

2023 WholeRen White Paper on Chinese International Student Dismissal and Consequences



WholeRen Group Research Center
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About WholeRen Education

WholeRen Group, LLC was established in 2010. WholeRen is a multinational, professional education company which seeks to create and promote Sino-U.S. educational opportunities. We integrate a range of educational services from middle school, high school and college application assistance to transfer assistance, academic emergency services, on-going academic counseling, homestay services, winter/summer camps, executive education programs, career planning, internship/research opportunities, and more. WholeRen is a long-standing U.S. based agency assisting with placements of Chinese students from the U.S. and China, having received certification from the American International Recruitment Council (AIRC) through 2029. We have been invited to interview with mainstream media such as CCTV, CGTV, the New York Times, and the Wall Street Journal. We are among the most knowledgeable professionals regarding American and Chinese academic cultural differences and have a dedicated research team that pays close attention to the long-term development of students. The WholeRen Group Research Center devotes itself to research analysis on Chinese international students in America in order to provide accurate consultations based on first-hand data. If you are interested in learning more about WholeRen, we invite you to visit our website: <https://www.wholerengroup.com>.

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Abstract

Over the last decades, there has been a consistently high number of Chinese students studying abroad. With abundant educational resources and outstanding instructional quality, the United States continues to be the first choice for Chinese students looking to study abroad. There are more international students from China studying at U.S. universities than international students from any other country. In 2022, approximately 30.58% of international students studying in the United States were Chinese students.¹ Although many Chinese students wish to study in America, it can be a difficult journey. In accordance with the Family Educational Rights and Privacy Act (FERPA), the WholeRen Group Research Center compiled data from 12,087 dismissed Chinese international students who studied in the U.S. from 2013-2023 and utilized WholeRen's services. A random sample of 1000 cases from March 2022 to March 2023, representing the latest trends regarding academic dismissal, were selected to develop this report. The 10th edition of the White Paper on Chinese International Student Dismissal and Consequences ("2023 White Paper") is the latest to our annual White Paper reports since 2014.

The 2023 edition of the White Paper investigates Chinese international students who were dismissed from U.S. schools, analyzes why they were dismissed, and looks at changes and trends which led to their dismissals. The 2023 White Paper provides valuable data for international students, universities, governments, industry professionals, host families, and all those involved with Sino-U.S. educational exchange.

The data from the past year showed that academic dishonesty is still the primary reason for the dismissal of Chinese international students. After effective control of the pandemic, international students have gradually returned to their normal campus life. After two years of online learning, many students were seriously affected by the offline teaching mode, which resulted in a decline in their GPA. In order to improve their grades and achieve good results in a short period of time, some students resorted to dishonest means such as plagiarism and cheating, or paying others to write their papers or take exams for them. Once such behavior is discovered, the students will face severe penalties from the school. After being suspended or expelled, their I-20 document will be invalidated, leading to a significant increase of students who have been overstayed this year. Even more seriously, the record of overstaying in the United States will have negative impacts on the students' future academic studies and reentry.

¹ Institute of International Education. (2021). "Places of Origin." Open Doors Report on International Educational Exchange. Retrieved from <https://opendoorsdata.org/data/international-students/all-places-of-origin/>

Table of Contents

| | |
|--|----|
| Part 1 Background Overview | 4 |
| 1.1 Overview of Chinese Students in America | 4 |
| 1.2 Research Intent | 7 |
| Part 2 Data Analysis On Students Who Have Been Dismissed | 8 |
| 2.1 Data Collection | 8 |
| 2.2 Personal Data Analysis | 9 |
| 2.2.1 Gender Distribution of Dismissed Students | 9 |
| 2.2.2 Academic Level at Time of Dismissal | 9 |
| 2.2.3 Ranking of Schools from which Students were Dismissed | 11 |
| 2.2.4 Location of Student Dismissals | 12 |
| 2.3 Analysis of Reasons for Student Dismissal | 13 |
| <i>Academic Dishonesty</i> | 14 |
| <i>Poor Academic Performance</i> | 14 |
| <i>Behavioral Misconduct</i> | 15 |
| <i>Incomplete Understanding of Academic Policies</i> | 15 |
| Part 3 Conclusion | 16 |
| References | 17 |
| Appendix | 18 |
| Extended Research: Academic Dishonesty | 18 |
| <i>Plagiarism</i> | 19 |
| <i>Cheating</i> | 19 |
| <i>Ghostwriting</i> | 19 |
| <i>Proxy Test-taking</i> | 19 |
| <i>Others</i> | 20 |
| Extended Research: Overstaying Caused by the Invalidation of I-20 | 20 |
| Successful Case of Visa Counseling for Those with History of Overstaying | 22 |
| Examples of Dismissal Cases due to Academic Dishonesty | 22 |
| Examples of Turning Things Around After Dismissal | 23 |

Part 1 Background Overview

1.1 Overview of Chinese Students in America

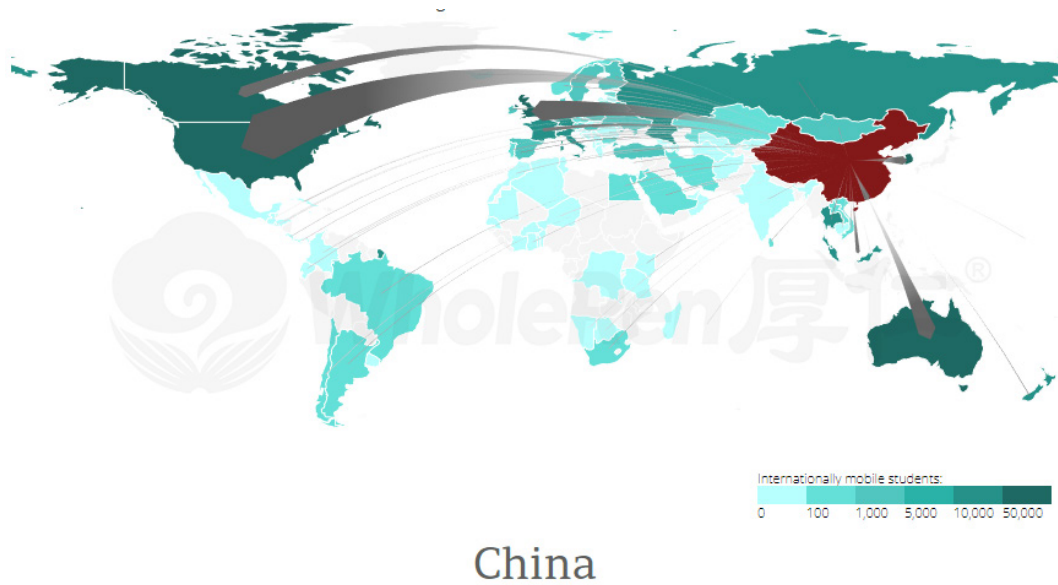


Figure 1-1: The Number of Chinese International Students Studying in Each Country

Based on the most recent data from UNESCO (Figure 1-1), Chinese students are still choosing to study abroad at a very high rate. As the number of Chinese international students increases each year, the United States remains the top destination for these students.²

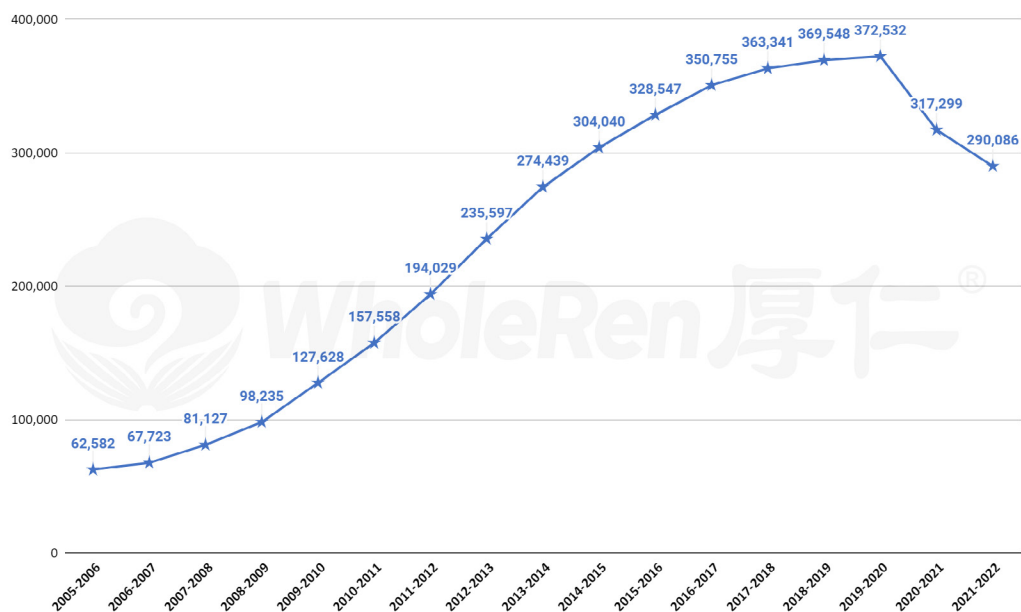


Figure 1-2: The Number of Chinese International Students Studying in the U.S.

² Global Flow of Tertiary-Level Students. (n.d.). In the United Nations Educational, Scientific and Cultural Organization. Retrieved May 1, 2022, from UNESCO Institute For Statistics.

The 2022 Open Doors Report on International Educational Exchange has indicated that China continues to be the primary source of international students in the United States from 2020 to 2022. However, this report also revealed a significant decline in the number of Chinese international students across undergraduate, graduate, non-degree, and optional practical training (OPT) programs, totaling 290,086 (as shown in Figure 1-2).³

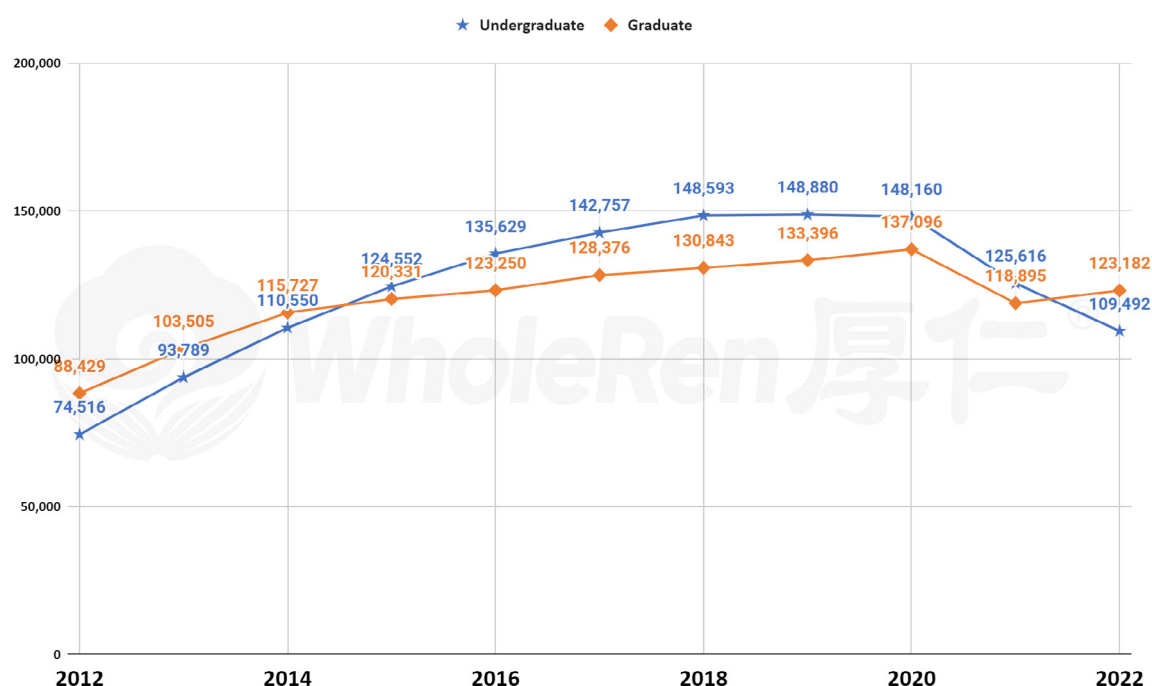


Figure 1-3: The Number of Chinese Undergraduate and Graduate Students Studying in the U.S.

For a better analysis of the changing trends in the number of international students studying in the United States, we categorized the students based on their pursued degrees. According to Figure 1-3, it can be seen that during the period from 2020 to 2022, the number of Chinese undergraduate students studying in the United States showed a sharp decline, with 16,124 fewer students in 2022 compared to 2021. However, the number of Chinese graduate students studying in the United States showed signs of recovery in 2022 with a total of 123,184 students, an increase of 4,287 students compared to 2021. In 2022, the number of graduate students studying in the United States surpassed the number of undergraduate students studying in the United States for the first time in 8 years.⁴

³ Institute of International Education. (2021). "Data by Region Fact Sheets." Open Doors Report on International Educational Exchange. Retrieved from <https://www.iie.org/Research-and-Insights/Open-Doors/Fact-Sheets-and-Infographics/Data-by-Region-Fact-Sheets>

⁴ Institute of International Education. (2021). "Place of Origin." Open Doors Report on International Educational Exchange. Retrieved from <https://www.iie.org/en/Research-and-Insights/Open-Doors/Data/International-Students/Places-of-Origin>

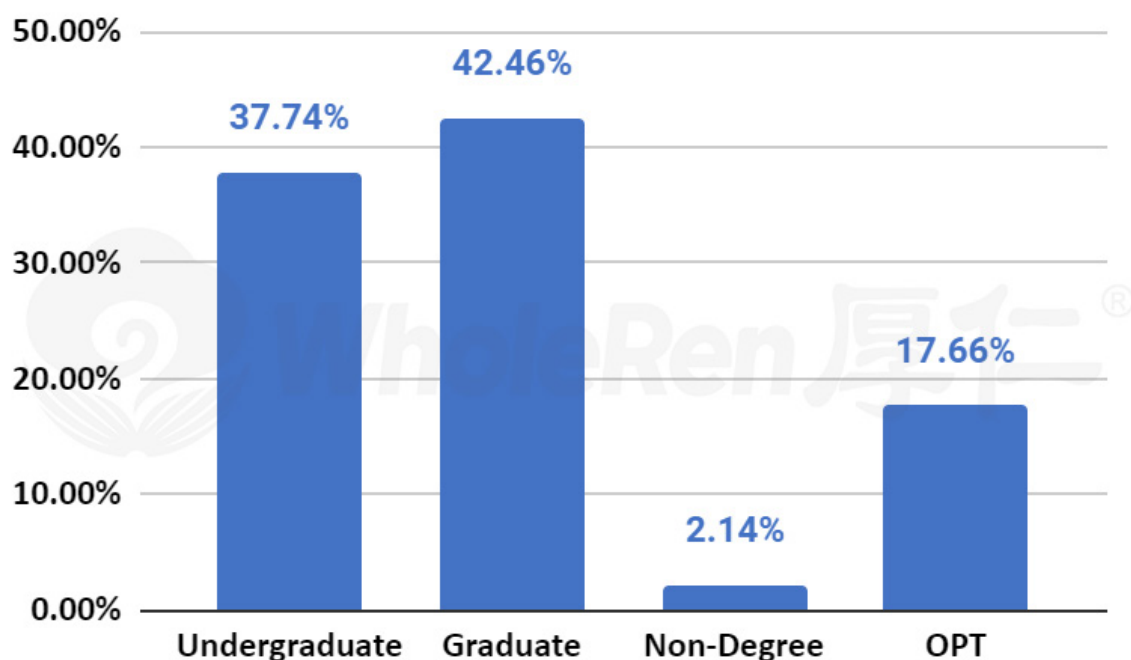


Figure 1-4: 2022 Academic Level Distribution of Chinese International Students Studying in the U.S.

Figure 1-4 highlights that in 2022, the percentage of graduate students studying in the United States exceeded the percentage of undergraduate students, accounting for 42.46% of all international students. The proportion of undergraduate students was 37.74%, and the proportion of non-degree students, such as those studying at language schools or pursuing certificate programs, was 2.14%. The percentage of students in the Optional Practical Training (OPT) period was 17.66%, which included students who were in internship status after graduating from different degree programs.⁵

⁵ Institute of International Education. (2021). "Place of Origin." Open Doors Report on International Educational Exchange. Retrieved from <https://www.iie.org/en/Research-and-Insights/Open-Doors/Data/International-Students/Places-of-Origin>

1.2 Research Intent

Despite the popularity of studying abroad, recent data have shown that the number of Chinese students studying abroad has significantly declined as compared to the last decade. This is primarily due to the COVID-19 pandemic which had unprecedented, widespread impacts on students who had planned to study abroad. The COVID-19 pandemic also brought challenges and burdens to Chinese international students who had already studied abroad, especially to those who lacked independence and preparedness. Left unchecked, these issues have resulted in serious consequences such as academic probation, suspension, and even dismissal.

The 2023 WholeRen White Paper continues the analysis of Chinese international students studying in the United States that previous White Papers began. Our research has found that one reason for Chinese international student dismissal in the U.S. was due to difficulties in adapting to their new environment. When students come to the U.S., they live far away from their family in a completely new environment with a different culture and education system. Thus, it is very likely that the challenges they face will have a negative impact on their academic performance or even lead to behavioral misconduct which, in turn, may lead to warnings or suspension. The COVID-19 pandemic has significantly interrupted education and forced students to take online courses, leading Chinese international students to face even more difficulty in adapting to the new environment.

The WholeRen Group Research Center carefully monitors Chinese international students who have been dismissed from school. We continue to collect and analyze data from 2014 to 2023 regarding the causes of dismissal, individual student situations, and further development of these students after dismissal. One of our main focuses is whether or not students who were dismissed are able to continue studying and complete their course of study in the U.S. We hope that what we have learned from our findings can help students get back on track academically and avoid any additional setback.

Part 2 Data Analysis On Students Who Have Been Dismissed

2.1 Data Collection

Data in this report is from WholeRen Group’s proprietary database. WholeRen Group was the first professional educational organization in the United States to provide second-chance opportunities for international students who had been dismissed. As such, this database is compiled by America’s only organization with an expertise in international students who have previously been dismissed and contains comprehensive information on the students and why they were forced to leave their schools. In the following sections, "we/us" will refer to the WholeRen Group Research Center.

Following the previous 2014-2022 editions of the White Paper, we further continued to examine the age, duration of stay, school location, academic performance, school ranking, and other relevant pieces of information for students who had been dismissed in order to determine the root causes of dismissal. We aim to compile data over the years so that we might acquire a deeper understanding of high-risk international students and the challenges they face.

From 2013 to 2023, WholeRen Group used our proprietary database to compile 12,087 cases of Chinese international students who were dismissed. Of these cases, we used data from 11,096 students whose data sets were complete. These complete cases represent 91.80% of the total cases. 1,120 cases occurred from March of 2022 to March of 2023 and 1,000 of them were randomly selected for the analysis in this report.

In accordance with the scientific method, WholeRen meticulously collects and refines its data. The simulated entry shown below has been derived from specific cases in WholeRen Group’s database:

[Sample Data Example]

When collecting the data, we first obtained student L’s basic personal information and academic information to produce the profile below:

| | |
|--|---|
| Full Name: L | Dismissing School’s Type: Public |
| Gender: Male | Dismissing School’s Location: CA |
| Year of Birth: 2001 | GPA at Time of Dismissal: 1.8 |
| School Level at Time of Dismissal: Undergraduate | Year Dismissed: 2022 |
| Major: Physics | Grade at Time of Dismissal: Fourth-year undergraduate |
| Dismissing School: University of California San Diego (UCSD) | Reason for Dismissal: Poor Academic Performance |
| The rank of the Dismissing School: 34 | |

[Analysis Process]

By analyzing the selected sample from WholeRen Group's database, we aim to:

1. Conduct a descriptive analysis of student information
2. Classify and analyze the specific reasons why a student was dismissed
3. Compare and compile historical data and analyze longitudinal trends
4. Put forth a summary of the characteristics which includes the most vulnerable and high-risk academic demographics among Chinese students
5. Analyze current trends and highlight root causes for dismissal

2.2 Personal Data Analysis

In the 2023 White Paper, we looked at student gender at the time of dismissal, degree being pursued, and reasons for dismissal. We then further analyzed the data to understand the trend of Chinese international student dismissals.

2.2.1 Gender Distribution of Dismissed Students

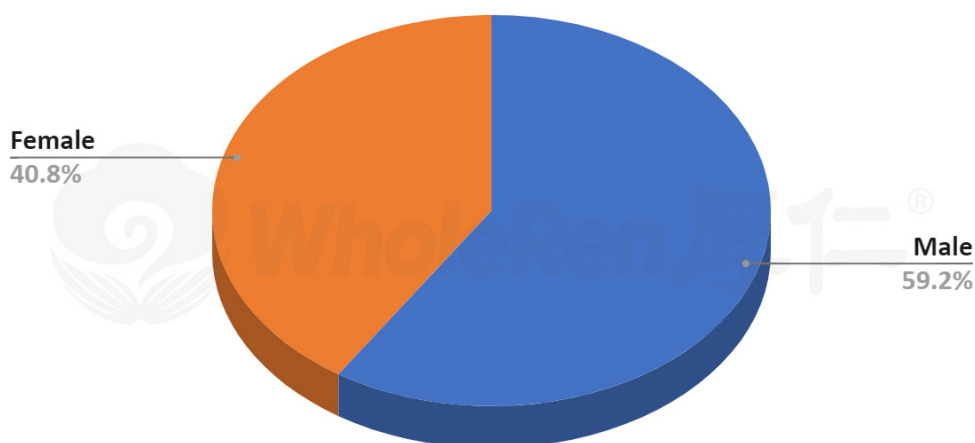


Figure 2-1: 2023 Dismissed Students Gender Distribution

This year, we started by looking at the gender of dismissed students. In 2023, as shown in Figure 2-1, 59.2% of dismissed students were male while 40.8% were female. This is in line with historical trends as male students are more vulnerable to academic dismissal and continue to make up the majority of dismissed students.

2.2.2 Academic Level at Time of Dismissal

In this section, the academic level of students at time of dismissal was analyzed in order to observe which group of students are most likely to be dismissed.

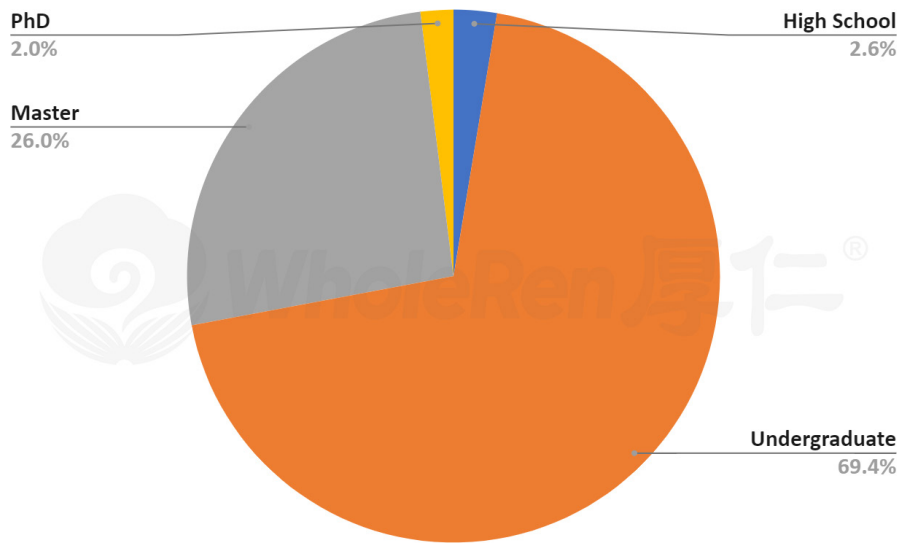


Figure 2-2: 2023 Academic Level at Time of Dismissal

As can be seen from Figure 2-2, undergraduate students accounted for 69.4% of the total number of students who were dismissed, while masters level graduate students accounted for 26.0%, doctoral students accounted for 2.0%, and high school and below accounted for 2.6%. In 2023, undergraduate students remain the majority of dismissed Chinese international students.

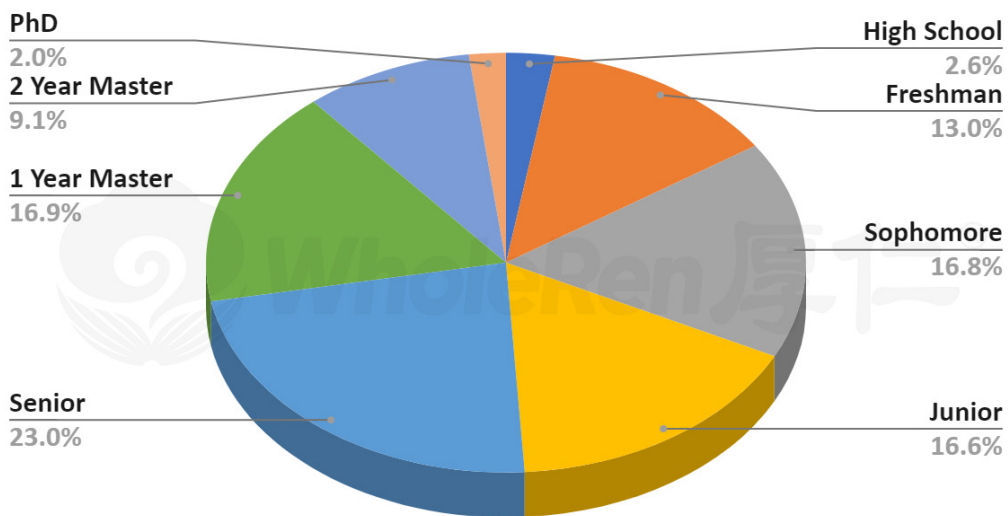


Figure 2-3: 2023 Academic Grade at Time of Dismissal

Breaking down the degrees of students who were dismissed, as shown in Figure 2-3, we can see that the proportion of freshmen who were dismissed is relatively low at 13.0%. The proportion of sophomores is 16.8%, third-year students is 16.6%, and fourth-year students is 23.0%, where the proportion of fourth-year students is the highest. It is worth noting that compared to high school, undergraduate, and doctoral stages, the proportion of students who were dismissed at the master's level is the second highest. Among these students, the number of first-year master's students who were dismissed is higher than the second-year students, accounting for 16.9% of the total.

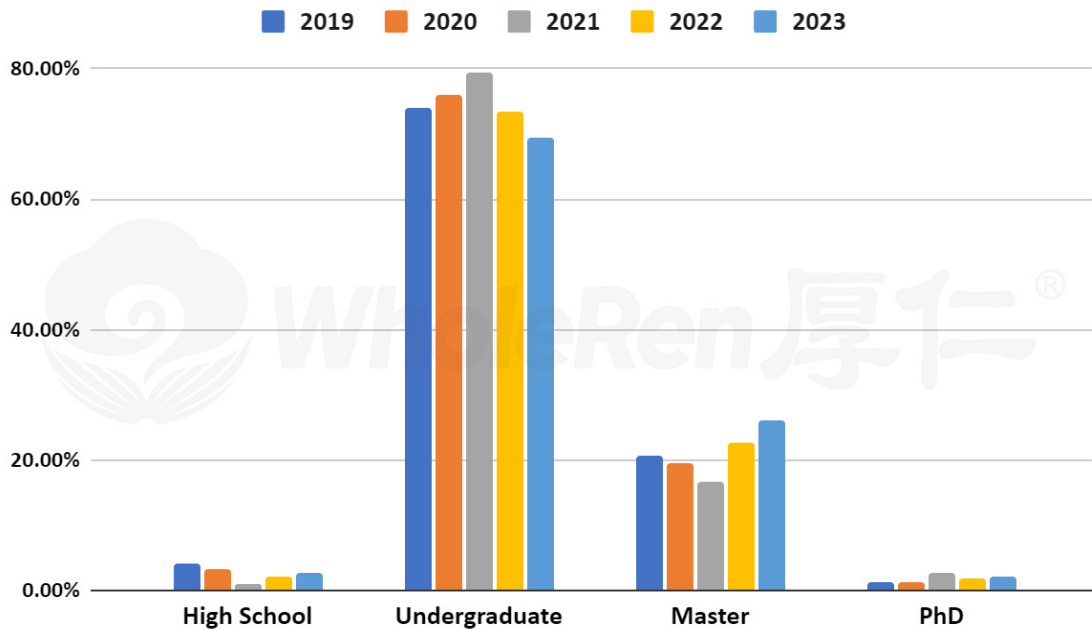


Figure 2-4: 2019-2023 Academic Grade at Time of Dismissal

By comparing the data of students who were dismissed over the past five years, as shown in Figure 2-4, we can see that undergraduates have always been the main group of students who were dismissed, accounting for more than two-thirds of the total. After the outbreak of the pandemic, the number of undergraduates who were dismissed has decreased, while the proportion of master students who were dismissed has increased.

2.2.3 Ranking of Schools from which Students were Dismissed

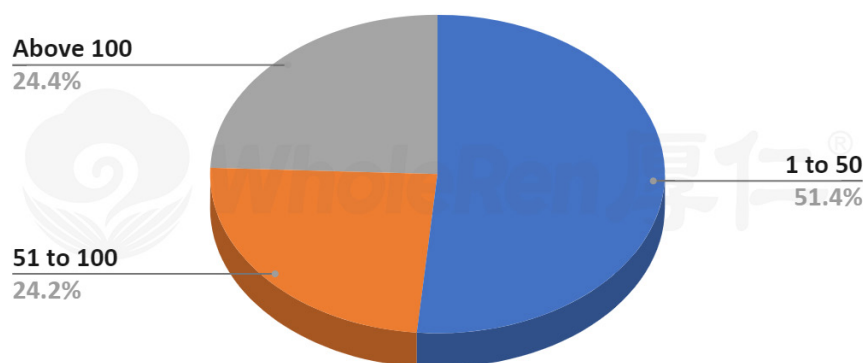


Figure 2-5: 2023 Ranking of Schools from which Students were Dismissed

We analyzed the rankings (U.S. News & World Report⁶) of the schools from which students were dismissed in 2023 and studied the relationship between school rankings and the number of dismissed students. As shown in Figure 2-5, 51.4% of dismissed students came from the top 50 universities in 2023, comprising more than 50% of students who were dismissed in 2023. 24.2% of dismissed students came from schools ranked in the 51-100 range and 24.4% of dismissed students came from schools ranked beyond the top 100. 75.6% of students were dismissed from schools ranked 100 or better.

⁶ <https://www.usnews.com/best-colleges/rankings/national-universities>

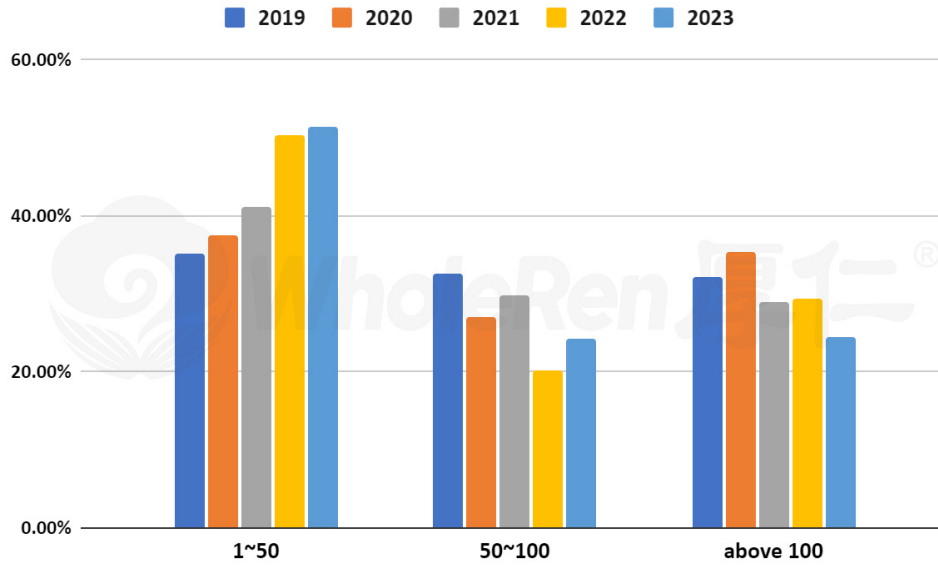


Figure 2-6: 2019-2023 Distribution of the Rank of Schools for Dismissed Students

Reviewing the data alongside school ranking, the proportion of dismissed students from schools ranked 1-50 is increasing between 2019 to 2023 (Figure 2-6). Based on the rankings of the schools where the seeking-help students are from, the majority of the dismissed students attended schools ranked in the top 100. This could be partly attributed to the larger population of Chinese international students in higher-ranked schools, which also have more rigorous requirements and higher academic pressure, making it more challenging for students to maintain good academic performance or adhere to disciplinary standards.

2.2.4 Location of Student Dismissals

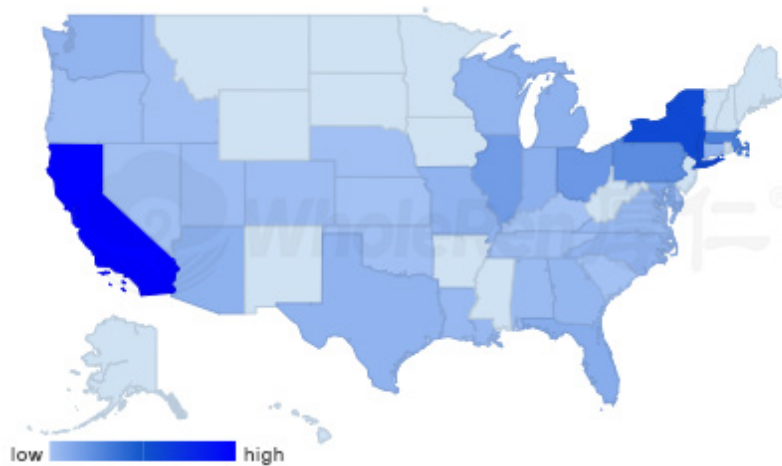


Figure 2-7: Location of Student Dismissals (Data from March 2022 to March 2023)

Reviewing the map in Figure 2-7, we can see that dismissals happened frequently along the western coast, most prominently in California. A large number of cases also occurred on the East Coast (Massachusetts, New York, and Pennsylvania) as well as the Great Lakes region (including Ohio, Illinois, Indiana, Michigan, and others). The areas with the most serious cases are often economically developed, Chinese immigrant centers, and also popular destinations for Chinese students studying in America. In addition, the universities in these areas tend to be ranked higher than those in other locations.

2.3 Analysis of Reasons for Student Dismissal

By analyzing the data from 1,000 students who sought help from WholeRen Group regarding their dismissals between March 2022 and March 2023, we are able to take a closer look at the reasons behind student dismissals, including academic dishonesty, poor academic performance, behavioral misconduct, incomplete understanding of academic policies, and other inappropriate behaviors. As shown in Figure 2-8, the main reasons for students being dismissed are still academic dishonesty and poor academic performance. The proportion of students dismissed due to academic dishonesty has decreased year by year since 2021, while the proportion of dismissals due to poor academic performance has rebounded to 46.3% since 2021 (Figure 2-9), which is approximately the same as the proportion of students dismissed due to academic dishonesty.

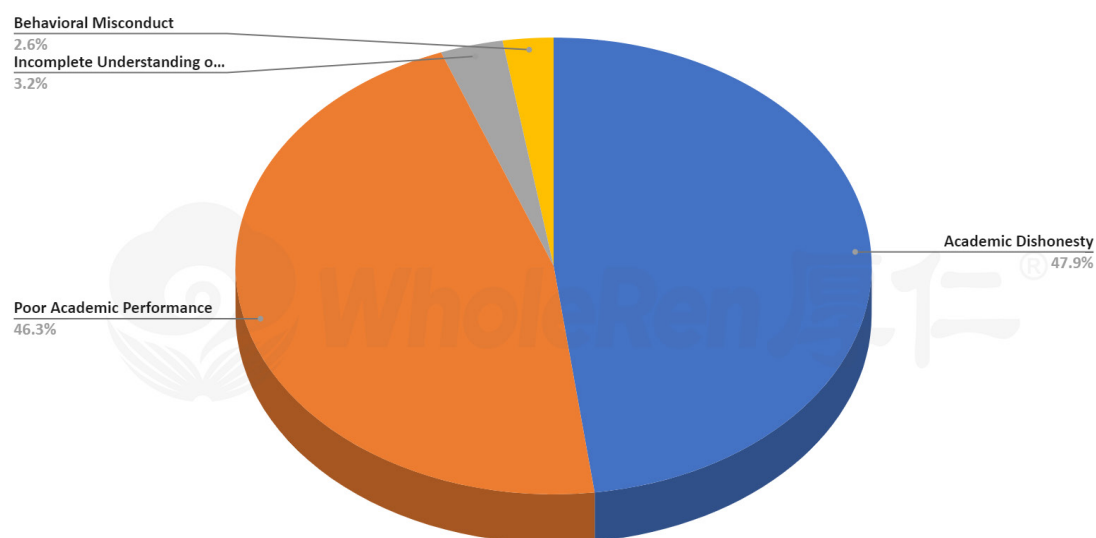


Figure 2-8 2023 Distribution of Reasons for Student Dismissal

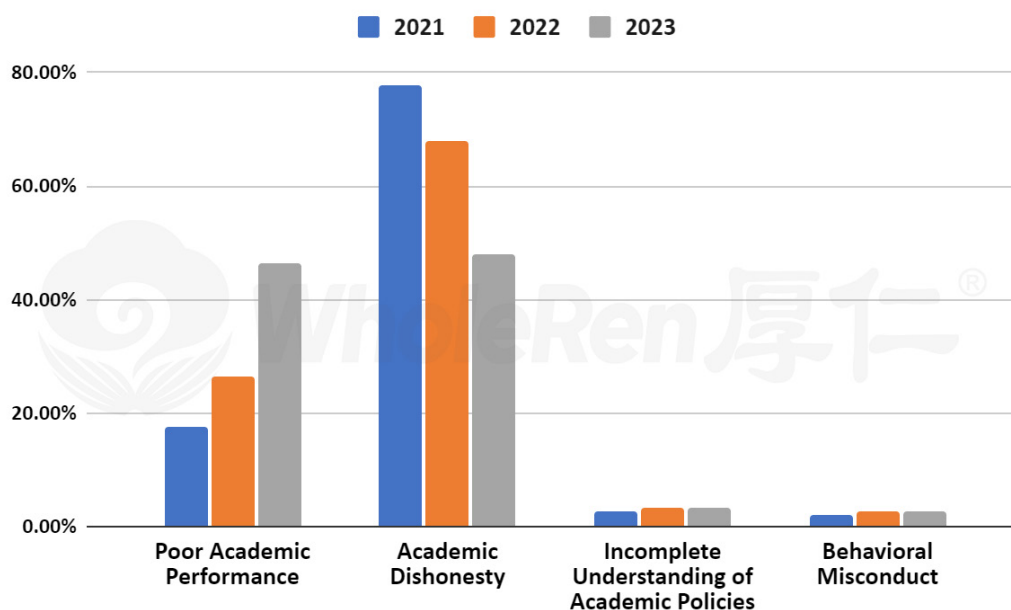


Figure 2-9: 2021-2023 Distribution of Reasons for Student Dismissal

Academic Dishonesty

In 2023, academic dishonesty continued to be the most common reason why Chinese international students were dismissed. 47.9% of Chinese international student dismissal cases were related to academic dishonesty. The most common behaviors categorized as academic dishonesty include cheating on tests, impersonation, plagiarism, incorrect citations, application material fraud, and falsifying grades.

Academic dishonesty can be divided into intentional or unintentional behavior. Intentional academic dishonesty is when students knowingly and purposely violate school rules, such as completing assignments and exams through dishonest means because they are worried about not being able to complete them or failing. The unintentional behavior is due to a lack of understanding of the academic integrity policies in American schools, and not realizing that certain behaviors violate school rules. For example, improper or incorrect citation formats in papers, not understanding exam rules, not placing enough attention on the academic integrity requirements of the American education system, and adopting a casual or lucky attitude, among others.

Poor Academic Performance

46.3% of our student sample were dismissed because of poor academic performance (defined as when a student's GPA is lower than the school's minimum requirement). American colleges and universities generally stipulate that undergraduates cannot have a total GPA under 2.0 and graduate students cannot have a GPA below 3.0. Most often, the first time a student has a low GPA, the school places the student on academic warning or probation. If the academic performance does not improve or if the student has a low GPA for consecutive semesters, the school will likely suspend or dismiss the student. During the pandemic, because of the difficulties that students faced (especially international students), schools relaxed the minimum academic requirement. For example, many schools use Pass/No Pass grading for online classes. As a result of the relaxed grading system, many students who did not meet academic standards were able to continue their studies without academic suspension.

Among the students who were dismissed due to poor academic performance, there were also those whose performance was affected by attendance and psychological problems. Low attendance rates are more common among younger international students who may become "lax" and spend their time on activities other than studying, faced with the sudden "freedom" of being alone in America. Physical and mental health problems can also affect students' academic performance. International students may experience injuries or illnesses during their studies, which can prevent them from attending classes regularly, directly affecting their academic performance and leading to dismissal. Common mental health problems among international students usually arise from graduation pressure, heavy coursework, language barriers, difficulties in making friends, changes in family environment, and cultural differences. Without actively seeking solutions to balance these pressures, academic performance can also be affected.

Behavioral Misconduct

In 2023, Chinese international students who were dismissed due to behavioral misconduct accounted for 2.6% of our samples from the past year. Students who fall into this category violate school regulations or U.S. laws by bullying, fighting, engaging in violent behavior, underage drinking, driving under the influence, using illegal substances, and/or racially discriminating. In America, if a student threatens public security, it is highly probable that in addition to facing dismissal, the student will be subject to a judicial trial and repatriation.

Incomplete Understanding of Academic Policies

Chinese international students who were dismissed due to an incomplete understanding of academic policies accounted for 3.2% of Chinese international students in our samples from 2022 to 2023. These students generally encountered problems such as not registering on time, not enrolling in required courses, and/or not taking enough credits.

At the start of each academic year, American colleges and universities usually hold orientation sessions to provide an overview of general rules and policies. However students, including international students, may miss out on crucial information due to a language barrier or lack of attention to lengthy orientation sessions. Additionally, some students fail to recognize the significance of these events and choose not to attend orientation, putting themselves at a higher risk of violating school policies.

Part 3 Conclusion

The number of Chinese international students in the United States dropped below 300,000 in 2023, and these students continue to encounter diverse academic challenges. By analyzing trends of Chinese international student dismissal over the last eight years, the 2023 edition of the White Paper sheds light on the current situation and future development trends of Chinese international students who have been dismissed from American universities.

By sorting and analyzing data on the reasons for Chinese students being dismissed, understanding the importance of academic integrity among Chinese international students is still insufficient. American universities have always maintained strict academic requirements for academic integrity. To avoid facing dismissal, Chinese international students need to understand the rules and regulations of American universities, especially with regard to academic integrity and plagiarism. Otherwise, they risk violating their institution's code of conduct and even U.S. laws. In 2023, the proportion of students dismissed due to poor academic performance has increased. As traditional classroom instruction resumes, the strict supervision of students' grades has also been restored. The education policy of "loose admission, strict exit" continues to be enforced by the school. Students need to quickly adapt and achieve the corresponding GPA to maintain good academic performance.

When facing the possibility of dismissal, students should seek help as early as possible to explore different options and increase their chances of staying in the United States to continue their studies. It is important to avoid blindly seeking out unaccredited schools or other illegal means to maintain their status. If a student needs to work or intern legally, they must confirm their status with the international student office at their school and avoid illegal work, which can have serious consequences for future entry and studies in the United States.

Universities recognize the good characteristics of students. As long as students can reflect after making mistakes, correct themselves, and improve their performance, many schools are willing to offer students a second chance. Students who have a record of academic dismissal can still return back to the right track after solving the root cause.

The development of this White Paper benefited significantly from the input and support provided by the outstanding staff in the WholeRen Group Research Center and WholeRen Group. In particular, we thank Yanan Zhang, Sa Guo, Xinzhu Li, and Bingjie Shi for their contributions and insights which greatly improved this manuscript. We are also grateful to J.Y. Chu for the comments and edits.

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- [5] Institute of International Education. (2021). "Academic Level and Places of Origin." Open Doors Report on International Educational Exchange. Retrieved from <https://opendoorsdata.org/data/international-students/academic-level-and-places-of-origin/>

Appendix

Extended Research: Academic Dishonesty

From March 2022 to March 2023, 47.9% of students were dismissed due to academic dishonesty. We categorized academic dishonesty into several types based on the main reasons for student dismissal: cheating, plagiarism, ghostwriting, proxy test-taking, and other violations.

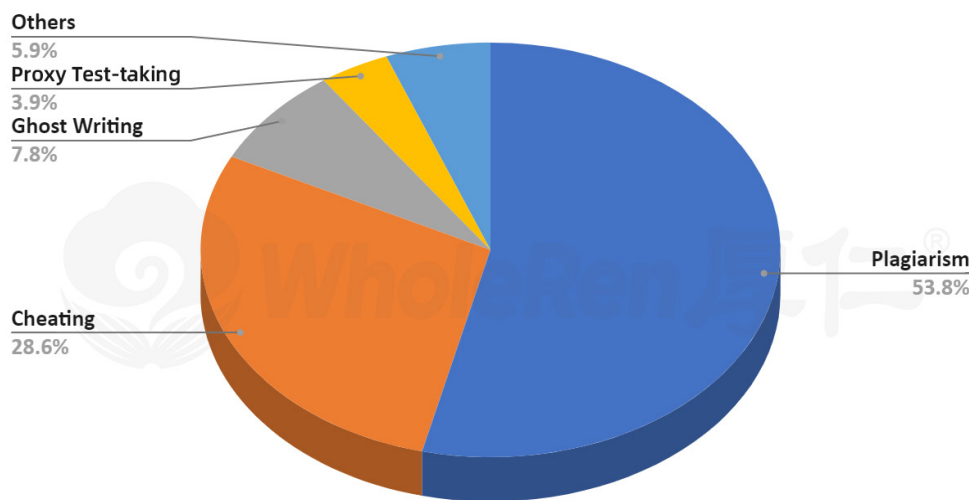


Figure 3-1 Types of Academic Dishonesty for Students who were Dismissed in 2023

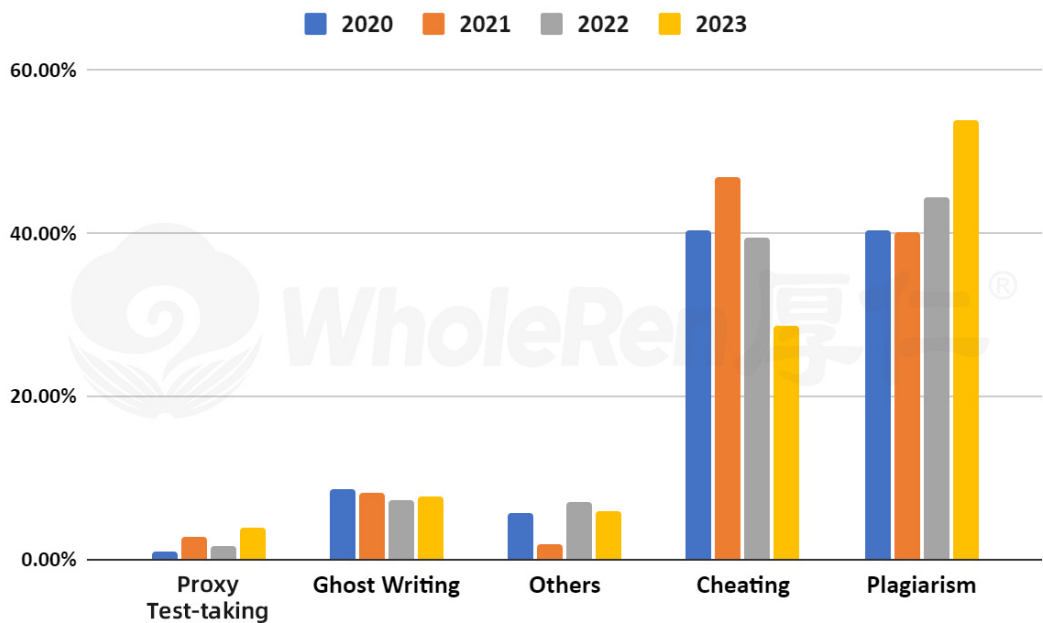


Figure 3-2 Distribution of Types of Academic Dishonesty for Students who were Dismissed from 2020 to 2023

Plagiarism

From March 2022 to March 2023, 53.8% of students were dismissed due to plagiarism. Compared to 2020-2022 (Figure 3-2), the proportion of students who were dismissed due to plagiarism increased significantly in 2023, becoming the most common type of academic misconduct leading to student dismissal. Although there might be slight differences in the definition of plagiarism among different universities, the most commonly seen behaviors are submitting others' work as their own, copying others' work, and improper use of citation. Among those behaviors, our study showed that improper use of citation frequently caused Chinese international students to violate academic integrity policies. If students are not familiar with how and when to use citations, it can easily be labeled academic dishonesty, albeit unintentionally.

Cheating

From March 2022 to March 2023, the proportion of Chinese international students who were expelled due to cheating was 28.6% (Figure 3-1), which is a significant decrease compared to 2020-2022 (Figure 3-2). Common cheating behaviors include collaborating or discussion during exams without permission, sharing or selling one's own exam answers or any exam materials with others, copying or assisting others to cheat during exams, and using unauthorized materials or electronic devices during exams.

Ghostwriting

Asking others to complete students' assignments is another common reason for violations, accounting for 7.8% of students who were dismissed due to academic dishonesty. Compared to 2020-2022 (Figure 3-2), the change is not significant. Contract cheating, which refers to paying someone else to complete one's assignments, has a long history and has now penetrated into major universities. Some students choose contract cheating out of a desire to get good grades or to complete assignments before the deadline, with the mentality of taking a chance.

The growing industry of providers who will complete assignments on a students' behalf aggressively advertise their success while also minimizing the consequences of academic dishonesty, attracting students who not only lack discipline but also, who have fallen behind and seek this solution out of desperation. It is one of the most serious forms of academic dishonesty, and if discovered, students will face the most severe consequences.

Proxy Test-taking

Upon analyzing the data in 2023, we discovered that 3.9% of students were dismissed due to hiring others to take exams. This practice, similar to hiring others to complete assignments, has its own industry as well. Just like with any other academic dishonesty violation, the consequences for engaging in such behavior can be severe.

Others

Besides what has been mentioned above, other behaviors leading to academic dismissal include falsifying documents or sabotaging peers' work, accounting for 5.9% of academic dishonesty dismissals (Figure 3-1). Falsifying documents can manifest itself in a number of ways, from the submission of fraudulent materials/transcripts to hiding aspects of one's academic record, not being completely forthright during entrance interviews, submitting an application essay written by someone else, submitting fake standardized test scores or purchasing fake diplomas, obtaining fake enrollment certificates, fake medical leave notes, and fabricating false internship experiences. Dishonesty in any way during the application procedure is unfair to other students and is in direct violation of all schools' policy. It becomes a serious problem for the student's academic career and can lead to dismissal once discovered, likely affecting students F-1 status.

Extended Research: Overstaying Caused by the Invalidation of I-20

International students studying in the United States must hold a valid student status, and if they are expelled from school, they will face the risk of losing their legal status in the United States. Unlike normal graduation, international students who are expelled from school do not have the 60-day grace period and often only have a short time to respond and manage the situation. If they do not handle it properly in a timely manner, their legal status in the United States will be affected, and they may end up overstaying illegally in the United States.

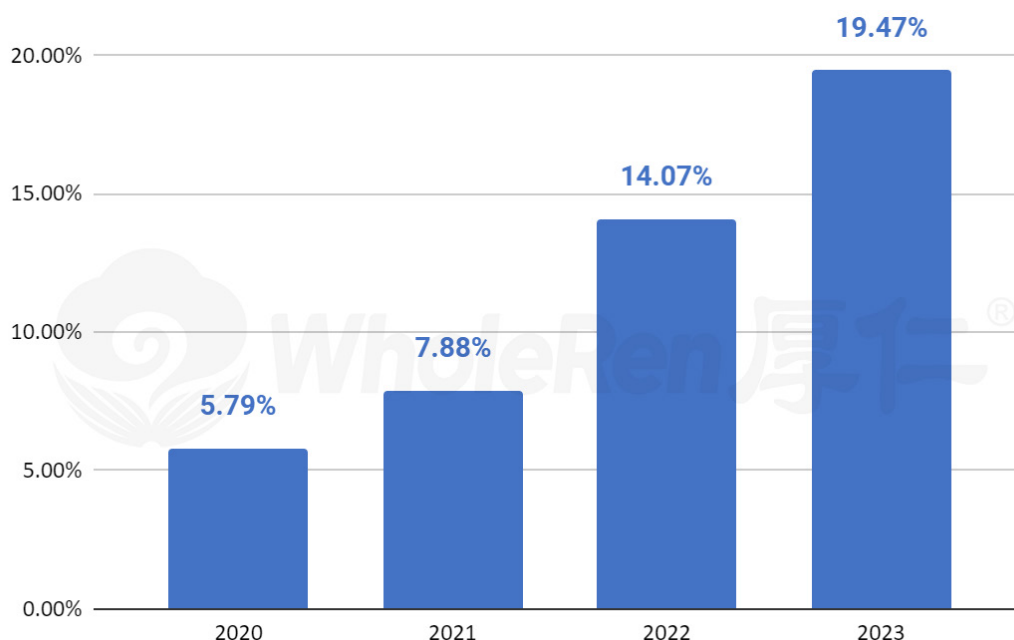


Figure 3-3: Percentages of Students who Overstayed between 2020 and 2023

According to Figure 3-3, since the COVID-19 pandemic in 2020, the proportion of students overstaying in the US has been increasing year by year, from 5.79% in 2020 to 19.47% in 2023, with a growth of 14.68% over the four years.

In the early stages of the pandemic, the introduction of online learning led to various changes in immigration policies related to international students, creating a special situation. Additionally, some students who took online classes from outside the US did not face the issue of overstaying, even if they experienced academic crises.

In the middle and later stages of the pandemic, the proportion of overstaying students showed an upward trend. At the macro level, this is closely related to changes in the entry and exit policies of various countries during the pandemic, which made it difficult for students to travel. Some students even sought our help after being stuck in the US for 1-2 years, resulting in more serious consequences.

The reason of overstay

During the pandemic, changes in traveling policies by various countries led to some students missing the deadline to leave the United States after being advised to leave, resulting in their overstay. In the later stages of the pandemic, as students returned to campus, some were unable to adapt to the offline learning mode, leading to an increase in the number of students who were dismissed and subsequently, an increase in the number of those who overstayed.

In addition, Chinese international students often have a limited understanding of the F-1 status policy and assume that they are entitled to a 60-day grace period after their status has ended. However, this grace period typically applies only to students who have matriculated without any issues. If a student is suspended or dismissed due to poor academic performance or violation of school regulations, their I-20 will be terminated immediately, and they will lose their legal status in the United States. Failure to leave the country promptly in such circumstances would result in overstaying. Even for students who graduate on time, if they fail to find an internship or switch to another student status within 60 days of the grace period, they may also end up overstaying.

Successful Case of Visa Counseling for Those with History of Overstaying

Case One: Overstay for three months due to poor academic performance

During his undergraduate studies in the United States, Student A was dismissed due to poor academic performance. After his status expired, he remained in the US for three months before returning to China. When he attempted to apply for a visa on his own, he was denied, and subsequently sought the assistance of WholeRen Education. Upon learning the student's situation, we provided guidance on how to prepare for a second visa interview and formulated a comprehensive plan to address potential issues arising from overstaying. Ultimately, our support and assistance enabled the student to successfully obtain a visa and return to the US to continue their studies.

Examples of Dismissal Cases due to Academic Dishonesty

Case One: A top graduate student faces dismissal for repeated academic dishonesty

Student B is a graduate student at a top school in New York. Due to the pressure of job searching and family issues nearing graduation, B did not manage his study time properly and found himself struggling to complete assignments before deadline. In order to submit the assignments on time, B resorted to plagiarizing online content twice in one of the courses. This misconduct was reported directly to the school by the instructor, and B faced the risk of being dismissed from the program. Although B eventually received a job offer he desired, his graduation from his institution remains in flux.

Case Two: Senior Student Dismissed due to Cheating during Exam

C is a senior at a well-known university in California. During a final exam, C was unsure about the answer to a question and decided to take a chance by secretly using their phone to search for an answer on Google. However, the teacher caught C in the act and reported it to the school's academic integrity committee. As a result, C was subjected to a series of investigations and was also required to attend a hearing to explain the situation. Due to C's prior history of academic dishonesty, there is a high likelihood that C will face disciplinary action, including potential dismissal.

Examples of Turning Things Around After Dismissal

Case One: Getting back on Track After Dismissal due to Poor Academic Performance

D had been performing poorly for two semesters after resuming in-person classes, and was eventually expelled due to academic reasons. After learning about the situation, an expert from WholeRen Education helped D transfer to a new school to preserve her student status. Then, WholeRen provided academic counseling and helped D develop a reasonable study plan to steadily improve her grades to get back on track. Finally, with WholeRen's assistance, D prepared high-quality application materials based on her latest situation, which led to a successful return to school.

Case Two: Admitted by Top University after Suspension due to Academic Dishonesty

E was a former student at a college in the Midwest. Due to a lack of understanding of academic integrity policies at American universities, E had improper citations recorded in the student file, which could potentially hinder the chances of being admitted to top institutions. After understanding E's situation and goals, the counselors from WholeRen Education guided E to actively participate in internship activities to increase competitiveness. They also helped E craft high-quality application essays, and combined with his excellent academic performance, E ultimately succeeded in being admitted to his desired graduate school.



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