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**Admission Process at German Universities for  
International Students:  
Challenges and Best Practices**

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# Table of Contents

<b>1. Introduction.....</b>	<b>4</b>
<b>2. Literature Review.....</b>	<b>9</b>
2.1. Higher Education Admission Process at German Universities for International Students.....	10
2.2. International Students' Problems in Germany.....	12
2.3. Artificial Intelligence.....	16
2.3.1. AI in Recruiting.....	17
2.3.2. Challenges for Organizations.....	19
2.3.3. Applications and Benefits of AI-Assisted Admission Systems.....	21
<b>3. Campus Ready.....</b>	<b>26</b>
<b>4. Methodology.....</b>	<b>32</b>
4.1. Data Collection Methods.....	34
4.1.1. Literature Review Process.....	34
4.1.2. Interview Implementation.....	36
4.1.3. Survey Implementation.....	38
4.2. AI Contribution to the Study.....	40
<b>5. Findings.....</b>	<b>42</b>
5.1. Interview Findings.....	42
5.2. Survey Findings.....	45
5.3. Feedback on Campus Ready.....	51
<b>6. Discussion.....</b>	<b>56</b>
6.1. Further Research.....	58
6.2. Implications.....	58
6.3. Limitations.....	60
<b>7. Conclusion.....</b>	<b>61</b>
<b>8. Reference List.....</b>	<b>64</b>
<b>Appendix A: Interviews with university representatives.....</b>	<b>69</b>
<b>Appendix B: Feedback for Campus Ready from students and educators.....</b>	<b>83</b>
<b>Appendix C: Survey Results.....</b>	<b>97</b>

## List of Figures

Figure 1: International students' drop-out rates.....	14
Figure 2: Campus Ready Key Features.....	27
Figure 3: Exam Builder Exam Details Page.....	28
Figure 4: Exam Builder Topic Selection Page.....	28
Figure 5: Exam Builder Question Selection Page.....	29
Figure 6: Student Preparation Page.....	30
Figure 7: Student Preparation Exam Page.....	30
Figure 8: Results of long waiting times for admission results.....	47
Figure 9: Inefficient parts of the admission process.....	48
Figure 10: Preference of students regarding preparation materials.....	49
Figure 11: Expected improvements from German admission process.....	50

## List of Tables

Table 1: Admission Process of Technical University Munich (TUM).....	11
Table 2: Performance Evaluation Metrics.....	24
Table 3: AI vs. Conventional Approach for Personal Interview.....	25
Table 4: Opportunities for Potential Candidates Under the Two Methods.....	26
Table 5: Categorized Research Sources and Key Themes.....	36
Table 6: Overview of interview partners.....	38
Table 7: AI Contribution to the Study.....	41
Table 8: Number of responses according to countries.....	45
Table 9: Number of responses according to universities.....	46
Table 10: Recommended Features from University Representatives.....	53
Table 11: Recommended Features from Students.....	56

## **Abstract**

Germany is one of the most popular countries for international students because of its high quality education, affordable tuition, and plenty of employment possibilities. In addition to these benefits, international students encounter a number of difficulties during the admission process, including long waiting times for application results, lack of preparation and support services before coming to Germany, and delay in the visa process. German universities also have some challenges, such as managing an increasing number of applications, in addition to those faced by international students. The purpose of this study is to examine the admission processes at German universities, identify inefficiencies, and offer AI-based solutions for both students and universities.

Both quantitative and qualitative methodologies were applied in this study. University representatives were interviewed in order to identify the difficulties German universities face regarding the admission processes. Additionally, surveys were conducted to analyze and identify the issues faced by international students. Several areas of concern have been identified by the study, including the need for standardized admission procedures, improved communication, and enhanced support mechanisms for international students.

According to the findings, implementing AI-driven solutions that streamline the admissions process is one of the main recommendations. Exam preparation, admission test creation and execution, and document verification can all be automated with the help of AI tools. The function of platforms like Campus Ready, which may offer a way to solve current problems with the admissions process, is also included in this study. The results suggest that using the latest technologies like artificial intelligence can reduce processing times, enhance existing applications, and improve the university admission's overall effectiveness. More comprehensive analysis involving multiple German universities and additional students should be the main focus of future research. This allows for the detailed analysis and implementation of AI-assisted admissions systems.

## 1. Introduction

The increasing trend of international student numbers in Germany reflects that German universities are quite popular worldwide. A snapshot survey conducted by the German Academic Exchange Service (DAAD) indicates that over 400,000 international students are currently enrolled in Germany (DAAD - Number of International Students, n.d.). It can be assumed that international student numbers will increase yearly, and it is a result of increased awareness of Germany's world-class educational system and its appeal to students around the globe. However, as DAAD President Prof. Dr. Joybrato Mukherjee says, "We should do more in science, business, and society to open up career prospects in Germany for young people who come here from all over the world to study." (DAAD - Number of International Students, n.d.). In addition to this, in an interview with Stefan Hase-Bergen, Head of the Division of Development Cooperation and Transregional Programs, he states that with the number of domestic students decreasing, the growing number of international students is very important (Hase-Bergen, int2). It is obvious that Germany is aware the growing number of international students is very important, and they should do more to accommodate the increasing number of potential workers. But what is the reason behind international students' preference for Germany?

Germany is a highly attractive destination for international students because of several factors. The country's education system is known for its high quality, offering several different programs, with many programs taught in English (Why Germany, n.d.). German universities offer programs, especially in science, technology, engineering, and mathematics (STEM) fields, which are quite popular among international students as over half of the international graduates from German universities hold STEM degrees (DAAD Perspectives, 2023, p.2). This strong focus on STEM fields aligns with Germany's economy, which has a high demand for skilled workers, especially in the science and technical sectors (DAAD Perspectives, 2023, p.3).

One of the most significant reasons why international students choose German universities for studying is their financial accessibility. German universities charge international students minimal or no tuition fees, unlike other study destinations like the United States or the United Kingdom (DAAD Perspectives, 2023, p.3). People trust fair elections and the rule of law, which allows international students to feel a safe environment even in villages in Germany (Why Germany, n.d.).

The popularity of Germany is also shown in a student survey, with the participation of international students in the 2016 Deutsches Studentwerk Social Survey, 57% of them indicated that Germany was their first choice for higher education (Countering Demographic Decline, 2019, p.15). This choice can be seen not only for academic reasons and affordability but also for career opportunities, which students indicate was the main motivation source for choosing Germany (DAAD Perspectives, 2023, p.3). In addition to this, Germany's central European location provides students with rich cultural experiences and travel opportunities (Why Germany, n.d.).

This preference of international students serves as a strategic purpose for Germany as well. International students play a critical role for German universities as the number of domestic students continuously declines yearly, which was projected to be a 15% decline by 2035 (Countering Demographic Decline, 2019, p.6). As a response to this, Germany has improved its universities by making them more accessible to international students, offering supportive services, and providing many available English-taught programs (DAAD Perspectives, 2023, p.5). The popularity of Germany among international students obviously helps Germany to meet its growing demand for qualified workers.

The demand is growing for qualified and skilled workers in Germany along with the EU and other global regions (DAAD Perspectives, 2023, p.2). International students can be a main source while addressing this challenge. These students are important and useful for the German market because they bring their existing skills and improve them while they are studying at German universities (DAAD Perspectives, 2023, p.2). Therefore, universities are important as they serve as both motors and magnets for the migration of skilled workers (DAAD Perspectives, 2023, p.2). International students mostly choose to study in the science and engineering fields,

where the demand in the labor market is very high (Hoffmeyer-Zlotnik & Grote, 2019, p.52). As many international students study science and engineering fields, they are perceived as potentially qualified workers for the German labor market (Hoffmeyer-Zlotnik & Grote, 2019, p.52). International students also prefer Germany to work after they finish their studies, as over half of the international students who come to Germany for education switch to different residence permits within five years, primarily for employment (Angenendt et al., 2023, p.13). To support this trend, federal states also implemented strategies to secure skilled labor by recognizing foreign professional qualifications and continuously recruiting international students (Angenendt et al., 2023, p.16). However, there is still a need to improve and utilize this potential because of some existing problems. Political and structural barriers cause some obstacles, and to overcome these obstacles, three critical areas need to be focused on: attracting students, improving educational outcomes, and facilitating the transition into employment (DAAD Perspectives, 2023, p.2).

In addition to these political and structural obstacles, international students also have other problems in their way. Stefen Hase-Bergen claims that when it comes to attracting international students, Germany comes in third place globally, but questions are raised regarding the admission system's ability to manage an increased number of applicants due to its decentralized structure and established standards (Hase-Bergen, int2). He also adds that international students frequently encounter even more challenges because of the visa application process (Hase-Bergen, int2). The current admission process takes 4-6 weeks for only Uni-assist, a national service provider that many universities in Germany use for processing international students' applications (Deadlines & Processing Time | Uni-assist, n.d.). On the other hand, the survey conducted for this study shows that the timeline is way longer for international students, which will be discussed in detail in upcoming sections. The indicated timeline by Uni-assist may be further extended when admission examinations are necessary because of the time required for execution and evaluation. To start the visa process, international students need admission letters from their universities (Hoffmeyer-Zlotnik & Grote, 2019, p.27). When there is a delay in getting admission letters from universities, this may result in delays in getting visas. These delays might be decreased by streamlining the

admission process, helping international students obtain their visas more quickly and start their education without wasteful delays. These problems show the importance of examining the German university admission process, recognizing problems, and coming up with a solution to help both universities and international students.

The lack of preparation is also another challenge for international students studying in Germany. Many international students do not feel prepared enough when beginning their studies, and they struggle with both daily life and academic challenges (Hogan, 2024). DAAD states that international students should start preparing while they are in their home country with the right qualifications and preparations (DAAD Perspectives, 2023, p.6). Language barrier is also significant, which is indicated in one survey that says most of the international students have poor language skills (Countering Demographic Decline, 2019, p.26-27). In addition to this, international students need to adapt to the German academic environment because of its different learning culture, even if they come from an educated background (DAAD Studies, 2022, p.11). Financial problems are also common among international students, as many of them must work part-time jobs, which may take time away from their studies (DAAD Studies, 2022, p.11). Another issue is social and bureaucratic, while many international students struggle to connect with German friends, bureaucratic hurdles cause fears about potential deportation (DAAD Studies, 2022, p.11). To help international students regarding these issues, universities need to implement comprehensive support services that would help with housing, finances, and social integration (Hogan, 2024). It was shown that international students' drop-out rates are significantly higher than German students (DAAD Studies, 2022, p.10). All of these challenges can be related to higher drop-out rates as they can not focus only on their studies but also need to focus on their personal lives, language abilities, and financial situations.

This research aims to understand the challenges of international students studying in Germany, and also the problems of German universities, especially in the admission process. In addition to this, this study aims to provide a solution using AI technologies. By using AI technologies, some solutions can be found for existing challenges, and the current admission process can be improved. To identify the challenges of international students, surveys were conducted. On the other hand,

interviews were conducted with German university representatives regarding difficulties in admission processes. The literature was also analyzed to determine international students' challenges in Germany. To be able to find a solution to improve the current admission process, studies about AI in admission and recruitment processes were analyzed. In addition to these, this study serves as market research for a start-up called Campus Ready, as it provides potential solutions for existing problems.

Campus Ready is a start-up funded by the EXIST funding program of the Federal Ministry of Economics and Climate Protection (BMWK) in Germany. By using the latest technologies, including AI and LLM, Campus Ready aims to improve the exam creation process for educators. The AI-powered platform allows users to generate exam questions simply by providing prompts or course materials, which can significantly ease the workload for educators for exam creation. In addition to this, Campus Ready provides services for students, offering customized exam preparation material powered by AI to increase their study performance. This helps students to prepare for relevant topics better and create unlimited mock exams to increase their awareness of various question types. Moreover, Campus Ready provides an application screening platform, which helps admission offices evaluate applications more efficiently by reducing the time required for assessments. It can also be used by any other institution that needs a selection process. By combining multiple services, Campus Ready helps universities save time in creating admission exams and assessing student applications while providing exam preparation materials to students to prepare for those exams. These services can help German universities improve their admission process and help students to prepare better before coming to Germany, as it is suggested by DAAD. The feedback from professors and students was gathered to analyze the platform's effectiveness.

In a nutshell, this study combines several methods that aim to enhance the admission process experience for both German universities and international students. The results are intended to support Germany's larger goals of developing a talented, varied, and internationally connected workforce in addition to improving operational efficiency.

## 2. Literature Review

### 2.1. Higher Education Admission Process at German Universities for International Students

International students seeking master's degrees at German universities typically go through an application process that is structured similarly at each university. This section uses the Technical University of Munich (TUM) as a model example to clearly describe the admissions procedure. TUM is a perfect example to show the essential procedures and requirements that international students usually face because of its comprehensive and uniform application standards, which mirror conventional procedures in German higher education.

#### **Step 1: Program Selection and Requirements**

It starts by selecting a master's program that complements a student's educational background and professional objectives. Each program has specific requirements, including prerequisite degrees, language skills, and appropriate experience. Students can find detailed information by visiting the program's web pages.

#### **Step 2: Online Application via TUMonline**

During the specified application time, students should submit their application using the TUMonline portal. They should upload all necessary files, including a curriculum vitae, a statement of purpose, academic transcripts, degree certificates, and evidence of language competency. Additionally, some programs may require a portfolio or recommendation letters.

#### **Step 3: Preliminary Documentation (VPD) from Uni-assist**

International students who have degrees obtained outside of the EU or EEA are required to get a Uni-assist Preliminary Documentation (VPD). This entails submitting the academic records to Uni-assist for review, which may take a few

weeks. It would be good to indicate that Uni-assist charges international students for the first chosen course of study 75 euros and for each additional course 30 euros (Handling Fees | Uni-assist, n.d.).

#### **Step 4: Application Evaluation and Admission**

After submission, TUM assesses the application to determine the eligibility and fit for the selected program. If the student is accepted, an official admission offer will be received via the TUMonline portal.

#### **Step 5: Enrollment**

After being accepted, students should finish the enrollment procedure by sending in any additional required documents and paying the semester fees.

#### **Step 6: Visa and Accommodation**

Since the visa processing times can be long, international students should apply for a student visa as soon as they receive an acceptance offer from the university.

Table 1: Admission Process of Technical University Munich (TUM) (Applying for a Master's Degree Program - TUM, 2024)

As part of the application process, several universities additionally demand that international students take entrance exams. Although these tests provide an extra assessment tool, the time required for administering the test and analyzing the results may cause delays in the admissions process. The Technical University of Darmstadt was analyzed to understand better the admission exam process. The Technical University of Darmstadt guarantees standardized assessment of applicants' eligibility for master's programs in the Department of Computer Science (TU Darmstadt, n.d.). According to the information given by TU Darmstadt, the exam is administered online to individuals who must take it, and there are strict technical requirements, including two cameras, a microphone, and a legitimate ID. Through a test platform, applicants can log in and get familiar with the exam setting after instantly receiving registration details and access credentials via email. Also, TU

Darmstadt provides one PDF for applicants who are taking the admission exam, which includes a list of books that are recommended for preparation for the exam (TU Darmstadt, n.d.).

## **2.2. International Students' Problems in Germany**

It is obvious that going to university in a foreign country is always challenging for students, and Germany is not an exception in this situation. To understand the challenges of international students in Germany, it is important to first look at how German universities approach international students' recruitment. German universities, especially those experiencing a decline in domestic student numbers, known as "shrinking universities," which can be defined as institutions where domestic student numbers have dropped at least five percent over five years, still attract international students thanks to Germany's strong reputation in education, particularly in STEM fields, and its low or non-existent tuition fees (Countering Demographic Decline, 2019, p.7-8).

However, before students arrive in Germany, they face some obstacles that can impact their entire academic journey. The process starts with a complicated university application system that can be overwhelming even for well-prepared students. International students must deal with confusing admission requirements and go through some bureaucratic work, and getting a student visa often takes a long time, while students need to spend considerable time and money to prove their language skills and academic qualifications (Countering Demographic Decline, 2019, p.8). They also need to deal with getting health insurance, opening a blocked account, and obtaining residence permits where necessary (DAAD Studies, 2022, p.30). It can be really overwhelming for international students when they are handling all these requirements from their home countries, especially when they do not have enough guidance and support.

This time-consuming process can have serious consequences for students' academic success. This preparation period is so time-consuming, which concludes with late arrivals of international students and missing the important introduction periods that could help them adjust to university life (DAAD Studies, 2022, p.30).

This late arrival can create more problems, as students need to catch up on missing classes while simultaneously adjusting to the new environment. Most of the international students have experience studying in their countries but many do not know what to expect when they are in Germany (Countering Demographic Decline, 2019, p.21). About one-third of international students can not speak German, and many know little about how German universities work (Countering Demographic Decline, 2019, p.21).

The financial challenges of international students in Germany are particularly severe and can impact their academic performance. International students have basically much less income to afford their expenses than German students, which is €776 per month compared to €918 for German students (Countering Demographic Decline, 2019, p.22). Students from low-income countries even have less income, around €718 monthly, which is close to the poverty line (Countering Demographic Decline, 2019, p.22). This financial difference creates challenges for international students, and they need to somehow balance their academic responsibilities with the need to earn money. Since many international students can not reach German government financial aid (BAföG), they have to work part-time jobs to earn about one-third of their living expenses (Countering Demographic Decline, 2019, p.22). This need means they can not focus entirely on their education (Countering Demographic Decline, 2019, p.23). Eventually, this financial pressure and instability can lead to some academic difficulties.

The academic challenges extend far beyond just balancing work and studies. 63% of international students are studying for their second degree and are already familiar with their subject, but they still struggle with the German university system (Countering Demographic Decline, 2019, p.22). They often have to completely change their way of study to be successful in German universities, which requires a lot of time and effort, which means international students need to work harder and more than their German classmates (Countering Demographic Decline, 2019, p.22). Even students from educated families struggle to adapt because the learning culture is so different than their countries (DAAD Studies, 2022, p.11). This cultural adjustment can be challenging because while students have to be successful in a demanding academic environment, they need to change their study habits.

The social perspective of studying in Germany presents another challenge for international students. For international students, it is really hard to connect with German students, some face exclusion and discrimination (DAAD Studies, 2022, p.11). This social isolation can deeply affect international students when it is considered that they are in a different country far away from their families. When international students need help, they first ask other students from their countries, then students from other foreign countries, and finally, their professors (DAAD Studies, 2022, p.36). It can be understood that international students are looking for help first, not from universities but from their friends, which can indicate the lack of support services from universities.

Legal and bureaucratic challenges are also another problem, especially for non-EU students. These students face additional stress when they are communicating with government offices and worry about potential deportation before they finish their studies in Germany (DAAD Studies, 2022, p.11). The pressure of maintaining legal status while managing academic requirements can create more and more pressure on international students. All of these challenges may lead to high drop-out rates among international students (41-49% for bachelor's and 28-34% for master's), which means over 25,000 international students quit their studies each year (DAAD Perspectives, 2023, p.7). This statistic does not only show personal disappointments but also a significant loss of potential talents for Germany.

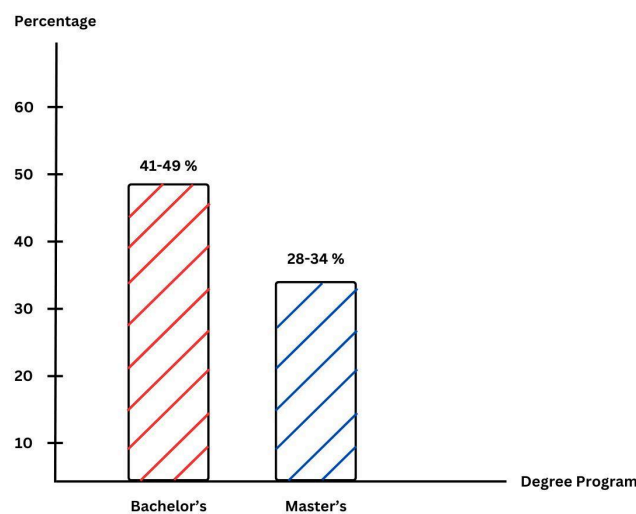


Figure 1: International students' drop-out rates (DAAD Perspectives, 2023, p.7)

The challenges also continue after graduation when international students try to find a job position in Germany. A survey from a university career service indicates that poor language skill is the biggest problem in finding a job and over two-thirds of career advisors identified this as the main problem (Countering Demographic Decline, 2019, p.26-27). As a result of this, international students face more difficulties in finding a job compared to German graduates (Countering Demographic Decline, 2019, p.26). Other challenges for international graduates include time limits for job searching, lack of practical experience, and limited knowledge about job opportunities (Hoffmeyer-Zlotnik & Grote, 2019, p.5). After international students graduate from their programs with already existing challenges, new problems occur when they enter professional careers.

The systematic challenges are reflected in the entire process of studying in Germany as an international student, which involves long waiting periods and complex rules about university admission, visas, and residence permits (Hoffmeyer-Zlotnik & Grote, 2019, p.4). Nevertheless, German universities try to help international students by providing support services and structures (DAAD Studies, 2022, p.36). However, there is still a need for more targeted funding and support to help international students better, and the system still has not properly addressed many of the barriers students face (DAAD Perspectives, 2023, p.3).

These practical challenges would continue to impact international students' study life in Germany. Finding housing, dealing with language barriers, understanding available support services, and maintaining legal residence status are the major challenges in Germany (Hoffmeyer-Zlotnik & Grote, 2019, p.4). Successfully completing their studies is important for international students who want to work in Germany (DAAD Perspectives, 2023, p.7). However, the current system with all of these problems needs to be improved and provide better solutions to international students.

In a nutshell, all of these challenges are interconnected to each other and can create a domino effect. For example, the different educational cultures of Germany can lead to academic struggles for international students, which might require more study time, forcing students to work fewer hours, which then creates financial stress.

These interconnected problems may make international students more overwhelmed and frustrated. While Germany's higher education system offers many opportunities, international students face many obstacles that require systematic attention and better solutions.

### **2.3. Artificial Intelligence**

Artificial intelligence forces modern societies to be transformed. Oxford English Dictionary explains AI by saying "the capacity of computers or other machines to exhibit or simulate intelligent behavior" and also software that can perform tasks previously thought to require human intelligence (*Oxford English Dictionary*, n.d.). After AI's early beginnings, the concept has evolved and changed. The foundation of AI was gradually established from the development of water-operated automatic controlled machines by Ebru Iz Bin Rezzaz Al Jezeri in 1206 to Gottfried Leibniz's binary counting system in 1672 (Mijwil, 2015, p.2). After the term "artificial intelligence" was defined by McCarthy at a Dartmouth College conference in 1956, an important milestone was reached, which can be considered the beginning of modern AI research (Xu et al., 2021, p.2).

There are many notable achievements in the history of AI. The first programmable computer, Z1, was created by Konrad Zuse in 1936, and Alan Turing, the founder of computer science, introduced the Alan Turing test in 1950 (Mijwil, 2015, p.3). Moreover, the Deep Blue supercomputer defeated the world-famous chess player Kasparov in 1997 (Mijwil, 2015, p.3). AI and robotics have progressed through three generations of development, starting by evolving from Turing test and logic theory machines to expert systems and self-driving cars (Chen & De Luca, 2021, p.1).

With the development of big data technologies and improved computer work, AI has experienced significant growth, which makes it possible to efficiently process and analyze large amounts of data (Xu et al., 2021, p.2). The aim of the technology is to develop machines that can think like humans and pretend human behaviors, including perceiving, reasoning, learning, planning, and predicting (Xu et al., 2021, p.1). Today, there are many AI applications in different sectors, such as healthcare,

transportation, agriculture, business, finance, education, entertainment, defense, and government (Chen & De Luca, 2021, p.1).

When the education sector is analyzed carefully from the perspective of AI, many applications can be seen, which is the focus of this study. As it has brought many changes in other sectors, in the education sector, there are changes in both administrative and academic processes (Ahmad et al., 2022, p.1). Important applications can be found in the admission processes of educational institutions, in which AI helps to streamline and improve procedures (Ahmad et al., 2022, p.2). The technology transformed how academic and administrative staff use their time and how students get individualized services (Ahmad et al., 2022, p.1).

### **2.3.1. AI in Recruiting**

In this section, AI in recruitment processes is analyzed by also looking at corporate sectors as they have similar recruiting processes with educational institutions. AI has changed recruitment processes in both corporate and academic sectors by offering better efficiency, accuracy, and fairness in the selection processes. Companies are increasingly implementing AI technologies into their selection processes to improve operations and decision-making (Hunkenschroer & Luetge, 2022, p.977). AI applications are used widely in selection processes, from creating job advertisements to evaluating resumes and video interviews with facial recognition software (Hunkenschroer & Luetge, 2022, p.977). AI powered tools are attractive because of their speed and efficiency when compared to traditional methods, which make them a valuable asset in the competitive talent market (Hunkenschroer & Luetge, 2022, p.977).

One of the most important advantages of AI in recruiting is to evaluate objectively and reduce bias. Human judgment has personal bias and heuristics, but AI systems can evaluate candidates equally and process applications at scale when it is programmed properly (Chamorro-Premuzic & Akhtar, 2024). These features are valuable for social businesses looking for employees who align with their needs (Allal-Chérif et al., 2021, p.1). AI systems are used in filtering applications to create

shortlists and rankings of candidates, which helps companies identify the right candidates for specific job positions (Hunkenschroer & Luetge, 2022, p.992).

Speed and accuracy are important for today's businesses in recruitment and selection (Solek-Borowska & Wilczewska, 2018, p.25). It can be said that AI provides this opportunity, which can make it essential for competitive advantage. This efficiency is important as candidates often receive multiple offers, and quick response time can make a difference in finding good talent.

AI offers more than just being quick and accurate. It can be concluded that AI's ability to analyze complex datasets allows organizations to make more accurate decisions about candidate fit for a job position. This comprehensive evaluation helps ensure that new employees will be placed in the right job position (Chamorro-Premuzic & Akhtar, 2024).

In the academic sector, AI has also transformed administrative and academic activities, especially in the university admissions process (Ahmad et al., 2022, p.3). The traditional way of university application processing is time-consuming, costly, and consists of potential discrimination (Allothman et al., 2022, p.439). With the implementation of AI technologies in the application process, it improves both efficiency and reliability (Allothman et al., 2022, p.439).

The integration of AI in admission processes may offer many opportunities for higher education institutions. The ability to analyze large datasets of AI allows universities to improve their recruitment strategies, enhance their decision-making, and provide individualized admission experiences (Amruta & Raman, 2024, p.1). This feature can be important as the administrative task is time and resource-consuming while requiring the involvement of both academic and administrative staff (Ahmad et al., 2022, p.2).

AI applications improve more than the application and recruitment processes for universities. It offers revolutions in academic administration, counseling services, library services, assessment, feedback, and tutoring (Ahmad et al., 2022, p.1). With these implementations, universities can provide better support services to students

while maintaining operational efficiency. These AI applications have benefited in areas such as personalized education, grading and assessment, learning analytics, and admissions (Ahmad et al., 2022, p.2).

In a nutshell, AI applications can be used in both corporate sectors and educational institutions as they have similar recruitment processes. When companies recruit employees, they evaluate vast amounts of data, and they should make a decision to choose the right candidate. For instance, Google had 16,805 employees in 2007, while having 183,323 employees in 2024 (Statista, 2025). It is known that universities also get many applications each semester according to their capacity. Most of the time, universities get more applications than their capacities, which requires an efficient selection process to be on time to finalize their decisions. It can be seen that AI applications help to improve operational efficiency for both corporate sectors and educational institutions.

### **2.3.2. Challenges for Organizations**

Organizations face some challenges while implementing AI solutions for recruitment processes. The main challenges include high implementation costs, personal data confidentiality concerns, and the need for enhanced safety protocols (Kurek, 2021, p.155). There are also technical challenges like system maintenance requirements, limited integration abilities with existing systems, and the necessity to adapt to country-specific legal and ethical requirements (Kurek, 2021, p.155).

There are also other challenges because of the complexity of HR processes and operational readiness. Four key problem areas can be mentioned: the complexity of HR phenomena, limitations of small data sets, ethical questions about fairness, and employee reactions to being managed by data-based algorithms (Kurek, 2021, p.155). Organizations also face cultural problems because employees often fear job loss due to automation applications (Kurek, 2021, p.167), with concerns about dehumanizing personnel activities (Kurek, 2021, p.155).

Ethical and privacy concerns grow regarding the use of AI in recruitment (Zhang et al., 2021, p.4). Companies should consider readiness challenges while implementing

these new technologies, especially for the potential loss of administrative positions (FraiJ & László 2021, p. 116). Moreover, there is limited knowledge of how stakeholders would react to AI-based solutions (Laurim et al., 2021, p.5495).

While there are some thoughts on AI-based hiring providing unbiased screening and candidate selection because of machines and no human involvement (Gheeta & Bahnu, 2018, p.69), other thoughts also exist. For example, Amazon developed an algorithm in 2014 that can filter promising candidates from application texts (Laurim et al., 2021, p.5502). The system trained on ten years of resume data and learned to prefer male candidates because of the historical dominance of male employees in the tech industry (Laurim et al., 2021, p.5502).

The challenge with AI bias is connected with its learning process. If the scanned data involves human-based decision-making, it will continue to emphasize existing patterns and repeat historical data (FraiJ & László 2021, p. 110). AI is designed to avoid bias in recruitment processes (FraiJ & László 2021, p. 111), but it is obvious that the quality of training data must be qualified.

These suggestions can be made to avoid bias in decision-making (Laurim et al., 2021, p.5503):

- Implementing a ranked array of options with their reasons instead of final decisions
- Establishing checkpoints and approval nodes
- Defining enterprise-wide rules to prevent distortion
- Setting transparent goals before implementing an AI solution
- Keeping human authority for important decisions
- Testing solutions using historical data before launching
- Informing applicants about data collection and usage
- Conducting continuous monitoring and retraining

As mentioned before, the main reason for bias in AI is the data set used to train the algorithm. As Polli (2024) notes, “If you don’t like what the AI is doing, you definitely won’t like what humans are doing because AI is purely learning from humans.” While

it is impossible to completely correct human bias, it is possible to detect bias in AI systems (Polli, 2024).

Regular retraining of machine systems with a blended decision-making process improves the system's performance and accuracy (Laurim et al., 2021, p.5503). It can be understood that while AI systems initially involve human bias, they can be refined and improved for better results. It can not be expected that AI systems are inherently unbiased, but they can identify, measure, and systematically address biases that have long existed in human decision-making processes.

The competition for talent makes appropriate tools important for filling positions (Laurim et al., 2021, p.5495). This makes it important to continually develop and refine AI recruitment systems. It can be said that success requires a balanced approach with human involvement in AI-based decision-making with continuous improvement and bias correction.

### **2.3.3. Applications and Benefits of AI-Assisted Admission Systems**

With the growing number of applications, educational institutions and organizations have shifted to AI-powered selection systems. Natural Language Processing (NLP) is an important technology that can transform text into structured, easily digestible data (FraiJ & László, 2021, p.112). Moreover, Natural Language Generation (NLG) allows computers to generate human-readable content while performing the reverse transformation (FraiJ & László, 2021, p.112). These technologies enable AI to benefit from understanding human behavior and implications, which demonstrates big potential in talent recruitment (FraiJ & László, 2021, p.112). AI is needed to incorporate natural language processing as it is important to understand human beings' written and verbal communication patterns (FraiJ & László, 2021, p.112).

The implementation of AI in admission processes offers several benefits. One of the most important benefits is the accuracy of real-time results with less cost, which creates value for both candidates and organizations by providing more efficient screening and better candidate understanding (FraiJ & László, 2021, p.112). AI

works with incredible speed and accuracy (Geetha & Bhanu, 2018, p. 63), which can change how organizations approach their recruitment strategies.

The system also provides many operational benefits that enhance the overall admission process. As resume screening is traditionally a repetitive and time-consuming process, AI saves time with efficient record-keeping, which eliminates redundant tasks (Geetha & Bhanu, 2018, p. 69). AI targets competency-based candidates and ensures that they are placed in the right job positions with appropriate skills, which helps HR professionals choose the best talents for their organizations (Geetha & Bhanu, 2018, p. 69). By having this, organizations save costs by reducing reliance on recruitment agencies and maintaining a qualitative approach to candidate procurement (Geetha & Bhanu, 2018, p. 69).

Although there are some contradictory arguments, as mentioned before, about AI and bias, many academic research still indicates that AI provides benefits by having unbiased screening. Thanks to leveraging vast amounts of data and unbiased screening and selection processes, AI tools contribute to higher quality in hiring decisions (Geetha & Bhanu, 2018, p. 69). The system is also beneficial in query redressing and ensuring employees receive updated information and immediate responses to their inquiries, which results in employee satisfaction while reducing turnover rates (Geetha & Bhanu, 2018, p. 69). AI allows unbiased recruitment as machine-based recruitment minimizes human involvement and related biases (Geetha & Bhanu, 2018, p. 69). Moreover, AI tools help to identify candidates' skills, competencies, and traits that would fit with job requirements, which results in more talented candidates being hired (Geetha & Bhanu, 2018, p. 69).

When a medical school's admission process challenges were analyzed, the effectiveness of AI implementation can be seen. Medical school admission is notably long, labor-intensive, and time-consuming, while it is important to determine which applicants will be future physicians. (Keir et al., 2023, p.2). The scale of the challenge can be explained with a simple calculation: assuming each application requires approximately 20 minutes of review time, processing 5,000 applications demands 1,665 person-hours of work (Keir et al., 2023, p.2). Although there are

some measures to standardize the process, variability of inter- and intra-observer among application screeners causes concerns about potential bias in the selection process (Keir et al., 2023, p.2).

The Zucker School of Medicine at Hofstra/Northwell provides a specific example of these challenges by receiving 5,000 applications annually for approximately 100 student positions (Keir et al., 2023, p.2). The process starts with screening all applicants to identify 700-800 candidates for interviews, then about 300 receive admission offers, and finally, 99 of them register (Keir et al., 2023, p.2). The screening process includes grade point averages, Medical College Admission Test scores, undergraduate institutions, research experience, extracurricular activities, socioeconomic factors, personal statements, and letters of recommendation (Keir et al., 2023, p.2).

As a response to these challenges, an AI algorithm was developed and evaluated using five years of medical school application data (Keir et al., 2023, p.3). After removing applications with missing interview decision data, 22,258 complete records were analyzed (Keir et al., 2023, p.3). The data was divided into training (60%), validation (20%), and test (20%) sets while ensuring there are no significant differences in gender and minority representation in these sets (Keir et al., 2023, p.3).

The results of the research show that the algorithm achieved 95% accuracy on the training set and maintained 88% accuracy on both validation and test sets (Keir et al., 2023, p.3). According to findings, AI could effectively support medical school admissions screening decisions while providing good predictive ability (Keir et al., 2023, p.4). The study also indicates that collaboration of human and AI evaluation can enhance overall performance while reducing the number of required human evaluations, which provides more focused attention on specific cases (Keir et al., 2023, p.4).

Another research on the implementation of AI in international student admissions also shows the efficiency of the system. Research has shown that AI tools, including predictive analytics, natural language processing, and machine learning algorithms,

can streamline the process while mitigating biases, eventually creating a more inclusive and diverse academic environment (Amruta & Raman, 2024, p.1). These tools offer more efficient, objective, and personalized admission processes while changing the landscape of international education (Amruta & Raman, 2024, p.1).

By using NLP to analyze personal statements and letters of recommendation in the Application Screening and Analysis tool, the system can extract meaningful insights into applicants' motivations and character (Amruta & Raman, 2024, p.4). The system, which is named Intelligent Admissions System, has produced significant improvements across multiple metrics (Amruta & Raman, 2024, p.5).

The results of the evaluation of the system show that application processing time was reduced by half, which demonstrates the efficiency of automated initial screening (Amruta & Raman, 2024, p.5). With its logistic regression model, the system achieved a 21.4% increase in enrollment prediction accuracy, which defines applicants most likely to enroll (Amruta & Raman, 2024, p.5). Eventually, the system provides a 37.5% improvement in admitted student diversity, which shows its role in promoting more equitable admissions processes (Amruta & Raman, 2024, p.5).

<b>Metric</b>	<b>Traditional Process</b>	<b>AI-driven Process</b>
Efficiency (Applications Processed/Day)	100	500
Accuracy (Correct Predictions)	%75	%90
Fairness (Diversity Index)	0.70	0.85
Applicant Satisfaction (Survey Score)	4.2/5	4.8/5

Table 2: Performance Evaluation Metrics (Amruta & Raman, 2024, p.4)

Another study in business school admissions shows important improvements in candidate selection with the usage of AI (Kumar & Raman, 2022, p.439). The study implemented a system in which candidates can record 5-minute videos on related topics, which are then analyzed by an AI system regarding multiple parameters (Kumar & Raman, 2022, p.441). This analysis provides reports for each candidate to interviewers with detailed information before conducting interviews (Kumar & Raman, 2022, p.441).

The results of this implementation prove the effectiveness of AI tools. With an 80% improvement in efficiency, interview time was reduced from 30 minutes to 6 minutes for each candidate (Kumar & Raman, 2022, p.441). The system increased the number of parameters from five to ten, which enhanced the quality of the selection process (Kumar & Raman, 2022, p.441). In addition to this, the system provided lower error rates in screening potential candidates while reducing human bias and interviewer fatigue (Kumar & Raman, 2022, p.442).

Method	Comparative Analysis	
	Time taken for Personal Interview	Parameters checked for screening
<b>Conventional (2020)</b>	30 minutes	<ol style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Body Language</li> <li>3. Articulation</li> <li>4. Confidence</li> <li>5. Content</li> </ol>
<b>Using AI as a computerized decision aid (2021)</b>	06 minutes	<ol style="list-style-type: none"> <li>1. Pace</li> <li>2. Body language</li> <li>3. Grooming</li> <li>4. Collaborative instinct</li> <li>5. Facial motion</li> <li>6. Eye contact</li> <li>7. Emotional state</li> <li>8. Energy level</li> <li>9. Communication</li> <li>10. Content</li> </ol>

Table 3: AI vs. Conventional Approach for Personal Interview (Kumar & Raman, 2022, p.441)

It is observed that the AI-based solution allowed a significant expansion of the candidate pool while the conventional method could only handle 1,500 shortlisted candidates because of time constraints, the AI-based system provided nearly seven times more shortlisted candidates (Kumar & Raman, 2022, p.442). It is obvious that the increase in capacity shows that the system can handle larger applicant pools while maintaining quality (Kumar & Raman, 2022, p.442).

Method	Total	Shortlisted based on Entrance Test Scores	Final Selection numbers	Opportunity for candidates
Conventional	129312	1500	180	Low
AI based	135522	10500	180	High

Table 4: Opportunities for Potential Candidates Under the Two Methods (Kumar & Raman, 2022, p.442)

The implementation of AI in admission processes shows an important advancement in how educational institutions operate in the 21st century (Amruta & Raman, 2024, p.5). While keeping human oversight in decision-making processes, AI has proven its potential to transform how educational institutions handle admission (Amruta & Raman, 2024, p.1). AI is an invaluable tool in modern admission systems with increased efficiency, reduced bias, enhanced candidate evaluation, and improved diversity outcomes (Amruta & Raman, 2024, p.5).

### 3. Campus Ready

Campus Ready is a startup that helps to bring together artificial intelligence and education to solve common problems in education. While providing educators with exam generation tools, the platform also provides exam preparation materials for students. Campus Ready also aims to help universities streamline their admission processes to evaluate applicants better and more efficiently.

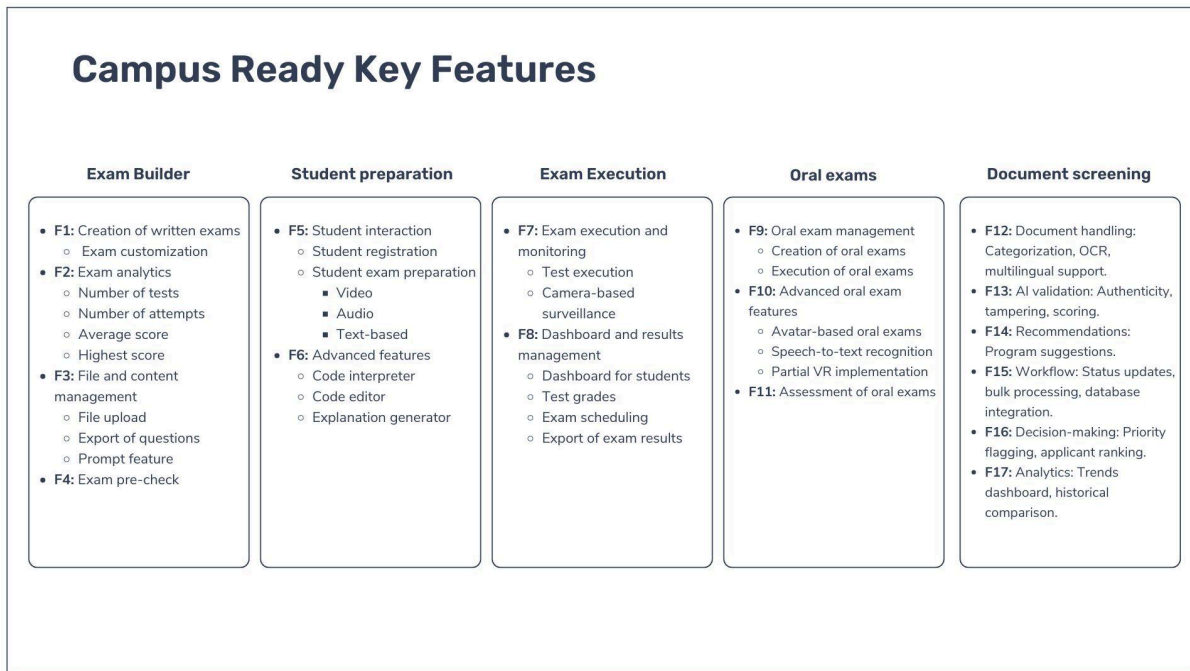


Figure 2: Campus Ready Key Features

Campus Ready provides features such as Exam Builder, Student Preparation, Exam Execution, Oral Exams, and Document Screening, which can be seen above.

The Exam Builder allows educators to create and customize exams easily while ensuring admission tests align with university standards. Automated exam analytics provide information about the number of tests taken, number of attempts, average scores, and highest scores, which can help to see students' overall performance. Additionally, with file upload and prompt features, educators are able to generate questions based on a given prompt and uploaded file. After question generation, generated questions can be prechecked before finalizing the exam. Finalized exams can be exported in PDF format to be distributed easily. With upcoming features, educators are also able to execute these generated exams in Campus Ready with monitoring options. These features eliminate manual test preparation efforts and help standardize exams across different departments. Educators benefit from Exam Builder for admission exams as well as semester exams, as it is designed for any type of exam.

Welcome back, Admin!  
So glad you're here,  
Campus Ready is here for you!

1.00x

Create new exam

Customize Exam  
Enter exam details

Upload Material  
Upload Material

Select Topics  
Choose Topics

Select Questions  
Select/Reject Questions

Save Details  
Preview and Save Exam

Export Exam  
Export Exam

Dashboard

Exams

Users

Contact Us

Exam Details

Exam Title  
Enter exam title

Time  
0

Language  
Select language

Questions

Multiple Choice Question

Coding

Short & Long Answer Type

True Or False

Scenario Based Questions

Fill In The Blanks

Difficulty

Easy Medium Hard

Background Information  
Enter background information

Log Out

Help

Generate without upload

Generate with upload

Figure 3: Exam Builder Exam Details Page

Exam Builder can be seen in detail in the above figure. After the exam title, time for the exam, language, question type, and difficulty are defined, educators can either prompt desired exam details or upload a document to generate questions based on that document.

Welcome back, Admin!  
So glad you're here,  
Campus Ready is here for you!

1.00x

Create new exam

Customize Exam  
Enter exam details

Upload Material  
Upload Material

Select Topics  
Choose Topics

Select Questions  
Select/Reject Questions

Save Details  
Preview and Save Exam

Export Exam  
Export Exam

Dashboard

Exams

Users

Contact Us

Topic Selection

Number of Questions

Introduction to Design Thinking  Easy 0

Core Elements of Design Thinking  Medium 0

Phases of the Design Thinking Process  Medium 0

Research and Empathy in Design Thinking  Medium 0

Creative Ideation Techniques  Medium 0

Prototyping and Testing  Medium 0

Facilitation in Design Thinking  Medium 0

Back

Generate Questions

Log Out

Help

Figure 4: Exam Builder Topic Selection Page

After exam details are defined, the platform will provide suggested topics to generate questions. In this step, the user should select the desired topics, while they can see subtopics for each suggested topic. With the selection of topics, the user should define how many questions will be generated for each topic.

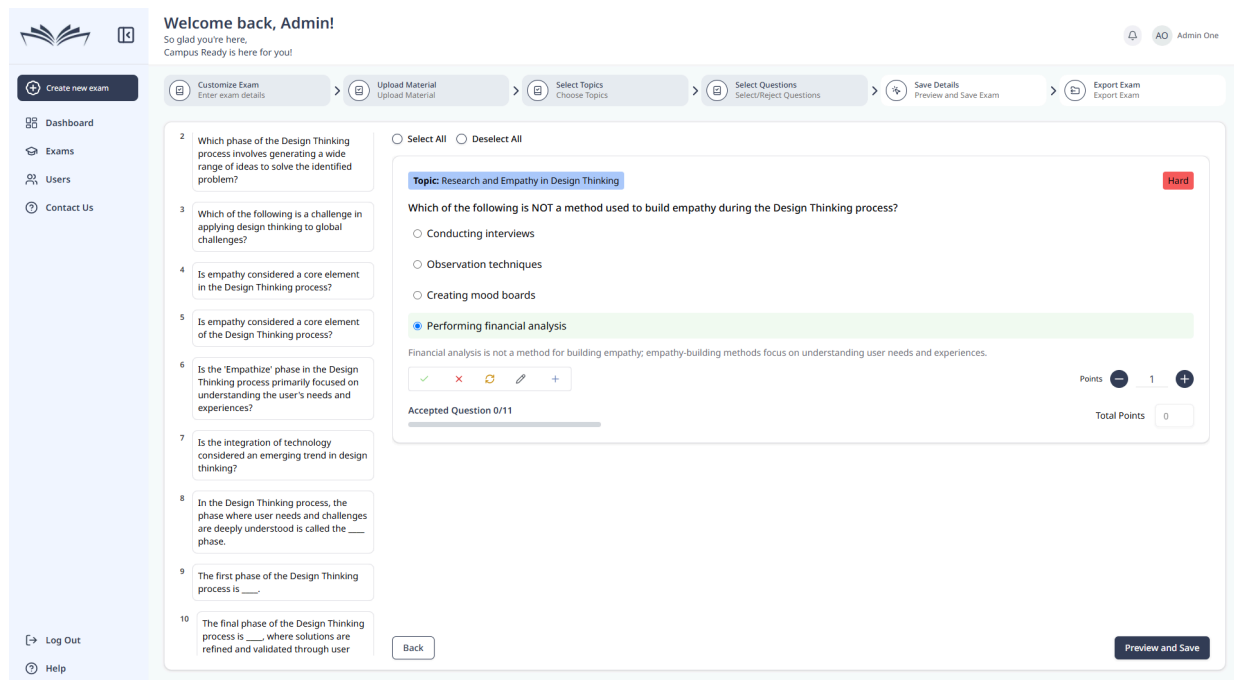


Figure 5: Exam Builder Question Selection Page

The next step after the selection of topics can be seen above. The user is able to customize the generated questions by accepting, rejecting, regenerating, editing, and adding their own question. These features can be applied for each question, which gives the opportunity to build the exam according to the user's needs. After all questions are determined and customized, the user can export the exam in PDF, Word, and Excel format.

The Student Preparation module ensures that users are better equipped and prepared for exams. This module helps students to prepare for exams with many different features. Users will be able to upload their documents, which can be presentations, books, or module handbooks, and then will be converted into different formats such as video, audio, and text. The platform will also provide an explanation generation tool that can generate detailed explanations for parts that could not be understood properly.

The screenshot shows a student preparation page for 'The Business Model Navigator'. The page is titled 'Welcome back, Emre!' and includes a navigation menu on the left with options like 'Dashboard', 'Preparation Center', 'Exam Center', 'Practice with me', and 'Contact Us'. The main content area features a video player with the title 'What is the Add-on Business Model?' and a progress bar at 0:59. Below the video, there is a section titled 'The pattern' with a diagram illustrating the 'Add-on' business model. The diagram shows a central 'Who?' node connected to 'What?' and 'How?' nodes. The text explains that in the Add-on business model, the core offering is priced competitively, but numerous extras drive up the final price. It provides examples like airline tickets and online platforms. A progress indicator at the top right shows 'Business Models' at 20% completion.

Figure 6: Student Preparation Page

Student Preparation Module can be seen in detail above. With structured preparation materials and interactive learning tools, students can familiarize themselves with the format and expectations of the exam. The platform also allows students to use a code interpreter, which provides the opportunity to practice coding and prepare for coding exams.

The screenshot shows a student preparation exam page. The page is titled 'Welcome back, Emre!' and includes a navigation menu on the left. The main content area features a section titled 'Add-on' with a total of 10 questions. The questions are displayed in a list format, each with a question number and a 'Points' value of 1. The questions are:

- Q1**: What is the primary advantage for customers in the Add-on business model?
  - A) They can purchase only the features they need.
  - B) The core product is always free.
  - C) Add-ons are always cheaper than the core product.
  - D) It eliminates competition in the market.
- Q2**: Explain why the Add-on business model is particularly effective in hard-to-segment markets.
- Q3**: The Add-on business model is only applicable to low-cost products.
  - True
  - False
- Q4**: In the Add-on business model, the core product is priced competitively, but the overall cost increases due to ...

On the right side of the page, there is a summary box showing 'Total Number of Questions: 10', '0 Answered Questions', and '10 Unanswered Questions'. A 'Submit' button is located at the bottom right of the page.

Figure 7: Student Preparation Exam Page

After preparation with different formats, Campus Ready provides a test feature for students to test themselves on that topic. Students will see different types of questions, such as multiple-choice questions, fill-in-the-blank, true or false, and open-ended. Campus Ready aims to provide different types of questions to test the knowledge better and from different perspectives. After the submission of results, personalized feedback will be given to students to help them understand their mistakes and show their weaknesses. By having this, the student can prepare better for exams while seeing their weak points and which part they should focus on more.

Another feature provided by Campus Ready is Exam Execution. Educators can execute generated exams easily at Campus Ready, without a need for an additional platform. As the platform provides camera-based surveillance, it minimizes the cheating risks and provides a fair assessment. Educators can see detailed information about exam results and track student performance and progress in real-time using interactive dashboards. Additionally, generated exams can be scheduled automatically and results can be exported easily to eliminate manual processing delays and help educators quickly assess students and make data-driven decisions. This module can be used for both admission exams and semester exams as it has not been developed for only one purpose.

Beyond written exams, the Oral Exam module will be used for oral assessments, interviews, and language proficiency tests. With a virtual avatar, oral exams can be executed online without the need to schedule one-on-one interactions. Speech-to-text recognition automates scoring, avoiding biased evaluations to help educators evaluate better and detect better candidates. This module helps educators to assess critical thinking, communication, and problem-solving skills without logistical challenges, which makes oral assessments scalable and efficient. Oral Exam feature also helps students to test themselves with a virtual avatar. Students will be able to generate practice exams and see their weaknesses. According to practice exam results, the platform will give feedback to students to improve their answers.

The final module is Document Screening, which was developed to ease the time-consuming process in university admission. AI-driven OCR (Optical Character

Recognition) categorization automates document validation, for instance, transcripts and recommendation letters, which can significantly reduce manual efforts. This feature helps universities to detect fake documents while ensuring the universities only accept authentic applications. Additionally, workflow automation ensures status updates, bulk processing, and database integration. AI-powered decision-making ranks applicants based on predefined criteria, which helps universities quickly identify top candidates. Advanced analytic dashboards provide historical comparisons to help universities refine their admission process based on past trends.

With Campus Ready, universities can significantly reduce administrative difficulties, enhance evaluation fairness, and scale their admission process to accommodate international students. By having an efficient admission and examination process, universities can reduce the time for application evaluation and respond quickly. This can help students to see their application results quickly and make better decisions to avoid wasting time. Educators benefit from automated test generation, real-time monitoring, and unbiased assessment tools, which can allow them to focus on academic decision-making rather than administrative work. Students can also benefit by using an AI-powered preparation platform and increase their academic performance while preparing with many different formats. In a nutshell, these features contribute to a more efficient, transparent, and data-driven admission process, while they can be used for semester exams.

#### **4. Methodology**

In order to comprehensively investigate the difficulties faced by international students in the admissions process and expose inefficiencies in the current procedures of German Universities, this study uses a mixed-method approach. By using this mixed method, the study offers a comprehensive viewpoint.

In the literature review process, many academic papers and official websites were analyzed. To find out international students' problems in Germany, official reports by the German state were examined. In addition to this, many experiments on AI-powered admission systems have been included in the literature review to gather

some ideas and define the solution. During the literature review, the challenges and benefits of using AI in admission processes were evaluated and included. By having this, the advantages and disadvantages of using AI can be seen, and it can help to have a broad idea.

Interviewing German university administrators in a semi-structured way is the primary goal of the qualitative component. By directing the interviewers with preset questions, the freedom of open-ended questions is combined with semi-structured interviews. This approach gave respondents the opportunity to freely mention their thoughts in-depth while enabling researchers to ask about particular issues. While asking prepared questions to interviewers, according to the discussion, spontaneous questions were also asked to understand answers better. The purpose of these interviews is to learn more about their viewpoints, experiences, and perceptions of the institutional and procedural obstacles in the admission process. These interviews were also recorded under the permission of attendees and stored for analysis later.

International students are surveyed in an organized manner as part of the quantitative component. The purpose of these surveys is to gather information about the difficulties students have when applying to German universities, corresponding with universities, and dealing with delays linked to visas. A more comprehensive knowledge of the systemic inefficiencies is provided by quantitative data, which helps quantify the effect and prevalence of these issues.

Also, many feedback sessions were conducted with students and educators to gather feedback for Campus Ready. Platform features were explained in these feedback sessions, and participants were asked about their opinions. It is also asked to suggest some features that they would like to see in the platform. During these sessions, it is also asked for their opinion on how much they would be willing to pay to see the user's perspective on pricing. These sessions were recorded in audio format under participants' permission to later be organized and stored.

This study guarantees a comprehensive and impartial examination by using qualitative and quantitative methodologies, taking into account the viewpoints of both universities and international students. Additionally, this design makes it easier to

combine multiple results, which would increase the validity and dependability of the study's conclusion.

#### **4.1. Data Collection Methods**

In this section, the literature review process, interview implementation, survey implementation, and AI contribution to the study were explained in detail. To be able to explain visually, tables were created, and details were included.

##### **4.1.1. Literature Review Process**

To ensure comprehensive coverage of the relevant academic and practical sources for this study, the literature review was conducted using a structured methodology. The main objective was to understand the best practices and inefficient points of the admission processes at German universities. The study also aimed to collect some ideas for German universities by examining the current practices using AI for selection processes. Surveys and interviews were important for the study because it was difficult to find related research on the inefficient aspects and best practices of admission procedures at German universities. These limitations will be discussed in the following sections.

AI tools such as Consensus, ChatGPT, and Perplexity AI were also used to find relevant academic papers and reports in order to improve the depth and quality of the research. In this case, artificial intelligence (AI) tools were helpful in finding precise information about specific subjects. AI tools made it simple to collect current research, guaranteeing that the study included the most recent information on admission processes from various sources.

Official reports and documents from organizations like the German Academic Exchange Service (DAAD) were analyzed to better understand the current status of international students in Germany. With little existing research on this topic, DAAD was used as the primary source for identifying issues faced by international students in the admission process. The reports provided significant insights into the rising number of international students, the procedural difficulties in admissions, and the

broader implications for Germany's higher education system. However, surveys conducted with international students showed additional challenges that were not highlighted in the official reports.

To find solutions for existing admission process problems, many sources were included in the literature review. Experiments on AI-assisted admission systems were analyzed, and evaluation results of these experiments were included. In addition to these, the challenges and benefits of using AI-assisted solutions in recruiting were mentioned in the literature review. To understand better the applications, not only the education sector, but also other sectors that are using AI in the selection process are included.

In a nutshell, the combination of AI-assisted searches, analysis of official reports, and review of academic literature from various sources ensured a diverse and comprehensive foundation for understanding the challenges and identifying potential improvements in the admission process at German universities. Categorized research sources and their key themes can be seen below in detail.

Category	Sources	Key Themes
International Students in Germany	<ul style="list-style-type: none"> <li>• DAAD - Number of international students</li> <li>• DAAD Perspectives (2023)</li> <li>• Hoffmeyer-Zlotnik &amp; Grote (2019)</li> <li>• Hogan (2024)</li> <li>• Countering demographic decline study (2019)</li> <li>• Why Germany (n.d.)</li> <li>• Angenendt et al. (2023)</li> <li>• DAAD Studies (2022)</li> </ul>	<ul style="list-style-type: none"> <li>• International students' problems</li> <li>• Student immigration trends</li> <li>• Attracting international talent</li> <li>• Academic preparation</li> <li>• Retention strategies</li> </ul>
Artificial Intelligence in Admissions	<ul style="list-style-type: none"> <li>• Alothman et al. (2022)</li> <li>• Amruta &amp; Raman (2024)</li> <li>• Allal-Chérif et al. (2021)</li> <li>• Kumar &amp; Raman (2022)</li> <li>• Keir et al. (2023)</li> </ul>	<ul style="list-style-type: none"> <li>• AI-driven recruitment</li> <li>• Candidate selection techniques</li> <li>• Machine learning in admissions</li> <li>• Reducing bias in selection</li> </ul>
AI Ethics and Recruitment	<ul style="list-style-type: none"> <li>• Hunkenschroer &amp; Luetge (2022)</li> <li>• Chamorro-Premuzic &amp; Akhtar (2024)</li> <li>• Polli (2024)</li> <li>• Zhang et al. (2021)</li> <li>• FraiJ &amp; László (2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical considerations</li> <li>• Privacy concerns</li> <li>• Bias elimination</li> <li>• AI in human resource processes</li> </ul>
Artificial Intelligence Overview	<ul style="list-style-type: none"> <li>• Xu et al. (2021)</li> <li>• Mijwil (2015)</li> <li>• Chen &amp; De Luca (2021)</li> <li>• Ahmad et al. (2022)</li> </ul>	<ul style="list-style-type: none"> <li>• AI research paradigms</li> <li>• Historical development</li> <li>• Technological foundations</li> <li>• AI applications in education</li> </ul>
Recruitment Technologies	<ul style="list-style-type: none"> <li>• Sotek-Borowska &amp; Wilczewska (2018)</li> <li>• Kurek (2021)</li> <li>• Laurim et al. (2021)</li> <li>• Geetha &amp; Bhanu (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Digital HR technologies</li> <li>• Process automation</li> <li>• Employer branding</li> <li>• Technological innovations</li> </ul>
Research Methodologies	<ul style="list-style-type: none"> <li>• Sachan et al. (2012)</li> <li>• Aocns (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Interview methods</li> <li>• Survey research</li> <li>• Research evaluation techniques</li> </ul>

Table 5: Categorized Research Sources and Key Themes

### 4.1.2. Interview Implementation

Online communication techniques were used to conduct the interviews with university representatives, especially admission offices and persons who are responsible for the admission process. Because not all candidates could be met in person, this strategy provided convenience and made meetings simple. To encourage diversity, institutions of various sizes and locations were selected when choosing which ones to interview. It was feasible to obtain more thorough data and procedure results by examining universities of varied sizes and locations. On the other hand, it was not easy to convince university representatives to conduct an interview. They were not willing to do an interview for unknown reasons, and they did not want to share the admission data of their university.

The Interview method was chosen because it is possible to observe the interviewee's behavior, personality, opinion, way of thinking, and beliefs (Sachan et al., 2012, p.8). This method provides the opportunity to observe true expression, which can be concluded as accurate information (Sachan et al., 2012, p.8). As there are different types of interviews, in this research, the semi-structured interview method was used. The reason why the semi-structured interview method was used is that it can elaborate on key points of interest (Sachan et al., 2012, p.11). In the semi-structured interview method, there is a space for flexibility which allows the interviewee to explain more about their interest or concerns (Sachan et al., 2012, p.11). The key benefit of the semi-structured interview method is that the researcher can learn deeper about the situation (Sachan et al., 2012, p.11).

A number of factors were taken into account when choosing qualified applicants. One important aspect was their involvement in admissions management or applicant evaluation. Their participation was important in getting more perceptive study results. Initially, universities were contacted by phone or email in order to find a suitable person for the interview. After a positive response to the interview request, the appropriate person was found, and the time and day were set for the interview. In order to be efficient and considerate of the candidates' time, the interview was set up to take 20-30 minutes, and there were three separate parts to it.

Section 1 is current admission procedures. The purpose of this section was to examine the university's current admission process. In addition to describing their admission procedure, participants were asked to point out any inefficiencies in the process. As a result, it was possible to learn more about the existing admission system and identify possible areas for improvement.

Section 2 is the Admission exam creation process. The creation and development of admission exams were the subject of the second section. Here, the goal was to learn more about the way the university creates these exams. Interviewers were asked to talk about any tools or practices they employ in the creation, execution, and evaluation of these exams. This might draw attention to potential difficulties and best practices in the admission procedure.

Section 3 is the drop-out rates of related programs. Examining drop-out rates for the relevant programs was the goal of the last section of the interview. It was aimed to know why these drop-out rates existed and especially if the university had anything about this issue. In order to determine whether evaluating all applicants during the admission process may improve retention rates. Participants were also asked for their thoughts on the possible advantages of evaluating all participants in the admission process.

Interview partners can be seen below in detail.

Name	Position	Institution	Interview Date	Interview ID
Peter Marquetand	Deputy Head of Studies Office Application and Admission	HNU	October 2, 2025	int1
Stefan Hase-Bergen	Head of Division Development Cooperation and Transregional Programmes	DAAD	February 14, 2024	int2
Karin Stenke	International Relations Coordinator	LMU	February 26, 2025	int3
Peter Haase	Head of Unit 'Application, Admission and Enrolment'	University of Cologne	December 06, 2024	int4
Daniel Schallmo	Head of the Institute for Entrepreneurship, Innovation and Sustainability, member of the Institute for Digital Transformation	HNU	November 26, 2024	int5

Table 6: Overview of interview partners

### 4.1.3. Survey Implementation

Along with interviews with different universities in Germany, a survey was conducted with international students who are studying at German universities. The study was conducted in order to learn more about the difficulties that international students have while applying to German universities. To create an effective solution, it is essential to comprehend these difficulties. The survey was created and distributed because of a lack of data in the academic literature, especially with regard to the

challenges international students in Germany encounter while applying for higher education in Germany. Personal experiences and observations indicate that international students have a variety of demands when pursuing higher education in Germany, despite the fact that DAAD has done several studies on the subject. These concerns will be discussed in detail in upcoming sections.

The survey method was chosen because the data can be collected from a large pool (Aocns, 2015, p.168). The method also gives the opportunity to quickly describe the characteristics of a large sample (Aocns, 2015, p.168). As the survey method can be used to describe and explore human behaviour (Aocns, 2015, p.168), it was essential to use this method in this research to understand the behaviour of the international students.

There are four sections to the survey. In the first section, gathering background data from the participants was the main goal. The purpose of this part is to collect information on their origins and the German universities they are enrolled in. By collecting this data, we can recognize possible differences in the problems that other colleges encounter and identify distinct methods used in the different admission processes. In order to identify any distinctions between the admission procedures for master's and bachelor's degrees, it was also asked the participants about the particular programs they are pursuing.

The participants' experience with the admissions process is the subject of the second section of the survey. It seeks to learn more about their university application process. In addition to sharing their opinions about the admission process, participants were asked to describe their overall experience. The expenses spent throughout the admission process, such as application fees, Uni-assist costs, and any associated exam fees like TOEFL, IELTS, or GMAT, were also questioned. It is essential to comprehend the financial components to determine whether these costs affect their opinion of the admission process. In order to find out if the length of the admission process has any bearing on getting a visa, participants were also asked about their experiences.

The third section is about the participant's experiences with the admission exam. In order to understand better any difficulties they may have had, it is aimed to obtain information about their experiences, particularly if they have completed an admission exam. They were questioned about how they studied for the admission tests, as well as if the university provided those materials. Additionally, to understand their needs better participants were also questioned about the price of preparation materials. It was crucial to find out if the university provided these resources for free or if there were costs. Given that not all students may have the financial means to acquire purchased study materials, this question is essential for evaluating the fairness of admission exams. Furthermore, the section also looked at whether particular platforms or tools are necessary for admission exam preparation. With improved access to preparation materials, students who previously struggled on admission exams may be able to succeed, according to this data, which may reveal differences in preparation options.

Their expectation for the German university admission process was covered in the final section. This section was essential for comprehending their requirements and expectations, which allowed for the identification of important areas for improvement to be addressed at the end of the survey.

## **4.2. AI Contribution to the Study**

Artificial intelligence was used in this study for assisting in various stages, including research, data organization, and content structuring. AI tools helped with identification of relevant academic sources, improved efficiency of data analysis, and contributed to the logical organization of the sections.

One key application of AI was in the literature review process. AI tools such as Consensus and Perplexity AI were used to search relevant academic papers to ensure a comprehensive research. Additionally, ChatGPT was used to summarize complex studies and extract important points to streamline the research process and reduce the time required for reviewing the literature.

AI was also used in data organization and structuring. Interview and feedback notes from participants were processed and categorized with the help of AI for more efficient organization. In addition to this, AI-assisted tools were used for creating tables such as recommended features for Campus Ready from university representatives and students.

AI tools such as ChatGPT, Claude AI, and DeepSeek were used for the structuring of study sections. While analysing the research scope and content flow, AI helped determine which topics should be located in specific sections for more coherent and logical progression of ideas. This improved the overall readability and academic precision of the study. The table below is a summary of key areas where AI contributed to the study.

<b>AI Application Areas</b>	<b>AI Tools Used</b>	<b>Contribution to Study</b>
Finding Academic Papers	Perplexity AI, Consensus, ChatGPT	Identified relevant scholarly sources
Summarizing Research	ChatGPT, Claude AI, DeepSeek	Extracted key insights from studies
Organizing Interview and Feedback Notes	ChatGPT, Claude AI, DeepSeek	Structured and categorized qualitative data
Creating Tables	ChatGPT, Claude AI	Summarized data for clear presentation
Structuring Sections	ChatGPT, Claude AI, DeepSeek	Determined logical organization of content

Table 7: AI Contribution to the Study

## 5. Findings

### 5.1. Interview Findings

Although there are not enough interviews for examining the application process at German universities comprehensively, still, some inefficiencies could be detected from interviews. Besides inefficient parts of the admission process, some suggestions were also mentioned by the interviewers.

Stefan Hase-Bergen indicates “There is a recognized need for international students as the number of German students is decreasing” (Hase-Bergen, int2). He adds “the DAAD emphasizes the benefits of a cross-culturally educated workforce and the importance of international collaboration to address global challenges” (Hase-Bergen, int2). However, “the decentralized and formalized approach to admissions can prove challenging, leading to inconsistencies and inefficiencies” says Hase-Bergen (Hase-Bergen, int2). He adds by saying, “the DAAD has proposed solutions based on individual entrance tests like TestAS, which have not been widely accepted by the universities.” (Hase-Bergen, int2).

Stefan Hase-Bergen suggests for improvements by saying “digital support to streamline processes, individualized tests to better assess candidates, and efforts to make the visa application process less burdensome” (Hase-Bergen, int2). There is also a strong push within the DAAD for leveraging technology and tests to improve admissions (Hase-Bergen, int2). For reducing international students’ drop out rates Hase-Bergen says “better preparation programs, including language and cultural orientation, are recommended to help students adjust and succeed” (Hase-Bergen, int2). He adds “current preparation options are limited and often costly. There is a need for more accessible, tailored preparation programs” (Hase-Bergen, int2). He finally says “a targeted preparation program is seen as beneficial for creating transparency and better-preparing students for the academic and cultural challenges of studying in Germany” (Hase-Bergen, int2).

According to Peter Marquetand, while the application process for a bachelor’s degree is described as “relatively straightforward, requiring fewer documents from applicants”, “the master’s application process is much more demanding, with

applicants needing to submit numerous documents for review” (Marquetand, int1). “This creates a substantial workload for the admission office, which spends approximately two days analyzing each application” (Marquetand, int1), for Hochschule Neu-Ulm. In addition to this, HNU receives roughly 500 applications for each master program and “currently, all applications are checked manually by the admission office staff” (Marquetand, int1). With a manual process for checking each application, the inefficiency can be seen clearly.

Peter Marquetand identifies “German laws and regulations as the main obstacle” and adds “the admission office must adhere strictly to these rules and fulfill all requirements” (Marquetand, int1). It can be understood that Peter Marquetand was aware of the problem and tried to reach the German embassy to request a more efficient and faster admission process, but the response was that this is “not your work” (Marquetand, int1). In addition to this, he noted that “each program requires a different application process, which further complicates and reduces efficiency” (Marquetand, int1).

Another important inefficiency in the admission process is related to eligibility verification of candidates. There are candidates applying to German universities even if they are not eligible to enter a German university, and the university is not aware of this when they are evaluating the application (Stenke, int3). Dr. Karin Stenke indicates that “it would be beneficial to receive the results of the legal eligibility check from the international office before beginning the process of interviews and further evaluations” which can make the process faster and more efficient (Stenke, int3). Moreover, Peter Marquetand says “the admission office does not currently employ AI tools in their workflow” (Marquetand, int1). He also mentions that “the primary need identified was for a chatbot to handle email communications with prospective students, as the office currently responds to all inquiries individually, which is time-consuming” (Marquetand, int1).

In addition to the admission process, preparation for admission exams also involves inefficiencies for international students. Interviewed university representatives indicate that they do not provide preparation materials for students who need to take the admission exam. Dr. Karin Stenke indicates that “we provide a literature list for

exam preparation” (Stenke, int3), which would not be efficient for students to prepare as they need to go through several literatures for preparing exams. It can be seen also in HNU as Peter Marquetand says “the admission office does not provide preparation materials to students” (Marquetand, int1).

Another challenge in the admission process is recognition of credentials. “For EU undergraduate applicants, the most time-consuming aspects are credential recognition and grade conversion” says Peter Haase (Haase, int4). On the other hand, “for non-EU applicants and all master's applications, these services are outsourced to uni-assist e.V.” (Haase, int4). Peter Haase indicates that by using AI, credential evaluation and grade conversion can be faster, and “several startups are already working on solutions in this area” (Haase, int4).

Prof. Dr. Daniel Schallmo proposes to implement a test in the admission process by saying “a pre-test consisting of 20-30 questions that would assess applicants' background and motivation” (Schallmo, int5). He believes that by having a pre-test, applicants' background and motivation can be detected, and it would help ensure the suitability between student expectations and program realities (Schallmo, int5). He also gives details about the pre-test by saying “this pre-test should be automated and could be designed as a multiple-choice questionnaire focusing on personality, motivation, methodological skills, and applicant background” (Schallmo, int5). Similarly, Peter Marquetand indicates “AI could be valuable for reviewing motivation videos submitted with applications and providing recommendations about student suitability” (Marquetand, int1).

In a nutshell, according to findings, there are several areas for improvement in the admission process. These can be the manual review of applications, legal constraints, lack of standardization, lack of preparation materials for students, and inefficiencies in eligibility verifications. Interviewees indicate that use of AI, chatbots, and automated credential evaluation systems could increase the efficiency. Additionally, improved preparation programs and pre-admission testing could help both universities and students to have a better admission process. It can be concluded that it is important for German universities to adopt digital solutions that can optimize admission processes.

## 5.2. Survey Findings

The survey collected responses from 47 international students enrolled in different Universities in Germany. In terms of geographical distribution, the largest group of students originated from India (23 responses), followed by Turkey (7 responses), Pakistan (5 responses), Iran (4 responses). For the rest of the responses, other countries represented included USA, Nigeria, Uganda, Lebanon, Egypt, Kyrgyzstan, Brazil, Russia. The table can be seen below.

<b>Country Name</b>	<b>Number of Responses</b>
India	23
Turkey	7
Pakistan	5
Iran	4
USA	1
Nigeria	1
Uganda	1
Lebanon	1
Egypt	1
Kyrgyzstan	1
Brazil	1
Russia	1
<b>Total</b>	<b>47</b>

Table 8: Number of responses according to countries

Most of the respondents currently enrolled at Hochschule Neu-Ulm (26), followed by Hochschule Rhein-Waal (4), Ulm University (4), Hochschule Hof (2). For the rest of

the responses, other universities represented, which can be seen below in detail. Only two respondents did not indicate their universities.

<b>University Name</b>	<b>Number of Responses</b>
Hochschule Neu-Ulm	26
Hochschule Rhein-Waal	4
Ulm University	4
Hochschule Hof	2
University of Chemnitz	1
Freie University of Berlin	1
RWTH Aachen University	1
Saarland University	1
SRH University Heidelberg	1
University of Kaiserslautern-Landau	1
Otto-von-Guericke-University Magdeburg	1
IU International University	1
Bauhaus University Weimar	1
Unknown	2
<b>Total</b>	<b>47</b>

Table 9: Number of responses according to universities

The length of the application process varied among international students. To understand how long the application process takes from application to receiving a result, students were asked to choose a time period. 26% of them replied that the application process took less than 3 months, while 60% of them chose 3-6 months, 15% of them chose 6-9 months, and no respondents reported taking longer than 9 months to complete their application process. This result indicates that while most students were able to complete their application within a reasonable timeframe, a significant number experienced extended application periods that would impact their

adaptation period. Because of long waiting times in the application process, students arrived at their universities late, which can affect their academic performance. It can be seen that these results match with the DAAD reports (DAAD Studies, 2022, p.30), which can be seen in the international students' problems section. In addition to this, international students were asked if long waiting times for admission results affect their plans for coming to Germany. While 28% of the responses indicate there was no delay for admission results, 40% replied as "it delayed my plans significantly", and 32% replied as "yes, but only slightly".

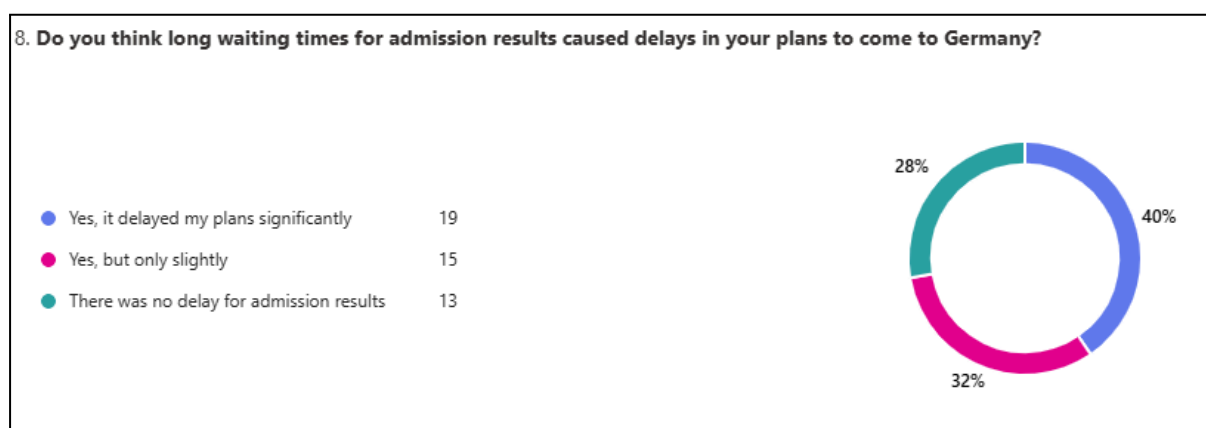


Figure 8: Results of long waiting times for admission results

Student also identified several inefficiencies in the admission process. Most of the common complaints were long waiting times for admission decisions (24%). Following complaints are delays in communication from the university (20%), complex and unfriendly application portals (16%), lack of clarity or incomplete information on admission requirements (15%), and high costs for exams, translations, or document verification (12%). One respondent specifically noted that "Uni-assist is just making money. They need to give one certificate which must be valid for all universities rather than sending documents again and again," which indicates the frustration of the student and bureaucratic problems. This result also matches with DAAD reports (DAAD Studies, 2022, p.11), and when interviews are examined, it can be seen that bureaucratic problems occur on the university side as well. Detailed answers can be seen below regarding inefficiencies of the admission process.

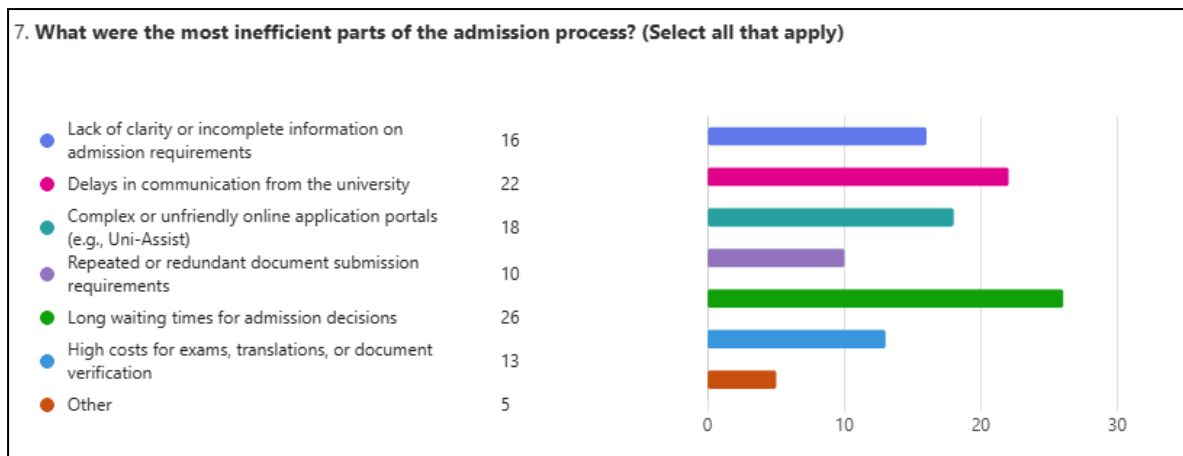


Figure 9: Inefficient parts of the admission process

It is also asked students if they take an admission exam as part of the application process, and only 19% of them replied as “yes”. 50% of the students indicated that the most inefficient part of the admission exam process was inadequate preparation materials or resources. When preparation materials were not provided, students found materials from online resources such as websites and YouTube (75%) or study groups or friends (13%). Some students noted they could only find resources in German, which can present additional challenges for non-German speakers.

In addition to these, students were asked what type of preparation materials would be most beneficial for them. Most of the responses were language preparation (26%), which indicates the challenge in their language abilities. Following responses were understanding the German education system and teaching methods (20%), access to resources or platforms for academic preparation (16%), and familiarization with coursework and grading systems (13%). International students’ lack of information about the education system in Germany, which can result in low academic performance and finally more drop-out rates. Responses regarding preference of preparation materials can be seen below in detail.



Figure 10: Preference of students regarding preparation materials

Students also mentioned several additional challenges not covered in the structured questions. Visa related issues were frequently mentioned, multiple students indicating a lengthy visa process and lack of coordination between universities and visa authorities. One student noted “the university had no connection with the Visa, so it wasted my 6 months, I asked my university to communicate for my Visa and they did nothing as they said they have no control over it”. It can be seen clearly from this example that there are bureaucratic problems on both the international students’ side and the university. Additionally, language barriers were also mentioned, as some students noted that even though they enrolled in English-taught programs, they encountered German-only job affairs and resources, limiting their career development opportunities. These challenges are also in line with DAAD reports (Countering Demographic Decline, 2019, p.26-27) as they were mentioned in previous chapters. Financial barriers were also another concern, with one statement “the requirements are very selective and focused for only “rich” international students, since it demands such a higher amount for the blocked account amount”. Findings regarding financial challenges from survey also match with findings from literature review, which can be seen in the international students’ problem section (Countering Demographic Decline, 2019, p.22). Another challenge recognized from survey results was information accessibility, with several respondents mentioning poorly organized websites and difficulty finding clear information about course content and requirements. Cultural integration challenges were noted, with students mentioning a desire for better preparation for cultural differences and social

integration in Germany. This result also matches with DAAD reports, indicating international students are struggling to adapt because the learning culture is so different than their countries (DAAD Studies, 2022, p.11), and adds students need to start preparation while they are in their own country (DAAD Perspectives, 2023, p.6). Application platforms, such as Uni-assist, also received criticism with one statement, "one certificate which must be valid for all universities rather than sending documents again and again".

Finally, students were asked what improvements they would like to see in the German university admission system. Respondents prioritized a more structured and standardized admission process (15%), along with more support for the visa-related process (15%), which shows the problem and need of international students regarding the admission process clearly. Following responses were faster response times from universities regarding application decisions (15%), a clearer and more transparent application process with step-by-step guidance (14%), and more personalized support during the application process (12%). Detailed statistics regarding answers can be seen below in the figure. These responses indicate that while specific challenges vary, many international students need more clarity, standardization, and efficiency in the German university admission system.

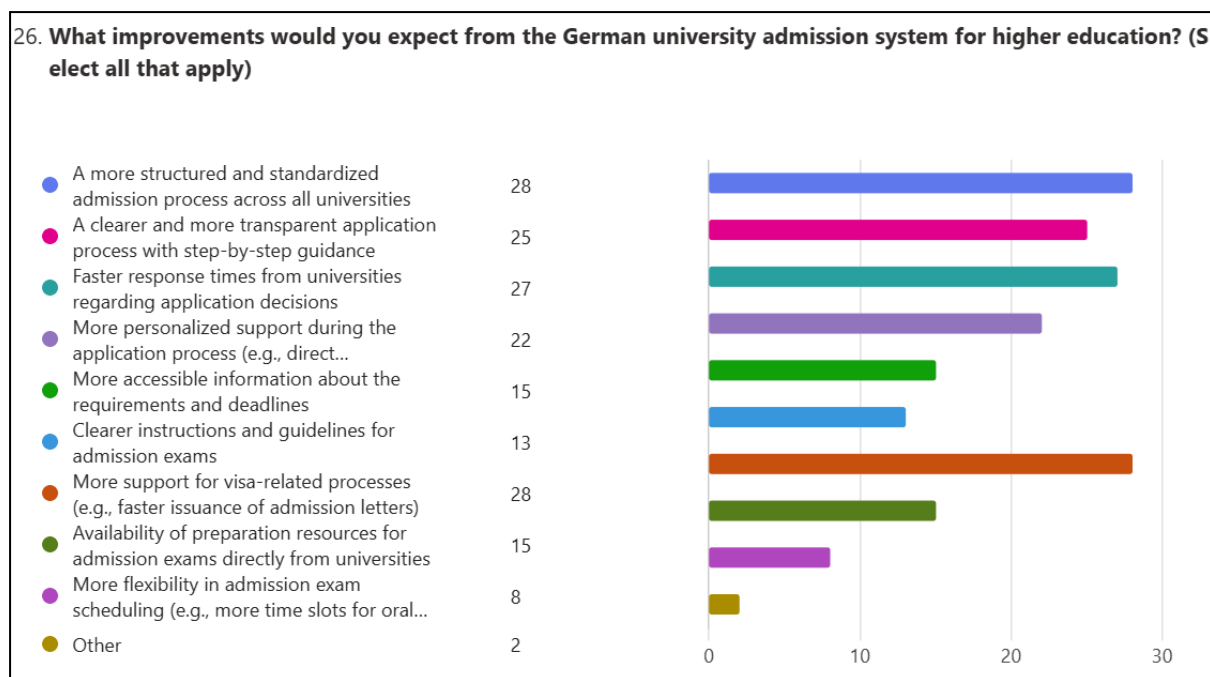


Figure 11: Expected improvements from German admission process

### **5.3. Feedback on Campus Ready**

As it is mentioned before, Campus Ready aims to help universities to streamline their admission process and students to prepare better for exams. According to need, Campus Ready developed a platform for educators to ease the exam creation process, for students to provide AI assistance to prepare exams by converting contents into lecture materials. To gather feedback on Campus Ready, the exam builder presented to university representatives and the student preparation section to students. In this section, the given feedback will be discussed.

Prof. Dr. Klaus Lang, managing director of the institute for Digital Transformation at Hochschule Neu-Ulm, indicates that scheduling options and assigning specific students to exams should be implemented into the exam builder. Additionally, he mentioned that the point allocation system should be refined to ensure scoring accuracy based on question difficulty. For open-ended questions, he suggested to implement both short answers and longer explanations. He mentioned the clarity of UI in the platform and added that the onboarding process could be improved by making “how-to” steps clearer. Finally, he indicated that he is willing to test and provide feedback on Campus Ready.

Timo Guter, Deputy Head of the Library at Hochschule Neu-Ulm, indicated his legal concerns regarding storage of e-books and course materials within the Campus Ready. He recommended including a legal disclaimer on the platform for the end user to prevent any future legal issues, as license agreements differ depending on the publisher. He also mentioned that many libraries at German universities prefer campus-wide licenses, which can be a potential business model for Campus Ready. Additionally, he mentioned that the platform could be implemented into Moodle, which would increase the adoption among universities.

Prof. Dr. Erica Weilemann, a professor of computer science at Hochschule Neu-Ulm, recommended a system to align exam duration with point distribution to ensure exam fairness. She also proposed to optimize prompts for question generation and implement a point allocation system based on question complexity. Additionally, she

suggested allowing educators to upload the entire book and select specific parts for customization. To encourage students to simplify and explain concepts, she indicated the importance of the Feynman approach for a learning methodology. She also recommended researching how universities implement AI solutions into education and offering customization options for universities.

Konstantin Schmitz, CTO & Founder of Predori GmbH, indicated the need for Campus Ready for structured difficulty levels and a benchmarking system for fair assessment. He suggested implementing a question matrix to differentiate between admission exams, general exams, and specialized assessments. He also recommended eliminating repetitive questions as he encountered them and using Large Language Models to assess question quality better. Additionally, he indicated the importance of implementing practical applications for a better learning experience, especially for coding assessments.

Tobias Adammer, Head of the Centre for Digital Teaching at Hochschule Neu-Ulm, asked about the platform abilities to provide feedback to students post-exam. He mentioned that the platform provides different types of questions, but suggested increasing the complexity of questions. Additionally, he compared Campus Ready with Moodle and expressed the need for better explanation for clarity of the platform's advantages. He also recommended structuring exam difficulty based on Bloom's Taxonomy and integrating the platform into Moodle for exporting generated exams easily.

Lisa Maria Rappl, a research assistant at Hochschule Neu-Ulm, provided feedback on UI clarity, especially about button functionalities. She recommended implementing the translation feature for international students and asked about how AI evaluates open-ended responses. Additionally, after she sees the level of medium difficulty questions, she found them challenging and suggested refining the difficulty levels of the questions. She also agreed on testing the platform continuously for more feedback in the future.

Feature Category	Recommended Feature	Details
Exam Management	Scheduling options	Implementation of scheduling capabilities in exam builder
	Student assignment	Ability to assign specific students to exams
	Exam duration alignment	Align exam duration with point distribution for fairness
Assessment Quality	Point system based on complexity	Implement points based on question complexity
	Structured difficulty levels	Clear differentiation of question difficulty
	LLM for question quality	Use AI to better assess and improve question quality
Question Types	Practical applications	Especially for coding assessments
	Bloom's Taxonomy structure	Structure exam difficulty based on educational framework
Content Management	Selective content customization	Upload entire books and select specific parts
	Feynman approach integration	Encourage students to simplify and explain concepts
Legal & Integration	Legal disclaimer	Add disclaimer for end users regarding copyrighted materials
	Campus-wide licensing model	Business model aligned with university library preferences
	Export functionality to Moodle	Easy export of generated exams to Moodle

Table 10: Recommended Features from University Representatives

Students also provide feedback on Campus Ready, offering comments on usability, feature improvement, and potential enhancements for a more comprehensive learning experience. The student preparation part of Campus Ready was shown to students, and they were asked how much they would like to pay for Campus Ready.

Alireza Momeni expressed his interest in the explanation feature and suggested implementing official sources for questions and answers to improve credibility. He found the UI user-friendly and recommended making more improvements for smoother navigation. He also proposed adding one feature, which students can ask questions directly to educators in the platform for a more interactive learning environment. He added that he would pay 10-15 euros per month for the platform.

Sarah Kamal found the test my preparation feature helpful and suggested that there should be more questions in this feature. She suggested allowing users to choose a number of questions for generated exams, and the ability to upload previous years' questions and get similar kinds of questions for practice more and more. She also noted that the difficulty selection feature, a progress tracking system, and a timer to simulate real exam conditions can be implemented. She recommended

implementing an AI-powered study guide that shows weak areas and offers targeted exercises. Additionally, she expressed willingness to pay 13-15 euros per month for the platform.

Kristina Baric suggested improving the difficulty level of generated questions for better assessment of the preparation. She requested more control over question types, and difficulty levels for question generation and the ability to add personal notes during preparation. She also proposed an AI-powered chat that can be asked personal questions regarding preparation material. While she found the UI clear and user-friendly, she suggested adding a highlighting feature for quick reference. She expressed willingness to pay 5 euros per month for the platform and agreed on testing the platform continuously.

Aleyna Kirmizi expressed the clarity of UI and intuitive color choices. She found the explanation generation feature useful, but recommended adding more images and tables for improving comprehension. Additionally, she suggested adding a translation feature for international students and a collaborative study environment. She indicated that she would like to pay 10 euros per month for the platform.

Alina Alles found video and audio features useful and suggested adding a whiteboard feature and the ability to take personal notes. She also recommended adding a subtitle feature for videos and the ability to adjust test difficulty when generating a test. She indicated that she would pay the platform 10 euros per month.

Simarika Rijal asked about how AI evaluates open-ended questions and whether students can share generated tests. She suggested adding a collaborative study space, providing clear document uploading guides, and a chatbot for instant AI support. She also recommended to improve the explanation feature with a full screen mode and follow up questions regarding the explanation. She expressed willingness to pay 5-6 euros per month.

Nicolai Gerster indicated the need for selecting difficulty for the generated exams. He suggested adding Campus Ready into Moodle for easier usage, and a multilingual feature for accessibility. Additionally, he recommended bullet points and keywords that can be in explanations and external links such as YouTube videos. He also

suggested gamification of the platform to enhance the engagement. He expressed willingness to pay 5 euros per month.

Mohammed Bilal suggested to offer Campus Ready not only universities but also corporations for training purposes. He recommended improvements in design, color schemes, and usability in different devices. He also suggested connecting Campus Ready with Moodle. He expressed willingness to pay 10-20 euros per month.

Noor Shahzeb suggested improving UI navigation and adding a summarization feature for each topic to help students quickly understand the content. He recommended adding external learning resources such as YouTube videos and providing multiple languages for the audio feature. He indicated that he would like to pay 10-15 euros per month.

Hamza Yusuf liked the UI in general and suggested adding a feature for instant questions to AI. He also recommended adding a search bar for quickly finding desired topics. Additionally, he advised to refine the price strategy to meet with market expectations. He stated he would be willing to pay for the platform 15 euros monthly.

Feature Category	Recommended Feature	Details
<b>Testing &amp; Assessment</b>	Customizable question count	Allow users to select number of questions
	Difficulty selection	Users can choose question difficulty levels
	Timer feature	Simulate real exam conditions
	Control over question types	More user control of question formats
<b>Collaboration &amp; Sharing</b>	Comment feature	Students can ask questions on specific sections with professor responses
	Integrated study space	Collaborative learning environment
	Test sharing	Allow students to share generated tests
<b>Personalization</b>	AI-powered study guide	Identify weak areas and offer targeted exercises
	Personal notes feature	Add notes during preparation
<b>Content Enhancement</b>	Whiteboard feature	For visual learning and notes
	Interactive follow-up questions	More dynamic learning experience
	Text highlighting	Quick reference of important content
<b>Support &amp; Assistance</b>	AI-powered chat	For instant feedback and explanations
<b>Accessibility</b>	Translation option	For international users
	Video subtitles	For better comprehension
<b>Integration</b>	Moodle integration	For easier university adoption

Table 11: Recommended Features from Students

In a nutshell, the platform has been tested by many educators and students. For exam builder, the feedback shows key areas for improvement, including enhanced exam scheduling, better point allocation systems, legal considerations for content storage, AI-powered question evaluation, and platform integration with existing university tools. On the other hand, students indicate the need for improved personalization, collaborative learning features, better difficulty scaling for tests, and integration with existing academic tools. All feedback carefully examined and useful features implemented into the Campus Ready platform.

## 6. Discussion

This study aimed to analyse the international students' problems in admission processes at German universities and identify inefficiencies. In addition to this, it was aimed to find solutions for international students and German universities according

to their needs. For this purpose, literature was reviewed, a survey and an interview conducted, and feedback gathered for Campus Ready. While Campus Ready offers a solution for existing challenges, gathered feedback was important to detect if the platform can be useful. The findings indicate that while Germany remains a highly attractive destination for education because of its high quality education system, low tuition fees, and strong job market (DAAD Perspectives, 2023, p.2), several problems still exist in the admission process. These problems are long waiting times for application results, lack of standardization in admission requirements, and insufficient support for international applicants, which contribute to delays in enrollment and student adoption.

Interviews with university representatives revealed several inefficiencies regarding the admission process. The decentralized admission causes inconsistencies (Hase-Bergen, int2), which would lead to difficulties for universities while handling increasing application numbers. According to findings from interviews, some universities still use manual methods for reviewing applications, which would slow down the admission process. According to Peter Marquetand, each application takes two days and there are 500 applications for each program in one semester (Marquetand, int1). The survey results supported this, with 60% of the students reporting that the admission decision took 3-6 months for them. These extended times for an admission decision negatively impact students for getting visas on time, resulting in late arrivals and difficult adaptation periods (DAAD Studies, 2022, p.30).

Another challenge identified from findings was the lack of standardized admission tests and preparation materials. Interview results show that when there is a need for an entrance exam, universities do not provide preparation materials, leaving students to rely on self-sourced content. To be able to prepare for entrance exams, more structured preparation materials should be provided for more fair assessments. Additionally, the feedback for Campus Ready from students shows that there is a demand for AI-powered exam preparation tools. Students expressed interest in a system that they could prepare better for exams, especially with the help of AI.

Besides exam preparation, another challenge identified from interviews was the difficulty of document verification. It is detected that universities process thousands

of documents manually, making it difficult to detect fake documents or inconsistencies. One of the university representatives also mentioned that by using AI, credential evaluation and grade conversion can be faster. AI tools can automate the process, while automating document categorization, detecting missing or fake documents, and ranking the applications based on the predefined criteria to streamline the admission process.

### **6.1. Further Research**

Further research is needed to find out potential solutions and their impact, while this study provides insights into the inefficiencies of the admission process at German universities. According to findings, there is a need for improvement in the German admission process and one important area for future research would be the implementation of AI-based admission processes and their effects on processing efficiency, students' outcomes, and administrative workload. Universities that are already implementing AI-powered tools for admission could be case studies to assess the effectiveness of automation in reducing delays and improving applicant experiences.

Another area for further research would be the admission exams at German universities. Even though this study provides some insights regarding admission exams, they can be analysed more comprehensively. Additionally, a research can be done for comparing different models of entrance exams, such as multiple-choice assessments versus written evaluations or oral interviews. Also, one suggestion made by Prof. Dr. Daniel Schallmo, all applicants can be tested to know more about their motivation and background (Schallmo, int5). This can show that the type of admission exams can be questioned and universities can develop more effective testing mechanisms.

### **6.2. Implications**

The findings of this study show that several changes could be made to improve German universities' admission process. One recommendation would be implementing AI-driven document screening and exam evaluation. This study provides some examples for applications of AI in admission processes from Keir et

al, Amruta & Raman, and Kumar & Raman. Results indicate that there is a significant improvement with the usage of AI in admission processes. These applications can be used at German universities as well. By using AI tools, universities can transform their admission process (Ahmad et al., 2022, p.3), by using machine learning algorithms to verify documents, check for inconsistencies, and categorize applicants, eventually having faster and more efficient processes.

Another recommendation would be having structured preparation programs for entrance exams. According to findings, universities do not provide preparation materials for admission exams to students. Universities should offer official preparation materials for admission exams to all students to ensure the fairness of the exam. Platforms like Campus Ready, which integrate AI-assisted preparation materials, customized question generations, and interactive learning tools, could help to ease the preparation process for students.

Improving communication and transparency in the admission process is also important. Many students struggle to understand admission requirements because of inconsistent guidelines and a decentralized system. On the other hand, we can see struggles on the university side with a statement “the primary need identified was for a chatbot to handle email communications with prospective students, as the office currently responds to all inquiries individually, which is time-consuming” (Marquetand, int1). By leveraging current technologies, communication problems can be solved or problems can be decreased. Universities should also standardize application portals, provide multiple languages, and implement clear guidelines for applicants. By having these, the confusion can be reduced, eventually international students can have faster admission processes.

Additionally, coordination between admission and visa processes should be improved. According to findings from DAAD reports and interviews, university representatives are aware of the problem, and there are attempts to solve it. Peter Marquetand indicates in the interview that he tried to reach the German embassy for a faster process but the reply was that this is "not your work" (Marquetand, int1). It can be said that this problem is not an administrative issue but a complex

bureaucratic challenge that requires policy adjustments. Universities and immigration offices can collaborate to ease the process, especially for international students.

Finally, by leveraging current technologies, adaptive learning tools can be provided to international students. It is obvious that there are some problems faced by international students regarding adaptation in German academic culture. By having adaptive learning tools, international students can be supported by personalized study plans, real-time feedback, and virtual tutoring systems. By integrating such tools into university platforms, international students can have ongoing support, which would reduce dropout rates and improve students' performance in the long term.

### **6.3. Limitations**

During the literature review, several limitations emerged that required additional research on the topic, particularly through surveys and interviews. Regarding international students' challenges with the admission process at German universities, there were only a few official reports available to gather relevant information. Although these reports exist, they mainly focus on some of the problems faced by international students studying in Germany. Survey results indicated that international students studying in Germany have more problems than those indicated in these reports, especially related to the admission process, such as long waiting times for admission results and lack of preparation materials for entrance exams.

Moreover, academic papers analysing the German higher education admission process were insufficient. Therefore, interviews were conducted with German university representatives to analyse inefficiencies better. The goal was to learn about their admission systems, understand their perspectives, and discuss any inefficiencies they might identify. It was essential for this research to include the viewpoints of universities to better diagnose the challenges and explore potential solutions related to their needs.

The other challenge was finding candidates for interviews with German university representatives. University administrators, particularly those involved in the

admission process, often denied interview requests due to privacy concerns. They were generally unwilling to share internal data from their universities. This situation limited the number of interviews conducted, which would affect the comprehensiveness of the qualitative data collected.

In addition to this, distributing the survey to international students was also challenging. It was difficult to reach a wide range of students from various nations and universities. This resulted in a limited number of respondents, which could affect the diversity of experiences gathered from different students enrolled in different universities. Furthermore, the survey sample was limited by time and resources, which reduced the opportunity to collect more diverse experiences.

In a nutshell, despite some limitations and challenges, this study showcases the issues faced by universities and international students in Germany, particularly in admission processes. The challenges faced by both universities and international students, often found in literature, but also additional challenges detected with surveys. To enhance the admission process and reduce the problems encountered by international students, conducting wider-ranging research could provide valuable insight and a more comprehensive understanding of the situation.

## **7. Conclusion**

Challenges in the admission process at German universities affect efficiency and accessibility. Germany has many advantages for international students, with its reliance on international students and high-quality education, but the current admission system remains decentralized, complex, and often inefficient. This study showcases key problem areas, which are long waiting times for application results, lack of preparation and support services before coming to Germany, and delays in the visa process. The system's bureaucratic structure creates additional problems, which makes it difficult for universities to process applications efficiently, and for students to adjust to the academic life smoothly.

The results of the study suggest that using AI tools could improve the admissions process's efficiency. The amount of time spent on manual screening in admission

offices can be decreased with AI solutions. Additionally, students can receive guidance and assistance from AI-assisted preparation tools as they study for exams. By combining exam creation, preparation and administration into a single, efficient system, platforms such as Campus Ready can benefit both students and universities. Such a platform can be a digital answer, especially in reducing administrative workload, and enhancing student readiness, according to feedback from students and university representatives.

Additionally, the study shows the importance of a uniform admissions procedure in German universities. A standardized admissions process that offers organized study guides for entrance examinations may be the answer. Improving cooperation between academic institutions and visa authorities may greatly reduce the difficulties faced by international students regarding visa matters. A more structured and standardized framework with consistent criteria across universities could resolve inconsistencies and minimize academic difficulties.

Legal and policy reforms may offer long-term benefits in addition to improvements with the latest technologies. The administrative issues caused by the bureaucratic structure of the German visa and higher education systems require changes to current laws. Changes to the laws regarding admission of international students could result in a more efficient and open procedure. Refining the dates for admission and visa procedures would facilitate students' arrivals in Germany and avoid delays.

Universities should also help international students more from the time they apply until they become integrated into academic life. In addition to administrative effectiveness, this support includes social integration, housing assistance, and academic guidance. Universities may play an important part in helping international students by offering tools to assist the transition process, as they face several challenges while studying in Germany.

While this study provides information about problems faced by international students and potential solutions, more research is required to evaluate the long-term effects of AI-driven admission processes. For deeper results, future research should include more universities and students. By implementing AI-driven admission processes in

universities, experiments can also be conducted to evaluate their efficiency. The ethical and legal issues about the usage of AI in university admission must also be discussed at the policy level.

In a nutshell, modern technology and policy reforms can make the German university admissions process more accessible and efficient, even though the system's problems are linked to bureaucratic institutions. German universities can enhance their capacity to bring in international talents and eventually contribute to a more skilled workforce by implementing AI-driven solutions and resolving systemic inefficiencies. It would take a combination of institutional cooperation, policy reform, and technology innovation to improve the effectiveness of the existing admission system.

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## **Appendix A: Interviews with university representatives**

### **Peter Marquetand, Deputy Head of Studies Office Application and Admission**

**Date:** October 2, 2025

**Institution:** Hochschule Neu-Ulm

**Interview ID:** int1

#### **Question 1: Do you face any challenges during the application period?**

Peter Maquetand explained that “the application process differs significantly between bachelor’s and master’s programs”. “The bachelor’s application process is relatively straightforward, requiring fewer documents from applicants”. In contrast, “the master’s application process is much more demanding, with applicants needing to submit numerous documents for review”. “This creates a substantial workload for the admission office, which spends approximately two days analyzing each application”. “With roughly 500 applications per master’s program”, this represents a significant time investment. “Currently, all applications are checked manually by the admission office staff”.

#### **Question 2: According to survey results, many students say the application process from beginning to end took 3-6 months, and they find the most inefficient part of the admission process long waiting times, delays in communication from universities, and complex unfriendly application portals. What would be the reason for these problems?**

Peter acknowledged awareness of these difficulties, indicating that “the admission office is continuously trying to simplify the process”. However, he identified “German laws and regulations as the main obstacle”. “The admission office must adhere strictly to these rules and fulfill all requirements”, which significantly constrains their ability to streamline procedures. Peter mentioned reaching out to the German embassy to request a more efficient and faster process, but received a negative response indicating that this was “not your work.” He also noted that “each program

requires a different application process, which further complicates and reduces efficiency.”

**Question 3: How do you handle the growing number of applications? Do you use any AI tools to ease the process?**

“The admission office does not currently employ AI tools in their workflow”. However, Peter mentioned they are in contact with a company to develop an AI chatbot. “The primary need identified was for a chatbot to handle email communications with prospective students, as the office currently responds to all inquiries individually, which is time-consuming.”

**Question 4: Are you conducting admission exams and providing preparation material to students?**

Peter confirmed that admission exams are conducted when required by specific programs. However, “the admission office does not provide preparation materials to students”. Instead, they simply share the content of study programs with applicants, who must prepare independently for any admission examinations.

**Question 5: Would it be good to have an AI tool that will analyze applications and summarize or give assistance to choose students?**

Peter was receptive to this idea, indicating that “such a tool would be helpful”. Specifically, he suggested that “AI could be valuable for reviewing motivation videos submitted with applications and providing recommendations about student suitability”.

**Question 6: Do you see any challenges that international students face during or after the application process?**

Peter identified several significant challenges faced by international students, including “accommodation difficulties, financial issues, and academic adjustment problems”. However, he emphasized that “the admission office is not positioned to address these concerns”. Instead, he suggested that “the university as a whole needs to develop better planning and services to support international students throughout their educational journey”.

**Question 7: What are your thoughts on the Campus Ready?**

Peter expressed a positive view of the Campus Ready platform, indicating that “it would be beneficial for exam creation and would function effectively for professors”. Regarding student preparation, he noted that “the platform could also be utilized for semester exams”. Peter recommended reaching out to universities to introduce this platform, suggesting potential institutional interest in such a solution.

## **Stefan Hase-Bergen, Head of Division Development Cooperation and Transregional Programmes**

**Date:** February 14, 2024

**Institution:** DAAD

**Interview ID:** int2

### **SECTION 1 - Admission Process at German Universities**

#### **Question 1: Current Status of Internationalization at German Universities:**

“There is a recognized need for international students as the number of German students is decreasing. The DAAD emphasizes the benefits of a cross-culturally educated workforce and the importance of international collaboration to address global challenges.”

#### **Question 2: Importance of Attracting More International Students:**

“The DAAD highlights the demographic challenges faced by Germany, including the need for skilled workers. Increasing the flow of international students and supporting brain circulation is seen as one of the solutions to this problem.”

#### **Question 3: Decentralized Entrance Examinations at German Universities:**

“The decentralized and formalized approach to admissions can prove challenging, leading to inconsistencies and inefficiencies. The DAAD has proposed solutions based on individual entrance tests like TestAS, which have not been widely accepted by the universities.”

#### **Question 4: Hurdles for International Applicants:**

“The biggest hurdles include the visa process (in many but not in all countries), the formalised requirements for admission, language barriers, and the sometimes difficult admissions process. There is also a mention of the challenges posed by the decentralized education system and varying requirements across universities.”

#### **Question 5: Improvements for the Admissions Process:**

Suggestions for improvements include “digital support to streamline processes, individualized tests to better assess candidates, and efforts to make the visa application process less burdensome.”

**Question 6: Technological Approaches and University Engagement:**

“There is an ongoing wish within DAAD about leveraging technology and tests to improve admissions.”

**Question 7: Preparedness for Increase in International Applicants:**

“Germany is attracting the third most international students worldwide. However, the admissions system's readiness for even more international applicants is questioned, with the decentralized structure and the formalised admission requirements posing significant challenges. But the even bigger hurdle in attracting even more international students is the at times burdensome VISA process.”

## **SECTION 2 - Exam (Preparation) and Drop-out Rates**

**Question 8: Reasons for Study Dropouts Among International Students:**

“Key reasons include cross-cultural differences, language barriers, and different educational methodologies. For example, the transition from a more directive educational style in Asia to a collaborative, discussion-based approach in Germany. Also, the admission process, which includes a formalized admission process without looking at individual capabilities, leads to less qualified students and dropouts.”

**Question 9: Reducing International Student Dropouts:**

“Better preparation programs, including language and cultural orientation, are recommended to help students adjust and succeed.”

**Question 10: Preparation for Entrance Exam and Studying in Germany:**

“Current preparation options are limited and often costly. There is a need for more accessible, tailored preparation programs.”

**Question 11: Efficiency of a Tailored Preparation Program:**

“A targeted preparation program is seen as beneficial for creating transparency and better-preparing students for the academic and cultural challenges of studying in Germany.”

**Question 12: Impact of AI on the Examination World:**

“The advancement of AI necessitates a reevaluation of testing methods to ensure they accurately assess an applicant's qualifications.”

**Question 13: Standardization of Entrance Examination System:**

“While there is a call for more standardized testing to reduce dropout rates and improve fairness, the decentralized nature of the German education system and universities' autonomy poses significant challenges.”

### **SECTION 3 - Future Developments**

**Question 14: DAAD's Current Focus Regarding International Students:**

“DAAD is working to support universities in offering preparation courses and improving the welcome structure for international students. Efforts are geared towards decreasing dropout rates and improving the overall experience for international students.”

**Question 15: Need for More International Students to Counteract Worker Shortage:**

The representative reaffirmed the importance of international students for the German labor market and the broader societal need for a cross-culturally educated workforce.

**Question 16: Key Changes Needed in the German Higher Education System:**

“To attract and retain more international students, there is a need for more tailored and less expensive preparation offers, a move towards more individualized testing processes, and a reduction in bureaucratic hurdles like the visa process.”

**Question 17: Awareness and Strategy of German Universities:**

“German universities are becoming increasingly aware of the need to attract and retain international students. However, the decentralized education system and the autonomy of universities complicate efforts toward standardization and improvement of the admission process.”

## **Dr. Karin Stenke, International Relations Coordinator**

**Date:** February 26, 2025

**Institution:** LMU

**Interview ID:** int3

### **Question 1: Can you briefly describe your admission process for international students?**

The representative from LMU explained that “the admission process for international students is twofold.” “The School of Management handles the professional requirements, while LMU's International Office is responsible for checking the legal requirements to determine if candidates are eligible to study at a German university.” “This dual-track process means international applicants must successfully complete both aspects to gain admission.”

### **Question 2: How many applications from international students do you receive yearly?**

The representative emphasized that a “very good command of German is necessary for their Master in Business Administration program.” They noted that “LMU has other master's programs that don't require German language skills, which attract more international applicants.” For the Business Administration program specifically, they receive approximately 50 international applications per year due to the German language requirement.

### **Question 3: How many of the applicants are taking the admission exam?**

“Nearly none of the international applicants take the admission exam,” according to the representative. “This is because applicants can substitute the first admission exam by submitting a GMAT score of 600 or higher, which most international candidates choose to do.” “The standard process requires qualifying for an interview by passing an entrance exam, but the GMAT score provides an alternative pathway.”

### **Question 4: Do you know how many of the applicants enrolled in the master's program?**

The representative indicated that “not all applicants enroll,” but was unable to provide specific numbers. They mentioned that “it’s difficult for the university to track applicants throughout the entire process until matriculation because of a disconnect between databases used at different stages of the process.”

**Question 5: What are the most time-consuming or inefficient parts of the admission process?**

The representative identified a significant inefficiency in their process: they often review applications from candidates who aren’t eligible to enter a German university, but they lack this information when conducting their evaluations. They also noted “confusion among many international applicants who mistake their Master of Science in Business Administration for a traditional American MBA.” Their program requires a bachelor’s degree in either Business Administration or Economics (with crossover content), while many applicants are seeking admission with unrelated bachelor’s degrees, which aren’t eligible for this particular program.

**Question 6: What improvements would you like to see in the current admission process?**

The representative expressed that “it would be beneficial to receive the results of the legal eligibility check from the international office before beginning the process of interviews and further evaluations.” They believe this sequencing would make the overall process faster and more efficient.

**Question 7: How are you balancing the number of applications with the master program’s capacities?**

The representative explained that “while there is no fixed capacity for the master’s program, we have a target number of admissions.” If they receive more qualified applicants than expected, they may make the entrance exam more challenging. They also mentioned that “the German language requirement naturally helps reduce the applicant pool.”

**Question 8: Can you briefly describe your admission exam creation process?**

“The entrance exam is based on specific classes taught at LMU.” “The academic

chair responsible for each relevant class submits questions for their section, which are then compiled into the complete entrance exam.” The representative noted that “we use a multiple-choice format and employ an electronic data processing system to create and evaluate the exams.”

**Question 9: What sources do you provide or recommend for students to prepare for exams?**

The representative mentioned that “we provide a literature list for exam preparation.” They noted that “students don't necessarily need to purchase books, as they can access the recommended materials in libraries free of charge.” The recommended literature consists of standard, commonly available texts rather than highly specialized resources.

**Question 10: What are your thoughts on the Campus Ready prototype?**

The representative suggested that “this question would be better directed to the professors who create the exams, but I believe professors may already use AI tools like GPT.” They acknowledged that certain standard questions tend to repeat over the years. The representative mentioned challenges with remote exam proctoring, noting increased cheating during and after the pandemic when exams were conducted remotely. While indicating a likely return to on-campus exams, they thought Campus Ready could be a nice alternative for professors to use.

## **Peter Haase, Head of Unit 'Application, Admission and Enrolment' at the University of Cologne**

**Date:** December 06, 2024

**Institution:** University of Cologne

**Interview ID:** int4

**Question 1: How many applications from international full-time students outside the Schengen area do you typically receive per year? Approximate figures are perfectly fine.**

The representative from the University of Cologne reported that for “the Winter Semester 2024/25, they received 749 undergraduate applications and approximately 2,000 master's applications from international students outside the Schengen area.”

**Question 2: How many of the applicants typically take admission exams (e.g., aptitude tests, competency tests)? Approximate numbers are perfectly fine.**

According to the representative, “all undergraduate applicants must take the TestAS, which is administered externally and is a prerequisite for application.”

**Question 3: How many of the applicants typically pass the admission exams? Approximate numbers are perfectly fine.**

The representative explained that “the TestAS qualifies applicants for entry into the University of Cologne's admission process once they achieve a minimum percentile rank (between 40-85).”

**Question 4: What are the most time-consuming or inefficient aspects of the admission process?**

“For EU undergraduate applicants, the most time-consuming aspects are credential recognition and grade conversion. For non-EU applicants and all master's applications, these services are outsourced to uni-assist e.V.”

**Question 5: What improvements would you like to see in the current admission process?**

The representative expressed a desire for faster credential evaluation and grade conversion using AI, noting that “several startups are already working on solutions in this area.”

**Question 6: How do you balance the number of applications with the capacities of the master's programs? What are your rejection criteria when there are too many suitable candidates exceeding the capacity of the master's program?**

The representative explained that “there are fixed prescribed quotas for non-EU applicants (7%). EU applicants participate in the main admission process alongside German applicants. At the University of Cologne, admission-restricted programs are determined by numerus clausus (NC) or, in some cases, a combination of NC and waiting semesters.”

**Question 7: Could you briefly describe your process for creating admission exams?**

The representative clarified that “we don't create our own admission exams.” “The TestAS is a standardized test (see [www.testas.de](http://www.testas.de)) that is only used for undergraduate admissions, not for master's admission procedures.”

**Question 8: What is the percentage of your dropout rate? What are you currently doing to minimize the dropout rate?**

The representative indicated that “this is difficult to determine precisely, but we estimate approximately 10% for non-EU undergraduate students, which we consider a very good result.” They noted that “exact figures are difficult to collect due to data protection regulations.”

**Question 9: Would you be willing to test our prototype and provide us with your valuable feedback?**

The representative's response was “no.”

**Prof. Dr. Daniel Schallmo, Head of the Institute for Entrepreneurship, Innovation and Sustainability, member of the Institute for Digital Transformation at Hochschule Neu-Ulm**

**Date:** November 26, 2024

**Institution:** Hochschule Neu-Ulm

**Interview ID:** int5

**Question 1: Can you briefly describe your admission process for international students?**

The representative explained that “there is no distinction between international and national students in their admission process. All applicants must adhere to specific deadlines and apply through the institution's portal. Applications undergo a formal check to verify that requirements are met, after which applicants receive notifications based on the results of this evaluation.”

**Question 2: How many applications from international students do you receive yearly?**

According to the representative, “we receive approximately 50 applications from international students annually, with around 15 international students ultimately enrolling in our program.”

**Question 3: How many of the applicants are taking the admission exam?**

The representative indicated that “admission exams are only administered when specifically required by the program; they are not a standard part of the application process for all applicants.”

**Question 5: What are the most time-consuming or inefficient parts of the admission process?**

The representative identified a key inefficiency in their process: “when prospective students bypass the application portal and directly inquire about their eligibility for study programs. This creates additional administrative work outside the standard

procedure.”

**Question 6: What improvements would you like to see in the current admission process?**

The representative expressed interest in implementing “a pre-test consisting of 20-30 questions that would assess applicants' background and motivation.” They believe this would help ensure alignment between student expectations and program realities. The representative emphasized that “this pre-test should be automated and could be designed as a multiple-choice questionnaire focusing on personality, motivation, methodological skills, and applicant background.” Additionally, they expressed interest in evaluating how well applicants might integrate into German cultural life.

**Question 7: How are you balancing the number of applications with the master program's capacities?**

The representative stated that their programs currently operate with open capacity, without specific enrollment limits. However, they acknowledged that “excessive enrollment would create challenges.” They noted that “some programs have doubled their student numbers and are consequently facing certain difficulties.”

**Question 8: What are your thoughts on the Campus Ready prototype?**

The representative found the Campus Ready concept “interesting” but indicated they wouldn't personally use it since their master's program doesn't include written exams. Nevertheless, they acknowledged “it as a good idea in general.” When teaching bachelor's courses, they expressed interest in being able to adjust difficulty levels when creating written exams. The representative suggested expanding the platform's functionality to provide lecture content for professors, noting that while “creating tests isn't particularly challenging, developing lecture content is more difficult.” They expressed willingness to test the platform once it's ready for use.

## **Appendix B: Feedback for Campus Ready from students and educators**

**Prof. Dr. Klaus Lang, Managing Director of the „Institute for Digital Transformation“ Dean of Studies of the Department of Information Management at Hochschule Neu-Ulm**

**Date:** January 16, 2025

**Institution:** Hochschule Neu-Ulm

The user suggested adding a functionality to set a date for when the exam should be available to students and the ability to assign specific students to exams. Additionally, they highlighted the need to refine the point allocation system to ensure better scoring accuracy based on question difficulty. For open-ended questions, they noted that answers could sometimes be just 2-3 lines, while explanations might be much longer, and the platform should accommodate this flexibility.

The UI was praised for its clarity, making navigation smooth and intuitive. However, the user mentioned that people often get lost if there are too many steps in the introduction process, suggesting that the "how-to" steps should be clearer to improve user onboarding.

Overall, they liked the platform and expressed a strong interest in testing it continuously. To facilitate ongoing improvements, continuous feedback meetings have been scheduled. Additionally, they would like to use the platform in their classes and provided several UI improvement suggestions to further enhance the interface.

## **Timo Guter, Deputy Head of the Library at Hochschule Neu-Ulm**

**Date:** January 15, 2025

**Institution:** Hochschule Neu-Ulm

The discussion focused on how Campus Ready could be integrated into university library systems and the legal considerations involved. One key concern was whether it is legally allowed to store ebooks and course materials within the Campus Ready. The representative highlighted that per-book license agreements vary, as publishers and content providers often set specific usage rules, making it difficult to manage these requirements across multiple books and institutions.

To address potential legal risks, the representative suggested including a disclaimer that shifts responsibility to the end user, ensuring that they acknowledge and comply with copyright regulations. Additionally, they emphasized that many libraries in Germany prefer a campus-wide license, which could be a potential integration model for Campus Ready. A crucial point raised was how to protect the platform from legal disputes, ensuring that there is a clear disclaimer visible to users to mitigate liability risks.

Finally, the discussion touched on potential interest from Moodle administrators and university professors, with a specific mention that a Moodle integration could attract faculty members who are already using digital learning platforms. This could enhance adoption and usability within academic institutions.

**Prof. Dr. Erica Weilemann, Professor in the department Information Management Computer Science with a special focus on didactics at Hochschule Neu-Ulm**

**Date:** January 16, 2025

**Institution:** Hochschule Neu-Ulm

The professor provided detailed insights into improving Campus Ready's exam creation, assessment, and learning functionalities, ensuring it meets the needs of both educators and students.

One key suggestion was to develop a time and points estimation system, where exam duration aligns with point distribution. This would help professors assign points effectively based on question difficulty and expected time to answer. Additionally, the question creation process should be fine-tuned by optimizing prompts and contexts to generate high-quality exam questions.

To improve assessment and evaluation, the professor recommended establishing clear criteria for point allocation and methods for students to access and interact with exam questions. Moreover, the platform could summarize exams based on topics, time requirements, and difficulty levels, helping professors design time-efficient assessments. A pre-filled point allocation system could further enhance efficiency by automatically distributing points based on question complexity.

For content management, the professor suggested allowing educators to upload entire books or select specific chapters, with the ability to edit and customize content. The platform should also differentiate between stored exams for professors and student practice exercises, ensuring clarity and organization.

In terms of enhancing the learning experience, the professor emphasized the importance of educational methodologies such as the Feynman technique, which encourages students to simplify and explain concepts to test their understanding. A hypothesis-driven approach could also be incorporated to refine student learning and engagement.

From a university-level perspective, the professor recommended researching how leading universities integrate AI into education and examination processes. The platform should also support exam template uploads and structured chapter-wise arrangements, enabling efficient exam design and execution.

To improve question quality, the focus should be on chapter-based categorization and question-type organization, ensuring clarity and relevance. Additionally, the platform should assist students in preparing for exams by offering practice exercises, scripts, and structured learning pathways.

Finally, in terms of monetization and platform adoption, the professor suggested creating a customized version for universities, offering tailored examination solutions. The platform should ensure that students and professors have separate yet interconnected tools, making exam-related activities more efficient and user-friendly.

## **Konstantin Schmitz, CTO & Founder at predori GmbH | Data Scientist**

**Date:** January 07, 2025

**Institution:** Predori GmbH

One key area for improvement is ensuring that questions align with difficulty levels such as easy, medium, and hard. The system should verify that generated questions follow a structured matrix or benchmark, ensuring consistency and fairness in assessments. This would help in maintaining a balanced difficulty distribution across different exams.

Another crucial aspect is developing prompt and matrix strategies that align with desired learning outcomes. A question matrix and benchmarking system should be implemented to distinguish between admission exams, general exams, and specialized assessments. This would help in standardizing test formats while maintaining flexibility for different types of evaluations.

For question generation and selection, the platform should generate a large pool of

high-quality questions and carefully select the most relevant ones rather than relying on random selection. Ensuring contextual accuracy is vital, and repetitive questions should be eliminated to maintain diversity in assessments. Large Language Models (LLMs) can be utilized to benchmark and evaluate question quality, ensuring that exams meet academic standards.

In terms of depth and categorization, it is recommended to focus on 20 well-structured and comprehensive questions that cover a broad range of topics. Additionally, categorizing all content systematically will ensure balanced topic distribution, helping students gain a complete understanding of the subject matter.

The feedback also emphasized the importance of practical applications in learning. Concepts should be presented with a clear explanation of why they are relevant, helping students understand their real-world applications. This approach would make learning more engaging and purposeful for students.

Regarding AI-generated code, the platform should encourage students to understand each line of code, especially for backend processes. Coding assistance should not be limited to just providing solutions, but rather focus on helping learners grasp the logic and reasoning behind the code to improve their problem-solving abilities.

To enhance personalized learning, it is suggested that the platform tailor background information based on the student's field of study. For example, CS students may require less introductory material compared to mechanical engineering students. Providing field-specific context ensures that all students can effectively relate to the content they are studying.

Lastly, an important aspect of evaluation is assessing a candidate's ability to work independently and apply their knowledge to real-world tasks. The platform should evaluate students based on their ability to set up servers, manage security, operate systems, and implement infrastructure as code. Additionally, encouraging students to deploy minimal viable products (MVPs) and take ownership of projects can help them develop confidence and reduce reliance on senior team members.

This feedback provides valuable insights into enhancing question generation,

structuring learning content, improving student assessment strategies, and ensuring practical skill development within Campus Ready.

## **Tobias Ademmer, Head of Centre for Digital Teaching at Hochschule Neu-Ulm**

**Date:** February 02, 2025

**Institution:** Hochschule Neu-Ulm

The user inquired whether the platform provides feedback to students after they complete a test. He found the platform helpful for students, particularly appreciating the inclusion of different question types and difficulty levels, which contribute to a well-structured exam creation process. However, he suggested that questions generated by the platform could be more complex, ensuring deeper cognitive engagement.

During the discussion, he mentioned that Moodle already allows exam creation, prompting a comparison between Campus Ready and Moodle. The unique features and advantages of Campus Ready were explained, highlighting how it enhances the exam preparation and execution process beyond Moodle's existing capabilities. Additionally, he inquired about the meaning of suggested topics, seeking clarification on how the platform recommends content.

Regarding question difficulty, he provided specific recommendations for structuring exam levels. He suggested that easy questions should focus on factual knowledge, while hard questions should require problem-solving or the transfer of knowledge to new contexts. He also recommended using Bloom's Taxonomy as a framework for categorizing question difficulty, ensuring a structured approach to assessment.

Another important suggestion was to integrate Campus Ready's exam export function into Moodle. This would simplify the process for educators, allowing them to seamlessly transfer generated exams into an existing learning management system (LMS).

Overall, he liked the platform and recognized its potential to improve the exam experience for both students and educators. His feedback emphasized the importance of enhancing question complexity, structuring difficulty levels effectively, and integrating with existing university tools like Moodle.

### **Lisa Maria Rappi, research assistant at Hochschule Neu-Ulm**

**Date:** February 02, 2025

**Institution:** Hochschule Neu-Ulm

The user inquired about the functionality of various buttons on the platform, expressing some confusion regarding their purpose. While she found the platform visually appealing and described it as "pretty cool," she suggested improving button clarity to enhance user experience.

She also asked whether the platform supports language translation, which could be valuable for international students and educators. Additionally, she raised a question about how AI evaluates open-ended responses once students submit their answers, seeking clarification on the grading and feedback process.

Another area of interest was the question generation process, as she wanted to understand how the AI formulates different types of questions. She noted that the platform presents a great opportunity for both students and educators, emphasizing its potential impact on learning and assessment.

In terms of question difficulty, she found medium-labeled questions to be quite challenging, while hard questions were significantly more difficult. This feedback suggests a potential need to adjust the difficulty scaling or provide better explanations on difficulty levels.

Finally, she expressed willingness to participate in the next round of feedback, showing interest in continuing to test and provide further insights for improvement.

**Alireza Momeni, student**

**Date:** February 10, 2025

**Institution:** Hochschule Neu-Ulm

The student liked the platform overall and has already been using the explanation feature, finding it beneficial for studying. He inquired whether it would be possible for the platform to provide questions and retrieve answers from official sources, which could enhance the credibility and depth of the learning materials.

Regarding the user interface (UI), he noted that while it looks clear and user-friendly, there is still room for improvement to make the experience even smoother. Additionally, he suggested adding a comment feature, allowing students to ask questions about specific sections, with professors responding directly. This feature would create a more interactive learning environment and provide students with additional support when preparing for exams.

**Sarah Kamal, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student found the "Test My Preparation" feature useful but noted that the number of available questions was limited. She suggested adding an option to choose the number of questions for a more customized study experience. Additionally, she liked the ability to upload previous years' question papers and generate similar questions to practice, which would help her prepare more effectively.

She also expressed interest in selecting different difficulty levels (easy, medium, hard) for tests, allowing for gradual progression in learning. A progress tracking system was another feature she suggested, as it would help her monitor improvements over time. She also recommended adding a timer for tests to simulate

real exam conditions and improve time management skills.

To enhance personalized learning, she would like the platform to detect her weak topics and provide targeted exercises to strengthen those areas. She also emphasized the importance of a collaborative study environment, where students could study together and support each other's learning.

Additionally, she suggested that the AI should provide study advice, guiding her on how to study effectively and which areas to focus on. While reading preparation materials, she would also like to see exercises and small questions integrated into the content to reinforce learning.

Finally, she expressed strong interest in continuously testing the platform, showing enthusiasm for its development and improvement. She is willing to pay for the platform monthly, 13-15 euros.

### **Kristina Baric, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student suggested that the generated questions could be more challenging, allowing for deeper learning and better exam preparation. She also expressed interest in choosing specific question types and difficulty levels, giving her more control over the study experience. Additionally, she would like the ability to add personal notes while preparing, helping her retain key information and organize her studies more effectively.

She found the avatar in the video appealing, noting that it enhances the learning experience. To further improve engagement, she suggested adding a chat feature with AI, where students could ask questions about their preparation and receive instant feedback or explanations.

Regarding the user interface (UI), she found it clean, clear, and easy to navigate, making it user-friendly. She also recommended adding a text-highlighting feature

within the preparation materials, allowing students to mark important sections for quick reference and review.

She indicated that she would be willing to pay €5 per month for the platform. Finally, she expressed her willingness to continue testing the platform, providing further feedback as new features are developed.

### **Aleyna Kirmizi, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student liked the platform overall, describing it as "very good." She found the user interface (UI) clear and easy to understand, with intuitive color choices that enhance the user experience. Additionally, she appreciated the video feature, noting that it adds value to the learning process.

She found the explanation feature highly useful but suggested that it could be more detailed, incorporating images and tables to improve comprehension. Another feature she would like to see is a translation option, allowing students to access content in multiple languages, making the platform more inclusive for international users.

She also expressed interest in a collaborative study environment where students can study and prepare together, fostering peer learning. Lastly, she indicated that she would be willing to pay €10 per month for the platform.

**Alina Alles, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student liked the platform overall and found the features very useful, particularly the video and audio options for studying. She suggested adding a whiteboard feature, allowing students to write and organize notes while preparing. Additionally, she would like the ability to add personal notes to enhance her study sessions.

For the video feature, she recommended including subtitles, making it more accessible and easier to follow. She also expressed interest in adjusting the difficulty level for tests, enabling a more personalized learning experience.

She is willing to continue testing the platform and provide further feedback. Lastly, she indicated that she would be willing to pay €10 per month for the platform.

**Simarika Rijal, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student asked how AI evaluates open-ended questions, seeking clarification on the grading process. She also inquired whether other students can see generated tests, highlighting a potential for sharing options.

She suggested adding a collaborative study space, where students could work together and share insights. Additionally, she recommended providing clear information on the types of documents that can be uploaded to generate preparation materials, ensuring ease of use.

A chatbot feature was another request, allowing students to ask questions directly to AI for instant support. She also suggested improving the explanation feature by enabling full-screen mode and allowing students to ask follow-up questions to AI for

deeper understanding.

Lastly, she expressed willingness to pay €5-6 per month for the platform.

## **Nicolai Gerster, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student expressed interest in choosing specific question types when preparing for exams, allowing for a more customized learning experience. He also suggested integrating the platform with Moodle, which would make it easier for universities and educators to adopt Campus Ready into their existing systems.

He recommended adding a multiple-language feature, making the platform more accessible for international students. Within the generate explanation feature, he would like to see bullet points and keywords, helping to summarize and highlight important concepts for better retention.

While he noted that he would not use the audio feature, he emphasized the importance of seeing sources for provided information in the preparation section to ensure credibility. Additionally, he suggested that the platform could recommend external links, such as YouTube videos, for further explanations on specific topics.

To make the platform more engaging, he proposed incorporating gamification elements, such as progress tracking, rewards, or interactive challenges. Lastly, he indicated that he would be willing to pay €5 per month.

## **Mohammed Bilal, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student found the platform well-designed and good overall. He suggested that Campus Ready could also be used by companies for training purposes, expanding its application beyond universities.

Regarding design improvements, he recommended exploring different color options to enhance the platform's visual appeal. Additionally, he emphasized the importance of ensuring that the platform works seamlessly across different devices, making it accessible for students and educators on desktops, tablets, and mobile phones.

He also suggested integrating Moodle, which would make it easier for universities to adopt Campus Ready within their existing learning management systems. Lastly, he stated that he would be willing to pay €10-20 per month.

## **Noor Shahzeb, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student suggested that the UI could be improved, making navigation and usability even smoother. He also recommended adding a summarization feature for each topic, providing concise overviews to help students grasp key concepts quickly.

He acknowledged the need for the platform, recognizing its value in supporting students with exam preparation. To enhance learning, he suggested including external links, such as YouTube videos, for additional explanations on complex topics.

For the audio feature, he recommended incorporating multiple language options, making it more accessible for non-native speakers. Lastly, he stated that he would

be willing to pay €10-15 per month.

### **Hamza Yusuf, student**

**Date:** February 19, 2025

**Institution:** Hochschule Neu-Ulm

The student found the UI well-designed and visually appealing. He suggested adding a feature to ask questions directly to AI, allowing for instant clarification and personalized assistance. Additionally, he recommended including a search bar to help users quickly find specific topics within the preparation materials.

While he found the platform good overall, he advised re-evaluating the pricing strategy to ensure it aligns with market expectations and user affordability. Lastly, he mentioned that he would be willing to pay €15 per month.

## Appendix C: Survey Results

1. Which German university are you currently enrolled in?

[More details](#)

46  
Responses

Latest Responses  
 "Hochschule Neu-Ulm"  
 "HNU"  
 "Bauhaus University Weimat"  
 ...

2. What is your country of origin?

[More details](#)

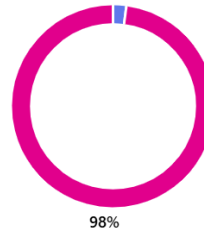
47  
Responses

Latest Responses  
 "India"  
 "Pakistan"  
 "India"  
 ...

3. Which program are you pursuing?

[More details](#)

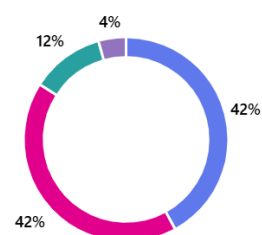
● Bachelor's	1
● Master's	46
● PhD	0
● Other	0



#### 4. How did you apply to universities in Germany? (Select all that apply)

[More details](#)

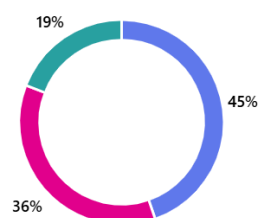
● Applied directly to the university through their online portal	29
● Used Uni-Assist for applications	29
● Used a consultancy or agency to assist with the application process	8
● Other	3



#### 5. Approximately how much did you spend on the admission process? (Including application fees (Uni-assist), consultancy fees, and exams like TOEFL, IELTS, GMAT, TestAS, etc.)

[More details](#)

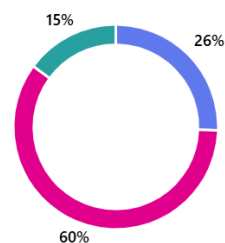
● Less than €500	21
● €500–€1,000	17
● €1,000–€2,000	9
● More than €2,000	0



#### 6. How long did it take to complete the application process from the start (starting with applications) to receiving admission results?

[More details](#)

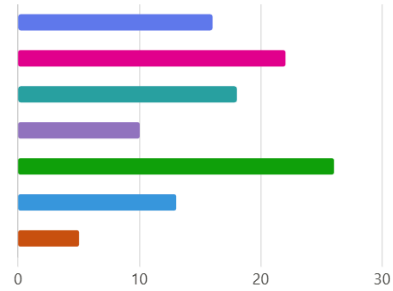
● Less than 3 months	12
● 3–6 months	28
● 6–9 months	7
● More than 9 months	0



7. What were the most inefficient parts of the admission process? (Select all that apply)

[More details](#)

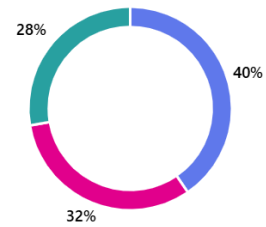
- Lack of clarity or incomplete information on admission requirements 16
- Delays in communication from the university 22
- Complex or unfriendly online application portals (e.g., Uni-Assist) 18
- Repeated or redundant document submission requirements 10
- Long waiting times for admission decisions 26
- High costs for exams, translations, or document verification 13
- Other 5



8. Do you think long waiting times for admission results caused delays in your plans to come to Germany?

[More details](#)

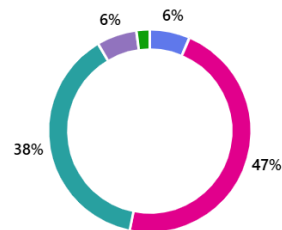
- Yes, it delayed my plans significantly 19
- Yes, but only slightly 15
- There was no delay for admission results 13



9. How would you rate your overall experience with the German university admission process?

[More details](#)

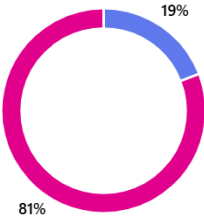
- Excellent 3
- Good 22
- Average 18
- Poor 3
- Very poor 1



10. Did you take an admission exam as part of the application process?

[More details](#)

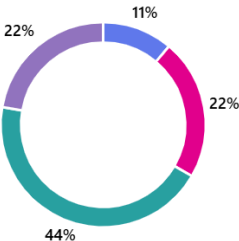
- Yes 9
- No 38



11. If yes, how would you rate your overall experience with the admission exam?

[More details](#)

- Excellent 1
- Good 2
- Average 4
- Poor 2
- Very poor 0



12. Did you have to take an oral exam as part of the admission process?

[More details](#)

- Yes 5
- No 4



13. If you took an oral exam, did you face any challenges in finding available slots for the exam?

[More details](#)

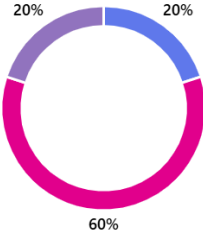
- Yes, it was difficult to find available slots 2
- No, slots were easily available 3



14. How would you rate your experience with the oral exam?

[More details](#)

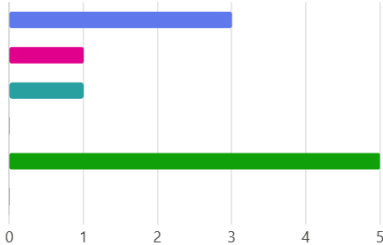
- Excellent 1
- Good 3
- Average 0
- Poor 1
- Very poor 0



15. What were the most inefficient parts of the admission exam process? (Select all that apply)

[More details](#)

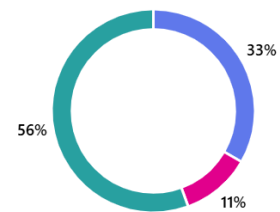
- Lack of clear instructions about the exam 3
- Difficulty in finding available time slots for the exam 1
- Technical issues during the online exam 1
- Insufficient time to complete the exam 0
- Inadequate preparation materials or resources 5
- Other 0



16. Did your university provide preparation materials for the admission exam?

[More details](#)

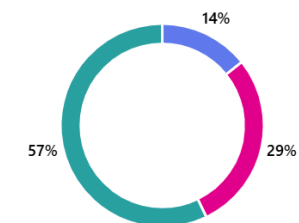
- Yes, and they were free 3
- Yes, but they were paid 1
- No, the university did not provide any materials 5



17. If your university provided preparation materials, do you think they were sufficient and a good fit for the admission exam?

[More details](#)

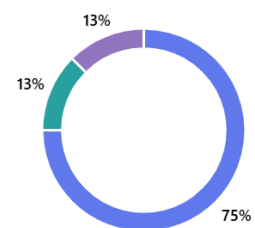
- Yes, the materials were very helpful and relevant 1
- Somewhat, but the materials could be improved 2
- No, the materials were not sufficient or relevant 4



18. If preparation materials were not provided, where did you find resources to prepare for the admission exam?

[More details](#)

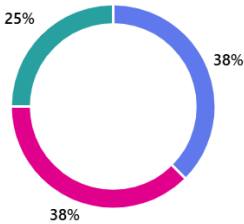
- Online resources (e.g., websites, YouTube, etc.) 6
- Coaching centers or preparation courses 0
- Study groups or friends 1
- Other 1



19. Were you able to prepare effectively for the admission exams?

[More details](#)

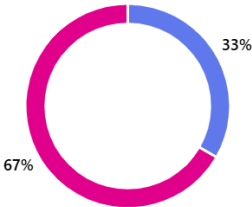
- Yes, I felt fully prepared 3
- Somewhat prepared, but I faced challenges 3
- No, I did not feel adequately prepared 2



20. Did you pay for any preparation materials or resources for the admission exam?

[More details](#)

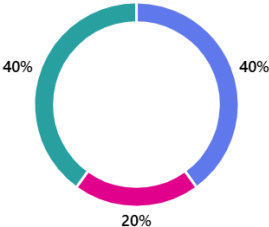
- Yes 3
- No 6



21. If yes, approximately how much did you spend on preparation materials for the admission exam?

[More details](#)

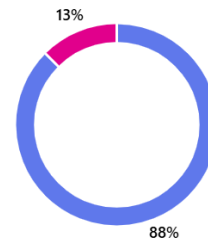
- Less than €50 2
- €50–€100 1
- €100–€200 2
- More than €200 0



22. **Would it be helpful to have a specific preparation platform for admission exams?**

[More details](#)

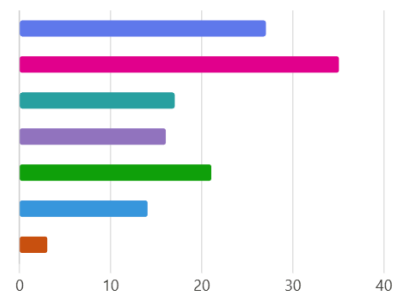
- Yes, it would be very helpful 7
- Yes, somewhat helpful 1
- No, it's not necessary 0



23. **What type of preparation would have been most beneficial to you before coming to Germany? (Select all that apply)**

[More details](#)

- Understanding the German education system and teaching methods 27
- Language preparation (e.g., German or academic English) 35
- Familiarization with coursework and grading systems 17
- Guidance on cultural and social integration in Germany 16
- Access to resources or platforms for academic preparation 21
- Academic writing (e.g., how to write research papers, theses, and assignments) 14
- Other 3



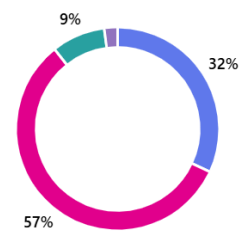
24. The following are approximate costs of common exams required for studying in Germany:

- TOEFL: €200–€250
- IELTS: €200–€240
- GMAT: €250–€300
- TestAS: €80–€150

[More details](#)

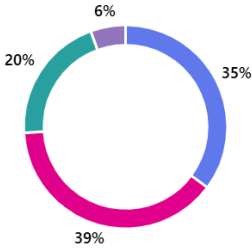
**How do you find the prices of these exams?**

- Very high and unaffordable 15
- High but manageable 27
- Reasonable and acceptable 4
- Low and affordable 1



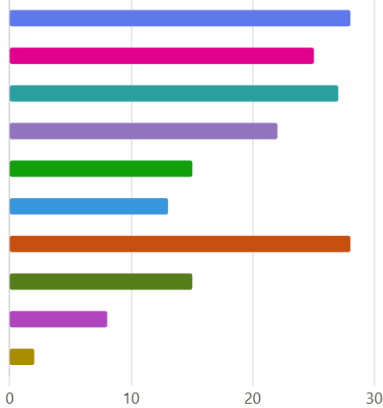
25. Considering that the quality of preparation materials improves as the price increases, which price range would you be willing to pay for preparation materials for admission exams? [More details](#)

- €15–€50: Basic materials covering general topics 19
- €50–€80: Comprehensive materials with practice tests and study guides 21
- €80–€120: In-depth courses with video lectures, quizzes, and interactive content 11
- €120–€200: Premium preparation packages with personalized coaching, mock exams, and detailed... 3



26. What improvements would you expect from the German university admission system for higher education? (Select all that apply) [More details](#)

- A more structured and standardized admission process across all universities 28
- A clearer and more transparent application process with step-by-step guidance 25
- Faster response times from universities regarding application decisions 27
- More personalized support during the application process (e.g., direct communication...) 22
- More accessible information about the requirements and deadlines 15
- Clearer instructions and guidelines for admission exams 13
- More support for visa-related processes (e.g., faster issuance of admission letters) 28
- Availability of preparation resources for admission exams directly from universities 15
- More flexibility in admission exam scheduling (e.g., more time slots for oral exams) 8
- Other 2



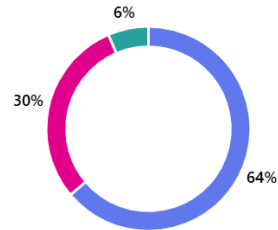
27. **Would you be interested in a platform that helps you prepare for your semester or admission exams in Germany?**

This platform could include:

- Guides and summaries of key topics covered in your classes
- Practice questions and quizzes tailored to your course material
- Clear explanations of complex topics to make studying easier
- Tips and important information shared by professors and previous students

[More details](#)

• Yes, it would be very helpful	30
• Yes, somewhat helpful	14
• No, I don't think it's necessary	3



28. **If you encountered any additional challenges during the admission process that were not covered in this survey, we would greatly appreciate hearing more about your experience.**

You can share your thoughts below, or if you are open to a follow-up conversation for more in-depth feedback, please feel free to provide your contact details. Your insights are invaluable and will help improve the admission process for future international students.

[More details](#)

13  
Responses

Latest Responses

- "I did not get personalized detailed feedback for the rejections from the university"
- "Lack of the visa appointment and the user interface of the German sites."
- "Yes, the university had no connection with the Visa, so it wasted my 6 months, I as... "

...