

EducationUSA FORUM 2019

NAVIGATING THE DIFFERENT APPROACHES IN INTERNATIONAL CREDENTIAL EVALUATION



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Your Official Source on U.S. Higher Education

EducationUSA FORUM 2019

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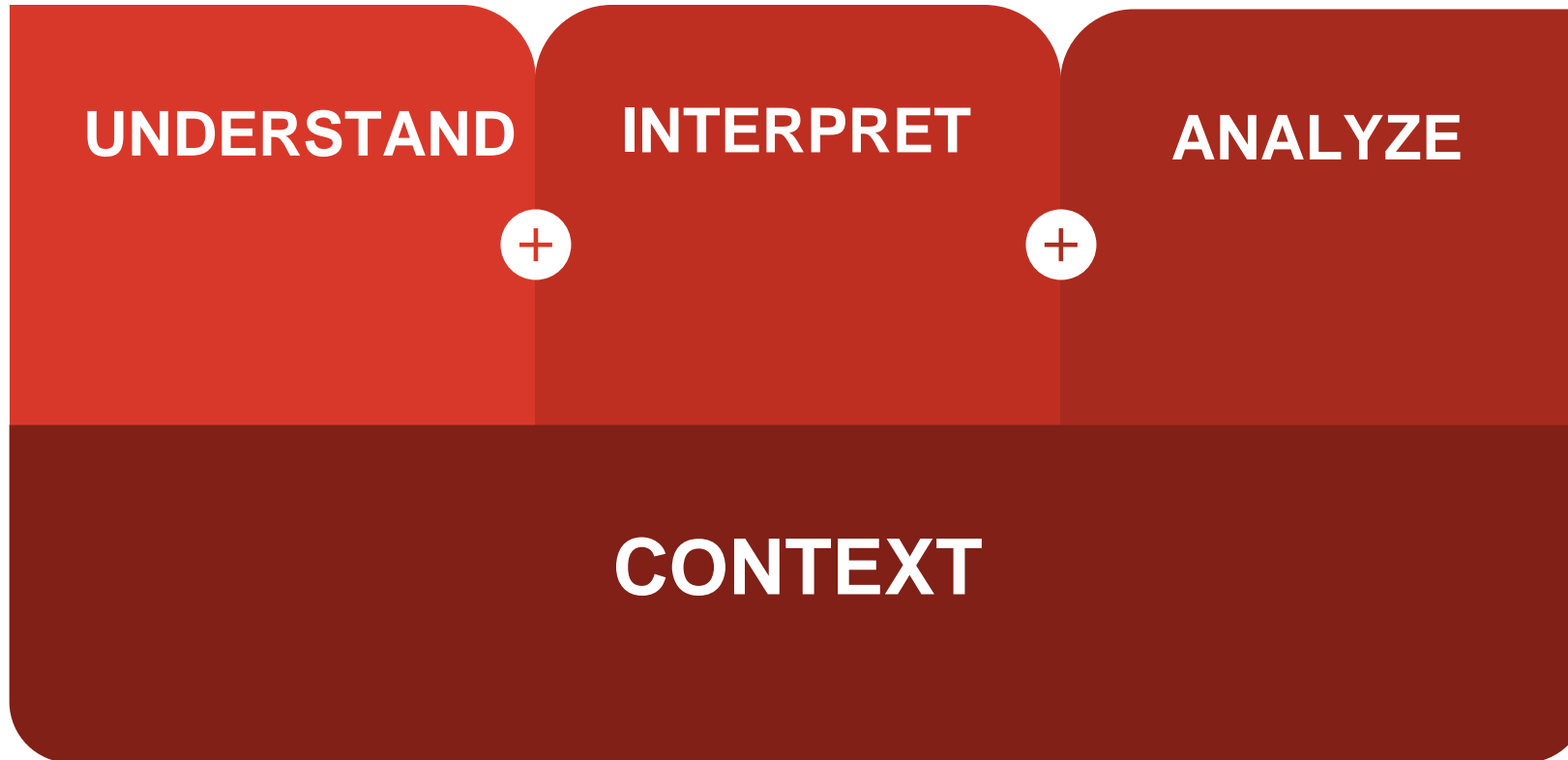
LEARNING OBJECTIVES FOR TODAY'S SESSION

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
5. Identify the challenges that accompany international credential evaluation



WHAT IS INTERNATIONAL CREDENTIAL EVALUATION?

INTERNATIONAL CREDENTIAL EVALUATION



TYPES OF INTERNATIONAL CREDENTIAL EVALUATION

- **Institutional credential evaluation (in-house)**
- **Credential evaluation organization (third-party)**

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
 - Universities should not expect an evaluation agency to manage documentation requirements of the institution.

- ❖ **Generally, two types of reports offered - General and Course by Course**
 - Additional report types may be offered by specific agencies

REQUIREMENTS FOR THE CREDENTIAL EVALUATION PROCESS

- ❖ Payment - Evaluation services are independent businesses without external support.
 - Payment can be submitted by an individual applicant, or by an academic institution.
 - The entity that pays for the evaluation report becomes the owner of the report.

REQUIREMENTS FOR THE CREDENTIAL EVALUATION PROCESS - FRESHMAN APPLICANTS

1. Freshman applicants submit academic records
 - a. Self-reported grades via Common Application
 - b. School counselors upload transcripts for applicants
 - c. Transcripts sent directly to Ithaca College by schools or colleges

2. Admissions staff evaluate academic records
 - a. Determine years of schooling completed/academic levels
 - b. Convert foreign grades to US grades; calculate GPAs
 - c. Determine admissibility and make appropriate admission decisions

3. Admitted applications - forwarded to Registrar office for credit evaluation
 - a. Review advanced secondary coursework to determine course transferability
 - i. Dual-degree program and summer college courses will also be evaluated
 - b. Prepare credit evaluation reports for admitted applicants

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

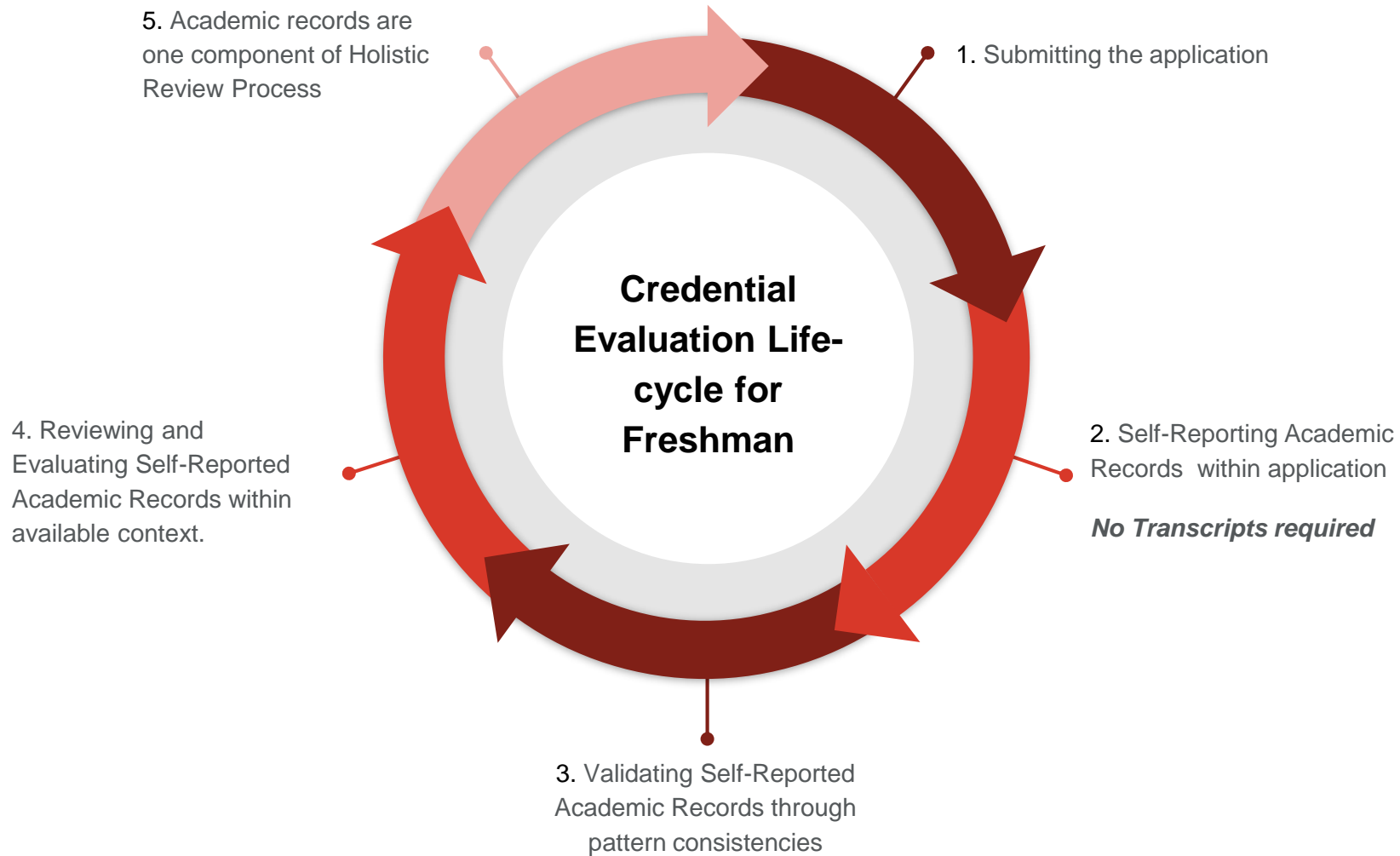
Different requirements for different academic levels :

→ Freshman

→ Transfer

→ Graduate

Requirements and Life-cycle of Credential Evaluation for Freshman and Transfers Applicants



Self-Reported Academic Records Example for Freshman

International External Exams

[OUA Edit](#)

Applicant Info

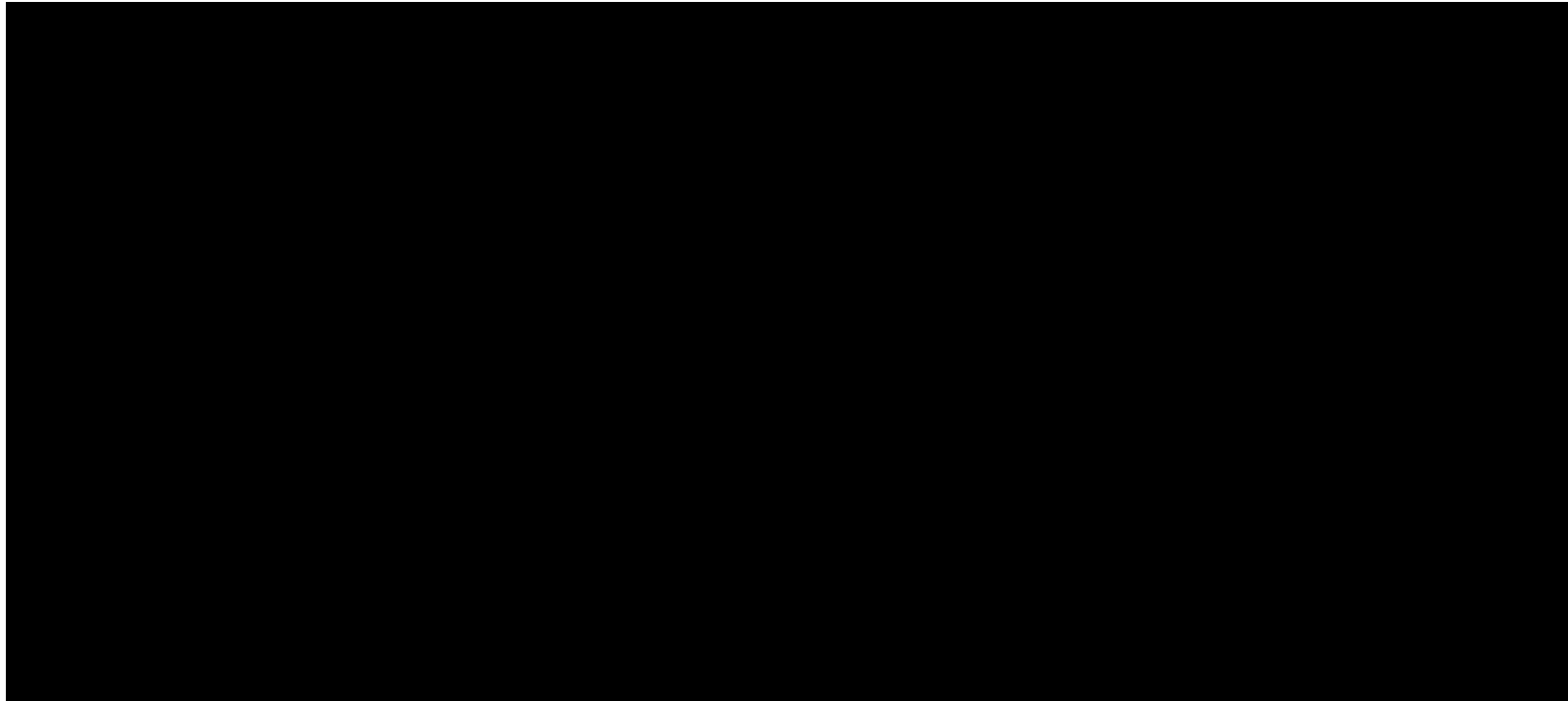
Name:
UIN:
BirthDate:
Grad Date:

Results

Exam Type	Test Date	Grading Scale	Subject	Result
GCSE/IGCSE	3/1/2017	A*-U	English Literature	A
GCSE/IGCSE	3/1/2017	A*-U	English Language	B
GCSE/IGCSE	3/1/2017	A*-U	Mathematics	B
GCSE/IGCSE	3/1/2017	A*-U	Physics	A
GCSE/IGCSE	3/1/2017	A*-U	Chemistry	B
GCSE/IGCSE	3/1/2017	A*-U	Biology	B
GCSE/IGCSE	3/1/2017	A*-U	French	A
GCSE/IGCSE	3/1/2017	A*-U	Economics	A*
GCSE/IGCSE	11/1/2016	A*-U	Design and Technology	C

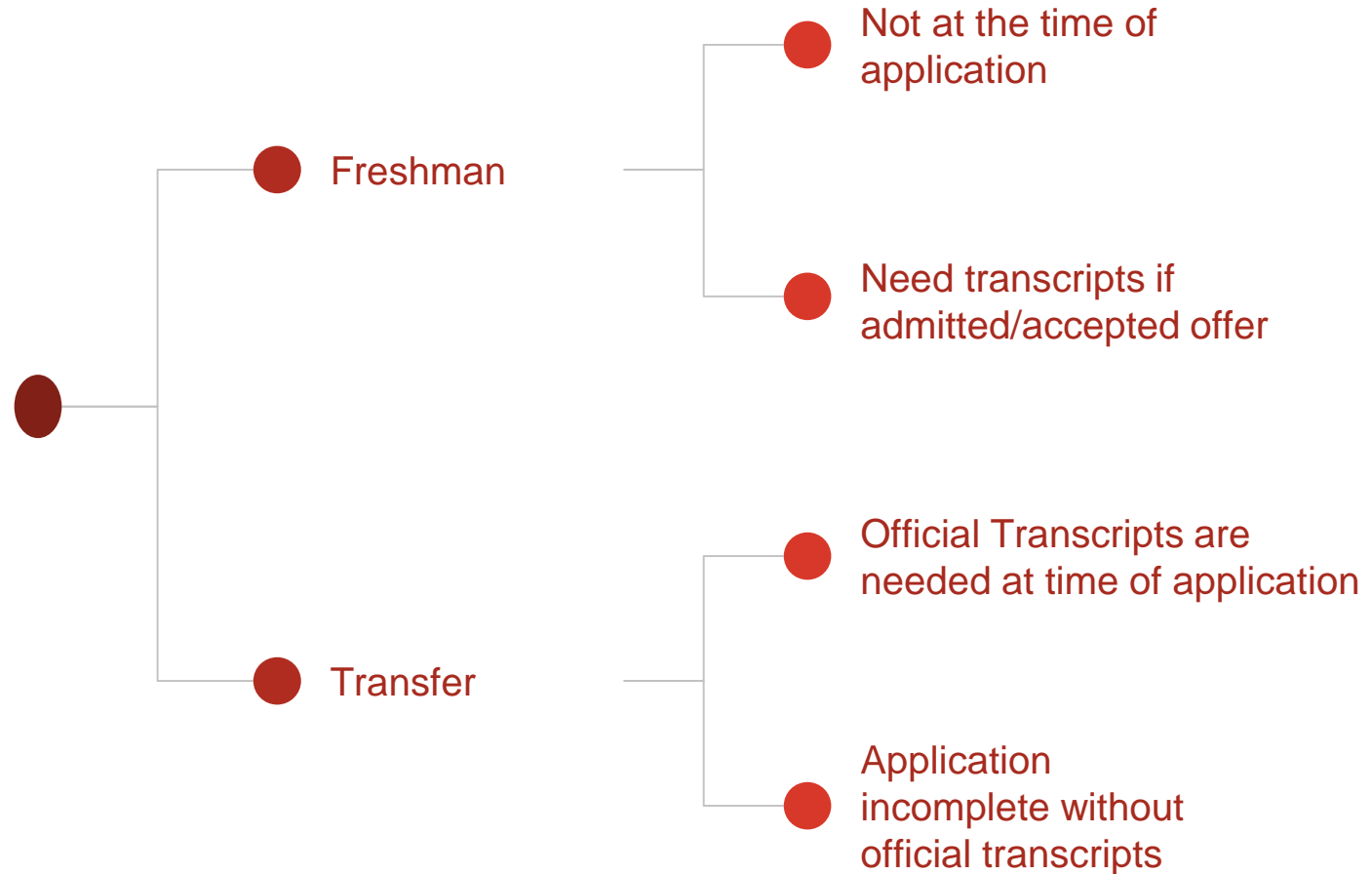
SELF-REPORTED ACADEMIC RECORDS EXAMPLE FOR FRESHMAN APPLICANTS

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



CREDENTIAL EVALUATION REQUIREMENTS FOR FRESHMAN AND TRANSFERS APPLICANTS

Do you require transcripts at all?



BEST PRACTICES TO ADVISE STUDENTS ON THE DIFFERENT CREDENTIAL EVALUATION OPTIONS

Create clear and easy-to-follow institutional guidelines for credential evaluation requirements

1. List step-by-step evaluation requirements on Registrar website
 - a. Indicate minimum grades required
 - b. Provide estimated turnaround time for preparing the credit evaluation reports
 - c. If an external evaluation report is required, provides list of recommended agencies
2. Develop online course equivalency databases or tables
3. Include a url of the website that includes the evaluation requirements in international admission brochures
4. Inform students about credential evaluation options during school visits, presentations, and college fairs

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 institution's website and blog
- Through high school counselor worksheets
- Through in-country high school workshops, meetings, & presentations
- Through webinars

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?

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

When do I submit my final transcripts?

Do I need to include 9th grade if it was completed at a junior high or middle school?

International External Exam Results

Add Each exam result you have completed And/Or plan To complete. External exams include GCSE/IGCSE/O-levels, GCE A-levels, International Baccalaureate (IB), Standard Board exams from India, etc. Enter your results **exactly** As they were reported by the examination board/authority.

Malaysia SPM

Month: 11 Year: 2014

Grading Scale: A+-E,G

Subject: Malay Language

A-

Result Not Received Yet: No

[Copy](#) [Edit](#) [\[X\]](#)

Malaysia SPM

Month: 11 Year: 2014

Grading Scale: A+-E,G

Subject: Chinese Language

A

Result Not Received Yet: No

[Copy](#) [Edit](#) [\[X\]](#)

Malaysia SPM

Month: 11 Year: 2014

Grading Scale: A+-E,G

BEST PRACTICES TO ADVISE STUDENTS ON THE DIFFERENT CREDENTIAL EVALUATION OPTIONS

“There is no single authority in the United States for the recognition of foreign degrees and other qualifications.” <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

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. Institutional recognition
 - a. Comparability to regional academic accreditation in the United States

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

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

OFFICIAL DOCUMENT

scholaro Scholaro, Inc. (224) 521-0170 info@scholaro.com

Course-by-Course
CREDENTIAL EVALUATION REPORT

Name: **SAMPLE** Date of Birth: April 18, 1995
Evaluation ID: 123456-789101-R5C8WD85 Evaluation Date: February 19, 2017

U.S. Equivalency: **High School Diploma and completion of one year of undergraduate coursework**
U.S. Credits (UG): **30.00**
U.S. GPA (UG): **3.00**

Purpose of Evaluation:	Further Education
Name of Awarding Institution:	Oxford Cambridge and RSA Examinations (OCR); AQA Education (AQA); Edexcel
Name of School Attended:	Brighouse High School
Country:	United Kingdom
Admission Requirements:	Completion of primary and secondary education (11 years)
Program:	General Certificate of Education Advanced Level program from a regionally accredited institution
Grants Access to:	Undergraduate programs
Standard Program Length:	Two years
Examination Years:	2013, 2014

This evaluation is based on the following documents electronically submitted by the applicant:

- General Certificate of Education (Advanced Subsidiary Level) No. 0031885449, issued by Oxford Cambridge and RSA Examinations (OCR), Cambridge, United Kingdom. Examination Session: January 2013. Date of Issue: April 18, 2013.
- General Certificate of Education (Advanced Level) No. 081013112631, issued by AQA Education (AQA), Manchester and Guildford, United Kingdom. Examination Session: June 2013. Date of Issue: September 21, 2013.
- General Certificate of Education (Advanced Level) No. 0033122417, issued by Oxford Cambridge and RSA Examinations (OCR), Cambridge, United Kingdom. Examination Session: June 2013. Date of Issue: September 21, 2013.
- General Certificate of Education (Advanced Level) No. 37303-5719-U0H73226J80495, issued by Edexcel, London, United Kingdom. Examination Session: June 2014. Date of Issue: October 6, 2014.

Evaluation Summary:
It is the judgment of Scholaro, Inc. that **SAMPLE** has the equivalent of a High School Diploma and completion of one year of undergraduate coursework awarded by regionally accredited secondary schools in the United States.

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Course-by-Course
CREDENTIAL EVALUATION REPORT

Name: **SAMPLE** Date of Birth: April 18, 1995
Evaluation ID: 123456-789101-R5C8WD85 Evaluation Date: February 19, 2017

Academic transcript including credits and grades converted to the US standards:

#	Course Title	US Credits	US Grade
Undergraduate Coursework:			
1.	Examination Session January 2013, OCR		
	General Studies (Advanced Subsidiary Level)	0.00	A
2.	Examination Session June 2013, AQA		
	Law	10.00	B
3.	Examination Session June 2013, OCR		
	Psychology	10.00	B
4.	Examination Session June 2014, Edexcel		
	Applied Business	10.00	B
	Total Credits (UG):	30.00	
	GPA (UG):	3.00	

Grade Conversion Scale:

Scale	US Grade
A	A
B	B
C	B
D	C
E	C
O	F

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Course-by-Course
CREDENTIAL EVALUATION REPORT

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Education in the United Kingdom

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Evaluation Notes:
Evaluation reports, delivered by our agency, are advisory reports prepared by professional evaluators based on comprehensive research with deep understanding of different educational systems around the world and in accordance with best practices adopted by our agency. Scholaro maintains an extensive list of print and electronic publications on comparative international education. A list of printed resources is available at www.scholaro.com/library. Evaluation reports, prepared by our evaluators, do not substitute any professional License and/or Certifications in the United States, and are subject to Terms and Conditions viewable at www.scholaro.com/terms.

Scholaro, Inc. is an Endorsed Member of ACE, the Association of International Credential Evaluators, Inc., and is approved by the Illinois State Board of Education to provide foreign credential evaluation services for Educator Certification.

Assumptions:
Conversion of foreign academic hours is calculated on the assumption that the average number of credits for one year of full-time academic study in the United States for the majority of accredited higher educational institutions varies from 18 to 24 semester hours for graduate programs, 30 to 34 semester hours for undergraduate programs, and 8 to 12 units for secondary programs.
Grade Point Average is calculated by dividing the total number of grade points by the total number of credits, not considering grades of 5 on the Satisfactory/Unsatisfactory scale.

[Signature]
Director of Evaluation Services

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

The Evaluation Report General

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General
CREDENTIAL EVALUATION REPORT
Name: **SAMPLE** Date of Birth: March 10, 1975
Evaluation ID: 123456-847156-A7E0C8SE Evaluation Date: February 7, 2017

U.S. Equivalency: **Bachelor of Business Administration degree and a Master of Business Administration degree**

Name of Awarding Institution:	Monterrey Institute of Technology and Higher Education
Name of Awarding Institution in Native Language (Spanish):	Instituto Tecnológico y de Estudios Superiores de Monterrey
Country:	United Mexican States
Admission Requirements:	Completion of secondary education
Program:	First undergraduate (<i>Licenciado</i>) degree program in Business Administration from a regionally accredited institution
Grants Access to:	Graduate programs
Standard Program Length:	Nine semesters (4.5 years)
Graduation Year:	2007

Name of Awarding Institution:	Monterrey Institute of Technology and Higher Education
Name of Awarding Institution in Native Language (Spanish):	Instituto Tecnológico y de Estudios Superiores de Monterrey
Country:	United Mexican States
Admission Requirements:	Bachelor's degree
Program:	Master degree program in Administration from a regionally accredited institution
Grants Access to:	Further graduate programs
Standard Program Length:	Two years
Graduation Year:	2008

This evaluation is based on the following documents electronically submitted by the applicant:

- ✓ **Título de Licenciada en Administración de Empresas (Licentiate in Business Administration Degree Certificate)** issued by Monterrey Institute of Technology and Higher Education, Monterrey, Nuevo Leon, Mexico. Date of Issue: December 13, 2007.
 - **Primary Source Verification:** Secretary of Public Education, Mexico. Date of Verification: February 1, 2017.
- ✓ **Grado Académico de Maestro en Administración (Master in Administration Degree Certificate)** issued by Monterrey Institute of Technology and Higher Education, Monterrey, Nuevo Leon, Mexico. Date of Issue: April 18, 2008.

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Evaluation Summary:
It is the judgment of Scholaro, Inc. that **SAMPLE** has the equivalent of a **Bachelor of Business Administration degree and a Master of Business Administration degree awarded by regionally accredited colleges and universities in the United States.**

The Monterrey Institute of Technology and Higher Education (ITESM) Location: Monterrey, State of Nuevo Leon, Mexico
University Type: Private
Accreditation: Secretariat of Public Education of Mexico
Year of Establishment: 1943
Official Website: www.itesm.mx

Education in Mexico

Level	Years
Educación Básica	3 yrs
Secundaria	3 yrs
Educación Media Superior Preparatoria	4 yrs
Técnico Superior Licenciatura	4 yrs
Maestría Especialidad	2 yrs
Doctorado	2 yrs

www.classbase.com

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- Grade Point Average is calculated by dividing the total number of grade points by the total number of credits, not considering grades of 5 on the Satisfactory/Unsatisfactory scale.

Director of Evaluation Services

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

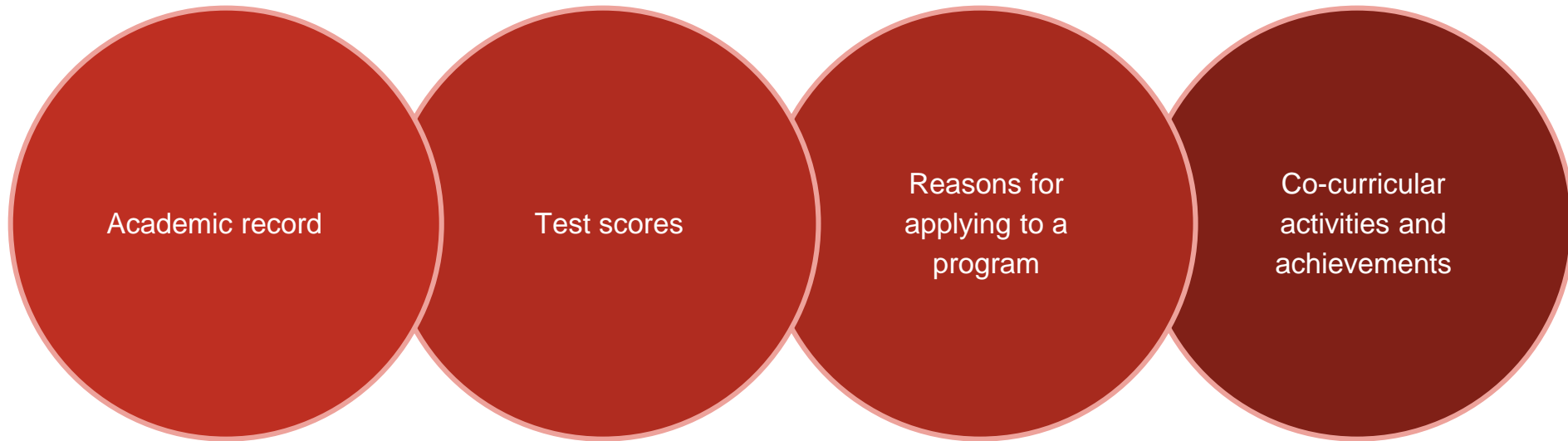
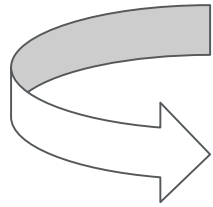
Evaluation Report Standards (AICE) - <http://aice-eval.org/standards/>

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)

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

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



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 determine a student's class level.
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

BENEFITS & CHALLENGES OF INTERNATIONAL CREDENTIAL EVALUATION

In-house
(UIUC)

Benefits	Challenges
Cost-effective and efficient	Time-consuming; requires extensive training to all staff members involved.
Seeing the bigger picture within the application	Equivalency can be challenged at times by students/applicants
Taking extenuating circumstances into consideration	Keeping abreast of all education updates and trends within country
Ability to see trends & patterns at a specific school	

BENEFITS & CHALLENGES OF INTERNATIONAL CREDENTIAL EVALUATION

In-House
Ithaca College

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-to-date on current trends and changes

Questions?

THANK YOU!

Quentin Law Phu: qlawphu@ithaca.edu – *Ithaca College*

Aleks Morawski: morawski@scholaro.com - *Scholaro Inc.*

Suha Rabah: srabah@illinois.edu – *University of Illinois at Urbana-Champaign*

A copy of this presentation is also available at www.scholaro.com/presentations