

to be best in any
point of view.

Integrity [in'te
moral principle
ethical princip
completeness

New Insights into Academic Integrity

2022 Update

WILEY

Is Concern About Academic Integrity Falling?

In this update to our Spring 2020 report on academic integrity, we assessed instructor and students' experiences and challenges with academic misconduct.

Wiley received 2,868 instructor responses, of which 23 percent are WileyPLUS users and 77 percent non-users. Student responses numbered 682, with 64 percent being WileyPLUS users and 36 percent non-users.

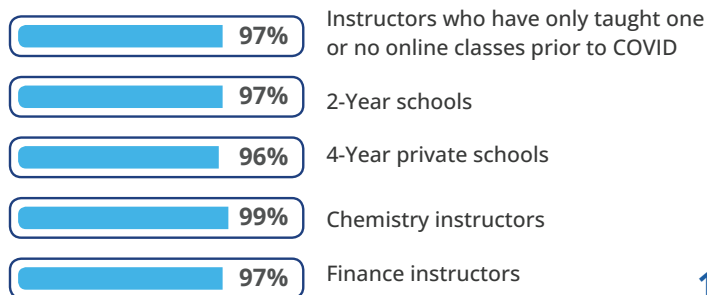
The survey was sent to college educators in the United States and Canada, with 60 percent of respondents from the U.S. and 31 percent from Canada.

After the rapid transition to remote instruction in spring 2020, concern among educators' academic integrity skyrocketed with 93 percent of instructors surveyed reporting they felt students are more likely to cheat online than in-person.

In Wiley's latest survey, the overall percentage of instructors who felt students are more likely to cheat online fell by 16 percent.



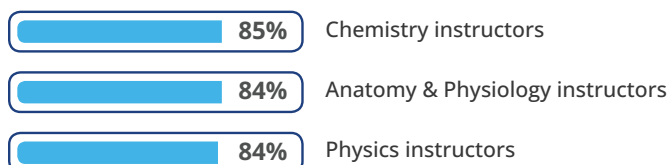
2020 Survey Breakdown: Instructors more likely to feel students cheat more online compared to in-person courses



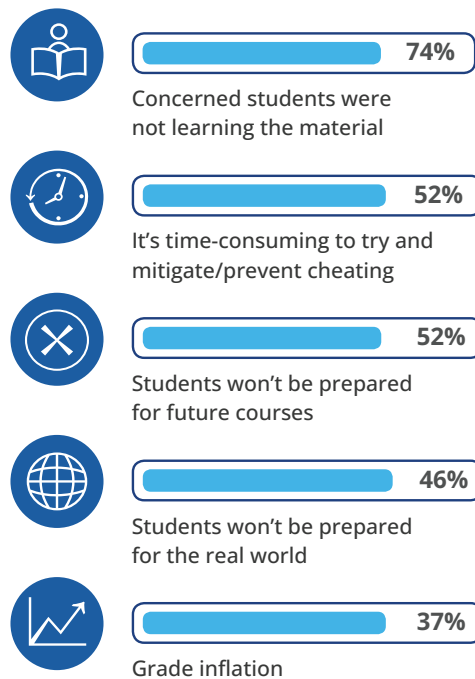
16% decrease



2021 Survey Breakdown: Instructors more likely to feel students cheat more online compared to in-person courses



When asked what the biggest challenges/concerns academic misconduct created for instructors since the pandemic, five rose to the top.



Which Course Delivery Formats Concern Instructors the Most?

Fully Online



52%



Hybrid



46%



In-person



33%



Who is most concerned?

These instructor cohorts have the greatest level of concern around academic integrity.



51%

Anatomy & Physiology



50%

2-Year school



49%

Accounting



46%

Mid-size school



46%

Computer Science

Is it Easier to Cheat? Students Say Yes and No.

Cheating Online

A majority of students surveyed in fall 2021 stated that cheating was easier online than in-person, confirming instructor fears. A full **59 percent of respondents said it was easier to significantly easier to cheat online.**



59%

Of Note...

67 percent of 4-year private school students stated it was easier to significantly easier to cheat.

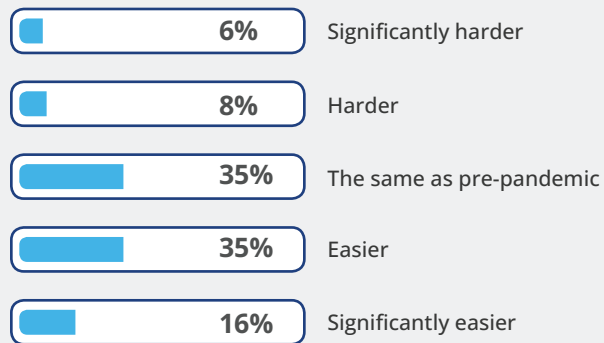


The percentage of Seniors graduating in 2021 was the same, with 67 percent stating it is easier to significantly easier to cheat.



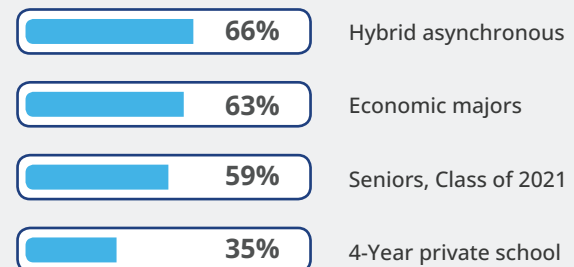
Has the Pandemic Made it Easier to Cheat?

Student respondents were near evenly split on this question with 51 percent saying the pandemic has made it easier, and 14 percent saying it's harder.

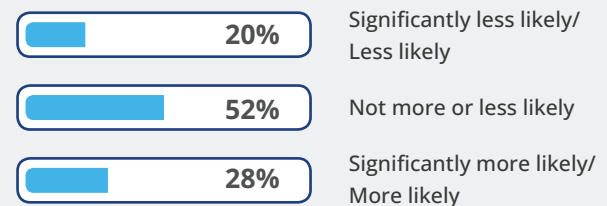


When Wiley asked students if they were more likely to cheat now versus pre-pandemic, the majority said they were not more or less likely to cheat.

These cohorts, in particular believe cheating is easier now than before the pandemic.



Keep in mind that even though a majority of students believe cheating is easier to significantly easier, it does not mean the majority of students are cheating.



Catching Students Cheating: How Many Get Busted?

Percentage of Cheating Based on Modality

Based on those instructors who caught 20 percent or less of their class engaged in cheating, the percentage of students caught varied little across the modalities.



33 percent

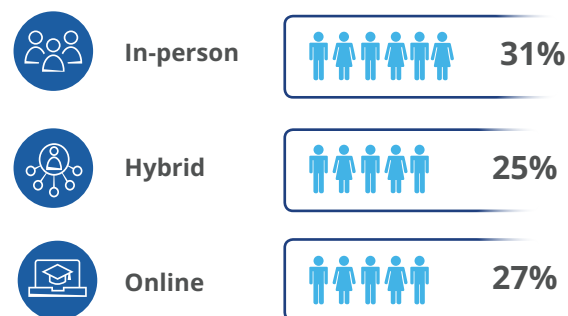
of students were not concerned about the effects of cheating. 15

percent said it didn't affect their ability to learn the material, while an additional 15 percent said it wouldn't affect them in the long-term (after graduation).

Wiley asked instructors what percentage of students they caught cheating over the last year. Over 60 percent of respondents nabbed between 1-20 percent of their class engaged in academic dishonesty.



The percentage of instructors who caught zero percent of students was a surprising 25-31 percent across the three modalities.



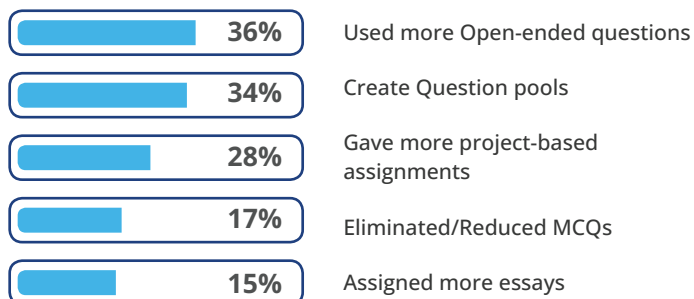
“ In general, when we look at the years and years of data, you tend to see that instructors say that there's more cheating going on than students say that they're seeing. So, that's good news. The other thing that I would highlight and that people just never believe me when I say this, but from the data that ended in I guess about 2012, there was no increase in cheating rates across the board. ”

– Dr. David Rettinger, from his Wiley Wicked Summer Camp talk
*Director of Academic Programs at the University of Mary Washington and
President Emeritus of the International Center for Academic Integrity*

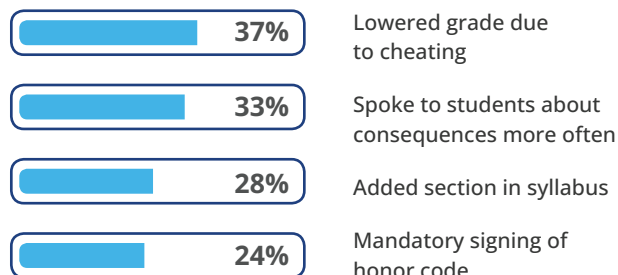
Mitigating Cheating: How Instructors Have Changed Things Up

Over the past semester, many instructors have used behavioral strategies to mitigate cheating, ranging from course design changes to discussing consequences. Let's break down what that looked like, keeping in mind that instructors may have employed multiple tactics.

Changes in Assessment



Raising Awareness



Of Note...



47 percent of Biochemistry instructors added more open-ended questions



49 percent of A&P instructors added a section in their syllabi



48 percent of Accounting, 55 percent of Finance instructors, and **41 percent of 2-Year schools** created question pools



46 percent of 2-Year school instructors added a section in their syllabi



43 percent of Business and 42 percent of Finance instructors gave more group projects



43 percent of A&P instructors lowered student grades



55%

Remote proctoring, while contentious, remains popular, with **55 percent of instructors** have used online proctoring software in the past 12 months.

“**First, I tell my students every semester on the first day of class and before the first exam that I will not tolerate cheating on exams. I also try to modify make-up exams so that the answers to the questions are not the same as for the regularly scheduled exams. I also address cheating privately on a one-to-one or two-to-one**

basis. Although students do not have to tell other students about these experiences, I feel better knowing that if these stories leak out, then students will know that I act ethically when I address cheating.”

– Nicholas Zoller
Southern Nazarene University

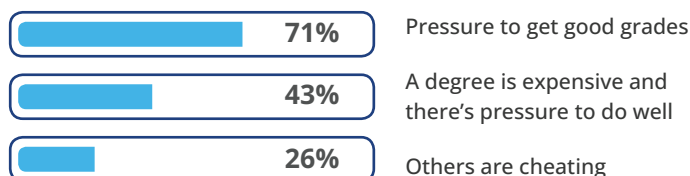
“**I set the tone right from the beginning that I explain the consequences. I have failed students in the past for cheating.**”

– Michelle Randall
Schoolcraft College

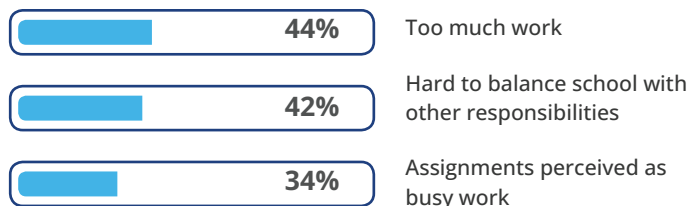
Why Students Cheat

In a panel discussion hosted by Wiley about academic integrity, Dr. Tricia Bertram Gallant, the Director of the UC San Diego Academic Integrity Office and Board Member of the International Center for Academic Integrity stated, "The research tells us that people are more likely to engage in dishonesty when they're under stress and pressure and when they're in a situation where the norms are unclear and there are temptations and opportunities."

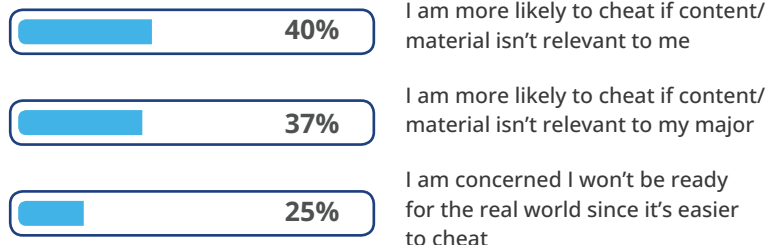
Under Pressure



Workload



Relevancy



Of Note...

49 percent of Finance majors feel pressure because of cost of degree

35 percent of 4-Year private school students say other students cheating adds pressure

34 percent of Business majors believe they receive too much busy work



“ The actual belief that their peers are cheating is one of the most important predictors of academic dishonesty. Being surrounded by cheaters has an almost contagious effect. ”

– Dr. David Rettinger

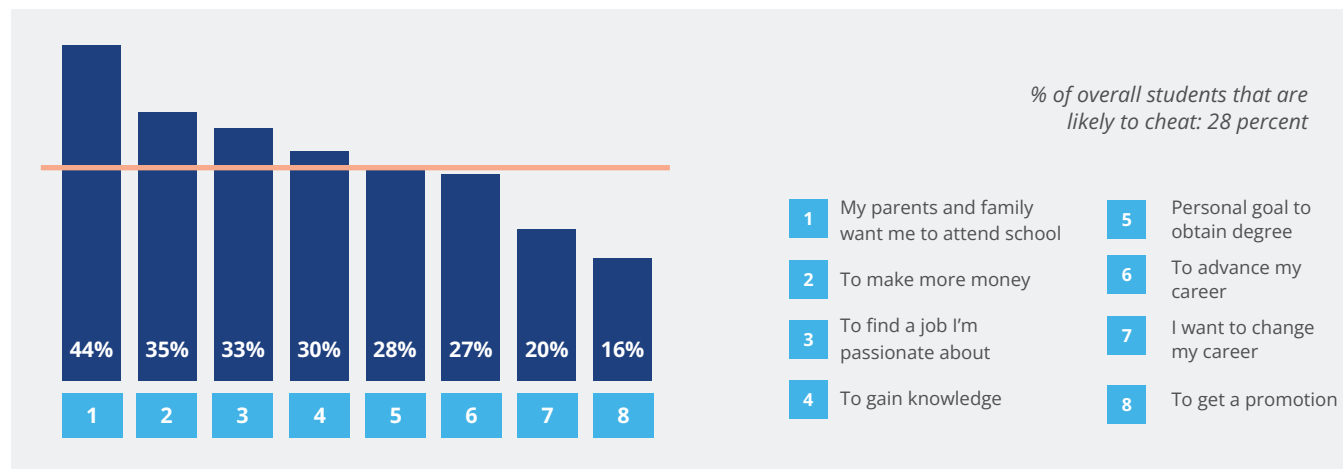
Director of Academic Programs at the University of Mary Washington and
President Emeritus of the International Center for Academic Integrity

Why Students Cheat *(continued)*

Students' Reasons for Attending School Affect Academic Dishonesty with Family Pressure and Desire to Make Money Leading Factors

% who are likely to cheat, based on motivation to attend school

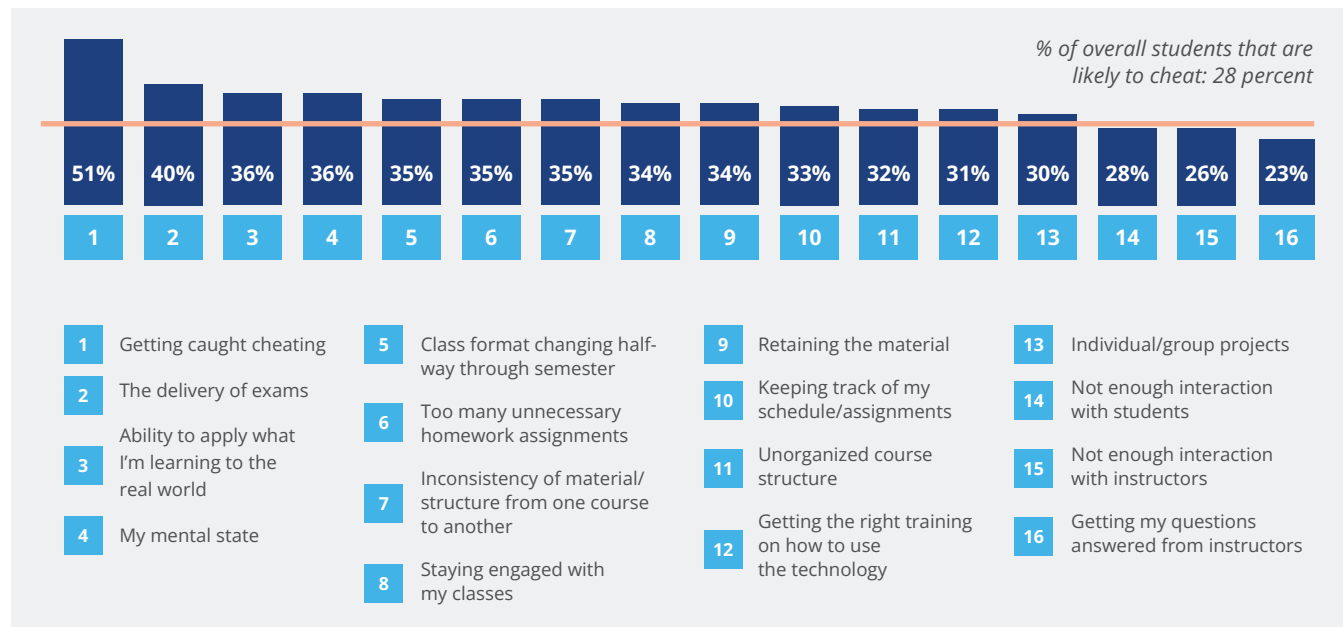
(%=top two; likely/very likely to cheat)



Students who are concerned about getting caught, unsure about the delivery of exams, not sure how to apply what they are learning and are in a bad mental state, are more likely to cheat.

% who are likely to cheat, based on biggest concerns are for coming semester

(%=top two; likely/very likely to cheat)



What Students Say Will Reduce Likelihood of Cheating

Getting Caught



Less likely if proctoring software is used



Less likely if getting caught lowers grade

Knowing Consequences



Too much work



Hard to balance school with other responsibilities

Honor Codes Work, But...



Percentage of students less likely to cheat if they have to sign an honor code



Percentage of instructors who made students sign an honor code this past year



73%

of students surveyed say they are **less likely to cheat if they think they're likely to get caught.**



51%

of students responded that they be **less likely to cheat if instructor lists consequences within syllabus.**

Of Note...

80 percent of 2-Year school students say they are *less likely to cheat if grade is impacted*



63 percent of 2-Year school students say they are *less likely to cheat if instructors discuss consequences*



34 percent of Business majors believe they receive *too much busy work*



“ One of the simplest things I do is show my students I am deeply invested in the academic integrity of the class. My syllabus contains strict language which warns students about the enforcement of our school's code of academic integrity. I require every student the week before our quarter starts to achieve a near-perfect score on a quiz containing examples of academic dishonesty. Weekly discussion sessions, whether face-to-face or online, remind students I have no tolerance for cheating. And, the last question on each test asks students if they strictly abided by our school's academic integrity requirements. ”

– Dr. Max Chao
Full-time Lecturer, UC Irvine

Methodology

Survey was conducted by email and sent to 133,589 instructors and 1,764 students. The survey was open from September 15–September 29, 2021.

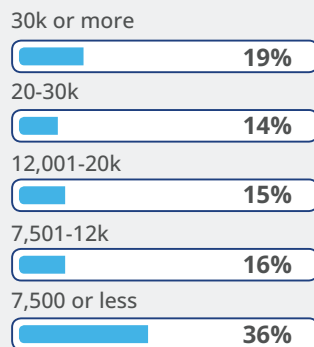
The instructor sample size comprised 2,868 instructors, 23 percent of whom used WileyPLUS and 77 percent non-users. 95 percent of instructors were U.S.-based,

with 5 percent of respondents affiliated with Canadian institutions.

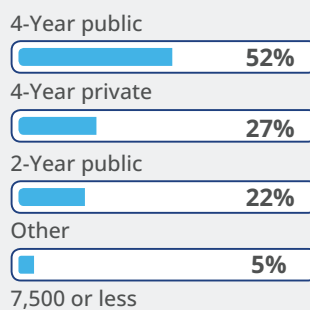
The student sample size comprised 682 students, 64 percent of whom used WileyPLUS and 36 percent non-users. Nearly 60 percent of students were U.S.-based, with 31 percent of respondents attending Canadian institutions.

Instructor Demographics

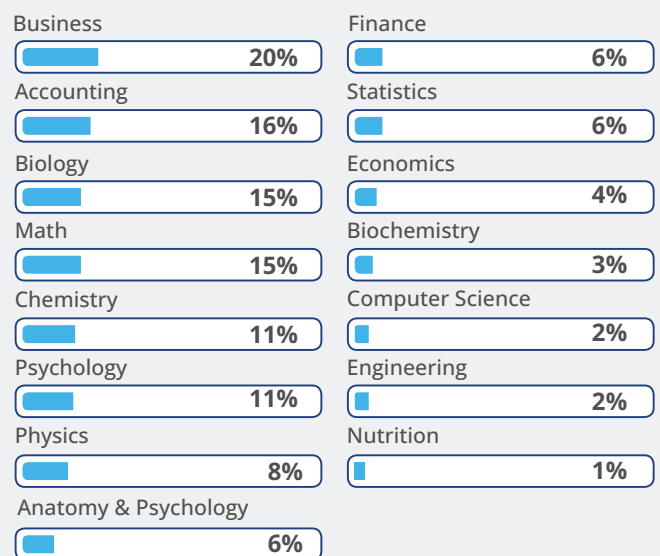
Size of School



Type of School

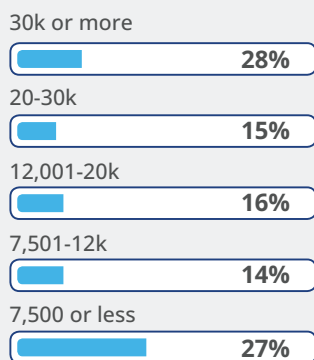


Courses Taught

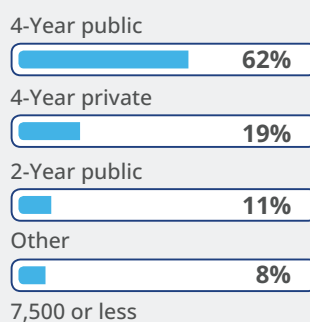


Student Demographics

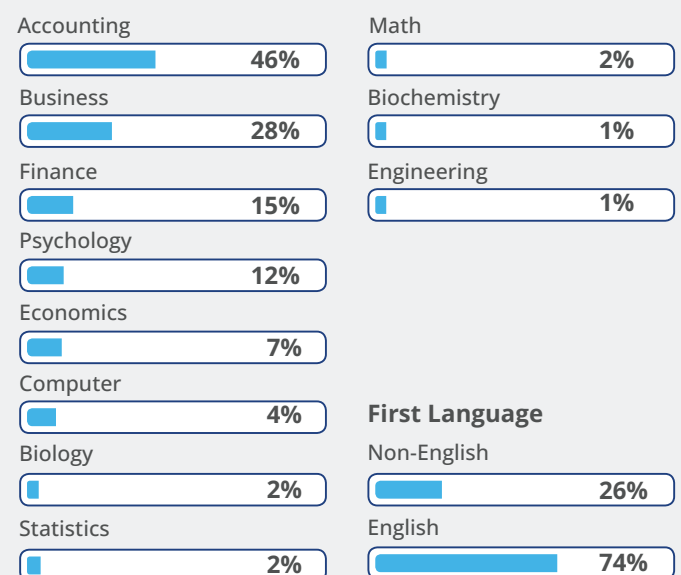
Size of School



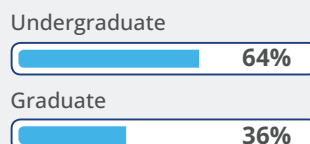
Type of School



Major



Type of Student



First Language

