SBCCD 2015-2016 Turnitin Satisfaction Survey
Prepared by Keith Wurtz

Purpose of Brief

To summarize the results of the 2015-2016 Turnitin Satisfaction Survey.

Sample

- 40 faculty from Crafton and Valley completed the survey
- 54% of the respondents taught at Crafton and 41% taught at Valley
- 33% of the faculty who responded to the survey taught English
- 55% of the respondents used Turnitin to detect plagiarism
- 84% access Turnitin through Blackboard
- 40% use Turnitin as a self-help tool for students to check their work

Findings

Percent Agreement
- 92% of the respondents agreed or strongly agreed that Turnitin is a valuable tool
- 83% of the respondents agreed or strongly agreed that Turnitin encourages students to take a more proactive approach to learning correct referencing

Percent Did Not Use
- 81% of the respondents did not use the PeerMark feature
- 57% of the respondents did not use the GradeMark feature

Comments
- In general the respondents were positive about Turnitin
- A common suggestion was to improve the functionality of the Blackboard Interface

Overview

The purpose of this research brief is to summarize the results from the San Bernardino Community College District (SBCCD) 2015-2016 Turnitin Satisfaction Survey.

Methodology

The Turnitin Satisfaction Survey was administered to all FT and PT faculty at both Crafton Hills College and San Bernardino Valley College from January 12, 2016 to February 19, 2016.

Sample

The survey was completed by 40 faculty. Fifty-four percent of the respondents taught classes at Crafton, 41% at Valley, and 5% at both colleges (see Table 1). The total number of FT and PT faculty at Crafton at the time of the survey was approximately 285 and the number at Valley was approximately 580. As a result, the overall response rate was approximately 5%, 8% for Crafton and 3% for Valley. Accordingly, the number of respondents was not representative of the faculty and cannot be generalized to all SBCCD faculty.

Table 1: Number and Percent of Respondents by Location.

Location Teach	#	%
Crafton	21	53.8
Valley	16	41.0
Both Colleges	2	5.1
Total	39	100.0

Most of the faculty who responded to the survey taught English (33%), followed by Biology (8%) and Psychology (8%, see Table 2). In addition, 55% of the respondents used Turnitin to detect plagiarism, 84% access Turnitin through Blackboard, and 40% use Turnitin as a self-help tool for students to check their own work.

Findings

Table 3 illustrates the number and percent of respondents who agreed with each statement about Turnitin as well as the number and percent of respondents who did not use the specified Turnitin feature.

- 92% of the respondents who used Turnitin agreed or strongly agreed that Turnitin is a valuable tool
- 83% of the respondents who used Turnitin agreed or strongly agreed that Turnitin encourages students to take a more proactive approach to learning correct referencing
- 81% of the respondents who used GradeMark agreed or strongly agreed that the GradeMark feature is excellent
- 80% of the respondents who used the Originality Report agreed or strongly agreed that the Originality Report feature is excellent

Thirty-two percent to 81% of the respondents had not used at least one of the features (see Table 3).

- 81% of the respondents did not use the PeerMark feature
- 57% of the respondents did not use the GradeMark feature
- 45% of the respondents did not use the E-Rater feature

Respondents were also asked if they had any comments or suggestions about Turnitin. Table 4 illustrates the comments and suggestions by theme.   The comments indicate that, overall, the respondents wanted to keep Turnitin: "Please keep this tool. I have seen a dramatic decline in students attempting to copy (plagiarize) others work." When looking at the suggestions, five respondents commented on the Blackboard Interface and felt that the interface did not work well. Specifically, one respondent stated the following: "The Blackboard interface is not intuitive and a bit difficult for students to negotiate."

Table 2: Number and Percent of Faculty who completed the Turnitin Survey by Discipline, those who use Turnitin to Detect Plagiarism, those who use Turnitin through Blackboard or the Website, and those who use Turnitin as a Self-Help Tool for Students to check their work.

Discipline	#	%	Use Turnitin to Detect Plagiarism	#	%
Administration of Justice	1	2.6	Yes	21	55.3
Allied Health	1	2.6	No	17	44.7
American Sign Language	1	2.6	Total	38	100.0
Biology	3	7.7			
Culinary Arts	1	2.6	**Use Turnitin through Blackboard or the Turnitin Website**	**#**	**%**
Economics	1	2.6	Blackboard	21	84.0
English	13	33.3	Turnitin Website	2	8.0
Environmental Science	1	2.6	Both Blackboard and the Turnitin Website	2	8.0
History	1	2.6	Total	25	100.0
Kinesiology and Health	1	2.6			
Library and CHC	1	2.6	**Use Turnitin as a Self-Help Tool for Students to check their own work**	**#**	**%**
Math	2	5.1	Yes	15	39.5
Modern Languages	1	2.6	No	17	44.7
Music	2	5.1	Did not know that Turnitin allowed students to check their own work.	6	15.8
Paramedic	1	2.6	Total	38	100.0
Psychology	3	7.7			
Radio, TV, Film	2	5.1			
Social Science	1	2.6			
Sociology	1	2.6			
Unknown	1	2.6			
Total	39	100.0			

Table 3: The Number and Percent of respondents who agreed with each statement about Turnitin and did not use a Turnitin Feature.

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		Total*	I Do Not Use**		Total
	#	%	#	%	#	%	#	%		#	%	
q3f Turnitin is a valuable tool.	2	7.7	0	0.0	8	30.8	16	61.5	26	12	31.6	38
q3g Turnitin is easy to use.	1	4.0	4	16.0	13	52.0	7	28.0	25	13	34.2	38
q3h Turnitin makes it easier for students to check their own work.	0	0.0	6	26.1	14	60.9	3	13.0	23	15	39.5	38
q3v The Originality Report feature is excellent.	1	4.0	4	16.0	8	32.0	12	48.0	25	13	34.2	38
q3w The E-Rater (Grammar Check) feature is excellent.	2	9.5	5	23.8	9	42.9	5	23.8	21	17	44.7	38
q3x The PeerMark feature is excellent.	0	0.0	3	42.9	1	14.3	3	42.9	7	30	81.1	37
q3y The GradeMark feature is excellent.	2	12.5	1	6.3	6	37.5	7	43.8	16	21	56.8	37
q3z Turnitin encourages students to take a more proactive approach to learning correct referencing.	1	4.2	3	12.5	11	45.8	9	37.5	24	13	35.1	37

*The percent agreement was calculated by dividing the total responses those who used the Turnitin feature only (e.g. 16/26 = 61.5).
**The percent of those who did not use a Turnitin feature was calculated by dividing by the total number of responses (e.g.: 12/38 = 31.6).

Table 4: Comments and Suggestions sorted by Theme.

Blackboard Interface (n = 5)
Have had a positive experience with using Turnitin in my classes. I only have one issue, and that would be with the rubrics through Turnitin. I haven't found an easy way to transfer the Bb rubric to Turnitin, other than that I'm very happy with the service and will continue to use it.
Many of my students have had trouble submitting their papers to Turnitin, even though the papers are in one of the approved formats. I have had the same problem when trying to submit my students' papers myself. I miss having the option to copy and paste submissions rather than just uploading a file.
The Blackboard interface is not intuitive and a bit difficult for students to negotiate. I would like the ability to access Turnitin directly because then we are not negotiating two systems to use the program. I do this at two other colleges, and I've had a lot less confusion on the part of students and myself than with the blackboard interface that SBVC uses. The GradeMark feature is especially helpful to give students effective, constructive, and quick feedback.
The interface between turn it in.com and blackboard is sometimes very problematic. If this were streamlined, it would make her mad and much easier to use. One of the problems that I ran into this pass muster was bad through the interface, and I was unable to see the grades for student essays and some of the grades did not record.
The interface is pretty clunky. Ideally, I would be able to type comments in just like I do in markup on Microsoft Word.

Table 4 Continues!

Table 4 Continued!

Positive Comment (n = 3)
I have had numerous students (at other colleges where I used it for a research paper project) tell me that using Turnitin and seeing the originality reports makes them more aware of what constitutes plagiarism and helps them think more deeply about and improve their writing skills. I am using Turnitin with selected papers this semester at Valley College and hope to see the same results.
I would have a hard time returning to my previous method of grading without it. I have been able to use assignments a bit more freely instead of having to reinvent them every semester to avoid copying, which allows me to immerse myself in the content more to perfect it for the class.
Please keep this tool. I have seen a dramatic decline in students attempting to copy (plagiarize) others work. It provides an objective tool when I do find plagiarism so that I can address this issue with "objective proof". I have seen more students learn to take responsibility for correcting their own work.

Not Used Turnitin (n = 2)
I have not had the opportunity to use Turnitin, I'll try it with the next course I teach. Thank you!
This is the first time I have heard about Turnitin.

Did not About Features (n = 1)
I did not know about many of these features, I would love to see a workshop or video highlighting how to use them.

Miscellaneous Suggestions (n = 6)
I feel that sometimes the commone feature is too aggressive phrases are used.
NOTE: I pasted my comments here from a MS Word document and much of the formatting was lost.   As one of the people at Crafton who has called for access to software such as Turn It In or similar software, I'm sad to say that I won't be using Turn It In any further in its current version/edition. It has created remarkably more work for me that it has saved. Turn It In functionalities are for the most part disappointing and often produce incorrect comments. I have just reviewed two papers using Turn It In's Originality Check and its Grademark check. Here's what I found. First, Turn It In's database of documents, against which it compares student work, is likely insufficient. I'm wondering now, what exactly is the scope of the database's contents? Do the millions of sources referenced refer to current Internet searches or do they refer to actual published sources? And if so, over what time period? Any works prior to 1985?   In my first paper assignment using Turn It In, I asked students to write an argument essay by identifying a topic in assigned reading materials, and supporting that argument those same reading materials. The selected readings were cited and printed in full. Some were pre-1985 and other post-1985—when documents began to be digitized for the Internet. When viewing one of my students' papers in the Originality checker, it indicated that a couple of sentences that my student quoted were also found in other student papers from other institutions. It did not indicate that Jonathon Kozol's essay/article "Distancing the Homeless" was reprinted in the 1993 edition of 75 Readings or elsewhere, and was originally published in the Yale Review, March 1988. Showing me that other students had used the same sentences was fine, but what I needed to know was whether or not TurnItIn would show me the original source information. It did not. This is what will be helpful when grading student research papers. If it is only showing that other students have used the same quotes, how is that helpful? I need to know if they have quoted accurately and included appropriate citation, and where the quote was drawn from.   Second, TurnItIn's Grademark functionality is off the mark too often. I found several examples that show where it correctly identified errors, but also where it identified content as incorrect expressions that were correct, and I found errors it missed altogether. I have not analyzed a sufficient number of papers using TurnItIn to determine if these types of marks or lack thereof are consistent problems with the software. But it produced a sufficient number and type of errors via Grademark to make me pause—and stop using it. If you would like to see detailed examples for these claims, please let me know, and I will send them to you. Glad you're surveying instructors.

Table 4 Continues!

Table 4 Continued!

Miscellaneous Suggestions (Continued)
I have a problem with the way that Turnitin helps itself to students' original thoughts.
Some students report compatibility issues with their home computing device.
The reason I scored turn it in rather low on several questions is because it took several hours to compile the plagiarism feedback for students so many of them were not even able to use the feature. I even had a few papers that didn't give me a plagiarism report for at least 24 hours. If turn it in would have run the originality and grammar checks in a more timely manner I would have scored everything as strongly agree.   Turn it in is an extremely valuable tool when it works correctly   One other item that I was disappointed about was the fact that I could not test turn it in in the student preview mode. It was also a little challenging to use it with the grade center. Sorry for my poor punctuation here, I'm dictating this on my cell phone.
There are better ways to get students to practice ethical research and citation that don't cost the district money. I did try Turn It In several times over the years (in this district and others) and just found it to be more work than simply requiring students to submit copies of their source materials.