In May 2012, a teaching fellow in a government class at Harvard discovered that 125 students or almost half of the class had been cheating. In some instances, students submitted identical answers on the take-home test including typographical errors. Roughly half of the students implicated in the scandal received disciplinary probation and were suspended from Harvard for a year. Harvard has an average of seventeen cases a year in which students are suspended for academic dishonesty.

This is only one of various large-scale incidents of cheating on college exams. In 2007, thirty-four students or nearly 10 percent of the entering MBA class at Duke were expelled, were suspended, or flunked for collaborating on a take-home test. In the same year, it was revealed that eighty-four present and past students at Diablo Valley College in California paid employees in the registrar's office to change their grades and went so far as to trade sexual favors for grade changes. Many of these community college students had their grades raised from F to A and, on the strength of these grades, were admitted to highly competitive four-year colleges.

In 2014, the Air Force Academy launched an investigation into whether forty first-year students cheated on a chemistry lab report. This was the fourth investigation into cheating at the Air Force Academy since 2004. In a demonstration of how a culture of cheating can be perpetuated following college, it earlier was disclosed that dozens of nuclear missile officers at Malmstrom Air Force Base in Montana cheated on their launch proficiency exams.

Dental schools are not immune from cheating. In 2007, dental students at the University of Indiana hacked into a computer system containing X-rays that the students would be asked to analyze on an exam. Nine students were expelled, sixteen were suspended, and twenty-one received letters of reprimand. More recently, there has been an investigation of cheating at Stanford.

In 2015, thousands of foreign students were expelled from U.S. universities for academic nonperformance or cheating. The Department of Justice has indicted fifteen Chinese nationals in an elaborate scheme in which they were paid thousands of dollars to take the SAT and various graduate entrance examinations on behalf of individuals applying to U.S. universities.

Two well-known economists, Steven Levitt of the University of Chicago and Ming-Jen Lin at National Taiwan University, studied a classroom in which the instructor suspected that cheating was taking place. The two economists examined test results and found that 10 percent of the students likely cheated on the midterm because they had a number of the same incorrect answers as the person sitting next to them. On the final exam, Levitt and Lin randomly assigned seats to students and increased the number of teaching assistants proctoring the test, and the evidence of cheating disappeared. The professor forwarded the names of students suspected of cheating to the dean, four of whom admitted to cheating. Pressure from parents resulted in the investigation into cheating being dropped by the university.

Are these incidents the exception or part of a general trend? As many as 75 percent of undergraduates admit that they have cheated, and over 40 percent of graduate students admit to cheating to improve their grade. Some researchers dispute whether cheating among college students has increased over the years, although they agree that in recent years it is the best as well as the worst students who now engage in cheating. A survey by the Center for Academic Integrity conducted between 2010 and 2011 of 1,800 students at nine separate state universities found that

70 percent admitted to cheating on exams,

84 percent admitted to cheating on written assignments, and

52 percent had copied one or more sentences from a Web site without citation.

Males and females cheat in equal numbers. Cheating is not confined to four-year colleges; the survey found that 45.6 percent of community college students have cheated during their two years at the institution.

The pressure to cheat begins early in students' academic careers. Most students who cheat in college also cheat in high school. Roughly 15 percent of students who engage in academic dishonesty state that they have no regrets over cheating. Researchers contend that this pattern of "cutting corners" continues throughout an individual's life and may result in unethical behavior, corporate criminality, and marital infidelity.

A number of elite high schools have been rocked by cheating scandals in recent years. Eric Anderman, a professor of educational psychology at The Ohio State University, concludes that 85 percent of all high school students cheat at least once prior to their graduation. At elite Stuyvesant High School in New York City, a student photographed pages of a state standardized examination and sent the photos to other students who had yet to take the test. In Great Neck, New York, students were caught paying another person to take their SAT, and some of the leading high schools in Texas also experienced widespread cheating.

A number of factors are viewed as motivating students to cheat: a misunderstanding of the definition of academic dishonesty, competition for good grades, a lack of respect for instructors who seem uninterested in