

An Analysis of the Academic Achievements of the Students in Sino-foreign Cooperation -- Taking International Business School of Chongqing Technology and Business University as an example

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Abstract: As a form of localization of education input, Sino-foreign cooperation in running schools introduces overseas educational resources into China so that more students can take international, diversified and high-quality courses. But this kind of "grafting" teaching mode also brings some difficulties to students. This article analyzes the academic performance of the students of the International Business School in the second semester of the 2019-2020 academic year to understand the problems and propose corresponding countermeasures.

Key words: Sino-foreign cooperation in running schools; Academic work; Problems; Countermeasures

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Since the establishment of the International Business School of Chongqing Technology and Business University, relying on the advantages of solid economics and management discipline and long-term business education in our university, we innovate the training mode of cultivating students with the strength of the whole university. We closely focus on the needs of national and regional economic

and social development, gathering outstanding teachers from all over the world. In terms of learning system, the compound mode is mainly composed of 2+2 (two years in China and two years in foreign countries) and 4+0 (all four years of undergraduate level are completed in China). In the certification of academic qualifications, two forms of dual academic qualifications and a single diploma are mainly adopted. While welcoming the opportunities for the internationalization of higher education, international business schools are also facing some of their own problems. The following analyzes the academic performance of the students in the second semester of the 2019-2020 academic year, reveals the problems and proposes countermeasures.

1 Overview of academic performance in the second semester of the 2019-2020 academic year

1.1 Statistics of the failure rate of the whole school

The International Business School has a total of 1183 students: the 2017 grade (390), 2018 grade (406), and 2019 grade (387). In the second semester of the 2019-2020 academic year, 202 people failed, and the number of people who failed accounted for 17.46% of the total number of students. The total number

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of failing students and the failing rate in the college have dropped significantly compared with the first semester (349 people failing in the first semester of the 2019-2020 academic year, and the failing rate is 29.08%). Among them, the number of people who failed in each grade is narrowing down, and the number of people who failed in grades 17 and 19 declines significantly.

Through data analysis, we can know that the number of failings and failing rates for all grades of all students has decreased compared with the previous semester in the second semester of the 2019-2020 school year, especially in the 2017 grade. Reason analysis: 1. After three years of study in 2017, students have basically adapted to the life of the university, mastered the learning methods and skills, and can participate in various activities. Their level of English and professional courses has reached a certain height; 2. The freshmen can't adapt to and attach little importance to the college life.

1.2 Statistics on the number of failed courses

There were 138 students who failed in only one subject, accounting for 68.32% of the total number of failing students. It is a slight increase from 63.32% in the previous semester; 35 students failing in two subjects account for 17.33% of the total number of failing students in the college, compared with 14.33% in the previous semester. There were 18 students who failed 3 subjects, accounting for 8.91% of the total number of failing students, with a slight decrease from 10.32% of the previous semester; 6 students who failed 4 subjects account for 2.97% of the total number of students who fail. It is slightly decreased from 4.58% in the semester; 5 students who failed 5 courses or above accounts for 2.48% of the total number of failing students in the college, descended significantly from 7.45% in the previous semester. Compared with the previous semester, except for a slight increase in the ratio of students who have failed 1 and 2 subjects, the failed ratio of others has dropped significantly. Reason analysis: (1) The number of students who have 4 and more than 5 subjects is only 6 and 5 respectively, and they are all 18 grade and 19 grade students. There are very few students with uncorrected learning attitudes. (2) The proportion of students who failed in 1 and 2 subjects has increased, mainly because some students have unbalanced performance and attach little importance

to the examinations.

2 Existing problems and reason analysis

2.1 Weak learning motivation and insufficient subjective understanding

After entering the university, many students loose down from the tense learning state of high school, and spend more energy in club activities or making friends, and do not put more thoughts on learning. They think that entering the university is walking into the ivory tower. They are satisfied with the status quo, lacking motivation, struggling to pass the line. Some students have spent superior living and learning conditions since childhood, spoiled by their family. They usually go to the future planned by their parents, needless to worry about the livelihood and future. They think of university as a place to get a diploma and spend time casually. They are unwilling to study. In particular, the 19th grade freshmen are in the transition from high school to university. Some unspontaneous students are in the stage of unorganized and goalless life. As a result, their failed rate of this semester is still high throughout the year.

2.2 Poor learning attitude and insufficient attention to course learning

Some students did not pay enough attention to courses such as "Situation and Policy", "Career Planning", and "Introduction to Mao Zedong Thought". Many students often "escape" from the classroom, without paying attention to learning in the classroom which is regarded as insignificant and unnecessary. Even if the classmates are in class, all kinds of extracurricular books, professional books, and homework books are common to be seen. The students are all immersed in learning and have no time to listen to the teacher's lectures. The quality of learning is unsatisfying. During the exam, although it is an exam allowing students to bring textbooks, many students do not pay attention to it and usually neglect it. As a result, they often do not refer to it on time or perfunctory, resulting in zero or failing grades.

2.3 The course is difficult, and liberal arts students find it difficult to adapt to science-based courses.

Our college enrolls both liberal arts and science students. Due to the fact that students have different backgrounds in liberal art and science, the knowledge

education and thinking styles that the students received are different. For liberal arts students, some science courses are more difficult, so the student failure rate is high. For example, in this semester's "Statistics IBS", the failed rate of some classes is as high as 40.63%. Liberal arts students and students with weak knowledge foundations are more struggling to learn. Some students must fail in calculus and statistics, and the total number of failings is more than 5 subjects.

2.4 There are many models of projects, and the quality of students is uneven.

International business schools have overseas 2+2 programs, domestic 4+0 programs, undergraduate students, students who have dropped out of programs, and students who transfer from other schools. In short, there are many types of students, and many students with different statuses with different learning situations. However, students of different levels are interspersed in the same class and are managed in a unified manner according to the same training plan. Most of the students who withdraw from the Chinese and foreign double bachelor programs choose to transfer to the same grade for domestic undergraduate majors. Junior college students who are from vocational school join the 4+0 class in the middle of their junior year. There are more courses that need to be supplemented, resulting in a large number of misses and failures in elective courses.

3 Suggestions and countermeasures

3.1 Educational guidance, correcting learning attitude

Counselors should give students correct education and guidance through thematic class meetings, intimate talks and other ways to help students establish a correct outlook on learning. In order to further correct students' learning attitudes, strengthen students' learning awareness, and improve students' learning abilities, the International Business School is preparing a special academic guidance studio to guide students to formulate reasonable and effective academic development plans since entering the school. It is beneficial for students to grow into talents smoothly. Students can avoid being ordered to drop out due to academic problems, and avoid frequently take exams due to unsatisfactory freshman

and sophomore studies. We do now want to be even cut off the way to go abroad due to low grade points.

3.2 Creating a dynamic atmosphere and strengthening the popularity of study

Through various discipline competitions and professional skill competitions, the International Business School commends and rewards winning students, which creates an academic atmosphere. It will lead students to learn through competitions. On the other hand, various competitions also make students have a certain learning pressure and sense of crisis, encouraging students to develop the habit of studying hard and forging ahead in the competition. The International Business School conducts regular exchanges of learning experience through various humanities and science lectures. These lectures effectively enhance students' knowledge accumulation, enrich students' knowledge structure, broaden students' thinking horizons, stimulate students' enthusiasm for learning, and help create a good atmosphere of study. At the same time, the International Business School has established a strict morning and evening spontaneous study system. Students who have classes in the first morning must come to the classroom half an hour in advance for spontaneous study since the freshmen students have enrolled in the school. 2+2 students who go abroad have no lass at night. A special classroom is arranged for evening self-study, with special students arranged for monitor the attendance. The practice of morning and evening self-study is more conducive to pulling students with poor learning consciousness on the track of learning. That being said, the learning behavior will become a habit.

3.3 Mutual assistance between peers to create a support system

In the construction of the peer mutual learning system for college students, it is necessary to take into account the two aspects of centralized leadership and decentralized coverage. We should set up guidance groups for mutual learning in the college, establish mutual learning teams in grades, majors, classes, and dormitories. The college-level team will supervise, organize, manage and guide the mutual learning team to ensure the direction of the development of the entire system and the orderly operation of the system. It will build an open, and multidimensional peer-to-peer relationship network to ensure the organization

of the entire system is comprehensive and flexible. For example: study-oriented dormitory, dormitory for postgraduate entrance examination; in terms of profession level, senior students will tutor younger students; a 3-person learning team focus on a certain subject; The academically outstanding students will assist the relatively poor students, and mutual assistance teams, etc. This will form a massive peer mutual assistance system. With the strong support of the leaders of the school, the International Business School has set up special mathematics tuition classes for students with difficulties in mathematics learning, and conducts online and offline guidance to form comprehensive answers at any time. While helping freshman and sophomore students to solve problems in math learning, they also encourage juniors and seniors preparing for postgraduate entrance examinations.

3.4 Establishing a mutual education mechanism by home-school cooperation

Form a "three-dimensional one" (society, school, and family are unified in serving students) "three-dimensional education" (that is, full-time education, full-course education, all-round education) family-school linkage and co-education mechanism, realizing integration of online and offline education, from the establishment of student files at the time of

enrollment, to telephone and WeChat communication on weekdays, from special home visits during winter and summer vacations to the usual parent conferences, etc. It will form a three-dimensional combination of occasional linkage, normal linkage, and key linkage that compensate for each other. And it is a family-school linkage of education mechanism. It will give a full play to the unique advantages of college education and family education, organically combining the planned education, systematic content, and scientific method of college education with the flexible family education, which complement each other. They form a force jointly to maximize the efficacy and target of education.

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