Assessing Academic Integrity: The ICAI/McCabe Survey 2.0

Eric M. Anderman, Tricia Bertram Gallant, Darragh McNally, Melissa McTernan, David Rettinger, Jason Stephens, Holly Tatum

Background - Dr. Don McCabe

- Don McCabe co-founded ICAI partly to serve as a home for his survey research
- Surveyed over 100,000 students over 30 years
- Published 42 major articles; 1 book
 - Cited well over 5000 times!
- Winner and namesake of the Donald L. McCabe Award at Rutgers



Goals

- Create a platform for assessment and research
- Update language and usage (including translation infrastructure)
- Make survey shorter and easier to use
- Update norming data
- Provide scales for scholars, with validation and reliability data
- Connect with both theory and practice

The Committee



Eric Anderman



Tricia Bertram Gallant



Darragh McNally



David Rettinger



Melissa McTernan



Jason Stephens



Holly Tatum

The Process



Methodology

Sections

Misconduct Behaviors

Climate & Attitudes

Moral Domain

Moral Disengagement

Peer Norms

(revision)

Observations of Peer cheating (revision)

Demographics (updated)

(updated)

(major revisions)

(new; replaces "seriousness")

(major revision; similar to "neutralizing")

Misconduct Behaviors

Please indicate whether (and how often, if relevant) you have engaged in each of the following behaviors during the past 12 months here at the school, college or university at which you are currently enrolled.

If you have never engaged in the behavior, but did not have any assignment of the type described in the question, select "No, but never had the opportunity."

No, but never had the opportunity	No, even though I had the opportunity	Yes, only once	Yes, more than once
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Misconduct Behavior Examples (25 items)

- 1. Getting questions or answers from someone who has already taken a test or exam.
- 2. Copying from another student during a test or exam.
- 3. Using unauthorized notes or sources during a test or exam.
- 4. Using unauthorized electronic devices (e.g., google glasses, smart watch, smart phone, cheat pen, nano wireless) during a test or exam.
- 5. Providing test or exam questions or answers to another student.
- 6. Allowing another student to copy from you during a test or exam.
- 7. Working together on an assignment with other students when the instructor asked for individual work.

Contract Cheating

You indicated that you got someone else to do your academic work. Please select all that apply below.

- I paid for the work
- I traded or bartered for the work
- I received the work for no payment
- Other (please describe)

Where did you obtain the work that you submitted as your own? (Select all that apply)

- A website
- A person you met online (through websites, apps, etc.)
- □ A fellow student
- A friend
- A family member
- Other (please describe)

Climate Scale

Based on your experience here at the school, college or university at which you are currently enrolled, to what extent do you agree or disagree with the statements below?

Within these items, the term "cheating" refers to all academic misconduct, including exam cheating, plagiarism, and unauthorized collaboration.

Strongly	Somewhat	Neither agree	Somewhat	Strongly
Agree	Agree	or Disagree	Disagree	Disagree

Climate Item Examples (24 items)

- Most students here understand what actions are considered to be cheating.
- The academic integrity policy here discourages students from cheating.
- Students here are not worried about getting caught cheating.
- My experience at this school/college/university has helped me consider the effects of my actions on others.
- I believe that the process for handling cases of cheating here is fair.

Moral Domain

According to YOUR opinion, values or beliefs, please categorize the following behaviors into one of the three categories described below:

<u>Personal</u>: A behavior that is neither right nor wrong, but rather a matter of personal preference and choice.

<u>Conventional</u>: A behavior that is wrong according to societal laws, cultural norms, or

school/college/university rules.

<u>Moral</u>: A behavior that is wrong (and that one should not do) regardless of personal preferences or societal rules, laws, and other conventions.

Copying from another student during a test or exam.

Using unauthorized electronic devices to gain an advantage during a test or exam.

Paraphrasing or copying a few sentences or more from any source (such as a journal article, website, or another student's paper) without citing it in a paper or assignment you submitted.

Moral Disengagement/Neutralizing (7 items)

To what extent do you agree or disagree with the statements below?

Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Agree	Agree	or Disagree	Disagree	Disagree

- 1. It is OK to cheat to help your friends.
- 2. Cheating in school is not a big deal when you consider corporate scandals in the business world.
- 3. If students have bad teachers they cannot be blamed for cheating.
- 4. If others engage in cheating behavior, then the behavior is morally permissible.
- 5. It is alright to cheat when your future happiness or success is at stake
- 6. It is appropriate to seek shortcuts as long as it is not at someone else's expense.
- 7. End results are more important than the means by which one pursues those results.

Peer Norms (5 items)

To what extent do you agree or disagree with the statements below?

Strongly	Somewhat	Neither Agree	Somewhat	Strongly
Agree	Agree	or Disagree	Disagree	Disagree

My fellow students think it is OK to copy another student's assignment.

My friends would disapprove if I plagiarized part of a paper.

If I cheated on a test or exam, my friends would be really disappointed in me.

Among my friends, plagiarizing a few sentences or paragraphs is NOT a big deal.

If I copied another student's work, my friends would be pretty upset with me.

Observations of Peer Behavior (3 items)

Please use the scale below to answer the following questions.

Never	Once or twice	About once	About once	Almost daily
	this year	a month	a week	

How often have you observed students copying each other's homework at your school/college/university?

How often have you observed students engaging in plagiarism at your school/college/university?

How often have you observed students cheating on tests or exams at your school/college/university?

Demographics

- Gender
- Age
- Ethnicity
- Country of secondary & tertiary institution
- Year/level of schooling
- Education in first language
- Program information

Sampling

Sampling Procedure

1. Paid sample using prolific.co

- a. total paid N = 1378
- b. criteria: currently enrolled student, resident in US or Canada
- c. total screened N = 1248 (with some missing data),
- d. removed those with time to complete < 2 minutes

1. Campus samples - recruited by faculty & staff on each campus

- b. N = 885 (consented and complete)
- c. recruited from 8 US colleges and universities
- d. to be used later for reliability analyses

Age & Gender

- Age 18-63; mean 24.79, SD 6.72
- Gender ID (N = 1248)
 - O Women 48.5%
 - O Men 46.3%
 - Diverse others 5.2%



Ethnicity

White	Asian	Black or African American	American Indian or Alaska Native	Native Hawaiian or Pacific Islander
67.0%	21.4%	9.6%	2.5%	0.3%

- Data reflect multiple selection options
- 13.5% Hispanic or Latinx

Degree Program



Bachelors	56.7%
Associates	16.3%
Masters (terminal)	11.1%
Doctorate	8.1%
Certificate/License (non-degree)	7.2%

Major

% reporting



Factor Analyses

Misconduct Behaviors

- Proposed Factors (3)
 - Plagiarism and allied behaviors
 - Exam and assignment collaboration
 - Contract cheating
- First factor is substantial

- Actual Factors (3)
 - Unauthorized Materials (4 items)
 - Exam and assignment collaboration (5 items)
 - Contract and related cheating (12 items)
 - 4 items excluded

 M2*= 347.9, df = 144, p <.001, RMSEA=.035, SRMSR=.082, TLI=.976, CFI=.979

Misconduct Behavior Items and Factors

Contract and Related

Using an unauthorized device in an exam Unauthorized translation (person or machine) Using a fake excuse Submitting the work of others - contract Self-plagiarism Impersonation on assignment/exam Bribing a grader Uploading material not your own Submitting the work of others secretly Cheating in internship or clinical setting Impersonation for attendance Other

Collaboration

Getting answers in advance Copying from another student in an exam Providing test questions to another student Allowing another student to copy on an exam Unauthorized collaboration on assignment

Unauthorized Material

No citation plagiarism (paraphrase or copy) Fake citation in bibliography Downloading course materials - unauthorized Unauthorized electronic resources for assignment Unauthorized notes during an exam Unauthorized assistance on an assignment

Climate Variables (3 factors)

- Expected Factors (5)
 - Peer USE (Understanding, Support, Efficacy)
 - Faculty Communication of AI Policy
 - Enforcement of Al Policy
 - Fairness of Al Processes
 - Personal Affect & Understanding

• Actual Factors (3)

- Learning Outcomes (3 items; Cronbach's α = .88)
- Challenges to AI (5 items; Cronbach's α = .78)
- Integrity of the AI System (12 items; Cronbach's α = .84)

Full Scale (24 items) Cronbach's α = .90

Item-Total correlations ranged from r = .31 to .63

Mean Inter-Item correlation: r = .28ranged from r = .01 to .75

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

KMO = .90, individual KMO's >.80

Climate Items and Factors (3 factors)

System Integrity (12)		Challenges to AI (5)		Learning Outcomes (3)
Consequences are appropriate	(.72)	Students ignore policy	(.81)	I've become more ethically aware (.91)
Institution would take action	(.68)	Students take cheating seriously	(.75)	I act more ethically (.87)
Process fair	(.68)	Cheating is a serious problem	(.73)	I consider effects of my actions (.86)
Students understand what cheating i	s (.64)	Students not worried about getting cau (.69)	ught	
I would face consequences.	(.62)	Witnessed faculty ignore cheating	(.60)	
Faculty prevent students' cheating.	(.61)			
I know where to find out more	(.61)			Excluded items (5)
Policy discourages dishonesty	(.55)			 Faculty act to prevent cheating
Faculty discuss AI after the first day	(.54)			I think consequences of cheating are severe
Students believe consequences sever	re (.45)			 Students support the policy
I would know where to report	(.44)			 Policy is a positive part of my experience Students understand the Al policy

Factor Structure of Climate Variables



Key Psychological Constructs

- Perceptions of Peer Cheating (3 items)
- Perceptions of Peer Disapproval (5 items)
- Moral Disengagement (7 items*)
- Moral Domain Judgment (4 items)

Cronbach's α = .81 Cronbach's α = .86 Cronbach's α = .89 Cronbach's α = .81

Descriptives of Key Variables

	М	SD	alpha	Range	N
Cheating (Sum)	3.49	3.98	NA	0 to 25	1248
System Integrity	0.96	0.63	.84	-2 to 2	1248
Learning from AI	0.68	0.97	.88	-2 to 2	1248
Problem Ignored	-0.47	0.88	.79	-2 to 2	1248
Moral Judgment	0.39	0.49	.81	-1 to 1	1248
Moral Disengagement	-0.56	1.01	.89	-2 to 2	1248
Peer Disapproval	0.49	1.11	.86	-2 to 2	1248
Peer Cheating	1.05	0.94	.81	0 to 4	1248

Associations of Key Variables

	1	2	3	4	5	6	7	8
1 Cheating (sum)	1							
2 System Integrity	182**	1						
3 Learning from Al	148**	.464**	1					
4 Problem Ignored	.307**	446**	199**	1				
5 Moral Judgment	203**	.082**	.108**	191**	1			
6 Moral Disengagem't (neutralizing)	.488**	220**	228**	.291**	330**	1		
7 Peer Disapproval	425**	.288**	.262**	347**	.272**	509**	1	
8 Peer Cheating	.484**	221**	075**	.502**	122**	.299**	346**	1

Climate and Psychological Variable Correlations

	Climate Factors					
	Integrity	Challenges	Learning			
Neutralizing	23	.28	23			
Impressions of Peer Cheating	22	.50	.03 ns			
Peer Disapproval	.29	39	25			

All significant at p < .001, N = 1208

Psychological Predictors of High Frequency Cheating



Campus Predictors of High Frequency Cheating



Pathway to Perdition



Frequency of Behaviors

Most Common Behaviors

Number Reporting (N = 1248)



Least Common Behaviors



Conclusions

Conclusions

1. This sample is

- \circ unusually honest
- demographically close to our population
- educationally similar to our population
- 2. Psychometric properties of measures are promising at this point
 - \circ with some modifications
- 3. Measures can be shortened in future revisions
- 4. Climate has indirect effects on misconduct by influencing attitudes
- 5. Attitudes are the critical route to reducing misconduct

Next Steps

For Validation Study

1. Revise Scales

- \circ $\;$ Eliminate redundant items in climate and behavior scales
- Finalize changes to conceptual scales
- Final determination on race/ethnicity items

2. Publish scale validations

- Use full dataset for split-half reliability analyses
- Determine differences between campus-collected and paid respondent samples
- \circ $\,$ Provide access for future scholars
- 3. Prepare for benchmarking study

Benchmarking 2020

- Target: Fall 2020
- Multi-institution study in North America (in English)
- Very large sample (100,000+)
- Goals
 - \circ $\,$ Valid claims about the state of academic integrity in North America
 - Useful benchmarks for participating institutions
 - Set a baseline for future comparisons at the institutional and national level
- Free to all member institutions!!
- After North America, the world (in English)
- Translations

Thank You



