

- The faculty member will discuss the apparent violation with the student and give the student a chance to explain, prior to making a decision as to the student being responsible or not responsible for the alleged infraction.
- After the discussion, the faculty member may drop the matter if the violation is unfounded, or impose a grade reduction up to an "F" in the course and/or involuntarily withdraw the student from the course (it is best to consult with the Chair or Dean of your department to levy a sanction that is appropriate and consistent with what has been previously done by the department).
- The faculty member is strongly encouraged to report the matter in writing to the Dean of Students Office by utilizing the Faculty Adjudication Form provided by that Office or by sending written documentation of the incident to the same office. A faculty

member can requests to have the Dean of Students Office keep a record of the incident or pursue the situation as a violation of the UNM Student Code of Conduct. This decision is typically up to the faculty member, unless there has been a previous incident of academic dishonesty or if the incident egregious enough for further action. The Dean of Students Office recommends this course of action, because some students unfortunately do not learn from their mistakes and will partake in Academic Dishonesty again in other courses or departments.

- The Dean of Students Office can be reached by calling 277-3361. A student may appeal a faculty imposed sanction to the Department Chair, Dean of College, and the Provost as provided in the Student Grievance Procedure found in The UNM Pathfinder.

Under the Student Code of Conduct, additional disciplinary action may be initiated by the Dean of Students Office, particularly in overt cases of academic dishonesty or if the student has a previous offense on file. Should a faculty member, wish to view the procedures the student may encounter through the Dean of Students Office, please view the UNM Student Code of Conduct.

Sanctions

Possible sanctions for academic dishonesty range from a verbal or written warning to disciplinary probation, suspension or expulsion, along with attendance at appropriate workshops or other educational sanctions. Specific definitions of these sanctions can be found in The UNM Pathfinder.

Any questions regarding the policies or procedures regarding student academic dishonesty may be addressed to the Dean of Students Office.

For the University of New Mexico Academic Dishonesty Faculty Adjudication Form, click here. Information in this document has been edited from source documents, including The UNM Pathfinder. If questions arise regarding the specific meaning or interpretation of policies, source document wording will prevail.

Source: (University of New Mexico Dean of Students Office 2010)

http://dos.unm.edu/student-academic-integrityhonesty.html

Appendix D

The Carnegie Classification of Institutions of Higher Education™

Founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, the Carnegie Foundation for the Advancement of Teaching is an independent policy and research center. Improving teaching and learning has always been Carnegie's motivation and heritage.

Carnegie Foundation as INITIATOR

We hone in on "high leverage problems" – those that affect large numbers of students.

Carnegie has a legacy of educational leadership. During our more than 100-year history, we have observed, studied and advocated for education improvement. Carnegie has always been an initiator, building new institutions for inspiring education broadly. Today, Carnegie attacks problems that impede students' educational success. We serve as the strategic initiator—bringing the right people together at the right time to wrestle with complex, difficult issues.

Carnegie Foundation as INNOVATOR

We test innovations on the ground. Once we understand what works and why and in what contexts, we communicate that information to enable others to make change happen in classrooms. Carnegie Foundation gathers researchers, teachers, designers, practitioners, students and policymakers, organized as Networked Improvement Communities. These communities of thinkers and doers invent new knowledge and approaches. Carnegie inspires these innovators to design, develop, evaluate and refine tools, materials, roles, procedures, data and other artifacts and information that will improve teaching and learning. Open educational resources—available in online collaborative spaces—provide avenues for sharing and feedback that sustain continuous improvement. Carnegie Foundation embraces and advocates for an emerging science of improvement. This means taking risks, asking big questions, and being open to unexpected answers. It means

disciplined inquiry focused on solving practical problems. It means thinking deeply, acting concretely, while embracing the urgency of now.

We aim to succeed but we also know that learning from failure is a crucial part of the process.

Carnegie Foundation as INTEGRATOR

With our collaborators, we learn from each other, improve on what we know works and continuously create new knowledge. We take what we learn and make it usable by others. In our changing world, education reform means something different to everyone. There are many ideas and many are worthy. Indeed, there is a cacophony of good ideas. But we also know that many good ideas fail in practice. We have to ask which programs, tools and services work well for diverse participants working in varied contexts. We recognize the complexity of the education enterprise while continuing to advocate for specific, robust, concrete innovations that can and will work broadly. Operating through Networked improvement Communities, we initiate, innovate and ultimately integrate and sustain new knowledge. Carnegie communicates this knowledge in accessible ways to those who can make change happen in their own institutions and schools.

Doctorate-granting Universities

Institutions were included in these categories if they awarded at least 20 research doctorates in 2008-09. First professional and Professional doctoral degrees (J.D., M.D., Pharm.D., Aud.D., DNP, etc.) were not counted for the purpose of this criterion. As in previous editions, these categories were limited to institutions that were not identified as Tribal Colleges or Special Focus Institutions.

Level of research activity Doctorate-granting institutions were assigned to one of three categories based on a measure of research activity. It is important to note that the groups differ solely with respect to level of research activity, not quality or importance. The analysis examined the following correlates of research activity: research & development (R&D) expenditures in science and engineering; R&D expenditures in non-S&E fields; S&E research staff (postdoctoral appointees and other non-faculty research staff with doctorates); doctoral conferrals in humanities fields, in social science fields, in STEM

(science, technology, engineering, and mathematics) fields, and in other fields (e.g., business, education, public policy, social work). These data were statistically combined using principal components analysis to create two indices of research activity reflecting the total variation across these measures (based on the first principal component in each analysis).

One index represents the aggregate level of research activity, and the other captures per-capita research activity using the expenditure and staffing measures divided by the number of full-time faculty whose primary responsibilities were identified as research, instruction, or a combination of instruction, research, and public service. The values on each index were then used to locate each institution on a two-dimensional graph. We calculated each institution's distance from a common reference point, and then used the results to assign institutions to three groups based on their distance from the reference point. Thus the aggregate and per-capita indices were considered equally, such that institutions that were very high on either index were assigned to the "very high" group, while institutions that were high on at least one (but very high on neither) were assigned to the "high" group. Remaining institutions and those not represented in the NSF data collections were assigned to the "Doctoral/Research Universities" category. Before conducting the analysis, raw data were converted to rank scores to reduce the influence of outliers and to improve discrimination at the lower end of the distributions where many institutions were clustered.

Carnegie Classifications Frequently Asked Questions:

What are the category definitions and what data did you use? How did you define arts and sciences, graduate coexistence, selectivity, etc.?

Classification Descriptions: All accredited, degree-granting colleges and universities in the United States represented in the National Center for Education Statistics IPEDS system are eligible for inclusion in the Carnegie Classifications (as of the year a classification is issued, and subject to the availability of required data). Accreditation status is based on information provided by the U.S. Department of Education Office of Postsecondary Education. For more information on accreditation, see Ed.gov.

Who are the classifications for?

From its inception, the Carnegie Classification's purpose has been to assist those conducting research on higher education. Researchers need a way to reference the great diversity of colleges and universities in the United States, and classifications enable them to identify groups of roughly comparable institutions. The primary audience is the research community, including academic researchers and institutional research staff as well as other education analysts. By providing a set of distinct classifications as well as a set of online tools for creating custom listings (combining categories within classifications, identifying institutions in similar categories across classifications, or filtering listings by selected criteria), researchers now have much greater analytic flexibility, allowing them to match classification tools to their analytic needs.

University of New Mexico-Main Campus

Albuquerque, New Mexico

Level	4-year or above
Control	Public
Student Population	27,241
Classification	**Category**
Undergraduate Instructional Program:	Bal/HGC: Balanced arts & sciences/ professions, high graduate coexistence
Graduate Instructional Program:	CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
Enrollment Profile:	HU: High undergraduate
Undergraduate Profile:	FT4/S/HTI: Full-time four-year, selective, higher transfer-in
Size and Setting:	L4/NR: Large four-year, primarily nonresidential
Basic	RU/VH: Research Universities (very high research activity)

All-inclusive classifications are time-specific snapshots of institutional attributes and behavior based on data from 2008 to 2010. Institutions might be classified differently using a different timeframe.

Source: (Carnegie Foundation 2010)

Appendix E

Profile Survey Questions for Academic Dishonesty Study

Demographics – Independent Variables

With which gender do you identify?
Male[Code = 1]
Female[Code = 2]
Transgender[Code = 3]

In which subject area is your major? Code 1, 3, 4 and 10 used for analysis
Business[Code = 1]
Computer Science*[Code = 2]*
Education*[Code = 3]*
Engineering*[Code = 4]*
Health Sciences*[Code = 5]*
Interdisciplinary *[Code = 6]*
Liberal Arts / Humanities*[Code = 7]*
Mathematics *[Code = 8]*
Physical Sciences*[Code = 9]*
Social Sciences*[Code = 10]*
Technology*[Code = 11]*
Visual and Performing Arts*[Code = 12]*
I have more than one major*[Code = 13]*
Undecided*[Code = 14]*
Other*[Code = 88]*
N/A / I do not have a major.*[Code = 99]*

With which racial category do you most identify? Codes 3 and 6 used for analysis
Asian/Pacific Islander[Code = 1]
Black/African-American[Code = 2]
Latino(a)/Hispanic[Code = 3]
Middle Eastern[Code = 4]
Indigenous/Native American[Code = 5]
White[Code = 6]

Academic Dishonesty – Dependent Variables

How likely are you to cheat on an exam, paper, assignment, etc., in the future?
Very unlikely *[Code = 1]*
Somewhat unlikely*[Code = 2]*
Somewhat likely*[Code = 3]*
Very likely*[Code = 4]*

Have you ever cheated on an exam, paper, assignment, etc.?
No*[Code = 0]*
Yes*[Code = 1]*

Why might you cheat? Please select all that apply.

It is easy to cheat

I do not think I will get caught.

Everyone cheats.

What some consider cheating, I do not consider cheating.

There are no consequences for getting caught cheating.

I want to get a good grade in the course.

I want to maintain my current GPA.

I need to pass the course to graduate.

I need the grade to keep my scholarship.

I need to pass the course to remain at the university.

I need to get good grades for graduate school.

If other students were cheating, I have to cheat to make it fair.

I am pressured by a friend that needs help.

I am pressured by my family to get good grades.

I am pressured by my peers to get good grades.

I am under time constraints.

My professor has high expectations of me.

I am not good at taking exam.

A personal issue/crisis might compel me to cheat.

Other

Why did you cheat? Please select all that apply.
It was easy to cheat.
I did not think I will get caught.
Everyone cheats
What some consider cheating, I do not consider cheating.
There are no consequences for getting caught cheating.
I wanted to get a good grade in the course.
I wanted to maintain my current GPA.
I needed to pass a course to graduate.
I needed the grade to keep my scholarship.
I needed to pass the course to remain at the university.
I needed good grades for graduate school.
Other students were cheating, and I had to cheat to make it fair.
I was pressured from a friend that needed help.
I was pressured from my family to get good grades.
I was pressured from my peers to get good grades.
I was under time constraints.
My professor had high expectations of me.
I am not good a taking exams.
A personal issue/crisis compelled me to cheat.
Other
In which of the following have you participated during your time in college? Please select all that apply.
Copying from another student during an exam
Letting another student copy answers off of me during an exam
Using a cheat sheet during an exam
Using a calculator on an exam when instructed not to
Using a textbook during an exam when instructed not to
Getting a copy of the questions for an exam ahead of time
Getting a copy of the answers for an exam ahead of time
Using old, unauthorized exams to study for an exam
Impersonating a friend in order to take an exam for him/her

Having a friend pretend to be me to take an exam
Giving a fake excuse for missing an exam
None of the above
In which of the following have you participated during your time in college? Please select all that apply.
Writing a paper for someone else to submit
Selling a self-written paper to another student for submission
Buying a paper online to submit
Submitting the same paper for two classes
Copying directly from a source (word for word) without citing
Listing sources in a bibliography after only reading the abstract of an article
Listing sources in a bibliography that were not actually read
Summarizing from a source without citing
None of the above
In which of the following have you participated during your time in college? Please select all that apply.
Signing another student's name on an attendance sheet when he/she did not actually attend the class/event
Having another student sign my name on an attendance sheet when I did not actually attend the class/event
Creating fake research data or lab result
Reading the "cliff's notes" rather than reading the actual work
Marking two answers on an exam hoping the instructor will assume I meant to mark the correct one
Changing a response after a test, exam, etc. has been graded and then pointing out the "mistake" to the professor
Reading an assignment in English that was assigned to be read in another language (i.e., for a foreign-language class)
Using an online translating service for assignments that are required to be written in another language
None of the above

Appendix F

Profile of the American College Student Survey

The Profile, an online survey will take students approximately 20 minutes to complete. Survey sections are designed to get an accurate portrait of today's college student by understanding who they are, how they behave, and what they believe. All respondents are asked to complete the demographics section, as well as four out of nine randomly selected sections. The Profile's nine additional sections include academic involvement; academic integrity; campus involvement; health and wellness; technology use; media consumption; diversity issues; values and beliefs; and future aspirations.

Demographics

- Descriptive questions about how students identify themselves
- Detailed demographics include questions about:
  - Foreign language fluency
  - U.Ss generational status
  - College-going generation status
  - Relationship status
  - Living arrangements
  - Work responsibilities

Academic Involvement

- College choice process
- Academic preparation
- Learning and study styles
- Choice of major
- Course attendance
- Faculty interaction

Academic Integrity

- Definitions of cheating
- Likelihood of cheating or reporting cheating
- Decision making and behavior

Campus Involvement

- Expectations of involvement
- Level of involvement
- Involvement learning outcomes

Health and Wellness

- Physical health
- Mental health
- Sexual activity
- Smoking, drinking, illegal drug use
- Eating habits

Technology Use

- Internet
- E-mail
- Text messaging
- Online social networks

Media Consumption

- Newspaper, magazine, radio, & TV
- Preferred sources of information
- Influence of media

Diversity Issues

- Definition of diversity
- Views on diversity
- Diversity related behavior
- Diversity learning outcomes

Values and Beliefs

- Social issues
- Political issues

Future Aspirations

- Academic plans
- Postgraduate plans
- Perceptions of the job market

Appendix G

Development of Original Profile of the American College Student Survey

The Profile of the American College Students (PACS) survey was coordinated by *Student Voice* and a national, professional association for student affairs, *National Association for Student Affairs Professionals (NASPA)* to provide information on the characteristics, perceptions, and attitudes of students and undergraduate college students nationally. In addition to institution specific data, at the conclusion of the research, UNM can access comparative data from other participating institutions to further enhance understanding of UNM's students. This allows UNM to compare its students' answers and demographics to the national data collected by *Student Voice* using the same survey.

The *PACS* survey provides UNM with information on students' demographics, and students' expectations of college, campus involvement, technology usage, perceptions of media, diversity related issues, academic dishonesty, and personal values, and future aspirations. Data collected from this project can be used by administrators to make informed decisions about programming and/or policies that can impact students on campus. Survey sections were designed to get an accurate portrait of today's college student by understanding that they are, how they behave, and what they believe. All respondents were asked to complete the demographics section, as well as four out of nine randomly selected sections.

The data was collected via an online survey distributed by *Student Voice*. Students were invited to participate in the online survey via an email invitation. The email specified that participation was voluntary and contained a link to the survey. By clicking on the link, students indicated their willingness to participate in the survey. The email invitation included the names and

contact information of the researchers so that students have a person to contact with any questions or concerns.

Appropriate consenting persons were self-identified adults who received the email invitation via email to participate in the study. After reading the invitation, they could then follow the link to the on-line survey. The consent form explained that the participation was on a purely voluntary basis and that they could withdraw at any time by simply not finishing the survey, or that they could skip any questions they choose without penalty of any sort. The participant read the consent form but a signature wasn't required. The consent was their continued participation in the study. *The Profile of the American College Students* survey was open online for three weeks in January/February 2011. In addition to the initial email, students were sent two reminders during the three weeks via email. Survey completion was estimated at no more than 20 minutes.

Data encryption and other measures ensure the security of the data. All data was compiled in real-time in an online, password-protected reporting site. Only select individuals at the institution, *NASPA*, and *Student Voice* have access to the results. Data will be stored for approximately one year after data collection is complete. It will be stored in the password-protected reporting site. After one year, the data will be purged. Given that this is an online survey, researchers have no contact with participants, other than through the email invitations to participate. Deception was not used in data collection.

The Profile of the American College Students (PACS) survey was reviewed and approved by UNM's Institutional Review Board Protocol #10-576 on December 9, 2010.The *PACS* survey was developed by *Student Voice* as part of their consortium. All universities who utilize *Student Voice* have the option of using this study.

Appendix H

Student Voice and National Association of Student Personnel Administrators (NASPA) Information

Student Voice is one of the country's leading assessment providers to higher education professionals. Founded in 1999, *Student Voice* has built a reputation on the ability to combine assessment experience and innovative technology to build assessment programs that deliver world-class results for our member campuses. *Student Voice* provides assessment services and support campuses required to gather quality, actionable data and enables universities across North America to frequently conduct studies in program satisfaction, academic affairs, and student life by providing tools and support.

The NASPA Assessment and Knowledge *Consortium* provides a set of assessment studies that approach Student Affairs in an unprecedented, holistic, and comprehensive manner. Led by *NASPA* and powered by *Student Voice*, the *Consortium* uses a comprehensive web-based assessment platform and expert consultation to help Student Affairs professionals:

- demonstrate the impact of programs and activities on student learning and development
- produce focused, data-driven reports on critical issues and key trends
- benchmark with national and peer comparison data
- connect data to strategic goals and institutional priorities

Contact person: Melissa Wright, Senior Coordinator, Campus Support, mwright@studentvoice.com , Student Voice, 210 Ellicott Street, Suite 200, Buffalo, NY 14203

Source: Accessed at: http://www.studentvoice.com/

Appendix I

Informed Consent Form

Profile of the American College Student

Spring 2011

The purpose of the comprehensive, annual, and longitudinal Profile of the American College Student (PACS) survey is to provide the University of New Mexico with a descriptive portrait of its students. Data collected from administration of the survey will describe key characteristics of college students, including how they behave and what they believe. Specific topic areas covered include student expectations of college; campus involvement; technology usage; perceptions of media, diversity-related issues, academic dishonesty, personal values; and future aspirations. Data may be used by different departments within UNM and to improve the quality of the education, programs and services offered by UNM. PACS also allows UNM to compare characteristics of its students with a national profile of students, as well as with profiles of students at similar institutions. In order to be part of the study, you much be 18 years old.

This study involves completing an online questionnaire that focuses on the topics outlined above. Participation in this study is entirely **voluntary**, such that refusal to participate will not involve penalty or loss of benefits. **You may discontinue participation at any time without penalty.** Completion of the survey will take approximately **20 minutes. All information collected will be kept confidential**. Data will be compiled in aggregate format and maintained on a secure website or computer that is password protected. A secure login is required to access all data reports; information is exchanged via a SSL that uses 128-bit encryption; and information must pass through multiple

hardware and software security firewalls. Presentations or publications of the study will be based on grouped data and will not reveal your identity. The researchers will not know who completes or does not complete the survey.

There are no anticipated risks or discomforts associated with this project, however some of the survey questions involve sensitive information. You will receive no direct benefit or compensation by your participation, however the result of this research and your participation may be of significant value to administrators. By clicking on the "**NEXT"** button below, you are agreeing to participate in the study. If you **complete the survey by February 13, 2011**, you are eligible to register for a drawing for a $100 and two $50 gift certificates for Lobo Cash cards. You can register for the drawing at the end of the survey. Your responses from the survey will not be linked with the registration for the drawing.

This project has been reviewed was approved by UNM's Institutional Review Board Protocol # 10-576 on December 9, 2010.

If you have further questions or concerns about this study, you may contact Kim Kloeppel at UNM or consortium@studentvoice.com .

Informed Consent

I certify that I am 18 years of age or older, and wish to voluntarily participate in The Profile

of the American College Student conducted by the UNM Division of Student Affairs.

I have read the material above and any questions I have asked have been answered.

I have read the informed consent information and agree to participate.

Click **NEXT** to indicate your consent and begin the survey.

NEXT

Appendix J

As the data for the reasons why students cheat was analyzed, there was very little difference between the independent variables (subject area, gender, and race) and the top reasons. Therefore, an overall summary of the total responses for the AD Profile, Carnegie High Research and Hispanic Serving Institutions are shown below.

Why might you cheat? Please select all that apply.

The *AD Profile* had similarities in the top reasons as Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) (Section 5, Table 5C).

1. I want to get a good grade in the course.
2. I want to maintain my current GPA.
3. I need to pass the course to graduate.
4. I need to the grade to keep my scholarship.
5. I am under time constraints.

   It is easy to cheat.

   I am not good at taking exams.

Why did you cheat? Please select all that apply.

The *AD Profile* had similarities in the top reasons as Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) (Section 5, Table 5D). I wanted to get a good grade in the course.

1. I was under time constraints.
2. It was easy to cheat.
3. I wanted to maintain my current GPA.
4. I am not good at taking exams.
5. I did not think I would get caught.

Exams: In which of the following have you participated during your time in college? Please select all that apply.

The *AD Profile* had the same top reasons as Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) (Section 5, Table 5E).

1. Using old, unauthorized exams to study for an exam.
2. Letting another student copy answers off of me during an exam.
3. Using a cheat sheet during an exam.
4. Copying from another student during an exam.
5. Giving a fake excuse for missing an exam.

Papers: In which of the following have you participated during your time in college? Please select all that apply.

The *AD Profile* had the same top reasons as Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) (Section 5, Table 5F).

1. Listing sources in a bibliography after only reading the abstract of an article.
2. Summarizing from a source without citing.
3. Listing sources in a bibliography that were not actually read.
6. Submitting the same paper for two classes.

General Behavior: In which of the following have you participated during your time in college? Please select all that apply.

The *AD Profile* had the same top reasons as Carnegie High Research (CHR) and Hispanic Serving Institutions (HSI) (Section 5, Table 5G).

1. Reading the “cliff notes” rather than reading the actual work.
2. Signing another student’s name on an attendance sheet when he/she did not actually attend the class/event.
3. Having another student sign my name on an attendance sheet when I did not actually attend the class/event.
4. Using an online translating service for assignment that are required to be wr5itten in another language.

Appendix K

How to Develop a Strong Program for Academic Integrity

The call to promote academic integrity places responsibility upon everyone in the educational community to balance high standards with compassion and concern. From its study of the processes and practices of successful academic integrity programs, the Center for Academic Integrity has developed seven recommendations that are appropriate to every institution of higher education.

An academic institution should:

1. Have clear academic integrity statements, policies, and procedures that are consistently implemented.
2. Inform and educate the entire community regarding academic integrity policies and procedures.
3. Promulgate and rigorously practice these policies and procedures from the top down, and provide support to those who faithfully follow and uphold them.
4. Have a clear, accessible, and equitable system to adjudicate suspected violations of policy.
5. Develop programs to promote academic integrity among all segments of the campus community. These programs should go beyond repudiation of academic dishonesty and include discussions about the importance of academic integrity and its connection to broader ethical issues and concerns.
6. Be alert to trends in higher education and technology affecting academic integrity on its campus.
7. Regularly assess the effectiveness of its policies and procedures and take steps to improve and rejuvenate them.

All institutions should encourage actions and policies that promote and justify the values of academic integrity and highlight their interconnectedness. Campus dialogue, national conversation, and institutional action are the keys to the process of strengthening academic integrity. Our campus cultures and our civic culture will be the better for these efforts.

Source: The Center for Academic Integrity (1999). The Fundamental Values of Academic Integrity. **October**. Accessed at: www.academicintegrity.org/fundamental_values_project/index.php on January 17, 2011.

Appendix L

Data Analysis

Section 1

Demographics - AD Profile Compared to UNM Population, Carnegie Research & Hispanic Serving Institutions

Table 1.1 Academic Major - AD Profile Compared to UNM Population, Carnegie High Research, & Hispanic Serving Institutions

In which subject area is your major?	AD Profile #	AD Profile %	UNM Population* #	UNM Population* %	AD Profile & UNM Difference	Carnegie High Research #	Carnegie High Research %	AD Profile & Carnegie Difference	Hispanic Serving Institution #	Hispanic Serving Institution %	AD Profile & HSI Difference
Social Sciences	235	13.00%	957	18.03%	5.03%	400	10.84%	2.16%	323	13.99%	-1.00%
Business	183	10.12%		0.00%		478	12.95%	-2.83%	223	9.66%	0.46%
Education	175	9.68%	1,026	19.33%	9.65%	314	8.51%	1.17%	204	8.84%	0.84%
Engineering	143	7.91%	1,107	20.86%	12.95%	401	10.87%	-2.96%	148	6.41%	1.50%
Health Sciences	263	14.55%	493	9.29%	-5.26%	490	13.28%	1.27%	319	13.82%	0.72%
Liberal Arts / Humanities	173	9.57%	1,203	22.67%	13.10%	368	9.97%	-0.40%	251	10.88%	-1.31%
Physical Sciences	126	6.97%		0.00%	-6.97%	235	6.37%	0.60%	173	7.50%	-0.53%
Visual and Performing Arts	73	4.04%		0.00%	-4.04%	128	3.47%	0.57%	102	4.42%	-0.38%
Computer Science	26	1.44%		0.00%	-1.44%	47	1.27%	0.16%	30	1.30%	0.14%
Mathematics	22	1.22%		0.00%	-1.22%	43	1.17%	0.05%	33	1.43%	-0.21%
Interdisciplinary	20	1.11%		0.00%	-1.11%	38	1.03%	0.08%	29	1.26%	-0.15%
Technology	6	0.33%		0.00%	-0.33%	9	0.24%	0.09%	6	0.26%	0.07%
Other	218	12.06%	521	9.82%	-2.24%	465	12.60%	-0.54%	267	11.57%	0.49%
I have more than one major	109	6.03%		0.00%	-6.03%	185	5.01%	1.02%	137	5.94%	0.09%
Undecided	28	1.55%		0.00%	-1.55%	73	1.98%	-0.43%	51	2.21%	-0.66%
N/A / I do not have a major.	8	0.44%		0.00%	-0.44%	16	0.43%	0.01%	12	0.52%	-0.08%
Totals	1,808	100.00%	5,307	100.00%	10.12%	3,690	100.00%	0.00%	2,308	100.00%	-98.78%

Social Sciences: AD Profile 5% less than UNM population; AD Profile similar to CHR & HSI benchmarks

Business Majors: AD Profile 2.8% more than CHR

Education Majors: AD Profile 9.65% less than UNM population; AD Profile similar to CHR & HSI benchmarks

Engineering majors: AD Profile 12.95% more than UNM population; AD Profile similar to CHR & HSI benchmarks

* UNM Population - *UNM Official Enrollment Report, Spring 2011*, does not categorize the subject areas the same way as the PAC's Consortium survey

Table 1.2 Gender - AD Profile Compared to UNM Population, Carnegie High Research, and Hispanic Serving Institutions

With which biological sex or gender do you identify?	AD Profile		UNM Population*		AD Profile & UNM Difference	Carnegie High Research		AD Profile & Carnegie Difference	Hispanic Serving Institution		AD Profile & HSI Difference
	#	%	#	%		#	%		#	%	
Male/Man	1,801	35.70%	11,573	44.03%	8.33%	3783	38.04%	-2.34%	2162	35.79%	-0.09%
Female/Woman	3,244	64.30%	14,713	55.97%	-8.33%	6163	61.96%	2.34%	3879	64.21%	0.09%
Totals	5,045	100.00%	26,286	100.00%	0.00%	9,946	100.00%	0.00%	6,041	100.00%	0.00%
	Males: AD Profile 8.33% less than UNM, 2.34% less than CHR; same as HSI.										
	Females: AD Profile 8.33% more than UNM; 2.34% more than CHR; same as HSI.										

Table 1.3 Race - AD Profile Compared to UNM Population, Carnegie High Research, & Hispanic Serving Institutions

With which racial category do you most identify?	AD Profile #	AD Profile %	UNM Population* #	UNM Population* %	AD Profile & UNM Difference	Carnegie High Research #	Carnegie High Research %	AD Profile & Carnegie Difference	Hispanic Serving Institution #	Hispanic Serving Institution %	AD Profile & HSI Difference
White	2,331	49.42%	12,012	48.12%	1.30%	6267	66.66%	-17.24%	2950	52.44%	-3.03%
Latino(a)/Hispanic	1,313	27.84%	8,548	34.24%	-6.41%	1437	15.28%	12.55%	1430	25.42%	2.41%
Multiracial	401	8.50%				528	5.62%	2.89%	466	8.28%	0.22%
Asian/Pacific Islander	267	5.66%	1,003	4.02%	1.64%	439	4.67%	0.99%	325	5.78%	-0.12%
Indigenous/Native American	252	5.34%	1,626	6.51%	-1.17%	274	2.91%	2.43%	256	4.55%	0.79%
Black/African-American	108	2.29%	831	3.33%	-1.04%	399	4.24%	-1.95%	146	2.60%	-0.31%
Middle Eastern	45	0.95%			0.95%	58	0.62%	0.34%	52	0.92%	0.03%
Foreign			943	3.78%	-3.78%			0.00%			0.00%
Totals	4,717	100.00%	24,963	100.00%	0.00%	9,402	100.00%	0.00%	5,625	100.00%	0.00%
.	*Whites: AD Profile 17.24% less than CHR; similar to UNM; 3% less than HSI.										
	*Latino/Hispanic: AD Profile 12.55% more than CHR; 6.4% less than UNM; 2.4% more than HSI.										

Table 1.4 Class Standing - AD Profile Compared to UNM Population, Carnegie High Research, & Hispanic Serving Institutions

Please indicate your current class standing:	AD Profile #	AD Profile %	UNM Population* #	UNM Population* %	AD Profile & UNM Difference	Carnegie High Research #	Carnegie High Research %	AD Profile & Carnegie Difference	Hispanic Serving Institution #	Hispanic Serving Institution %	AD Profile & HSI Difference
First year/Freshmen	735	19.63%	3,171	16.12%	3.51%	1927	22.33%	-2.71%	958	20.21%	-0.58%
Sophomore	760	20.29%	4,149	21.09%	-0.79%	1869	21.66%	-1.37%	1026	21.65%	-1.35%
Junior	1,009	26.94%	4,660	23.68%	3.26%	2332	27.03%	-0.08%	1261	26.60%	0.34%
Senior	1,233	32.92%	7,383	37.52%	-4.60%	2483	28.78%	4.15%	1486	31.35%	1.57%
Non-degree seeking	8	0.21%	313	1.59%	1.38%	18	0.21%	0.01%	9	0.19%	0.02%
Undergraduate Subtotals	3,745	100.00%	19,676	100.00%	2.75%	8,629	100.00%	0.00%	4,740	100.00%	0.00%
Graduate Student	1,059	20.92%									
Ph.D.	218	4.31%									
Other	39	0.77%									
Totals	5,061										
Graduate student & Ph.D. students not studied at benchmarks universities, so this was not benchmarked in study.											
	Freshmen: AD Profile 4% more than UNM population & 3% less than CHR; same as HSI										
	Sophomore: AD Profile same as UNM population & similar to CHR & HSI.										
	Junior: AD Profile 3.3% more than UNM population & same as CHR & HSI										
	Senior: AD Profile 4.6% less than UNM population, 4% more than CHR & similar to HSI										

Sources: AD Profile: PACS Survey demographics questions

* UNM Population: University of New Mexico Enrollment Management (2011, February 4, 2011). *UNM Official Enrollment Report- Spring 2011. Retrieved April 2, 2011 from* registrar.unm.edu/stats/index.php.

Carnegie High Research: PACS Consortium Carnegie Benchmark demographic questions

Hispanic Serving Institution: PACS Consortium HSI Benchmark demographic questions

Section 2

Major and Academic Dishonesty on the AD Profile

Compared to Carnegie High Research (CHR) & Hispanic Serving Institutions (HSI)

Table 2.1 Major and Likelihood of Cheating in the Future

How likely are you to cheat on an exam, paper, assignment, etc., in the future?	In which subject area is your major?																			
	AD Profile								Carnegie High Research (CHR)								Hispanic Serving Institute (HSI)							
	Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Very unlikely	57	93.44%	41	85.42%	37	88.10%	44	91.67%	96	92.31%	97	89.81%	69	90.79%	90	90.00%	85	94.44%	46	82.14%	46	90.20%	45	91.84%
Somewhat unlikely	1	1.64%	4	8.33%	2	4.76%	3	6.25%	4	3.85%	6	5.56%	4	5.26%	6	6.00%	2	2.22%	6	10.71%	2	3.92%	3	6.12%
Somewhat likely	2	**3.28%**	2	**4.17%**	2	**4.76%**	1	**2.08%**	2	**1.92%**	4	**3.70%**	2	**2.63%**	3	**3.00%**	2	**2.22%**	3	**5.36%**	2	**3.92%**	1	**2.04%**
Very likely	1	**1.64%**	1	**2.08%**	1	**2.38%**	0	**0.00%**	2	**1.92%**	1	**0.93%**	1	**1.32%**	1	**1.00%**	1	**1.11%**	1	**1.79%**	1	**1.96%**	0	**0.00%**
Total	61	100.00%	48	100.00%	42	100.00%	48	100.00%	104	100.00%	108	100.00%	76	100.00%	100	100.00%	90	100.00%	56	100.00%	51	100.00%	49	100.00%
# "Somewhat & Very likely" responses		4.92%		6.25%		**7.14%**		**2.08%**		**3.84%**		**4.63%**		3.95%		4.00%		3.33%		**7.14%**		5.88%		**2.04%**
Total AD Profile Responses: 199	For those who responded *somewhat likely* or *likely*, no statistical significance could be concluded based on the low frequency for all areas.								For those who responded *somewhat likely* or *likely*, no statistical significance could be concluded based on the low frequency for all areas.								For those who responded *somewhat likely* or *likely*, no statistical significance could be concluded based on the low frequency for all areas.							

Table 2.2 Major and Cheating in the Past

Have you ever cheated on an exam, paper, assignment, etc.?	In which subject area is your major?																			
	AD Profile								Carnegie High Research (CHR)								Hispanic Serving Institute (HSI)							
	Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	52	85.25%	42	85.71%	38	90.48%	44	91.67%	88	84.62%	32	65.31%	66	86.84%	82	91.11%	79	84.62%	48	84.21%	46	90.20%	45	91.84%
Yes	9	**14.75%**	7	**14.29%**	4	9.52%	4	**8.33%**	16	15.38%	17	**34.69%**	10	13.16%	8	**8.89%**	11	**15.38%**	9	15.79%	5	9.80%	4	**8.16%**
Total	61	100.00%	49	100.00%	42	100.00%	48	100.00%	104	100.00%	49	100.00%	76	100.00%	90	100.00%	90	100.00%	57	100.00%	51	100.00%	49	100.00%
	Social Sciences 6.4% more than Engineering & Business.								**Business 25.80% more than Engineering.**								**Social Sciences 7.55% more than Engineering.**							
Total AD Profile Responses: 200	For those who responded *yes*, no statistical significance could be concluded based on the low frequency for all areas.								For those who responded yes, no statistical significance could be concluded based on the low frequency for all areas.								For those who responded *yes*, no statistical significance could be concluded based on the low frequency for all areas.							

Table 2.3 Major and Reasons Why One Might Cheat

Why might you cheat? Please select all that apply.	In which subject area is your major?																			
	AD Profile								Carnegie High Research (CHR)								Hispanic Serving Institute (HSI)							
	Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
It is easy to cheat	2	14.29%	0	0.00%	2	10.00%	1	33.33%	2	14.29%	1	6.67%	2	10.00%	3	14.29%	2	14.29%	1	5.56%	2	10.00%	1	10.00%
I do not think I will get caught	1	7.14%	0	0.00%	1	5.00%	0	0.00%	1	7.14%	0	0.00%	1	5.00%	1	4.76%	1	7.14%	1	5.56%	1	5.00%	0	5.00%
Everyone cheats	1	7.14%	0	0.00%	1	5.00%	1	33.33%	1	7.14%	1	6.67%	1	5.00%	3	14.29%	1	7.14%	1	5.56%	1	5.00%	1	5.00%
What some consider cheating, I do not consider cheating	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	6.67%	0	0.00%	1	4.76%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
There are no consequences for getting caught cheating	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
I want to get a good grade in the course	2	14.29%	1	11.11%	2	10.00%	0	0.00%	2	14.29%	2	13.33%	2	10.00%	1	4.76%	2	14.29%	2	11.11%	2	10.00%	0	10.00%
I want to maintain my current GPA	2	14.29%	1	11.11%	2	10.00%	0	0.00%	2	14.29%	1	6.67%	2	10.00%	0	0.00%	2	14.29%	2	11.11%	2	10.00%	0	10.00%
I need to pass the course to graduate	2	14.29%	1	11.11%	2	10.00%	0	0.00%	3	21.43%	2	13.33%	2	10.00%	2	9.52%	2	14.29%	1	5.56%	2	10.00%	0	10.00%
I need the grade to keep my scholarship	1	7.14%	1	11.11%	2	10.00%	0	0.00%	1	7.14%	2	13.33%	2	10.00%	1	4.76%	1	7.14%	2	11.11%	2	10.00%	0	10.00%
I need to pass the course to remain at the university	1	7.14%	0	0.00%	1	5.00%	0	0.00%	1	7.14%	0	0.00%	1	5.00%	0	0.00%	1	7.14%	0	0.00%	1	5.00%	0	5.00%

I need to get good grades for graduate school	0	0.00%	0	0.00%	1	5.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%	0	5.00%
If other students were cheating, I have to cheat to make it fair	0	0.00%	0	0.00%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	2	9.52%	0	0.00%	1	5.56%	0	0.00%	1	0.00%
I am pressured by a friend that needs help	0	0.00%	1	11.11%	2	10.00%	0	0.00%	0	0.00%	1	6.67%	2	10.00%	1	4.76%	0	0.00%	2	11.11%	2	10.00%	0	10.00%
I am pressured by my family to get good grades	0	0.00%	1	11.11%	1	5.00%	0	0.00%	0	0.00%	1	6.67%	1	5.00%	1	4.76%	0	0.00%	1	5.56%	1	5.00%	0	5.00%
I am pressured by my peers to get good grades	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
I am under time constraints	1	7.14%	2	22.22%	0	0.00%	0	0.00%	1	7.14%	2	13.33%	0	0.00%	1	4.76%	0	0.00%	3	16.67%	0	0.00%	0	0.00%
My professor has high expectations of me	1	7.14%	0	0.00%	1	5.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%	1	4.76%	1	7.14%	0	0.00%	1	5.00%	0	5.00%
I am not good at taking exams	0	0.00%	1	11.11%	1	5.00%	0	0.00%	0	0.00%	1	6.67%	1	5.00%	2	9.52%	1	7.14%	1	5.56%	1	5.00%	0	5.00%
A personal issue/crisis might compel me to cheat	0	0.00%	0	0.00%	1	5.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%	1	4.76%	0	0.00%	0	0.00%	1	5.00%	0	5.00%
"Other" removed	14	100.00%	9	100.00%	20	100.00%	3	100.00%	14	100.00%	15	100.00%	20	100.00%	21	100.00%	14	100.00%	18	100.00%	20	100.00%	3	100.00%
Total AD Profile Responses: 46	**No statistical significance could be concluded based on the low frequencies (1 to 3) for all areas.**																							

Table 2.4 Major and Reasons for Cheating in the Past

Why did you cheat? Please select all that apply.	In which subject area is your major?																			
	AD Profile								Carnegie High Research (CHR)								Hispanic Serving Institute (HSI)							
	Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I wanted to get a good grade in the course	6	**35.29%**	2	**12.50%**	1	8.33%	1	7.69%	9	**21.95%**	4	8.33%	6	**15.79%**	7	**11.29%**	8	**24.24%**	2	11.11%	2	10.00%	0	0.00%
It was easy to cheat	2	11.76%	1	6.25%	1	8.33%	3	**23.08%**	4	9.76%	3	6.25%	3	7.89%	8	**12.90%**	2	6.06%	1	5.56%	2	10.00%	1	33.33%
I was under time constraints	1	5.88%	2	**12.50%**	2	**16.67%**	0	0.00%	3	7.32%	4	8.33%	5	**13.16%**	4	6.45%	1	3.03%	3	**16.67%**	0	0.00%	0	0.00%
I am not good a taking exams	3	**17.65%**	3	**18.75%**	2	**16.67%**	0	0.00%	5	**12.20%**	6	**12.50%**	5	**13.16%**	3	4.84%	5	**15.15%**	1	5.56%	1	5.00%	0	0.00%
I wanted to maintain my current GPA	3	**17.65%**	1	6.25%	1	8.33%	1	7.69%	3	7.32%	5	**10.42%**	2	5.26%	5	8.06%	4	12.12%	2	11.11%	2	10.00%	0	0.00%
I needed to pass a course to graduate	3	**17.65%**	1	6.25%	1	8.33%	1	7.69%	3	7.32%	4	8.33%	2	5.26%	3	4.84%	4	12.12%	1	5.56%	2	10.00%	0	0.00%
Everyone cheats	0	0.00%	1	6.25%	0	0.00%	2	15.38%	1	2.44%	3	6.25%	4	10.53%	6	9.68%	1	3.03%	1	5.56%	1	5.00%	1	33.33%
Other students were cheating, and I had to cheat to make it fair	0	0.00%	0	0.00%	0	0.00%	2	15.38%	0	0.00%	1	2.08%	0	0.00%	2	3.23%	1	3.03%	1	5.56%	0	0.00%	1	33.33%
A personal issue/crisis compelled me to cheat	0	0.00%	2	12.50%	1	8.33%	0	0.00%	2	4.88%	3	6.25%	2	5.26%	4	6.45%	0	0.00%	0	0.00%	1	5.00%	0	0.00%
I needed the grade to keep my scholarship	2	11.76%	1	6.25%	1	8.33%	1	7.69%	3	7.32%	2	4.17%	2	5.26%	2	3.23%	2	6.06%	2	11.11%	2	10.00%	0	0.00%

I was pressured from a friend that needed help	0	0.00%	0	0.00%	1	8.33%	0	0.00%	1	2.44%	0	0.00%	2	5.26%	3	4.84%	1	3.03%	2	11.11%	2	10.00%	0	0.00%
I did not think I will get caught	1	5.88%	1	6.25%	1	8.33%	1	7.69%	1	2.44%	1	2.08%	2	5.26%	6	9.68%	1	3.03%	1	5.56%	1	5.00%	0	0.00%
What some consider cheating, I do not consider cheating	0	0.00%	1	6.25%	1	8.33%	1	7.69%	1	2.44%	5	10.42%	1	2.63%	1	1.61%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
I was pressured from my family to get good grades	1	5.88%	1	6.25%	0	0.00%	1	7.69%	2	4.88%	2	4.17%	1	2.63%	4	6.45%	1	3.03%	1	5.56%	1	5.00%	0	0.00%
My professor had high expectations of me	1	5.88%	1	6.25%	0	0.00%	0	0.00%	2	4.88%	2	4.17%	0	0.00%	1	1.61%	2	6.06%	0	0.00%	1	5.00%	0	0.00%
There are no consequences for getting caught cheating	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.44%	0	0.00%	1	2.63%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
I needed to pass the course to remain at the university	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%	0	0.00%
I needed good grades for graduate school	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.08%	0	0.00%	1	1.61%	0	0.00%	0	0.00%	1	5.00%	0	0.00%
I was pressured from my peers to get good grades	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.08%	0	0.00%	2	3.23%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
"Other" removed	17	100.00%	16	100.00%	12	100.00%	13	100.00%	41	100.00%	48	100.00%	38	100.00%	62	100.00%	33	100.00%	18	100.00%	20	100.00%	3	100.00%
Total AD Profile Responses: 58	**Difference in reasons between majors were varied, although there were similarities in top six reasons.**								**Difference in reasons between majors were varied, although there were similarities in top five reasons.**								**Difference in reasons between majors were varied, although there were similarities in top four reasons.**							
#1 reason	**Note: Based on the low frequencies (1 to 6) for all areas, only generalities can be concluded regarding the top five reasons for cheating.**																							
#2 reason																								

Table 2.5 Major and Reasons for Participating in Cheating on Exams in College in the Past

Exams: In which of the following have you participated during your time in college? Please select all that apply.	In which subject area is your major?																			
	AD Profile								Carnegie High Research (CHR)								Hispanic Serving Institute (HSI)							
	Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Using old, unauthorized exams to study for an exam	2	15.38%	5	**21.74%**	1	14.29%	4	**44.44%**	5	**18.52%**	10	**22.22%**	3	15.79%	9	**25.71%**	6	**31.58%**	6	**23.08%**	1	12.50%	4	**44.44%**
Using a cheat sheet during an exam	4	**30.77%**	5	**21.74%**	2	**28.57%**	3	**33.33%**	5	**18.52%**	11	**24.44%**	4	**21.05%**	8	**22.86%**	5	**26.32%**	5	**19.23%**	3	**37.50%**	3	**33.33%**
Letting another student copy answers off of me during an exam	1	7.69%	4	**17.39%**	1	14.29%	1	11.11%	4	14.81%	6	13.33%	5	**26.32%**	7	20.00%	1	5.26%	4	15.38%	1	12.50%	1	11.11%
Copying from another student during an exam	2	15.38%	3	13.04%	1	14.29%	1	11.11%	5	18.52%	6	13.33%	4	**21.05%**	7	20.00%	2	10.53%	3	11.54%	1	12.50%	1	11.11%
Giving a fake excuse for missing an exam	2	15.38%	3	13.04%	0	0.00%	0	0.00%	6	**22.22%**	5	11.11%	1	5.26%	1	2.86%	2	10.53%	3	11.54%	0	0.00%	0	0.00%
Using a calculator on an exam when instructed not to	0	0.00%	3	13.04%	2	**28.57%**	0	0.00%	0	0.00%	3	6.67%	2	10.53%	1	2.86%		0.00%	3	11.54%	2	25.00%	0	0.00%
Getting a copy of the questions for an exam ahead of time	1	7.69%	0	0.00%	0	0.00%	0	0.00%	1	3.70%	3	6.67%	0	0.00%	1	2.86%	2	10.53%	2	7.69%	0	0.00%	0	0.00%

Getting a copy of the answers for an exam ahead of time	1	7.69%	0	0.00%	0	0.00%	0	0.00%	1	3.70%	1	2.22%	0	0.00%	1	2.86%	1	5.26%	0	0.00%	0	0.00%	0	0.00%
Impersonating a friend in order to take an exam for him/her	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Having a friend pretend to be me to take an exam	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Using a textbook during an exam when instructed not to	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	13	100.00%	23	100.00%	7	100.00%	9	100.00%	27	100.00%	45	100.00%	19	100.00%	35	100.00%	19	100.00%	26	100.00%	8	100.00%	9	100.00%
"None of the above" removed																								
Total AD Profile Responses: 52	**There were similarities between the majors in top three reasons.**								**Difference in reasons between majors were varied, although there were similarities in top five reasons.**								**There were similarities between the majors in top two reasons.**							
#1 reason	**Note: Based on the low frequencies (1 to 11) for all areas, only generalities can be concluded regarding the top five reasons for cheating.**																							
#2 reason																								

Table 2.6 Major and Reasons for Participating in Cheating on Papers in College in the Past

Papers: In which of the following have you participated during your time in college? Please select all that apply.	In which subject area is your major?																			
	AD Profile								Carnegie High Research (CHR)								Hispanic Serving Institute (HSI)							
	Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Listing sources in a bibliography after only reading the abstract of an article	12	**48.00%**	5	**26.32%**	2	**33.33%**	4	**40.00%**	15	**37.50%**	10	**25.64%**	7	**31.82%**	10	**41.67%**	18	**51.43%**	5	20.83%	2	28.57%	4	**40.00%**
Summarizing from a source without citing	4	16.00%	5	**26.32%**	0	0.00%	2	20.00%	7	17.50%	10	**25.64%**	2	9.09%	5	**20.83%**	5	14.29%	7	**29.17%**	1	14.29%	2	20.00%
Listing sources in a bibliography that were not actually read	4	16.00%	4	**21.05%**	1	16.67%	1	10.00%	5	12.50%	8	20.51%	6	**27.27%**	4	16.67%	6	**17.14%**	6	**25.00%**	1	14.29%	1	10.00%
Submitting the same paper for two classes	4	16.00%	2	10.53%	1	16.67%	1	10.00%	8	**20.00%**	5	12.82%	4	18.18%	3	12.50%	5	14.29%	2	8.33%	1	14.29%	1	10.00%
Writing a paper for someone else to submit	0	0.00%	0	0.00%	1	16.67%	2	20.00%	2	5.00%	2	5.13%	2	9.09%	2	8.33%	0	0.00%	0	0.00%	1	14.29%	2	20.00%
Copying directly from a source (word for word) without citing	1	4.00%	2	10.53%	1	16.67%	0	0.00%	2	5.00%	3	7.69%	1	4.55%	0	0.00%	1	2.86%	2	8.33%	1	14.29%	0	0.00%

Selling a self-written paper to another student for submission	0	0.00%	1	5.26%	0	0.00%	0	0.00%	1	2.50%	1	2.56%	0	0.00%	0	0.00%	0	0.00%	2	8.33%	0	0.00%	0	0.00%
Buying a paper online to submit	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%		0.00%		0.00%	0	0.00%	0	0.00%
Total	25	100.00%	19	100.00%	6	100.00%	10	100.00%	40	100.00%	39	100.00%	22	100.00%	24	100.00%	35	100.00%	24	100.00%	7	100.00%	10	100.00%
"None of the above" removed																								
Total AD Profile Responses: 60	**There were similarities in majors in top three reasons.**								**There were similarities in majors in top four reasons.**								**There were similarities in majors in top three reasons.**							
#1 reason	**Note: Based on the low frequencies (1 to 18) for all areas, only generalities can be concluded regarding the top four reasons for cheating.**																							
#2 reason																								

Table 2.7 Major and Reasons for Participating in Cheating on General Areas in College in the Past

General Behavior: In which of the following have you participated during your time in college? Please select all that apply.	In which subject area is your major?																			
	AD Profile								Carnegie High Research (CHR)								Hispanic Serving Institute (HSI)							
	Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering		Social Sciences		Business		Education		Engineering	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Signing another student's name on an attendance sheet when he/she did not actually attend the class/event	14	**41.18%**	9	**26.47%**	3	**25.00%**	3	**21.43%**	25	**36.23%**	21	**34.43%**	7	**25.93%**	11	**35.48%**	19	**36.54%**	10	**34.48%**	3	20.00%	3	20.00%
Reading the "cliff's notes" rather than reading the actual work	11	**32.35%**	8	**23.53%**	8	**66.67%**	2	14.29%	24	**34.78%**	24	**39.34%**	18	**66.67%**	7	22.58%	19	**36.54%**	10	**34.48%**	11	**73.33%**	2	73.33%
Having another student sign my name on an attendance sheet when I did not actually attend the class/event	11	32.35%	8	23.53%	2	16.67%	4	**28.57%**	20	28.99%	18	29.51%	4	14.81%	12	**38.71%**	12	23.08%	8	**27.59%**	2	13.33%	4	13.33%
Using an online translating service for assignments that are required to be written in another language	8	23.53%	5	14.71%	2	16.67%	2	14.29%	17	24.64%	11	18.03%	4	14.81%	3	9.68%	14	**26.92%**	6	20.69%	2	13.33%	2	13.33%

Reading an assignment in English that was assigned to be read in another language (i.e., for a foreign-language class)	3	8.82%	0	0.00%	0	0.00%	0	0.00%	5	7.25%	3	4.92%	0	0.00%	0	0.00%	5	9.62%	1	3.45%	0	0.00%	0	0.00%
Creating fake research data or lab results	0	0.00%	1	2.94%	0	0.00%	2	14.29%	0	0.00%	1	1.64%	1	3.70%	8	25.81%	1	1.92%	1	3.45%	0	0.00%	2	0.00%
Marking two answers on an exam, hoping the instructor will assume I meant to mark the correct one	1	2.94%	2	5.88%	0	0.00%	1	7.14%	3	4.35%	3	4.92%	0	0.00%	1	3.23%	1	1.92%	2	6.90%	0	0.00%	1	0.00%
Changing a response after a test, exam, etc. has been graded and then pointing out the "mistake" to the professor	0	0.00%	1	2.94%	0	0.00%	0	0.00%	0	0.00%	1	1.64%	0	0.00%	0	0.00%	0	0.00%	1	3.45%	0	0.00%	0	0.00%
Total	34	100.00%	34	100.00%	12	125.00%	14	100.00%	69	100.00%	61	100.00%	27	100.00%	31	100.00%	52	100.00%	29	100.00%	15	100.00%	11	100.00%
"None of the above" removed																								
Total AD Profile Responses: 94	**There were similarities in majors in top three reasons.**								**There were similarities in majors in top three reasons.**								**There were similarities in majors in top four reasons.**							
#1 reason	**Note: Based on the low frequencies (1 to 18) for all areas, only generalities can be concluded regarding the top three reasons for cheating.**																							
#2 reason																								

Section 3

Gender and Academic Dishonesty on the AD Profile Compared to Carnegie High Research (CHR) & Hispanic Serving Institutions (HSI)

Table 3.1 Gender and Likelihood of Cheating in the Future

Gender and Likelihood of Cheating in the Future

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
How likely are you to cheat on an exam, paper, assignment, etc., in the future?	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**Total**	**%**
Very unlikely	1006	92.38%	536	88.45%	1542	90.97%	1918	91.38%	1114	87.65%	3032	89.97%	1272	92.44%	656	88.05%	1928	90.90%
Somewhat unlikely	54	4.96%	41	6.77%	95	5.60%	130	6.19%	111	8.73%	241	7.15%	72	5.23%	55	7.38%	127	5.99%
Somewhat likely	15	1.38%	18	2.97%	33	1.95%	29	1.38%	26	2.05%	55	1.63%	15	1.09%	20	2.68%	35	1.65%
Very likely	14	1.29%	11	1.82%	25	1.47%	22	1.05%	20	1.57%	42	1.25%	17	1.24%	14	1.88%	31	1.46%
	1089	100.00%	606	100.00%	**1695**	100.00%	2099	**100.00%**	1271	100.00%	**3370**	100.00%	1376	100.00%	745	100.00%	**2121**	100.00%
# "Somewhat & Very likely" responses		**2.66%**		**4.79%**		**3.42%**		**2.43%**		**3.62%**		**2.88%**		**2.33%**		**4.56%**		**3.11%**
	Female less than Male by 2%						**Female less than Male by 1%**						**Female less than Male by 2.24%**					
							AD Profile 1.17% higher for male than CHR						**No difference between AD Profile and HSI**					

Table 3.2 Gender and Cheating in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Have you ever cheated on an exam, paper, assignment, etc.?	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%t**	**#**	**%**	**#**	**%**	**Total**	**%t**
No	931	85.41%	490	80.86%	1421	83.79%	1754	83.56%	976	76.79%	2730	81.01%	1166	84.68%	591	79.33%	1757	82.80%
Yes	159	14.59%	116	19.14%	275	16.21%	345	16.44%	295	23.21%	640	18.99%	211	15.32%	154	20.67%	365	17.20%
Totals	1090	100.00%	606	100.00%	**1696**	100.00%	2099	100.00%	1271	100.00%	**3370**	100.00%	1377	100.00%	745	100.00%	**2122**	100.00%
	Female less than Male by 4.55%						**Female less than Male by 6.8%**						**Female less than Male by 5.35%**					
							AD Profile less than CHR for males by 4%						**AD Profile less than HSI for males by 1.5%**					

Table 3.3 Gender and Reasons Why One Might Cheat

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Why did you cheat? Please select all that apply.	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**P%**	**Count**	**Percent**	**Total**	**Percent**
I wanted to get a good grade in the course.	70	16.51%	52	13.51%	122	**15.08%**	166	**16.78%**	145	**15.36%**	311	**16.09%**	97	**16.41%**	72	**14.63%**	169	**15.60%**
I was under time constraints.	51	**12.03%**	42	**10.91%**	93	**11.50%**	115	**11.63%**	107	**11.33%**	222	**11.48%**	70	**11.84%**	56	**11.38%**	126	**11.63%**
It was easy to cheat.	43	10.14%	42	**10.91%**	85	10.51%	112	11.32%	98	10.38%	210	10.86%	58	9.81%	52	10.57%	110	10.16%
I wanted to maintain my current GPA.	33	7.78%	34	8.83%	67	8.28%	79	7.99%	79	8.37%	158	8.17%	46	7.78%	43	8.74%	89	8.22%
I am not good a taking exams.	39	9.20%	22	5.71%	61	7.54%	81	8.19%	54	5.72%	135	6.98%	54	9.14%	26	5.28%	80	7.39%
I did not think I will get caught.	17	4.01%	32	8.31%	49	6.06%	52	5.26%	70	7.42%	122	6.31%	32	5.41%	44	8.94%	76	7.02%
I needed the grade to keep my scholarship.	19	4.48%	24	6.23%	43	5.32%	34	3.44%	37	3.92%	71	3.67%	26	4.40%	30	6.10%	56	5.17%
Everyone cheats.	21	4.95%	19	4.94%	40	4.94%	55	5.56%	58	6.14%	113	5.85%	28	4.74%	26	5.28%	54	4.99%
I needed to pass a course to graduate.	17	4.01%	23	5.97%	40	4.94%	52	5.26%	48	5.08%	100	5.17%	23	3.89%	26	5.28%	49	4.52%
I was pressured from my family to get good grades.	22	5.19%	13	3.38%	35	4.33%	40	4.04%	47	4.98%	87	4.50%	31	5.25%	17	3.46%	48	4.43%
I was pressured from a friend that needed help.	18	4.25%	12	3.12%	30	3.71%	42	4.25%	33	3.50%	75	3.88%	21	3.55%	16	3.25%	37	3.42%
I needed good grades for graduate school.	15	3.54%	13	3.38%	28	3.46%	27	2.73%	23	2.44%	50	2.59%	21	3.55%	16	3.25%	37	3.42%
A personal issue/crisis compelled me to cheat.	15	3.54%	11	2.86%	26	3.21%	41	4.15%	23	2.44%	64	3.31%	22	3.72%	13	2.64%	35	3.23%

What some consider cheating, I do not consider cheating.	13	3.07%	10	2.60%	23	2.84%	29	2.93%	43	4.56%	72	3.72%	18	3.05%	14	2.85%	32	2.95%
I was pressured from my peers to get good grades.	8	1.89%	9	2.34%	17	2.10%	13	1.31%	25	2.65%	38	1.97%	11	1.86%	9	1.83%	20	1.85%
My professor had high expectations of me.	9	2.12%	8	2.08%	17	2.10%	16	1.62%	13	1.38%	29	1.50%	16	2.71%	8	1.63%	24	2.22%
Other students were cheating, and I had to cheat to make it fair.	8	1.89%	8	2.08%	16	1.98%	16	1.62%	13	1.38%	29	1.50%	9	1.52%	10	2.03%	19	1.75%
I needed to pass the course to remain at the university.	6	1.42%	10	2.60%	16	1.98%	17	1.72%	25	2.65%	42	2.17%	8	1.35%	13	2.64%	21	1.94%
There are no consequences for getting caught cheating.	0	0.00%	1	0.26%	1	0.12%	2	0.20%	3	0.32%	5	0.26%	0	0.00%	1	0.20%	1	0.09%
Totals	424	100.00%	385	100.00%	**809**	100.00%	989	100.00%	944	100.00%	**1933**	100.00%	591	100.00%	492	100.00%	**1083**	100.00%
"Other" removed	**Female less than Male by 4.3%**						**Female less than Male by 2.2%**						**Female less than Male by 3.5%**					
	Female more than Male by > 3%						**Female more than Male by 2.5%**						**Female more than Male by 3.85%**					
#1 reason **#2 reason**							**No difference between AD Profile and CHR for all variables**						**No difference between AD Profile and HSI for all variables**					

Table 3.4 Gender and Reasons for Cheating in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Why did you cheat? Please select all that apply.	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**Count**	**Percent**	**Total**	**Percent**
I wanted to get a good grade in the course.	70	16.51%	52	13.51%	122	**15.08%**	166	**16.78%**	145	**15.36%**	311	**16.09%**	97	**16.41%**	72	**14.63%**	169	**15.60%**
I was under time constraints.	51	**12.03%**	42	**10.91%**	93	**11.50%**	115	**11.63%**	107	**11.33%**	222	**11.48%**	70	**11.84%**	56	**11.38%**	126	**11.63%**
It was easy to cheat.	43	10.14%	42	**10.91%**	85	10.51%	112	11.32%	98	10.38%	210	10.86%	58	9.81%	52	10.57%	110	10.16%
I wanted to maintain my current GPA.	33	7.78%	34	8.83%	67	8.28%	79	7.99%	79	8.37%	158	8.17%	46	7.78%	43	8.74%	89	8.22%
I am not good a taking exams.	39	9.20%	22	5.71%	61	7.54%	81	8.19%	54	5.72%	135	6.98%	54	9.14%	26	5.28%	80	7.39%
I did not think I will get caught.	17	4.01%	32	8.31%	49	6.06%	52	5.26%	70	7.42%	122	6.31%	32	5.41%	44	8.94%	76	7.02%
I needed the grade to keep my scholarship.	19	4.48%	24	6.23%	43	5.32%	34	3.44%	37	3.92%	71	3.67%	26	4.40%	30	6.10%	56	5.17%
Everyone cheats.	21	4.95%	19	4.94%	40	4.94%	55	5.56%	58	6.14%	113	5.85%	28	4.74%	26	5.28%	54	4.99%
I needed to pass a course to graduate.	17	4.01%	23	5.97%	40	4.94%	52	5.26%	48	5.08%	100	5.17%	23	3.89%	26	5.28%	49	4.52%
I was pressured from my family to get good grades.	22	5.19%	13	3.38%	35	4.33%	40	4.04%	47	4.98%	87	4.50%	31	5.25%	17	3.46%	48	4.43%
I was pressured from a friend that needed help.	18	4.25%	12	3.12%	30	3.71%	42	4.25%	33	3.50%	75	3.88%	21	3.55%	16	3.25%	37	3.42%
I needed good grades for graduate school.	15	3.54%	13	3.38%	28	3.46%	27	2.73%	23	2.44%	50	2.59%	21	3.55%	16	3.25%	37	3.42%
A personal issue/crisis compelled me to cheat.	15	3.54%	11	2.86%	26	3.21%	41	4.15%	23	2.44%	64	3.31%	22	3.72%	13	2.64%	35	3.23%

What some consider cheating, I do not consider cheating.	13	3.07%	10	2.60%	23	2.84%	29	2.93%	43	4.56%	72	3.72%	18	3.05%	14	2.85%	32	2.95%
I was pressured from my peers to get good grades.	8	1.89%	9	2.34%	17	2.10%	13	1.31%	25	2.65%	38	1.97%	11	1.86%	9	1.83%	20	1.85%
My professor had high expectations of me.	9	2.12%	8	2.08%	17	2.10%	16	1.62%	13	1.38%	29	1.50%	16	2.71%	8	1.63%	24	2.22%
Other students were cheating, and I had to cheat to make it fair.	8	1.89%	8	2.08%	16	1.98%	16	1.62%	13	1.38%	29	1.50%	9	1.52%	10	2.03%	19	1.75%
I needed to pass the course to remain at the university.	6	1.42%	10	2.60%	16	1.98%	17	1.72%	25	2.65%	42	2.17%	8	1.35%	13	2.64%	21	1.94%
There are no consequences for getting caught cheating.	0	0.00%	1	0.26%	1	0.12%	2	0.20%	3	0.32%	5	0.26%	0	0.00%	1	0.20%	1	0.09%
Totals	424	100.00%	385	100.00%	**809**	100.00%	989	100.00%	944	100.00%	**1933**	100.00%	591	100.00%	492	100.00%	**1083**	100.00%
"Other" removed	**Female less than Male by 4.3%**						**Female less than Male by 2.2%**						**Female less than Male by 3.5%**					
	Female more than Male by > 3%						**Female more than Male by 2.5%**						**Female more than Male by 3.85%**					
#1 reason **#2 reason**							**No difference between AD Profile and CHR for all variables**						**No difference between AD Profile and HSI for all variables**					

Table 3.5 Gender and Reasons for Participating in Cheating on Exams in College in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Exams: In which of the following have you participated during your time in college? Please select all that apply.	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**Count**	**Percent**	**Total**	**Percent**
Using old, unauthorized exams to study for an exam	81	24.04%	42	17.14%	123	**6.43%**	198	25.19%	118	19.54%	316	**22.73%**	98	23.90%	58	18.47%	156	**21.55%**
Letting another student copy answers off of me during an exam	64	18.99%	38	15.51%	102	**5.29%**	135	**17.18%**	102	**16.89%**	237	**17.05%**	74	**18.05%**	48	15.29%	122	**16.85%**
Using a cheat sheet during an exam	46	13.65%	43	**17.55%**	89	4.62%	97	12.34%	95	15.73%	192	13.81%	59	14.39%	53	**16.88%**	112	15.47%
Copying from another student during an exam	43	**12.76%**	37	15.10%	80	4.15%	129	16.41%	118	19.54%	247	17.77%	60	14.63%	49	15.61%	109	15.06%
Giving a fake excuse for missing an exam	28	8.31%	31	12.65%	59	3.11%	62	7.89%	60	9.93%	122	8.78%	35	**8.54%**	37	11.78%	72	9.94%
Getting a copy of the questions for an exam ahead of time	31	9.20%	18	7.35%	49	2.54%	71	9.03%	43	7.12%	114	8.20%	36	**8.78%**	27	8.60%	63	8.70%
Getting a copy of the answers for an exam ahead of time	18	5.34%	13	5.31%	31	1.61%	42	5.34%	26	4.30%	68	4.89%	18	4.39%	14	4.46%	32	4.42%
Using a calculator on an exam when instructed not to	13	3.86%	12	4.90%	25	1.30%	23	2.93%	19	3.15%	42	3.02%	14	3.41%	15	4.78%	29	4.01%
Using a textbook during an exam when instructed not to	12	3.56%	8	3.27%	20	1.04%	22	2.80%	14	2.32%	36	2.59%	15	**3.66%**	10	3.18%	25	3.45%
Impersonating a friend in order to take an exam for	1	0.30%	2	0.82%	3	0.16%	5	0.64%	6	0.99%	11	0.79%	1	0.24%	2	0.64%	3	0.41%

him/her																		
Having a friend pretend to be me to take an exam		0	0.00%	1	0.41%	1	0.05%	2	0.25%	3	0.50%	5	0.36%	0	0.00%	1	0.32%	1	0.14%
Total		337	100.00%	245	100.00%	**582**	30.30%	786	100.00%	604	100.00%	**1390**	100.00%	410	100.00%	314	100.00%	**724**	100.00%
		Female more than Male by 6.9%						**Female more than Male by 5.65%**						**Female more than Male by 5.43%**					
		Female more than Male by 3.5%																	
"None of the above" removed		**Female less than Male by 4.34%**																	
#1 reason	**#2 reason**							**AD Profile less than CHR for Females by 3.65% & Male by 4.43%.**						**No difference between AD Profile and HSI for all reasons**					

Table 3.6 Gender and Reasons for Participating in Cheating on Papers in College in the Past

	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
Papers: In which of the following have you participated during your time in college? Please select all that apply.	**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**		**Female**		**Male**		**Overall Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**Total**	**%**
Listing sources in a bibliography after only reading te abstract of an article	124	33.07%	81	**30.11%**	205	**31.83%**	259	**32.42%**	174	**30.00%**	433	**31.40%**	86	17.59%	114	31.93%	200	**23.64%**
Summarizing from a source without citing	83	22.13%	47	17.47%	130	**20.19%**	181	22.65%	115	19.83%	296	**21.46%**	109	22.29%	66	18.49%	175	20.69%
Listing sources in a bibliography that were not actually read	63	16.80%	55	**20.45%**	118	18.32%	141	17.65%	119	20.52%	260	18.85%	169	34.56%	75	21.01%	244	**28.84%**
Submitting the same paper for two classes	63	16.80%	43	15.99%	106	16.46%	121	15.14%	80	13.79%	201	14.58%	73	14.93%	51	14.29%	124	14.66%
Writing a paper for someone else to submit	27	7.20%	18	6.69%	45	6.99%	51	6.38%	40	6.90%	91	6.60%	33	6.75%	21	5.88%	54	6.38%
Copying directly from a source (word for word) without citing	9	2.40%	18	6.69%	27	4.19%	34	4.26%	39	6.72%	73	5.29%	13	2.66%	21	5.88%	34	4.02%
Selling a self-written paper to another student for submission	5	1.33%	6	2.23%	11	1.71%	10	1.25%	10	1.72%	20	1.45%	5	1.02%	8	2.24%	13	1.54%
Buying a paper online to submit	1	0.27%	1	0.37%	2	0.31%	2	0.25%	3	0.52%	5	0.36%	1	0.20%	1	0.28%	2	0.24%
Total	375	100.00%	269	100.00%	**644**	68.17%	799	100.00%	580	100.00%	**1379**	100.00%	489	100.00%	357	100.00%	**846**	100.00%
"None of the above" removed	**Female more than Male by 4.66%**						**Female more than Male by 2.83%**						**Female more than Male by 13.55%**					
#1 reason **#2 reason**	**Female less than Male by 3.65%**						**Female less than Male by 2.87%**						**Female less than Male by 14.34%**					
							AD Profile less than CHR for Male by 2.4%						**AD Profile less than HSI for Female by 17.76%**					
							AD Profile more than CHR for Male by 2.2%						**AD Profile than HSI for Female by 15.5%**					

Table 3.7 Gender and Reasons for Participating in Cheating on General Areas in College in the Past

General Behavior: In which of the following have you participated during your time in college? Please select all that apply.	With which biological sex do you identify?																	
	AD Profile						Carnegie High Research (CHR)						Hispanic Serving Institution (HSI)					
	Female		Male		Overall Total		Female		Male		Overall Total		Female		Male		Overall Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Total	%
Reading the "cliff's notes" rather than reading the actual work	165	29.00%	93	25.98%	258	**27.83%**	477	33.78%	259	28.59%	736	**31.75%**	234	29.70%	123	25.41%	357	**28.07%**
Signing another student's name on an attendance sheet when he/she did not actually attend the class/event	129	22.67%	98	27.37%	227	**24.49%**	298	21.10%	232	25.61%	530	**22.86%**	156	19.80%	122	25.21%	278	**21.86%**
Having another student sign my name on an attendance sheet when I did not actually attend the class/event	89	15.64%	75	20.95%	164	17.69%	225	15.93%	190	20.97%	415	17.90%	109	13.83%	94	19.42%	203	15.96%
Using an online translating service for assignments that are required to be written in another language	103	18.10%	47	13.13%	150	16.18%	219	15.51%	95	10.49%	314	13.55%	158	20.05%	76	15.70%	234	18.40%
Marking two answers on an exam, hoping the instructor will assume I meant to mark the correct one	35	6.15%	12	3.35%	47	5.07%	53	3.75%	24	2.65%	77	3.32%	38	4.82%	17	3.51%	55	4.32%
Creating fake research data or lab results	20	3.51%	19	5.31%	39	4.21%	56	3.97%	66	7.28%	122	5.26%	33	4.19%	27	5.58%	60	4.72%
Reading an assignment in	26	4.57%	10	2.79%	36	3.88%	80	5.67%	29	3.20%	109	4.70%	58	7.36%	21	**4.34%**	79	6.21%

English that was assigned to be read in another language (i.e., for a foreign-language class)		2	0.35%	4	1.12%	6	0.65%	4	0.28%	11	1.21%	15	0.65%	2	0.25%	4	0.83%	6	0.47%
Changing a response after a test, exam, etc. has been graded and then pointing out the "mistake" to the professor																			
	Total	569	100.00%	358	100.00%	**927**	100.00%	1412	100.00%	906	100.00%	**2318**	100.00%	788	100.00%	484	100.00%	**1272**	100.00%
"None of the above" removed		**Female more than Male by > 3%**												**Female more than Male by > 4.35%**					
#1 reason	**#2 reason**	**Female more than Male by > 5%**						**Female more than Male by > 5%**						**Female more than Male by > 3%**					
		Female less than Male by > 4.7%						**Female less than Male by > 4.5%**						**Female less than Male by > 5.41%**					
															AD Profile is more than HSI for Females by 2.87%				
								AD Profile is less than CHR for Females by 4,78%.						**AD Profile is less than HSI for Females by 2.8%**					

Section 4

Race and Academic Dishonesty in the AD Profile Compared to Carnegie High Research (CHR) & Hispanic Serving Institutions (HSI)

Table 4.1 Race and Likelihood of Cheating in the Future

How likely are you to cheat on an exam, paper, assignment, etc., in the future?	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%
Very unlikely	684	90.60%	421	92.32%	1852	89.30%	459	91.98%	922	90.93%	458	91.78%
Somewhat unlikely	40	5.30%	22	4.82%	160	7.71%	24	4.81%	58	5.72%	26	5.21%
Somewhat likely	16	2.12%	11	2.41%	33	1.59%	13	2.61%	17	1.68%	11	2.20%
Very likely	15	1.99%	2	0.44%	29	1.40%	3	0.60%	17	1.68%	4	0.80%
Totals	755	100.00%	456	100.00%	2074	100.00%	499	100.00%	1014	100.00%	499	100.00%
# "Somewhat & Very likely" responses		**4.11%**		**2.85%**		**2.99%**		**3.21%**		**3.35%**		**3.01%**
	Whites more than Hispanic by 1.26%				**No difference between Whites and Hispanic**				**No differences between Whites and Hispanic**			
					AD Profile 1.12% higher than CHR for Whites				No differences between AD Profile & HSI			

Table 4.2 Race and Cheating in the Past

Have you ever cheated on an exam, paper, assignment, etc.?	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%
No	633	83.73%	379	82.93%	1658	79.94%	1002	82.60%	840	82.76%	416	82.60%
Yes	123	**16.27%**	78	**17.07%**	416	**20.06%**	211	**17.40%**	175	**17.24%**	84	**17.40%**
Totals	756	100.00%	457	100.00%	2074	100.00%	1213	100.00%	1015	100.00%	500	100.00%
	No differences between Whites and Hispanic				**Whites more than Hispanic by 2.66%**				**No differences between Whites and Hispanic**			
					AD Profile less than 4% than CHR for Whites				**No differences between AD Profile & HSI**			

Table 4.3 Race and Reasons Why One Might Cheat

Why might you cheat? Please select all that apply.	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%%
I want to get a good grade in the course	13	**12.50%**	8	11.11%	31	**12.40%**	10	**12.35%**	14	**12.17%**	10	**11.63%**
I want to maintain my current GPA	10	**9.62%**	9	**12.50%**	27	**10.80%**	9	**11.11%**	11	**9.57%**	11	**12.79%**
I need the grade to keep my scholarship	8	7.69%	8	11.11%	15	6.00%	9	**11.11%**	10	**8.70%**	9	**10.47%**
I need to pass the course to graduate	9	8.65%	6	8.33%	22	**8.80%**	7	8.64%	9	7.83%	8	9.30%
It is easy to cheat	10	9.62%	4	5.56%	18	7.20%	5	6.17%	11	**9.57%**	4	**4.65%**
I am not good at taking exams	7	6.73%	5	6.94%	19	7.60%	6	7.41%	7	**6.09%**	7	**8.14%**
I am under time constraints	6	**5.77%**	8	**11.11%**	15	**6.00%**	9	**11.11%**	7	**6.09%**	8	**9.30%**
I need to get good grades for graduate school	6	5.77%	4	5.56%	12	4.80%	4	4.94%	6	5.22%	5	5.81%
I need to pass the course to remain at the university	6	5.77%	2	2.78%	8	3.20%	2	2.47%	6	**5.22%**	3	**3.49%**
I do not think I will get caught	5	4.81%	2	2.78%	13	**5.20%**	2	**2.47%**	6	**5.22%**	**3**	**3.49%**
Everyone cheats	5	4.81%	5	6.94%	14	5.60%	6	7.41%	6	**5.22%**	**6**	**6.98%**
My professor has high expectations of me	5	4.81%	1	1.39%	8	3.20%	1	1.23%	5	**4.35%**	1	**1.16%**
A personal issue/crisis might compel me to cheat.	3	2.88%	2	2.78%	10	4.00%	2	2.47%	3	2.61%	2	2.33%

What some consider cheating, I do not consider cheating	3	2.88%	1	1.39%	7	2.80%	2	2.47%	4	**3.48%**	**1**	**1.16%**
I am pressured by a friend that needed help	2	1.92%	3	4.17%	6	2.40%	3	3.70%	3	2.61%	3	3.49%
I am pressured by my family to get good grades	1	0.96%	3	4.17%	11	4.40%	3	3.70%	1	**0.87%**	4	**4.65%**
I am pressured by my peers to get good grades	1	0.96%	1	1.39%	6	2.40%	1	1.23%	1	0.87%	1	1.16%
If other students were cheating, I have to cheat to make it fair	4	3.85%	0	0.00%	8	**3.20%**	0	**0.00%**	5	**4.35%**	0	**0.00%**
There are no consequences for getting caught cheating	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	**0**	0.00%
Totals	104	100.00%	72	100.00%	250	100.00%	81	100.00%	115	100.00%	86	100.00%
"Other" removed	**Whites less than Hispanic by 5.44%**				**Whites less than Hispanic by 5.11%**				**Whites less than Hispanic by > 3.22%**			
#1 reason	**Whites less than Hispanic by 3.4%**				**Whites more than Hispanic by 3.20%**				**Whites more than Hispanic by > 3.19%**			
#2 reason	**Whites less than Hispanic by 2.88%**				**Whites more than Hispanic by 2.73%**				**Whites more than Hispanic by > 1.73%**			
	No differences between AD Profile , CHR & HSI for all reasons								**Whites less than Hispanic by > 1.76%**			

Table 4.4 Race and Reasons for Cheating in the Past

Why did you cheat? Please select all that apply.	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%
I wanted to get a good grade in the course	56	**15.22%**	36	**15.79%**	208	**15.89%**	39	**15.73%**	83	**15.72%**	39	**15.60%**
It was easy to cheat.	44	**11.96%**	21	**9.21%**	151	**11.54%**	24	9.68%	61	**11.55%**	21	**8.40%**
I was under time constraints.	35	9.51%	26	**11.40%**	139	10.62%	30	**12.10%**	55	10.42%	27	**10.80%**
I wanted to maintain my current GPA.	31	8.42%	17	7.46%	109	8.33%	18	7.26%	44	8.33%	19	7.60%
I am not good a taking exams.	25	6.79%	19	8.33%	82	6.26%	19	7.66%	34	6.44%	22	8.80%
I did not think I will get caught.	21	5.71%	14	6.14%	84	6.42%	14	5.65%	42	7.95%	14	5.60%
I needed the grade to keep my scholarship.	21	5.71%	13	5.70%	44	**3.36%**	15	**6.05%**	28	5.30%	15	6.00%
Everyone cheats.	20	**5.43%**	7	**3.07%**	81	**6.19%**	8	**3.23%**	27	5.11%	9	3.60%
I needed to pass a course to graduate.	18	4.89%	10	4.39%	69	5.27%	12	4.84%	21	3.98%	12	4.80%
I was pressured from my family to get good grades.	12	**3.26%**	14	**6.14%**	57	4.35%	15	6.05%	17	3.22%	15	6.00%
A personal issue/crisis compelled me to cheat.	16	4.35%	8	3.51%	47	3.59%	9	3.63%	21	3.98%	9	3.60%
I was pressured from a friend that needed help.	15	4.08%	7	3.07%	53	4.05%	8	3.23%	18	3.41%	8	3.20%

I needed good grades for graduate school.	12	3.26%	6	2.63%	33	2.52%	6	2.42%	17	3.22%	8	3.20%
What some consider cheating, I do not consider cheating.	9	2.45%	7	3.07%	54	4.13%	8	3.23%	16	3.03%	7	2.80%
I was pressured from my peers to get good grades.	9	2.45%	7	3.07%	25	1.91%	7	2.82%	10	1.89%	7	2.80%
My professor had high expectations of me.	9	2.45%	6	2.63%	19	1.45%	6	2.42%	14	2.65%	6	2.40%
Other students were cheating, and I had to cheat to make it fair.	8	2.17%	5	2.19%	22	1.68%	5	2.02%	11	2.08%	5	2.00%
I needed to pass the course to remain at the university.	7	1.90%	5	2.19%	28	2.14%	5	2.02%	8	1.52%	7	2.80%
There are no consequences for getting caught cheating.	0	0.00%	0	0.00%	4	0.31%	0	0.00%	1	0.19%	0	0.00%
Totals	368	100.00%	228	100.00%	1309	100.00%	248	100.00%	528	100.00%	250	100.00%
	Whites less than Hispanic by 2.88%				**Whites less than Hispanic by 2.7%**							
"Other" removed	**Whites more than Hispanic by > 2.36%**				**Whites more than Hispanic by > 2.96%**				**Whites more than Hispanic by 3.15%**			
#1 reason	**Whites less than Hispanic by 2.88%**				**Whites less than Hispanic by 2.69%**							
#2 reason	**No differences between AD Profile, CHR & HSI for all reasons**											

Table 4.5 Race and Reasons for Participating in Cheating on Exams in College in the Past

Exams: In which of the following have you participated during your time in college? Please select all that apply.	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%
Using old, unauthorized exams to study for an exam	56	**20.97%**	33	**18.97%**	211	**22.57%**	39	**20.10%**	73	**21.10%**	35	**18.92%**
Letting another student copy answers off of me during an exam	46	**17.23%**	32	**18.39%**	152	**16.26%**	38	**19.59%**	61	**17.63%**	33	**17.84%**
Using a cheat sheet during an exam	38	14.23%	27	15.52%	126	13.48%	29	14.95%	51	14.74%	28	15.14%
Copying from another student during an exam	38	**14.23%**	23	13.22%	174	**18.61%**	28	**14.43%**	57	**16.47%**	25	**13.51%**
Giving a fake excuse for missing an exam	24	**8.99%**	20	**11.49%**	78	8.34%	20	10.31%	27	**7.80%**	22	**11.89%**
Getting a copy of the questions for an exam ahead of time	26	9.74%	14	8.05%	82	8.77%	15	7.73%	35	**10.12%**	15	**8.11%**
Getting a copy of the answers for an exam ahead of time	17	6.37%	8	4.60%	50	5.35%	8	4.12%	17	4.91%	8	4.32%
Using a calculator on an exam when instructed not to	13	4.87%	9	5.17%	29	3.10%	9	4.64%	14	4.05%	10	5.41%
Using a textbook during an exam when instructed not to	5	**1.87%**	8	**4.60%**	19	2.03%	8	4.12%	7	**2.02%**	9	**4.86%**

Impersonating a friend in order to take an exam for him/her	3	1.12%	0	0.00%	9	0.96%	0	0.00%	3	0.87%	0	0.00%
Having a friend pretend to be me to take an exam	1	0.37%	0	0.00%	5	0.53%	0	0.00%	1	0.29%	0	0.00%
Totals	267	100.00%	174	100.00%	935	100.00%	194	100.00%	346	100.00%	185	100.00%
"None of the above" removed	**Whites less than Hispanic by > 2.73%**				**Whites less than Hispanic by > 2.46%**				**Whites less than Hispanic by 4.09%**			
#1 reason					**White more than Hispanic by > 4.18%**				**Whites more than Hispanic by > 2%**			
#2 reason									**Whites less than Hispanic by 2.84%**			
					AD Profile less than CHR for Whites by 4%				**AD Profile less than HSI for Whites by 2.24%**			

Table 4.6 Race and Reasons for Participating in Cheating on Papers in College in the Past

Papers: In which of the following have you participated during your time in college? Please select all that apply.	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%
Listing sources in a bibliography after only reading the abstract of an article	91	**30.33%**	60	**33.71%**	275	**30.93%**	66	**33.33%**	138	**32.78%**	65	32.83%
Summarizing from a source without citing	62	**20.67%**	36	**20.22%**	195	**21.93%**	43	**21.72%**	89	**21.14%**	44	**22.22%**
Listing sources in a bibliography that were not actually read	53	17.67%	34	19.10%	168	18.90%	38	19.19%	80	19.00%	38	19.19%
Submitting the same paper for two classes	53	**17.67%**	24	**13.48%**	125	**14.06%**	25	12.63%	62	14.73%	25	12.63%
Writing a paper for someone else to submit	25	8.33%	9	5.06%	62	6.97%	10	5.05%	31	7.36%	10	5.05%
Copying directly from a source (word for word) without citing	10	**3.33%**	12	**6.74%**	46	5.17%	13	6.57%	14	**3.33%**	13	**6.57%**
Selling a self-written paper to another student for submission	5	1.67%	3	1.69%	13	1.46%	3	1.52%	6	1.43%	3	1.52%
Buying a paper online to submit	1	0.33%	0	0.00%	5	0.56%	0	0.00%	1	0.24%	0	0.00%
Totals	300	100.00%	178	100.00%	889	100.00%	198	100.00%	421	100.00%	198	100.00%

"None of the above" removed	**Whites less than Hispanic by > 3.37%**	**Whites less than Hispanic by 2.4%**	**Whites less than Hispanic by 3.24%**
#1 reason	**Whites more than Hispanic by > 4.18%**		**AD Profile less than HSI for Whites by 2.45%**
#2 reason		**AD Profile more than CHR for Whites by 3.61%**	**AD Profile more than HSI for Hispanic by 2%**

Table 4.7 Race and Reasons for Participating in Cheating on General Behavior in College in the Past

General Behavior: In which of the following have you participated during your time in college? Please select all that apply.	With which racial category do you most identify?											
	AD Profile				Carnegie High Research (CHR)				Hispanic Serving Institution (HSI)			
	White		Hispanic		White		Hispanic		White		Hispanic	
	#	%	#	%	#	%	#	%	#	%	#	%
Reading the "cliff's notes" rather than reading the actual work	130	**29.55%**	62	**25.73%**	525	**33.31%**	70	**26.32%**	195	**30.14%**	69	**25.56%**
Signing another student's name on an attendance sheet when he/she did not actually attend the class/event	106	**24.09%**	61	**25.31%**	355	**22.53%**	66	**24.81%**	132	**20.40%**	66	**24.44%**
Using an online translating service for assignments that are required to be written in another language	74	**16.82%**	43	17.84%	200	**12.69%**	47	**17.67%**	122	18.86%	52	19.26%
Having another student sign my name on an attendance sheet when I did not actually attend the class/event	71	16.14%	43	17.84%	284	18.02%	46	17.29%	90	13.91%	47	17.41%
Marking two answers on an exam, hoping the instructor will assume I meant to mark the correct one	21	4.77%	12	4.98%	46	2.92%	13	4.89%	23	3.55%	14	5.19%
Creating fake research data or lab results	18	4.09%	12	4.98%	85	5.39%	13	4.89%	32	4.95%	13	4.81%

Reading an assignment in English that was assigned to be read in another language (i.e., for a foreign-language class)	18	**4.09%**	7	2.90%	71	4.51%	10	3.76%	51	**7.88%**	8	**2.96%**
Changing a response after a test, exam, etc. has been graded and then pointing out the "mistake" to the professor	2	0.45%	1	0.41%	10	0.63%	1	0.38%	2	0.31%	1	0.37%
Totals	440	100.00%	241	100.00%	1576	100.00%	266	100.00%	647	100.00%	270	100.00%
"None of the above" removed	**Whites more than Hispanic by > 3.82%**				**Whites more than Hispanic by 7%**				**Whites more than Hispanic by > 4.58%**			
#1 reason					**Whites less than Hispanic by 5%**				**Whites less than Hispanic by 4.09%**			
#2 reason									**AD Profile more than HSI for Whites > 3.69%**			
					AD Profile less than CHR for Whites by 3.71%				**AD Profile less than HSI for Whites by 3.79%**			

Section 5

Total Responses for

AD Profile Compared to Carnegie High Research (CHR), Hispanic Serving Institutions (HSI), Literature Review and Total Responses

Table 5.1 Likelihood of Cheating in the Future

Likelihood of Cheating in the Future								
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
How likely are you to cheat on an exam, paper, assignment, etc., in the future?	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	#	%	#	%	%	#	%	%
Very unlikely	1571	91.02%	3150	89.59%	1.43%	1967	90.90%	0.12%
Somewhat unlikely	96	5.56%	255	7.25%	-1.69%	130	6.01%	-0.45%
Somewhat likely	34	**1.97%**	66	**1.88%**	**0.09%**	36	**1.66%**	**0.31%**
Very likely	25	**1.45%**	45	**1.28%**	**0.17%**	31	**1.43%**	**0.02%**
	1726	**100.00%**	3516	**100.00%**	0.00%	2164	**100.00%**	0.00%
Total % Somewhat & Very likely responses		**3.42%**		**3.16%**	**0.26%**		**3.10%**	**0.32%**

Table 5.2 Cheating in the Past

Cheating in the Past								
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
Have you ever cheated on an exam, paper, assignment, etc.?	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	#	%	#	%	%	#	%	%
No	1447	83.84%	2831	80.72%	3.11%	1792	82.85%	0.99%
Yes	279	**16.16%**	676	**19.28%**	**-3.11%**	371	**17.15%**	**-0.99%**
Totals	1726	100.00%	3507	100.00%	0.00%	2163	100.00%	0.00%
			AD Profile 3% lower than CHR			**AD Profile 1% lower than HSI**		

Table 5.3 Reasons Why One Might Cheat

Why might you cheat? Please select all that apply.	Reasons for Cheating							
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	#	%	#	%	%	#	%	%
I want to get a good grade in the course.	25	**11.21%**	55	**11.48%**	-0.27%	29	**11.42%**	-0.21%
I want to maintain my current GPA.	22	**9.87%**	48	**10.02%**	-0.16%	25	**9.84%**	0.02%
I need to pass the course to graduate.	19	**8.52%**	41	**8.56%**	-0.04%	21	**8.27%**	0.25%
I need the grade to keep my scholarship.	19	**8.52%**	31	6.47%	2.05%	22	**8.66%**	-0.14%
I am under time constraints.	19	**8.52%**	38	**7.93%**	0.59%	21	**8.27%**	0.25%
It is easy to cheat.	18	**8.07%**	34	**7.10%**	0.97%	19	**7.48%**	0.59%
I am not good at taking exams.	14	**6.28%**	34	**7.10%**	-0.82%	17	6.69%	-0.41%
Everyone cheats.	13	5.83%	29	6.05%	-0.22%	15	5.91%	-0.08%
I do not think I will get caught.	11	4.93%	26	5.43%	-0.50%	13	5.12%	-0.19%
I need to get good grades for graduate school.	11	4.93%	21	4.38%	0.55%	13	5.12%	-0.19%
I need to pass the course to remain at the university.	9	4.04%	14	2.92%	1.11%	10	3.94%	0.10%
My professor has high expectations of me.	8	3.59%	14	2.92%	0.66%	8	3.15%	0.44%

I am pressured by my family to get good grades.	7	3.14%	22	4.59%	-1.45%	10	3.94%	-0.80%
A personal issue/crisis might compel me to cheat.	7	3.14%	18	3.76%	-0.62%	7	2.76%	0.38%
I am pressured by a friend that needs help.	7	3.14%	13	2.71%	0.43%	8	3.15%	-0.01%
What some consider cheating, I do not consider cheating.	6	2.69%	18	3.76%	-1.07%	7	2.76%	-0.07%
If other students were cheating, I have to cheat to make it fair.	5	2.24%	11	2.30%	-0.05%	6	2.36%	-0.12%
I am pressured by my peers to get good grades.	3	1.35%	11	2.30%	-0.95%	3	1.18%	0.16%
There are no consequences for getting caught cheating.	0	0.00%	1	0.21%	-0.21%	0	0.00%	0.00%
Total Respondents	223	53.36%	479	55.53%	-2.17%	254	53.54%	-0.18%
"Other" removed	**No difference between AD Profile, CHR and HSI for reasons #1 & #2.**							
	Very little difference between AD Profile, CHR and HSI for reasons #3, #4, #5.							

#1 reason	**#2 reason**	**#3 reason**	**#4 reason**	**#5 reason**

Table 5.4 Reasons for Cheating in the Past

Why did you cheat? Please select all that apply.	Reasons for Cheating							
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	#	%	#	%	%	#	%	%
I wanted to get a good grade in the course.	123	**15.11%**	328	**15.98%**	-0.87%	171	**15.62%**	-0.51%
I was under time constraints.	94	**11.55%**	233	**11.35%**	0.19%	128	**11.69%**	-0.14%
It was easy to cheat.	86	**10.57%**	218	**10.62%**	-0.06%	112	**10.23%**	0.34%
I wanted to maintain my current GPA.	67	**8.23%**	165	**8.04%**	0.19%	90	**8.22%**	0.01%
I am not good a taking exams.	62	**7.62%**	144	**7.02%**	0.60%	82	**7.49%**	0.13%
I did not think I will get caught.	49	6.02%	129	6.29%	-0.27%	76	6.94%	-0.92%
I needed the grade to keep my scholarship.	43	5.28%	76	3.70%	1.58%	56	5.11%	0.17%
Everyone cheats.	40	4.91%	118	5.75%	-0.84%	55	5.02%	-0.11%
I needed to pass a course to graduate.	40	4.91%	106	5.17%	-0.25%	49	4.47%	0.44%
I was pressured from my family to get good grades.	35	4.30%	94	4.58%	-0.28%	48	4.38%	-0.08%
I was pressured from a friend that needed help.	30	3.69%	77	3.75%	-0.07%	37	3.38%	0.31%
I needed good grades for graduate school.	28	3.44%	57	2.78%	0.66%	37	3.38%	0.06%
A personal issue/crisis compelled me to cheat.	27	3.32%	70	3.41%	-0.09%	37	3.38%	-0.06%
What some consider cheating, I do not consider cheating.	23	2.83%	78	3.80%	-0.98%	32	2.92%	-0.10%

My professor had high expectations of me.		17	2.09%	32	1.56%	0.53%	24	2.19%	-0.10%
I was pressured from my peers to get good grades.		17	2.09%	41	2.00%	0.09%	20	1.83%	0.26%
Other students were cheating, and I had to cheat to make it fair.		16	1.97%	33	1.61%	0.36%	19	1.74%	0.23%
I needed to pass the course to remain at the university.		16	1.97%	46	2.24%	-0.28%	21	1.92%	0.05%
There are no consequences for getting caught cheating.		1	0.12%	7	0.34%	-0.22%	1	0.09%	0.03%
Total Respondents		814	100.00%	2052	100.00%	0.68%	1095	100.00%	0.65%
"Other" removed		**No difference between AD Profile, CHR and HSI for reasons #1 through #5.**							
#1 reason	**#2 reason**	**#3 reason**		**#4 reason**		**#5 reason**			

Table 5.5 Reasons for Participating in Cheating on Exams in College in the Past

Reasons for Cheating									
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
Exams: In which of the following have you participated during your time in college? Please select all that apply.	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	#	%	#	%	%	#	%	Percent
Using old, unauthorized exams to study for an exam	124	**21.20%**	324	**22.52%**	-1.32%	159	**21.69%**	-0.50%
Letting another student copy answers off of me during an exam	102	**17.44%**	242	**16.82%**	0.62%	123	**16.78%**	0.66%
Using a cheat sheet during an exam	89	**15.21%**	199	**13.83%**	1.38%	113	**15.42%**	-0.20%
Copying from another student during an exam	80	**13.68%**	257	**17.86%**	-4.18%	110	**15.01%**	-1.33%
Giving a fake excuse for missing an exam	60	**10.26%**	126	**8.76%**	1.50%	74	**10.10%**	0.16%
Getting copy of **questions** for exam ahead of time	50	8.55%	118	8.20%	0.35%	64	8.73%	-0.18%
Getting copy of **answers** for an exam ahead of time	31	5.30%	70	4.86%	0.43%	32	4.37%	0.93%
Using calculator on an exam when instructed not to	25	4.27%	45	3.13%	1.15%	29	3.96%	0.32%
Using textbook during exam when instructed not to	20	3.42%	38	2.64%	0.78%	25	3.41%	0.01%
Impersonating a friend in order to take an exam for him/her	3	0.51%	13	0.90%	-0.39%	3	0.41%	0.10%
Having a friend pretend to be me to take an exam	1	0.17%	7	0.49%	-0.32%	1	0.14%	0.03%
Total Respondents	585	100.00%	1439	100.00%	0.00%	733	46.11%	0.00%
	No difference between AD Profile, CHR and HSI for reasons #1, #2, & #5.							
"None of the above" removed	**Very little difference between AD Profile, CHR and HSI for reasons #3 & #4.**							

#1 reason	#2 reason	#3 reason	#4 reason	#5 reason

Table 5.6 Reasons for Participating in Cheating on Papers in College in the Past

	Reasons for Cheating							
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
Papers: In which of the following have you participated during your time in college? Please select all that apply.	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	#	%	#	%	%	#	%	%
Listing sources in a bibliography after only reading the abstract of an article	206	**31.74%**	439	**30.92%**	0.83%	284	**33.37%**	-1.63%
Summarizing from a source without citing	131	**20.18%**	307	**21.62%**	-1.43%	176	**20.68%**	-0.50%
Listing sources in a bibliography that were not actually read	119	**18.34%**	266	**18.73%**	-0.40%	162	**19.04%**	-0.70%
Submitting the same paper for two classes	108	**16.64%**	209	**14.72%**	1.92%	126	**14.81%**	1.83%
Writing a paper for someone else to submit	45	**6.93%**	94	**6.62%**	0.31%	54	**6.35%**	0.59%
Copying directly from a source (word for word) without citing	27	4.16%	75	5.28%	-1.12%	34	4.00%	0.16%
Selling a self-written paper to another student for submission	11	1.69%	22	1.55%	0.15%	13	1.53%	0.17%
Buying a paper online to submit	2	0.31%	8	0.56%	-0.26%	2	0.24%	0.07%
Total Respondents	649	100.00%	1420	100.00%	0.00%	851	100.00%	0.00%
"None of the above" removed	**No difference between AD Profile, CHR and HSI for reasons #1 through #5.**							

#1 reason	#2 reason	#3 reason	#4 reason	#5 reason

Table 5.7 Reasons for Participating in Cheating on General Behavior in College in the Past

	Reasons for Cheating							
	AD Profile		Carnegie High Research (CHR)			Hispanic Serving Institution (HSI)		
General Behavior: In which of the following have you participated during your time in college? Please select all that apply.	All Answers		All Answers		AD Profile & CHR Difference	All Answers		AD Profile & HSI Difference
	#	%	#	%	%	#	%	%
Reading the "cliff's notes" rather than reading the actual work	261	**27.88%**	753	**31.56%**	-3.67%	360	**28.08%**	-0.20%
Signing another student's name on an attendance sheet when he/she did not actually attend the class/event	230	**24.57%**	545	**22.84%**	1.73%	281	**21.92%**	2.65%
Having another student sign my name on an attendance sheet when I did not actually attend the class/event	165	**17.63%**	425	**17.81%**	-0.18%	204	**15.91%**	1.72%
Using an online translating service for assignments that are required to be written in another language	152	**16.24%**	322	**13.50%**	2.74%	237	**18.49%**	-2.25%
Marking two answers on an exam, hoping the instructor will assume I meant to mark the correct one	47	**5.02%**	80	3.35%	1.67%	55	4.29%	0.73%
Creating fake research data or lab results	39	4.17%	130	**5.45%**	-1.28%	60	4.68%	-0.51%

Reading an assignment in English that was assigned to be read in another language (i.e., for a foreign-language class)	36	3.85%	114	4.78%	-0.93%	79	**6.16%**	-2.32%
Changing a response after a test, exam, etc. has been graded and then pointing out the "mistake" to the professor	6	0.64%	17	0.71%	-0.07%	6	0.47%	0.17%
Total Respondents	936	100.00%	2386	100.00%	0.00%	1282	100.00%	0.00%
"None of the above" removed	**No difference between AD Profile, CHR and HSI for reasons #1 & #2.** **Very little difference between AD Profile, CHR and HSI for reasons #3 & #4.**							
#1 reason	**#2 reason**	**#3 reason**		**#4 reason**		**#5 reason**		

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