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Busted: The top 5 ways that Chinese students cheat on their undergraduate applications to American schools (and what schools can do about it)

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Introduction

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Most American admissions officers have funny stories about fraudulent applications from China – documents that are so clearly fake that they are easy to catch, and easy to make fun of. But what about fraudulent applications that are more sophisticated? How can you detect them? How common are they? Why does it seem that they are increasingly frequent? How should you change your China recruiting and admissions practices to combat this trend?

This white paper addresses these questions, with the following main conclusions:

- Cheating is pervasive in China, driven by hyper-competitive parents and aggressive agents. Our research indicates that 90% of recommendation letters are fake, 70% of essays are not written by the applicant, and 50% of high school transcripts are falsified.
- Chinese applicants typically cheat in 5 major categories: recommendation letters, essays, high school transcripts, financial aid applications, and awards.
- American programs have 6 ways to fight back: hire a “covert” admissions staffer from mainland China, interview all attractive applicants from China, consider “spot tests” of English, request official transcripts directly (or simply ignore them), hire a Chinese lawyer to verify financial need, and develop a policy on exposing fraud publicly.

Until and unless American schools systemically address cheating on applications from China, the problem will continue to grow¹.

Methodology

It’s impossible to collect reliable statistics about cheating, since the most-interesting respondents are the least likely to be honest. We’ve therefore relied on interviewing students and parents we know well, and have asked them to ask their friends. In all, we’ve spoken directly or indirectly with about 250 high school seniors from China (and some of their parents), the majority of whom attend China’s top high schools. In addition, we’ve chatted with several Chinese agents, with the assurance that we will not identify them.

¹*Author’s note:* I’m concerned that my explanation of cheating in China may come across as acceptance of it. Quite the contrary! While I feel as if I understand *why* Chinese applicants cheat, and can even empathize with their reasons, I don’t think their ends justify their means. Call me old-fashioned, but I think that honesty is a universal value worth upholding, in any context, especially when everyone around you is cheating.

The feedback from all of these sources was remarkably consistent – almost everyone had very similar views about why people cheat, how they cheat, and how often they cheat. These qualitative conclusions form the basis of this white paper.

Quantitatively, the results of our interviews are summarized in the following table:

Cheating method	Percentage of undergraduate applicants who use this method to cheat
Recommendation letters written by someone other than the teacher, and simply signed and posted by the teacher	~90%
Essays written by someone other than the applicant	~70%
High school transcripts (grades and ranking) that are falsified	~50%
Financial aid applications that contain false information	~30%
Awards and achievements that are fake	~10%

Perhaps more important than the specific numbers was the common refrain: “everybody cheats.”

Why Chinese applicants cheat

The first step toward changing unwanted behavior is to understand why it is happening. Hopefully by understanding the context better, American schools will be better able to adjust their recruiting and admissions practices in China.

There are 3 main reasons why Chinese applicants cheat:

1. Extraordinary peer pressure, driven by parents. As we explained in an earlier whitepaper (“Inside the Mindset of the Chinese Applicant”), Chinese parents drive the application process, not students. From an American point of view, the Chinese parent is absurdly over-involved. From the Chinese perspective, the American parent is dangerously irresponsible. The cultural norm in China is to consider a 17-year-old not yet capable of managing a decision as important as his or her college education. Chinese parents make American helicopter parents look laid back.

Because Chinese parents are driving the process, they are constantly looking for a competitive advantage. Most of these parents are in their 40s; as tweens they directly experienced the upside-down horror of China’s Cultural Revolution, which over-turned many of the traditional rules governing Chinese society. As teenagers, they heard Chairman Deng Xiao Ping (Mao’s successor)

encourage them to focus on getting rich. Over the ensuing thirty years of extraordinary growth in China, they have seen many people who “succeeded” by bending or breaking the rules, almost always with impunity. It should therefore not be surprising that for many parents of today’s Chinese applicants, “honesty” or “fairness” are naïve dreams.

Their children, not surprisingly, therefore have a very different view about “honesty.” They are simply doing what they’re told, in pursuit of their dreams. As one student told me: “If I don’t bend the rules, I won’t be successful. That’s not fair to me!”

Since most Americans are not familiar with modern China, it is understandably hard to understand the historical and cultural context that is driving Chinese parents to cheat. However, the idea of cheating due to peer pressure should be familiar. Consider the example of the speed limit. Back when the speed limit was 55 mph, many people drove 65 mph or 70 mph. Even though a driver knew he or she was driving too fast, “everybody was doing it”, and no one was being stopped. So speeding became the norm.

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2. Aggressive agents. While there are no reliable statistics on the role of agents in China, our research indicates that about 80% of Chinese applicants to American undergraduate programs use agents. Few of these agents meet NACAC ethical standards.

For many Chinese parents, agents provide helpful advice through an unfamiliar and complex process, which is hard for even Americans to navigate! Agents have experience helping many applicants, and are eager to share their “best practices” with parents, who often don’t know any better. This advice typically includes a full year of service, starting with advice about test prep and school selection, continuing through essay writing and application completion, and ending with choosing among competing offers.

For this advice, most parents pay between US\$6,000 – US\$10,000. If the agent can get the child into a “top 30” or “top 10” school (as defined by US News rankings), the parent typically pays a US\$3,000 – US\$10,000 bonus. All of these fees are on top of what the school might pay the agent; these fees typically start at 10% of tuition, and are typically not disclosed to the parents. Finally, many agents also demand that parents give to the agent 10-15% of the financial aid package, and insist that the parents not tell the school.

Given these economics, agents are strongly motivated to keep their clients happy, especially since referrals from satisfied clients are critical for next year’s business. This eagerness to please usually extends beyond simple advice.

For example, a parent might ask the agent to call the applicant's high school to "confirm the transcript." In most cases, the parent knows that the agent might end up changing the transcript in the student's favor (or might get the school to do it – see below). But using the agent gives the parent a psychological layer of deniability.

Parents also routinely ask agents to "strengthen my child's application." Agents have been known to react creatively – this year one of the students we interviewed told us an agent had proposed writing that the student had led a scientific expedition to the arctic...

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Of course, there are also some agents who create false applications (or supporting materials) without pressure from parents. However, even after spending a small fortune on the agent, every parent we met said they had to spend hours checking the quality of the agent's work. It's therefore reasonable to assume that most parents are well aware of the agent's actions.

Most parents also want the agent to handle all communications with schools. This means that agents register on students' behalf for the Common Application (most students are not allowed to log in to view their materials). When schools ask for the student's email address (or the parents'), the agent creates one, checks it daily, and replies on behalf of the student or parent. Many parents see this as a benefit: "I know my child's English isn't good enough, and I'm worried he might say something bad. I'd rather have the agent do it all."

3. High schools that are too helpful, or not helpful enough. Throughout China, high schools and teachers are measured by results, the ultimate of which is where their students go to college. While laudable in some respects, this pressure creates two different kinds of problems for applicants to overseas programs:

- For some of the best students from some of the best high schools, the school actively thwarts efforts to go overseas. We know of several examples where the school refused to provide a transcript, and forbade teachers from signing recommendation letters, all in an attempt to have its top students attend Chinese universities (rather than go overseas). Those schools and their teachers were only recognized for sending their students to Chinese schools; students who went overseas were considered "lost" to China. These students also did not take the

national college entrance examination, which ended up lowering the school's average score (since the outbound students were very bright). At one famous Beijing high school this year, half of the graduating class decided to go overseas for college. From the high school's perspective, this is a very real "brain drain."

- At other schools, the school and teachers will gain in prestige if their students attend top-ranked overseas programs. And in addition to the "face" gained by having graduates attend top overseas schools, school administrators and teachers can also make a lot of money from parent gifts. Based on our interviews, the going rate for "tweaking" a transcript was about US\$15 per student; the pre-tax salary for a school administrator is about US\$450 per month, making these "gifts" a meaningful income supplement. These same schools and teachers would rarely help parents cheat on applications to *Chinese* universities, both because it's hard to cheat, and because the consequences are severe. But overseas schools are far away, and the "consequence" of cheating is a nice addition to monthly income.

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These three reasons – parent peer pressure, aggressive agents, and obstructionist/overly-helpful high schools -- support a culture of cheating that is pervasive, and hard to break.

Importantly, unscrupulous agents are not corrupting the otherwise pure motives of parents. Parents have clear needs, which most agents are happy to satisfy. In their annual quest to get more clients, the most aggressive agents provide increasing levels of "service," and then tout how they got a "so-so student" into a great school, with financial aid (even though the family didn't need it). In China's hyper-competitive world of parenting, that story is hard to resist.

How Chinese applicants cheat

The pervasive culture of cheating in China described above is expressed in five principal ways:

1. Recommendation letters. Our interviews consistently confirmed that 90% of all recommendation letters are written by students, parents or agents, not teachers or guidance counselors. The typical reason given for this practice is that Chinese teachers are "far too busy." This is understandable to some extent, since the typical class section (even at the top high schools) has 40 students, and a subject teacher typically has 120 – 160 students (three sections). Teaching

assistants are rare. Teachers are also expected to offer after-school tutoring for students (for which they charge). Chinese teachers work hard, and are under enormous pressure from parents.

In addition to being very busy, most Chinese teachers don't know how to write an American-style recommendation letter. China has "recommendation letters", but they are typically 3-5 sentences long. The content is not important; what's important is the title of who signs it (the more prestigious the better). This is because Chinese-style recommendation letters are meant to provide evidence of "who you know", not "who you are" or "what you can do." This is very different from the objectives of an American-style recommendation letter.

Also, very few Chinese schools have "guidance counselors", or other professionals who are responsible for "knowing" the student. Because guidance counselors don't exist in China, but American schools still ask for recommendations from guidance counselors, several Chinese parents said to us: "well, the American school knows that we don't have guidance counselors, but they still want a letter from the counselor. So the American school is basically telling us to cheat. Otherwise, they would be more clear about who exactly should write the letter and what the letter should say!"

Finally, most Chinese teachers are not comfortable writing in English. They typically can't even read the recommendation form. Instead, they rely on the student (or the agent) to "read it for me" or "fill it out for me." The student or agent also typically checks the box that says "do not let the student read my recommendation". If the form is supposed to be mailed by the teacher, the student or agent will do that instead.

90% of all recommendation letters are written by students, parents or agents.

2. Essays. Writing essays is hard for every applicant, and especially so for non-native English speakers. In China, the challenge is compounded because parents believe that test scores (whether for the SAT, TOEFL, AP or China's national college entrance examination) are much more important than essays. Parents often said that their child is "simply too busy to write all those essays."

Fortunately from the parents' perspective, most Chinese agents are happy to solve the problem -- by ghost writing the essays. Many agents in China have folders full of "successful" essays, which they tweak each year. Others hire recent returnees to write essays, or tap into the pool of expatriate English teachers in China. Even if a student is not using an agent, essay-writing services abound in China, which charge US\$700 and up for a package of essays.

Of course, "essay coaching" services are also numerous in the US. It's not clear whether they actually write essays for their clients. In China, however, it's clear. Our interviews indicate that

about 70% of all submitted essays from China are written by someone other than the Chinese applicant.

3. High school transcripts. As explained earlier, some Chinese high schools deter overseas study by refusing to release transcripts, while other high schools are eager to burnish their roster of graduates at top American schools. Both situations create strong incentives to falsify transcripts, including both course grades and class ranking.

These incentives are further fueled by the fact that in China, high school transcripts are seen as “flexible” documents. Within a given grade at the same school, there are typically 6-15 “sections”, each with 40-50 students. The sections are tracked by academic achievement, starting in elementary school. Different sections within the same grade are typically given different tests – the “top” math section, for example, takes a much harder test than the “bottom” math section does. Because of this, transcripts are routinely “normalized.” For example, a student in the “top” math section who gets a 70% grade will be ranked within his section, but on the official school transcript his grade will be normalized to a much higher grade (~90%), since the test he took was harder. Unfortunately, this normalization process is not consistently applied across schools, or even within the same school.

This normalization process creates an environment where transcripts are seen as documents that are routinely “adjusted” to meet the needs of whoever is asking to see them. If the government wants to assess progress, grades can be adjusted. If a foreign school wants to see a transcript, grades can be adjusted in a different way. These adjustments aren’t seen as being dishonest – they are seen as an attempt to make the school’s students (and therefore the school) look good. In part because of this, China’s national college entrance examination is completely independent of the local school – the exam is created and scored at the provincial level, and strictly controlled by the central government.

Our interviews indicate that about 50% submitted transcripts are falsified in some way.

Given this, it’s perhaps easier to understand why Chinese schools, and parents, don’t see transcripts as inviolate documents of student achievement. At the same time, it’s also hard to even define what “transcript falsification” means: if the school changes its own transcripts to make a student look better, is that falsification? To be clear, the definition of “transcript falsification” we use in this white paper does NOT include the normalization that schools routinely do. Instead, we are focused solely on further modifications made with the intention of further improving the student’s profile.

With this definition in mind, high school transcripts are typically falsified in two ways: the agent uses Photoshop to alter the transcript, or the school re-issues a doctored transcript. Our interviews indicate that about 50% of submitted transcripts are falsified in some way. Often it’s changing a few

bad grades to better grades, inflating the class rank, or re-calculating the GPA. Sometimes the entire document is fake.

4. Financial aid applications. As we explained in an earlier white paper (“Promoting Your Program in China: Best Practices”), most Chinese applicants to American undergraduate programs want financial aid, but very few actually need it. For many reasons, Chinese applicants are almost all from wealthy backgrounds.

Even so, most of these families still want financial aid. It’s seen as an indicator of the applicant’s attractiveness to the school, and not as a sign of financial weakness. Said another way, if a Chinese student gets a \$10,000 scholarship from an American school, the parents’ friends will all think it’s because the student was especially strong – after all, the friends know that the parents don’t really need the money, so it must be a merit scholarship!

Of course, in some cases, the Chinese parents actually do need financial aid. They are excited about an American education, but lack the means to pay for it. Those parents have an especially strong incentive to cheat.

The cultural norm is that there is no harm in creating false documents – the company or bank employee is simply doing a favor for the parent, and can reasonably expect a gift or favor in return.

Both situations drive people toward cheating, which is easy to do:

- Most employers will readily create false statements of income, especially when the parent who is asking holds a senior position in the company.
- Most banks will create a bank account balance statement for any amount requested, especially if the customer has a lot of money deposited with the bank.
- Tax returns are available, but a recent study by the Chinese government estimated that tax cheating is widespread and enormous, fueled in part by the lack of automated reporting (China does not have the equivalent of W-4 and 1099 forms, and banks do not share personal financial data with other banks).

In all of these cases, the cultural norm is that there is no harm in creating false documents – the company or bank employee is simply doing a favor for the parent, and can reasonably expect a gift or favor in return. The concept of “honesty” is simply not relevant -- the company, bank, employee, and parent all stand to benefit from falsification. If they are cheating a Chinese school, company, or the government, there is some risk of getting caught and punished. This same risk is not perceived to exist with American schools. So why not try?

Fortunately for American schools, our interviews suggest that cheating on financial aid applications is relatively rare (when compared to other forms of cheating), at “only” 30 percent.

5. Fake awards and other achievements

Most Chinese parents now understand that American schools are looking for “well-rounded” students who combine strong test scores, transcripts, and extra-curricular achievement. The problem (as explained in our Whitepaper “Their World: How Chinese Families Select American Universities”) is that most Chinese students don’t have time to participate in many extra-curricular activities – they are too busy studying for and taking tests. In fact, many Chinese parents see extra-curricular activities as a dangerous distraction from studying.

The result? Fake achievements, often concocted by agents. Based on our interviews, this happens on about 10% of applications. Sometimes a student’s silver medal is turned to gold, and sometimes a student lists an award for an activity he or she never completed. At a top Beijing high school this year, ten students claimed to be Class President!

Recently popular is yet another approach: the “record album”, “book”, or “patent.” Compared to the US, creating these in China is relatively inexpensive, as is buying accolades from media and “fans”. Compounding the problem is that the materials are usually in Chinese, making it hard for US schools to make independent judgments about the true value of these “achievements.”

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At this point, you may be wondering whether there are any honest applicants from China. They exist, but it’s hard to find them, since they are swimming in a sea of falsified applications.

To make matters worse, the tide is rising. According to a recent report from the Institute for International Education (www.iie.org), the number of mainland Chinese studying in the US is growing at 20% annually. Based on our research, the number of fraudulent applications will grow at the same rate, or even higher, since there is only upside, and no perceived risk, to the applicant.

What American schools can do

It is increasingly difficult to detect fraud, since many Chinese applicants and agents are getting more sophisticated. However, there are six things that American schools can do to increase the odds in their favor:

1. Hire a trusted mainland Chinese staff member in your admissions office. Someone from Taiwan, Hong Kong, or Singapore is not the right fit – the person needs to be very familiar with current mainland Chinese culture, and also able to read simplified Chinese (which is the language used in mainland China. Taiwan, Hong Kong and Singapore use “traditional Chinese.”) A Chinese-American is also not the right fit, since he or she will likely assume that most applications are honest, since that is the prevailing assumption for applications from American students.

He or she can help screen applications, and point out potential problems. This is an art, not a science, since you’re looking for inconsistencies, or things that don’t make sense. For example, course grades that don’t align with a class rank, or extra-curricular activities that don’t jibe with the location. This person can also help with China-specific interviews (explained below).

Importantly, don’t use this person as your recruiter in China, since then he or she risks getting compromised by the cheating culture. This isn’t a knock on the person’s ethics – once Chinese applicants know who this person is, they can potentially “work connections” to “call in favors” from the person’s relatives or friends, which could create an uncomfortable situation. If possible, it’s more effective to keep this person’s identity hidden.

2. Interview every interesting applicant from China. Although this may seem expensive at first, it’s simply the best way to detect fraud. The key is to make sure that one of your interviewers is from mainland China, and that part of the interview is done in a mixture of Chinese and English. Why? Chinese applicants will be understandably nervous when speaking with a non-Chinese person, in English. That makes it hard to tell when the candidate is skirting the truth. Even as a Caucasian, I’ve found that interviewing people in Chinese makes this much easier. By switching languages, it’s also easier to ask questions such as “Which agent did you use?” or “Does your family really need financial aid, or do they just want it?”

A Chinese-speaking questioner who is familiar with China today will also be perceived as more understanding of the fact that “everybody cheats”. By coming across as empathic, this person is more likely to uncover the “fibs” that are part of so many applications. Once the school has this information, you can decide what to do with it.

If you can’t find this type of trusted Chinese interviewer, then it’s still worth doing the interview. It’s a fast way to determine the candidate’s spoken English skills, and to assess his or her fit with the program. Given the prevalence of Chinese fraud, and the risk to your program’s reputation of admitting cheaters, it’s a reasonable investment.

Fortunately, these interviews don’t have to be expensive. Many instant messaging products (like Skype, MSN Messenger, and Google Chat) offer high-quality and free video chat capabilities. All Chinese candidates have access to the necessary equipment and bandwidth on their end (if not at home, then at a nearby internet café). It’s also perfectly acceptable to schedule the interviews when it’s convenient for you, even if that means the candidate needs to stay up late or get up early. This won’t be perceived as rude.

Finally, at every interview be sure to ask to see the candidate's Chinese passport and Chinese identity card, and check it against the application. This may sound overly paranoid, but we know of several cases where parents hired actors to pretend they were the applicant.

If this sort of “personal touch” approach is not feasible, consider using the student verification service from Zinch China. Chinese applicants who are interested in your program are interviewed over the phone by trained bi-lingual Zinch employees, who confirm students' spoken English skills and their need for financial aid.

It's also perfectly acceptable to schedule the interviews when it's convenient for you, even if that means the candidate needs to stay up late or get up early. This won't be perceived as rude.

3. Consider using “spot tests” of English, such as the new Pearson Test of English (PTE). Most Chinese applicants spend months and small fortunes preparing to take the SAT and TOEFL (the going rate in Beijing for a year-long SAT prep course is US\$5,700). As a result, some American educators have told us that they are finding these test scores less effective predictors of an applicant's fit.

Since English skills are especially critical for a student's success at an American school, it would be great if there was a way to have the student take the test the day after you ask them to (no time for preparation), in a format that lets you listen to the results. Fortunately, that is what the new Pearson Test of English provides. It's readily available in China.

4. Request official transcripts directly, or just ignore transcripts. If you have a Chinese-speaking staffer, you can call the high school in China and ask them to fax you the applicant's transcript. Some schools will comply, others will cite student privacy and decline. And of course, if the school is complicit in fraud, you're out of luck.

Another option is to ask the student to request official copies of his or her “national-level” test scores be sent to you directly, via China's Ministry of Education. All Chinese high school students take national-level subject tests (called the Hui Kao, pronounced “whey-cow”), starting in 10th grade. Each year different subjects are tested, and the standards vary across the Chinese provinces (for example, some places test Biology in 10th grade, while others test it in 11th grade). These tests are known to be easy, with most students getting an “A” or “B”. Nevertheless, if the student's application describes an “A+” student, and the Hui Kao shows “B” and “C” results, something isn't adding up.

The Ministry of Education can also provide the results of China's national college entrance examination (called the Gao Kao, pronounced “gow-cow”), which is a comprehensive 3-day test. Unfortunately, the results are usually not available until July of the student's senior year (meaning 2

months before they are supposed to start your program), and many Chinese students heading overseas no longer take this test.

However, if you're looking at an application from a current Chinese undergraduate student (who wants to transfer into your program, for example), then his or her Gao Kao is relevant. In addition, all college-level course grades are available from the Ministry of Education.

In all of these cases, simply ask the student to submit a transcript request to the "CDGDC" (<http://www.cdgdc.edu.cn/xwweben/>), and ask that the transcript be sent directly to your program by the CDGDC. See our Whitepaper "Getting Official Transcripts from China" for more details.

However, remember that in the best case, high school transcripts have been "normalized," so it's very hard to know exactly what the transcripts represent. Ignoring transcripts from China may therefore be the best policy.

Cheating (in any culture and in any context) occurs when the benefit from doing so is high, and the risk of being punished is low.

5. Hire a reputable Chinese lawyer to assess financial need. If you are concerned about giving financial aid to families who don't need it, consider hiring a reputable Chinese lawyer to verify the applicant's information. There are many such firms that can do this, and it's not expensive. Although this may sound draconian, consider the cost to your program's reputation from giving aid to families that don't need it (and who will then crow about it to their friends).

As an alternative, when you interview the candidate, casually ask two simple questions: "Where does your family go on vacation?" and "What kind of car does your father drive?" If the answer to the first question includes a list of international destinations, and answers to the second include luxury brands, then you should be alert to possible fraud on the financial aid application.

6. Develop a policy on exposing fraud publicly. Cheating (in any culture and in any context) occurs when the benefit from doing so is high, and the risk of being punished is low. Think back to driving at 70 mph – the only thing that works consistently is to have police visibly stopping speeders, who are assessed meaningful fines or points.

What's the equivalent with college applications? Publicity about cheaters who get caught. This is, of course, hard to do. Evidence of cheating must be clear, and the benefit of embarrassing the cheater must outweigh the risks to the school. That said, every year there are articles in US newspapers about students who were expelled for cheating, so the precedent exists.

To focus the impact, and limit the potential downside, consider two things:

Work with other schools to develop a common approach, so that it's not just your school. Many school associations exist, and if your program is concerned about fraud, other similar programs are likely to share your concern. Explaining that an applicant or current student didn't comply with shared standards will help deflect criticism that your program is being unfairly judgmental.

Try to keep the media exposure in Chinese, not English, and in mainland Chinese media outlets. This will help you focus the message to the relevant audience, and limit unintended consequences from widespread media attention in the US.

These 6 steps may seem like a drop in the bucket, but only by starting to take action can American programs hope to turn the rising tide of application fraud in China.

Summary

Many American programs are nervous about falsified applications from China. Our research indicates that these fears are well-founded. Cheating is pervasive in China, driven by hyper-competitive parents and aggressive agents. The parents of today's applicants grew up in an environment where bending (or even breaking) the rules meant success. Fueling this culture is the fact that doing favors for nearby (and usually wealthy and powerful) parents has clear upside, while American schools are far away and unknown.

Chinese applicants typically cheat in 5 major categories: recommendation letters, essays, high school transcripts, financial aid applications, and awards. In response, American programs have at least 6 ways to fight back:

- Hire a “covert” admissions staffer from mainland China
- Interview all attractive applicants from China (and/or use the Zinch China service)
- Consider “spot tests” of English
- Request official transcripts directly (or ignore transcripts altogether)
- Hire a lawyer to verify financial need
- Develop a policy on exposing fraud publicly.

This last point is perhaps the most challenging, but arguably the most important. American schools need to understand why some Chinese applicants cheat, and how they do it. Getting better at detecting fraud is important. But the cheating won't abate until existing “honesty” policies get some teeth. Specifically, consider punishing cheaters by rejecting fraudulent applications in a public way,

and expelling enrolled students who cheated on their applications. Until and unless this happens, Chinese cheaters will continue to be encouraged, since “everyone is doing it”, the risk of getting caught is very low, and there is no perceived penalty.