

EducationUSA FORUM 2019

NAVIGATING THE DIFFERENT APPROACHES IN INTERNATIONAL CREDENTIAL EVALUATION



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LEARNING OBJECTIVES FOR TODAY'S SESSION

1. Identify the different types of requirements for the credential evaluation process for various institutions
2. Learn best practices on how to advise students on the different credential evaluation options
3. Understand how different types of institutions/organizations set credential evaluation policies
4. Learn the outcomes of the credential evaluation process at different types of institutions



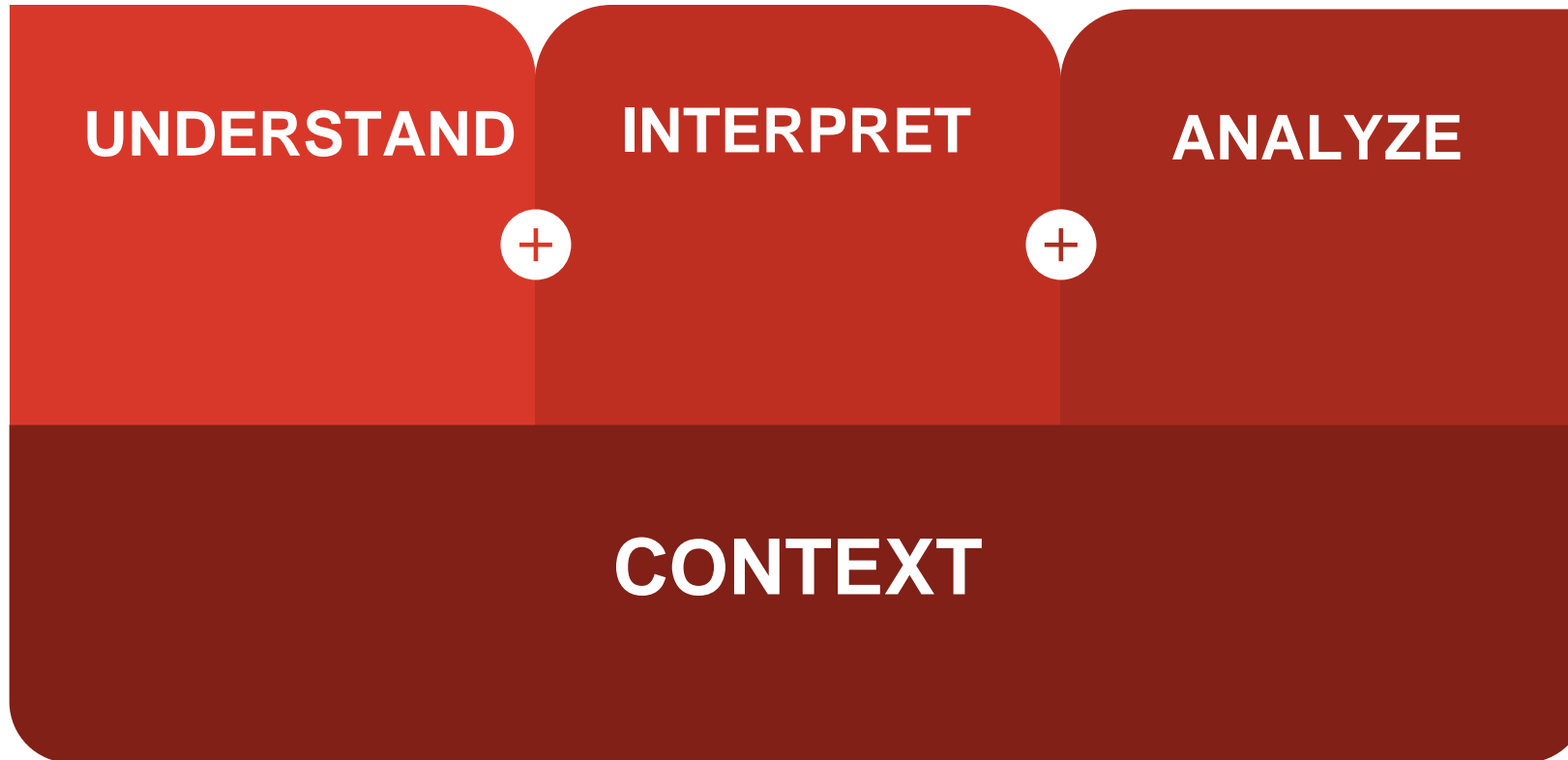
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WHAT IS INTERNATIONAL CREDENTIAL EVALUATION?



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INTERNATIONAL CREDENTIAL EVALUATION



TYPES OF INTERNATIONAL CREDENTIAL EVALUATION

Institutional credential evaluation (in-house)

Credential evaluation organization (third-party)



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REQUIREMENTS FOR THE CREDENTIAL EVALUATION PROCESS

Credential evaluation agencies set individual documentation requirements

Based on experience with detecting forgery and fraud, availability of documents, and target



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REQUIREMENTS FOR THE CREDENTIAL EVALUATION PROCESS

Payment



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REQUIREMENTS FOR THE CREDENTIAL EVALUATION PROCESS - TRANSFER APPLICANTS

1. Transfer applicants submit academic records
 - a. Send high school and college transcripts directly
 - b. List most recent college courses in Web Admit if they are not included on transcript
 - i. If grades for most recent college courses are available, screenshots can be submitted
 - c. Can self-report high school grades but not college grades

2. Admissions staff evaluate academic records
 - a. Determine undergraduate academic levels
 - b. Convert foreign grades to US grades; calculate college GPAs
 - c. Determine admissibility and make appropriate admission decisions

3. Admitted applications - forwarded to Registrar office for credit evaluation
 - a. Review completed college courses to determine course transferability
 - b. Prepare credit evaluation reports for admitted applicants



REQUIREMENTS FOR THE CREDENTIAL EVALUATION PROCESS

Different requirements for different academic levels :

Freshman

Transfer

Graduate



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Requirements and Life-cycle of Credential Evaluation for Transfer

Review Process

...g and
...ating Self-Reported
Academic Records within
available context.

3. Validating Self-Reported
Academic Records through
pattern consistencies



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Self-Reported Academic Records Example for Freshman

International External Exams

OUA Edit

Applicant No.

Name:

UIN:

Extra Info:

Grad Date:

Results

GCSE/IGCSE

3/1/2017

A*U

English Language

A

GCSE/IGCSE

3/1/2017

A*U

English Language

B

GCSE/IGCSE

3/1/2017

A*U

Mathematics

D

A

GCSE/IGCSE

3/1/2017

A*U

Physics

B

GCSE/IGCSE

3/1/2017

A*U

Chemistry

GCSE/IGCSE

3/1/2017

A*U

Biology

GCSE/IGCSE

3/1/2017

A*U

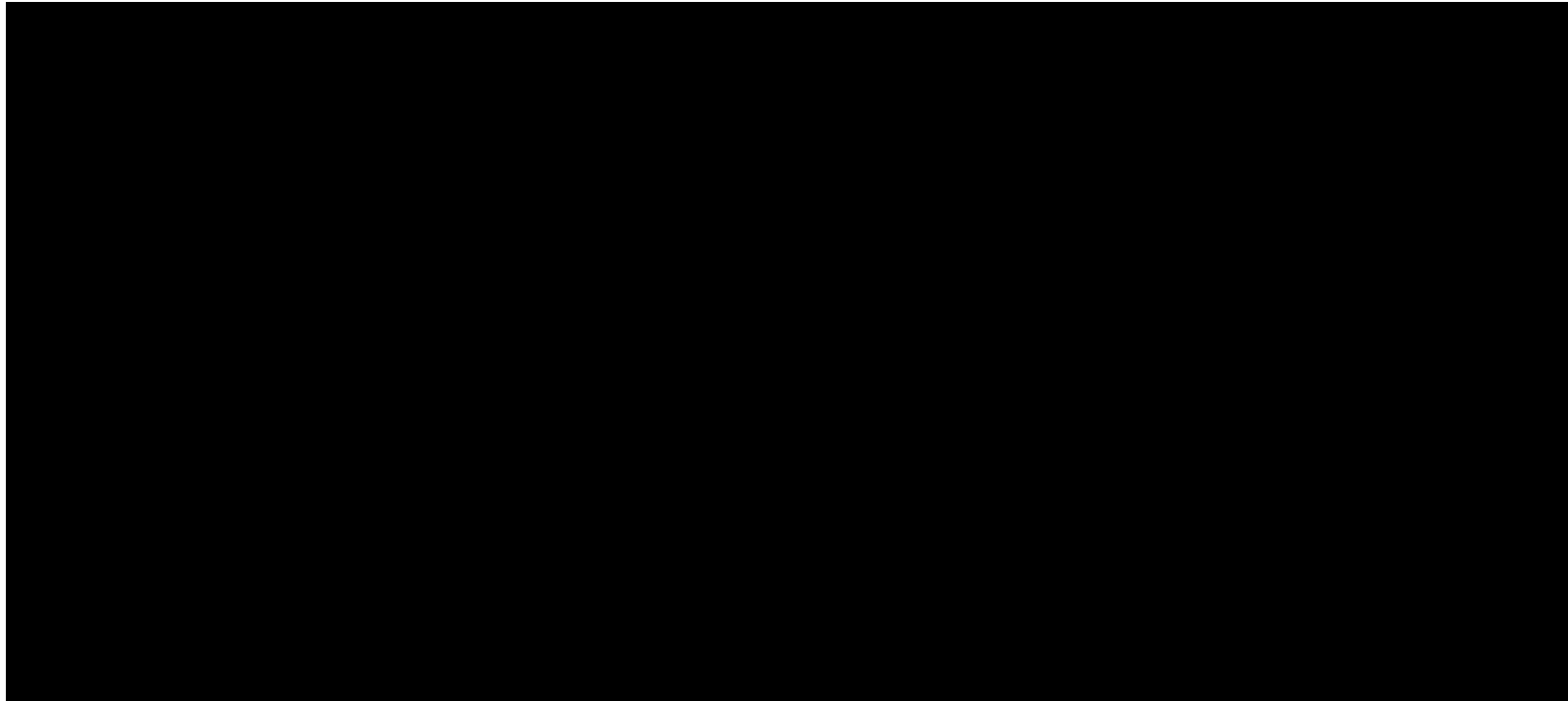
French



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SELF-REPORTED ACADEMIC RECORDS EXAMPLE FOR FRESHMAN APPLICANTS

Looking for Patterns and Trends on Self-Reported Academic Records:



CREDENTIAL EVALUATION REQUIREMENTS FOR FRESHMAN AND TRANSFERS APPLICANTS



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BEST PRACTICES TO ADVISE STUDENTS ON THE DIFFERENT CREDENTIAL EVALUATION OPTIONS

Establish clear and transparent guidelines of what constitutes institutional requirements for evaluating international credentials.

Through high school counselor worksheets

Through in-country high school workshops, meetings, & presentations

Through webinars



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BEST PRACTICES TO ADVISE STUDENTS ON THE DIFFERENT CREDENTIAL EVALUATION OPTIONS

Self-Reported Courses

What does it mean to self-report my courses?

How do I enter my courses and grades?

submitted? Can I make changes to my self-reported courses once they've been submitted?

What do I do if I am a transfer student? What do I do if I completed a course at a university in my home country? What do I do if I completed a course at a university in my home country?

International Credential Exam Results

Malaysia SPM

Month: 11 Year: 2014

Grade: A



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BEST PRACTICES TO ADVISE STUDENTS ON THE DIFFERENT CREDENTIAL EVALUATION OPTIONS

<https://www2.ed.gov/about/offices/list/ous/international/usnei/us/edlite-visitus-forrecog.html>

- a. The admitting institution
- b. The hiring employer
- c. State or Regional licensing board



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BEST PRACTICES TO ADVISE STUDENTS ON THE DIFFERENT CREDENTIAL EVALUATION OPTIONS

Selecting a Credential Evaluation Service

- a. [AICE - Association of International Credential Evaluators](#)
 - i. Evaluation Standards, Research, Code of Ethics
 - ii. 10 Endorsed Members, 11 Affiliate Universities
- b. [NACES - National Association of Credential Evaluation Services](#)
 - i. Enforced code of good practice
 - ii. 19 Members
- c. Non-regulated service providers
 - i. Smaller, niche, may provide quality tailored services to clients

BEST PRACTICES TO ADVISE STUDENTS ON THE DIFFERENT CREDENTIAL EVALUATION OPTIONS

A. Evaluations are not free

B. English translations are required, as are original language documents

- a. Obtain certified translations when beginning the evaluation process at an agency or a university
 - i. Some evaluation services offer translation services
 - ii. Certified translations = done by a third party (not the credential holder), preferably a professional translator
- b. Evaluations are based on original-language documents; Translations are a required tool

C. Processing time

- a. Processing time
- b. Verification time
- c. Meeting document requirements expedites the process

D. Acceptability must be verified

E. Appeals process



HOW DO ACADEMIC INSTITUTIONS AND CREDENTIAL AGENCIES SET CREDENTIAL EVALUATION POLICIES

- A. Primary-source research about education systems
 - a. Admission, Completion, Academic and Professional Rights
- B. Quantifying units and measurement
 - a. Duration of study - time
 - b. Weighting - credits/units/hours/etc.
- C. Benchmarking versus year-counting
 - a. Secondary versus post-secondary
- D.

HOW DO ACADEMIC INSTITUTIONS AND CREDENTIAL AGENCIES SET CREDENTIAL EVALUATION POLICIES

Steps to determine equivalence

- a. Authenticity
- b. Institutional recognition
- c. Academic level
- d. Completion status
- e. Credits, grades, outcome



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HOW DO ACADEMIC INSTITUTIONS AND CREDENTIAL AGENCIES SET CREDENTIAL EVALUATION POLICIES

Determining policy parameters is driven by the different applicant/student levels

Blanket Policy to ensure consistency of ethical use of knowledge and unbiased judgment

Different approaches based on Freshman, Transfer, & Graduate Applicants

HOW DO ACADEMIC INSTITUTIONS AND CREDENTIAL AGENCIES SET CREDENTIAL EVALUATION POLICIES

Policies are established based on different types of applicants, academic levels, and courses

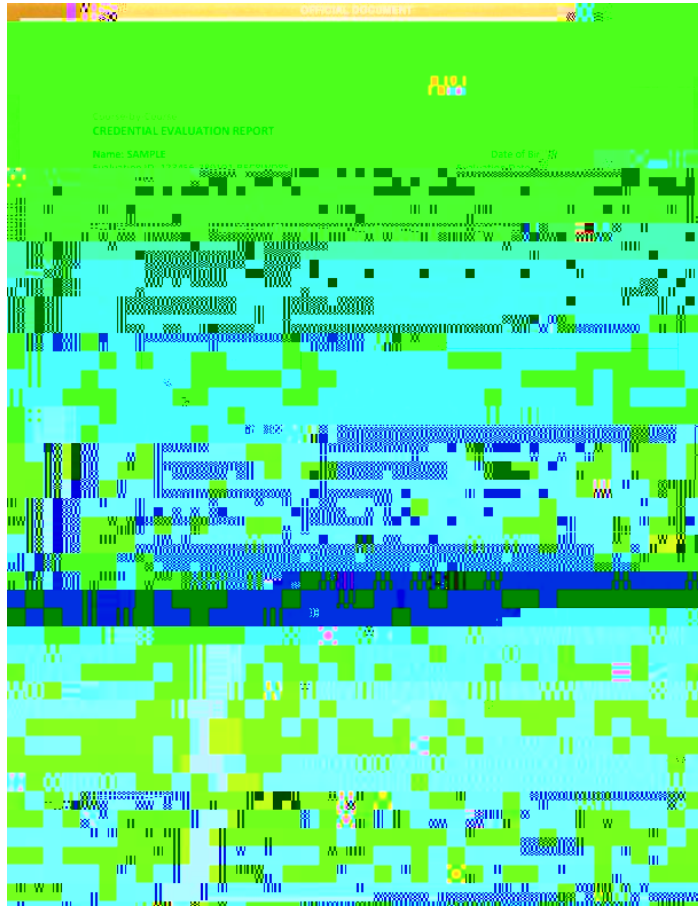
1. Freshman applicant or Transfer applicant?
2. Domestic applicant or international applicant?
3. Advanced secondary courses, dual-degree courses, or college courses?



THE OUTCOMES OF THE CREDENTIAL EVALUATION PROCESS AT DIFFERENT TYPES OF INSTITUTIONS

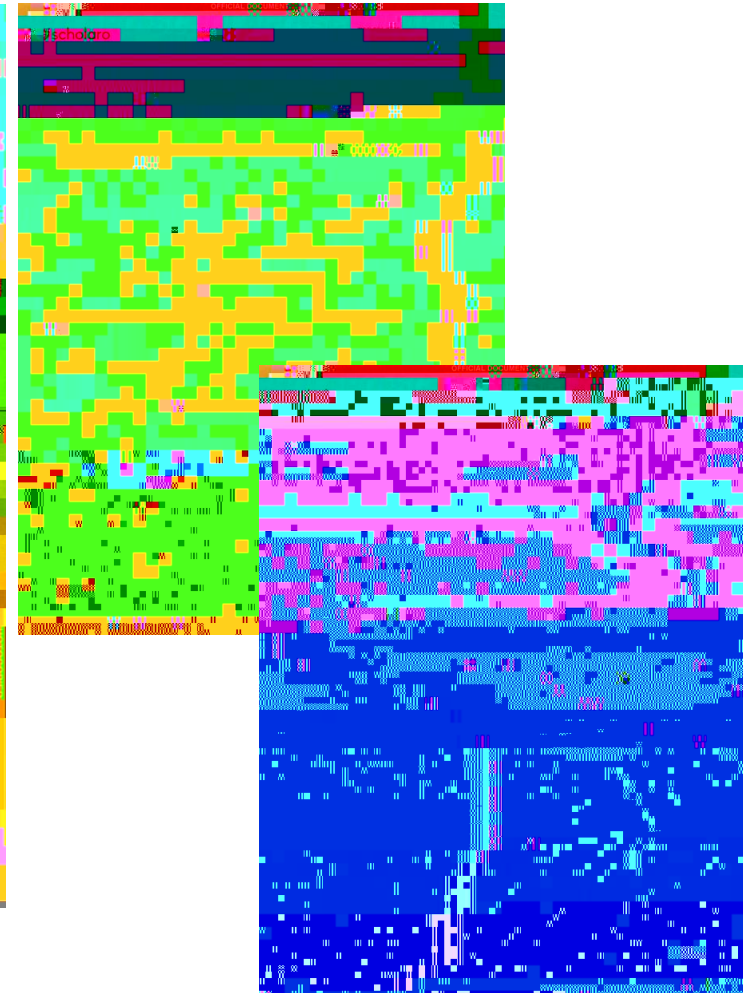
The
Evaluation
Report

Course by
Course

A screenshot of a table showing course evaluation results. The table lists courses and their corresponding grades. Below the table is a "Grade Ladder" showing the mapping between different scales.

Course	Grade
3. Psychology	10.00 B
4. Applied Business	10.00 B
Total Credits (140)	3.00

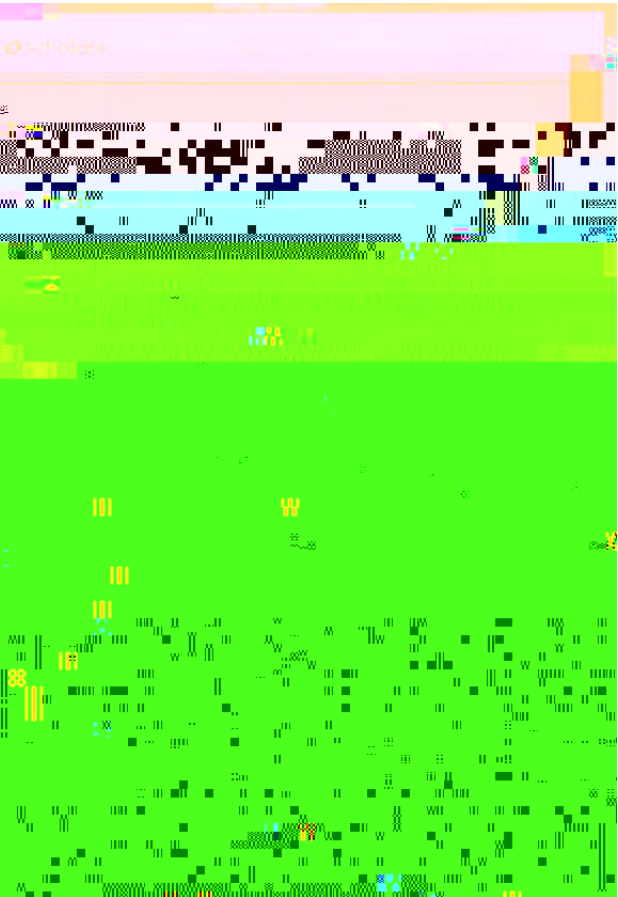
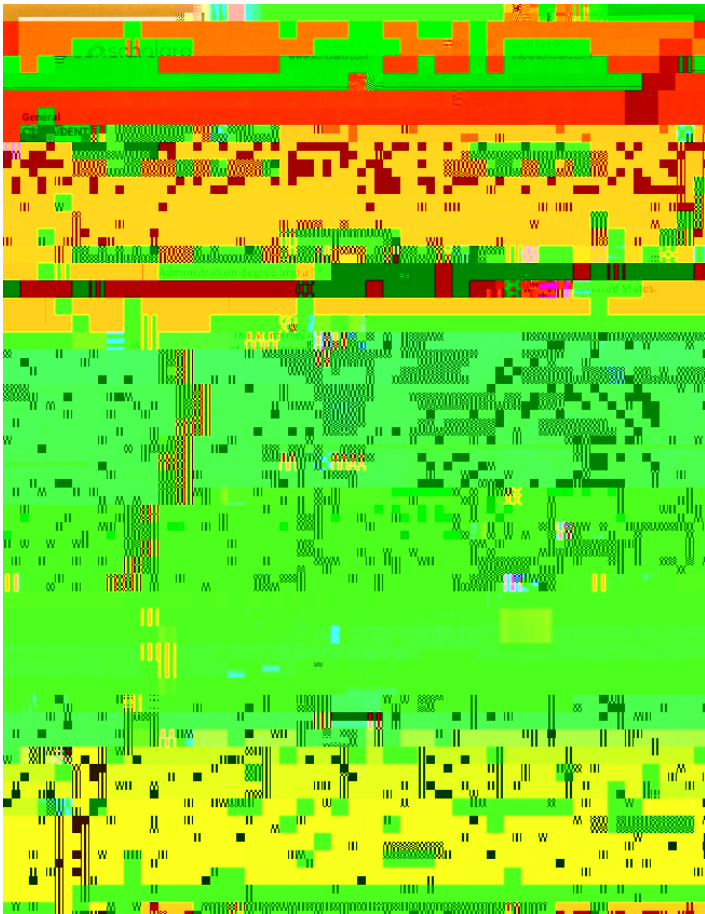
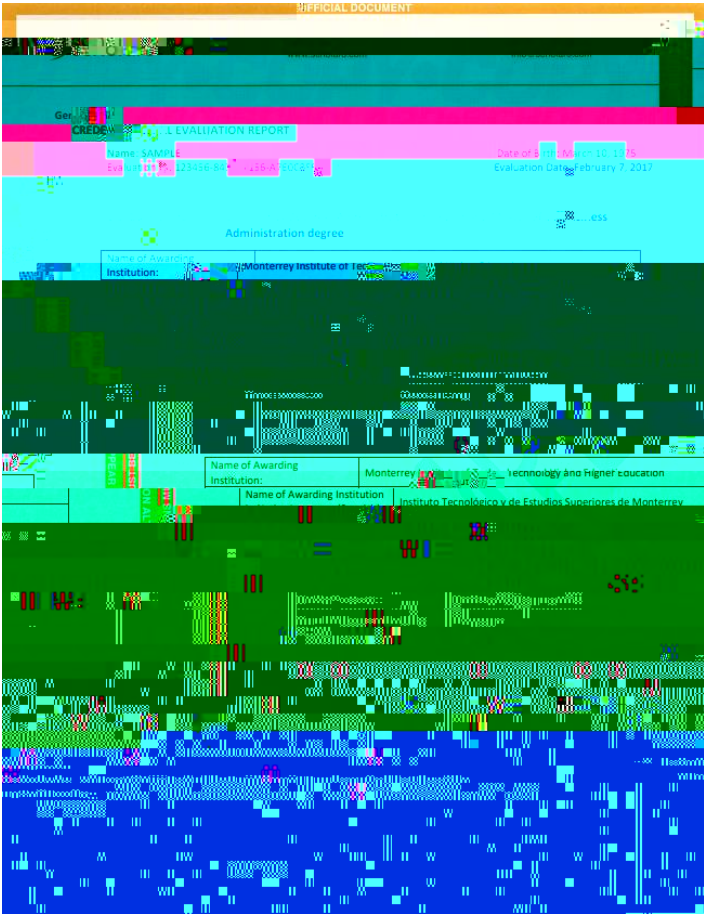
Scale	Grade
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z



THE OUTCOMES OF THE CREDENTIAL EVALUATION PROCESS AT DIFFERENT TYPES OF INSTITUTIONS

The
Evaluation
Report

General



THE OUTCOMES OF THE CREDENTIAL EVALUATION PROCESS AT DIFFERENT TYPES OF INSTITUTIONS

Evaluation Report Standards (AICE) - <http://aice-eval.org/standards/>

1. Name of Credential
2. Name of Institution
3. Program Description
4. Dates of Attendance
5. US Equivalency Statement
6. Bibliography and Resources
7. Grade Conversion Scale (course by course)
8. Credit type (course by course)



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THE OUTCOMES OF THE CREDENTIAL EVALUATION PROCESS AT DIFFERENT TYPES OF INSTITUTIONS

Help in reaching a final admission decision

Help decide eligibility for college credit



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THE OUTCOMES OF THE CREDENTIAL EVALUATION PROCESS AT DIFFERENT TYPES OF INSTITUTIONS

List of outcomes

1. Help determine admissibility of an applicant. Ensures accuracy of admission decisions.
2. Determine the number of college credits a student will have prior to matriculation. Also helps
3. Provide academic advisors with more information to effectively help students with course selections.
4. May have an impact on scholarship decisions



BENEFITS & CHALLENGES OF INTERNATIONAL CREDENTIAL EVALUATION

Outsourcing

Benefits	Challenges
Speed and efficiency	Relinquish control
Access to resources	Document requirement variation
Dedicated Staff	No holistic review
Advocacy	Cost



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BENEFITS & CHALLENGES OF INTERNATIONAL CREDENTIAL EVALUATION

Benefits	Challenges
Low cost and better efficiency	Staff training
More control over the evaluation process	Requires more time for completion
More control over document requirements	Lack of access to a wide array of resources
Holistic review	May be a challenge to stay up-



Questions?



THANK YOU!

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