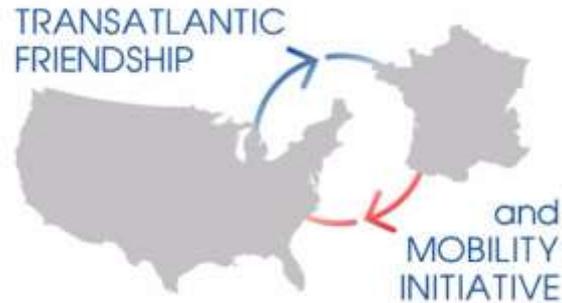


Providing *Leadership*
in *Academic and*
Enrollment Services



Advancing Global Higher Education



Facilitating Credits & Degree Recognition

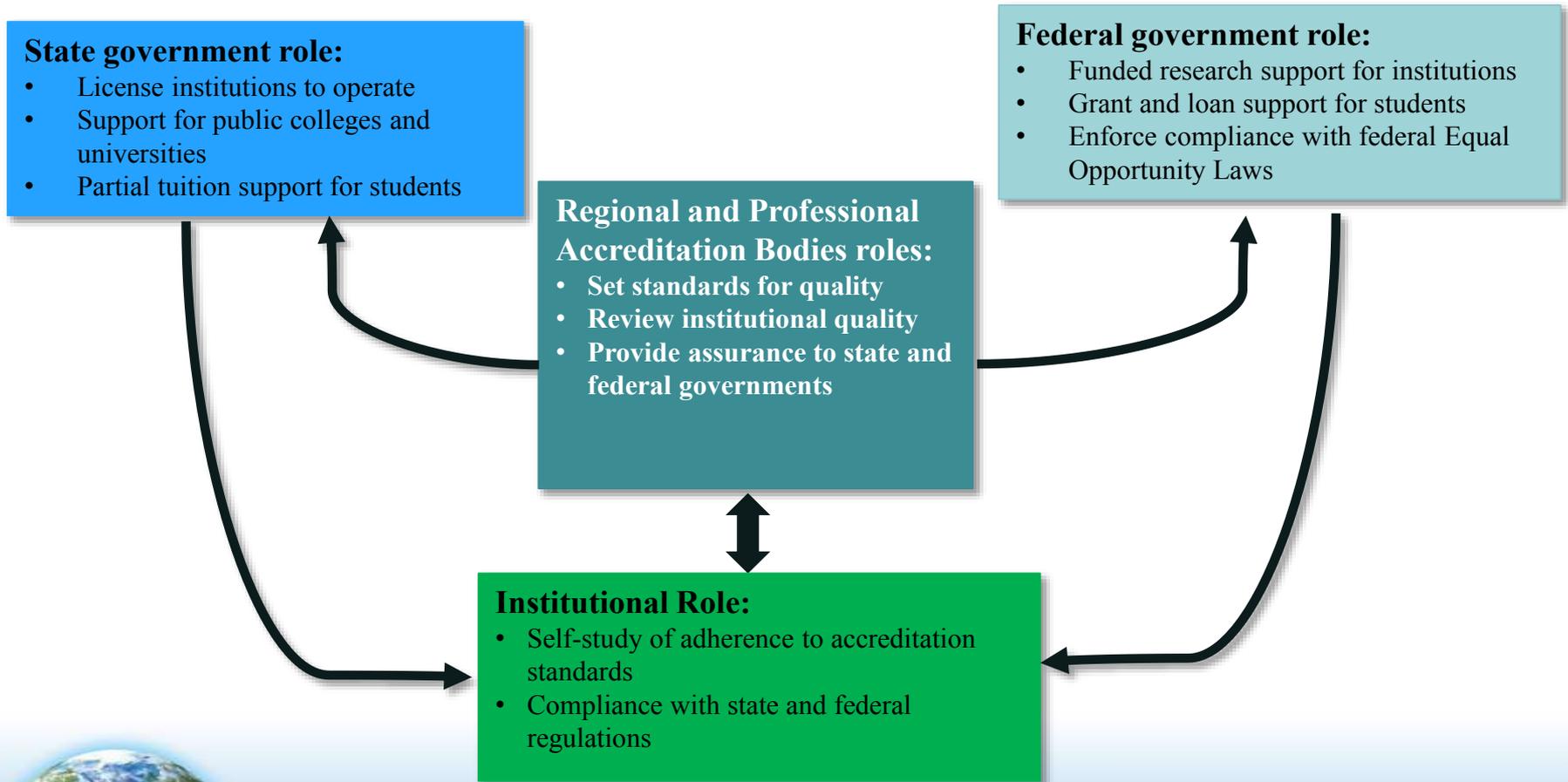


US Recognition

- Department of Education as National Education Information Center (NEIC)
 - regulates federal student grants and loans
- States determine licensure to operate and enforce standards largely dependent upon regional and/or professional accreditation standards recognized by but not governed by states and federal departments of education
 - Public vs. Private institutions



Framework of Quality Assurance and Governance in US Higher Education



Character of Systems

US Higher Education

- Decentralized complex interacting systems and subsystems.
- U.S. Department of Education influences, but does not govern
- Flexibility
- Admission tests are designed, written, and scored by private organizations. Requirements and standards differ among schools.

French Higher Education

- Centralized and hierarchical
- Ministry of Education governs schools from the top down
- Fixed
- Admission tests and standards are centrally administered.



Credit Systems

US Credit Hour

- Carnegie Unit: foundation is the contact hour
- 1 hour per week of scheduled class/seminar time + 2 hours of student preparation time.
- Average 15 credits per semester/30 credits per year

ECTS

- Concept of workload
- Each ECTS credit = 25-30 hours of student workload (29 hours in France)
- 30 ECTS per semester/60 ECTS per year



Calculation of Student Workload

| | US | France |
|-------------------------------|-----------|-----------|
| Credits per year | 30-36 | 60 |
| Credits per semester | 15-18 | 30 |
| Student work hours per credit | 45 | 25-30 |
| Total work hours per semester | 675-810 | 750-900 |
| Total work hours per year | 1350-1620 | 1500-1800 |

- Different yet comparable approaches to defining workload
 - one year = one year
- Most US institutions will divide ECTS by 2 in order to determine credit hour in transfer



Grades--ECTS

| ECTS Scale | Definition | % receiving grade | US Grade equivalent |
|------------|---------------------------------------------------------------|-------------------|---------------------|
| A | Excellent—outstanding performance w/ only minor errors | 10% | A |
| B | Very Good—above the average standard but w/ some errors | 25% | B+ |
| C | Good—generally sound work w/ a number of notable errors | 30% | B |
| D | Satisfactory—fair but w/ significant shortcomings | 25% | C+ |
| E | Sufficient—performance meets the minimum criteria | 10% | C |
| FX | Fail—some more work required before the credit can be awarded | — | F |
| F | Fail—considerable further work is required | — | F |

- The ECTS grading scale is based on a statistical distribution curve.



Grades - US

- No mandated grade scale
- Norm-based vs criteria based
- Scale variations by institution and will be reflected on the transcript

| US 4.0 Scale | | |
|--------------|---|--------------------|
| 4.0 | A | Excellent |
| 3.0 | B | Good |
| 2.0 | C | Average, Fair |
| 1.0 | D | Poor, Minimum Pass |
| 0.0 | F | Failure |

| US Percentage Scale | | |
|---------------------|---|-------------------------|
| 90-100% | A | Excellent/Superior |
| 80-89% | B | Very Good/Above Average |
| 70-79% | C | Average |
| 60-69% | D | Minimum Pass/Poor |
| 0-59% | F | Failure |

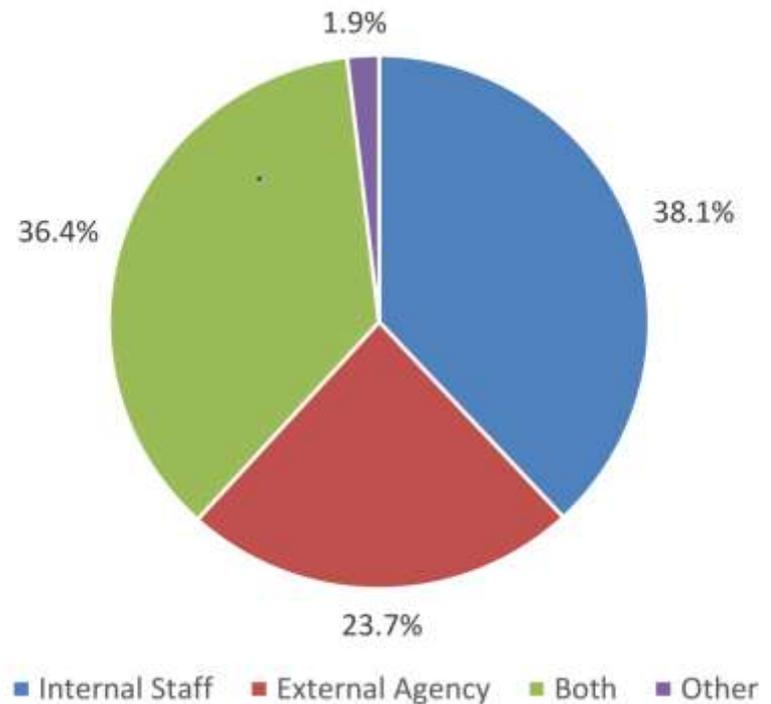
Source: AACRAO EDGE



Recognition of Foreign Credits and Institutions

Institutional autonomy to determine policies

- 24% of institutions exclusively use an evaluation service
- 75% of institutions do some in-house credential evaluation



Source: 2015 AACRAO Survey on International Recruitment Practices



Recognition of Foreign Credits and Institutions – The Role of AACRAO

- National Council on the Evaluation of Foreign Educational Credentials (referred to simply as The Council) from 1955-2006
- International Education Standards Council (IESC) 2006-Present
- AACRAO EDGE
 - United States Citizenship and Immigration Service (USCIS) of the Department of Homeland Security
 - Used by +530 institutions and +1725 individual users

Source: 2015 AACRAO Survey on International Recruitment Practices



Study Abroad Transfer Practices

- Defined by institutions
 - Institutional Exchange Agreements
 - Internal review of equivalency
- Many institutions rely upon external expertise
 - AACRAO EDGE
 - Credential Evaluation Agencies
 - Third-Party Providers



Study Abroad Transfer Practices

- Inconsistency of institutional policy
 - Admissions, Registrar, Study Abroad, Faculty
 - Lack of inter-office communication/coherence
 - Lack of training
- AACRAO
actively working
to address*

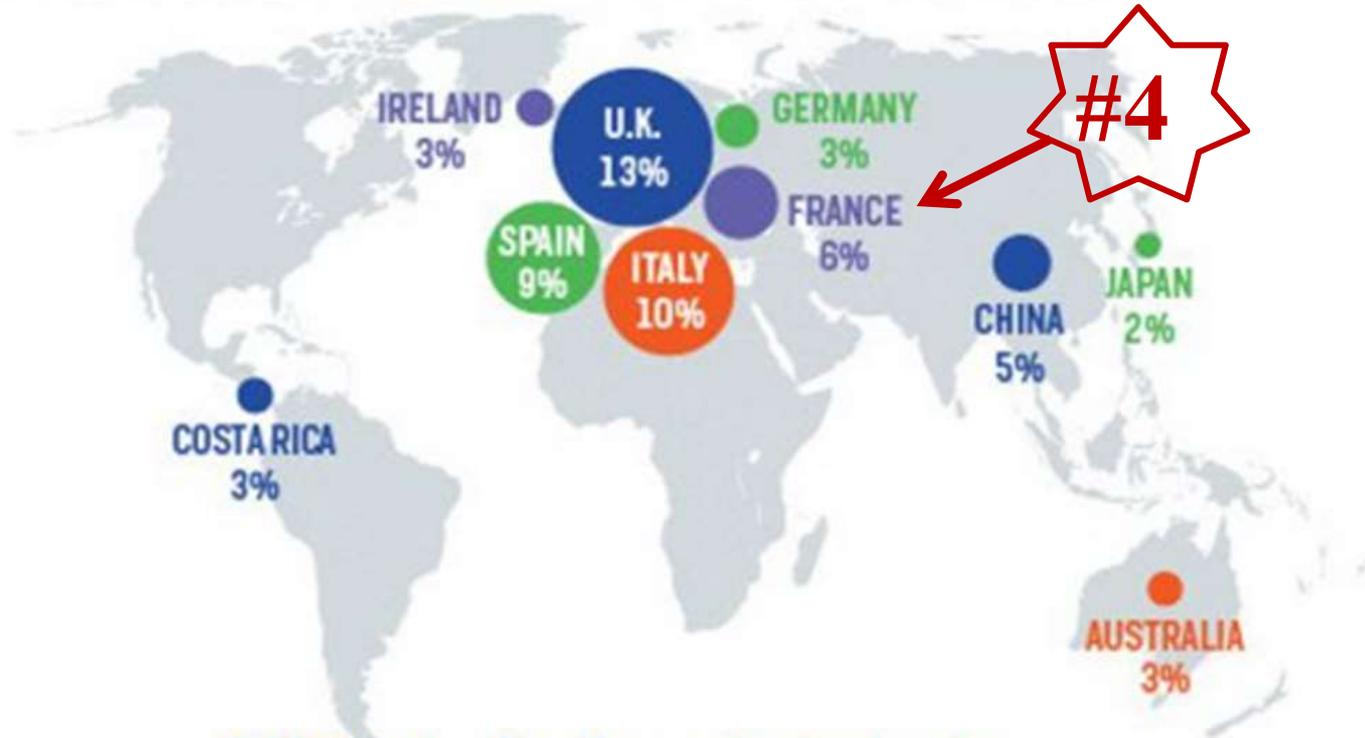


Study Abroad Transfer Practices— The Role of AACRAO

- International expertise moving out of universities
- Role of associations as a unifying force for policy creation
 - AACRAO, NAFSA, TAICEP
- Need for Training and Development
 - AACRAO International Institutes
 - AACRAO Annual Meeting Sessions
 - AACRAO EDGE



TOP TEN DESTINATIONS FOR U.S. STUDY ABROAD STUDENTS



Source: IIE Open Doors 2014



Points of Consideration for Franco-American Exchange

- Portability of US Federal Aid for Study Abroad
 - Student must be enrolled full-time at the foreign institution and receive credit for the program toward a degree at the home institution.
 - home institution may require a consortium agreement with the foreign institution
 - **Student must meet the full-time enrollment requirements of the home institution (generally 12-13 credit hours minimum—24-26 ECTS)**
- Awareness of credit transfer policies
 - **Grade of “D” concept in the US**, French grade of 8-9, may not be accepted in transfer, causing the student difficulty
 - Academic Calendar considerations—requirement timely release of grades
 - Syllabi may be required for coursework within the discipline
- Progress toward degrees
 - Flexibility of US Program allows for some choice, but students should have courses pre-approved before departure
 - Importance of articulated exchange programs



Further Recommendations for Franco-American Exchange

- Awareness of the basic similarities and differences in US and French higher education so that these do not become an obstacle for increased in-bound flows.
 - Continued work with recognition and with institutional familiarization
- Continue to develop relationships with key players in the international higher education community who deal with both in-bound and out-bound students between the US and France.
 - IIE, NAFSA, AACRAO, and the Forum would be important players in that community.
 - Actively seek out conferences or study abroad fairs on US campuses so that French university administrators can chat one-on-one with students interested in studying abroad.



Further Recommendations for Franco-American Exchange

- Understand the academic needs of US students studying abroad as they look to convert their French study experience into a tangible asset at their home institutions (direct application toward required or elective course requirements)
 - Work with institutions to develop collaborative exchanges—this is key for graduate level exchange
 - Offer courses and degrees in popular disciplines like computer science, engineering and business.



Further Recommendations for Franco-American Exchange

- Learn from other European colleagues with successful models
 - Actively work to create more English language courses and degree programs.
 - Familiarization tours?
 - Consider the Baden-Württemberg model
- Offer more programs outside of Paris that offer opportunities to experience the French countryside and that are less expensive than Paris living accommodations.
- Create funds designed to encourage study in France through grants
 - DAAD model

| Country | Programs in English |
|---------|---------------------|
| Germany | 480 |
| Spain | 259 |
| Italy | 195 |
| France | 166 |

Source: studyineurope.eu



Discussion

