

S8 Conwy 1 Friday 7 December 9.45-10.15***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 Degree Programmes? (0272)***

Marita McGrory¹ *Europa-Universität Flensburg, Flensburg, Germany*

Part 2:

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 around the world. 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 those shaped by the Bologna Process (Hackl 2001). The impact of such policies goes beyond exchange programmes, and the international diversity is considered as a positive attribute to the HEI's portfolio (Rienties et al 2012). However, there remains a dearth of knowledge surrounding international student success, and that vacuum has led to this work. The increasing demand on the students, to not just succeed, but to experience internationalization, gives cause for this work to analyse what the international student success rates are in Germany's Higher Education Institutions. Focussing on (under-) graduate degrees in economics and business management, mechanical engineering, and architecture, this work defines three different groups of students:

- 1) 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.

The benefits of international students extend from their contribution to HEIs, and their presence in the country as qualified labour. Whilst Australia and Canada compete to maintain and attract international students, offering stable, safe environments (Mazzarol Soutar 2002), they also engage in surveying the international students' success rates. Both countries have also been more enticed, and are more enticing in the wake of uncertainty rebounding around the US under Trump and the UK amidst a Brexit (NY Time 2017, Hunter and de Witt 2016). In Europe, Rienties et al (2012) analysed why the Netherlands does not have more international students. Focussing on economics degrees, their survey encompassed ethnic groups, measuring student success, aiming to provide a best practice scenario for other HEIs. Therefore, understanding student success and their temporal development is relevant for the HEIs because it lends insight into the success rates of different bachelor- and master's degrees, their comparative uptake by students, and the success rates of different types of students, which is important for both the HEIs and for the students. Evaluating international student success rates can contribute to understanding developments within and between the HEIs, also in terms of whether there is an identifiable path dependency with particular cultures in different cohorts. Furthermore, to what extent can an increasing, or changing heterogeneity in a cohort contribute to increasing or changing complexities of student success rates? By choosing these three different fields of study, a large percentage of the student population in Germany is being analysed. Any identifiable differences facilitate in interpreting emerging trends amongst the migrant students in comparison to the national students and their respective choice of programmes. Additionally, the extent to which there are different success rates amongst the student groups will also be analysed. 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, hence also contributing to understanding the global knowledge economy.

The pertinence of student success in Germany has encouraged the German Ministry for Education to support analysing student success, and this project. This project is analysing the student success rates in Germany's HEIs with restricted data. The databank contains the federal data of all student registrations in Germany from 1995-2015, and all student final exams from 1996-2014, and the employee data from 1998-2014. This work establishes the different success rates of international students in Germany's HEIs by using a multivariate cohort analysis, specifying 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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