Experiences of First-Year Chinese International Students Who Are on Academic Probation
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Research Design
Research method: Mixed-Method
Research site: 4-year Public University
Data collected:
• Students' educational records (Cohorts Fall 2006 to Fall 2017)
• Survey data (Cohorts Fall 2016 and Fall 2017)
• Interview data (Cohorts Fall 2016 and Fall 2017)

Pathways after One Semester

Main Reasons of Being on AP in Interview

Academic Proficiency:
• Poor academic preparation in high school, especially in international high school system
Institutional Navigation:
• Not knowing grading policy
• Wrong study strategies
• Unsuitable course selection
• Not utilizing on-campus resources and services because of unawareness
Socio-emotional Engagement (Top Six Reasons):
• Not taking study seriously
• Not study (hard)
• Romantic relationship
• Peer influence
• Laziness
• Spent too much time on playing and non-academic activities

“IT was too much freedom in U.S. colleges, and no one to manage you. No one helicopter you, but I am not a self-disciplined person. I feel I was quite fool at that time, no one helicoptered me at that time, and I was unable to manage myself well, neither. I am a person really need other people to helicopter me, but I also do not like having people to helicopter me. ”

Top Strategies to Improve GPA
• Taking study seriously and study hard, and devoting more time on study in and after class
• Course selection strategies
• Utilizing on-campus resources and services

Individual Level:
• Understanding Chinese international students’ communication pattern, help seeking pattern, and problem solving pattern
• Refer Chinese international students to specific person instead of offices/web links

Institutional Level:
• Info session about related academic status policies and immigration policies at International Student Orientation in Mandarin
• Team/Office to support Chinese international students
• WeChat public account to promote student success
• Academic resilience program
• Tracking system
• Workshop to faculty and staff
• Psychological development and mental health evaluation and support
• Reform the recruitment and admission practice

Main Findings
• Students only prepared for getting the admission from U.S. colleges, not for study abroad
• Students’ mean of total TOEFL scores, total SAT scores, and total ACT scores, are inversely correlated with their first semester GPAs
• The most reasons of being on academic probation are in socio-emotional engagement

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Recommendations

Future Research
• Focus on Chinese students, not overly address “international”
• Multi-school research/National research on academic performance of international students
• Track students’ pathways to their graduation
• Compare with Chinese international students in good standing
• Compare with domestic students and other international students