

Essential Considerations Pertaining to the Evaluation of International Graduate Applications

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Overview

- International Graduate Students at MSU
- Contingent Admission
- Tests of English Language Proficiency
- Credential Evaluation

INTERNATIONAL GRADUATE APPLICATION TRENDS

Table 1. Change in International Graduate Applications by Field of Study, 2010 to 2011 through 2013 to 2014

	Final Number of Applications, 2010 to 2011	Final Number of Applications, 2011 to 2012	Final Number of Applications, 2012 to 2013	Preliminary Number of Applications, 2013 to 2014
International Total	11%	9%	2%	7%
Field of Study				
Arts & Humanities	8%	7%	4%	3%
Business	11%	7%	1%	7%
Education	13%	18%	-2%	-1%
Engineering	14%	14%	5%	14%
Life Sciences	8%	-1%	-7%	-6%
Physical & Earth Sciences	15%	8%	3%	16%
Social Sciences & Psychology	5%	11%	-2%	0%
Other Fields	10%	9%	5%	2%

Notes: Not all responding institutions provided data by field of study. See Appendix A for the survey taxonomy.

Sources: CGS International Graduate Admissions Survey, Phase II, 2011 to 2013, and Phase I, 2014

Table 2. Change in International Graduate Applications by Country/Region of Origin, 2010 to 2011 through 2013 to 2014

	Final Number of Applications, 2010 to 2011	Final Number of Applications, 2011 to 2012	Final Number of Applications, 2012 to 2013	Preliminary Number of Applications, 2013 to 2014
International Total	11%	9%	2%	7%
Country of Origin				
China	21%	19%	-3%	-1%
India	8%	3%	22%	32%
South Korea	2%	-1%	-15%	-5%
Taiwan	--	-2%	-13%	-4%
Canada	--	7%	-5%	0%
Mexico	--	10%	-8%	2%
Brazil	--	9%	25%	33%
Region of Origin				
Africa	--	-3%	4%	6%
Europe	--	7%	-2%	3%
Middle East *	16%	11%	2%	7%

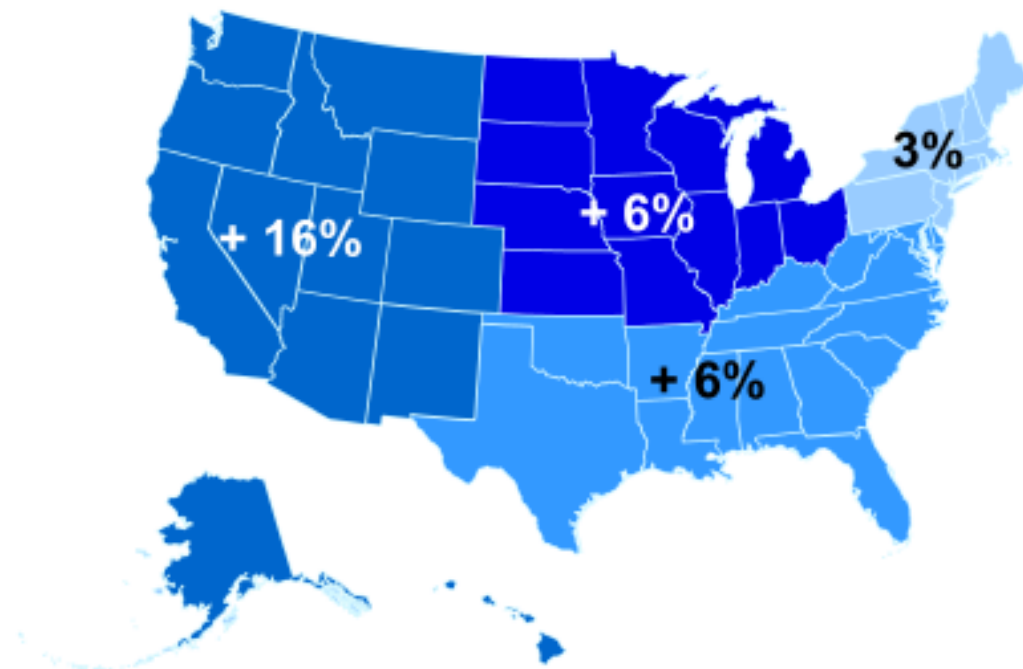
Table 3. Change in International Graduate Applications by Institutional Control and Carnegie Classification, 2011 to 2012 through 2013 to 2014

	Final % Change in Applications 2011 to 2012	Final % Change in Applications 2012 to 2013	Preliminary % Change in Applications 2013 to 2014
Total (All Institutions)	9%	2%	7%
Public	8%	4%	8%
Private, not-for-profit	12%	-2%	4%
Doctoral Institutions	10%	2%	7%
Public	9%	4%	8%
Private, not-for-profit	13%	-2%	4%
Master's-Focused Institutions	-5%	11%	19%
Public	-5%	16%	34%
Private, not-for-profit	-5%	6%	7%

Notes: Carnegie classifications are based on the 2010 Carnegie Classification of Institutions of Higher Education. Private, for-profit institutions and institutions classified as specialized or baccalaureate institutions are included in the totals but are not broken out separately.

Sources: CGS International Graduate Admissions Survey, Phase II, 2012 and 2013, and Phase I, 2014

Figure 2. Year-to-Year Percent Change in International Applications by Geographic Region, 2013 to 2014



Source: CGS International Graduate Admissions Survey, Phase I, 2014

International Graduate Enrollment

Level	USA	MSU
Master's	165,978	67
Doctoral	117,779	59
TOTAL	311,204	126

Top Five Sending Countries to the U.S.

Level	USA	MSU
China	103,587	17
India	54,607	19
South Korea	19,916	0
Canada	10,982	4
Saudi Arabia	9,379	6

International Contingent Admission

- Academically qualified applicant:
 - ✧ Lacks GRE/GMAT scores
 - or
 - ✧ English proficiency scores below department minimum

Possible Countries of Origin

- **Brazil**- Science Without Borders
- **Iraq**- Students may not have access to testing centers
- **Indonesia** and **Vietnam**- Government funds PhD students accepted into degree program
- **Saudi Arabia**- King Abdullah Scholarship Program

GRE Hardship Locations

Taking the GRE presents significant hardship in the following locations:

- 
- A world map with a light gray background. Red dots and shaded regions indicate the locations where taking the GRE presents significant hardship. The locations are: Andorra, Aruba, Belarus, Brunei, Burundi, Cape Verde, Central African Republic, Cuba, Curacao, Equatorial Guinea, Gabon, Gambia, Guinea-Bissau, Holy See, Korea-North, Laos, Lesotho, Liechtenstein, Maldives, Monaco, Montenegro, Nauru, Saint Vincent and the Grenadines, San Marino, Sao Tome and Principe, Seychelles, Sint Maarten, Solomon Islands, Somalia, South Sudan, Swaziland, Tuvalu, and Vanuatu.
- Andorra
 - Aruba
 - Belarus
 - Brunei
 - Burundi
 - Cape Verde
 - Central African Republic
 - Cuba
 - Curacao
 - Equatorial Guinea
 - Gabon
 - Gambia
 - Guinea- Bissau
 - Holy See
 - Korea-North
 - Laos
 - Lesotho
 - Liechtenstein
 - Maldives
 - Monaco
 - Montenegro
 - Nauru
 - Saint Vincent and the Grenadines
 - San Marino
 - Sao Tome and Principe
 - Seychelles
 - Sint Maarten
 - Solomon Islands
 - Somalia
 - South Sudan
 - Swaziland
 - Tuvalu
 - Vanuatu

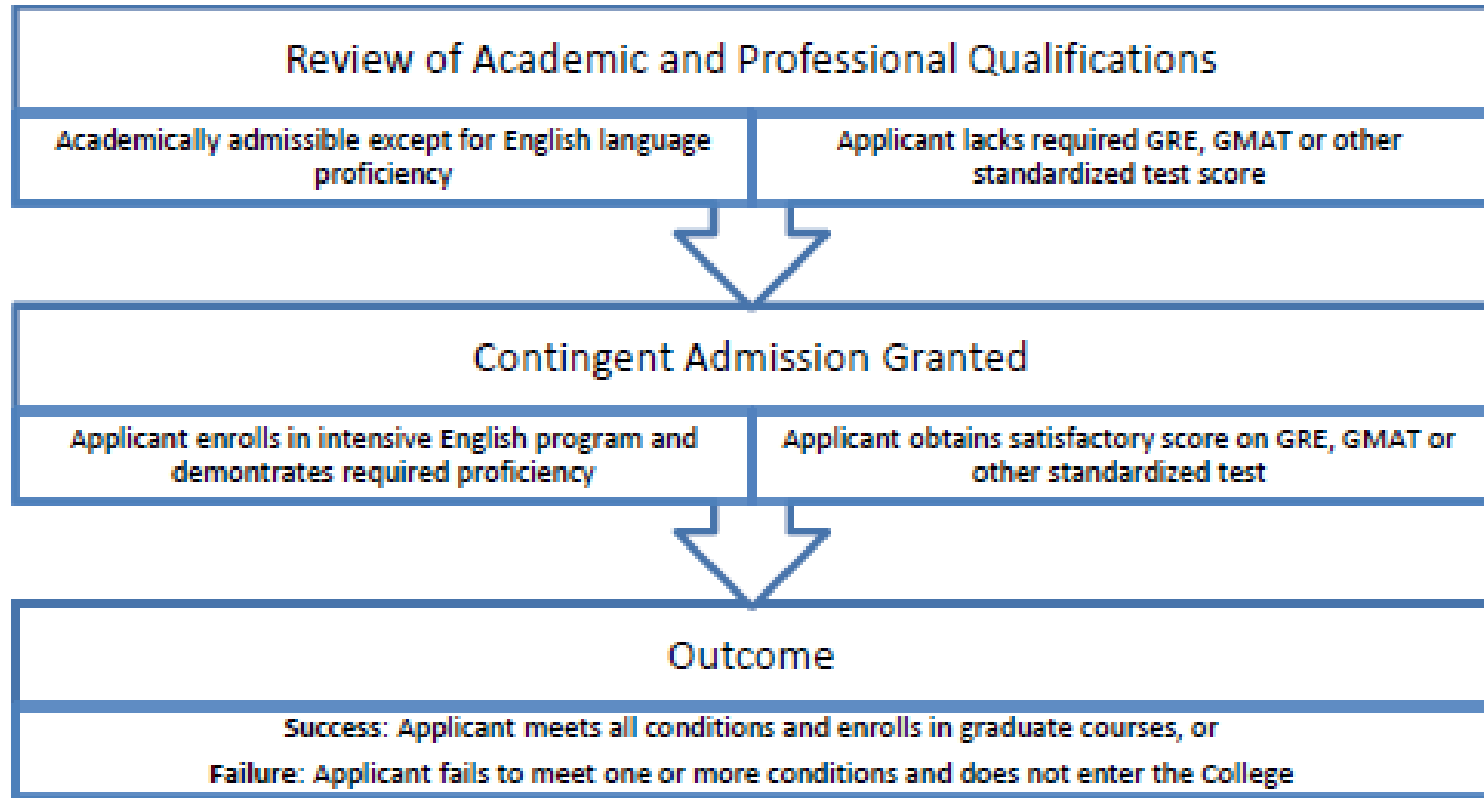
GMAT Hardship Locations

Taking the GMAT presents significant hardship in the following locations:

- 
- Afghanistan
 - Albania
 - Algeria
 - Andorra
 - Angola
 - Antigua and Barbuda
 - Armenia
 - Aruba
 - Bahamas
 - Barbados
 - Belarus
 - Belize
 - Benin
 - Bhutan
 - Brunei
 - Burkina Faso
 - Burundi
 - Cambodia
 - Cape Verde
 - Central African Republic
 - Chad
 - Comoros
 - Congo, Democratic Republic of the
 - Congo, Republic of the
 - Cote d'Ivoire
 - Cuba
 - Curacao
 - Djibouti
 - Dominica
 - Equatorial Guinea
 - Eritrea
 - Estonia
 - Fiji
 - Gabon
 - Gambia
 - Grenada
 - Guinea
 - Guinea-Bissau
 - Guyana
 - Haiti
 - Holy See
 - Iran
 - Iraq
 - Kiribati
 - Kosovo
 - Laos
 - Lesotho
 - Liberia
 - Libya
 - Macau
 - Madagascar
 - Malawi
 - Maldives
 - Mali
 - Malta
 - Marshall Islands
 - Mauritania
 - Micronesia
 - Monaco
 - Montenegro
 - Mozambique
 - Namibia
 - Nauru
 - Niger
 - North Korea
 - Oman
 - Palau
 - Papua New Guinea
 - Rwanda
 - Saint Kitts and Nevis
 - Saint Lucia
 - Saint Vincent and the Grenadines
 - Samoa
 - San Marino
 - Sao Tome and Principe
 - Seychelles
 - Sierra Leone
 - Sint Maarten
 - Slovakia
 - Slovenia
 - Solomon Islands
 - Somalia
 - South Sudan
 - Sudan
 - Suriname
 - Swaziland
 - Syria
 - Tajikistan
 - Timor-Leste
 - Togo
 - Tonga
 - Turkmenistan
 - Tuvalu
 - Vanuatu

Countries without GMAT testing sites

International Contingent Admission



TESTS OF ENGLISH LANGUAGE PROFICIENCY

English Competency Tests

IELTS

International English
Language Testing System

TOEFL

Test of English
as a Foreign Language

MELAB

Michigan English Language
Battery Assessment

PTE

Pearson Test of English
Academic

IELTS Academic

Listening (1-9)

Four recorded monologues and conversations

30 minutes

Reading (1-9)

Three long reading passages with tasks

60 minutes

Writing (1-9)

Writing task of at least 150 words where the candidate must summarise, describe or explain a table, graph, chart or diagram
Short essay task of at least 250 words
60 minutes

Speaking (1-9)

Face-to-face interview includes short questions, speaking at length about a familiar topic and a structured discussion
11-14 minutes

IELTS Scores

- 9 Expert user**
- 8 Very good user**
- 7 Good user**
- 6 Competent user**
- 5 Modest user**
- 4 Limited user**
- 3 Extremely limited**
- 2 Intermittent user**
- 1 Non-user**

Scores are reported in whole and half bands, e.g., 6.5, 7.0, 7.5, 8.0.

The results from the four parts are averaged to produce an Overall Band Score.

Reliability Estimate: 0.96 SEM: 0.22

TOEFL iBT

- **Internet Based Test (sections added for overall score 0-120)**

Reading (0-30)

3 to 5 sample passages from academic texts, approx. 700 words long
12 to 14 questions per passage

60 to 100 minutes

Listening (0-30)

4 to 6 lectures- 3 to 5 minutes long, 6 questions each
2 to 3 conversations- 3 minutes long, 5 questions each
60 to 90 minutes

Speaking (0-30)

Two tasks to express an opinion on a familiar topic. Four tasks to speak based on what is read and listened to 20 minutes.

Writing (0-30)

One task to write based on what is read and listened to one task to support an opinion on a topic.

50 minutes

-Reliability estimate: 0.94 SEM: 5.64

Other TOEFL Versions

- **Paper Based Test (310-677)**

Listening (31-68)

50 questions
30-40 minutes

Structure/Writing (31-68)

40 questions
25 minutes

Reading (31-67)

50 questions
55 minutes

TWE Test of Written English: 1 topic, 30 minutes. Score reported separately. (1-6)

PBT locations: http://www.ets.org/Media/Tests/TOEFL/tclists/PBT_view_all.html

- **Institutional Testing Program (310-677)**

-Multiple choice test, accepted when administered by IIE or government agency

Listening (31-68)

50 questions
35 minutes

Structure/Writing (31-68)

40 questions
25 minutes

Reading (31-67)

50 questions
55 minutes

-Reliability estimate: 0.96 SEM: 13.0

MELAB TEST

Writing

Test takers write an essay based on one of two topic choices.

30 minutes

GCVR

Test takers complete multiple choice sections: Grammar, Cloze, Vocabulary, and Reading.

80 minutes

Listening

3 parts- consisting of recorded questions, statements, and conversations. Test takers choose from printed answers.

35-40 minutes

Speaking*

*Optional 15 minute conversation

MELAB Scores

Writing (53-97)

Listening (30-100)

Reliability Estimate*: 0.85 SEM*: 4.7

GCVR (15-100)

Reliability Estimate*: 0.92 SEM*: 4.12

Final MELAB
Score:
33-99

(Average of Writing,
Listening, and GCVR)

Speaking (1-4)

*Average Reliability Estimate and SEM, MELAB Report 2012

PTE Academic

Speaking & Writing

Test takers read aloud, repeat sentence, describe image, re-tell lecture, and answer question.

30-35 minutes

Summarize written text.

20-25 minutes

Write essay.

20-40 minutes

Reading

Multiple-choice, re-order paragraphs, and fill in the blanks.

32-41 minutes

Listening

Summarize spoken text.

20-30 minutes

Multiple-choice, fill in the blanks, select missing word, dictation.

23-28 minutes

PTE Academic

Overall Score (10-90)

Communicative Skills

Listening (10-90)
Reading (10-90)
Speaking (10-90)
Writing (10-90)

Enabling Skills

Grammar (10-90)
Oral Fluency (10-90)
Pronunciation (10-90)
Spelling (10-90)
Vocabulary (10-90)
Written Discourse (10-90)

Reliability Estimate: 0.97 SEM: 2.32

Minimum Scores and Equivalencies

University	TOEFL	IELTS	Other
University of Montana	92/580	7.0	MELAB 83
Northern Arizona University	80/550	6.5	???
Montana State University	80/???	7.0	???
New Mexico State University	79/550	6.5	???
University of Idaho	79/550	6.5	MELAB 77
North Dakota State Uni.	71/525	6.0	PTE 50
University of North Dakota	76/550	6.5	ELS 112
University of Wyoming	??/???	?.	???
University of Nevada - Reno	61/500	6.0	???
Utah State University	79/550	6.0	PTE 53

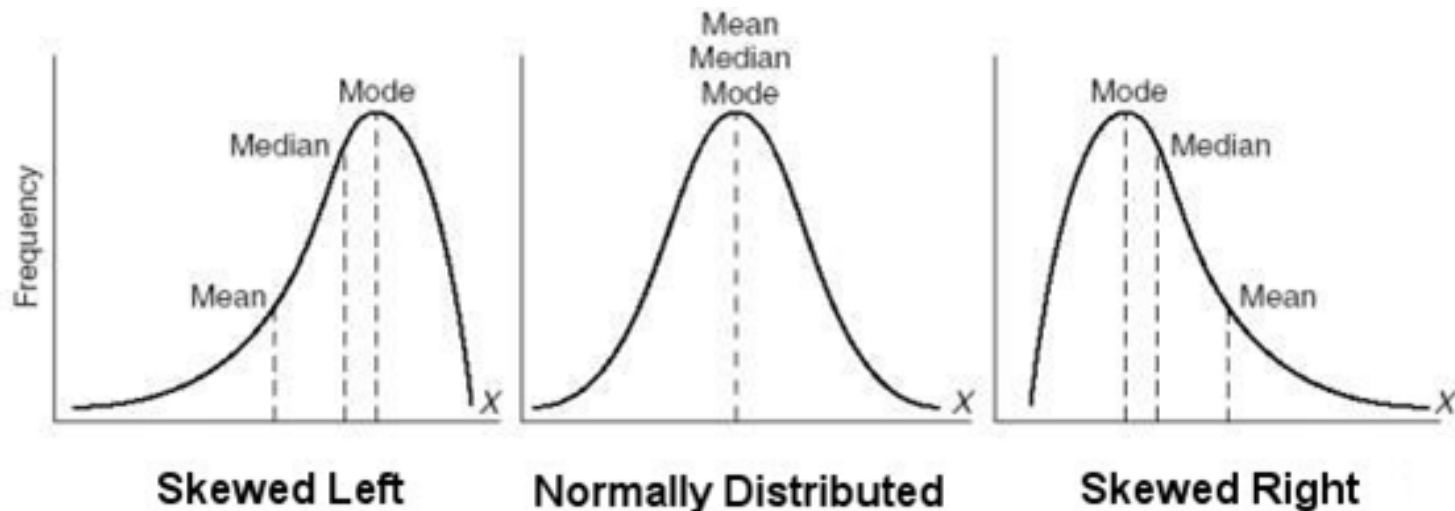
Recommended Score Equivalencies

TOEFL PBT	TOEFL iBT	IELTS	MELAB	PTE
600	100	7.0	85	68
Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.				
575	90	7.0	80	61
Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.				
550	80	6.5	77	54
Can exchange factual information on familiar routine/non-routine matters within his/her field with some confidence. Can pass on a detailed piece of information reliably.				
525	71	6.0	75	48
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.				

MAJOR PRINCIPLES OF APPLIED COMPARATIVE EDUCATION

Principle One

- GRADES: Each educational system maintains a normal distribution of grades.



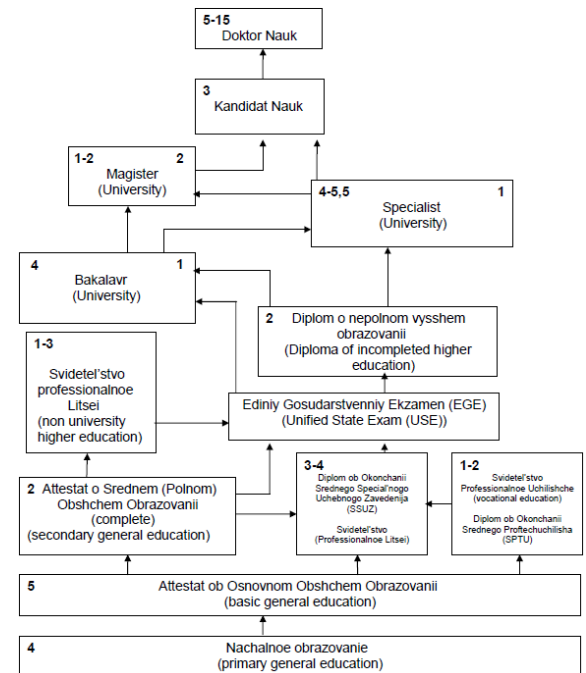
Principle Two

- CREDITS: One year of full-time academic work at one institution is the same at another institution of the same level.

Conversion Factor = Total Foreign Credits ÷ U.S. Credits in Similar Timeframe

Principle Three

- LEVEL: There are major differences between primary, secondary and tertiary education within educational systems.



Principle Four

- **PROGRAM:** Two educational programs may be considered equivalent even when they are not identical.

Core 2.0

Principle Five

- Philosophy: Two credential evaluation experts can reach very different conclusions.

Education Credential Evaluators

vs.

World Education Services

Basics of Foreign Credential Evaluation

- Institution
 - What level is the institution?
 - Is the institution accredited/recognized by the appropriate authorities?
- Credential
 - Is the credential authentic and complete?
 - Is the credential comparable to one or more degrees in the US?
 - How should credits be converted?
 - How should grades be converted?
 - What does this credential provide access to in terms of career or further education in the target system?
 - Is the translation accurate?

Resources:

Online Credential Verification Systems

IELTS | Institutions - Free, online results verification service

To ensure the validity of IELTS results, the IELTS partners provide a free, online verification service for organisations that accept IELTS results.

The online service gives institutions access to a secure database through which candidates' results can be checked for authenticity.

This service for accepting organisations is designed to provide yet another safeguard to supplement the sophisticated features built into the IELTS Test Report Form.

Please note, the only organisations that can access this service are those listed on the [IELTS Global Recognition System](#). It is not available to organisations providing additional services to clients, such as recruitment agents, travel agents, legal and immigration agents.

To register for the Results Verification Service you can follow the three simple steps below:

1. [Register to become a recognising organisation](#)
2. [Read the Results Verification service brochure \(PDF, 492KB\)](#)
3. [Apply for the IELTS TRF Verification Service](#)

Welcome to CHSI

The website is maintained by China Higher Education Student Information and Career Center (CHESICC). CHESICC is an authoritative institution directly under the Chinese Ministry of Education. Its primary business includes higher education enrollment, students' record and qualification management and graduates' employment. CHSI is the only designated website for higher education qualification certificate verification by Ministry of Education. [More](#)

MOE: Statement on Qualification Recognition and Verification Service

China's Ministry of Education (MOE) made a [statement](#) on its website on May 14th, about the importance and authoritative of qualification verification from CHESICC.

The statement says: In recent days the Ministry received some rumors saying that "Fundamental Changes on Qualification Verification for Overseas Study, the MOE Decides to Abolish Graduation Certificate Verification". We are here to make a statement on such issues as the following. [More](#)

Verification Service of Qualification and Student Record

Online Verification	Online Verification Report	Paper Verification Report
Student record and qualification could be verified online according to students' diplomas and ID information, based on web page or web service. Students could also check their own information for free through real-name registration.	Based on online verification, report on student records, qualification certificates, and admission information can be provided for the use of employment, overseas study, further studies, promotion, professional titles.	Both Chinese and English versions for higher education qualification certificates, student records, and student's academic transcripts, high school qualifications, and Gaokao scores which are awarded at any time.

Resources: Educational Systems and Degree Equivalencies



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Colleges and Universities	Corporations	Law Firms	Government
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EDGE can help international admissions professionals simplify the evaluation process and evaluate student's foreign credentials with confidence and ease. It is the most comprehensive collection of data on worldwide post-secondary education systems available on the Web today. Yearly subscription rates for colleges and universities are:

	Member Institutions	Non-member Institutions
Base subscription (includes 2 users)	\$495	\$680
Additional users	\$60	\$90

[Create Collegiate Account](#)

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I agree to adhere to the above statement.

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Country Index (Volume I)

Volume I of the **The New Country Index: Making Sense of International Credentials** (2004) is comprised of educational profiles for 70 countries. In particular, it features many countries from Asia, Europe and Latin America.

Volume I includes the following countries: Afghanistan, Armenia, Australia, Azerbaijan, Bangladesh, Belarus, Bosnia and Herzegovina, Brazil, Bulgaria, China, Colombia, Croatia, Denmark, Ecuador, El Salvador, Estonia, Ethiopia, France, Georgia, Germany, Guatemala, Haiti, Hong Kong, Hungary, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Japan, Kazakhstan, Korea, Kyrgyzstan, Latvia, Lithuania, Macedonia, Mexico, Moldova, Myanmar, New Zealand, Nigeria, Norway, Pakistan, Peru, Philippines, Romania, Russia, Scotland, Serbia and Montenegro, Singapore, Slovenia, South Africa, Soviet Union (Former), Spain, Sweden, Switzerland, Tajikistan, Thailand, Taiwan, Trinidad and Tobago, Turkmenistan, Ukraine, United Kingdom, United States, Uzbekistan, Venezuela, Vietnam, and Yugoslavia (former).

To purchase a copy of Volume I of the **The New Country Index: Making Sense of International Credentials**, [click here](#).

For additional information, please contact us at countryindex@ierf.org.

Country Index (Volume II)

Volume II of the **The New Country Index: Making Sense of International Credentials** (2011) is now available. The new volume is comprised of educational profiles for more than 80 countries not previously included in Volume I. In particular, additional countries in Africa, Latin America and the Middle East are covered.

Volume II includes the following countries: Albania, Algeria, Andorra, Anguilla, Antigua and Barbuda, Argentina, Austria, Bahamas, Barbados, Belgium, Belize, Bermuda, Bolivia, British Virgin Islands, Cambodia, Cameroon, Canada, Cayman Islands, Chile, Congo, Costa Rica, Cuba, Cyprus, Czech Republic, Democratic Republic of Congo, Dominica, Dominican Republic, Egypt, Eritrea, Finland, Ghana, Greece, Grenada, Guyana, Holy See, Honduras, Iceland, Ivory Coast, Jamaica, Jordan, Kenya, Kuwait, Lebanon, Liberia, Libya, Macau, Malaysia, Maldives, Mali, Mongolia, Montserrat, Morocco, Mozambique, Nepal, Netherlands, Nicaragua, Panama, Paraguay, Poland, Portugal, Rwanda, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Saudi Arabia, Senegal, Sierra Leone, Slovakia, Sri Lanka, Sudan, Syria, Tanzania, Tunisia, Turkey, Turkish Republic of Northern Cyprus, Turks and Caicos Islands, Uganda, United Arab Emirates, Uruguay, Yemen, Zambia, and Zimbabwe.

For a preview of a country profile, please [click here](#).

The New Country Index VOLUME 2 Making Sense of International Credentials



To Order

	Price	Qty	Total
The New Country Index (Volume II)	\$150.00		
California residents add local tax (9.00%)			
Shipping & handling (domestic: \$20.00, international \$45.00) *			
Grand total:			\$0.00

Resources:

Educational Systems and Degree Equivalencies

International Handbook of Universities

Edition	25th edition
ISBN	9781137293725
Publication Date	September 2013
Formats	Hardcover
Publisher	Palgrave Macmillan

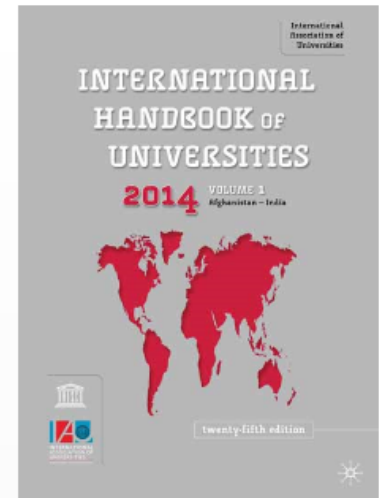
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The most comprehensive guide to university-level education worldwide, providing detailed information on higher education institutions that offer at least a post-graduate degree or a four-year professional diploma.

It includes single-user access to World Higher Education Database Online (see front of book for unique access code)

Representative: Over 18,000 institutions in over 180 countries listed alphabetically, including a division by Private and Public Institutions where available



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Resource: Online Grade Equivalencies

Online Guide to Educational Systems Around the World

January 01, 2013 | By: Susan Whipple



This document is one of several new Web-based resources called NAFSA e-Publications. E-Publications offer special features including Web pages, downloadable and printable PDFs, and customized tools.

Each of the updated country publications provides lists of credentials and other data that can be used to help determine placement recommendations and possibility of transfer credit both for undergraduate and graduate admissions. These updates do not replace either of the original publications, which cover and should be used for *credentials issued prior to 1999*.

- A Guide to Educational Systems Around the World (still available as a PDF)
- The Handbook on the Placement of Foreign Graduate Students (out of print)

Though compiled by many authors using a standardized template, minor style variations among the updates do occur. "Advice for admissions officers" is not provided. Subjective interpretation has been avoided, relying instead on objective data. These updates must be used in conjunction with other resources to determine actual placement recommendations and possibility of transfer credit.

Questions about credentials can be posted in [International Enrollment Management discussion forum](#).

INDIVIDUAL COUNTRIES

More countries will be added as they become available.

All links are to PDFs

Finland

FEEDBACK
Submit feedback, new credentials or resources, or notice of possible errors.

[Submit Feedback](#)

RELATED RESOURCE
Evaluating Foreign Educational Credentials: An Introductory Guide

World Education Services

WES Resources

Home Students Job Seekers Immigrants Educators Employers Professional Licensing About WES

WES Resources

- WES Country Profile
- WES Grade Conversions
- Education Systems
- Document Requirements
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- University Rankings
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WES iGPA™
International GPA Calculator
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International Student Segmentation

[Click Here to Read More](#)

INTERNATIONAL GRADE CONVERSION GUIDE FOR HIGHER EDUCATION

This guide, provided by World Education Services, contains suggested grade conversions for higher education in more than 120 countries. To access the grade conversion tables, please choose a country from the drop-down below.

Select a country

For a full explanation of the methodology for grade conversions utilized by WES for this guide please refer to the [Guidelines for Users](#).

Important Notes:

The interpretation of foreign grades is a sensitive issue within the field of international education as grading systems vary significantly from country to country. The suggested grade conversions presented here are not the only ones available. A number of formulas, models and approaches for grade translation, credit transfer and credential evaluation have been adopted in both Europe and the United States over the years. For an in-depth look at grading in different countries and the issues concerning grade conversions, please see the article by Guy Haug entitled "Capturing the Message Conveyed by Grades."

The Value Stream in Admissions



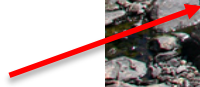
Extra Fee



Delayed Response



Additional Step



Questions?

Resources

- See Handout