

Alfred University

Student Affairs

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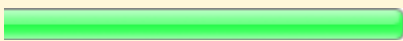

Student Conduct/Academic Integrity benchmarking project

The assessment was administered in a web format in March 2012 to the entire student body at Alfred University. There were 260 respondents. Outcomes were then compared with national averages and averages of private universities.



Among respondents, 78% identified as white, 59% women, 35% members of an intercollegiate sports team (the national average was 7%) and 12% identified as lesbian, gay, bisexual or queer (the national average was 5%). 27% of respondents were first year students, 21% were sophomores, 27% were juniors and 23% were seniors.

This was a lengthy survey, but below are a few areas which Alfred University students differed in statistically significant ways with either national averages or private school averages.



I understand the steps in the hearing/student conduct process.

	Mean	Difference	Std Dev	N	Top 2	Bottom 2	Rank	
National Average 	2.98	0.45*	1.35	11965	37.99%	38.53%		
Alfred U 	3.43	---	1.22	247	51.82%	22.67%		
Private Colleges and Universities 	3.02	0.42*	1.34	6582	39.29%	38.38%		
				2.00	2.00	3.12	3.27	3.43
							* Indicates statistical significance, p < .05	

I am aware of the policies at this college/university regarding possession and/or consumption of alcohol on-campus


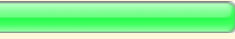

	Mean	Difference	Std Dev	N	Top 2	Bottom 2	Rank	
Spring 2012 National Average 	4.04	0.26*	1.06	12398	80.46%	10.84%		
Alfred University 2012 	4.29	---	0.85	248	86.29%	4.03%		
				3.90	4.00	4.10	4.19	4.29
							* Indicates statistical significance, p < .05	

How likely are you to do the following in the future? - Cheat on an exam or assignment. +.07

	Mean	Difference	Std Dev	N	Top 1	Bottom 1	Rank
Spring 2012 National Average 	1.18	0.07*	0.49	12275	0.71%	85.55%	
Alfred University 2012 	1.25	---	0.56	251	1.20%	79.68%	
	1.00	1.09	1.13	1.19	1.25		

* Indicates statistical significance, p < .05

For each of the following please indicate how serious you think each type of behavior is: - Copying from another student during an exam

	Mean	Difference	Std Dev	N	Top 2	Bottom 2	Rank
National Average 	4.32	-0.13*	0.85	11507	84.37%	3.81%	
Alfred U 	4.19	---	0.87	246	80.89%	4.88%	
Private Colleges and Universities 	4.32	-0.13*	0.83	6116	84.83%	3.38%	
	4.00	4.09	4.18	4.24	4.32		

* Indicates statistical significance, p < .05

Summary:

AU students report a high degree of understanding of student judicial policies at the university and a high degree of understanding about the hearing process involved when policies are violated. Students are far more likely than those at peer institutions to be aware that we have a code of conduct, to believe that judicial processes are fair, and to understand the steps in the process. In general, while there was no area regarding judicial policies in which we were below our peers, we found that only 40% of students knew how to report violations of the code of conduct, so this is an area we will focus on.

Regarding academic honesty, there were some positive differences when compared to national and private school norms. For example, our students are less likely than the national average and other private universities to report that they've plagiarized a paper, and our students are more likely to report that they take plagiarism (such as not citing one's references) very seriously. There are also several areas in which we were below our peer institutions: our

students were less likely than those at peer institutions to report to take certain methods of cheating seriously, such as using a calculator or a textbook on an exam when instructed not to, copying from another student during an exam and having a friend impersonate the student to take an exam.

Additionally, while 260 students took this assessment, only 2 reported that they were found in violation of an academic honesty violation, even though 57 reported cheating in the past. This could imply that we don't formally adjudicate instances of cheating when students are caught, or that we simply don't catch students cheating. With such a low number, we did not feel it was possible to rely on the reported experiences of these two students with the academic honesty adjudication process.