The academic integrity student survey was open during the period June-August 2011 across the six Australian project partner institutions of the Academic Integrity Standards Project (AISP) – University of South Australia, La Trobe University, The University of Adelaide, The University of Western Australia, University of Wollongong and The University of Newcastle. In one institution, the survey was sent to a sample of 5,000 students, while in the remaining five institutions the student survey was sent to all enrolled onshore students. The survey received a total of 15,304 responses, representing approximately 9% of the total students enrolled across the six universities. A summary of the responses is given below:

1. Gender

As Figure 1 shows, majority of respondents (56.9%) were female.

![Figure 1: Academic integrity student survey respondents by gender](image)
2. Age

As Figure 2 shows, majority of respondents (67.3%) were less than 25 years of age.

![Age group](image)

Figure 2: Academic integrity student survey respondents by age
3. Level of study

As Figure 3 shows, majority of respondents (73.5%) were undergraduates.

![Graph showing level of study with Undergraduate coursework at the highest frequency, followed by Honours, Postgraduate coursework, and Postgraduate research.]

Figure 3: Academic integrity survey respondents by level of study
4. Time

As Figure 4 shows, majority of students (83.6%) were full time.

Figure 4: Academic integrity student survey respondents by time
5. Domicile

As Figure 5 shows, majority of students (84.2%) were domestic.

![Figure 5: Academic integrity student survey respondents by domicile](image)

Figure 5: Academic integrity student survey respondents by domicile
6. Field of study

The respondents were from a range of disciplines. The largest number of students (21.3%) were from Health Sciences as shown in Figure 6 below.

![Bar Chart: Field of Study](chart.png)

*Figure 6: Academic integrity survey respondents by field of study*
7. Knowledge of academic integrity

Around two thirds of students (64.5%) said they had heard of academic integrity and thought they had a good idea what it meant as shown in Figure 7 below.

![Bar chart showing knowledge of academic integrity among students](chart.png)

Figure 7: Knowledge of academic integrity among student survey respondents
8. Knowledge of academic integrity policy

Around two thirds of students (64.7%) said they knew whether their university had an academic integrity policy and they knew how to access it as shown in Figure 8 below.

Figure 8: Knowledge of academic integrity policy among student survey respondents
9. First heard of academic integrity

Most students (51.6%) said they had first heard of academic integrity at high school as shown in Figure 9 below.

![Bar chart showing frequency of when students first heard of academic integrity](chart.png)

Figure 9: Student survey respondents on when they first heard of academic integrity
10. How first informed of academic integrity at university

Majority of students (80.3%) said that they were first informed of academic integrity at their current university by Orientation (30.4%), Course/Subject information (30%) and Lectures/tutorials (19.9) as shown in Figure 10 below.

Figure 10: Survey respondents on how they were first informed of academic integrity
11. Rating of information received on academic integrity

Majority of students (89.2%) agreed or strongly agreed with the statement “The information I have received about academic integrity (e.g. The importance of honesty, acknowledging others’ work, submitting my own work for assessment) at my university is sufficient.” See Figure 11 below.

![Bar chart showing student satisfaction with information received on academic integrity]  

Figure 11: Student satisfaction with information received on academic integrity
12. Rating on information received to avoid a breach

Majority of students (82.6%) agreed or strongly agreed with the statement "The information I have received about how to avoid academic integrity breaches (e.g. plagiarism, academic misconduct, cheating) at my university is sufficient." See Figure 12 below.

Figure 12: Student satisfaction with information received on how to avoid a breach
13. Rating on support and training and received

As shown in Figure 13 below most students (68.2%) agreed or strongly agreed with the statement "The support and training I have received to avoid academic integrity breaches (e.g. plagiarism, academic misconduct, cheating) at my university is sufficient." However, the agreement with this statement is lower than point 11 and 12 above.

Figure 13: Student satisfaction with support and training received to avoid a breach

14. Rating on communication of academic integrity policy

As shown in Figure 14 below, majority of students (79.9%) agreed or strongly agreed with the statement “The policy for academic integrity is clearly communicated to students”.

Figure 14: Student satisfaction with communication of academic integrity policy
15. Rating on how breaches are dealt with

A large number of students (37.5%) said they did not know if academic integrity breaches are dealt with fairly at their university, as shown in Figure 15 below.

Figure 15: Survey respondents on whether academic integrity breaches are dealt with fairly
16. **Confidence on avoiding an academic integrity breach**

As shown in Figure 16 below, most students (94.2%) felt confident they know how to avoid making an academic integrity breach at their university.

![Bar chart showing confidence in avoiding academic integrity breaches](chart.png)

Figure 16: Student confidence on knowledge of how to avoid an academic integrity breach
17. Relevance of academic integrity to life or work

Majority of students (92.1%) think that academic integrity has relevance to their life or work experience outside of the university as shown by Figure 17 below.

Figure 17: Student response on whether academic integrity has relevance to life or work

Support for this project/activity has been provided by the Australian Government Office for Learning and Teaching. The views in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.