Minutes
Meeting of the Academic Integrity Committee (AIC) 2017-2018
Thursday Oct. 26, 2017

Attendees:
*Lori Critz – Library (Chair/Elected member)
*Joel Sokol – ISyE (Elected member)
*Jake Soper – Chem & BioChem (Elected member; Chair, Student Honor Committee)
Paul Foster – FEB Liaison
Bonnie Weston – OSI
Dallas Flint - OSI
Andrew Lawrence – OSI
Kenji Tanaka – U. Student (Honor Advisory Council)
Hayley Tsuchiyama - [17-18] - U. Student (Student rep.)

Absent:
Pavan Thaker - [16-18]– G. Student (Chief Justice of the Student Judiciary)
Lekha Surasani – Student (Student rep.)
Caroline Heller – Student (Student rep.)

Building/Room: Library/Wilby Room (Ground Floor)

Time: 10 - 11 am

Discussion Items:
I. Review and approval of minutes from the last Academic Integrity Committee meeting (2-17-17)
   - Minutes were reviewed; a motion was made to accept the minutes and the motion was seconded; unanimous vote to approve the minutes

II. Annual Statistics from the Office of Student Integrity (OSI)
   (Bonnie Weston; Andrew Lawrence; Dallas Flint)

   - Bonnie indicated that the case load for academic year 2016/2017 (642 total referrals/335 academic), overall, was less than for academic year 2015/2016 (842 total referrals)
   - Majority of referrals/cases in 2016/2017 were in upper division classes – 50% from Junior/Senior level classes; however there was notable increase from 1% to 12% for First Year referrals
   - For 2016/2017, outcome of 74% of referrals was RESPONSIBLE (79% in 2015/2016); 23% resulted in NOT RESPONSIBLE outcome (21% in 2015/2016)
   - College of Computing (39% of referrals) and College of Engineering (24% of referrals) had the most academic cases and both increased from 2015/2016
   - There was an increase in MS level cases due to OMSCS program
- Plagiarism remains the highest portion of the violations (38%); Unauthorized Collaboration (37% of the violations) was also a significant portion of the referrals
- Slight rise in Deliberate Falsification violations, due to re-grading issues; policy clarification (e.g. wording on syllabus) with clearly stated expectations often recommended to individual professor if they have an incident in their class

- Document with 2016/2017 statistics - see Appendix I

- Follow-up on student advice to make certain students understand allowing copying is also cheating
  “Lindsey Eidson indicated that part of the integrity education to students needs to focus on emphasizing that people should not share their code. Some students think it is okay and that they should not be punished if they did the work themselves. She indicated that some students feel that letting someone copy from them is not a violation of the honor code.” (From 2-2017 AIC Minutes)
- Bonnie indicated that OSI addresses this with first year students during orientation, and although it may seem obvious, the explicit statement may be worthwhile as a reminder
  - Committee noted that this is also related to resubmission of assignments when re-taking a class and the need for clarity on policies; suggestion was made to encourage students to talk with their instructors when they are in doubt about re-submissions, citing, re-using materials, etc.

- Encouraging faculty to not re-use tests
  “The students on the committee brought up an issue related to accessibility to old tests. The problem is that faculty do not apply this accessibility equally. Some faculty assume that all old tests are in the hands of students and they give a different test each time. Some faculty, however, give the same test every semester. The students wanted to see if there was an opportunity to encourage faculty to give a new test each semester.” (From 10-2016 AIC Minutes)
- No Committee action recommended at this juncture

-OMSCS Course #6476: High Incident Rate (23 referrals in 2016/2017)
  2016/2017 AIC questioned whether follow-up was indicated
  - Committee members think the incident rate, although it seems high based on the number of incidents, is probably not outside the norm given the high number of students enrolled in these classes
  - No follow-up needed at this juncture

IV. Honor Advisory Council (HAC) Climate Survey: Report on 2017 Results
(Dallas Flint & Kenji Tanaka)

- Goal of Survey: “gauging the awareness and effectiveness of Honor Code, and current level of integrity in the academic sphere of Georgia Tech”
- Survey results and analysis could also serve as a basis for any proposal to modify Academic Honor Code
- 538 students completed the Spring 2017 survey
- Approximately 55% of the undergraduates who responded believe at least 20% of GT
students are cheating; about 25% of graduate students believe at least 20% of GT students are violating the Honor Code
- 93% of respondents knew at least one avenue for reporting incidents of academic integrity
- Not clear if these results are unique to Georgia Tech, or more universal across colleges/universities
- Not clear if these incidents are increasing as the last survey done was almost 20 years ago
- Annual follow-up would provide comparison/trend data which would be useful for determining action needed

-Committee thanked Kenji and the Honor Advisory Council for the comprehensive report and the extensive work done to both run and analyze the survey!
-See Appendix II for full results of survey

V. Use of Plagiarism Software in Courses: USG Recommendation of Notification (10/2015)

“The Board of Regents of the University System of Georgia Office of Legal Affairs recommends notifying students of potential plagiarism prevention technology (such as Turnitin, MyDropBox, etc.) in a course section and **providing students a choice**, prior to registration, among course sections with or without the use of the technology. A notice should include an explanation of how the technology works, such as the following:

“This section may use plagiarism prevention technology. Students may have the option of submitting papers online through a plagiarism prevention service or of allowing the instructor to submit hard copies of their papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.” By placing this in a noticeable place, students will be forewarned of plagiarism prevention technology when registering via Banner Self-Service. Failure to notify students prior to registration of the required use of plagiarism detection has resulted in legal action in other states.” (AIC Minutes of 10/2015)

- OSI Indicated that this remains a Board of Regents recommendation; no local (Georgia Tech) action has resulted from this
- OSI does not explicitly endorse this
- Committee suggests this may be better supported by making certain the Honor Code is widely distributed, understood and embraced by students, as the Code (https://policylibrary.gatech.edu/student-affairs/academic-honor-code) already explicitly points to plagiarism, unauthorized collaboration and other incidents of academic misconduct to avoid
- Although the syllabus and other communication to students needs to explicitly define what is acceptable and what is not (i.e. plagiarism; unauthorized collaboration, etc.), faculty should not necessarily have to state the methods that will be used to check for violations of the policies
VI. Discussion on Academic Integrity and GT Climate

- Hayley indicated that students, at times, feel pressure to cheat in order to succeed; suggested one way to counteract this is to push for a culture of integrity and a culture that honors learning over grades across campus; perhaps a GT Creed of sorts would help
- OSI asked if more education on the Honor Code is needed; indicated a shift to a Culture of Integrity requires buy-in/support of the entire campus; shift from reactive to proactive responses would be needed (though the need to continue to handle violations will remain as well)
- Campus Culture Action Team is investigating how to change that culture of pressure which leads students to feel they need to cheat; and is looking to determine if student-driven efforts can help change the culture
- Joel suggested a focus on personal development as well as academic development is needed; learning to be a good person is as important as good grades; perhaps there could be a way to reward/honor students who demonstrate integrity
- More distributed grading would help; more emphasis on process and less on single tests

VII. Next steps

-Follow-ups/Action items
  -- Committee would like to pursue an action agenda for 2018 – looking for an area of academic integrity where the Committee can play a more active role
  -- First step will be to review the Campus Culture Action Team Reports (released 11/2/2017) - - to determine if there are recommendations/suggestions relevant to this Committee

VIII. Next meeting

- Monday Nov. 20 at 1 pm in Wilby Room (Ground Floor Library)
Appendix I
OSI 2016-2017 Annual Report of Statistics: Georgia Tech Student Integrity
Statistics of Cases Referred to the Office of Student Integrity. Office of Student Integrity 2016-2017 annual statistical year was May 16, 2016-May 6, 2017.

Total Referrals 2016-2017
Decrease from the 2015-2016 total of 842 referrals

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>ACADEMIC</th>
<th>NON ACADEMIC</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU 2016</td>
<td>27</td>
<td>45</td>
<td>72</td>
</tr>
<tr>
<td>FA 2016</td>
<td>153</td>
<td>140</td>
<td>293</td>
</tr>
<tr>
<td>SP 2017</td>
<td>155</td>
<td>122</td>
<td>277</td>
</tr>
<tr>
<td>2016-2017 Totals</td>
<td>335</td>
<td>307</td>
<td>642</td>
</tr>
</tbody>
</table>

Cases by Gender

<table>
<thead>
<tr>
<th>GENDER</th>
<th>NUMBER OF REFERRALS</th>
<th>PERCENT OF REFERRALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>161</td>
<td>25%</td>
</tr>
<tr>
<td>Male</td>
<td>463</td>
<td>72%</td>
</tr>
<tr>
<td>Unreported</td>
<td>18</td>
<td>3%</td>
</tr>
</tbody>
</table>

Referrals by Outcome
2015-2016 = 79% responsible; 21% not responsible
of resolved cases in 2016-2017 (642) = 74% responsible; 23% not responsible

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>NUMBER OF REFERRALS</th>
<th>PERCENT OF REFERRALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible</td>
<td>475</td>
<td>74%</td>
</tr>
<tr>
<td>Not Responsible</td>
<td>150</td>
<td>23%</td>
</tr>
<tr>
<td>Still Pending/Unresolved</td>
<td>17</td>
<td>3%</td>
</tr>
</tbody>
</table>
Referrals by Class Year

notable increase from 2% in 2015-2016 to 13% in 2016-2017 for First Year

notable decrease from 21% in 2015-2016 to 12% for Masters

<table>
<thead>
<tr>
<th>CLASS YEAR</th>
<th>NUMBER OF REFERRALS</th>
<th>PERCENT OF REFERRALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>75</td>
<td>12%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>126</td>
<td>20%</td>
</tr>
<tr>
<td>Junior</td>
<td>116</td>
<td>18%</td>
</tr>
<tr>
<td>Senior</td>
<td>205</td>
<td>32%</td>
</tr>
<tr>
<td>Masters</td>
<td>81</td>
<td>13%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>Unreported</td>
<td>25</td>
<td>4%</td>
</tr>
</tbody>
</table>

Academic Cases by College

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>NUMBER OF REFERRALS</th>
<th>PERCENT OF REFERRALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>2</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Computing</td>
<td>107</td>
<td>39%</td>
</tr>
<tr>
<td>Engineering</td>
<td>66</td>
<td>24%</td>
</tr>
<tr>
<td>Ivan Allen</td>
<td>4</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Management</td>
<td>50</td>
<td>18%</td>
</tr>
<tr>
<td>Sciences</td>
<td>43</td>
<td>16%</td>
</tr>
</tbody>
</table>

Largest Majors Represented in Academic Reports

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>NUMBER OF REFERRALS</th>
<th>PERCENT OF REFERRALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS</td>
<td>95</td>
<td>35%</td>
</tr>
<tr>
<td>BA</td>
<td>28</td>
<td>11%</td>
</tr>
<tr>
<td>ME</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>IE</td>
<td>17</td>
<td>6%</td>
</tr>
<tr>
<td>EE</td>
<td>17</td>
<td>6%</td>
</tr>
</tbody>
</table>
### OSI ANNUAL REPORT 2016-2017

**Academic Violations**
*One referral can result in multiple charges*

<table>
<thead>
<tr>
<th>VIOLATION</th>
<th>CHARGES</th>
<th>VIOLATIONS</th>
<th>% OF TOTAL VIOLATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unauthorized Access</td>
<td>106</td>
<td>55</td>
<td>19%</td>
</tr>
<tr>
<td>Unauthorized Collaboration</td>
<td>190</td>
<td>105</td>
<td>37%</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>230</td>
<td>107</td>
<td>38%</td>
</tr>
<tr>
<td>False Claims of Performance</td>
<td>20</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Grade Alteration</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deliberate Falsification</td>
<td>17</td>
<td>8</td>
<td>3%</td>
</tr>
<tr>
<td>Forgery</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Distortion</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Intellectual Property</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Non-Academic Violations**
*One referral can result in multiple charges*

<table>
<thead>
<tr>
<th>VIOLATION</th>
<th>CHARGES</th>
<th>VIOLATIONS</th>
<th>% OF TOTAL VIOLATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Violations*</td>
<td>205</td>
<td>156</td>
<td>51%</td>
</tr>
<tr>
<td>Drug Violations</td>
<td>22</td>
<td>17</td>
<td>6%</td>
</tr>
<tr>
<td>Unjustifiable Physical Contact/Harm</td>
<td>8</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
<td>3</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Behavior that Endangers Self or Others</td>
<td>4</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Unauthorized Use of Facilities/Premises</td>
<td>17</td>
<td>17</td>
<td>6%</td>
</tr>
<tr>
<td>False Information</td>
<td>5</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Forgery</td>
<td>2</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Hazing</td>
<td>2</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Safety Violations</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Theft</td>
<td>4</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Property Damage</td>
<td>3</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Illegal Gambling</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Failure to Return Property/Records</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Acting with Another to Violate Policy</td>
<td>2</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Failure to Comply</td>
<td>6</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Abuse of Code of Conduct</td>
<td>2</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Harassing Another Person</td>
<td>5</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Violation of Any Institute Policy</td>
<td>9</td>
<td>13</td>
<td>4%</td>
</tr>
<tr>
<td>Violation of Any Law</td>
<td>7</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Discriminatory Conduct</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Computer and Network Violations</td>
<td>86</td>
<td>76</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Notable increase from 102 violations in 2015-2016 to 156 violations in 2016-2017 due to OSI resolving all first year alcohol conduct involving hospital transport along with the office resolving organizational referrals for distribution of alcohol to underage person(s).*
Appendix II

Academic Integrity Climate Survey 2017

Honor Advisory Council in c/o with Office of Student Integrity, Georgia Tech

The Honor Advisory Council in conjunction with Georgia Tech Office of Student Integrity conducted a climate survey among the student community on academic integrity, during Spring-2017. The Honor Advisory Council drafted the survey with the aim of gauging the awareness and effectiveness of Honor Code, and current level of integrity in the academic sphere of Georgia Tech. The survey consisted of 16 questions regarding student's personal observations and opinions, current practices, and participant's demographics. This project was endorsed by and with the endorsement from the Vice President of Student Life and Dean of Students. Survey results would help Honor Advisory Council to know student needs and expectations from the organization, and help design the programs to meet those. Survey results and analysis would also serve as a basis for any proposal to modify Academic Honor Code.

Brenda Woods, Director of Research and Assessment for Student Life generated random samples of 1496 and 1484 students from undergraduate and graduate programs, respectively. An email letter (Appendix A) was sent this sample of 2980 students with the URL to the survey, followed by 3 reminders. Survey was open from 4/14/2017 12:00 am till 5/14/2017 11:59 pm. Participation in the survey was optional, and student could also enter the drawing to win one of five $15 gift cards from Barnes and Noble.

A total of 653 students (21.91%) responded to the sent URL, out of which 629 students agreed to participate in the survey. A total of 538 students completed the survey by responding to all questions. 375 students opted to be considered for drawing to win gift cards. The responses are summarized and analyzed in the following section. A brief discussion and comparison with the previous survey is included wherever felt appropriate. The descriptive answers are compiled in Appendix B, however, highlights from them are included in the discussion. Cross-tabulations of the responses with participant demographics are not presented explicitly for the sake of brevity; however key insights from cross-tabulations are included in the discussion and detailed analysis with demographics are available upon request.

NOTE: As far as we know, this is the first such survey since 2003, and questions differ in many aspects from the last survey. Hence, it is not possible to perform a detailed comparative analysis and identify trends within the realm of academic integrity at Georgia Tech; however, the annual administration of such surveys in future would allow us to do so.
Analysis and Discussion

Question 1:

ELECTRONIC CONSENT: Please select your choice below. Clicking on the "Agree" button indicates that:

- You voluntarily agree to participate. Upon completing the survey you will be taken to a page where you may enter the drawing to win one of five $15 gift cards from Barnes and Noble.

- If you do not wish to participate in the survey, please decline participation by clicking on the 'Disagree' button. You will be taken to a page where you may enter the drawing to win one of five $15 gift cards from Barnes and Noble.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>629</td>
<td>96.32%</td>
<td>Agree</td>
</tr>
<tr>
<td>24</td>
<td>3.68%</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Out of 629 students who agreed to participate in the survey, 538 students completed the survey by responding to all questions. Surprisingly, only 375 students opted to participate in the drawing to win $15 Barnes and Noble gift card, although all the students who received survey email were eligible for it. Overall, we are satisfied with the response rate of the survey. However, since the survey duration overlapped with the final exams and break after that, we can expect higher response rate if the survey dates are chosen more carefully, next year.

Question 2:

Have you seen any of the following acts of Academic Honor Code violations while at Georgia Tech? (Check all that apply)

<table>
<thead>
<tr>
<th>Count</th>
<th>Respondent %</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>10.97%</td>
<td>Unauthorized Access</td>
</tr>
<tr>
<td>209</td>
<td>38.85%</td>
<td>Unauthorized Collaboration</td>
</tr>
<tr>
<td>157</td>
<td>29.18%</td>
<td>Plagiarism</td>
</tr>
<tr>
<td>82</td>
<td>15.24%</td>
<td>False Claims of Performance</td>
</tr>
<tr>
<td>13</td>
<td>2.42%</td>
<td>Grade Alteration</td>
</tr>
<tr>
<td>22</td>
<td>4.09%</td>
<td>Deliberate Falsification</td>
</tr>
<tr>
<td>23</td>
<td>4.28%</td>
<td>Forgery</td>
</tr>
<tr>
<td>16</td>
<td>2.97%</td>
<td>Distortion</td>
</tr>
</tbody>
</table>
As expected, “Unauthorized Collaboration” and “Plagiarism” were the most common forms of academic misconduct observed by survey respondents. It is also suggested to have “None” option in this question in the future surveys, since among the comments under “Other” responses, a total of 187 respondents answered “None” and its variants constituting 34.76% of the total respondents. However, in 1997, answering to similar question, 46.86% responded “None”, indicating that in general student perception, there is an increase in the Academic Honor Code violations in 2015 compared to 1997. Other comments included nepotism, cases of unauthorized access to previous papers with a couple of mentions of fraternities and sororities having previous tests and assignments accessible to their members. Overall, responses to this question indicates that there is a need for better communication and common understanding among students and faculties on what falls under unauthorized collaboration. There is also a need for more broad training efforts for all majors regarding proper citation, paraphrasing and quoting to avoid cases of plagiarism.
Question 3:

Please select the resources of which you are aware of to report Academic Honor Code violations. (Check all that apply)

<table>
<thead>
<tr>
<th>Count</th>
<th>Respondent %</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>383</td>
<td>71.19%</td>
<td>TA/Professor</td>
</tr>
<tr>
<td>86</td>
<td>15.99%</td>
<td>OSI website</td>
</tr>
<tr>
<td>75</td>
<td>13.94%</td>
<td>Honor Advisory Council</td>
</tr>
<tr>
<td>129</td>
<td>23.98%</td>
<td>All of the above</td>
</tr>
<tr>
<td>37</td>
<td>6.88%</td>
<td>None of the above</td>
</tr>
</tbody>
</table>

Objective of this question was to gauge the level of awareness about the resources for students to report academic honor code violations. It was encouraging to see 93.12% respondents knew at least one of the three mentioned resources. Professors and TA seems to be seen as a resource to report academic code violations by most respondents (71.19%). However, it seems there is a need for greater awareness about OSI and HAC, and their roles in academic integrity issues so that students could use these resources not only for reporting but also for general counsel related to such issues.
Question 4:

If you witnessed a violation of the Academic Honor Code, would you: (Check all that apply)

<table>
<thead>
<tr>
<th>Count</th>
<th>Respondent %</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>368</td>
<td>68.40%</td>
<td>Report it to a TA or professor</td>
</tr>
<tr>
<td>185</td>
<td>34.39%</td>
<td>Confront the offending student</td>
</tr>
<tr>
<td>145</td>
<td>26.95%</td>
<td>Ignore the situation</td>
</tr>
<tr>
<td>93</td>
<td>17.29%</td>
<td>Report the incident to the Office of Student Integrity</td>
</tr>
<tr>
<td>50</td>
<td>9.29%</td>
<td>Seek counsel from the Honor Advisory Council</td>
</tr>
<tr>
<td>26</td>
<td>4.83%</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

Objective of this question was to know about the students’ response if they witness academic honor code violations. It is interesting to see 34.39% of the respondents would confront the students, while according to the 1997 survey, only 19% of the respondents at that time would have confronted the student. Another remarkable change in the students’ attitude if they witness any academic honor code violation is that, compared to 1997, when a majority (64%) of the respondents would have ignored the situation, only 26.95% of the respondents of the 2015 survey would ignore the situation. Also, number of respondents preferring to seek counsel from HAC has also gone up from 1% in 1997 to 9.29%. The overall increase in the awareness about the Honor Code and efforts to sensitize students about the academic integrity issues by professors, OSI and HAC seems to be making some impact at ground level. Most of the comments under “Other” responses (Appendix B) indicated that respondent would react depending on the situation.
Question 5:

How did your professors this semester clarify their academic conduct expectations in their course? (Check all that apply)

<table>
<thead>
<tr>
<th>Options</th>
<th>Count</th>
<th>Respondent %</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made a verbal announcement regarding academic conduct expectations on</td>
<td>320</td>
<td>59.48%</td>
<td>the first day of the course</td>
</tr>
<tr>
<td>the first day of the course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sent an e-mail announcement regarding academic conduct expectations for</td>
<td>124</td>
<td>23.05%</td>
<td>the course</td>
</tr>
<tr>
<td>the course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly mentioned the Honor Code and academic conduct expectations in</td>
<td>445</td>
<td>82.71%</td>
<td>the course syllabus</td>
</tr>
<tr>
<td>the course syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly mentioned the Honor Code and academic conduct expectations on</td>
<td>212</td>
<td>39.41%</td>
<td>every assignment</td>
</tr>
<tr>
<td>every assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>32</td>
<td>5.95%</td>
<td></td>
</tr>
</tbody>
</table>

The question was meant to know the current practices used by Professors to communicate their academic conduct expectations to students. While mentioning the academic conduct expectations and referring to Honor Code in the course syllabus is the most common practice by the Professors, it is good to see many Professors taking additional measures like verbal announcements, emails etc., to further clarify the
expectations. However, as Q2. results suggested, unauthorized collaborations is still the most common academic misconduct, Professors could lay some more details on this subject. Other comments included mention in t-square, piazza and exams, students did not remember, and not applicable by the students who did not had any classes as question was specific to the running semester (Appendix B).

**Question 6:**
To what extent do you agree with the following statement?

“In general, a professor could trust their students during an unproctored examination.”

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>14.50%</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>275</td>
<td>51.12%</td>
<td>Agree</td>
</tr>
<tr>
<td>147</td>
<td>27.32%</td>
<td>Disagree</td>
</tr>
<tr>
<td>38</td>
<td>7.06%</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

The objective of this question was to gauge the student perception on the propensity of the current students to cheat in the exam. Majority of the respondents feel that Professors could trust their students during an unproctored exam (65.12%). In 1997 survey, responding to similar question, 40% respondents agreed and 44% agreed with reservation with the mentioned statement.

**Question 7:**
Please explain why you agreed or disagreed with the statement above.

There were 460 descriptive responses, many of which are quite elaborate. All the responses are included in Appendix B. Many respondents expressed trust on their peers and mentioned that they have not seen any cases of cheating in the Georgia Tech. The pursuit for learning, general high intelligence of GT students and high stakes were other reasons given by respondents to trust their peers in unproctored exam. On the otherside, the respondent who would not trust the students in unproctored exam, reasoned against highly grade oriented and competitive academic system of GT, and general increasing disregard for the academic policy among the students.
Question 8:
Indicate the frequency to which you have disregarded academic honesty in your own work in these situations. - As a high school student, I disregarded academic policies on exams and/or homework assignments.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>343</td>
<td>63.75%</td>
<td>Never</td>
</tr>
<tr>
<td>158</td>
<td>29.37%</td>
<td>Once/Twice</td>
</tr>
<tr>
<td>24</td>
<td>4.46%</td>
<td>Often</td>
</tr>
<tr>
<td>13</td>
<td>2.42%</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Question 9:
Indicate the frequency to which you have disregarded academic honesty in your own work in these situations. - In college, I have disregarded academic policies on exams.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>488</td>
<td>90.71%</td>
<td>Never</td>
</tr>
<tr>
<td>40</td>
<td>7.43%</td>
<td>Once/Twice</td>
</tr>
<tr>
<td>6</td>
<td>1.12%</td>
<td>Often</td>
</tr>
<tr>
<td>4</td>
<td>0.74%</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
Question 10:

Indicate the frequency to which you have disregarded academic honesty in your own work in these situations. - In college, I have disregarded academic policies on labs.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>448</td>
<td>83.27%</td>
<td>Never</td>
</tr>
<tr>
<td>66</td>
<td>12.27%</td>
<td>Once/Twice</td>
</tr>
<tr>
<td>8</td>
<td>1.49%</td>
<td>Often</td>
</tr>
<tr>
<td>16</td>
<td>2.97%</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
**Question 11:**

Indicate the frequency to which you have disregarded academic honesty in your own work in these situations. - In college, I have disregarded academic policies on coding assignments (including homework).

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>406</td>
<td>75.46%</td>
<td>Never</td>
</tr>
<tr>
<td>85</td>
<td>15.80%</td>
<td>Once/Twice</td>
</tr>
<tr>
<td>16</td>
<td>2.97%</td>
<td>Often</td>
</tr>
<tr>
<td>31</td>
<td>5.76%</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**Question 12:**

Indicate the frequency to which you have disregarded academic honesty in your own work in these situations. - In college, I have disregarded academic policies on homework (non-coding) assignments.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>404</td>
<td>75.09%</td>
<td>Never</td>
</tr>
<tr>
<td>110</td>
<td>20.45%</td>
<td>Once/Twice</td>
</tr>
<tr>
<td>18</td>
<td>3.35%</td>
<td>Often</td>
</tr>
<tr>
<td>6</td>
<td>1.12%</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
Question 8 to 12 were meant to make respondents reflect upon their own record in academic integrity sphere through their high school and college experience. It is interesting to see the percent of respondents who never disregarded academic policies is generally higher in the college suggesting that students become more aware and educated about such issues after coming to college. The responses also indicate that in college, students disregard academic policies most often in homeworks and least often in exams. That is also linked with the high proportion of unauthorized collaboration cases among all types of academic violations.

**Question 13:**

What percentage of students do you think violate the Academic Honor Code at Georgia Tech?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>319</td>
<td>59.96%</td>
<td>0 - 20%</td>
</tr>
<tr>
<td>125</td>
<td>23.50%</td>
<td>21 - 40%</td>
</tr>
<tr>
<td>51</td>
<td>9.59%</td>
<td>41 - 60%</td>
</tr>
<tr>
<td>26</td>
<td>4.89%</td>
<td>61 - 80%</td>
</tr>
<tr>
<td>11</td>
<td>2.07%</td>
<td>81 - 100%</td>
</tr>
</tbody>
</table>
The objective of this question was to gauge the respondents’ general perception about the extent of academic misconduct prevalent in Georgia Tech. student community. There was a very clear difference in the responses of undergraduate students and graduate students, as shown below. Graduate student respondents seems to be more optimistic about prevalence of academic integrity in GT student community, with 75% of graduate students respondents suggesting less than 20% of the students violate GT Honor Code. From undergrad respondents, less than 45% of respondents believe so.

## Question 14:

Have you reported someone for violating the Academic Honor Code?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>6.58%</td>
<td>Yes</td>
</tr>
<tr>
<td>497</td>
<td>93.42%</td>
<td>No</td>
</tr>
</tbody>
</table>
Questions 15 to 17 were meant to get the demographics of the respondents.

**Question 15:**
What is your current class standing?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>11.47%</td>
<td>Undergraduate- First Year</td>
</tr>
<tr>
<td>50</td>
<td>9.40%</td>
<td>Undergraduate- Second Year</td>
</tr>
<tr>
<td>66</td>
<td>12.41%</td>
<td>Undergraduate- Third Year</td>
</tr>
<tr>
<td>48</td>
<td>9.02%</td>
<td>Undergraduate- Fourth Year</td>
</tr>
<tr>
<td>23</td>
<td>4.32%</td>
<td>Undergraduate- Fifth Year</td>
</tr>
<tr>
<td>284</td>
<td>53.38%</td>
<td>Graduate- Masters/PhD</td>
</tr>
</tbody>
</table>

**Question 16:**
Which college is your major in?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>4.14%</td>
<td>Architecture</td>
</tr>
<tr>
<td>50</td>
<td>36.65%</td>
<td>Computing</td>
</tr>
<tr>
<td>66</td>
<td>40.79%</td>
<td>Engineering</td>
</tr>
<tr>
<td>48</td>
<td>3.95%</td>
<td>Ivan Allen</td>
</tr>
<tr>
<td>23</td>
<td>6.77%</td>
<td>Management</td>
</tr>
<tr>
<td>284</td>
<td>7.71%</td>
<td>Sciences</td>
</tr>
</tbody>
</table>
Question 17:

What is your GPA?

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>324</td>
<td>60.90%</td>
<td>3.6 to 4.0</td>
</tr>
<tr>
<td>145</td>
<td>27.26%</td>
<td>3.1 to 3.5</td>
</tr>
<tr>
<td>45</td>
<td>8.46%</td>
<td>2.6 to 3.0</td>
</tr>
<tr>
<td>15</td>
<td>2.82%</td>
<td>2.0 to 2.5</td>
</tr>
<tr>
<td>3</td>
<td>0.56%</td>
<td>1.9 and below</td>
</tr>
</tbody>
</table>

The GPA distribution might be skewed towards higher side because of the participants include graduate students who typically have high GPA, first year students, who have not yet established their GPA at Georgia Tech, and students from online MS programs. GPA distribution was separated for undergrad and grad students, as presented below.
Appendix A

Dear Student,

The Georgia Institute of Technology is committed to providing you with quality educational opportunities in an environment that encourages you to develop a sense of ethics and social responsibility. The Honor Advisory Council, in conjunction with Georgia Tech Office of Student Integrity, respectfully requests your participation in a survey regarding academic integrity at Georgia Tech. Your thoughts are particularly important to the Honor Advisory Council; sharing your opinions and perceptions is perhaps the most valuable contribution you can make toward helping us assess the Academic Honor Code and its awareness among the student community.

You are one of a group of students who were randomly selected to respond to a short survey which asks questions about your own experiences with academic integrity. The small size of the sample makes your response critical to the value of this study. Your response should take only 5-10 minutes. Your responses to the survey will be confidential as your email address will not be available to those who are compiling the survey results. The survey will close on May 15, 2017.

Should you have questions or require additional information, please contact the Honor Advisory Council at honor@gatech.edu. Again your survey responses will remain confidential given the sensitivity of the subject. Your assistance and cooperation are appreciated.

To access the survey please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

http://baseline.campuslabs.com/p/?uuid=34befd2ac5ce4d48b8ae60fa19e2ed90

Sincerely,
John Stein
Vice President of Student Life and Dean of Students

Saubhagya Rathore
Honor Advisory Council
Appendix B

Question 2:

1. A student in my class had a test that was misgraded; he scored significantly higher on the test than he should have (89 vs 69) but he did not report it.

2. As an online student; I have not seen any of this occur at Georgia Tech.

3. bibe

4. Cheating

5. Cheating during an Exam

6. Entering formulas into calculator

7. Extra help by tutors for athletes

8. Have Not Seen

9. Have not seen any of the above.

10. Have not seen any of these

11. Have not seen any violations

12. I did not see these.

13. I have never seen any violation until now

14. I have not really seen anything

15. I have not seen any of these acts

16. I HAVE NOT SEEN ANY OF THESE. THIS IS A BROKEN SURVEY. PLEASE CORRECT THIS.

17. I have not seen any such violation

18. I have not seen any, but I have heard it within anouncements.

19. I have not seen any.

20. I have not seen this.

21. I have not witnessed any Academic Honor Code violations at GA Tech

22. I have not witnessed any of these.

23. I have seen no violations.

24. I haven't seen it but I've heard of plagiarism in the OMSCS program.

25. I saw another student get in trouble for using a non lab partners graphs for a lab report. He was caught and disciplined.
26. I surprisingly haven't seen any. I guess, I generally don't pay attention to other students work. Also, you should add a "none of the above" option to this question.

27. It's no secret fraternities and sororities have collections of tests, quizzes and homework from all different majors, and classes. There's really no way to actually track/monitor this. But it's always a terrible feeling to be in a class and not do well when the group of people who are have access to all the old assignments.

28. Just heard about some CS cheating in my girlfriend's class

29. Most fraternities and sororities have old tests for every class. SO UNFAIR!

30. n/a

31. N/A

32. NA

33. Nepotism

34. no

35. No

36. No I have not

37. No none

38. No. There's no "no" option.

39. none

40. None

41. none - forced to check something

42. NONE - Your survey app is poorly designed

43. None (fyi, I am a solo DL student)

44. None directly.

45. none of the above

46. None of the above

47. None of the Above

48. none of them

49. none of these

50. None of these

51. none of these, but I can't submit unless I check something...
52. none so far
53. none, but aware that it has happened in classes based on professor comments
54. None, but have no direct interaction with other students (OMSCS)
55. none, professors have mentioned, but I have personally seen none
56. None, why is it not an option
57. None. I haven't personally witnessed plagiarism, but I wouldn't be surprised if it happens just because students don't know how to cite properly, paraphrase, and integrate quotations into their writing. There needs to be training on this for all majors, period.
58. none. i havent witnessed any violations.
59. None. I'm a distance learning student
60. None? Why are you forcing an answer here?
61. nope
62. Not seen any, but heard of reports from instructors
63. Not witnessed
64. nothing
65. Nothing
66. Somewhat along the lines of unauthorized collaboration. I have not seen a clear violation, but I have witnessed students collaborate on things which may or may not allow collaboration. In other words, I have witnessed "grey area" situations.
67. Student looking at cheat sheet during exam
68. Students publishing data/code which was listed in the project as "do not share"
69. Students push the limits of collaboration on the Piazza forum. TAs and Professors do remove unauthorized content however students continue to push the bounds. My opinion is that the collaboration is too much and some students are getting to solutions faster and easier than a student who is figuring it out on their own.
70. undergraduate students cheating
71. Using on authorized resources on tests
72. Where is the "I have not seen any" answer

**Question 4:**

Depending on the severity and if I know the person
depends

Depends

Depends on Situation

Depends on the situation

I wasn't aware of the OSI and HAC until now, but I would look on the GT website for these resources.

I would not report it unless I witness such situations repetitively.

I'm not sure, depends on the violation

If done by a professor, ignore the situation. Otherwise, report it.

If it was really serious, I would report it.

Ignore for more minor infractions, confront or report for more major infractions

It depends on the situation. I have many frustrations about the leg up that frats/sors have with their access to extra test, but not professor seem to care/too many people are in frat/sor for me to safety report.

It depends, I would report it as long as I would not be dragged into a long process of being interviews for my testimony, etc. I wouldn't want to have extra stress in my life because I did the right thing.

It honestly depends on the situation. In some extreme circumstances I may report it to the professor, but I would most likely not report it.

It totally depends on the context.

It would defiantly depend on the circumstances and the effect of that person's actions on the rest of the class

most likely report to the professor; however, professors like Chris Pryby makes an enviornment where the only way to pass the class with an A or B is to do so. I still refused.

none

None

none of the above

On group projects, corrected the action then gave poor peer reviews

Really depends on the situation

really depends on what the situation is

Report to TA/professor on 2nd offense

Take action depending on the severity of the offence
**Question 5:**

1. A combination of the above
2. did not take class - research only
3. Did not take courses
4. Didn't really mention it
5. didn’t take a course this semester
6. don’t remember
7. Don't remember them ever mentioning it
8. during test if see wandering eyes
9. I am an OMSCS student and every assignment requires an honor code acknowledgment prior to submission.
10. I'm a physics grad student - its implied
11. Included on major assignments (e.g. midterm, final exams)
12. It may have come up, but made so little impression that I don’t remember.
13. listed in t-square for assignment submission
14. Many had a vague statement just saying in the syllabus that they expect the honor code to be upheld.
15. Mention of Honor Code on exams
16. n/a
17. N/A
18. N/A - did not have classes this semester
19. n/a- took no courses this year/semester
20. na
21. NA. I'm a glad student no longer taking classes.
22. None
23. Not applicable
24. Not taking classes
25. Not taking classes this semester. Don't remember other semesters
26. Not taking courses this semester
27. Note that I'm in the OMSCS program, so the verbal announcement is N/A

28. piazza

29. Studying abroad this semester

**Question 7:**

1. A good test should measure a student's ability to understand a subject matter and solve problems. That sort of test is pretty hard to cheat on.

2. A graduate student should have the integrity and desire to want to learn the material themselves. If they break this trust, they are only hurting themselves.

3. A majority of the students that I have worked with both as a student and a TA are seeking to better themselves. Plagiarism undermines this principle.

4. A not insignificant percentage of students would abuse lack of supervision.

5. A professor will not know the ethical codes that his or her student personally follows. It is best to stay on the safe side and proctor all students to ensure that those who may feel compelled to cheat will be less likely do so under vigilant watch.

6. A small number of students still try to cheat during a proctored exam. If there was no authority was around, then students would have a weakened moral compass.

7. A student will suffer another type of consequence in the future anyway.

8. A test could be designed to be unproctored.

9. Academic integrity is not a priority in an institution like Georgia Tech because too much emphasis is placed on high grades, academic success, and job placement.

10. All of my exams are online through OMSCS and the classes that haven't had proctored exams did not have widespread cheating. I think the professor might have to work to structure their exams differently, but there are many ways to test knowledge that don't require rote memorization of facts.

11. All of my exams have been open book in this semester, so it does not matter whether it is proctored or not.

12. An unproctored exam would give many students a way to cheat.

13. As a student, I would like to be trusted to do the right thing.

14. As long as the student has no belongings/leaves the cell phone with the professor I don't see a major issue.

15. As much as I want to say agree, I know how tempting it can be for students to cheat when a professor is not present.
16. As part of the OMSCS program, I've noticed a different level of respect to the educational process which is similar to what I've noticed from taking classes through Coursera. Perhaps some of the behavior is explained through cultural differences or just a sign of the times but students tend to look for the path of least resistance and seem to want to have the solution given to them or at least prepared in a way that it is as easy as possible. The ease of access to information from search sites and shared projects also seems to be a big temptation and often times leads to the exact solution being available.

17. asdfghjm

18. At a graduate level I believe the students who are in the program are committed to learning, and in the case of most, lack of supervision during an exam would not (should not) get in the way of that.

19. At Georgia Tech I have seen little to no examples of flawed academic integrity. I believe that here students take their work seriously and honestly. Because of the need to fully understand course material for future work and careers, students take their studies seriously and want to see where they truly stand.

20. At grad school level, it can be expected that only motivated students who want to learn will be here. Hence, it is reasonable to say that professors can give take home exams or give an unproctored exam and trust their students

21. At least for myself, the professor can trust me

22. At my level of PhD work, there is a desire to thoroughly learn the material making cheating a useless technique to pass classes.

23. At Tech I feel most students want to actually learn and do not want to risk the potential of an honor code infraction but there could always be someone so I will not strongly agree.

24. At the graduate level, it seems that almost all students know what they're supposed to do and wouldn't consider cheating.

25. At this level, most of my peers seem to authentically care about their education and hold themselves to a high standard.


27. Because I have seen certain people trying to copy answers in tests

28. Because I have some trust in my classmates;) Also, I had a few tests where there were some unproctored periods, and we performed the same way as if there is one.

29. Because I haven't seen any cases where there is Honor code violations

30. Because I know a few people who can't be trusted and the existence of just one or two people like that in an exam makes proctoring necessary even if the other 98% can be trusted.

31. Because i think so
32. Because I think that students at Tech take academics very seriously and as such to have a fair environment for all students an exam could be given without a proctor.

33. Because it is up to every individual to uphold the honor code. It is not just the TA/professor's duty. It is the duty of every student.

34. Because most students are honest. But, there is always a "bottom 10%" that taint the rest a bad name.

35. Because students would cheat unless someone is there to monitor the exam.

36. Because the professors regret such an open policy after the fact.

37. Because there is no chance that every student is that trustworthy.

38. Because those who cheat will be punished.

39. Because we live in a system that is based on honor. If someone breaks that honor code and get caught, then that person alone will have consequences.

40. Because, unfortunately, there are unscrupulous students who will cheat when desperate.

41. Big tests or small quizzes, if there was no supervision students would absolutely cheat.

42. By saying "in general" I feel you refer to the entire student body. I believe 1 or more people would be dishonest and thus professors cannot do that.

43. Cuz people would obviously cheat.

44. Depends on the course. In undergrad, most of the time, I would say yes, because although classes weren't large, they were large enough to have people that would tell on each other. For online work, I think it matters more on how much students interact. I don't talk to other students except on piazza, but others have study groups.

45. Despite the examination being unproctored, I feel as though students at Tech hold each other to a higher standard. We push each other to do our best, but not to cheat.

46. Different cultures/people have different expectations on what is right. I was raised to do the right thing but know others who have said "that's their fault if they don't do X." Also generally I just think this should occur to ensure integrity (and value) of the program as a whole. If you don't proctor just offer it for free and don't give a degree.

47. Distrust between parties of unequal power leads to overly restrictive rules that will more than likely worsen relations and not greatly reduce unwanted behavior.

48. Don't think grad students would cheat. Also a professor left for a good portion of an exam and it didn't seem like people were cheating.

49. Education (as a whole) has changed its focus from learning to getting good grades. Students don't feel they can deal with the immediate consequences of a bad grade, loss of scholarship, push back graduation, etc. It's sad.
50. Exams aren't the problem, it's mostly plagiarism on papers.

51. Exams is not where I suspect the problems are. Projects and papers are more likely to be subject to honor violations.

52. For every exam I took and every exam I proctor (about 5 exams), I didn't find anyone cheating.

53. For grad students, you could absolutely trust them to take an unproctored exam. Undergrads however are a different story. I have proctored many intro physics exams and caught a student cheat at least once per test. In every case, I reported it to the proper authority but people above the physics department always ignored it. Even in cases where we had hard evidence, the students were let off with no penalty.

54. For most people, I don't think it would be a problem; however, there's always a few with questionable integrity in a group.

55. For the graduate courses that I have attended, the students take the Honor Code very seriously and there has never been an incident when the professor steps out of the lecture hall during an examination.

56. For the most part I think that students know what is right and wrong and will do what is right. However, students under immense pressure will be tempted to cheat if they are struggling on a test that is worth a large portion of their grade.

57. For the most part students are honest, although I could be overly naive.

58. For the most part students know the rules about academic integrity and will obey them; if not out of their own integrity, then out of fear from other students seeing and reporting them.

59. For the most part, I thin most students follow the honor code. But there are always some bad eggs. If taken with other students, peer pressure might get them.

60. For the most part, I think students do the right thing; however, they should not be trusted due to those few rotten apples.

61. For us, online master students, we're professional and don't study for the degree, but for knowledge.

62. Foreign students in graduates studies, as I am, usually are here to work and not to cheat.

63. From my experience what I have seen at Georgia Tech the students are not cheating.

64. From my experience, I have never seen a student cheat on an exam. Personally I think the stakes are too high to ever cheat, and I'm sure a lot of other Tech students would agree. Hard work is more rewarding than cheating anyways.
65. From my experience, in general students are honest and sincere in their pursuit of education. However, this is not always true and that is why the rules need to be enforced by proctors.

66. From what I have observed, students are generally honest, and are interested in their success, not just their grades. That being said, there is significant incentive for a student to falsify their work or otherwise unfairly increase their apparent performance. In that thread, I would not be confident that every single student is not utilizing some form of cheating, even if the vast majority is honest in their work.

67. From what I've seen, most students themselves take the honour code very seriously and try their best to work with it. However, there are always a few students who try to take advantage of the situation and play dirty.

68. Generally people won't cheat. But some may.

69. Generally speaking, I find Tech students to be honest when taking tests. Code violations seem to have more frequently on group and individual assignments.

70. Generally students will not cheat.

71. Generally whoever would proctor the exam keeps a good watch over the students. Then again, I can only speak from my experience.

72. Generally, I believe that a student who wants to be a graduate from a highly reputed university also is willing to be hard-working and honest so some amount of trust is necessary. However I do also believe proctoring is still necessary just in order to keep the trust levels higher and to avoid any unwarranted situation.

73. Generally, I think most students would follow rules and not cheat. A select few may.

74. Generally, people are in their own minds for a test and don't come preparing to cheat, also most tests have different forms so it would be painfully obvious if someone decided to cheat.

75. Georgia Tech students are all about getting the best grades, so I could definitely see cheating going on during tests more than already happens while the professor is in the room, whether that be collaboration with classmates, using your phone, checking old tests on your phone, etc.

76. Given the competitive nature of grades, the temptation to cheat is often too strong.

77. Grad school is cutthroat

78. Grades are a means to boost GPA. GPA is overarching criteria for employment.
81. Graduate level students could be trusted, but undergraduates would likely cheat because they are mainly concerned with their grades.

82. GT is a very competitive environment. Some students are most interested in competing with herself/himself, but others succumb to the pressure and will cheat on an exam if a very easy opportunity to do so exists.

83. Gt students are trustworthy

84. Hard to say as I'm a distance learning student. Some other students complained about apparent cheating on piazza, so I assume it happens.

85. have seen cheating take place when professor is not present

86. Human nature

87. I agree because most of the students in the master program understand that the most important value is what they have really understood about the course and what they have learned.

88. I agree because most students want an honest assessment of their understanding of the material, will study, and won't feel the need to cheat. I do not strongly agree because I'm sure there are a few that would take advantage of the non-proctored situation.

89. I agree to an extent. I'd like to think most people work hard to achieve their goals but I know that pressure can affect some to do things (e.g. cheating)

90. I agreed because the professor should trust his students in any given situation IF there have been no previous offenses in the past.

91. I agreed because, while some students might take advantage of the situation, I believe most tombs generally honorable enough to take the test fairly.

92. I already know people were cheating in some of our online quizzes this semester. An exam would literally be a free for all among them.

93. I am a DL student and have not been in much contact with other students (DL or on-campus) and hence provided "Agree" as the general assumption of students submitting their own work.

94. I am a DL student studying independently. I have not been tempted to violate my professors' trust.

95. I am afraid that the temptation would be too great, especially with the value of grades

96. I am enrolled in the OMSCS so I do not have direct interactions with other students and I do not have witnessed any honor code violations, but the TAs have shared at some point that they have to deal with a high rate of plagiarism cases during assignments. While I do believe that the vast majority is honest, there is a fair share of students who apparently are not.
97. I am in grad school, and I believe people in grad school actually want to learn. Taking shortcuts is not the best way to learn.

98. I am in the OMCS program. In general I feel OMCS students care less about grades and more about learning. This makes them less apt to cheat on exams.

99. I am only a distance calculus student, but something I have learned in high school is that most students will cheat on whatever they can. There are still some honest students like myself though.

100. I am part of the OMS CS program, and I am paying out of pocket to learn. What benefit do I have to cheat? I didn’t select strongly because other people like to take shortcuts. I avoid working in groups for homework to avoid issues with others copying my work.

101. I believe most if not all students here at Georgia Tech have academic integrity. I was a TA for 1.5 years and most of the cheating was not done out right.

102. I believe most students are taking grad school to further their own knowledge, and recognize that they don’t get anything lasting out of just cheating themselves into good grades. However, there will almost definitely be those few who think otherwise.

103. I believe students are well aware of honor codes.

104. I believe students see cheating on an exam as a very serious offense.

105. I believe students who are interested in truly learning course content will show integrity in taking exams.

106. I believe tech students hold themselves to a high standard of academic integrity.

107. I believe that if no deterring mechanism is in place (ex. presence of a professor) students are more likely to violate conduct codes.

108. I believe that most students are base opportunistic and would take advantage of the lack of a proctor to cheat.

109. I believe that most students are honorable enough to take an exam honestly. Furthermore, students are very aware of the consequences of dishonorable conduct.

110. I believe that most students would not cheat if given the opportunity. Obviously a few might, but they are going to break the rules regardless.

111. I believe that most Tech students hold a high degree of integrity.

112. I believe that my schoolmates and I all have trust in our own abilities to succeed on a given exam and neither want, or need, to cheat on an exam.

113. I believe that the competitive nature of the program ensures a level of self policing of the students.

114. I believe that the majority of the grad students are at a certain level of their careers and maturity to understand they need to be prepared and if not they should know the real
measure of their knowledge. However, there will always be the exceptions, no matter what is done to prevent dishonest behavior.

115. I believe that the students at Georgia Tech have a high level of academic integrity and are here to learn rather than manipulate the system for good grades.

116. I believe that unproctored exams could work in graduate classes, but not undergraduate courses. This is because undergraduate courses are more grade driven and have larger class sizes. Undergraduate students have more at stake related to graded. This observation is based on my experience as an undergraduate and graduate student at Georgia Tech.

117. I believe the vast majority of students would not cheat, but that a small, but not trivial number of students would take advantage. This is unfair to the university and to any cheating students' fellow students. The inconvenience of proctoring is far outweighed by the benefit of ensuring academic standards.

118. I believe there is a mutual understanding of respect and honor among the students

119. I believe we are all good students

120. I can only speak for myself, but I see cheating as primarily hurting one's self. The exception is in classes with curves where cheating can affect all of the student's. I personally would never consider it because I want real validation that I learned material, but I know others don’t agree which is why I chose Agree instead of Strongly Agree.

121. I can only speak for myself. I would be trustworthy during an unproctored exam, which is why I agreed with it.

122. I do agree to that statement but also it is difficult to generalize the answer to that question because it depends largely on the contents of the course. I have seen one or two misconducts in my two-year of study at GT, all of them in the same class. If my program involved more classes of similar contents (and lecture-exam based class structure), I might have seen a lot more of misconducts.

123. I do not believe most students desire to cheat, but in the absence of a professor, it would be too tempting.

124. I do not believe that students would attempt to cheat on a test.

125. I don't feel like there are many people who cheat on tests from what I have seen/heard. People are a lot more likely to cheat on homework assignments by copying someone else's answers it seems.

126. I don't think an unproctored exam would be a good idea

127. I don’t think many people would cheat on a test. However, I do see a lot of people cheat on homework (copying solutions) but ultimately I feel that is a victimless crime (aside from themselves)
128. I don't think most graduate students wouldn't threaten their education by cheating on an exam.
129. I don't think students would cheat.
130. I doubt students would cheat in a way similar to how they might cheat during a proctored exam (their actions would be obvious to other students, who might report them; the risk is very high).
131. I feel as though, generally speaking, people are doing the best they can. However, there are always those instances where people are in a bad point, so they will take advantage of a situation.
132. I feel like a baseline of trust would have to be pre-established to have an unproctored exam. If such trust existed then it would be alright.
133. I feel like even if nobody cheated it would still be ambiguous to the professor as to whether they had.
134. I feel like it's very rare to see students cheat at this school - after all, this is an elite school so there's really no point in cheating.
135. I feel like most people who are coming to an online education have the desire and will to learn so they accept the responsibility, morals, and ethics to abide by the rules for both academic and professional reasons.
136. I feel like most students are trustworthy and did not personally see any activity in the forums or elsewhere that would be indicative of trying to cheat.
137. I feel like some students would take advantage of that scenario and cheat.
138. I feel like the majority of GT students are individuals who value honesty and integrity.
139. I feel like the majority of students have worked hard enough that they would not cheat during the unproctored examination, but there would probably be a few students that would cheat which is why I did not put Strongly Agree.
140. I feel that all of us at Georgia Tech are well aware of the Honor Code and what the consequences would be should it be violated, and at least in my experience it has been a source of pride in my integrity to uphold it at all times.
141. I feel that generally people try to do the right thing.
142. I feel that many students would value their own grade over others and thus want the fairest testing situation possible.
143. I feel that students generally have a good understanding of the honor code and under normal circumstances would not violate it.
144. I feel that students have a lot of pressure on them to pass and they would do that by any means, even if that includes cheating during an exam if it is unproctored.
I feel that there is a great deal of trust needed to leave a test unproctered, but in general tests should always be proctered because there will always be at least 1 person who will attempt to cheat.

I generally think most people are morally "good".

I have been in a class before where a TA passed out quizzes and realized she didn't have enough and went to print more. It would have been plenty of time for students to look at notes or collaborate also considering you can hear when the outside door opens. Since I found that kind of strange, I glanced up at the other students and saw that everyone was clearly focused on their exam. Also, I feel that in large classes where there is only one professor/TA and they work on grading papers. I assume that someone could definitely take advantage of this but I have very rarely seen anyone take advantage of these opportunities. Even with courses ith take-home exams, students may help others when they need it (which is sometimes allowed), but I've never had anyone to ask me or my friends to simply send them the answers. Instead, people usually ask questions about the relevant concept, which of course are available in notes and books.

I have dream respect for Tech students' integrity.

I have mostly only taken upper level physics courses. Students in those courses only take these because they want to be there.

I have never seen a student openly cheating during an exam, even when a professor was absent.

I have never seen anyone abusing the system.

I have never seen cheating during proctored exams, and I previously attended a school where unproctored exams were the norm--with very few Honor Code violations.

I have never seen cheating on an exam, but edge cases (i.e. attempting to delay turning in exams) indicate a minority of students would take of an environment allowing said behavior.

I have never witnessed anything to believe my peers to be dishonest.

I have only rarely seen attempts to cheat on exams. I have seen it a lot more on homework assignments.

I have regularly witnessed students collaborate on take home exams. In fact, when there is a take home exam that is not collaborative, I feel that I am at a great disadvantage, because I choose to complete the assignments with integrity.

I have seen graduate students discussing problems during an exam while the instructor was in the room.

I have seen most students in the vast majority of classes display a supreme respect for personal and institutional honor. I have yet to see a counter-example.
I have seen no reason to disagree. I have seen students cheat even on proctored exams. Unproctored would just be worse.

I have seen students I suspected were cheating on tests. I have served as a TA before and proctored a test for a professor who was traveling. I have witnessed first hand students cheating with their neighbors.

I have two perspectives on the statement. From the undergraduate class perspective (which I have TA'd), we cannot unfortunately trust them even when we do proctor. On the other hand, from the PhD class perspective (which I have attended), I have seen professors leave the class except for the beginning and end of the class, and the students behaved honestly.

I have witnessed violations of the honor code even during proctored examinations, so I assume they would occur during unproctored exams as well.

I haven't noticed any misconduct but that doesn't mean there is no misconduct.

I haven't personally noticed any issues with honor code violation, but I'm confident that there are students who would cheat if they thought they could get away with it without being caught. So, in my opinion, giving unproctored exams is not the best way to make sure you have a fully compliant student body!

I hold myself to a high standard and would not stoop to a lower level and cheat. I expect my fellow classmates to have the same integrity.

I know that there will always be people who will cheat if they can get away with it.

I like to believe that students are not likely to cheat in my classes. The whole reason why we chose to go to higher education is to actually learn so the expectation is that the students will try to learn the content and therefore would have no need to cheat off another student.

I personally felt that the majority of my classmates were primarily interested in understanding the material not just passing the tests/assignments and thus I saw no activity that would lead me to feel that exams should be more closely proctored.

I personally have not seen any violations as part of the OMSCS program. Therefore I have no reason to disagree with the above statement.

I remember in fall 2016, during the Machine Learning (CSE 6740/CS 7641) midterm exam, some students sit together and keep chatting even the TAs were in the classroom, and one student sit next to me kept trying to look at my answer. I believe you have heard about this before. It really "AMAZED" me.

I think a lot of students work together/use the internet regardless of if they are allowed to or not.
174. I think a majority of the students would be honest, but it is likely a portion would attempt to cheat to get correct answers

175. I think at least some students would cheat, but I think some would behave properly.

176. I think at the masters level, people must do and should be trusted to do independent work. I believe in "trust but verify", so regular reminders, plus some technical backstops to check for blatant reuse should be sufficient.

177. I think being in OMSCS it would be very tempting for students to not follow the rules in an unproctored environment because there would essentially be no way of knowing if you did not follow the rules

178. I think everyone takes the honor code strictly enough for a moral and ethical sense enough to not cheat.

179. I think GT students are wary of being unethical.

180. I think having some proctor the exam helps ensure that everyone follows the rules.

181. I think if people have the opportunity to break the rules in a way that makes it so that they don't get caught, they will in fact do so.

182. I think in general, I would disagree with the above statement even though I would say I've been a part of various classes that an unproctored exam would have gone without honor integrity being compromised. I think that in my early years, freshman/sophomore, there is more of a chance for integrity compromise due to maturity/lack of big picture, whereas towards my senior/5th year and even grad school, there is more of the desire to do well in class with integrity.

183. I think in online courses with a large number of students it would be way too easy to cheat and not get caught, therefore everyone would do it.

184. I think it depends upon the class. I answered for major-specific classes, but for general Ed classes I would put disagree because I feel like people are not as invested into those kinds of classes.

185. I think it varies by class.

186. I think it's sort of human nature to try and get an edge where ever you can so having some level of supervision is a good check to have in place. This is especially true in a high stress situation such as a test. Generally I don't think people who do this are inherently dishonest people but sometimes make poor choices under pressure.

187. I think many students would respect the academic integrity. The bottom tier students (by grade in the course) would maybe abuse the trust, but hard to say. A degree doesn't mean much to many people if you didn't earn it properly

188. I think most if not all students are pretty good about it
189. I think most students are honest

190. I think most students at Georgia Tech understand the privilege that comes with attending such an institution.

191. I think most students at this school can be trusted to take exams on their own accord.

192. I think most students in the OMSCS program are academically honest. We are here on our own time, with our own money, to better ourselves. With any population of people, some are completely honest, some are marginally honest, and some are dishonest. I view myself as being in the completely honest group, but it is fair to assume there are some in the completely dishonest group. I agree that I could be trusted to take an unproctored exam (like most others), there are some in every class who could NOT be trusted. I believe this untrusted population is small and the impact is more on them and their future successes (or lack there of), than the OMSCS community.

193. I think most students would not cheat but I know there are a few that do.

194. I think people are generally honest and want to learn when it comes to higher education.

195. I think students would self-police. If exams were given in private (e.g., take-home), I think 90% of students would follow the rules, but about 10% wouldn't. That's based not on a specific case, but my interactions with students as a student over 5 years at Tech.

196. I think that everyone at Georgia Tech is striving for excellence, and that if anyone were cheating on an unproctored exam that at least one other person would report it.

197. I think that if a student was tempted to cheat, they would not because their peers would hold them accountable.

198. I think that most gt students respect the value of their own work too much to be involved in cheating, however it also depends on the structure and level of respect that the professor establishes prior

199. I think that students are so scared most of the time about receiving any bad grade due to the difficulty of this school that the potential for a zero on any grade is enough deterrent.

200. I think that students didn't actively try to cheat, but an exam being unproctored would test this.

201. I think that the majority of students could be trusted, but I believe enough would be untrustworthy that it would cause problems.

202. I think that the vast majority of the student body at Georgia Tech could be trusted under this situation, however there is always a possibility of some students taking advantage of this trust due to pressure to do well from themselves or others
I think the honesty increases with academic level, i.e. undergrad vs grad school. Or at least I hope so.

I think the majority of students abide by the honor code. That being said, I believe that in every class there is a small minority of students who would be willing to cheat.

I think the nature of our program attracts (mostly) students who value the learning over the degree.

I think the professor should trust students at first that students will not do anything violate the rules. However, if there is something occurs, professor should do something to report this.

I think the size of OMSCS and the online nature just exposes itself to some degree of honor code violation.

I think the vast majority of students take the Honor Code very seriously. However, I have seen a small number of students take advantage of large class sizes during exams and compare answers. If an examination was entirely unproctored, I would hope this would not be exaggerated, but I think it is a possibility.

I think there might be a small handful that would try to cheat; however, the overwhelming majority know that they are here to learn and cheating really gets you nowhere.

I think there's always going to be some dishonest people and when someone sees someone else get an unfair advantage they're more likely to do so too. I don't know if it will work for us.

I think this is true for high level classes.

I think this really depends on the type of test. If the test is to check on whether a student recalls useless facts, then probably not. If the test is geared to understanding and applying information learned, probably so. And I'd also like to point out that even during a proctored exam, students might cheat.

I took a distance calculus course, and the students were very focused on their own work. I saw no signs of cheating. The professor made it clear that the work, not just the answer, was important to receive points.

I trust myself, but not those around me. Not everyone is brought up to the same honor code I and my close friends hold myself to.

I was once told by a TA to take my Fitbit off during an exam. MY FITBIT! Ridiculous. If I can't be trusted to wear that during an exam, then there's no way I think some professor could trust his students in an unproctored exam.

I would like to think people are honest, especially those at Tech.

I'm a TA and I have seen what can go on in online proctored exams.
218. I'm a very honest person and I would not violate the Honor Code due to the consequences.

219. I'm in graduate school and there's a higher standard. Also, in graduate school, grades mean less, so there's less incentive to cheat.

220. I'm in the OMSCS program. This program skew[s] more towards professionals trying to further themselves, and being dishonest go against that motivation.

221. I'm in the OMSCS, we use proctortrack for exams. I think some students could easily cheat and get away with it. The software is good but not perfect, for example posting answers on the wall that are far enough away not to be detected.

222. I've kept it clean, but I feel like many people wouldn't.

223. If a student wants to cheat its their prerogative, and they are taking the risks. If a test was important it wouldn't be unproctored, thus is usually a measure of the student's current capability. The professor should trust that the student is showing their current ability and not of their peer, as it would only harm the student.

224. If a test isn't open book or open note, the test needs to be proctored.

225. If an exam is unproctored, professors should expect some cheating will occur. Ideally, they should be able to trust their students, but things don't work out so cleanly in reality.

226. If not proctored, students might cheat and if there is any chance of this, students should be proctored.

227. If one is to expect trust from their students, they must trust their students.

228. If one person does it, then most will have to follow to get back on the same playing field.

229. If students are aware that an exam is unproctored, they will most likely try to collaborate.

230. If students are not being watched, they tend to cheat.

231. If the exam is fair and just and covers what was taught then there should be no reason to cheat; most students are legally adults now so they should know better.

232. If the exams are constructed correctly, it shouldn't matter whether the students have access to notes or previous materials. There are also ways to automatically check if the student is cheating. Generally I would expect that students would not cheat on exams (although that might be overly optimistic).

233. if the opportunity presents, I'm sure a few people would use their phone or notes
234. If the student cannot be trusted during the exam, he would have cheated in other scenarios such as assignments/projects, e.g. by plagiarizing. These acts would be easy to catch.

235. If the word could was changed to should then I would agree with that statement. Being a part of the OMCS program, I have seen to many times where a minority of students may not be the most ethical when it come to submitting their own work, I cannot imagine that they would be more ethical when it come to take an unproctored exam.

236. If there is a 0% chance to be caught, then academic dishonesty would skyrocket. Proctoring keeps honest people honest.

237. im small classes yes. Large lecture halls no. Also, I think some cliques students cheat blatantly.

238. In a large class someone else will see you if you cheat and probably report it to improve the curve.

239. In general as in outside and inside GaTech, no. I've seen many students cheat even during a proctored exam. At GaTech, I've never seen anyone blatantly cheat or talk about it. I've seen ppl not do their fair share of work but they still got the same grade in group classes, but that's the most I've seen. I wish more ppl would be fair, but especially in a competitive environment, it's just highly unlikely.

240. In general I feel like Tech is an environment where in exams honor violations aren't as common. I think these are more common in take home assignments as they feel they are less monitored. Even a non protored test feels too official to cheat on where as take home projects are not as sacred.

241. In general students conforms with honor code.

242. In general, a Professor should NOT trust their students. When I took unproctored examinations a significant percentage of my colleagues cheated. Also, I've proctored many exams as a TA and in all of them I could see students trying to cheat.

243. In general, I notice students to have good moral fiber and also in examinations where this has happened, I didn't notice anyone cheat.

244. In general, I think students will honor the professor's constraints when taking a test, and if the test is properly constructed and timed, then little room would be left for a student to violate those constraints.

245. In general, people are trustworthy. That's why students are willing to ask complete strangers to watch their things when they go to get food or go to the restroom. The students who would cheat on exams during an unproctored examination are outliers, not the norm.

246. In general, people aren't shit.
In general, students here seem to have high integrity. A professor left in the middle of a test and did not come back for fifteen minutes, and the only thing that was said was "Huh. Well bye then." to which the rest of the class giggled and then returned to their tests.

In general, students understand that their work is their work only.

In general, yes. Most people truly want to make good choices. I have witnessed too many students that would use that opportunity to cheat, and it makes it hard for us students to want to cheat as it gives them an unfair advantage in an environment that is so highly competitive and in which grades are often subjective based on the performance of our peers.

In graduate school, the risks are much greater for cheating and the rewards are much less. There is a general atmosphere that cheating would be very unexpected here for graduate students.

In most case Prof should trust student, while some students may cheat.

In most exams I feel one is tested on the depth of their understanding. It is difficult to get an advantage even if one has access to internet, books or notes. I feel that even if anyone resorts to such measures they will only be futile.

In most the punishments x the risk of getting caught outweighs the rewards x chance of not getting caught. If there were a situation with no chance of getting caught, it is not out of the question that some students may take the opportunity to cheat.

In my experience as a graduate student in my department (City Planning), an unproctored exam would be fine. However, I cannot speak for other programs and especially undergraduate programs.

In my experience, students are very professional. They take courses in order to increase their acknowledgment, so they are very respectful of the Honor Code. They are in the program to learn.

In my experience, students have been much more ethical with unsupervised work than might be expected.

In my Masters program, there is a high level of integrity.

In my opinion, myself and my peers are mature enough to understand that an exam is meant to assess our own knowledge of the subject matter. Hence, I do believe that if left unproctored, the majority of students would respect one another and not cheat.

In my time at Tech, I have only seen students cheat during one examination, so I think it is fair to say that professors can trust their students.

In the OMSCS program, students are there to learn. No point in cheating if goal is to learn.
Incentive to succeed individually over the rest of the population outweighs the honor system.

It is my impression that GT students are very unlikely to commit academic dishonesty on an exam, even though it is more common practice on homework assignments.

It is students’ duty to be honest if they understand, if they want to cheat, they will do it in their entire life no matter if there is a proctor.

It is tempting to search for help if there is no one to look for the rules. However exams may be designed in a way that lack of proctoring would not be of much importance.

It seems accurate

It seems as if plagiarism has come up as an issue in nearly every class I have taken. This mostly has related to programming assignments, not exams.

It would be extremely unfair to the students who honoured the Honor Code if there is any who didn't.

It's a difficult question to generalize, but the pressure to earn a grade is often stronger than the pressure we put on ourselves to truly learn the material, and as such I have a strong suspicion that a minority of students would choose to give themselves whatever advantage they could in the context of an unproctored exam. That said, the exams in my latest course - CS 6750 - were all open book/open notes/open coursework which I think was fantastic and in that context I would change my answer to "Strongly Agree" because I don't think students would collaborate with each other to cheat.

It's a gamble. Some will comply with the rules and some won't. It mainly depends on the character of the student and the environment in which he or she was brought up.

It's been my observation that students enrolled in the online program are of high moral standards. Being as such I feel we are responsible enough to take an exam without the thought of cheating the system.

It's highly course-dependent, but an unproctored exam would tempt students to collaborate/cheat off of each other.

It's human tendency to marginally cut corners. I think severe cheating would be minimal, but I imagine there'd be a lot of small misdeeds.

It's in their best interest to cheat. People can't be trusted.

It's simply not reasonable to think that every student in a school as competitive as Tech will not take advantage of a situation like that.

It's natural for a student under the kind of pressure there is in a school as competitive and difficult to score in as Georgia tech to resort to cheating.
Judging from comments about college students in general, students are often caught attempting to cheat.

Kids want good grades. I wouldn't want that it would allow desperate kids to cheat.

Learning is about more than getting a piece of paper, and I'm anti-piece-of-paper. It's employers' responsibility to rate students based on their skills instead of the paper.

Majority of students simply do not want to take that risk, since it will hinder their current and/or future educational possibilities.

Majority of the students wouldn't cheat, but I don't have faith that there aren't a couple of bad eggs.

Many professors have their students sit at least 1 seat apart in order to minimize the risk of cheating.

Many students view arbitrary restrictions on access to information during exams as unreasonable departures from the conditions encountered while studying, completing assignments, and operating in a professional workplace, and therefore feel little remorse in circumventing these rules.

Many students would probably cheat if we were not using proctortrack and Georgia Tech OMSCS would become worthless once it became known.

Many students, unfortunately, would take advantage of this. In large lecture halls, such as Howey L1, students will sit in groups in the back and try to communicate. This is especially prominent among the international and bilingual students, who do so in languages other than English to make discussion of material less likely to be noticed. In the event that there was no proctor, I think there would be a solid 60% of students who adhere to the honor code, but I believe the remainder would take advantage of an access to course material with their phones and help from peers if no one was to make sure otherwise.

Maybe 30% of a class would be truly dedicated to actually learning but most students believe that the final grade is all that matters and that their actual comprehension is secondary. Remove the proctor and those students are probably going to cheat during the exam.

Most all students at Tech have vast amounts of integrity.

Most are academically honest.

Most grades are based on a curve. There is no incentive to help other students, if cheating was suspected, each of the other students have an incentive to report it.

Most GT students don't cheat - there are only a few students who would cheat and they would try to cheat regardless of whether or not the instructor was there.
Most of the experiences I've had with students in my program are with those that are genuinely interested in learning and furthering their own development. Typically, these individuals behave accordingly whether or not they are being monitored.

Most of the students are honest and sincere. They come to University to learn, I believe and they stick to the integrity

Most of the students don't indulge in any activity that will jeopardise their degree by getting involved in wrongful activities. This is probably because of professor's constant reminders of the repercussions of doing anything otherwise.

Most of the students I met at Georgia Tech are of decent behavior.

Most of the students would follow the honor code during an unproctored exam. However, I have witnessed many examples of cheating during exams, proctored or otherwise. At the risk of sounding racist, it is almost always international students talking with each other in their native language. I think the fear of appearing bigoted is one of the reasons that this form of cheating is so rampant with nothing being done about it. I've spoken to many of my friends about this before, and they have all witnessed it. My girlfriend is an international student from China, and even she has told me this is commonplace among international students.

Most of the time there are multiple different forms for an exam making collaboration more difficult. Also, many of the exams I have taken are very "subjective" in the responses (more open ended) making it more difficult to be dishonest and get the "correct" answer. That being said, I am skeptical of people's integrity in a situation where these safety measures aren't taken. It has been made too easy to be dishonest, and when such a large part of one's grade is at stake, individuals may want any edge then can find.

Most of us are here because we're interested in what we're studying; cheating doesn't teach us anything. There are always some who will cheat, though.

Most people are honest.

Most people will be honorable, but there are always some who will take advantage of every opportunity. Few people will report cheating because they dislike confrontation.

Most people won't cheat

Most people wouldn't cheat

Most persons in my degree (Online Computer Science Masters) are in it for the knowledge gain. Cheating works against that.

Most students are honest. There are only a small percent of dishonest students, and they will likely get caught on the homework assignments.

Most students are too stressed or worried to even try to cheat. Fear of getting caught and having it on your academic record is a thing
Most students at Tech understand the seriousness of an honor code violation, and many feel morally uncomfortable violating this code.

Most students could be trusted but there are always some who cannot be.

Most students could be trusted in an unproctored exam.

Most students have no inclination to cheat.

Most students have the drive to go through a test honestly. Witnessed this first hand in an unproctored exam.

Most students here are too scared to cheat.

Most students would behave honestly, but in large classes there would be some who would cheat.

Most students would follow the letter of the law.

Most students would not cheat on an unproctored exam, and those that would cheat are dedicated enough to do so even while the professor is present.

Most students would not cheat, but some probably would.

Most students would probably be honest most of the time.

Most students, but not necessarily all students.

Most Tech students seem to follow the code of conduct in their own.

Mostly agree, people want to learn, but also people are frightened not to get the best grade...

My experience as a TA from a few years ago was that there was a small but definite attempt by certain students to cheat, on both examinations and homework assignments, and that it was necessary to monitor students during exams. I think this is only a small percentage of students. Also I should note that I am only referring to undergraduate courses; I never observed or had the impression that anyone was trying to cheat in graduate courses (but then I've never TA'd a graduate course).

My experience with tech kids has been that they are pretty by the book don't want to jeopardize their situation with cheating and believe they can succeed on their own.

My favorite tests are those that are unproctored but require a report or a submission that is not easily copied without plagiarism being obvious. If a test is multiple choice and the professor wants a closed book environment then proctoring should be used because students will cheat if there is 100% chance to get away with it.

Not all will comply but vast majority will.

Not every person is trustworthy and if they see an opportunity where they can do better than intended because they are not being watched I guarantee some would cheat.
323. Not very many people that I know at Tech would outright cheat. Some may use old tests to study, but I have truly never seen anyone just copy answers on a test.

324. Not worth the risk to get caught; students take their classes/grades pretty seriously.

325. Of the people I know well, I don't know anyone who thinks any short-term gains from cheating really helps you learn, which is the major reason for being in school.

326. One of my professors stepped out during a midterm exam and the class remained quiet and focused on their own exams. In such a large class, it would've been easy for someone to ask for help from a peer or somehow violate the honor code, but no such incidents occurred.

327. Online courses lend themselves to anonymity and cheating if allowed.

328. Online proctoring is fraught with problems. Through careful exam construction and time limitations, exams can be open-note and still require mastery of the material to perform well.

329. Overall, I think most people are honest people and would not cheat. Some people, especially those who are behind or in a non-major/general class, may take the opportunity to cheat though.

330. Peer accountability is and should be strong.

331. People are fickle, and will do anything to keep their gpa afloat not to lose hope/zell/grants etc.

332. People are very competitive at tech and would not allow others to cheat, even were they so inclined.

333. People at Tech are very competitive, so other students would not want to share their answers or be put at a disadvantage seeing others cheating. They would report it.

334. People cheat.

335. People cheat.

336. People should be assumed the majority of the time to do the right thing during these cases. Being constantly suspicious not a good way to live.

337. People want good grades and they don't want to work for them.

338. People will do anything to make the highest grade possible with the lowest effort.

339. People would cheat.

340. People would probably collaborate or use phones.

341. Personally, I feel that most students can be trusted to keep their exams private during testing, and that most students are not compelled to cheat on exams.
Pressure to compete and succeed outweighs the fear or consequences of getting caught.

Probably could trust classes with mostly grad students over undergrads.

Professor should have confident to their student

professor trusts students because students are trustworthy

Professors being there don't prevent cheating

professors clearly stated their expectations. I haven't witnessed any students express a desire to break honor code.

Professors should trust their students to not cheat. If a student cares about his education, then he will not resort to cheating out of fear of being expelled. If a student does cheat, he may not get caught but will certainly have issues in another course or when his cheating doesn't work anymore.

Risk vs. Reward: Given a low risk opportunity to gain an unfair advantage by cheating during an exam, it is highly likely that at least some students will cheat.

Self-discipline is also students' responsibility.

self-discipline is not always easy

Simply believing humans are inherently evil and self-sufficient

Simply from my experience this is the case

Since I am in the master degree program, most students are more concerned about their learning than their grade.

Since there are so many students in the institute it impossible to keep a track of everyone. It is the loss of the student himself/herself if they are conducting an act of misconduct because sooner or later they will get out of school into the real world and if they don't learn how to do something in school they never will.

So far in my experience in the OMSCS program, it seems clear that all students (of those participating on Piazza) are more interested in understanding and learning the material than "cheating the system" to get a good grade.

Some people would cheat

Some people you can trust, some you can not.

some students commit academic dishonesty in homework, not to mention unproctored examination

Some students in the OMSCS program are clearly unqualified for the program which leads to cheating and copying of code/projects/work. I'm not sure if that's specifically related
to unproctored examination but I would prefer assignments and tests that reduced the possibility of cheating/copying as much as possible.

361. Some students will help each other given the chance

362. Some students will not cheat while the professor is not there, however, there are other students who will cheat at every possible situation. I only disagreed though because the number of students who wouldn't cheat is greater than the number of students who would cheat.

363. Some students would feel pressured to collaborate if the exam is very difficult because expectations at Tech are so high

364. some students would probably take advantage, but most would respect the honor code.

365. Someone will always cheat- it's too tempting

366. Speaking for myself as a student there have been times during an examination during which I have been tempted to cheat by taking a quick look at my notes(or someone else's test) to remember the one part of that formula which I had forgotten. I like to think that I have enough academic integrity to resist the urge to cheat, but I think that the proctoring of the exam just gives the student another reason to act honorably because the consequences of getting caught outweigh the gains which could be made by cheating.

367. Speaking in regard to the online master's program, I know some students would use any opportunity they can to make exams easier.

368. Student would work independently, but more would be tempted to cheat off of someone else.

369. Students are ambitious and will do what it takes to succeed within the grounds of what they think they won't get caught for.

370. Students are fairly competitive and would not like to share their own knowledge on an exam. Even though they may benefit they would not want others to benefit more.

371. Students are forced to worry too much about grades, they'll take opportunities they can to get ahead.

372. Students are only cheating them selves if they engaging in academic misconduct. We have come this far to be here no sense in messing it up now.

373. Students are prone to cheating.

374. Students are tempted to copy each others answer.

375. Students at GT are here not only for their academic success but for their integrity as well. I have yet to meet a student at GT who would consider cheating during examinations.
376. Students at Tech are too driven by the grade they will receive due to scholarships, need for high GPA to get a job, etc. I think if given the chance, at least a couple students out of the entire class would find a way to subtly cheat.

377. Students at this school are driven, and would prefer to succeed based on their own abilities, rather than cheat.

378. Students can easily move around without permission, while having an instructor in the exam allows for better spacing between people to maintain integrity.

379. Students can get desperate. While the majority may try to stay honest, there will be a couple of bad seeds, and once the majority see a minority get an advantage, they will also go for the same advantage.

380. Students cheat occasionally during proctored exams. There's no reason to expect they wouldn't cheat when it is easier.

381. Students generally want to do their own work because they are proud of how much time and effort they have spent working on it. They don't want to share the reward for doing well with someone who doesn't deserve it.

382. Students have chosen to take the masters program to further their personal knowledge.

383. Students have integrity. Tests show what one needs to work on but if one cheats, the tests become pointless.

384. Students here are very determined to succeed.

385. Students know the expectations and the punishments, so they generally follow the rules.

386. Students know the risks of cheating and the consequences and I feel for the most part they would not cheat. If someone does, I am confident that someone would speak up and report it.

387. Students need proctors during exams in order to provide fair testing across the board.

388. Students tend to optimize their chance for getting better grades for a brighter future and this might be conflicting with the interest of school, which wants to ensure the credibility of the degree & grades it awarded. Therefore, the professor should not trust their student due to this nature.

389. Students try to cheat in proctored exams, they definitely will in unproctored.

390. Students want to succeed by their own manner.

391. Students when taking a class are interested only in getting a high grade. They would be willing to do anything to achieve it.
392. Students will cheat
393. Students would survey each other to not cheat
394. Students would take the opportunity to cheat. Not everyone, but there would be at least one student who would bring in materials or talk to their peers.
395. Suspicion of cheating is valid, but the baseline relationship between professors and students should be (at least at first) unconditional trust, not suspicion.
396. Teachers can not see everything, they trust they the people they can not see will no cheat.
397. Teachers made it clear on the first day of a zero tolerance policy.
398. Tech creates honest students.
399. Tech students tend to hold themselves to very high personal standards. Additionally, in large lecture hall settings, there is a greater chance of any attempts at cheating to be witnessed or caught.
400. The atmosphere at Tech is to succeed no matter what. Everyone wants to be the best, and that makes it hard for students to be trusted. If left alone during a test, I'm sure 80% of the class would be trying to find the answers in the most creative ways possible.
401. The environment at Tech does not seem to be such that students would cheat even without a proctor
402. The integrity of the non cheating students would overpower others' potential to cheat.
403. The mere presence of a perceived authority figure increases the likelihood of adhering to conduct codes. That said, some students would never cheat, some will try anyway, but most rely on the situation to guide behavior.
404. The pressure of Tech gets to people. I think more often than not, there would be cheating in an un-proctored exam. There's cheating during proctored exams.
405. The professor has clearly stated the expectations, and students are aware of consequences.
406. The professor would likely acknowledge the fact that the other students present, who would mostly be upstanding, would keep any student honest.
407. The purpose of an education is to bestow knowledge and responsibilities to the student. Thus, any student that cheats is depriving themselves of the opportunity for true learning. It also reflects badly on the student when rules are the only thing keeping him/her from crossing an ethical line.
408. The questions isn't very clear â€“ are you trusting us to not use notes, or trusting us to not collaborate? Is this an open note assignment?
The reason for disagreeing lies in the fact that despite students who are honest, there are chances of other students who collaborate and there would not be any source to report any unethical behaviour, especially due to peer pressure.

The students who cheat will do it regardless.

The vast majority of students are here to learn and wouldn't cheat on exams.

The vast majority of students at Georgia Tech are honest, in my personal experience

The vast majority of students understand that it is not in their best interest to cheat on an exam, because the high risk of being caught outweighs potential gains. Also, exams that allow a note-card further reduces the incentive to cheat, because students have some access to authorized material.

The vast majority of students will obey the honor code, however a small number of students will decide to cheat and undermine the whole examination.

Theoretically they should, but without that presence there, I know some students will take advantage.

There are too many ways to cheat on an unproctored exam.

There is a great chance of copying if the examination is conducted unproctored.

There is a significant amount of cheating on homework.

There is a significant amount of cheating that goes on in the program.

There is a small group of students who would always cheat if given the chance.

There is no point in having an "unproctored exam" -- that's basically just a homework assignment. With OMSCS we have hundreds of students in each class and statistically speaking, people are going to cheat: Google, Udacity, the project PDFs, homeworks, etc. are all a mouse-click away.

There is no practical, easy way to track every student in unproctored exams. Unproctored exams imply implicit trust.

There is no reason to leave the temptation in the hands of the students, many of whom are under a great deal of stress and pressure to succeed. I have no doubt that most students would accept their fate and decide not to cheat, but is there any benefit to having an unproctored examination?

There will always be someone who cheats. In my experience, it's 1 out of every 100 students. So leaving an exam unproctored, you will still have students who cheats, but it's not like the numbers will skyrocket.

There will always be students looking to take a shortcut.

There will always be students who will cheat if given the opportunity.
There's too much emphasis on getting a good grade. I feel like younger students will do whatever they can to do so.

This is a complicated subject. There is a level of trust between students and faculty that goes in both directions. The faculty expects the student to participate in an examination in a way facilitated by the honor code, the syllabus, or the instructors' written expectation on how an examination is administered. The student expects to be provided with an examination that is properly outlined in the course syllabus or in advance, fairly presents the material that the student is expected to master, covers a substantial breadth of material to determine an mastery of the subjects presented in the course, and gives substantial time for the student to complete the examination at an intended pace. I personally feel that when any of these conditions is not satisfied on either front, some students may feel they need to cheat. In a climate where undergraduates are presented with a highly-competitive job market, students feel the pressure to perform the best they can in a class; some may take it past the boundaries of the honor code. This feeling may be additionally augmented with fears of not making a curve due to some arbitrarily established cutoff. This is further compounded in the international academic climate the world now sees itself. Students may come from backgrounds where cheating is a part of society and is fully expected. Professors and TAs may come from a society and bring biases on how examinations and grades need to be calculated because, "This is the way it was when I was in a program." Furthermore, articles come out monthly discussing how academics plagiarize others' work or fabricate results to continue receiving funding through the high-pressure grant system; students look to this and may believe that if doctoral degree holders are not honest and are gaming the system, why should they be held to what they perceive as higher standards in an honor code. To get to the heart of the question, past student performance in both a program and particular class is needed in order to establish a level of trust with a new individual; only then can this bond between administrators and students lead to unproctored examinations. However, trust must be earned through both directions. Students learn, engage, and take examinations in many different manners. When a protected examination includes no bathroom breaks, a short time window, and material that is not presented in the syllabus, students with test anxiety (which has come about more since the advent of standardized testing across the world) flares. This leads to students try to game the system rather than master the material in a less pressured academic setting.

This is university. I believe students are mature enough to make their own decisions. Assuming this, I would think most of them know what means plagiarism and what implies doing it.

This must be a joke. Everyone would cheat if no one would know.

This past semester I was friends with students in two classes who's exams were open textbook and because everyone had an e-book the exams were made open laptop to use the e-book. Students used much more than the e-book on their laptops however while the professor was not looking at their screens. Also students are more likely to take "quick
peeks” at their neighbors exams if they think the professor/TA/proctor isn’t looking and if their wasn’t any of those present, they would definitely take advantage of it.

432. This school puts too much pressure on students. Its more about keeping your head above water than learning

433. those who are cheating are only cheating themselves

434. Though I trust students in general, I would not push it this far.

435. Too many students in small groups that take tests together could easily cheat.

436. TRUST

437. Trust is earned. If the professor has reason not to trust the students, by all means, proctor.

438. trust students

439. Trusting students allows students to become self aware and they may take initiative to prevent cheating.

440. Universities are high-pressure environments where effort is essentially unrewarded in the face of results. The incentive is to achieve results at all costs, and many students are more than willing to shortcut the necessary effort at every opportunity.

441. University students are generally independent adults, and should be trusted until proven otherwise

442. Unless the exam were open book, I believe that left to their own devices, students would use the internet, each other, or both to cheat.

443. Unproctored examination can lead to students having liberty of consulting with other fellow students as well as googling.

444. Usually exams are designed in a way that there is little to no room for exploitation.

445. We are all professionals outside of school and would not risk being dismissed from a program over cheating.

446. We need to trust our students. If they can't be trusted, they shouldn't be at Tech.

447. well it depends on the class and the size of the class. I feel most students prepare enough before an exam to risk it all by cheating on a test.

448. When there are identifiable consequences for cheating, students will weigh the odds and consider taking risks. When the consequences are internal (self integrity) and social(others see you cheating and getting away unpunished), people will likely be more hesitant to cheat on an exam.
449. When unmonitored, students generally have the incentive to cheat for a better grade, since the only thing we care about is getting a good grade. The system has us focused on academic performance rather than actually learning the material.

450. While I like to think that most people would be honest with their work, I think our grades are valued more than our learning or anything else, so many feel a desperate need to get good grades. They likely find it easy to justify academic dishonesty.

451. While I personally would feel uncomfortable cheating on exams, I know some people who wouldn't.

452. While I trust the on-campus students, I am disappointed at the frequent occurrence of plagiarism I've seen in OMSCS program and the fact that some I know of just got away with it. When I do peer reviews, sometimes I see my peers copying literature with no citation. In the class I TA for semesters, the percentage of students copying/paraphrasing homework solutions from the internet is much higher than I expected. There should be some orientation for academic integrity for every new student.

453. While most students could be trusted, no doubt that there would be an individual or individuals in a class that would cheat. Considering it still happens when a test is being proctored, it would happen when a test isn't being proctored.

454. While most students will act honorably, it's best to have proctors to ensure that everyone has the same test-taking experience. Some students may take advantage out of desperation.

455. With limited time frames for answering exam questions scope of illegal usage of materials while answering has hardly any scope. So proctoring hardly matters.

456. With no supervision it would be very easy for students to cheat on an exam.

457. With respect to majority of students in OMSCS of which I am a part of, I feel that the main goal of students is to learn from their courses and professors/TAs. They work hard to attend the classes (apart from their duties of work and family), finish their assignments and tests and try to get good scores. But the main focus is learning so incentive to dishonor academic code of honor is minimal. Having said that, there may still be a small percentage of students who may think differently than stated above and thus proctoring the exam is encouraged. Proctoring will ensure that equal platform is given to all students to perform, irrespective of what the individual students feel.

458. With the degree of difficulty of exams at Tech, I think there are some students who would try to cheat during an un-proctored exam.

459. Within my limited experience, I've found GATech grad students to be very serious about their studies and obtaining an education and not just a degree. Amongst the students I've interacted with, I think cheating on an unproctored exam would be exceedingly unlikely.
Without a proctor, those who may not have normally premeditated to cheat, would be tempted to do so. This alone, should limit cheating to those who would cheat regardless of a proctor's presence.