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What are the international students' success rates in Germany's Institutes of Higher Education? How do international students compare to German students in Economics and Business Studies, Mechanical Engineering and Architecture (under)-graduate degrees?

International student success is a global theme, and with the increasing pressure on students and higher education institutions to accomplish an international portfolio, internationalization remains a concept with varying effects on HEIs and students. Although this development is encouraged and shaped by national policies, the diversity that international students bring to the HEI is also influenced by intergovernmental policies such as the Bologna Process (Hackl 2001). The impact of such policies goes beyond exchange programmes and is considered as a positive attribute to the HEI's portfolio (Rienties et al 2012). The increasing demand on students to succeed and experience internationalization, gives cause for this work to analyse what the international student success rates are in Germany's HEIs.

Focussing mainly on degrees in economics, mechanical engineering, and architecture, this work defines three different groups of students: German students with German HEI-entrance qualification, 2) non-native Germans with German HEI-entrance qualification, and 3) international students with international HEI-entrance qualification. Both migration systems theory (Mabogunje 1970) and Tinto's (2012) theories of integration are applied to gain a better understanding of international students and their success rates.

The pertinence of student success in Germany has encouraged the German Ministry for Education to support this analysis with restricted data. The databank contains the federal data of all student registrations in Germany from 1995-2015, and all student final exams from 1996-2015, and the employee data from 1998-2015. Using a multivariate cohort analysis, the results are based on full-time students with their first-time registration in the respective degree courses. Further factors such as the type of HEI (University/ Technical University/ Universities of Applied Sciences), and state and private HEIs are included in the analyses. The duration of the study time and the final examination results are included in defining different levels of student success.

References

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