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Academic Integrity Seminar Evaluation  
Fall 2011 Report



**Academic  
Integrity Seminar**  
*A Student Development Resource*

*September 28<sup>th</sup>, 2011*

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## INTRODUCTION

AcademicIntegritySeminar.com (AIS) began asking Miami University students to complete an evaluation of the academic integrity seminar during the spring semester of 2011. Participation was voluntary and anonymous. Data collection has continued through the fall semester, and this report summarizes the data from the *entire sample* of students who have completed the online survey. Data is summarized as an aggregate, rather than by each semester, due to the relatively small number of responses each semester. Aggregation of the responses makes it more likely that patterns seen in the data are not due to chance. Summaries of survey responses differentiated by semester are available upon request.

As of September 28<sup>th</sup>, thirty-three students had completed the evaluation, a threefold increase in the total number of responses since April 2011. In April's report, we noted that some patterns seemed to be emerging from the data, and we believe many of these same patterns can be seen more clearly due to the larger number of students who have completed the survey. We plan to continue asking students to complete the evaluation and will provide a semester summary of the data and as always, data are available upon request.

The next section is organized very similarly as last semester's report. This report summarizes student responses to questions about their general experience with the seminar, general attitudes about the business world, and the purpose of a college education. Summaries of all other questions are always available upon request. For a more complete description of the questions asked that aren't included in this report, please see last year's report.

## KEY FINDINGS

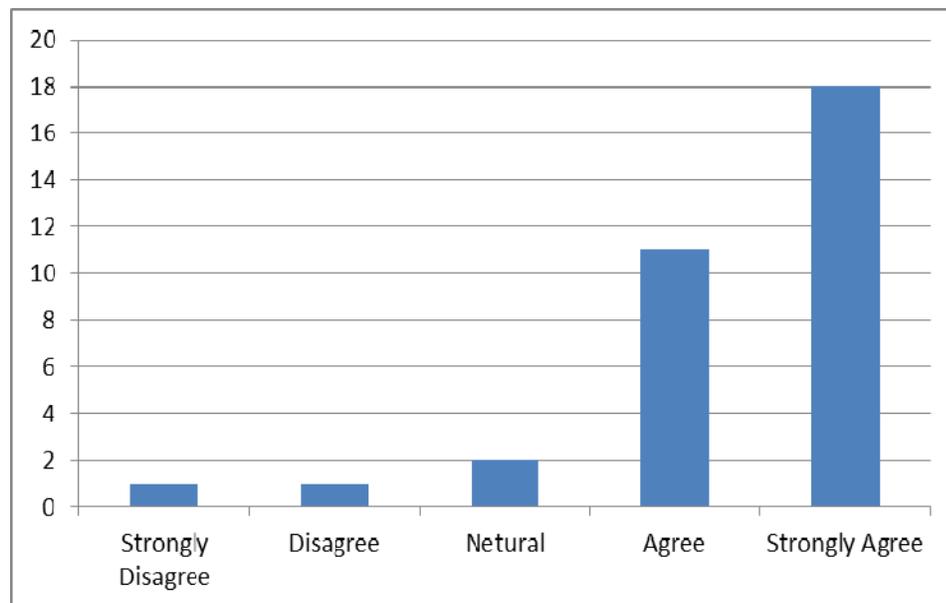
- ❖ 100% of respondents either strongly agreed or agreed that feedback to their responses was helpful
- ❖ 88% of respondents thought the course requirements were clear
- ❖ The majority of students spend between two to ten hours completing the assignments. 42% of students report spending more than ten hours completing the seminar.
- ❖ 64% of respondents prefer an online seminar to an in-classroom experience.
- ❖ 76% of respondents disagree with the statement that the purpose of college is to earn a marketable degree, not to develop a philosophy of life.

## EVALUATION OF THE SEMINAR

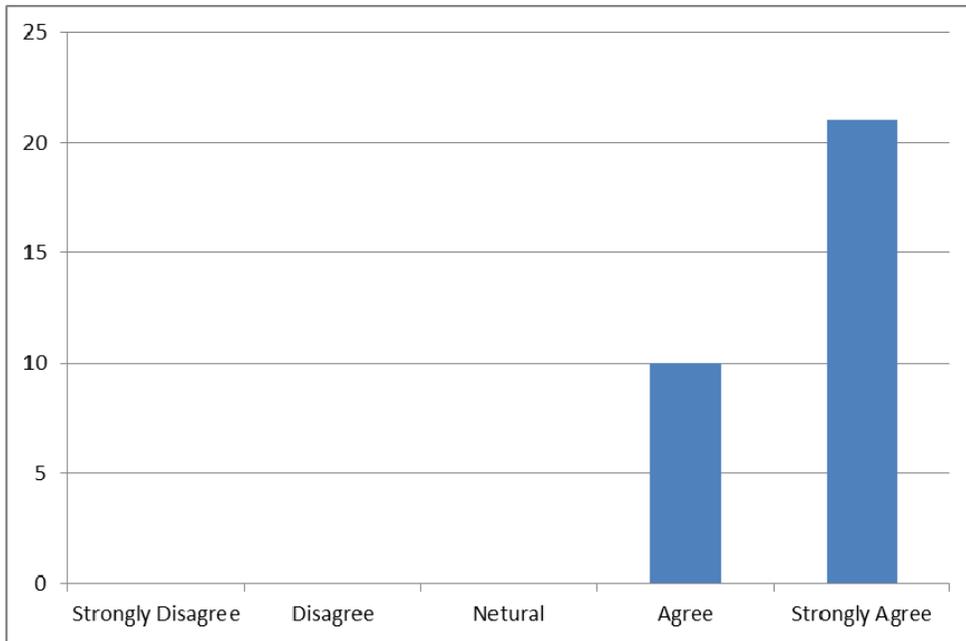
Students were asked a total of five questions about their general experience with the seminar. This section summarizes the number of responses to each of the following questions:

1. Was the description of course assignments clear?
2. Was the feedback to your responses helpful?
3. How many hours did you spend on the assignments?
4. Would you have preferred a classroom based seminar?
5. Any other comments you wish to include?

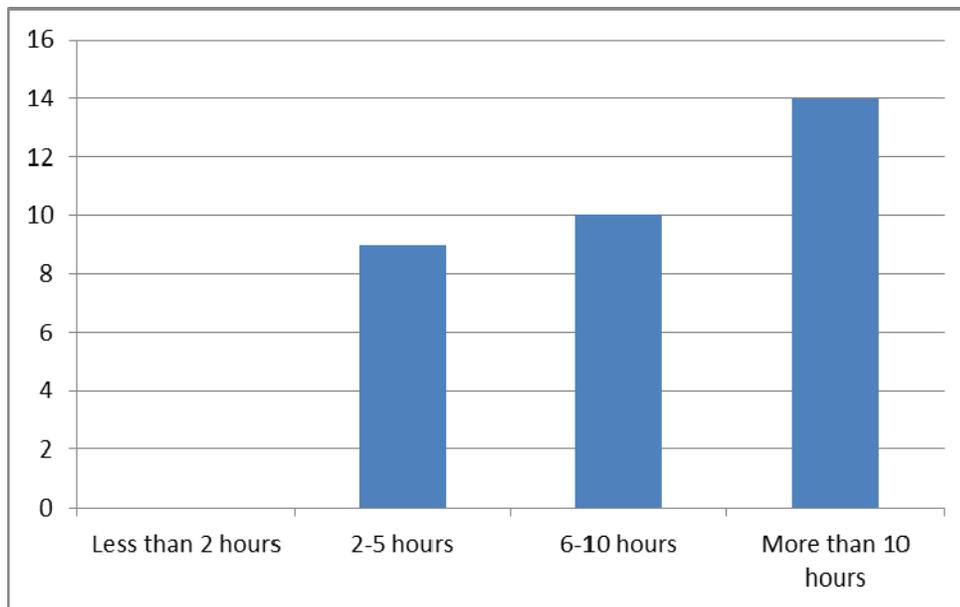
Figures 1-4 summarize the responses to questions about seminar.



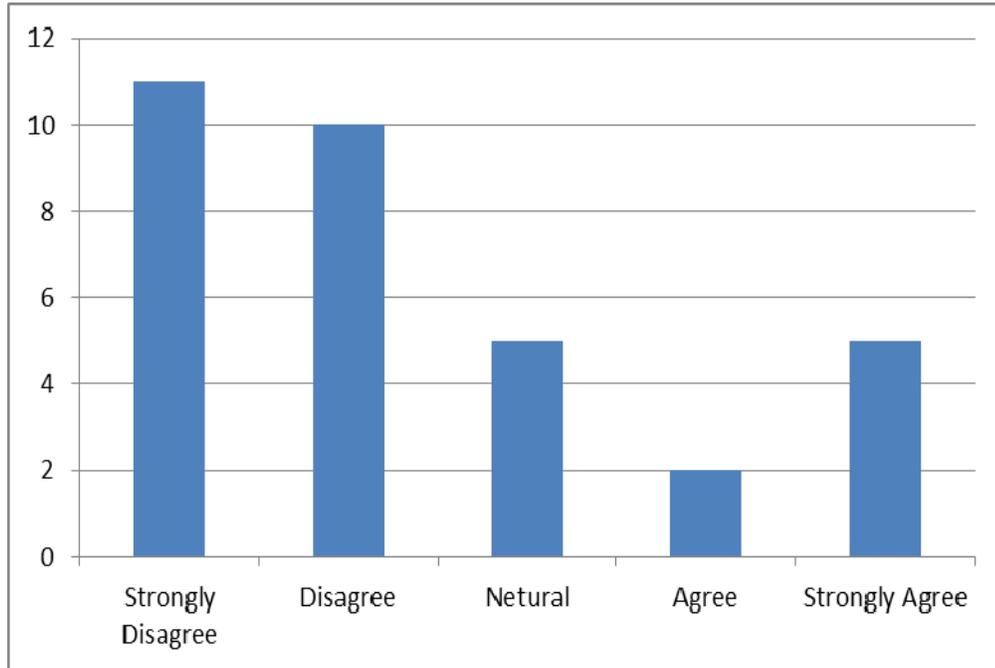
**Figure 1. Description of course assignments clear.**



**Figure 2. The feedback to my responses was helpful**



**Figure 3. About how much time did you spend doing the readings and answering the questions?**



**Figure 4. I would have preferred in-classroom experience**

In addition to these three close ended questions, students were given an opportunity to add any additional comments about the seminar. Since last semester's report, four additional students provided feedback to the open ended response:

*Student 1:* "Although this was a "sanction" I found this to be a very eye opening experience and will benefit me in the future."

*Student 2:* "A little too much reading for Tolstoy. Took up a lot of time and frustration."

*Student 3:* "This was an insightful assignment and I did not think of it as punishment. I learned a little about myself when completing this assignment and learned important things about how to live a good life."

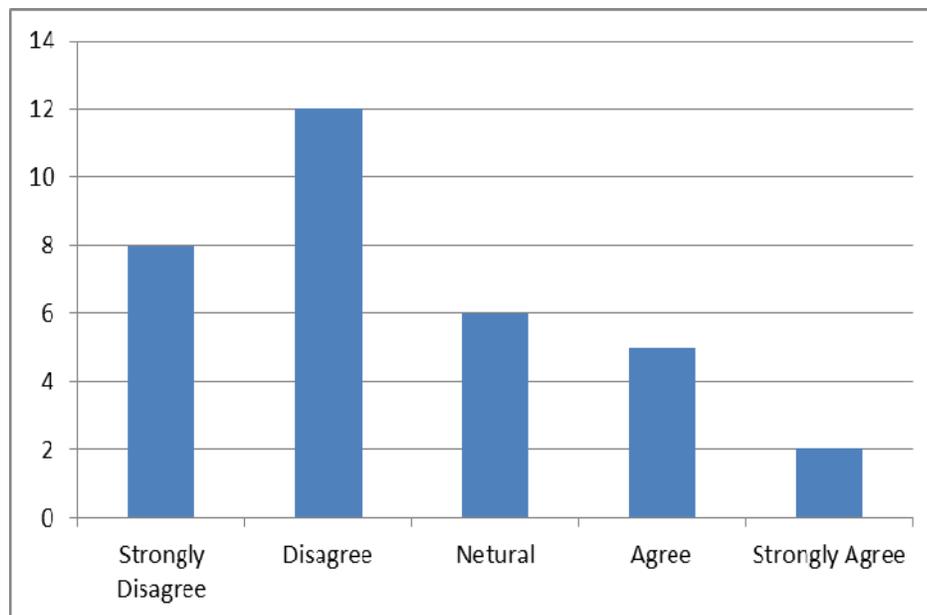
*Student 4:* "I enjoyed the readings in the seminar. They were very interesting and informational. I learned some new things by reading these."

## ATTITUDES ABOUT THE BUSINESS WORLD AND THE PURPOSE OF A COLLEGE EDUCATION

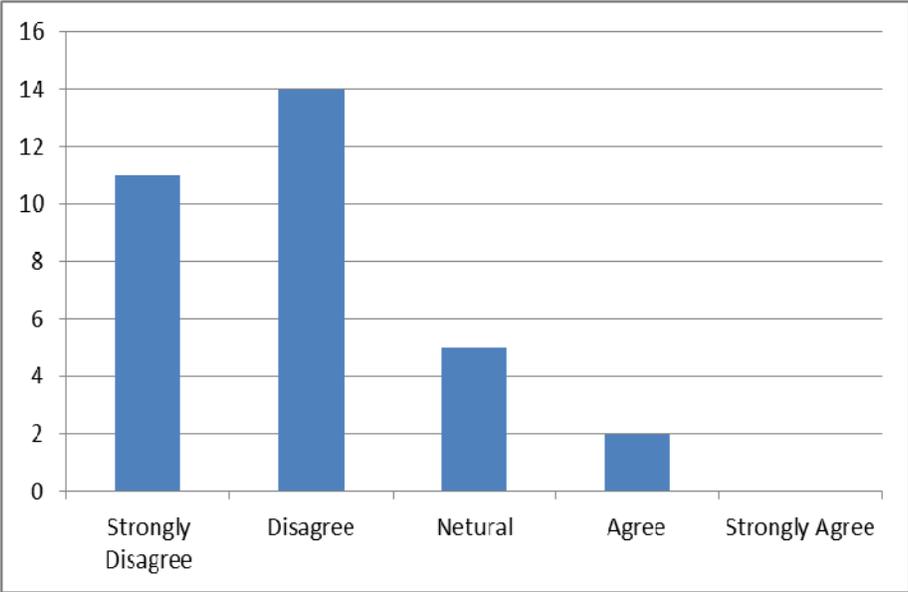
Students were once again asked to respond to five statements about their attitudes towards the business world and purpose of a college education. The following questions were following completion of the seminar.

1. Candidly, we live in a dog-eat-dog Darwinian world where our primary responsibility is to ourselves
2. Our modern economy makes it impossible to be ethical and financially successful at the same time.
3. My goal in going to college is to earn a marketable degree, not "developing a philosophy of life.
4. The key to success is avoiding failure
5. Lifelong learning is for teachers and professors, not for people who live in the real world

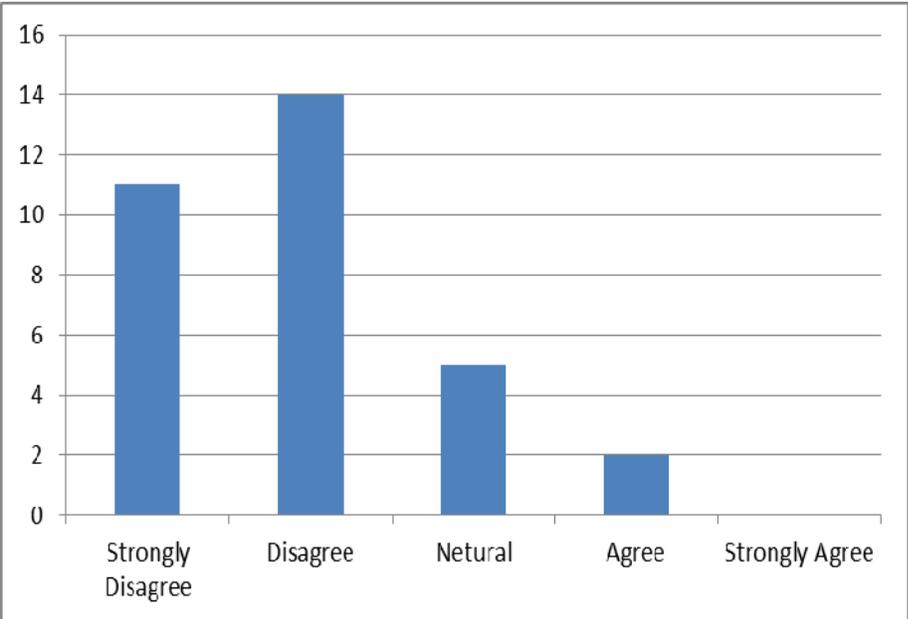
Figures 5-9 summarize responses to questions about attitudes towards the business world and beliefs about the purpose of a college education.



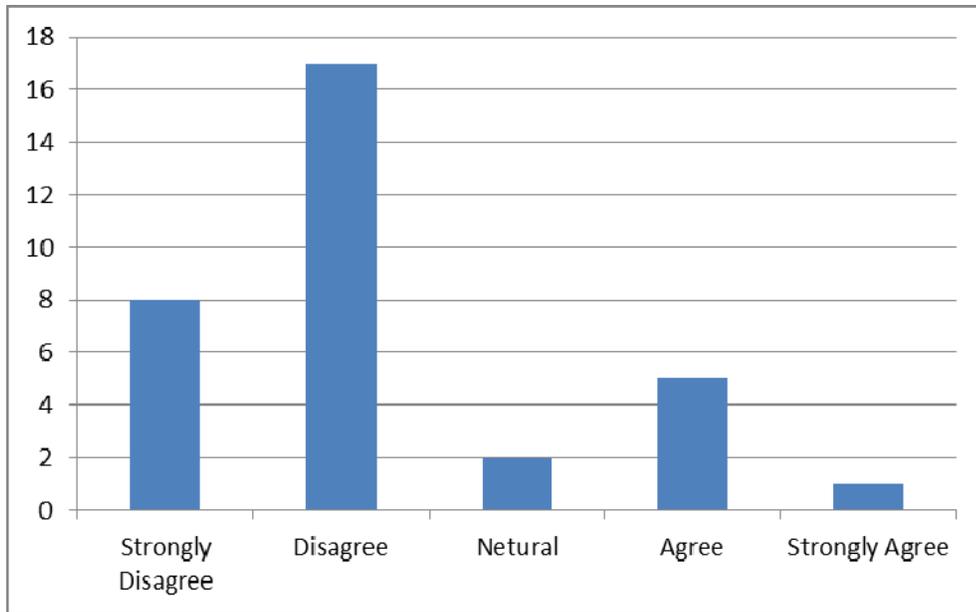
**Figure 5. We live in a dog-eat-dog world**



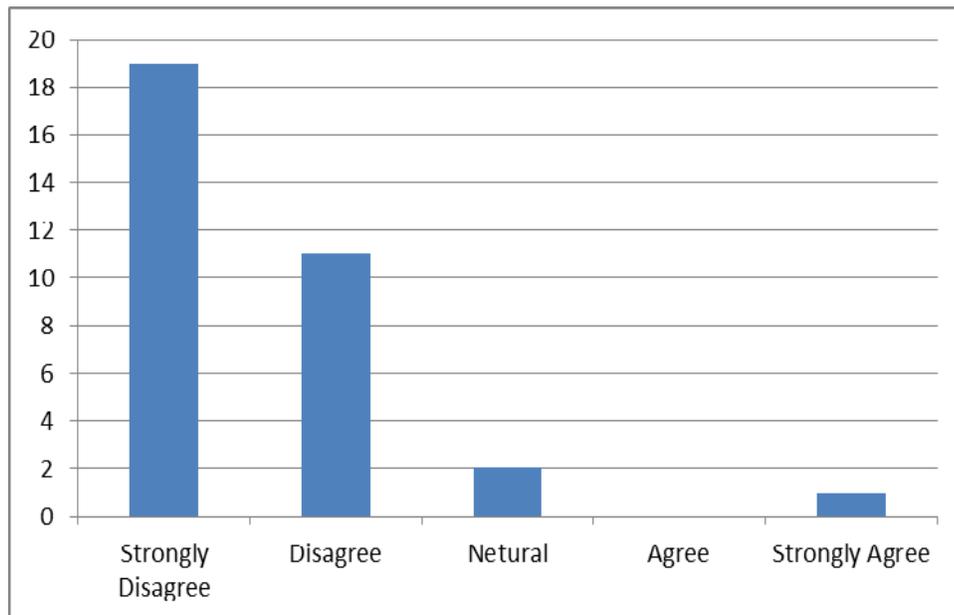
**Figure 6. It's impossible to be successful and ethical at the same time in today's competitive economy**



**Figure 7. My goal in going to college is to earn a marketable degree, not "developing a philosophy of life."**



**Figure 8. The key to success is avoiding failure.**



**Figure 9. Lifelong learning is for teachers and professors, not people who live in the real world.**

## CONCLUSION

Survey results from 2011 demonstrate compelling evidence that the Academic Integrity Seminar provides a positive experience for students. Approximately 88% of respondents either agreed or strongly agreed that the description of course requirements was clear. This is an important measure of student satisfaction given the online nature of the course. Beginning this semester we will add a question asking students whether the overall requirements for completing the seminar, including setting up registration via e-mail, were clear.

Students also continue to report that the feedback to their responses was helpful, with 100% either agreeing or strongly agreeing with the statement that feedback was helpful. This is particularly heartening to AIS both as instructors and as an online seminar. These findings support the idea that pedagogical interaction can be meaningful using electronic modes of communication. From the student's perspective regarding the online aspect of the seminar, 64% report that they prefer an online experience. This is a slight increase since last year's report, where 45% indicated that they preferred an online seminar.

The increased total number of responses to the survey makes it less likely that patterns we see in the data are due to chance. In last year's report, we made some tentative conclusions based on a limited number of responses. Many of these tentative conclusions are supported in this year's report. AIS plans to continue collecting voluntary and confidential data about students' evaluations of the seminar and their general attitude towards achieving success in the "real world." A sample of students at a large Florida university, comparable in size to Miami University, were selected to complete the same questions as Miami students on attitudes towards success in the

real world. The responses of these students will provide an interesting comparison between students who have been found responsible of an honor code violation and students who have not been found responsible of an honor code violation. Additionally, student attitudes about the business world and the purpose of a college education are currently being collected both before and after students have completed the seminar. Future reports will summarize evidence that seminar completion is associated with changes in those attitudes. Such comparisons are, of course, not made in an experimental setting, thus interpretations of differences must be made carefully. Nonetheless, if large differences emerge, for example, on questions about the “importance” of avoiding failure as a key to success, then initiatives aimed at reducing instances of academic misconduct might discuss why it’s better to fail and learn from our mistakes rather than to try and avoid making a mistake (such as failing an assignment) at the price of compromised integrity. Such comparisons should be available in the Spring 2012 report.

*If you have any questions about this report, or would like more information about questions not summarized, please contact Greg Pavela at [gregpavela@gmail.com](mailto:gregpavela@gmail.com).*