

Attitudes, Perceptions and Practices of Honor at the University of Virginia

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Fall 2014

Executive Summary

In this survey, we randomly sampled 1,000 undergraduate and graduate students at the University of Virginia to determine attitudes, perceptions and practices surrounding the reporting of Honor violations. Of our 531 respondents, 85.9% felt they have enough understanding of the Honor Code to recognize an offense.

When asked about a hypothetical scenario in which the respondent witnessed an Honor offense, respondents indicated on average that they were likely to report a cheating violation or would confront the person directly ($\bar{X} = 2.46 \mp .092$). More than half of the respondents (56.5%) stated that the severe consequences would likely deter them from reporting a witnessed offense.

Respondents were also asked about actual violations that they had witnessed. Almost half (45%) stated that they had not witnessed an Honor Code violation. About a fifth (21.7%) had witnessed a violation. Of the individuals who indicated that they had witnessed a violation, 98.3% did not report the violation to the Honor Committee. Respondents did not report the violation primarily because they did not want to report someone that they personally knew (15%) or they did not know how to complete the reporting process (4.4%).

A majority of respondents (85.1%) did not feel as though they were more likely than others to be suspected of committing a violation. However, a chi-squared analysis of the data showed that there were significant differences in the frequencies of specific groups that felt targeted, though the effects were small. Men, African-American or Multi-racial students, and athletes reported feeling targeted more than other populations. Additionally, undergraduate students and athletes were more likely to report having violated the Honor Code than other

student populations. This report will cover, in depth, the findings of this study with specific emphasis on the perceptions and practices of student populations on Honor violation reporting.

Study Purpose and Overview

Upon the request of the University of Virginia (U.Va.) Honor Committee, we developed a survey on the U.Va. honor code in consultation with Honor Chair Nicholas Hine and Special Assistant to the Honor Committee, Alex Carroll. The survey team consists of students in EDLF 7403: Survey Design and Instrument Construction instructed by Professor Patrick Meyer in the Curry School of Education at the University of Virginia. Team members include Albert Jacoby, doctoral student in Teaching, Curriculum and Learning, Theresa Melton, master's student in Research, Statistics and Evaluation, Laura Ochs, master's student in Educational Psychology, and Sarah E. Whitley, doctoral student in Higher Education.

The U.Va. Honor Code comprises the foundational values supporting the Community of Trust. Upon matriculation, students pledge to not lie, cheat or steal and to report violations in an attempt to uphold the historic ideals of the University. Elected Honor Committee student leaders investigate cases, advise accused students, educate students about Honor, and serve as advocates at trial. A controversial aspect of the U.Va. code is single sanctioning, which results in the expulsion of a student found responsible for violating the Honor Code. In both the 2012 and current surveys, respondents reported that the single sanctioning policy discourages people from reporting a violation.

During the 2011-2012 academic year, the Honor Committee administered a survey to undergraduate students to gather perceptions of the Honor Code, recent policy changes and prevalence of reporting. Their findings raised further questions regarding disproportionate reporting of Honor violations; particularly a prevalence of reports against racial minorities,

international students, Division I athletes and those involved in social Greek organizations. In an effort toward focused exploration of reporting, the Honor Committee approached Professor Patrick Meyer regarding assistance with survey design and data collection, and the survey team was assembled.

Through meetings and continued discussion with Mr. Hine and Ms. Carroll, the survey team identified goals and objectives for survey development and implementation. The primary goal of the survey was to determine attitudes, perceptions and practices surrounding the reporting of Honor violations by undergraduate and graduate students at U.Va. This included exploration of respondent experiences with witnessing and reporting violations, understanding of policy and reporting procedures, and beliefs regarding fairness of Honor policies. Moreover, the survey asked specific questions to gather perceptions or instances of reporting related to targeted student populations of interest. Through data analysis, the survey team sought to identify deficits in knowledge related to violation reporting and prevalence of disproportionate reporting that may allow the Honor Committee to make policy and programmatic changes to strengthen the Community of Trust.

Survey Development and Implementation

The survey team identified the following themes for initial question development: (a) processes of reporting an Honor Code violation, (b) personal acts or witnessing of Honor Code violations, (c) perceptions of the Honor Code, and (d) violator demographics and disproportionate reporting. Team members worked independently to create ten survey questions for instructor feedback. Next, we randomly divided the pool of questions between team members for additional review and revision. During this review process, we determined that sample demographic information could be obtained through the Office of Institutional

Assessment and Studies (IAS) rather than burdening respondents with additional survey questions.

During the question development period, the team met with Ms. Virginia Carter, Director of Communications for Student Affairs at U.Va. to discuss survey feasibility and logistics. Ms. Carter, along with Ms. Christina Morell, Associate Vice President of Student Affairs, approved the distribution of the survey to a random sample of 1,000 undergraduate and graduate students. Ms. Sarah Schultz Robinson from IAS provided the sample. It was also during these discussions and consultation with the client and Professor Meyer that the survey team decided that it would not be logistically feasible to survey faculty as originally discussed.

We engaged in a variety of pilot testing and survey evaluation procedures to refine the survey questions. We regularly sought feedback from Mr. Hine and Ms. Carroll. In addition, we conducted cognitive interviews, using a think-aloud protocol to evaluate the clarity of the question wording and the respondent's ability to interpret and answer question in the intended way. Additionally, team members pilot tested questions with family, friends and other University students to gauge clarity and understanding. After publishing a draft of the survey online using Qualtrics, a web-based survey administration program, we continued to evaluate the questions and the online administration environment using think-aloud protocols with classmates, the client, and friends. Professor Meyer was also instrumental in this process. Feedback from these processes led to additional revisions to the survey questions and structure. Final questions included an assortment of options including selected response, check all that apply, Likert scales, and matrices. Some open-ended questions were used to gather qualitative data. We employed branching questions throughout the survey to obtain specific data related to

violation reporting. An overview of questions used in the online survey is available in Appendix A.

In preparation for survey implementation, the team established a survey administration plan to optimize the response rate. The team drafted five contact letters (Appendix B) addressed to the survey sample, drawing heavily on the work of Sallant & Dillman (1994) and Professor Meyer for guidance. On Friday, October 31, 2014, the survey team sent out a pre-notification email using a generic U.Va. email alias, UVAHonorCodeSurvey@Virginia.edu. We made subsequent contacts with the Qualtrics system. As outlined in Appendix B and Table B1, participants received notification of the survey, three reminders to complete the survey, and a final notification. We closed the survey and completed data collection on Tuesday, November 18, 2014. Potential sources of error in the survey design and collection are addressed in Appendix G.

Methods

Sample

The Office of Institutional Assessment & Studies drew a simple random sample of 1,000 people from a list of all current students at the University of Virginia. A total of 533 students responded to the survey, including two duplicate responses. We retained the second entry for each duplicate resulting in a final response of 531 participants for a response rate of about 53%. All computations were performed in SPSS 22.

Demographic Information

The sample was 55.6% female and 72.1% undergraduate. The majority of respondents were White (63.5%), with 4.5% of participants identifying as African American, 8.9% as Asian, 5.1% as Hispanic, 3.4% as Multi-Race, 9.0% as non-resident alien and 5.5% as unknown or

unreported. This data closely matches that demographics reported by UVa through the [Current On-Grounds Enrollment](#) data. Most participants identified as either Native to the United States (87.8%), Naturalized (.6%) or as a permanent alien (2.4%) while only 9% identified as a temporary alien. The vast majority of participants (98.9%) were classified as non-athlete, while only .9% of the participants (n=5) were classified as a Division I athlete. Additional demographic information is available in Appendix C.

Results

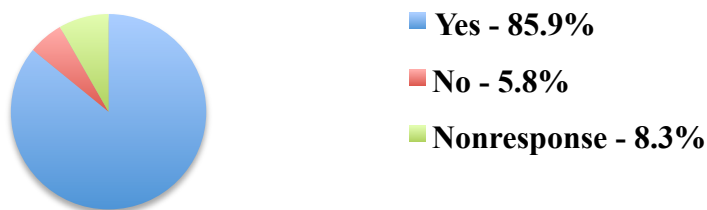
Of the 531 participants, 89.5% remembered learning about the Honor System during orientation. Almost half (47.5%) of respondents reported participating in a formal conversation about the Honor System or Honor Committee this academic year, while 44.3% did not. 8.2% of respondents did not answer this question. However, a majority of participants (77.8%) reported participating in an informal conversation about the Honor System or the Honor Committee this academic year, while only 13.9% reported that they had not. The remaining 8.3% is due to question nonresponse by students.

Understanding the Honor Code

As depicted in **Figure 1**, 85.9% of respondents reported that they had enough understanding of the Honor Code to recognize an offense, while 5.8% reported that they did not. Participants reported, on average, between somewhat confident and confident ($\bar{X} = 2.53 \pm .074$) that they had enough understanding of the Honor code to recognize an offense. In addition, participants reported that, on average, they were between somewhat familiar and

familiar ($\bar{X} = 2.62, \mp .073$) with the Honor Committee's policy of Conscientious Retraction

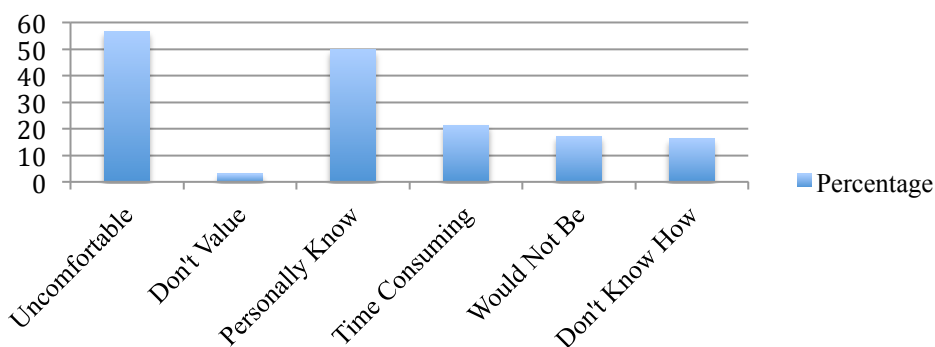
Figure 1. Do You Feel You Have Enough Understanding of the Honor Code to Recognize an Offense?



Reporting Violations - Hypothetical

When asked how likely they would be to report a specific offense, respondents reported, on average, between unlikely and likely ($\bar{X} = 2.37 \mp .073$) to report lying, likely ($\bar{X} = 3.02 \mp .073$) to report cheating, and between likely and very likely ($\bar{X} = 3.38 \mp .069$) to report stealing. As depicted in Figure 2, when asked what factors may deter them from reporting a student believed to have committed an Honor Offense, over half of respondents (56.5%) reported they were uncomfortable with the potential consequences the student may face, while only 3% reported that they did not value the Honor System. Additional information is provided in Appendix E.

Figure 2. What Factors Might Deter You From Reporting An Offense?

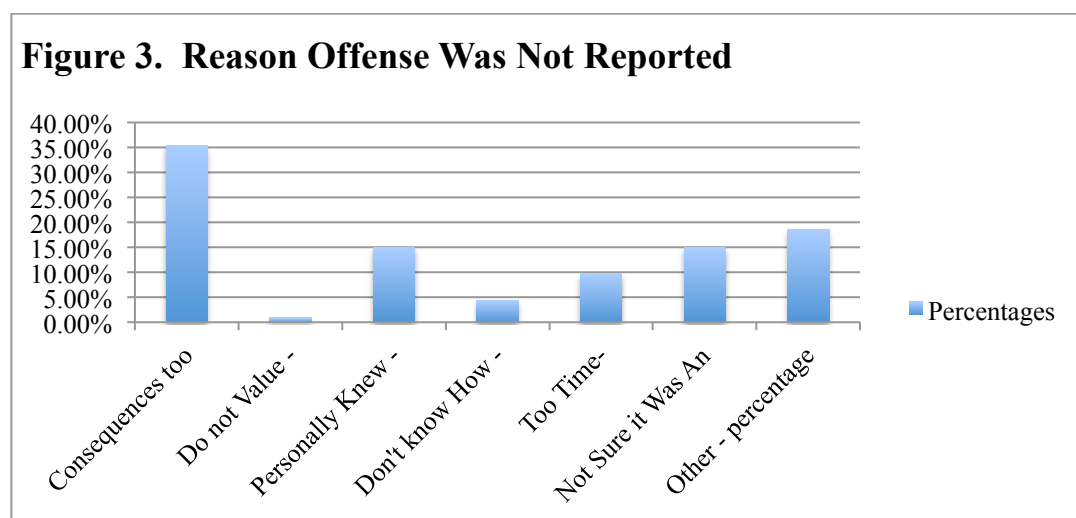


Of those that participated in the survey, the majority of respondents reported that they either would confront the person about their behavior, but would not report them to the Honor Committee or they would, instead, report the Honor Offense to a faculty member ($\bar{X} = 2.46 \pm .092$). The availability of the Informed Retraction either did not affect the likelihood that a participant would report an Honor Offense or made it more likely that they would report it ($\bar{X} = 2.51 \mp .053$).

When asked whether specific populations were more likely to commit an offense, 36.7% reported that they did believe so, while 53.9% reported no. Of those that reported yes, athletes were identified as more likely to offend by 20.3% of the sample. With 7.7% selecting the “other” option, 4.3% indicated through qualitative responses that racial minority students were more likely to commit offenses.

Reporting Violations – Actual

Nearly half of the respondents (45.0%) reported that they had not witnessed an honor violation while a student at U.Va., while 21.7% had witness offenses. Of those that witnessed the violation, 98.3% did *not* report the violation. As shown in Figure 3, reasons for not reporting varied with respondents either not wanting to report a student they knew personally or they did not feel equipped with the knowledge on how to report an offense. Analysis of this data is also provided in Appendix F.



Hypothetical vs. Actual Disproportion

The majority of respondents (85.1%) did not feel as if they were more suspected of committing a violation when compared to other students and most (74.6%) had not, themselves, committed a violation.

We conducted chi-square analyses to determine if any specific group was more likely to report feeling targeted unequally by the Honor Committee or was more likely to report committing a violation. Differences in the number of participants reporting that they felt targeted were found to be significant based on gender ($\chi^2 = 9.606$, $df = 1$, $p < .01$), undergraduate vs. graduate status ($\chi^2 = 4.556$, $df = 1$, $p < .05$), race ($\chi^2 = 33.196$, $df = 6$, $p < .01$), and athletic status ($\chi^2 = 10.264$, $df = 1$, $p < .01$). Of those that responded that they felt targeted, men (9.77%) were nearly 3.5 times more likely than women (3.02%) (odds ratio = 3.484) to respond that they felt targeted, though the relationship was weak (*Cramer's V* = .141). Undergraduate students (7.47%) were about .3 times more likely than graduate students (2.27%) to report feeling targeted (odds ratio = .284), though the relationship was also weak (*Cramer's V* = .098). African American students (27.27%) were about 7 times more likely to report feeling targeted (odds ratio = 7.075) than the combination of Asian

(10.53%), white (3.14%), multiple race (23.53%), unknown race (3.85%), Hispanic (8.00%) or non-resident alien students (5.88%). Students that were classified as multiple races were about 5 times more likely (odds ratio = 5.404) to report feeling targeted than the combination of other races, but the relationship between race and reporting was fairly weak (*Cramer's V* = .107). Athletes (40.00%) were about .09 times more likely to report feeling targeted than non-athletes (5.68%), though the relationship was very weak (*Cramer's V* = .146). Differences in the number of participants that reported actually committing a violation, however, was only supported based on undergraduate and graduate levels ($\chi^2 = 7.815, df = 1, p < .01$), and athletic status ($\chi^2 = 7.185, df = 1, p < .01$). Of the respondents that reported committing a violation, undergraduate students (19.06%) were about .4 times more likely (odds ratio = .390) to say yes than graduate students (8.46%), while the relationship was fairly weak (*Cramer's V* = .129) and athletes (60.00%) were about 8 times more likely (odds ratio = 8.065) than non-athletes (15.67%), though the relationship is not strong (*Cramer's V* = .124).

Discussion

Conclusions and Future Study

The primary goal of this survey was to determine attitudes, perceptions and practices surrounding the reporting of Honor violations by undergraduate and graduate students at U.Va. Data from a previous Honor Committee survey raised questions about the possible disproportionate reporting of Honor violations, especially amongst racial minorities, international students, Division I athletes and those involved in social Greek organizations. However, before this could be answered, it was essential to further explore other potential reasons for failures to report, including the potential that offenses were not being committed or that the Honor Code was not well understood.

Our findings suggest that students possess strong memories of learning about the Honor Code, with almost 90% of respondents indicating initial introductions to Honor occurred during orientation. Of those that have witnessed an Honor Offense, nearly all (98.3%) chose to not report the offense; a startling statistic. Respondents indicated the severity of consequences was the primary reason for not reporting an offense.

While specific groups feel like they are more likely to be reported because of their demographics, our findings indicate that these concerns do not correlate with actual reported offenses. During survey development, Mr. Hine and Ms. Carroll expressed concerns of disproportionate reporting and these findings indicate incongruence between student perceptions and actions. This data may be important for consideration by the Honor Committee when considering the role of Honor at the University of Virginia.

The considerable discrepancy between witnessed offenses and reporting may be cause for alarm. The Committee touts the Honor Code as a stalwart pillar of the University, perpetuating the belief that students and faculty reside and operate within a Community of Trust. However, having substantial instances of witnessing violations without reporting, students feeling they have a greater likelihood of being reported because of their demographics and concerns related to the severity of sanctions, there appears to be room for improvement. It is the recommendation of the survey team that the Honor Committee consider this data when developing future trainings, policies and educational programming.

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References

Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: Wiley.

Appendix A

Survey Question Overview

Of the sample of 1000 UVa graduate and undergraduate students, a final response of 531 was obtained (after removing 2 duplicates). Of those 531:

- 1) Are you currently a part-time or full-time employee of the University of Virginia?
 - a. Part-time employee: 13.4%
 - b. Full-time employee: 9.0%
 - c. I am not currently an employee of the University of Virginia: 76.8%
- 2) For which department at the University of Virginia do you work?
 - a. Housing and Residence Life: 3.4%
 - b. Intramural-Recreational Sports: 5.0%
 - c. Dining Services: 0.0%
 - d. University Library Services: 1.7%
 - e. University of Virginia Transit System: .8%
 - f. University Bookstore: .8%
 - g. Academic Departments: 45.4%
 - h. Other: 30.3%
- 3) Do you have any affiliation with the Honor Committee?
 - a. I am or have been an Honor Support Officer: 1.7%
 - b. I am or have been an Honor Committee Member: .8%
 - c. I am or have been a Reporter in an Honor case: 0.0%
 - d. I am or have been a witness (Investigation or Trial) in an Honor case: .2%
 - e. I have been reported for an Honor Offense: .8%
 - f. No, I do not have an affiliation with the Honor Committee: 90.2%
- 4) Using the categories below, please check all options that represent your current extra-curricular involvement at UVa:
 - a. Academic/Professional: 50.1%
 - b. Club Sport: 13.4%
 - c. Contracted Independent Organization (CIO): 24.1%
 - d. Ethnic/Cultural: 11.3%
 - e. Hobby Related Clubs: 21.8%
 - f. Honor Society: 5.3%
 - g. Intramural Sports: 18.3%
 - h. Law School Related: 5.3%
 - i. Performing/Visual Arts: 10.2%
 - j. Political/Advocacy: 7.0%
 - k. Public Service: 23.5%
 - l. Publications/Media: 3.2%
 - m. Religious/Spiritual: 16.0%
 - n. Social Fraternities or Sororities: 13.9%

- o. Student Government University Judiciary Committee: 6.6%
 - p. University Judiciary Committee: 1.3%
 - q. Varsity Athletics: 2.3%
 - r. Other: .4%
 - s. None: 7.9%
 - t. *Military**: .6%
**This group was added after the analysis of qualitative "other" data indicated that this was a common group*
- 5) Prior to this survey do you remember learning about the UVa Honor System?
- a. Yes: 89.5%
 - b. No: 2.3%
- 6) Have you participated in a conversation, either formally or informally, about the Honor System or the Honor Committee this academic year?
- a. Formally
 - i. Yes: 47.5%
 - ii. No: 44.3%
 - b. Informally
 - i. Yes: 77.8%
 - ii. No: 13.9%
- 7) Do you feel as though you have enough understanding of the Honor Code to recognize an offense?
- a. Yes: 85.9%
 - b. No: 5.8%
- 8) How confident are you that you would know how to report an Honor Offense?
 Most participants responded that they were between somewhat confident and confident ($\bar{X} = 2.53, (2.46, 2.61)$; $ME: \pm .074$).
- 9) How familiar are you with the Honor Committee's policy of Conscientious Retraction?
 Participants, on average, responded that they were between somewhat familiar and familiar with CR ($\bar{X} = 2.62, (2.55, 2.70)$; $ME: \pm .073$).
- 10) Using the scale ranging from (1) very unlikely to (4) very likely, how likely would you be to report one of these offenses should you witness its occurrence.
- a. Lying: Participants were between unlikely to report lying ($\bar{X} = 2.37, (2.30, 2.44)$; $ME: \pm .073$)
 - b. Cheating: Participants were, on average, likely to report cheating ($\bar{X} = 3.02, (2.95, 3.10)$; $ME: \pm .073$)
 - c. Stealing: Participants were likely to report stealing ($\bar{X} = 3.38, (3.31, 3.45)$; $ME: \pm .069$)
- 11) Which, if any, of the following factors might deter you from reporting a student you believe to have committed an Honor Offense? (Please check all that apply)

- a. I would be uncomfortable with the potential consequences the student may face: 56.5%
- b. I do not value the Honor System: 3.0%
- c. I wouldn't want to report a student that I personally knew: 49.7%
- d. I feel that reporting and following through with a case is too time-consuming: 21.3%
- e. I would not be deterred from reporting the Honor Offense: 17.1%
- f. I would not know how to report a student that I believed to have committed an Honor Offense: 16.2%

12) If you witnessed an Honor Offense, what would you do?

Most participants responded that they would either confront the person about their behavior, but I would not report them to the Honor Committee or they would report the Honor Offense to a faculty member instead of the Honor Committee ($\bar{X} = 2.46, (2.37, 2.55); ME: \mp .092$).

Of those that identified "other", 75% indicated that it depended on the situation or the severity of the offense.

13) The availability of the Informed Retraction for reported students:

Participants reported that it either makes them feel more likely to report an Honor Offense or does not affect the likelihood that I would report an Honor Offense ($\bar{X} = 2.51, (2.46, 2.57); ME: \mp .053$).

- a. Makes me less likely to report an Honor Offense: 4.3%
- b. Makes me more likely to report an Honor Offense: 35.4%
- c. Does not affect the likelihood that I would report an Honor Offense: 50.8%

14) Why do you think people violate the Honor Code? (please check all that apply)

- a. They feel privileged: 22.6%
- b. They don't understand the Honor System: 20.7%
- c. They don't value the Honor System: 46.9%
- d. They feel pressure to get good grades: 80.0%
- e. They do not have time to complete all of their assignments: 42.2%
- f. Other: 4.7%

15) Do you think that certain groups of students are more likely to be reported for Honor Offenses?

- a. Yes: 36.7%
- b. No: 53.9%

16) In your opinion, what groups of students are more likely to be reported for an Honor Offense (check all that apply)

- a. Men: 12.4%
- b. Women: 4.0%
- c. Athletes: 20.3%

- d. Greek Community: 18.6%
- e. International Students: 9.6%
- f. Certain Colleges: 8.9%
- g. Other: 3.4%
- h. None: 46.3%
- i. *Minority**: 4.3%

**This category was added after the survey based on the analysis of qualitative "other" data*

17) When comparing yourself to other students, do you think that you are more likely to be suspected of an Honor Offense?

- a. Yes: 5.5%
- b. No: 85.1%

Of the 5.5% that reported 'yes':

17a) Why do you think that you are more likely to be suspected of an Honor Offense?
(Please check all that apply)

- c. Gender: 3.0%
- d. Race: 2.6%
- e. Ethnicity: 2.1%
- f. Greek life affiliation: 1.1%
- g. Athlete status: .9%
- h. International Status: .4%
- i. Sexual Orientation: 0%
- j. Religion: .4%
- k. Political Affiliation: .4%
- l. Ability/Disability: .9%
- m. Other: .8%

18) To what extent do you agree with the following statement: "The Honor System is fair and equitable for all students, regardless of affiliation with..."

- a. Gender
Most participants reported that they agreed that the Honor System is fair based on gender ($\bar{X} = 4.02, (3.93, 4.11)$; $ME: \mp .086$).
- b. Race
Most participants reported that they agreed that the Honor Code is fair based on Race ($\bar{X} = 3.83, (3.73, 3.92)$; $ME: \mp .098$)
- c. Ethnicity
Most participants reported that they agreed that the Honor Code is fair based on Ethnicity ($\bar{X} = 3.86, (3.77, 3.96)$; $ME: \mp .096$).
- d. International Status
Most participants reported that they agreed that the Honor Code is fair based on international status ($\bar{X} = 3.93, (3.84, 4.02)$; $ME: \mp .090$)
- e. Sexual Orientation

Most participants reported that they agree that the Honor Code is fair based on sexual orientation ($\bar{X} = 4.06, (3.98, 4.14); ME: \mp .082$)

f. Religion

Most participants reported that they agree that the Honor Code is fair based on religion ($\bar{X} = 4.09, (4.01, 4.17); ME: \mp .078$)

g. Ability/Disability

Most participants reported that they agree that the Honor Code is fair based on ability/disability ($\bar{X} = 4.03, (3.94, 4.11); ME: \mp .082$)

19) To what extent do you agree with the following statement: “The Honor System is fair and equitable for all students, regardless of affiliation with...”

a. Varsity Athletics

Most participants neither agreed nor disagreed that the Honor System is fair based on varsity athletics ($\bar{X} = 3.34, (3.23, 3.45); ME: \mp .108$)

b. Social Fraternities or Sororities

Most participants either neither agreed nor disagreed or agreed that the Honor System is fair based on social fraternities or sororities status ($\bar{X} = 3.56, (3.45, 3.66); ME: \mp .104$)

c. Club or Intramural Sports

Most participants agreed that the Honor System is fair based on club or intramural sports ($\bar{X} = 3.99, (3.91, 4.07); ME: \mp .078$)

d. Student Government

Most participants agreed that the Honor System is fair based on student government ($\bar{X} = 3.81, (3.72, 3.91); ME: \mp .094$)

e. Honor Committee

Most participants agreed that the Honor System is fair based on honor committee ($\bar{X} = 3.72, (3.62, 3.82); ME: \mp .100$)

f. Political Groups

Most participants agreed that the Honor System is fair based on political groups ($\bar{X} = 3.97, (3.89, 4.05); ME: \mp .084$)

20) Do you believe you have committed an Honor Offense while a student at the University?

a. Yes: 14.3%

b. No: 74.6%

21) Have you witnessed an Honor Offense during your academic tenure at UVa?

a. Yes: 21.7%

b. No: 45.0%

c. I am not sure: 22.2%

Of the 21.7% that said ‘yes’:

22a) After witnessing the Honor Offense, did you report the offense to the Honor Committee?

a. Yes: 1.7%

b. No: 98.3%

The 1.7% that reported the offense were asked:

22b) In reference to the most recent Honor Offense that you witnessed, what is the first step you took to report the offense?

Only one of the two participants responded, stating that they reported the offense. The first step this person took was to contact a teacher.

The 98.3% that did NOT report the offense were asked:

22b) Why did you choose to NOT report the offense?

On average, those that responded indicated they chose not to report because they either did not want to report a student that they knew personally, or they did not know how to report an offense ($\bar{X} = 3.72, (3.27, 4.17); ME: \mp .445$)

- a. I was uncomfortable with the consequences that the student might face: 35.4%
- b. I do not value the Honor System: .9%
- c. I did not want to report a student that I personally knew: 15.0%
- d. I did not know how to report: 4.4%
- e. I felt that the reporting process would be too time-consuming: 9.7%
- f. I was not sure it was an Honor Offense: 15.0%
- g. Other: 18.6%

23) In reference to the most recent Honor Offense that you witnessed, what is the gender of the student committing the offense?

- a. Male: 53.9%
- b. Female: 33.0%
- c. Unsure: 11.3%

24) In reference to the most recent Honor Offense that you witnessed, what is the race of the student committing the offense?

- a. White: 52.2%
- b. Black or African American: 7.8%
- c. Hispanic, Latino, or Spanish Origin: 1.7%
- d. American Indian or Alaskan Native: 0%
- e. Asian: 16.5%
- f. Native Hawaiian or Other Pacific Islander: 0%
- g. Two or More Races: 4.3%
- h. Unknown: 15.7%

25) In what setting did the offense occur?

- a. Academic Lecture/Class: 17.4%
- b. Academic Lab: 4.3%
- c. Research Setting: .9%

- d. Group Project or Assignment: 8.7%
- e. Non-proctored Exam: 3.5%
- f. Proctored Exam: 20.0%
- g. Take-home Assignment: 23.5%
- h. Social Setting: 13.0%
- i. Other: 5.2%

26) To your knowledge, was the student affiliated with any of the following group? (Check all that apply)

- a. Varsity Athletics: 8.7%
- b. International Student: 6.1%
- c. Social Greek Organization: 15.7%
- d. Honor Committee Member: 1.7%
- e. None of These: 22.6%
- f. Unsure: 47.8%

Appendix B

Survey Notification Letters

This appendix includes copies of the electronic pre-notification and notification letters sent to the survey random sample through the Qualtrics web-based system. Table B1 indicates the notification schedule used by the survey team. Dates and times were strategically chosen to bolster survey response rates.

Table B1

Notification	Date & Time
Pre-notification	Friday, October 31, 2014 at 6:00 PM
Survey Opened	Monday, November 3, 2014 at 8:30 PM
First Reminder	Friday, November 7, 2014 at 2:00 PM
Second Reminder	Tuesday, November 11, 2014 at 12:00 PM
Final Reminder	Saturday, November 15, 2014 at 5:00 PM
Survey Closed	Tuesday, November 18, 2014 at 10:00 AM

Pre-Notification Letter

October 31, 2014

Dear student:

We are conducting a survey on behalf of the University of Virginia Honor Committee. The purpose is to better understand the prevalence of Honor Offenses at the University of Virginia, and students' experiences with the Honor System. Your participation will contribute to a better understanding of the Honor Code and its implementation. You may view some questions as sensitive, but our intention is not to identify students who have violated the Honor Code and need to receive sanctions. Your responses will be confidential.

Within the next few days, you will receive an email with a link to the survey. It will take about 15 minutes to complete.

We would greatly appreciate your taking the time to complete and submit your survey.

Thank you in advance for your help.

Sincerely,

Albert Jacoby
Theresa Mejia
Laura Ochs
Sarah Whitley

UVaHonorCodeSurvey@virginia.edu

Invitation to Participate in Open Survey

November 3, 2014

Dear student:

As a student at the University of Virginia, we know that you have heard about the Honor Code policy and have likely participated in a webinar or information session discussing specific details of the Honor Code policy at UVa. The policies in place have an impact on your time at UVa, and understanding your experience with the Honor Code is important to the future of UVa.

You are one of a few students that have been selected to give an opinion on the Honor Code policy at UVa. We selected a random sample from a list of all students at the University. In order for the results of this survey to provide the most accurate information, it is important that every selected individual respond to this survey with their honest opinion.

As mentioned in our previous email, we are only interested in the perception of Honor Code violations and will not report any individuals based on responses. Your responses will be kept confidential.

Please access the link below to start your survey. It should only take about 10 minutes to complete.

If you have any questions, please email a member of the research team at UVaHonorCodeSurvey@virginia.edu.

LINK

Sincerely,

Albert Jacoby
Theresa Mejia
Laura Ochs
Sarah Whitley

UVaHonorCodeSurvey@virginia.edu

First Reminder

November 7, 2014

Dear student:

We are following up with our request for participation in the Honor Code survey. We would still like to hear from you. If you have not yet responded, please do so as soon as possible. We are incredibly appreciative of your support. We believe that your insight can provide a great understanding about the current Honor Code policy as students experience it.

That survey can be accessed with this link: [LINK](#)

If you have any questions, please email a member of the research team at UVaHonorCodeSurvey@virginia.edu.

Sincerely,

Albert Jacoby
Theresa Mejia
Laura Ochs
Sarah Whitley

UVaHonorCodeSurvey@virginia.edu

Second Reminder

November 11, 2014

Dear student:

We emailed a survey about the Honor Code last week. As of today, it doesn't look as if we have received your response. We realize that it's a very busy time of year, especially for students at UVa. If you can take about 15 minutes to complete the survey, however, we would really appreciate it.

We really appreciate of your support. As we've said, we believe that your insight can provide a great understanding about the current Honor Code policy as students experience it.

That survey can be accessed with this link: [LINK](#)

If you have any questions, please email a member of the research team at UVaHonorCodeSurvey@virginia.edu.

Sincerely,

Albert Jacoby
Theresa Mejia
Laura Ochs
Sarah Whitley

UVaHonorCodeSurvey@virginia.edu

Final Reminder and Survey Closure Warning

November 15, 2014

Dear student:

We emailed you a survey on the Honor Code policy at UVa last week but we have not yet received your response. We want to ensure that your opinion is represented to the Honor Committee and have sent the survey link one final time. The survey should only take around 15 minutes and can provide insight into an important issue for University of Virginia students.

We really appreciate of your support. As we've said, we believe that your insight can provide a great understanding about the current Honor Code policy as students experience it.

That survey can be accessed with this link: [LINK](#)

If you have any questions, please email a member of the research team at UVaHonorCodeSurvey@virginia.edu.

Sincerely,

Albert Jacoby
Theresa Mejia
Laura Ochs
Sarah Whitley

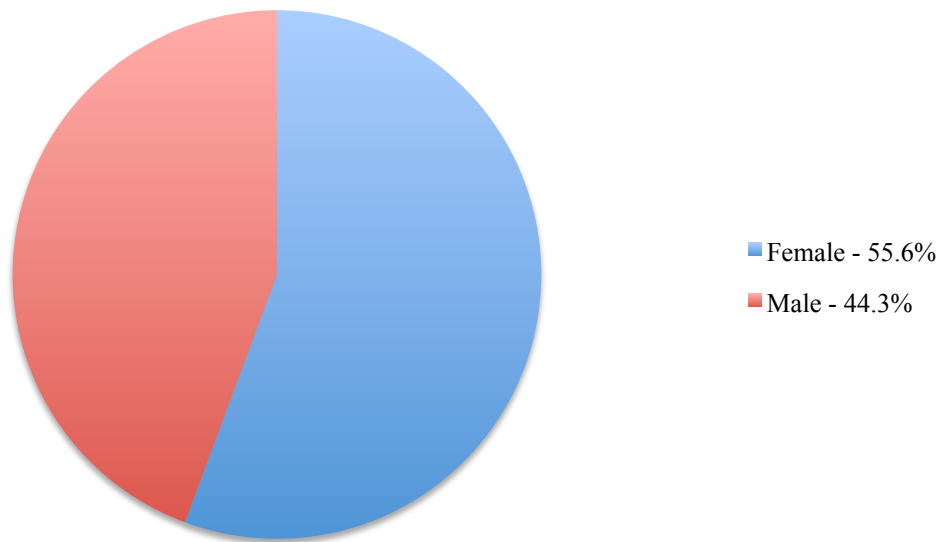
UVaHonorCodeSurvey@virginia.edu

Appendix C

Sample Demographic Information

This appendix contains demographic data related to survey respondents. Data in Figures C1 – C5 were obtained through the Office of Institutional Assessment and Studies (IAS) at the University of Virginia. Figures C6 and C7 were obtained through survey responses.

Figure C1: Gender Breakdown in Sample - Percentages



**Figure C2: Graduate VS Undergraduate Student
Breakdown in Sample - Percentages**

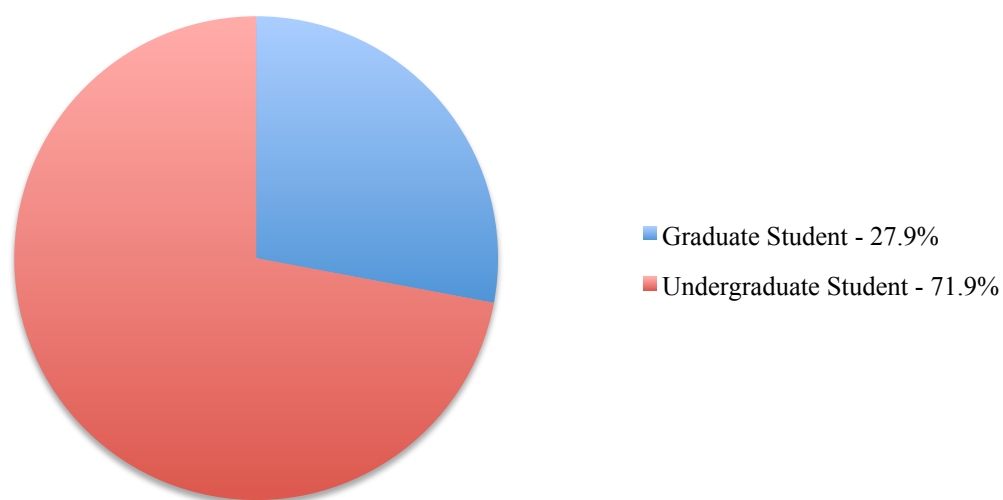


Figure C3: Race Breakdown in Sample

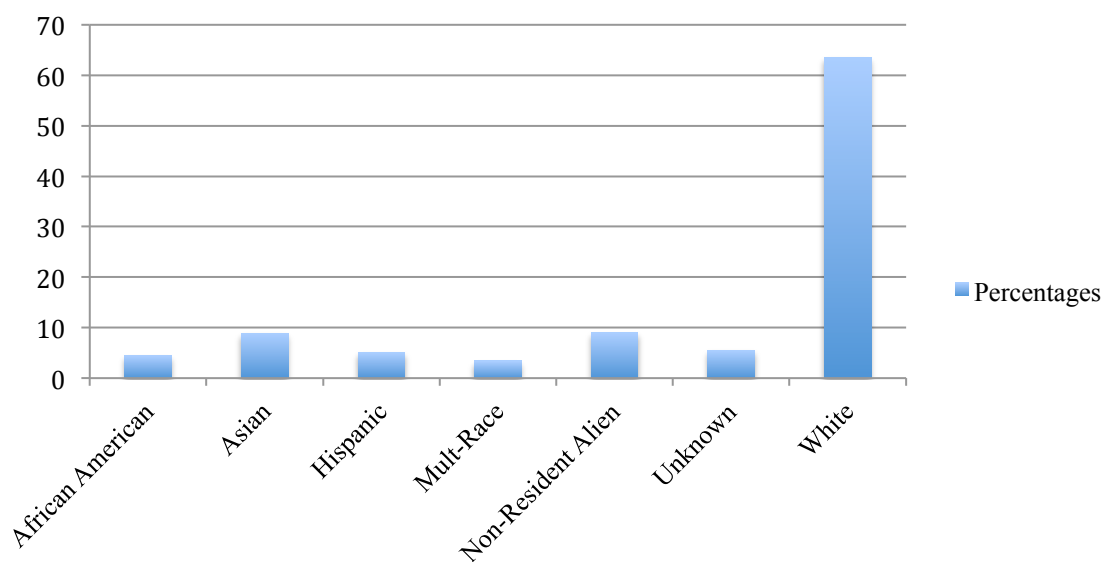


Figure C4: U.S. Citizenship Status Breakdown in Sample

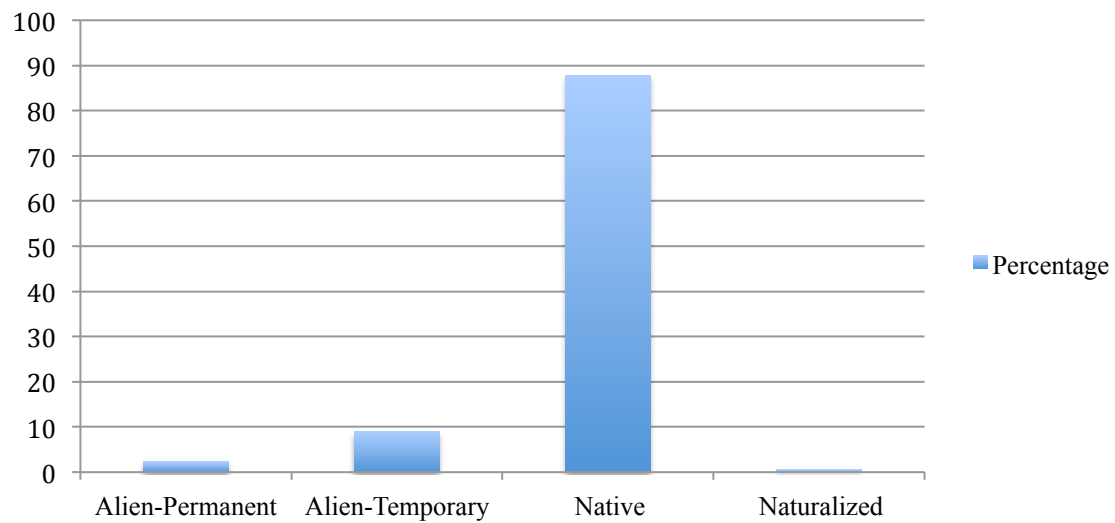


Figure C5: Athletic Status - Breakdown in Sample

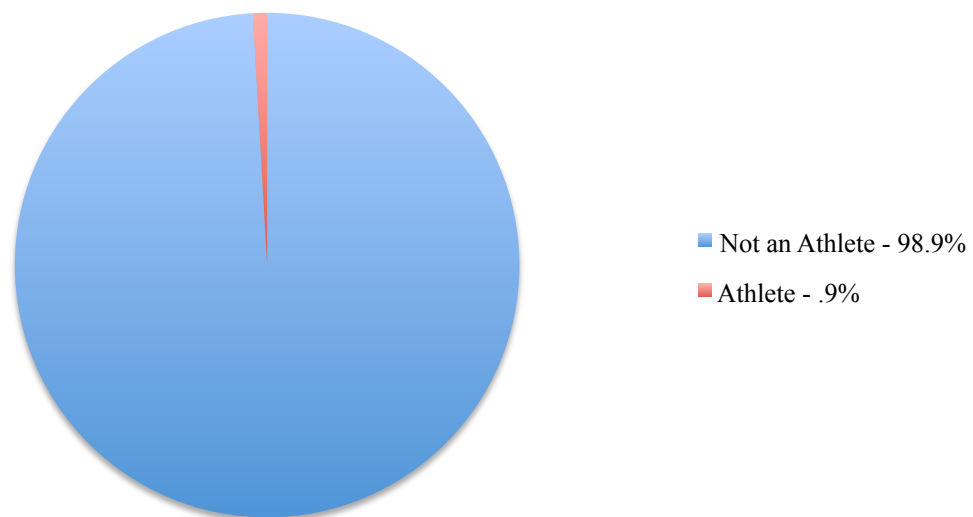


Figure C6: For Which Department at UVa Do You Work?

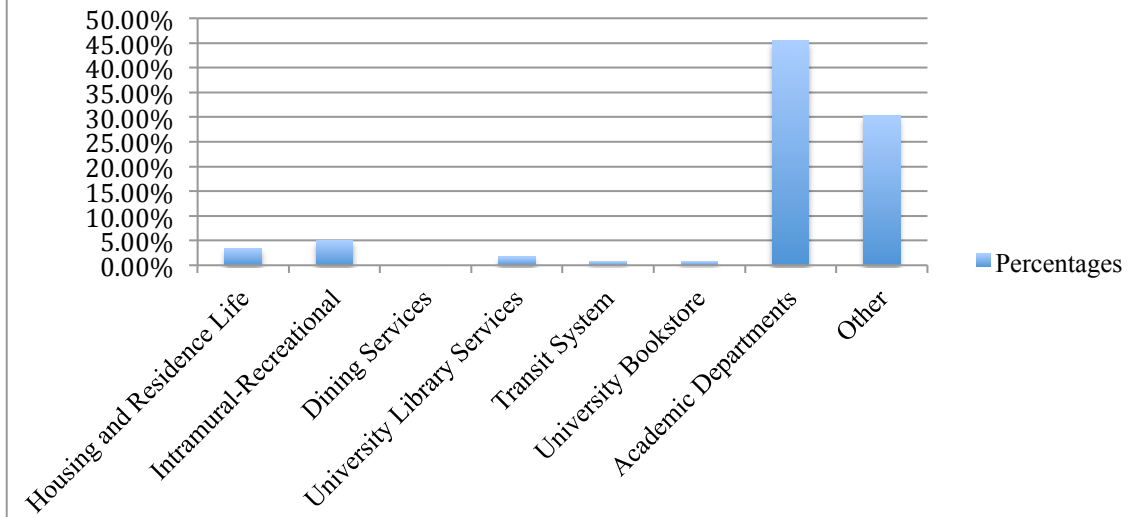
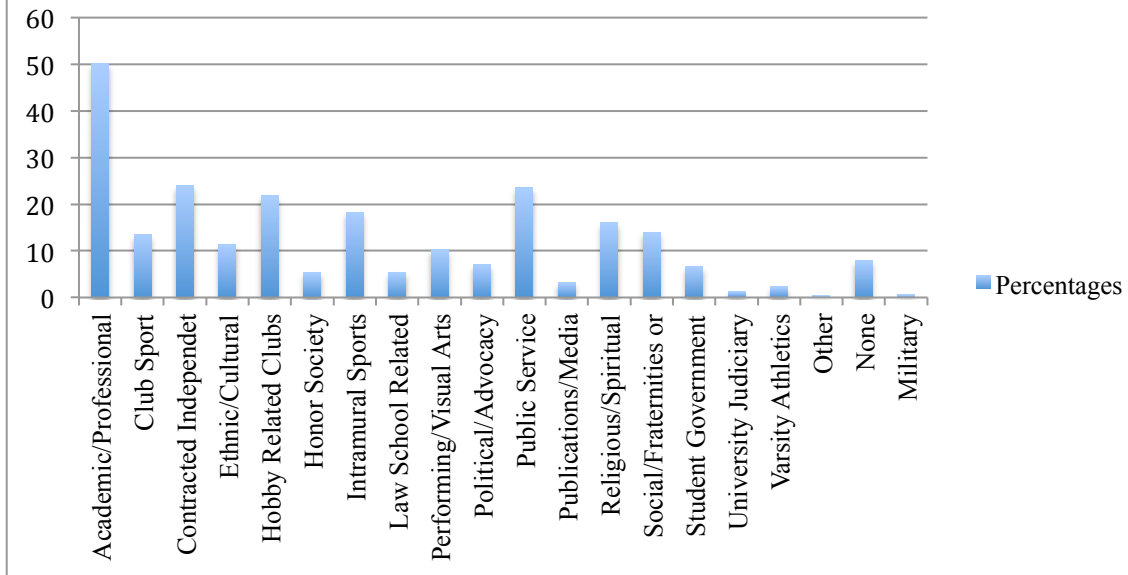
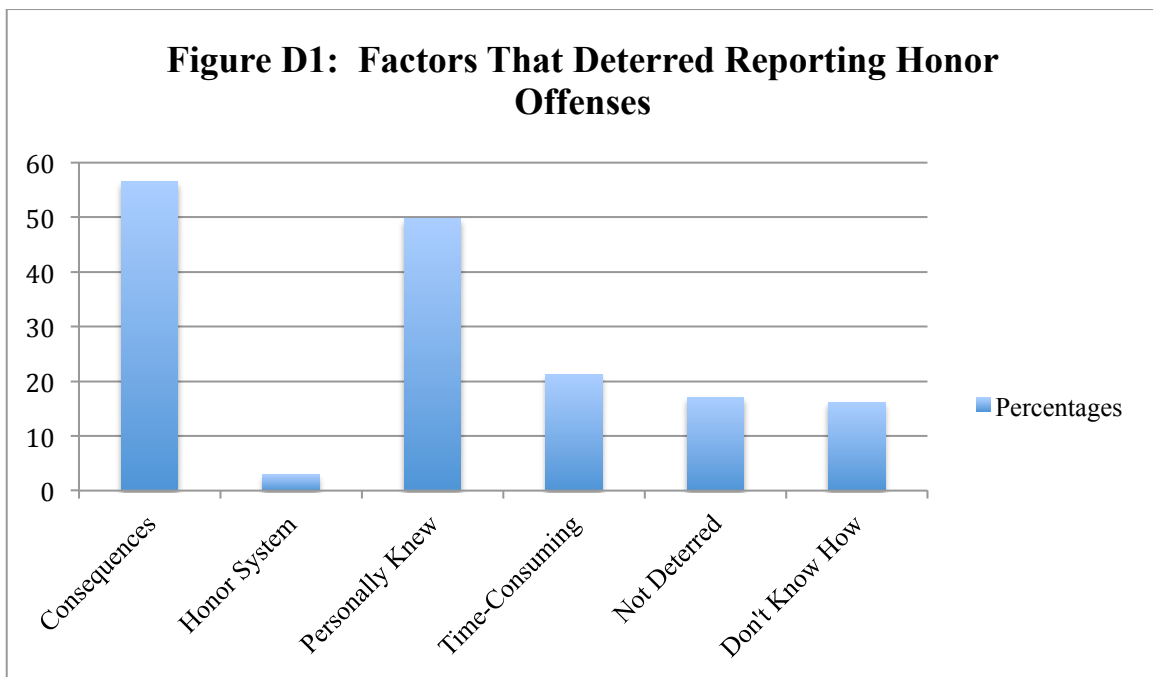


Figure C7: Respondent Extra Curricular Involvement



Appendix D

This appendix provides survey response information related to factors that deterred respondents from reporting offenses to the Honor Committee at the University of Virginia.



Appendix E

Survey respondents were asked to consider a hypothetical scenario where they witnessed another student violating the Honor Code. Figure E1 depicts the beliefs of respondents regarding why other students may violate the Honor Code. Figure E2 provides information related to specific groups they believe may be more likely to commit an Honor Offense. Finally, Figure E3 contains survey data explaining reasons why respondents felt others may personally suspect them of committing violations.

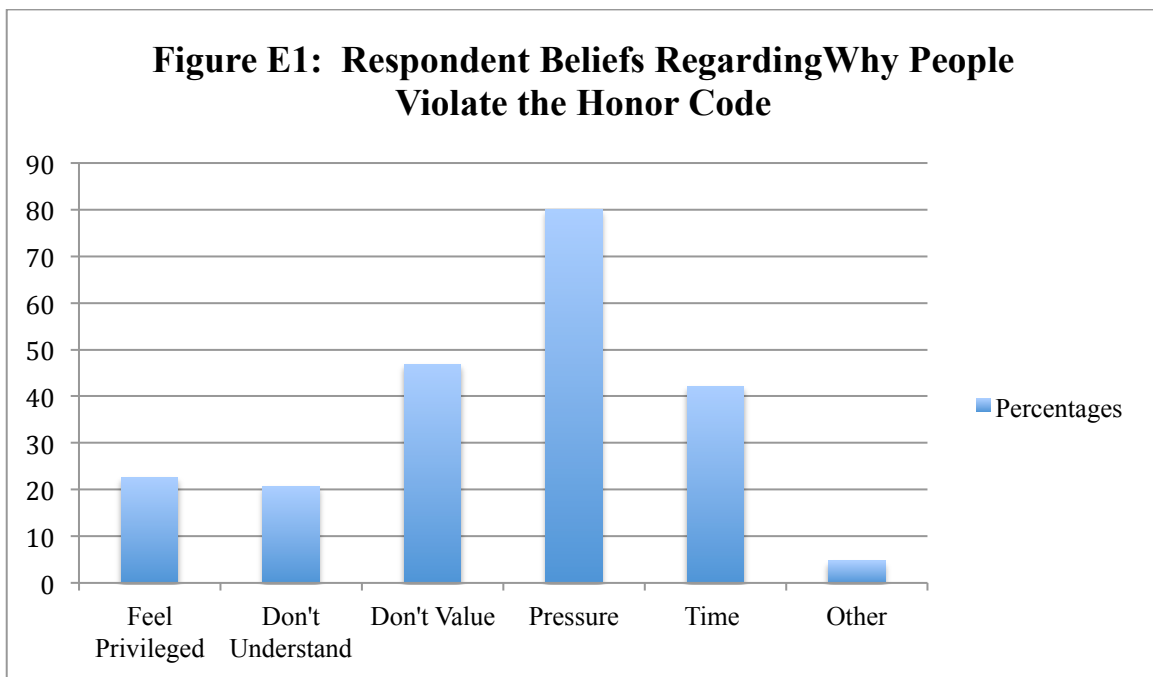


Figure E2: Respondent Beliefs Regarding Groups More Likely to be Report Violations

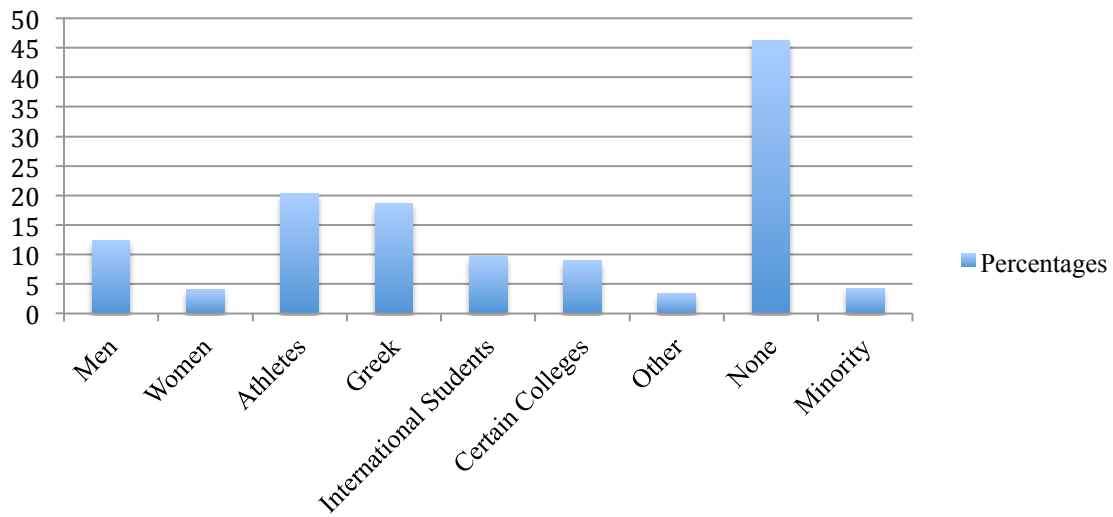
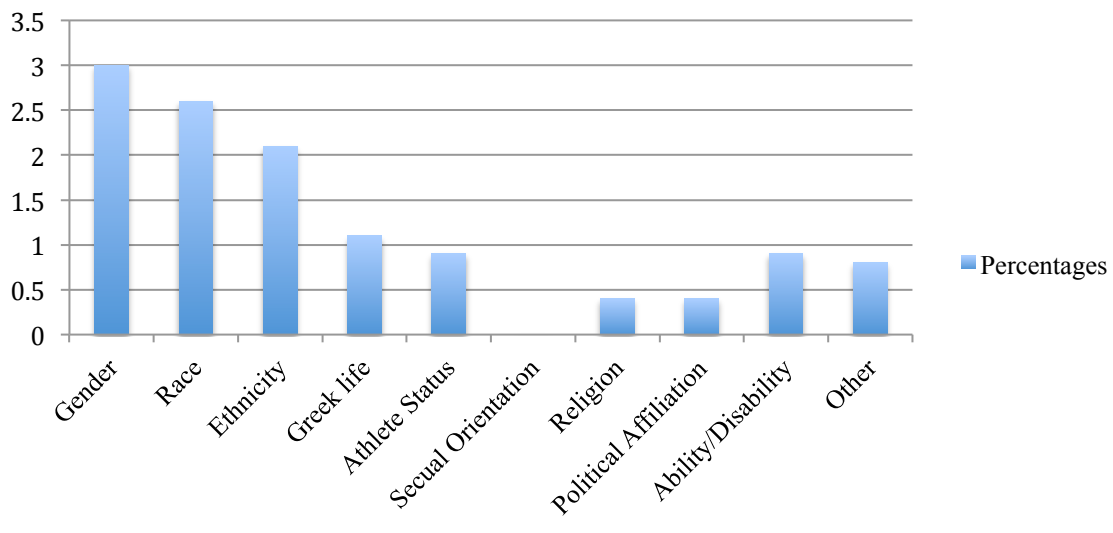


Figure E3: Why People Feel They are More Likely to be Suspected Of Committing An Offense



Appendix F

After the hypothetical scenario was considered, respondents were asked questions related to witnessing actual offenses of the U.Va. Honor Code during their academic tenure. As indicated in this report, 21.7% of respondents indicated witnessing a violation while another 22.2% indicated not being sure. Of the 21.7% of respondents who witnessed a violation, only 1.7% chose to report to the Honor Committee. Figure F1 provides additional information related to why the respondents chose to not report the offense. Respondents were also asked to provide information, to the best of their ability, regarding the person they witnessed committing a violation. Figure F2 indicates race, Figure F3 identifies location of the offense and Figure F4 is related to student affiliation with specific groups or organizations at the University.

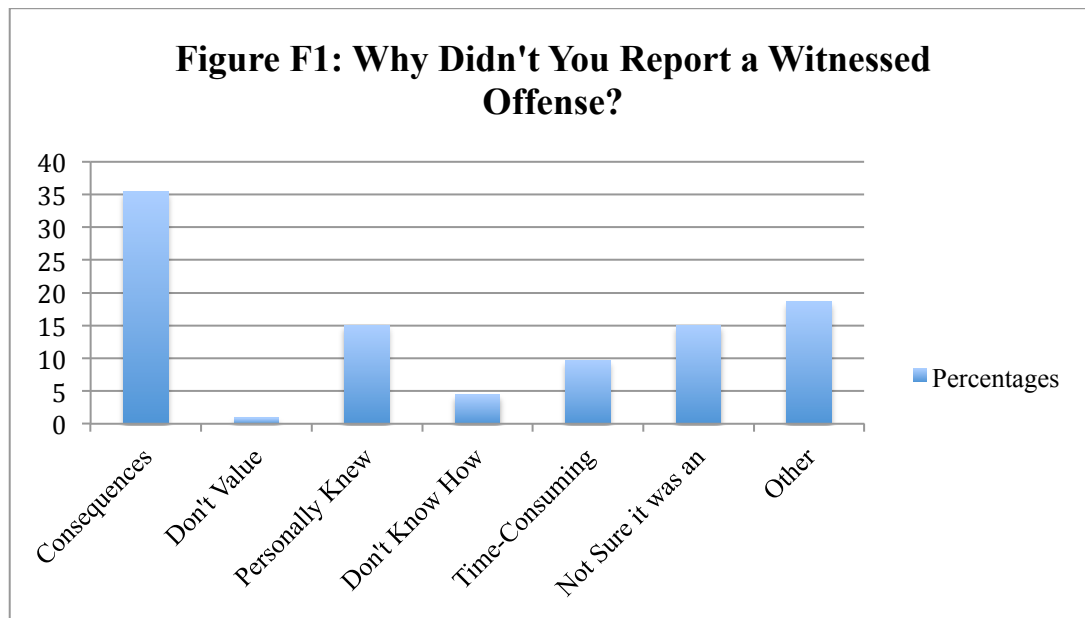


Figure F2: Race of Person Who Committed Witnessed Violation

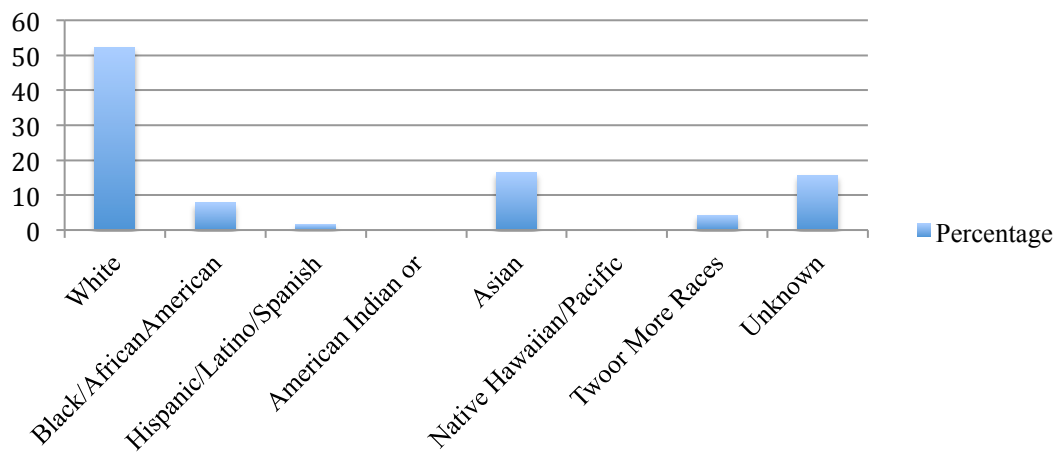
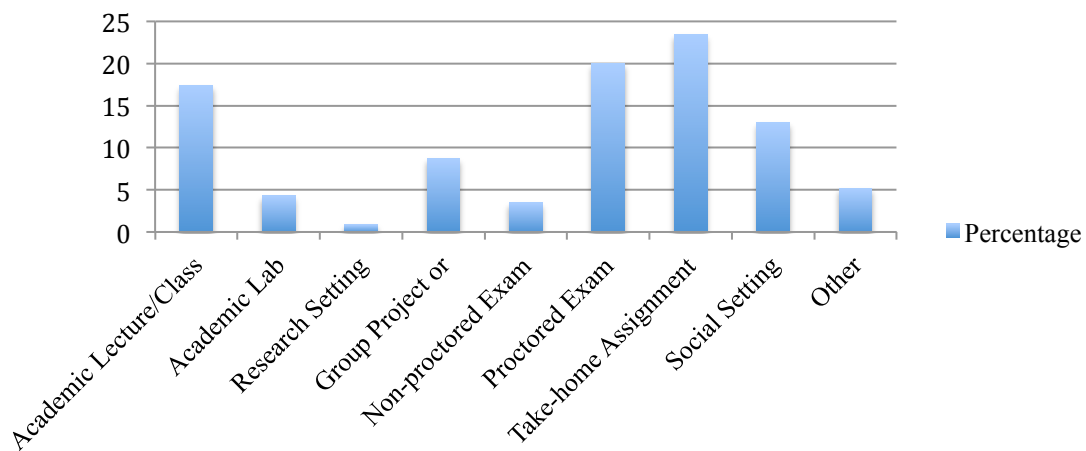
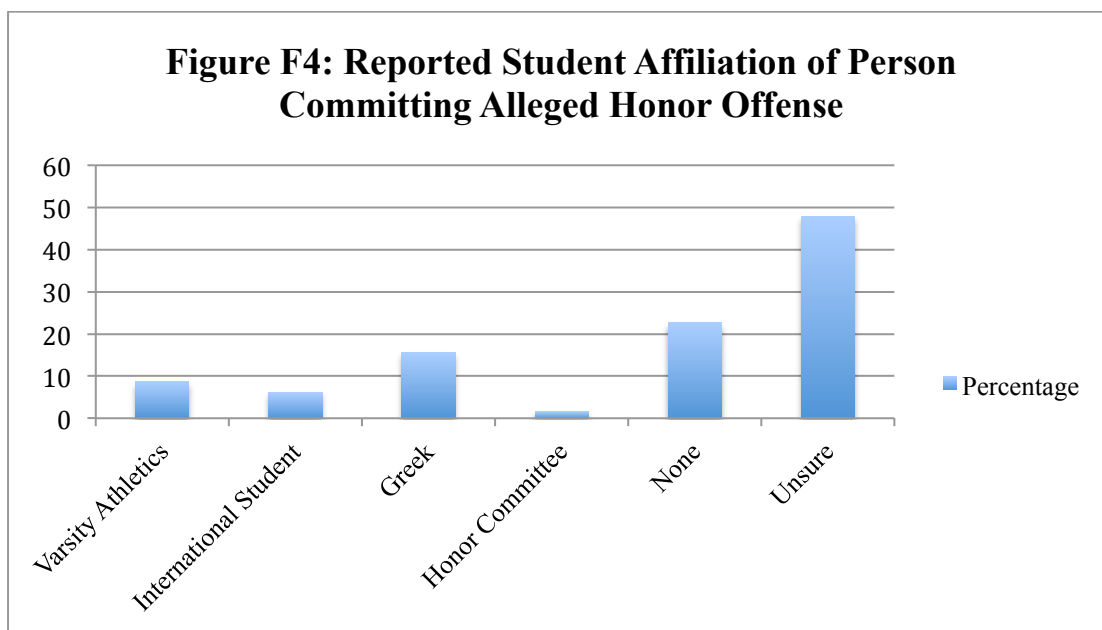


Figure F3: In What Setting Did Witnessed Violation Occur





Appendix G

This appendix contains the types of error that are most commonly associated with survey design.

Coverage error. The target population for this project included all students, including graduate and undergraduate, currently enrolled at the University of Virginia. The Office of Institutional Assessment & Studies maintains a list of students currently enrolled at the University of Virginia, including students that enroll for non-degree trajectories. Because the target population is fully defined by the target sampling frame, and since coverage error only exists when members of the target population are excluded from the sampling frame, we feel confident that coverage errors are minimal. Some students may have dropped out of school before the list was updated. This would introduce some ineligible units.

Sampling error. While sampling error concerns the differences seen based on the sample selected from the population. Because our sample size ($n=531$) was obtained through the entire population, the margin of error was minimized (see Appendix A).

Nonresponse error. We designed the survey and administration procedures, to ensure high response rates and to minimize the potential for nonresponse error. The response rate was very high (53%) and there was a good amount of diversity in the population and no expectation of nonresponse bias is present. We used listwise deletion to handle missing data during the analysis.

Measurement error. Reliability estimates and margins of error are presented throughout the analysis of data and are incorporated in the analysis presented below. Furthermore, responses were not used to infer to any larger construct; all interpretation is done within the limitation of the questions asked.