

<b>St. Olaf Student Comments</b>
<b>Other Sources of Information on Integrity Policy</b>
alumni(mother)
As a prospective student
Campus Tours
common sense
Every Syllabus
first year binder
Honor code (for test-taking) explained at a campus visit when I was a prospective student
I'm on the Honor Council.
International orientation
involvement in honor council
It was mentioned in a college guide
Junior Councilor (for Freshman Dorms)
looked it up somewhere
mother
my mom was an ole and told me
no others
Parents
pledge at the end of my exams
Research project about the Honor Code
Signing the honor code
SSS program
SSS Summer Bridge
taking exams
tour guide
when applying for Honor Council
Writer's reference by Hacker

<b>St. Olaf Student Comments</b>
<b>Suggested Changes to Integrity Policy</b>
? It seems to be working fine. I don't know that I would change anything.
A chance for students to speak with" TA's, and Deans, in a comfortable manner; without ever feeling attacked, and to feel as though those two people really want to hear their side-of-the-story rather than have minds all set in regards to the punishment.
A cheater might feel more guilty if his peer disagreed with his actions, but individual students are responsible for what they learn in college. If they want to waste their money by cheating it is their choice, and honest students should not be subjected to more stringent policies.
a form of the honor pledge that deals w/ students in other courses. for example, once i was pretty sure my roommate was getting help from a TA that other students weren't getting, like in seeing his old tests and him giving her answers. it's hard to report this when you don't know the specific course or see physical proof like you would during an exam. there should be other (more anonymous) ways to report academic dishonesty because it happens just as frequently outside of an exam room (as the survey examples show in that most are about hw assignments or papers).

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

A little more vigilance on professors parts. Students are taught from a young age not to "tattle" this isn't going to go away when we hit college, especially when the social atmosphere is as important as it is.

A lot of times the Professors do not honor requests to take assessments via the honor code system. I have had many times in the past when I've had a legitimate need for an extension, and as a result of scheduling conflicts for the professor, was unable to re-schedule... if we are truly on the honor system, taking the test on my own and delivering it to them in person or via campus mail should not be in question. This indirectly questions our integrity as students.

Academic integrity at St. Olaf works just fine

Academic integrity is highly important at St.Olaf. It is reminded on every test. We sign pledges of integrity on every test. Students work hard to complete their work on tests and papers on their own and take pride in their work.

Asking students to report each other rather than having professors hold students accountable is not the most effective strategy, in my opinion. It puts pressure on students to monitor their peers and distracts from the test taking.

Be more clear about what paraphrasing is and when it is illegal.

Better informing students of the penalties attached to the honor system may be a good idea. I may have learned it at one point, but I forget now. Then again, the system is and should remain based on honor.

By making students responsible for turning their peers in, it is much easier to get away with cheating, because a student has to be brave enough to stand up and say yes, I saw him/her cheating and I am willing to turn them in.

Clarification of what it means to "paraphrase" something, and when that toes the line. I personally have almost never consulted The Book on anything, much less plagiarism policy. Putting a section in the syllabus about plagiarism concerns helps. St. Olaf is very proactive in its policies about test taking, but less so with other assignments.

Clearly identify the rules and consequences, especially for first-years.

Continued consistency between departments, professors, and students.

crack down more on internet cheating via cell phones/ iphones etc., especially in social science courses

Do away with busy work, make professors responsible for not assigning busy work. Also, learn that we were brought up in the current public school systems to work in groups and not being able to do so is actually a handicap. There is a big difference between working in a group and copying someone's answers on homework.

Encourage students to report any sort of academic dishonesty, whether it be a friend or not.

everything's good how it is.

Exams and quizzes should be given in class, not take-home, because take-home makes cheating too easy and tempting.

Faculty should remain in the room during testing but not walk around and monitor students or just stare at them. I am on honor council and I know first hand how impotent that body is. Students who come before honor council are always given a free pass and the students stupid enough to get caught (they have to practically force us to do something about their cheating) are given a light slap on the wrist without any real penalty. And the faculty advisor is a huge pushover. No one seems to be concerned with the fact that this is college, and while one test does not determine the rest of someone's life, cheating on an Orgo exam or something like that IS significant. This is the bridge between high school and the real world, and your college career has direct import on your professional life. To let people "slip up" and not suffer any consequences does both the college and them a disservice. How can we, as a college, preach ethics when there is no substantial basis for it in the classroom? The honor system, while the

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

longest running in the US (what is it, 95 years now?) is a joke. And by the way, maybe we should think about the way football players take tests. And stop giving them "academic" scholarships. We've seen 8-10 football players on honor council this year and they're the most academically dishonest group of people on campus. The stereotypes are well-founded. I ended up at a football party a few weeks ago and it was a veritable who's-who of honor council violators. And they're not very good at football, either.

For professors to avoid creating "busy work" assignments. Prioritize test materials in class so students have more time to learn them. Use different ways of testing (essay, short response, multiple choice) and creating homework (problem sets, short response) for a more balanced way the student can express what they've learned in the class.

From what I have seen, cheating is not a problem here. I have never seen or heard of any occurring, and the policies that are in place seem to do their job well. Extending them to cover web-based methods of cheating would be a good idea to cover all the bases, but I see no need for major revamping of the policy. Students seem to play their role by not cheating!

Give students more information about what would happen if they were caught cheating or if they caught someone else cheating. In the case of catching someone else cheating, more information should be given to that student about how to go about reporting the student and what would happen

Giving a more thorough introduction of the Pledge in first year orientation or the beginning of a class so that there is a better understanding of how it works.

Harsher punishments. Some people just walk for no good reason.

Have all professors tell their classes their expectations/policies on student group work outside of class.

I actually don't think we can do much more than we do. The Honor Code seems to work well, and its reliance on having students report other students makes everyone less likely to cheat.

I agree that students should play a part in the process and should feel responsible for abiding by the honor code, but also think that the faculty should play a part in the process as well. Most of my professors leave the room during an examination which leads me to believe that they do not play in academic integrity at all.

I believe oftentimes professors grade homework and therefore expect students to do the work individually. However, I believe students learn best when working with others in a thought-provoking and problem-solving environment. I believe asking questions plays an important part in grasping concepts!

I believe, overall, that St. Olaf is an honest campus. I think the students all appreciate and respect the amount of trust the professors have in us, and I personally would not like to see that change...it's refreshing to be given such trust.

I cannot imagine anything more that could be done. The school is very trusting of its students, and we seem to respond respectfully.

I cannot think of any.

I can't think of any changes I would like to see. I think the honor code works well; I have seen or heard about little cheating outside of my involvement with the honor council, and professors don't have to police their classrooms during tests. St. Olaf probably attracts honest students to begin with, but the ability to report cheating by not signing the pledge promotes an atmosphere of cooperation among students that discourages cheating.

I can't think of anything.

I do not agree with take-home tests!!!! I have heard of students cheating on them time and time again, whether by working on them with other students, or by using notes and books on a closed-book test. Even though students are held to the honor code, I do not believe it is sufficiently upheld in the case of take-home tests, and this is unfair to students who do not cheat! I feel very

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

strongly that this practice is unfair.

I do not believe a change is needed.

I do not think St. Olaf needs to change its academic policy with regards to integrity. I will be interested to see how students respond in this survey, and I believe that if the results show people committing serious cheating (which I don't believe will occur), St. Olaf could make stricter rules, or make students more aware of what constitutes cheating. Student boards should play a role in deciding these new changes if they are necessary, but overall I don't think the policy would need to be changed drastically because I don't think academic dishonesty is a big issue at St. Olaf.

I do not think that the entire class should be punished (not allowed to see their exams) if only a single person had been caught cheating on the exam. This is unfair to the students that were being honest. Also, the presence of a summer honor council would probably be a good and useful idea.

I don't see enough cheating at St. Olaf to see a need for change.

I don't know specifically what honor court does, I've just heard it exists. I have never heard of anyone going to honor court. Also, there are times with take home tests where people cheat. I believe the main cause in this is that we do not know the material. Some professors depend too highly on tests and quizzes for assessments instead of smaller assessments (formative assessments) along the way like homework and checking in during class to see how students are doing.

I don't know the academic integrity/academic cheating policy at St. Olaf. I think every student should know. Students should be informed during Week One.

I don't know the current policy and I believe students should play a large role in shaping the new policy.

I don't know the penalties for cheating at St. Olaf: this information should be common knowledge... whether taught in classes or in freshmen orientation.

I don't know. ask again later this year

I don't really ever see evidence of cheating going on, though I suppose it must, else we wouldn't have a survey here. Besides, I'm sure that's something, like theft, is even present here, although perhaps not as common here.

i don't really think cheating on tests is a problem. i don't really know what role students should play but i hate having to sign the pledge saying that my work is honest and so is everyone else's. this implies i spend my time making sure other people aren't cheating.

I don't see academic integrity as a major problem on this campus. Rather, I see courses running slower than the syllabus, coursework being made overly easy/procedural (but increasing in required time expenditure), and a lack of attempts to teach critical thinking and solve challenging problems as the institution's characteristic flaws. (These are a clarification of my answers to (5).)

I don't see any reason to change anything.

I don't see the necessity of any changes, but I also tend to be a bit naive. If there is a problem with academic integrity at St. Olaf, I am unaware of it.

I don't see there being a problem, so no change is necessary.

I don't think any changes need to be made.

i don't think punishments are necessary. one's conscious is enough

I don't think St. Olaf really needs to change any of their policies. As long as they enforce the policies already in place students should be strongly deterred from cheating. Don't try and fix what isn't broken. You have to realize that students are going to cheat regardless of what policies are in place; obviously they don't learn as much as the students who put in the time and effort. The students who are upset by this will report classmates for cheating, while others won't do

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

anything because they are more worried about themselves than a couple classmates cheating just to get a good grade.

I don't think that everyone is aware of how serious cheating or plagiarism is. I have heard about cheating after the fact, but it's not really clear what actions should be taken when it's in the past.

I feel as though plagiarism is not well identified at St. Olaf. Some students may be paraphrasing certain things and think that it is completely acceptable.

I feel like its up to the student, if they make the choice to cheat, they have to live with that and deal with knowing they didnt do the best they could. i think that if they are blatantly cheating, someone should report them but seeing a student glance at another's test and reporting it is ridiculous.

I feel like some professors do not have a full understanding of the honor code at St. Olaf and the various ways students can cheat. Without them knowing these core values, it often trickles down onto students as well.

I feel that students should not have to patrol other students. We should be focusing on doing our work and taking our tests, not on policing the classroom.

I feel that the system is working just as it is. The students take pride in their integrity and honor. Having the students act as their own monitors works. We hold ourselves and our peers accountable.

I find paraphrasing to be very confusing; especially in research papers. I think that academic integrity is easy to understand in text/exam situations (you either cheat or you don't) but I find that there is a very confusing gray area that exists in academic writing. Could this subject be covered more by professors so that plagiarism is clear and understandable? Also, I like St. Olaf's honor code--I think it is important to trust students to act with moral fiber and integrity. If a student cheats he/she might get a better grade but he/she is not really learning the material--that's a punishment within itself. It's a shame to spend so much money on a St. Olaf education just to cheat and not learn anything. Cheating just isn't logical in the long run. I think that should be a part of the campus conversation.

I have no ideas for change at this time.

I have not heard much at all about cheating so I would assume that either I am not connected to anyone who cheats or that cheating is simply not a big issue at St. Olaf.

I honestly doubt that many students consciously support academic integrity. Peer pressure would tell them not to make a big deal of anything, especially when a friend is at risk. This is both understandable and unreliable. Students should be able to report cheating without a deep-seated fear of repercussions.

I know I have a slight cheating problem and I wish there was a place to get help w/o being crucified. Whether its a student organization or a teacher or something that would just listen and offer suggestions. It would probably be better if it was a mentor or someone I respected.

I know that the students on the review board that investigate the suspicions are very busy, but I have experienced twice once as a friend and another time as a classmate where the delay in the hearing caused a great amount of stress in the individuals' lives. Especially those of the complaining party and the suspected cheater. If there was any way to speed up the process so as not to place undo stress on the students that would be very good. Perhaps having two review boards that could alternate hearings, hold more volunteer positions, or simply rotate individuals on the boards.

I know we sign an honor code when we come to Olaf, but I don't really know what the policies are. I think this should be broadcast in a clearer, more memorable way...but I'm not sure how that could be done.

I like how the honor system is set up, however, I take it to mean I have the responsibility to not cheat on my own honor more than to supervise my classmates. Supervising others is the last

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

thing I am worried about when I am taking a test and it also creates a situation where we are all working against each other if we are supposed to always be suspicious and watching each other.

I like our "Pledge" policy here concerning cheating--but the faculty should also specifically say what the consequences are of being caught cheating and/or plagiarizing. The professors should also change their tests and exams more often each year; Older students tend to save there old exams to pass down to the next class for study purposes (which is pretty much cheating if the professors keeps giving similar tests).

I like the "pledge" and the honor council, because it trusts students to do the right thing...just like in the "real world."

I like the accountability of the honor code at St. Olaf but I think it is broken, does not work, and must be fixed. I have no idea however how to motivate the student body not to change their behavior in feeling that they can short-cut the system. I also feel that the cheating is much more rampant in indirect less blatant ways than direct plagarium or copy answers on a test.

I like the honesty system at St. Olaf. It might not always work, but it's a good way to promote student responsibility for the exams being taken. If students want a fair test, they should be able to demand a fair testing environment.

I like the honor code. I believe each individual has a responsibility to their own education to remain honest. I also think it would sometimes take more work to cheat (and not get caught) on an exam than to actually study for it.

I like the honor system, but I'd like to see research as to whether it works. Students could be easily getting away with cheating.

I like the system we have. The trust that we are given makes me feel respected, and I don't think teachers should be breathing down our necks. It increases anxiety, and sets up an atmosphere of competition with the teacher. If we had more focus on cheating, I think it would take away the point of a test--seeing at what level you understand the material.

I personally really do not like that if you witness cheating that you are obligated to tell a professor about it. I would feel much more comfortable if a professor would just stay in the classroom. Peticularly in smaller classes where by this time of year you likely know everyone in the class the current method does not really dissuade cheating as much as just having a teacher in the room. For large classes however , i think that the method (while i don't really like it) makes alot of sense. But in small classes, it wouldnt be all that unlikely that you end up next to a few of your friends who could care less what you are doing.

I really like the honor code/policy at St. Olaf. I can't think of specific changes I would make, except maybe to make it easier on students who report other students for cheating. One of my friends reported someone for cheating, and his grade in the class was withheld until the whole issue was solved, which took a lot of time. If there was a way to cut down on something like that, that would be helpful. But, I appreciate that students are responsible for other students in this way.

I say there is not much to change because if I believe it is correct the students here at St. Olaf do take this matter seriously. I dont see anyone cheat at all.

I see no changes required. The integrity of the honor code is such that cheating is not much on the minds of anyone taking an exam or doing work outside of class.

I think academic integrity is taken very seriously here. I think there should be a required session at the beginning of 1st year that discusses the strict policy. I'm not sure if all of my classmates knew the severity of this issue.

I think is pretty great how it is to be honest!

I think it's essential to hold professors accountable for their contribution to cheating at St. Olaf. I took a class here that is notorious for cheating on exams because the professor 1. makes them impossible and 2. doesn't change them from year to year. For me, this was a huge ethical

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

dilemma because not only did I absolutely HAVE to pass the class (and realistically, I needed an A) but friends were also offering me access to 4 years worth of past tests. As a student who normally gets As in classes, I decided to take the high road for the first exam because I felt uncomfortable memorizing old exams for two reasons: 1. I felt it was wrong and 2. what if he decided to change the test? I studied for over 30 hours (for a summer school class) and got a C- on the first exam. After I got it back, I learned that the professor had curved the test. Though I support the idea of curving tests when they are extremely difficult, if half the class has access to old tests, those students set the bar unnaturally high and throw off the whole curve. That is what happened in this specific class. After my C-, I will admit, I caved in and used my copies of the old tests. My next two exam scores were 98% and 100% and ultimately, I got an A in the class. Is that right? No. Absolutely not. I felt terrible about it and before the final, I did the only thing I could think of to try to reconcile the situation. I made 15 copies of the test and gave them to everyone in the class who I knew didn't have access to the old ones. Though this is still cheating, I felt like it at least leveled the playing field. That way, no one would be directly disadvantaged by others' cheating. I still don't feel good about it. I was forced to choose between cheating or jeopardizing my own entrance into my major. Simply because of the curve, I am fairly confident I would not have gotten an A. And let me make one thing clear: it's not because I shouldn't have done well. I got As in all my other pre-requisite classes and have continued to get As in my major. I know I'm writing a lot on this matter; but this kind of negligence from the professor puts students in a horrible position. The message it implicitly sends says: cheat and connive your way into getting old tests or struggle to pass the class. That's a true dilemma; especially when you know that you are more hardworking (and possibly more intelligent) than the people who ARE cheating and in the process, more or less screwing you over because they're setting the curve higher. This is the sort of thing you hear about at big universities (trust me, I spent my freshman year at one). It is against the idea of Ideals to Action and ultimately, it's not something that should be happening at St. Olaf.

I think its good right now. I've never had to deal with this before so it took aome getting used to.

I think it's pretty good the way it is. I hope that the person reporting the cheating would be kept anonymous.

I think making sure students know what the consequences of cheating are as well as defining what cheating is, but other than that I think the honor code is quite effective. Making the student responsible for his or her own integrity as well as placing the responsibility of others on him or her is effective.

I think one of the major problem is when chairs are too close together during tests. This makes it the easiest for ppl to cheat. I would like to see students take more responsibility for others cheating, but that is unlikely to happen. I disagree with cheating, and I still dont report it when I see it.

I think our system works great

I think our system works pretty well.

I think situations in which it is tempting to cheat should be avoided. I do not like the idea of closed note take home tests as it sends the student into a prisoner's dilemma type situation with everyone wondering if the others will cheat.

I think st olaf does a great job of giving students independence and allowing them to make their own decisions. If students want to cheat their way through life then they'll find a way to do that. Those that take themselves seriously and work hard will be the ones not to cheat and probably do better in the real world.

I think St. Olaf is doing a fine job already addressing academic integrity. Clarification and development of a policy that addresses academics in the digital age would be helpful, but is not a pressing concern. Students should be involved in all steps of drafting, revising, and approving such a policy.

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

I think St. Olaf's academic integrity policy is very good as it is.

I think St. Olaf's integrity program is a great way to let students know that in the real world there are no second chances and this is a serious issue but like every system there are cracks that people find ways to get through.

I think students should be involved but I don't have any specific ideas on how to change the St. Olaf policies on academic integrity.

I think students should be required to take a seminar or a workshop on methods considered plagiarism that unfortunately are perceived not to be cheating. For example, too many students (myself included) forget to reference sources or give credit in their work to others. I think these seminars or workshops should be student-led but that a faculty member or administrator be present as well to give information and assist in teaching students the proper methods that should be utilized. I have no problem with our honor system here; as I indicated I have never witnessed any cheating on exams but I'm sure on take-home exams, papers, and projects cheating occurs on a regular basis. Unfortunately, I think faculty too need training to identify plagiarism in their students' work.

I think that a great deal of attention goes into preventing the copying of written work, but I see imagery stolen all the time. People think that it is ok to steal images online and use them to decorate corridor bulletin boards or make posters. People even use it in their art work or don't label images properly when they use them in papers and assignments. I have found a huge disconnect between student's knowledge and understanding of this as misuse of images and that which they understand about using someone else's written material. Maybe start with Pamela McDowell's door and the Dr. Seuss that she has photoshopped. I don't think it's legal

I think that right now the policy works well. It's actually really cool that there is this sense of trust.

I think that St. Olaf already has a program that supports academic integrity. I feel that the students at St. Olaf are some of the most honest and trustworthy young people out there. There are not too many places in the world where you can leave all of your stuff, laptops included, on the floor outside the dining hall. I think students already play an integral role in the academic honesty policy at St. Olaf.

I think that student monitoring is fairly effective because we feel like we should be treated as adults, and I think this system reinforces that want.

I think that students should be held responsible to report incidents of cheating that they observe.

I think that the most cheating probably occurs on sourcing articles, and I think that this could be drastically cut down if some of the teachers took more time to go more in depth to discuss exactly how they would like the articles sourced, how many sources, and what types of sources they would like us to use. It sometimes feels like we are just supposed to go out and do an essay assignment with no prerequisites. Most teachers like articles written a certain way, and if they do, why can't they take some time to tell us IN DETAIL how they would like it?

I think that the school should trust the students. I feel that it is up to the student to realize that cheating may help them in the short run, but will ultimately hurt them in the long run, or when they are out of school in the real world. Whether to cheat or not is an individual decision, and sadly I think some students will cheat regardless of any new regulations or rules. My hope would be that students recognize on their own the benefit of doing their own work without cheating, and being evaluated solely on their own efforts.

I think that there are no serious issues at St. Olaf regarding academic integrity. Our current policies seem very effective.

I think the academic integrity policy is great. The only thing is that I don't know the actual penalty process at all-- I have no idea what happens if you are reported. Perhaps it is better to keep this secret, though, since knowledge of it might discourage people from reporting.

I think the honor code is fine for now...to tell the truth, I haven't seen much cheating, and I don't

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

think people really want to cheat here. It would be really hard to do it without getting caught because of small class sizes, and security of tests is pretty good.

I think the honor code is very effective, and it is a policy in which the faculty and administration treats us as responsible adults.

I think the honor code works pretty well, but it's applied inconsistently. For example, in my chemistry class, the professor leaves the room during tests (like in all other classes) but makes us leave our backpacks at the sides of the room, which tells us as students that he has to follow policy, but doesn't actually trust us. I would like to be able to be trusted, and not have to disrupt other test-takers just to find another pencil.

I think the honor policy is good the way it is.

I think the meaning of the honor code and the responsibility of students to uphold it should be emphasized a bit more in each classroom. I think we all understand it, but for the professor to reiterate that it should be taken seriously may help with reporting.

I think the pledge idea is a good idea and we should continue doing it. However, I feel that it often gets abused because a lot of people cheat because they know they will never get caught or won't get turned in. It's good for students to hold other students accountable but I'm not sure that everybody is doing exactly what they should be.

I think the process works well as is. Students should and do feel they can report issues in a confidential manner with fear of personal retribution.

I think the professor should be in the room when an exam is being taken.

I think the standing system works fairly well as it is, as I have not heard of many, if any, cases of serious cheating. Most students here are responsible for their own work, in my experience, and monitor themselves fairly well. I do think that the penalties for cheating are relatively unknown, and that they should be made more clear to students. Other than that, I think current policy is effective.

I think the system in place now is a good one. I think it catches major instances of cheating.

I think there should be more discussion on group work and sharing of ideas between classmates - when does academic conversation become stealing ideas/cheating?

I think things are fine and that it's up to every student to follow the rules and not punish everyone for the mistakes of some.

I think we all need to stop blaming the person who actually have the confidence to report cheating. I know that for myself, I don't report because I know them and also I just feel that they're just cheating themselves. The one who cheating really affect is the individual. Also, I think that some professors need to have a better way of constructing tests to fit the materials learned. Some professors, especially the newer ones, tend to write tests that are too long, or too hard and everyone has a hard time. But really, I think the student body needs to not make it such a stigma to report academic dishonesty.

I think we should keep the honor code in effect. It should be up to the students to keep themselves honest on exams and assignments because in the real world people aren't going to be constantly watched by their superiors. It shouldn't be up to the professors to police academic integrity.

I understand the pledge system/honor system on tests but it has not been made clear to me in any class what the consequences are for cheating. I don't know anyone who wants to test it and find out, but it might be a good idea to have some sort of consequences made apparent.

I wish the professors would remain in the classroom during tests and quizzes. This isn't so much to prevent cheating, but rather because it bothers me when I have a question and there's no one there to answer it.

I would have liked the academic integrity policy to have been explained to me before I took my first test.

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

I would like a policy created to address cheating to hold those accountable for their actions. As it stands currently, it is up to the discretion of the professor to determine the punishment. This can create unfair advantage or disadvantage to some students.

I would like that we receive copies of the policy because it's been awhile since I was reminded of consequences and such.

I would like to have a better understanding of what the St. Olaf Honor Policy considers "cheating." Students should be very active in defining the Honor Code. (and they seem to be!)

I would like to see faculty be more available for exams situations. I also think that students can reinforce positive academic behavior related to integrity but not be responsible for someone else's behavior. For example, I cannot take time away from my own test taking to figure out if someone is cheating or not. That is unreasonable in situations where cheating is not readily apparent.

I would like to see more prompt response to student reporting of cheating.

I would like to see students caught cheating be considered innocent until proven guilty, not the other way around.

I wouldn't change anything, the students here police each other rather well. The Honor Pledge is well known by most, if not all, and is taken seriously.

I wouldn't really care if a professor was in the room during an examination. As long as they aren't peering over my shoulder I have no problem with them being there.

I'd make the students absolutely not take a roll in denouncing anyone. That's ratting someone out, which is much worse than cheating. It's taking one's personal beliefs and transferring them to others, in the same way that some religious groups try to convert others. I'm not saying that this happens with religion at St. Olaf, but, watch Scents of a Woman and you will see a similar case in student honesty and ratting people out which I do not agree should be encouraged.

Ideally, students would be more active in enforcing/supporting the academic integrity policy. However, it would be very hard if not impossible to make this happen.

If cheating would become a problem, it would be nice if the professors had more presence in class during exams as I don't feel students will report one another. However I haven't seen any cheating during tests so I believe the current honor system is working.

If professors are to give a lot or "an unreasonable amount" of homework, allow group study sessions (this most often is already the case). Teach more about the actual punishments for cheating. Lessen the punishments (then students will be more willing to turn others in), and let the process be anonymous. Mostly, just explain the whole process because most students don't understand (myself included) what it entails.

I'm not sure that ALL students can be trusted to not cheat on a test when a teacher leaves the room. Unless there is a good reason to leave the room, or unless the teacher knows the class well and trusts them, then perhaps the teacher should remain in the room during testing. I think that students should play a large role, by societal pressure and by active reporting of academic dishonesty, while realizing that this has the potential for abuse. I would suggest that the penalties for intentional false reporting of another student be higher even than the penalties for cheating.

I'm not sure that most students know what exactly counts as cheating (besides the obvious) and especially what the consequences are--more publicity could be a good thing.

Increase awareness about the specific policies and remind students of the honor code more often throughout the year

Internet exams should only be implemented for open-note purposes. It is unreasonable to expect students not to use the resources around them in an enclosed setting like an internet quiz in a room. If the professor wants closed-note, individual tests, give paper exams in-class or in a language lab/equivalent.

It is up to the individual, I do not wish to police anyone but my self, it is their deal if another

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

student wishes to cheat.

It seems like actually reporting cheating, takes a long time. You have to go through a sometimes long process, talking to the professor etc., and then the whole class doesn't receive the results until the issue is resolved. To me it is sometimes not worth all the logistics to report cheating.

It would be nice to see more people aware of what is considered cheating and to have the faculty clearly state guidelines for projects, papers, and tests.

It's hard to tell; my moral standards are such that I feel I can monitor my own actions fairly well. Part of growing up is being able to make good decisions on one's own and know right from wrong.

It's socially difficult to report a friend, especially if you only suspect she was cheating and you are unsure.

Keep telling the stories of St. Olaf's strong academic honesty. Make students feel like they have to live up the (St. Olaf) cultural standard.

less homework would reduce some students feelings of needing to cheat on the small stuff to have enough time

Less opportunities to have students cheat, because those who follow the honor code end up hurting more than those who cheat, at least gradewise. Especially things like online, or takehome tests.

Lighten the insanely harsh punishment of failing the class and being taken before the honor court for accidentally citing a source using the wrong format. Accidental plagiarism should be corrected, but not punished with failure of a class (perhaps a slightly reduced grade on the assignment, as befits an accidental error, would be fair). Often people don't mean to do it, and if shown what they did wrong, would correct it at first opportunity.

Make cheating less feasible and have staff work more to make sure that it has not happened.

Make it more known the process taken during an instance of cheating. Have teachers explain how they trust us and expect us to do what's right (it really helps to have a reminder that we are the only ones holding us to the rules). students can give input on the process, and can remind friends and class mates not to cheat.

make sure to always include the "I have intentionally not signed the pledge" box on exam because often people just simply forget at the end of the hour to sign.

Make the students better aware of the policies and what happens when they do not sign the pledge.

Maybe define cheating more clearly. emphasize that reporting cheating is confidential.

Maybe I just have been lucky, but as far as I've seen, I didn't think that St Olaf had many problems with academic integrity. I think its important that students are the main keepers and supporters of academic integrity- we need to hold eachother accountable. It's the only way that students who don't see cheating as a problem can be dealt with. I believe that there is already an academic integrity student board- I don't know there exact role in this, but I think its important that this organization makes more of a public appearance whether in classrooms, freshmen orientations or other academic situations.

moodle quizzes are often unclear if the academic integrity policy is still in play or not. teachers should post on the quiz if it is closed or open to notes.

More active pesentation by faculty when a sudent "check the box if you intentionoly signed the pleage" when i have done it in the past there has been no responce.

More awareness of policies on campus. Better understanding of consequences. Explain who and what the honor council is.

More direct guidelines and parameters for group assignments and a school wide bibliography format (MLA as opposed to ASA, Cell, APA ect...)

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

More education about the Honor System. Students should be very much informed and encouraged to uphold the Honor System whenever possible.
More general awareness of what constitutes academic integrity. Students should play the monitors, not police.
More open discussion/knowledge about what WILL happen if a student is caught cheating. It's like this mysterious punishment that's supposed to prevent students from cheating even though we don't know what will actually happen. Are there different levels of cheating? What would happen as punishment for violating each level?
More oversight. The honor code is admirable in a way but I believe that it gives too many people the opportunity to cheat.
More professors need to lay down the law, or at least talk about cheating. Clearly undergrads still act like kids if they are going to cheat; so it's appropriate to police them a bit.
More published reports about cheaters and their punishments, as a deterrent.
More time for tests.
My friend once did NOT sign the pledge since he saw someone else cheating on a final exam. Then he was not given a grade in the class until the following semester when the cheating claim could be sorted out. Being denied a grade for so long stressed him out a lot, not really knowing what was to come. This semester I saw someone cheating, and a main reason I did not report it was because I was afraid the same would happen to me. I don't think both students' grades should be held in the air until it is sorted out, that's too much pressure on the one reporting the incident.
n.a.
n/a
no changes please
No changes seem necessary. Students should simply follow the honor code.
no changes.
No complaints here. The Honor Code is great, and I respect the fact that we have it in place. I respect it and have not cheated on a test here at St. Olaf. I can't speak for others, but I have never seen or heard of others cheating on an exam.
NO MORE ONLINE TESTS OR QUIZZES!!!!NEARLY EVERYONE CHEATS, AND IT IS A PUNISHMENT FOR HONEST STUDENTS BECAUSE WE NEED TO STUDY HARDER TO GET THE SAME SCORE!!!
NO online tests or quizzes should be administered, assignments are fine, but nothing that is expected to follow the honor code, because they usually don't, take the time in class to give the test or the quiz. Faculty should sit in on exams, and students should not be expected to police themselves, because unless the class is graded on a curve, which many aren't it is very unlikely for students to police themselves, because it doesn't affect the students in the class at all other than the one who cheated. It would probably be a large hassle for the student to turn in another student for cheating and probably wouldn't happen. Students should be expected to hold themselves to a level of integrity, and it is impossible to catch all people who cheat, but there are more efficient and better ways to do this than self-checking.
NO online tests/quizzes...they make cheating too easy.
No problem.
None
None
none
none

<b>St. Olaf Student Comments</b>
<b>Suggested Changes to Integrity Policy</b>
none
none
none
None- In my opinion you do an excellent job here at St. Olaf.
none, I think it is a great policy
None.
None.
None. I think it is fair and effective.
none. none.
None. Students should assume a larger role in the current process.
None. The students should be responsible for themselves.
nope.
Not accusing people who didn't cheat, and if they are misidentified don't leave it on their record that they were questioned.
Not allow athletes to take exams on the bus with them. Also keep an instructor or TA in the room during an exam. If you were to report someone I know it's confidential but they would have a pretty good idea who told based on their location in the classroom and how they were cheating.
Online quizzes are usually pretty bogus. People do them in groups.
Penalties for Electronic cheating should be stronger and penalties for non-electronic cheating should be lower.
Realize that trying to specifically battle grade inflation without other schools doing it is putting us at a strong disadvantage in our post-collegiate years! Professors also need to realize that we have full course loads and cannot accomplish all that is given to us because students are too busy prioritizing classes in order to just scrape by a few B's at best. Students would do a better job of enforcing the policies if we all didn't feel bonded together to fight the system which is screwing us over from fighting grade inflation.
Seems to be working fine now.
Specific guidelines about what is and is not okay on the internet. Some people think that anything short of copy and pasting an online source is okay, but nobody knows what really is and is not okay.
St Olaf's academic integrity system was a main attraction for me in coming here and I think it is overall effective and well-implemented.
St. Olaf administration as a whole needs to educate the students on the discipline used for students who violate St. Olaf's academic integrity. This could be done during Week One for first-years or through professors reminding students at the beginning of each semester of just what the policies are. Perhaps the professors are unaware of the severity themselves.
St. Olaf does an excellent job both creating its academic integrity policies and distributing them to students. Any change that could be made would simply be in continuation of the current trend of policy here at St. Olaf. In my opinion, students should be the primary enforcement of these policies as they are by far the most accessible means to address it.
St. Olaf has one of the best academic honesty policies I have ever experienced. It is fair, impartial, and effective. The program should keep doing what it's doing! Perhaps my only suggestion would be to educate students more thoroughly about the Honors system and how it is structured.
St. Olaf is doing great for academic integrity, while cheating exists, I do not believe it occurs a lot. Students can play a role in keeping each other honest, but only to a point. Students are not looking around to catch cheaters during an exam, they are focusing on the exam.

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

St. Olaf should hear both sides of the story when examining a situation of cheating. The scenario is written below in the FREE RESPONSE #2.

Students can't be expected to "tell on" people for cheating. The concept of the honor code is noble, and would be a good idea, except for its one major flaw. It relies on the fact that students will gain something academically out of turning someone in for cheating, but this is not the case. Since most classes are not graded on a curve, students don't have a non-honor related reason to turn someone in, so they won't. It would make much more sense to just have professors monitor exams. I know that the administration would like to believe that the idea of honor alone will be enough to get students to talk if someone cheated, but this is simply not the case. Most students would also consider it honorable to not tell on their peers...

Students need to be honest for their own sake, because their academic performance should inform them, as well as their teachers, about their development. So cheaters ought to suck up and be responsible.

Students need to better understand the penalties for Honor Code violations, not just what the Honor Code says.

Students need to feel open to discussing dishonesty they have observed, and need to be more aware of the distinctions and presence of dishonesty.

Students need to take a firmer stance on cheating.

Students should be more vigilant about enforcing the rules, but many of them are too preoccupied with their own work or exam.

Students should be more willing to report any "serious cheating" that they observe, especially on tests.

Students should not be extremely pressured to tell when someone else is cheating. While I believe cheating is wrong, I think that job should be left up more to the administration and faculty rather than the student body. St. Olaf does a good job in telling students when something is plagiarism. Also, because St. Olaf is a small school, cheating is way more difficult to get away with than say a large public university.

Students should not be held accountable for monitoring other students during tests. That breeds a sense of paranoia. If I am paying 40 thousand dollars a year to come to this school my focus is going to be on academics not monitoring other students. I agree if someone sees cheating they should possibly report it... but I'm not going to, despite anyone's desires, monitor other students when I'm concentrating on taking a test.

Students should not play a role in enforcing academic integrity. Many students are not honest, and many of those that are are too nice to say anything. St. Olaf should have exams proctored, with seating charts, and kids shouldn't be able to leave the room during tests. It's pretty simple and unsophisticated, but it would be much harder for kids to cheat in these conditions. Additionally, a penalty like expulsion for any act of cheating would be much more effective than the currently consequences.

students shouldn't be the police on one another

System is good. I haven't seen any problems with it.

Take away moodle quizzes. Make it more known and serious at the beginning of each semester.

Talk more about the penalties of cheating, since I feel that most students don't know all the levels of the punishment (including me), and although it is accessible in the Student Handbook, who actually takes the time to look at that? Furthermore, I feel that it would be good to give an aura that everyone at St. Olaf is in complete agreement of the cheating policy and will enforce it, even if this is not entirely true, for this would deter students from cheating, and it would also encourage other students to support the cheating policy. Ironically enough, fabricating how seriously the policy is taken appears to be a form of cheating in itself, but it would be for the good of the community, and could inspire the student body to actually have that mentality. The reverse would

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

be that if students don't see that the policy is taken seriously, then they in turn won't take it seriously, and then cheating will be more prevalent.

Teachers should probably stay in the classroom.

The academic honesty council needs to be much, much more transparent. My only experiences with them are 1) the somewhat trite elections held once a year (trite because no one really knows who they are, what the academic honesty council does on a regular basis, or even why they exist) 2) when a friend of mine was accused of cheating, the evidence for his cheating was found to be inconclusive (and thus he was neither judged guilty or innocent) and he was still punished (given a zero on the test in question) such that (i paraphrase here) "it is clear that the academic honesty council must be taken seriously" An overhaul of the peer-reviewed academic system needs to occur- I understand that privacy on the part of the accused needs to be taken into consideration (especially for the innocently accused), but the process needs to take on more transparency.

The assistance clause of the honor code is vague. What constitutes assistance? Is that answers, guidance on what to study, do you have a study partner? It seems to depend entirely on one's personal definition.

The biggest area of cheating I observe happens in classes taken only for the GE requirement (ESPECIALLY language classes). Unless two students don't know each other at all, students are unlikely to report each other's cheating. The most common type of homework I see people cheat on is ungraded or graded homework copying.

The Honor Code is given too much trust. I think that it is too tempting to students when teachers leave the room during a test and they do so only to prove a point, it seems.

The honor code works and people are aware of what it means and respect it! There is a much greater amount of trust between students and professors because there isn't the fear of someone cheating.

The honor council is a great thing to have at the school. But the way it is executed is so poor. About 99% of St Olaf students would never report people cheating on a test for two dominant reasons. 1) The honor council is such a hassle of a process to get through with hearings, etc. If I saw someone cheating, I'd want to be able to walk into a professor's office, say they were cheating and have it end there. 2) With so many students involved with the honor council, word gets out about hearings and such. If I saw a kid looking at notes under his desk while he takes a test, I wouldn't want to be the one who checked the box and accuse him, because in time he would find out that it was me.

The honor pledge says, "I have neither given nor received assistance and have seen no dishonest work." We should remove the "have seen no dishonest work" part. It changes the whole tone of the Honor System. Without this phrase, it would be a system where students refrain from cheating for their own integrity and self-respect. With the phrase included, it's just a system for students to rat out other students. I should not be forced to pledge that I will police the cheating of other students--my job is to be honorable myself.

The issue is that students aren't willing to "call out" their fellow students on academic dishonesty. It's seen as someone's personal choice, and it's not my duty to judge their decision. The pledge reminds most students, i think, that cheating is negative to the academic environment and reminds them of their own personal decisions, but i don't believe most people pay attention to the "i have seen no dishonest work," clause of the pledge. To most students, not signing the pledge would feel self-incriminating, rather than defending their work against others' academic dishonesty. Sadly, most cheaters aren't willing to enforce their own behavior, and the integrity of the pledge is as unimportant as the integrity of their work. If students, as opposed to teachers, are responsible for defending their learning environment, there should probably be some changes. Students need to have the whole honor-system feel a little less pressured. I think students would be more willing to confront academic dishonesty if: A) the process did not incriminate the community. Not signing the pledge communicates more than just the vigilance

## St. Olaf Student Comments

### Suggested Changes to Integrity Policy

and honesty of one individual, but rather it highlights the minor dishonesty of the rest of the community, who chose to say that they did not see dishonest work. Thus, the ONE person who refused to sign the pledge has put her classmates and professor in an awkward position. The professor will make a judgment between those who honestly saw no dishonest work, and those who refused to report it. Teachers are not entirely impartial, and there is a great chance that honest students would get punished for "standing by," even if they truly did not see the cheating. The issue is no longer confined to the irresponsible individual, and it puts a great deal of risk and frustration on the shoulders of honest students, which are the majority of students in our community. B) the process was less public. Not signing the honor code is so incredibly ambiguous, i imagine that it creates a great deal of anxiety for a professor and changes the tone and bond between teachers and students, and students and their peers. In highschool, I was the witness and victim of a cheater. My school had no formal "honor code" policy, but I so strongly respected my professor that i privately discussed the incident with him. Students need to be encouraged to discuss this stuff behind closed doors, and then the individuals can be held responsible without jeopardizing the strength of the entire community.

the lab reports are all done in groups and students cheat. my roommate had a friend as a ta for orgo and never once not ever opened the textbook. while others were studying relentlessly for that class there was not an hour spent studying by my roommate. the ta's are a source of cheating. other students that have the privilege of taking tests outside the room should be monitored for cheating. i also feel that faculty needs to be firmer in deadlines and not taking lame excuses from students.

The only thing I can think of is having the students review the honor code process each year. When I started to take this survey, I couldn't answer the first question because I didn't remember our policy. I went and looked it up, quite easily, and then answered the question. I'm not sure what students would do in this process- maybe get some of the people from the ASC (academic support center) to do workshops in certain classes for 10 minutes of the class time?

The policy that is currently in place is a good one, but if it can be modified to cover forms of electronic cheating, that would be a good thing.

the system seems fine from what I can tell, I like that we have an environment of trust where the idea is that a violation of that trust is considered worse for your character than the cheating itself.

Their current role is apt.

There should be less of a feeling that students must report cheating. I think students should play no role in it. There is absolutely no guarantee that the students are impartial, and if they are trying to frame a student there is no consequence as long as they can claim the report was made in good faith. If there is going to be anyone judging cheating, it should be the professors. It makes no sense for them to be forced to leave the room during testing; they can legitimize claims of cheating or dismiss them.

TOO MANY KIDS GET OLD TESTS AND LOOK AT THEM...ALSO TOO MANY STUDENTS TAKE ONLINE TESTS TOGETHER

Trust in students is great, but some people take advantage of this and use it to cheat. Professors should pop into the classroom more often during testing and they had better change their tests more frequently. Some professors use the same tests over and over again. Graphing calculators can be used to store test information and should be monitored. No one wants to be the snitch, so students should be given an easy anonymous way to report incidents of cheating (maybe an online open feedback form or a reporting tool on Moodle that will anonymously message the professor). Additionally, it is nigh impossible to stop wandering eyes, we've all done that for better or worse. Online quizzes (such as those on Moodle) can be too easy to cheat on if they are multiple choice, Moodle quizzes such as those for physics that require solving a problem and submitting a number are more cheat-proof.

## St. Olaf Student Comments

### Final Open-ended Question

A lot of it could be avoided with a little effort from the professors. There is no reason to have online tests and no notes take home exams. People will cheat in these situations and they will get away with it and learn that they can actually progress in our society by being dishonest.

a lot of these questions were rather ambiguous, such as cheating from an electronic source. The internet and an electronic data base are very different in how you would cite such elements. First and foremost, the internet should not be trusted anyway as an academic source and that should be the first problem if a professor catches on to it. This becomes a different type of cheating in that one is not using reliable sources in writing their paper.

A teacher of mine caught two students cheating on a big assignment and told the whole class that "I hope you enjoy your A's and B's, you don't deserve them." I earned an A on that assignment fairly and I, as well as the rest of the class, felt as if we had done something wrong. At our next test she brought up the fact that our class "cheats" and she has to "keep an eye on us." I didn't appreciate that, and it only made me think less of that professor. Cheating is a serious matter, but don't I think that she dealt with the situation effectively. I shouldn't be yelled at for others cheating.

Aderol and Speed (study drugs) are rampant on our campus, and those with prescriptions make tons of money selling them to fellow students. I fully consider this cheating, and wonder why the Honor Policy doesn't address it all. I know for a fact that MANY close friends abuse aderol at St. Olaf, especially during exam week. It is frustrating for those of us who take our exams honestly and without the use of study drugs.

After the final exam, I heard from a friend that she had cheated on all of the moodle online quizzes that were supposed to be closed book. I thought this was completely unfair because I did not cheat and got a far lower grade than she did. What can be done if we hear about this information after the class is over? That would be helpful.

ALL of the professors need to believe in the Honor Code--allowing disabled students to take tests to the ASC if they need assistance and assistance hasn't arrived/been properly given.

All this said however... i don't really think that the main cheating at St. Olaf or any school for that matter takes place during tests. It is exetremly easy to "cheat"on homework assinments byjust copying other peoples work. Cheating in tests simply isnt worth the trouble. The time it would take to write on the inside cover of a water bottle or whatever... would be the same amount of time or mabey more than just studing and actually learning the material.

Along with other students, I have a difficult time paraphrasing vs. directly quoting and struggle with accurately representing sources in in-text citations, although all sources are cited in my bibliography. In these instances, my intent is NOT to cheat, but I worry that my in-text citations may be insufficient as a result of my difficulty negotiating between my words and the original author's words. It would be helpful to have workshops on integrating sources in papers.

Anonymity is best in asking for people to report others.

As far as my own experience goes, the St Olaf honor pledge is very effective, and taken very seriously by students and faculty. Something about trusting students has worked extremely well for St Olaf (in my experience) and helps students and faculty to not think of themselves in opposition to each other. I'd like to make a few comments about the question detailing 'cheating' on assignments when the instructor asked for individual work. I think this really depends on the weight of the assignment and how explicitly the instructor has been. On a take home midterm or test or quiz (or anything involving the pledge) not collaborating would be taken extremely seriously. On a 6 point homework assignment, where the instructor has communicated that she doesn't mind students working together, but everyone should turn in their own copies of the assignment, is it cheating to work in a group with one typist and then print off multiple copies? I don't think so. Overall I am incredibly disappointed with the tone of this survey. It is very accusatory and nearly hostile. Students take academic honesty seriously; Any cheating at St Olaf

## St. Olaf Student Comments

### Final Open-ended Question

would be due to stress; oftentimes professors ask something without really thinking about the hours such an assignment would take. I've had weeks where I've gotten 3 and 2 hours of sleep every night. At that point I'm not pulling my weight in group assignments, but I am fortunate in having colleagues who understand such weeks. Ultimately, students are under a LOT of pressure to perform. You seem to have acknowledges that somewhat in your survey; but I would like to see you do a better job of it. And perhaps try to be more compassionate. I understand there are people who simply don't care; but at least here, that is really rare.

Cheating happens, but not very often, and it is impossible to stop completely.

Cheating is hard to report, especially when you know the individual. Sometimes there is a sense of guilt or betrayal.

Cheating probably happens more often than I think. I'm usually not looking around during tests, so I wouldn't know very well, but I have completed this survey to the best of my ability.

College is a place of learning. Cheating doesn't help you learn so i think that is incentive enough not to cheat. All of the instances of cheating or academic dishonesty that i have listed occurred while i was in high school. I haven't cheated in college because i'm here to learn. I only justify cheating when i understand the concepts, but am not getting the grade that i need in the class so i cant afford to make stupid mistakes on the tests. Cheating helps eliminate these mistakes and gives me the grade i need, its not that i dont get the concepts.

College is a place where people come to learn how to best take on the career path of their choice. Some of the classes we are required to take, though possibly valuable to a few people, are often irrelevant to a student's major or career path. I believe that when a student can make an honest assessment and come to the conclusion that the material being covered in their class is not applicable to their life path, cheating should be an option available to that student. The same is true if a student, in any class, is being given an assignment of unnecessary length on a topic the student is already well-learned in. It is up to the student to make a decision on two important issues: whether the material is useful and applicable to the student's chosen career path or interests, and if so, if the student already has a firm grasp of the material at hand.

Don't do it.

During my time at St. Olaf, I turned in a student who had stolen another students work and blatantly plagiarized it. According to the St. Olaf website on plagiarism, the normal and usual punishment for this type of offense is that: the offender shall receive a failing grade in the course for which the paper or report was presented. This is understood to be a punitive grade and shall be reported by the teacher to the dean of the college. A student who is assessed a penalty of failure in the course is not permitted to drop the course in question. The individual that I turned in was not punished in anyway what-so-ever, on the grounds that he was about to graduate. Although I like to think I have good morals and would not usually cheat myself, after this incident, I have lost most of my respect for the honor code and the ethics of plagiarism at St. Olaf.

Earlier this year I was in a class discussing the "Ring of Gyges" from Bk. 2 of Plato's "Republic". The professor asked the class if we would put on a ring that would give us an "A" on a test without ever having to study. At least 70% of the class answered that they would, and that doing so wouldn't really phase them. People listed many reasons for this behavior that justified such cheating for them. I was blown away and disgusted by the responses of my classmates, but the professor told me such responses were normal and fit with responses he's received from previous classes to the same scenario. I'm not sure any Academic Honesty program can combat the willingness to cheat. The competitive nature of college and the push to start relentlessly pursuing one's individual goals create the perfect storm to permit academic dishonesty if one already lacks the necessary integrity to resist such temptation. I'm afraid the level of academic dishonesty is simply a reflection of the sad state of honesty in society as a whole.

Even though it's not perfect, and there are times when it doesn't work, I think the honor code is the best system we have for preventing 'academic dishonesty' at this college.

## St. Olaf Student Comments

### Final Open-ended Question

I am proud to say that students here obey the honor code well. Friends at other schools hear that our professors leave the room for tests and are dumbfounded as to how people don't cheat more. As we are given that responsibility and have high expectations, as students we meet them to the best of our ability.

I assume it is fair to get help on papers and language work--another pair of eyes can really help a person's paper. There's a difference between fair help and cheating, and I think most students assume that unless otherwise stated, students are allowed to get help on papers and essays, but not take-home tests.

I believe that most students at St. Olaf, rather than reporting every incident of dishonesty, would instead speak to the student about their dishonesty and let peer pressure help maintain the spirit of honesty here. Of course, a repeat offense would very likely be reported (at least by those I know and hang out with). I have never encountered the necessity for any kind of response as I have never witnessed dishonest work, but I imagine this is likely how it would happen.

I believe that students tend to view cheating as a last resort; for the most part cheating only happens when students are not prepared for a test or assignment. So encouraging students to become better prepared is a good way to indirectly tackle the problem. Of course, all the traditional modes of solving it are effective as well, and St. Olaf does a great job of employing these.

I believe that those who are foolish enough to cheat for a grade will eventually receive karma's foot in their ass for pettiness. Also, this survey was a tad repetitive. Sort of like being hit with a blunt object over and over again.

I believe that while people may consider cheating, they often rethink it and decide against it.

I cheated more regularly in high school than in college since my high school didn't require anything in the way of an honor code.

I copied these answers from my room mate. JUST KIDDING!! Seriously though, cheating sucks and I can't say that I understand why people do it. I think more focus should be paid to plagiarism through mis citing of sources because I am still confused on that. Should you cite everything that isn't from your own head prior to doing research? I feel like that would be entire papers sometimes.

I do not feel papers are objectively graded most of the time. I expect many feel the same and use it as an excuse to cheat. If one feels wronged, they likely will be less hesitant to cheat or even see it as wrong. Some people might view tests this way as well.

I don't cheat, and I still find it hard to believe that someone would cheat. I know they do, but it seems so unlikely.

I don't feel that it is the students' responsibility to turn in other students and each student is responsible for their own work. If they decide to plagiarize or to cheat on a test it is their own choice and they reap the benefits and have to live with what they are doing.

I don't know. ask again later this year

I don't recall being notified about the consequences for cheating upon arrival. My professors talk about the "honor code" we have that you sign, but they haven't talked about what would happen if you were caught cheating.

I don't see cheating as being a serious problem at this school. Most students have enough integrity to be honest about their work, however, reporting any cheating that you see becomes more of a burden than it should be because of the Honor Council. Good in theory, but for it to work it needs to involve minimal hassle for the reporting party otherwise people won't report cheating.

I don't think that cheating is a serious problem at St. Olaf. Sure, it happens, but it happens at every school. I believe that most of the cheating that takes place at St. Olaf occurs in fairly trivial forms (such as homework collaboration and online quiz collaboration). I personally see weekly

## St. Olaf Student Comments

### Final Open-ended Question

quizzes and daily homework as busy-work, so I rarely find it morally demeaning to cheat on these tasks.

I don't think that cheating on an exam matters the way that plagiarism in a paper matters because exams don't really transfer into the world the way that papers do. Also, I think that the triviality or importance of cheating depends directly upon the importance of the endeavor. Cheating on the SATs is a bigger deal than cheating on a quiz for health.

I feel like a lot of people feel if they don't use other people as resources, especially on less important things like homework assignments, they will never make it through 4 years here. Tests are one thing, but sometimes you just have to take the 6 hour pre-lab assignment and divide it up among your group, so you can have time to sleep and eat. In the real world, never will you be given 55 minutes to write a completely coherent and edited essay on realism, liberalism, and Marxism and be expected to include 2 months of learning in however fast you can get your hand to move. Cheating is relative--sometimes it's just using your resources efficiently and correctly, an equally important skill to have in this globalized world where we're expected to do more than is possible in 24 hours.

I feel like walking around campus I hear a lot of talk from students about how they have cheated and feel slightly guilty but justify themselves for various reasons. I also feel that many professors inconvenience their classes and administer exams often in an inefficient way (such as taking four class periods to administer multiple chemistry exams) because of the concern for cheating.

I fully support the St. Olaf academic integrity policy that students are responsible for monitoring their OWN work. I believe St. Olaf students are very honest with their work and the overwhelming majority would NOT cheat on an exam or turn in a paper that was not their own. Even though students would be nervous about reporting an incident of serious cheating, I feel like it happens so rarely that it's not an issue. Signing the academic honesty code on exams and being able to take them without the professor in the room is something St. Olaf is known for, and we students really appreciate being TRUSTED with our exams - we're honest people and we live up to the code!

I generally try to avoid observing anyone cheat during a test, so I will look at nothing but my test to avoid the moral responsibility of turning a classmate in.

I guess I feel that students who don't care about cheating aren't going to care about the policy. More should be done to encourage, rather than discourage, group work and group studying, as it reflects how well the professor taught the course and can discriminate against certain learning styles to prohibit it.

I have (unintentionally) forgotten where I learned things, and thus not cited them properly while writing a paper. Other "ground truth" issues, such as procrastination necessitating an incomplete/sloppy bibliography, are going to happen in any academic environment, and should not be considered as serious a breach of academic integrity as intentional deceit. (Re: 2). Likewise, I feel that it is acceptable for students to rebel against irresponsible course policies, teaming up to complete excessive, repetitive, and unenlightening homework. (I most pity the students in Calc. 1 for their 40-problem biweekly exercises). Finally, I find that in certain courses professors ignore/play with the honor code with the effect of removing some of its important features. In one of my courses, the honor code is always at the top of the exam, where it is visible when your test is turned in, and where most students will sign "no dishonest behavior" before the exam has been taken. My response to (4) - that a student is unlikely to report a close friend -- comes as a result of this lack of confidentiality.

I have found St. Olaf's policy to be very effective among the people I know in the classes I've taken.

I have had numerous classes where assignments and tests haven't been changed in 10 years. Cheating happens not because we are little devils looking for the easy road, but because we are all workaholics who overcommit ourselves and sometimes cheat on things like homework because we are stressed out and an opportunity to relieve that stress presents itself because,

## St. Olaf Student Comments

### Final Open-ended Question

say, your older sibling had the exact same homework four years ago.

I have no clue how people are punished at St. Olaf for cheating.

I have no idea what the process of investigating cheating is or what possible consequences are. That simple information would be good to make sure students are aware of.

I have not had much experience here with students blatantly cheating on tests or papers. I think the typical understanding at St. Olaf is that these are ways for students to learn and not ways for professors to torture us. As for other trivial things my friends and I do practice what may be considered cheating. For instance when it is 1am and we all want to sleep and we have a really long assignment yet to do we may split up the assignment and then share answers as a modified way of "working together." It is only on homework that we do with, something that is worth a smaller portion of our grade and often the material is so basic on the homework that the benefit of us actually doing all of it is not worth the cost of taking the time to do it. Its a trade off we have to make in this environment, considered more of a survival tool than cheating. Kind of like cannibalism.

I haven't seen anyone cheat since I've been here. I'm not opinionated on this matter. The system now seems fine.

I hear about people cheating and they sometimes brag about it :(

I know I dont cheat at all. I think by hanging out with people that have this same moral, I think it causes other people to have this moral too. I dont know but this is what I think.

I know of one incident that happened last year in the Nursing department where several students admitted to falsifying a very small portion of a large clinical/research project. The students received the highest non-failing grade for not only the paper that they cheated on- but the entire class. I do not believe that this was the correct way of handling it. The heads/instructors in the nursing department punished the students by lowering their grade for the whole semester- hard work that they had not cheated on. I was ashamed to be attending an institution where this was allowed. Did they assume that if the students cheated on one assignment, they cheated on them all? It is not a matter of the "severity" of the punishment. It should be taken seriously. They should have received a failing grade for that paper. This paper was a culmination of hours of work. Receiving a zero for that paper would have alone been devastating. It's more a matter of realizing that the honor code exists for real people- not for lofty academic ideals. What makes it work is strength and faith of the people who participate in it, imperfect people who are capable of both being honorable and making mistakes. You cannot take away grades received on previously completed work. That is not honorable. That is not ethical. That oversteps the line.

I know of people somehow faking learnig disabilities so they get a longer period of time on the test which has helped them significantly. I think this is a new way of cheating becoming more prominent, due to the increasing availability to ADD and ADHD medications and the ease in getting them perscribed to you.

I lost respect for the Honor Council when I learned that a member of it regularly cheats.

I love the honesty pledge idea. I am studying abroad right now and don't see student's take personal charge for their honesty. I like that we are held to a personal standard (professors leave the room during tests) and not to a forced standard (although it is enforced). Knowing that the faculty trusts me makes me want to keep their trust.

I love the Honor Code; it's something I associate with the particular character and culture of St. Olaf and it is one more reason I'm proud to be an Ole! I feel people take the policy seriously and for the most part, respect it and comply with it. I like to think that my fellow students have a lot of pride and personal integrity, and I expect those things of myself as well.

I quite like the Honor policy at St. Olaf. I have been quite impressed by it.

I really like our honor system. I believe it is fair and one of the best ways to keep cheating out. Most students care about school here and almost everyone will call other students out either by

## St. Olaf Student Comments

### Final Open-ended Question

not signing the pledge, or asking the other student to turn themselves in. If students keep each other in check, you have to worry about academic acceptance much more than you would if it was the faculty keeping students in check.

I see people cheat once in a while, and yes, it bothers me. But no, I don't really want to make my life and everyone else's life harder by reporting it. Seems like we've got a bit of a catch-22 here.

I should let you know that I clicked a bubble on 2 accidentally and I can't get rid of it, so 2 should not be bubbled in at all.

I strongly feel that although humanities test well and thoroughly, I have the feeling that the lower level sciences especially are tested less so much on multiple choice that it is hard to understand how good students are at what they do. Primarily, my other classes have all had written responses; however, my lower level science is not.

I think cheating is somewhat forgot about at St.Olaf because of our trusted Honor Policy. I like having the Honor Code because it makes you feel trusted. From my experience, I feel the integrity of St.Olaf students is rather high, and cheating rarely happens.

I think cheating, as the writers of this survey probably explored when conceptualizing and operationalizing this term, can mean many things with many different forms and boundaries. When I've "cheated" I've always learned from it - and I don't mean NOT to do it. But if I discussed an essay question with another student I learned their point of view and another way of thinking about it. If I got the questions to a test it helped me understand better those topics. I've never cheated unnecessarily or in an outright immoral way (according to my moral compass). In terms of severity, plagiarism is always abominable.

I think I am unaware of any cheating that goes on at St. Olaf. I have only heard of one incident that I consider really serious cheating. Are there statistics that could tell us about what type and how often cheating gets reported?

I think in order to be prepared for the real world, students need to learn to have integrity on their own. This will not be achieved by having "grown-ups" constantly monitor them. I think the honor code in theory does a pretty good job of this, but it could be better. I don't think a college should go to extreme lengths to prevent cheating...they get their money either way, and students who cheat will simply not be prepared for the real world. The common hypothetical is whether one would trust a doctor who cheated his or her way through med school, but I believe that if that person is not a competent doctor, then they won't be employed as such. If someone never learned to write well in college, then they won't be able to keep a job that requires them to write well. I figure if they want to spend \$120,000 not learning anything, that's their business.

I think moodle quizzes and tests as well as take home tests make cheating too easy--they are essentially unfair to students who take them seriously because they may not do as well as students who cheat and don't get caught.

I think most people are fairly honest and adhere to the pledge that is on each exam at St. Olaf. I wouldn't change anything in the policy because it seems to work fine, and it holds the students accountable for their own actions.

I think people "cheat" when the assignment or even course is not "worth it". I know in high school I had no problem with people copying silly assignments because they didn't matter as much. However, in college there is less busy work or "frivolous", unnecessary work so people don't do it.

I think that classes where homework is expected to be a large portion of your grade is much more prone to have students cheating in it. In classes where the homework isn't as big people seem to be much more willing to do their own work because there isn't so much pressure on them to get a perfect grade on a homework assignment.

I think that it is a good idea to have students sign tests and quizzes to signify that they have been honest and have not seen any cheating. However, I feel that since this process of signing is so regular, it becomes habit and I forget what my signature really means. Professors remind

## St. Olaf Student Comments

### Final Open-ended Question

students so often to sign the tests and quizzes, that it is as though we don't have a choice; it's simply something you must not forget to do while taking the test, like writing your name or section number on top of each page.

I think that more needs to be done regarding paraphrasing other people's work. Some people (myself included) aren't sure when you need to cite something, and I'm sure a lot of people unknowingly make the mistake of paraphrasing a little without citation.

I think that most people have a basic ethical principle of what is cheating, and that ensuring (maybe in a first year writing course?) that everyone's ideas are the same or similar about what constitutes cheating may be helpful so that we all have a basic understanding of the expectations.

I think that St. Olaf's "honor code" is actually pretty effective, and I think that most students here take it pretty seriously... or at least the people that I know and hang out with. I also feel like St. Olaf provides a fairly good method for reporting cheating with "the Pledge" (i.e. I don't feel like students are afraid to report cheating).

i think that teachers should trust their students not to trust, make the classroom an environment where they can ask as many questions as they need and get as much help as they can so they don't feel like they have to cheat. some professors think they rule the world and assign way too much for a class and its impossible to take a full load and expect students to be able to complete everything without using extraneous sources or asking for help from a friend. It just needs to be a healthy balance and i think that like i said, if a student is outright cheating on something like a final exam they should be punished but getting help or copying one question on an assignment is NOT a huge deal.

I think that the current policy is fair and balanced. They type of students who attend St. Olaf are primarily honest and would feel consciously bad about making such a mistake as cheating.

I think the emphasis on grades and GPA is a reason for cheating. Some students concentrate more on what grade they get than on the satisfaction of simply learning something for the sake of learning. I'm not sure how this issue could be changed or fixed.

I think the honor system is one of the strongest parts of the St Olaf education. if you actually get away with something when someone is monitoring, you can much more easily get over it. If the institution says "we trust you" it is way more difficult to actually cheat without having major conscience issues. I think personally, I would be more tempted to cheat without the honor code. When my integrity is on the line that explicitly, I just don't cheat. If people cheat, IT WILL catch up with them. Getting away with it is the worst thing that could happen for their own sakes in the long run. Although it affects others in the moment if a teacher uses a bell curve or some other comparative method in grading. I think that is the most ridiculous thing ever. Nobody should be affected negatively by success of others.

I think you can have a professor in the room or not. If a student really wants to cheat they will find a way and if they aren't going to cheat it isn't for the fear of being caught it has to do with the integrity of their work.

I think, overall, St. Olaf has a wonderful academic standing and that MOST of the students would NOT cheat.

I thought it was illegal to use four words or more without citing it or paraphrasing something that isn't general knowledge. Based on this criteria, I haven't paraphrased. However, it seems that your definition of paraphrasing was wider than I thought.

I very much like the idea of the pledge on an exam. The trust between teachers and students is encouraging. The teacher can remind a class of the pledge and leave the room knowing that the students will maintain honesty.

I was aware that we had an honor policy and some of its basic principles, but had never read through the policy or been told otherwise. I read it before taking this survey just so I could effectively rate it. I wonder how many other students have also not read it.

## St. Olaf Student Comments

### Final Open-ended Question

I was very skeptical of the honor code when I first arrived, but I feel like the community at St. Olaf recognizes, despite being very driven to quantitative measures of success, that ultimately cheating is a hurting yourself more than other students, though it is unfair to classmates because it sets a false standard. I respect how well I feel the honor code works and I think it is a very adult (though perhaps the majority of adults in this society must be monitored) way of treating us. The amount of monitoring that does go on--- students watching other students in particular, is very useful. Nobody wants to be seen as "less-than" by their peers, and cheating is a fast way to lose respect. This community has a strong set of values that I feel reinforce all aspects of the honor code.

I would like to see the policy enforced across the board when it comes to cheating on tests. I have a friend that I know for a fact cheated on a test. She was called out on it. So she went back and confessed to the professor that she cheated. She then lied and said she had only cheated one essay. So he gave her a zero just for that portion. SHE CHEATED ON THE WHOLE TEST. This student has then gone on to repeatedly cheat on various assignments in her other classes though I do not know about tests. She is also someone who I know is on academic scholarship. This does not seem like the sort of behavior that should be rewarded. The problem being not so much that she cheats but that she has had to confess to professors twice that she cheated and still doesn't see anything wrong with it. I would like to see the honor code enforced!

If someone cheats in college to try to get ahead, at some point in the near future, for example, when they enter the work place, all of their cheating may come back to bite them.

If someone cheats, it's their loss and on their moral concision. It's too bad they feel the need to cheat. I feel like most students are afraid of the consequences, therefore wouldn't cheat.

If teachers were more reasonable in their expectations, examinations, workload, and due dates. Students would be less likely to cheat. One time I had three exams in one day. My spanish teacher told me I could wait to take his test on Sunday. I think that this was very fair of him, because it ensured that I would have a better opportunity to show him what I had really learned. I wish that more teachers would be more flexible like this. I have a full work award, I volunteer 13 hours a week as the director of a student run volunteer organization, I am double majoring, and I play on the varsity volleyball team. As a result, I only sleep 5 hours every night. I spend my entire day doing homework, even on the weekends. Sometimes I just need a short extension so that I can show my teacher what I really know. I don't think this is unfair to other students, because they have more time to spend studying and doing homework than I do.

If the administration holds cheating as such a serious offense, then it should not be left up to students to deal with. BY FAR, the biggest problem on this campus is campus-wide, as well as individual professors, taking it upon themselves to lower grade inflation. In some classes it is literally impossible to ever get an A, which should at least be an achievable goal. Also, it is important for professors to realize, which I know for a fact that they do not acknowledge now, is that each student as at least four classes and the amount of work given in each is insurmountable when combined with a full work load...and these are why people cheat. Because they don't have time to study for everything because they are forced to prioritize their classes (mainly to which ones they can actually get a good grade in) and in order to make sure their grades aren't absolutely awful because professors are fighting grade inflation like its the upcoming pandemic. There are other larger issues that the administration needs to face if they want cheating to go down.

I'm NOT under the impression that st. olaf has a problem with cheating. I think academic honesty is high at this school and no matter where you go there will always be those students that decide to cheat.

I'm unsure as to what precisely defines cheating. For example, I saw a classmate take out her cell phone in an exam, but it wasn't out for more than a couple seconds so I don't think she could have cheated. Should I report something like that anyway?

in certain classes, although individual work is wanted, the students are encouraged to work in

## St. Olaf Student Comments

### Final Open-ended Question

groups. it is not the case that i do not \*think\* it is cheating. it is the case that it \*is not\* cheating. also, i have been in the situation where my classmates and myself have accidentally cheated on quizzes because of miscommunication of quiz format and the nature of writing our answers on the computer due to an input system. it happens, and its no big deal. we are hard working students and worked hard to learn the material \*this is our consensus on the issue.\*

In general, I feel the professors assign too much homework, and I don't think it's fair that they have teaching assistants grade it for them. We have small enough class sizes at St. Olaf that if the professors can't keep up with the grading of our assignments, they're assigning too much.

In my experience, the St. Olaf honor policy keeps most people accountable. I don't know of anyone that cheats on even an occasional basis; I feel as though it's pretty rare.

In my view, in high school, copying homework just to turn it in is acceptable if the person copying it knows the topic/subject very well and just didn't have time to do the homework. If they don't know it, I would say it's wrong to copy. This does not apply to college in any way however.

In regards to homework, in my high school experience there was a conflict in some classes where homework would be graded for correctness, but the student would sometimes not understand the concept given and would therefore not receive credit even if she put a great amount of time into it, and this would lead students to copy homework in order receive credit and maintain a successful grade. This doesn't seem to be an issue at St. Olaf though because the nature of assignments is very different from high school in my experience.

It bothers me when someone gets turned in for something, and then nothing comes of it. Those of us who work very hard in order to learn material for ourselves and do not use others for help end up getting the same grades as those who cheat. The honor system, in theory, works; but people just get away with more than they should.

it really doesn't happen much at all at St. Olaf. i'm impressed with my school.

It surprises me that the administration feels it needs to alter its policies, do people actually cheat at St. Olaf?

It's a question of definition and the definitions need to be made more clear as shown by the survey - moderate cheating/trivial cheating: is that really cheating? It's a question I've heard before...

It's annoying to wait for the profs to come back when I have a question.

It's kind of interesting that the Honor Code means all the teachers can trust all of the students on tests but none of the students can trust each other.

It's never been an issue for me, but I fully support the policy of instant F for cheaters.

It's really difficult to know exactly if a person is actually cheating on a test. I have a friend who was punished, greatly, for "cheating" on an exam. A classmate turned him in but the friend was completely innocent. The classmate claimed that he/she was using a cell phone to obtain information. In fact, my friend was checking the time. Punishment for nothing. I have no idea if the classmate had any grudge against this person but it was completely unnecessary. St. Olaf never heard my friend's side of the story.

It's true that we have a workload that's too harsh. This goes across many departments if not all. It's not just that we have too much work, but the way that we're graded is too harsh as well. Therefore, I don't mind others cheating on assignments that are small and trivial. It's not going to make you learn that much more anyways. Cheating happens here only because there's just not enough time to even have a life.

I've actually found St. Olaf's community to be very honest. If cheating were an issue on its campus, I would be surprised. If changes needed to be made, I would absolutely want the students to be involved in the updating of policies, despite that the school probably won't include us.

I've never cheated on a test and I've never noticed anyone else cheat. I really don't think it

## St. Olaf Student Comments

### Final Open-ended Question

happens very often. I actually think most people trust their own answers more than they trust others'.

Many students have no problem with "moderate cheating." (i.e. copying homework, lying about an illness to get out of a test, or copying Biblical references in a religion blue book exam so they don't have to memorize them.) I know of few students who go as far as to knowingly prepare to cheat. Not just glancing over a peer's test but bring in answers...

More student oriented outrage for cheating. In some ways, students believe that others' cheating is a victimless crime and I would like to see more education for students so they might take cheating more seriously.

n.a.

n/a

n/a

NA

No comment.

NO MORE ONLINE TESTS OR QUIZZES!!!!NEARLY EVERYONE CHEATS, AND IT IS A PUNISHMENT FOR HONEST STUDENTS BECAUSE WE NEED TO STUDY HARDER TO GET THE SAME SCORE!!!

none.

None.

Not all electronic sources are approved sources by faculty members, and so should not be cited. For example, many people use wikipedia for an idea of where to start writing, and may paraphrase from that. Most profs would fail you if you cited wikipedia.

On the question I answered that I disagree that the degree of difficulty of my course work is appropriate for my year and level, I think St. Olaf's degree of difficulty is much higher in comparison to other schools which is why we are so good academically. As for cheating, I have discussed it in length in my ethics course and found that there is a consensus that cheating is wrong, but at the same time there are lots of successful people in the world who cheated their way through college and turned out fine.

One thing that I find prevalent at St. Olaf is not cheating, but an almost compulsive fear of accidentally plagiarizing. I have been in this boat myself. I NEVER indent to plagiarize, but sometimes I am so afraid of the repercussions that I am unsure of what to cite/how to cite/etc. Sometimes this translates into citing anything and everything that could possible be construed as plagiarized. This, of course, is not necessarily bad. It does, however, leech some academic self-esteem and take more time that it should.

Overall, I'm glad that our school puts trust and faith in our students. But our culture of competition and valuing the top of cream fosters a subculture of lying, decit, and dishonesty. It's a 21st century problem we see in all sectors of society worldwide. As good stewards, Saint Olaf students and faculty should work to not just change policy, but change cultural values as well. We need to understand what motivates bright young people to decide to cheat and falsify their work. And we need to hold teachers and administrators accountable as well for allowing this subculture to exist. Frankly everyone knows it exists and our collective silence is deafening.

People talk about cheating happening, but I think a lot of times its just that we assume it happens. I actually know of absolutly no specific cases of cheating when I think about it.

People whisper during exams sometimes and it's hard to know if they're cheating or not.

Perhaps emphasize proper education of plagiarism. I almost failed a class simply because I "illegally plagiarized" material due to improper citation- caused by not knowing how to appropriately give credit to a source of information.

Please make the peer-reviewed academic honesty council much, much more transparent. Thank

## St. Olaf Student Comments

### Final Open-ended Question

you.

Professors should make their policies more clear in the beginning of class and make the consequences known.

Some internet sources (Wikipedia) are often not acceptable sources to site according to many professors. I often use Wikipedia to get background information on a subject before I begin. This information sometimes finds its way into my papers, through paraphrasing, but I am NOT ALLOWED to site it.

Some of our exams are ridiculously difficult and filled with information that we do not know how to do (i.e. Chemistry exams.) The only situations in which I have experienced any kind of cheating in college is when a take-home test was taken with me and a group of 3 or 4 girls...we only gave aide to each other when we all needed it!

Some of the questions above (with the red and blue) were a little fuzzy - for example, copying someone else's homework. I had one question on a homework assignment involving computer code. The professor directly stated that working with other students was permissible. We had been working on the code together, and my friend got her code to work, while mine was not working, so I read it over, understood it, and copied it into my homework with her permission - cheating? (I don't think so - it was a collaborative effort; she just ended up with the final product). But if "copying homework" meant just writing down verbatim what someone else wrote without putting any work in yourself and without bothering to understand it yourself, I'd consider that cheating. Point being, many simple descriptions of "cheating" aren't detailed enough.

Sometimes I feel as if the honor code is just something that is used in the admissions office, or joked about when students are breaking the rules.

St. Olaf has amazing academic integrity: it's part of why I came here. I never feel the need to cheat, and I don't know of anyone else who has. Some colleges that have serious cheating problems make students like me feel like there's no other way to keep up, BUT at St. Olaf cheating is not a problem, so students feel like good honest work is enough.

St. Olaf is a very, very honest community. Many individuals hold themselves to the utmost standard of academic integrity, morality, and justice. However, perhaps because of the kindness and generosity of these students, the rare instances of cheating go unreported and undiscussed.

Students do way too much work here at St. Olaf. I'm sure that by decreasing the work load (and consequently the stress levels) on students, St. Olaf would see a decrease in the number of cheaters.

The amount of work is more than can be done if you do anything besides go to class and do homework. Professors need to understand that their class isn't the only one you are in and isn't where all of your time goes.

the honor code here is awesome it makes people respect cheating more and actually feel bad for doing it thus it cuts down on cheating

The honor code is the only thing I think needs more oversight. Its interesting, this is an area where St. Olaf is very liberal, but in other ways it is way too conservative. How about getting rid of ridiculous male/female separation policies and also getting real about alcohol consumption?!

The Honor Code needs to go. It is a joke, and makes it extremely easy for students to cheat. It is frequent for kids to sit next to each other, cheat off each others' tests, or leave the room of the exam to consult their book, notes, computers, or SmartPhones. Kids here are not honest at all when it comes to taking exams. I feel that it seriously undermines the academic integrity of the school, as several kids I know have cheated on every exam they have ever taken and have little fear of being caught. People have GPA's that are likely about a whole point higher than they deserve.

The idea of not having the prof in the classroom during exams is so noble when we pitch St Olaf to prospective students and parents. Even I thought it was impressive because I thought

## St. Olaf Student Comments

### Final Open-ended Question

everyone was honest about things. But if the prof stayed in the room, it would stop a lot of cheating. And seriously, people, half of every class I'm in stores formulas and notes on graphing calculators illegally. How was that not a question??

The only cheating I have seen is when professors give homework or take home tests that are supposed to be done alone and I see students helping each other or even saying "you do the first half, I'll do the second."

The only time I really have a problem in my own work with plagiarism is when I think of an idea, and then I come across the same exact quote or idea in one of my sources. In the end, I usually end up citing that work in a footnote, but it is frustrating because I get... possessive... about those ideas. Of course, I can't explain in a footnote: "Hey professor, I guess somebody thought of this before I did and then got paid for it, just to add insult to injury. Darn. Oh well..." That said, I think a lot of people might plagiarize without realizing it, but I haven't been in a situation like that, so I'm not sure how St. Olaf would talk to those people... I'm sure they would be more forgiving about an accident. I have very little experience on the matter, however--I guess that's a good thing. On another note, I personally feel like I'm in kindergarten when I'm asked to sign the pledge. I usually focus on my own paper, but I might gaze at the opposite wall. I don't look at other people, so I'm not cheating and I'm not really on the look-out for cheaters. I don't think it's bad that they have us sign the pledge, necessarily. It's just silly to me that people haven't learned not to cheat on tests for class, much like the signs in the bathroom that say "PLEASE WASH YOUR HANDS!" It just seems like common sense, and again, it makes me feel like a child. If someone's going to such a great school, they should have that integrity/knowledge/whatever-you-want-to-call-it already. Well, that was long and probably not what you were looking for, but those are my thoughts on the matter.

the pledge is bullshit, especially for online exams. good luck with that because everyone everyone everyone uses outside materials to take the test.

The question above which asks "would you report a student for cheating" is hard to answer, because it doesn't specify what sort of cheating is taking place. If I see someone coping homework I would be annoyed, but probably wouldn't report it, but if I knew someone plagiarized a 300 level research paper i would probably report it.

the st. olaf honor code is a dishonor code. when i sign the pledge, i have to indicate that not only is my work honest, but so was everyone else's. while i think cheating on tests is wrong, i would never be comfortable with going behind someone's back to inform on them, not to mention i don't spend my time on tests watching everyone else to see if they are taking it fairly. People are going to cheat no matter what the code is. i have my own work to worry about and i don't want to spend any of my time monitoring everybody else.

The trust that the faculty demonstrates in the students is very commendable. They treat us like adults who carry responsibility for their own actions and they don't have an inherent distrust in our integrity.

The way this test is written leaves little room for the level of cheating. For example, fabricating or falsifying a bibliography can be done on many different levels such as merely adding unknown page numbers or the edition of a book.

There is a way around the St. Olaf Pledge: "I don't know these last few answers, I might want to cheat, I better sign the pledge now since I haven't cheated yet."

this was long.

Twice my freshman year I wrote a short paper based on 3-4 academic sources I had read – or that's what I reported. I didn't look up the resources in time, and so just read the abstracts, and cited the articles. I knew I was shirking the assignment and fudging, but I didn't really think it was cheating, until I asked a friend later. I was embarrassed when I got his opinion that I had cheated and it was serious, and haven't brought it up with anyone since. This kind of thing is very unclear, and to this day I'm sure of whether that was technically cheating, the degree or severity of it, etc.

## St. Olaf Student Comments

### Final Open-ended Question

As for your survey, it asks whether one has paraphrased without footnoting -- I've never had to footnote a paper, I use APA style which only requires in-text citations. I assume you meant either, but you might want to clarify that.

We had people cheat on 2 exams in my last class. Some students were upset that somebody had not signed the academic honesty pledge because it meant we would not get our tests back for a while. It would be nice to know the result of that, such as if somebody cheated. Knowing the name is not important, just why our tests were not returned.

we're good.

What is considered cheating has differing meanings to different students here at Olaf. While i am no saint, i do feel that my academic performance reflects my work ethic and study hours and rarely do i glance around during a testing session. Of course with any college setting the honor code may not be thought to apply to everyone present, and i am positive occasional cheating occurs.

When, in the rest of our lives, are we going to have to know who invented the cotton gin? (Eli Whitney)

While filling out this survey, it came to my attention that I don't know the process or punishment for those caught cheating. I'm very familiar with the honor code system, but beyond that I feel students are not informed of the rest of the process. Not that it changes how I feel about cheating, but I think it would be good for students to know what the process is- and maybe the reasons for why Olaf deals with cheating in this manner.