

Foreign Transcript Evaluations for Beginners

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Transcript Research**



Basics

Training, Conferences, and Workshops

- NAFSA Academy
- NAFSA State/Regional/National Meetings
- NAFSA Webinars
- AACRAO Winter/Summer Institutes
- AACRAO State/Regional/National Meetings
- ECE Webinars
- WES Webinars (including archives)
- Others



Basics

Asking Questions Online

- The Connection: <http://theconnection.ece.org/Home>
- Inter-L – International Education Networking:
<http://groups.yahoo.com/group/inter-l/>
- NAFSA Admissions and Credential Evaluation (ACE) Network:
<http://www.nafsa.org/groups/forums.aspx?boardid=2694>
- Texas International Education Specialists:
tex-intl-specialists@utlists.utexas.edu



Resource Library

Creating a Resource Library

- Start Big then Grow Smaller
 - Focus on larger resources (multi-country books, CDs, databases) covering many countries
 - Identify target countries/regions and then focus on them for specific, complex credentials
 - Save everything, even (especially?) email correspondence



Resource Library

Print/Physical Library

- ECE publications: <http://publications.ece.org/>
- AACRAO publications:
http://aacrao.org/publications/publications_catalog.aspx
- Europa World of Learning:
<http://www.educationarena.com/europa/#link3>
- IERF publications:
http://ierf.org/index.php/institutions/country_index/
- International Handbook of Universities:
<http://www.iau-aiu.net/content/reference-publications>



Resource Library

Electronic Library – Databases

- AACRAO EDGE: <http://edge.aacrao.org/>
- AEI-NOOSR: <http://www.aei.gov.au/CEP>
- Eurypedia from Eurydice:
<http://eacea.ec.europa.eu/education/eurydice/eurybase>
- IAU Higher Education Systems:
<http://www.iau-aiu.net/content/he-systems>
- IAU List of Universities:
<http://www.iau-aiu.net/content/list-heis>
- UK NARIC: <http://naric.org.uk/index.asp?page=35>
- World Higher Education Database:



Resource Library

Electronic Library – Publications

- EducationUSA:
<https://www.educationusa.info/secure/login.php>
- IQAS:
<http://employment.alberta.ca/immigration/5218.html>
- NORRIC: <http://norric.org/files/education-systems/>
- NUFFIC:
<http://www.nuffic.nl/international-organizations/services/>
- Online Guides to Ed. Systems around the World:
<http://www.nafsa.org/publication.sec/epublications/onlin>
- Researching Int'l Education Systems & Institutions:
<http://www.transcriptresearch.com/Research.pdf>



Evaluation Fundamentals

Major Education Systems

- US: 6+6, leads to high school diploma; Ex: China, Japan, Korea, Mexico, Saudi Arabia, Taiwan
- British: 6+5+2, leads to O levels & A levels (some moved to 12 year); Ex: Australia, Bangladesh, Canada, Ghana, India, Kenya, Nigeria, Zimbabwe
- French: 6+7, leads to Bacc; Ex: Benin, Cameroon, Canada (Quebec), Morocco, Togo
- Russian: 4+5+2, leads to Cert of Sec Complete Gen Ed; Ex: Bulgaria, Poland, Ukraine, Uzbekistan



Country Categorization Chart

| | U.S. | U.K. | France | Soviet | Other |
|----|--------------|-----------------|-----------------|----------------|---------------|
| 1 | Argentina | Australia | Algeria | Albania | Austria |
| 2 | Bahrain | Bahamas | Angola | Armenia | Belgium |
| 3 | Botswana | Bangladesh | Benin | Azerbaijan | Central Amer. |
| 4 | Brazil | Canada | Burkina Faso | Belarus | Chile |
| 5 | China | Caribbean | Cameroon | Bulgaria | Cuba |
| 6 | Colombia | Ghana | Canada-Quebec | Czech Republic | Cyprus |
| 7 | Costa Rica | Hong Kong | Central Afr Rep | Estonia | Dom. Republic |
| 8 | Egypt | India | Chad | Former Yugo. | Denmark |
| 9 | Eritrea | Indonesia | Congo | Georgia | Ecuador |
| 10 | Ethiopia | Ireland | Cote d'Ivoire | Hungary | Finland |
| 11 | Iran | Kenya | Djibouti | Kazakhstan | Faroe Islands |
| 12 | Iraq | Lesotho | France | Kyrgyzstan | Germany |
| 13 | Israel | Liberia | French Guiana | Latvia | Greece |
| 14 | Japan | Macau | Gabon | Lithuania | Greenland |
| 15 | Jordan | Malawi | Guadeloupe | Moldova | Iceland |
| 16 | Korea | Malaysia | Guinea | Mongolia | Italy |
| 17 | Kuwait | Malta | Haiti | Poland | Mozambique |
| 18 | Liberia | Myanmar | Ivory Coast | Romania | Netherlands |
| 19 | Liby | Nepal | Lebanon | Russia | Nicaragua |
| 20 | Mexico | New Zealand | Madagascar | Slovakia | Norway |
| 21 | Oman | Nigeria | Mali | Slovenia | Peru |
| 22 | Philippines | Pakistan | Martinique | Tadzhikistan | Portugal |
| 23 | Qatar | Scotland | Morocco | Turkmenistan | Scandinavia |
| 24 | Saudi Arabia | Singapore | New Caledonia | Ukraine | Spain |
| 25 | Sierra Leone | South Africa | Niger | Uzbekistan | Sweden |
| 26 | South Korea | Sri Lanka | Reunion | Yugoslavia | Switzerland |
| 27 | Swaziland | Tanzania | Senegal | | Turkey |
| 28 | Syria | Trinidad/Tobago | Togo | | Uruguay |
| 29 | Taiwan | Uganda | Tunisia | | Venezuela |
| 30 | Thailand | UK | Zaire | | |
| 31 | UAE | Zambia | | | |
| 32 | US | Zimbabwe | | | |
| 33 | Vietnam | | | | |
| 34 | Yemen | | | | |

Taken from "Secondary Education: Benchmarks for Freshman Admission"



Evaluation Fundamentals

General Rules for Credits

- One year of credit = one year of credit
- One year FT study = 30-32 semester credit hours
- 4 year bachelor = 120-128 (maybe up to 140) hours
- Contact Hours:
 - 15 class hours → 1 semester hour
 - 45 class hours → 3 semester hours
 - 45 lab hours → 1 semester hour



2 years = 60 credits

Department of Microbiology

FUDAN UNIVERSITY

Microbiology

Student Academic Record

| | | Student Identification No | | | | 9537001 | | | | |
|--|--|---------------------------|-------------|-------|--|---|-------|-------------|-------|---------------------------------|
| Course | First Academic Year (Sep. 1995-Jul. 1996) | | | | Course | Second Academic Year (Sep. 1996-Jul. 1997) | | | | Course |
| | First Term | | Second Term | | | First Term | | Second Term | | |
| | Credit | Score | Credit | Score | | Credit | Score | Credit | Score | |
| Economics | 1.5 | B- | / | / | Study on Theory of Deng Xiao-Ping | 1.5 | B | / | / | The Moral, Society and the Life |
| Education I | 0.5 | C | / | / | Life and Thought of Mao Ze-Dong's works | 2 | B | / | / | Biochemistry II |
| English Band I | 1.2 | C+ | / | / | Physical Education III | 0.5 | C- | / | / | Experiments of Biochemistry |
| English Band II | 1.2 | C- | / | / | College English Band IV | 1.2 | C | / | / | Cell Biology |
| Chinese Painting and Western Painting | 2 | B | / | / | CET Band IV | 0 | P | / | / | Experiments of Cell Biology |
| Transition to University Life | 0.5 | A | / | / | Applied Writing | 2 | A- | / | / | Microbiology |
| Zoology | 2 | C- | / | / | Outline of Chinese Law | 0.5 | B+ | / | / | Experiments of Microbiology |
| Elements of Zoology | 1.8 | B+ | / | / | Light and Color | 2 | B- | | | General Ecology |
| Advanced Mathematics I | 1.2 | A | / | / | General Physics I | 1.2 | B | / | / | Genetics |
| Advanced Chemistry B | 1.2 | B- | / | / | Experiments of General Physics I | 1.8 | B | / | / | Experiments of Genetics |
| Elements of General Chemistry B1 | 1.8 | B- | / | / | Organic Chemistry B | 1.2 | C+ | / | / | Microbial Taxology |
| Elementary Life Sciences | 2 | B | / | / | Experiments of Organic Chemistry B1 | 1.8 | C+ | / | / | Experiments of Microbiology I |
| Advanced Data Language | / | / | 1.2 | B- | Physical Education IV | / | / | 10.5 | B- | Immunology |
| Advanced Philosophy | / | / | 1.5 | B+ | Appreciation and Analysis of China and Foreign Literatures | / | / | 2 | B+ | Production Practice |
| Advanced Education II | / | / | 10.5 | B | Psychology of Students | / | / | 10.5 | A | BLANK BELOW |
| Advanced English Band III | / | / | 1.2 | D | Biochemistry I | / | / | 1.5 | B- | |
| Advanced Elementary Theory | / | / | 2 | A | General Physics II | / | / | 1.2 | B+ | |
| Advanced Readings of Zhou Yi | / | / | 2 | B+ | Experiments of General Physics II | / | / | 1.8 | C+ | |
| Advanced Plant Biology | / | / | 2 | C+ | Physical Chemistry B | / | / | 1.2 | B- | |
| Advanced Elements of Botany | / | / | 1.8 | B | Experiments of Physical Chemistry B | / | / | 1.8 | B | |
| Advanced Mathematics II | / | / | 1.2 | B- | Science and Religion | / | / | 2 | B+ | |
| Advanced Physical Chemistry B | / | / | 1.2 | C | BLANK BELOW | | | | | |
| Advanced Elements of Analytical Chemistry | / | / | 2.8 | B | 1- add up all credits for the time period = 108 | | | | | |
| Advanced Diploma of Biological Engineering | / | / | 2 | B+ | 2- divide by max US credits in same time = 60 | | | | | |

The grading system is as follows: 1. A: 90-100 A-: 85-89 B+: 82-84 B: 78-81 B-: 75-77 C+: 71-74 C: 66-70 C-: 62-65 D: 60-61 D-: Reexamination

2. Percentage system, 0-100. $108 \div 60 = 1.8$

55.5 hours
of credit

Those for which no final examinations are required are marked with either "pass" or "fail".

3- divide each transcript credit by new divisor

Department Chairman

乔守

Evaluation Fundamentals

Quarter Hours – 2 Strategies

- Math:
 - Quarter Hours * $\frac{2}{3}$ = Semester Hours
 - Ex: 4 q.h. * $\frac{2}{3}$ = 2.67 = 2.7 s.h.
- Estimate:

| | |
|---------------------|----------|
| - 1 q.h. = 0.5 s.h. | 6 = 4.0 |
| - 2 = 1.5 | 7 = 4.5 |
| - 3 = 2.0 | 8 = 5.5 |
| - 4 = 2.5 | 9 = 6.0 |
| - 5 = 3.5 | 10 = 6.5 |



Evaluation Fundamentals

Vocational/Technical Studies

- What are your institution's policies for domestic applicants/transcripts from vocational/technical?
- Do you have Applied Arts/Sciences programs?
- Do you determine credit hours earned in transfer, or credits towards degree plan?
- Would a syllabus make a difference?



Evaluation Fundamentals

Three-Year Degrees

- Things to Consider:
 - Upper secondary education
 - Equitable years of study vs. learning outcomes
 - Preparedness for Graduate School – same field?
 - What they can do at home
 - Bologna-compliant degrees vs other 3-year programs?
- Leveling Courses/Bridge Program
- Document Your Policies and Be Consistent!



General Strategies

- Things to Organize
 - Country Sheets
 - Grading Scales
 - Equivalencies
 - Country Files
 - Samples



General Strategies

Country Sheets

- Overview of Education System
- Maintain your grading scales and sources
- Identify higher ed institutions, sources, or both
- Keep track of your equivalency determinations
- Encourages consistency among multiple evaluators
- Allows for repeatable outcomes for infrequent evaluations





COUNTRY

Country Flag

Overview

Native Language:
Language of instruction:
Academic Year:

Education Structure: x + x + x + x (primary + secondary + upper secondary + bachelor)
Compulsory
Modeled after

Primary Education Summary
x years (referred to as xyz), ages y-z → credential. Primary education is handled through x schools.

Secondary Education Summary
x years (referred to as xyz), ages y-z → credential. Secondary education occurs in x schools.

Tertiary Education Summary
University admissions requires xyz.

Diplomas: x years
Bachelors degree: x years
Engineering degree: x years
Architecture degree: x years
Medical degree: x years
Masters degree: x years
Doctoral degree: x years

Main Equivalencies

Main Grading Scales

Secondary Level (Source)
Tertiary Level (Source)

Higher Education Institutions

Universities (Source)
Non-University Institutions (Source)

Educational Authorities and Accrediting Bodies

Notes



General Strategies

Grading Scales

- Country-specific Publications
- Databases (EDGE, AEI, WHED, etc.)
- EducationUSA Country Fact Sheets
- NAFSA ADSEC/wRAP-Up Newsletters
- NAFSA Guides (print from 1999, online current)
- New Country Index
- Transcripts
- WES Grade Conversions
- Save your sources & info – be consistent!



| | | | |
|---------------------------------|---------|-------------------------|-------------------|
| Career in Russia | | | |
| EducationUSA Advising Center | October | Undergraduate, Graduate | www.ac-md.dspl.ru |
| Rostov Region Administration | May | Undergraduate, Graduate | www.donland.ru |

5. Educational authorities and international education resources:

| Organization | Website | Telephone | Email |
|----------------------------------|--|-----------|--|
| Ministry of Education | www.ed.gov.ru | | bicab@ed.gov.ru |
| National Accreditation Agency | www.nica.ru/main.en.phtml | | |
| National Information Center | www.russianenic.ru/english | | |

6. Education System Overview, Secondary and Higher (see sample below)

| | In Secondary Education (high school) | In Higher Education (refers to bachelor's degree) |
|---|---|---|
| The language of instruction: | <i>Russian</i> | <i>Russian</i> |
| Years of mandatory English courses: | <i>From 7 to 12 years (depending on a school)</i> | <i>From 1 to 4 years (depending on a major)</i> |
| Years of study required to earn degree: | <i>9 or 11 years</i> | <i>4 or 5 years</i> |
| Describe the grading system & U.S. equivalent, if possible (please see examples in attached samples): | <i>5 grade system: excellent (5) — A good (4) — B satisfactory (3) — C unsatisfactory (2) — F</i> | <i>5 grade system: excellent (5) — A good (4) — B satisfactory (3) — C unsatisfactory (2) — F</i> |

7. Academic Calendar in country/dates of major holidays/best times for visits

| | Start month or date '09-'10 | End month or date '09-'10 |
|--|--------------------------------|---------------------------|
| Academic year | September | May-June |
| Major school holidays/breaks | November 3 | November 11 |
| Major school holidays/breaks | December 27 | January 14 |
| Major school holidays/breaks | March 23 | March 29 |
| Major school holidays/breaks | June | August 30 |
| Major exam periods | December 25 | January 15 |
| Major exam periods | May 20 (May 25) | June 10 (June 20) |
| Recommended times for US institution visits | September-October- November | March-April |



General Strategies

Calculating the GPA

- Simplified GPA vs. Weighted GPA
- Indigenous overall grade – degree class, major subjects
- +/- Grades
- GPA Calculator (Google: GPA Calculator xls)
- Course repeats – include in GPA? Exclude if only repeated once? Exclude if institution excludes?
- Last two years / upper division vs. overall



General Strategies

Equivalencies

- Counting years? National Council rec? Database rec? Campus interest (recruiter, dean, professor)?
- Look at education patterns so applicants from same region/education system are treated consistently
- If making an exception or dealing with a new credential, be sure to document it just in case
- You can't always be “fair”, but you can be consistent



Uganda

| Credential | Years of Study | Entrance Requirements | Comments | IERF Recommendations |
|---|----------------------|--|--|--|
| Diploma | (11) + 2 to 3 | EACE/UCE | <p>Represents a minimum of 2 years of postsecondary education.</p> <p>Offered at universities.</p> <p>Includes fields such as music, drama, dance, librarianship, education, interior design, and management.</p> <p>Grants access to further tertiary studies.</p> | Up to 30 semester credits of undergraduate coursework for each year of full-time study |
| National Diploma/ Ordinary Diploma/ Ordinary Technician's Diploma | (12 to 13) + 2 | EACE/UACE/Craft II Certificate/National Certificate | <p>Represents 2 years of postsecondary education.</p> <p>Issued by Uganda National Examinations Board (Ordinary Diploma) or by institutions (National Diploma and Ordinary Technician's Diploma).</p> <p>Offered at technical, commercial or vocational institutions and polytechnics.</p> <p>Includes fields such as architectural drawing and draughtsmanship, water engineering, accountancy, and secretarial studies.</p> <p>Grants access to employment, further technical and vocational studies and further tertiary studies.</p> | Up to 30 semester credits of undergraduate coursework for each year of full-time study |
| Diploma in Education/Grade V Teacher's Certificate | (13) + 2 or (14) + 3 | EACE/UACE/Grade III Teacher's Certificate/Grade IV Teacher's Certificate | <p>Represents a minimum of 3 years of postsecondary education.</p> <p>Offered at national teacher training colleges.</p> <p>Students entering with EACE/UACE or Grade III Teacher's Certificate follow a two-year curriculum whereas those with Grade IV Teacher's Certificate can upgrade their credential by following a three-year program.</p> <p>Eligible to teach at the secondary level (grades 7-11) in Uganda.</p> <p>Grants access to employment and further tertiary studies.</p> | Up to 30 semester credits of undergraduate coursework for each year of full-time study |



General Strategies

Country Files

- Likely both a physical and electronic file (unless you've gone paperless)
- Primary location(s) for storing data you have collected on country
- Examples: summaries of emails, saved web pages, conference handouts/presentations, articles, e-books, evaluation notes, scanned documents, etc.
- Make it accessible to all but changeable by few



General Strategies

Samples

- AACRAO EDGE
- EducationUSA
- Index of Secondary Credentials, IERF
- Ministry (Russian ENIC):
<http://www.russianenic.ru/rus/diplom.html>
- NAFSA ADSEC/wRAP-Up Newsletter
- Shelby's Big Book of Samples:
<http://shelbycearley.wordpress.com/manuals/>
- Workshop, presentations



Building Country Files/Requirements

Examples for Secondary-Level Studies

Concordia University:

http://www.concordia.ab.ca/sites/default/files/Entry_Level_International_Cr

NCAA:

http://fs.ncaa.org/Docs/eligibility_center/ECMIP/Intl_Acad_Credential_Res

Josef Silny:

<http://www.mdc.edu/internationalstudents/images/guide.pdf>

University of the Fraser Valley:

<http://www.ufv.ca/Assets/Admissions+and+Records/Admissions/intlgrad.pdf>

University of North Texas: <http://international.unt.edu/node/648>

University of Texas at Dallas:

<http://www.utdallas.edu/enroll/apply/documents/Required%20Secondary%20Education>



Building Country Files/Requirements

Examples for Post-Secondary Studies

Clemson University Study Abroad:

<http://www.registrar.clemson.edu/pdf/itcel.pdf>

Duke University:

<http://gradschool.duke.edu/documents/admissions/Credentials.pdf>

Sussex University:

<http://www.sussex.ac.uk/psychology/internal/documents/pg-quals-handbook>

University of Waterloo:

<http://www.grad.uwaterloo.ca/forms/admissions/placementguide.pdf>

University of Wisconsin-Madison:

<http://www.grad.wisc.edu/admin/gradcoordinators/iadmiss/countrylist.html>



Evaluation Blueprint

- Applicant Data
- Secondary vs. Post-Secondary
- Native Language



Evaluation Blueprint

Application Data

- What was the applicant's age at time starting and ending studies?
- Does applicant have educational history that makes sense given the country/countries?
- What does applicant say s/he has?
- What level of study is application for?
- Do the document support that level?



Evaluation Blueprint

Secondary Evaluations – National Exams

- Is the applicant applying from a country with a national leaving exam?
- If so, does your institution require high school transcripts and the leaving exam, or just the exam?
- Do you verify national exams? Require originals?
- How do you handle incomplete programs for countries with a leaving exam?
- Do you accept more than one sitting of the exam?
- What is your minimum “GPA”?



Evaluation Blueprint

Secondary Evaluations – Graduation Diplomas

- Do you require high school transcripts in addition to graduation diplomas?
- Do you calculate a GPA or look for minimum grades in certain subjects?
- If you use a GPA, is it a simple GPA or weighted?
- Are your freshman admits eligible for scholarships? Is there a different procedure for non-ranking schools (most international secondary schools)?



Evaluation Blueprint

Secondary Evaluations – Advanced Credit

- Do you award any advanced standing/advanced credit for secondary studies taken in “year 13” from the British A/S Levels, German Abitur, French Bac?
- If so, how do you handle countries that have a similarly named credential awarded after a different number of years? (Hong Kong A Level)
- Does your office process IB diplomas/certificates?



Evaluation Blueprint

Post-Secondary Evaluations – Preparation

- Do you require secondary records or just academic history (or neither)?
- Is the applicant's indigenous program completed?
- Has the applicant provided graduation documents?
- Are the documents issued by the institution in English, or do you have both English and native language documents?
- Are they official (or documents you will accept by institutional policy)?



Evaluation Blueprint

Post-Secondary Evaluations – Recognition

- Who are the higher education authorities?
- Is it a stand-alone institution or affiliated to someone else (autonomous, affiliated, constituent college, Listed Body vs. Recognized Body, etc.)?
- Is program recognition required for that country?
- Is it a technical, vocational, or professional organization or program? Do you accept that?



Evaluation Blueprint

Post-Secondary Evaluations – Evaluation

- What is the standard duration of the program?
- How much has the applicant completed?
 - Graduated – do you have degree/diploma/certificate or other proof of completion?
 - Incomplete – do you have syllabus/degree plan/study plan?
- What is your equivalency?
- Establish your baseline of credits
- Identify your grading scale conversion



Evaluation Blueprint

Native Language Documents

- Translations are often too “helpful”
- Names of institutions may be easier to identify with indigenous terms/symbols
- Verbal grades & Arabic #s are often mistranslated
- Learn to read or transliterate numbers and names of graduation credentials to spot check grades, confirm names of schools, and confirm credential
- Set policy on acceptable translations



Thank You!

*Researching International Education Systems
and Institutions* updated February 2012
<http://www.transcriptresearch.com/Research.pdf>

This presentation is available online at:
<http://www.transcriptresearch.com/Beginners.pdf>

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