

NATIONAL CAPACITY IN LANGUAGE AND
AREA STUDIES, POST 9/11:
AN EVALUATION OF THE IMPACT OF TITLE VI/FULBRIGHT-HAYS OF
THE HIGHER EDUCATION ACT

RICHARD D. BRECHT
EWA M. GOLONKA
MARY ELIZABETH HART
WILLIAM P. RIVERS



THE NATIONAL FOREIGN LANGUAGE CENTER AT THE UNIVERSITY OF MARYLAND

**NATIONAL CAPACITY IN LANGUAGE
AND AREA STUDIES, POST-9/11:
AN EVALUATION OF THE IMPACT OF
TITLE VI/FULLBRIGHT-HAYS OF THE
HIGHER EDUCATION ACT**

RICHARD D. BRECHT, CENTER FOR ADVANCED STUDY OF LANGUAGE

EWA M. GOLONKA, CENTER FOR ADVANCED STUDY OF LANGUAGE

MARY ELIZABETH HART, THE NATIONAL FOREIGN LANGUAGE
CENTER

WILLIAM P. RIVERS, CENTER FOR ADVANCED STUDY OF LANGUAGE

UNIVERSITY OF MARYLAND

The opinions expressed herein are those of the authors alone, not of the University of Maryland Center for Advanced Study of Language or any agency of the US Government.

Table of Contents

Chapter One: Introduction	2-12
Historical Context	2
Strategic Planning	2
Research and Development	3
Federal Language Training	4
Recruitment Pool	4
Reservoirs of Language Expertise	4
Summary of Title VI/Fulbright-Hays Program	5
Purpose of the Study	11
Stipulation	12
Chapter Two: Program Evaluation Methodology and Overview of the Government Performance and Results Act	13-16
The Government Performance and Results Act	13
Purpose and Method of Project EELIAS	13
Outcomes & Impact	14
Methodology for Developing EELIAS	14
The Propensity Score Method	15
Chapter Three: The EELIAS System	17-22
Strategic Goals for Title VI/F-H	17
Program-specific Goals and Indicators	19
On-line Reporting Instrument	21
Collection of External Data for Benchmarking	21
EELIAS Data for USED's 2000-2001 Strategic Plan	22
Formative Evaluation of the System	22
Chapter Four: EELIAS Applied	23-56
Introduction	23
Research Questions	24
Subject Selection: Definition of Title VI Support in these Studies	25
Study 1: Title VI Meeting its GPRA Goals	25
Knowledge	25
Expertise	29
Practitioners and Experts: EELIAS Data on Student Placements	34
Capacity	39
Language Capacity and Responsiveness to World Events	40
Study 2: Impact of Title VI	42
EELIAS as an Observational Study	42
EELIAS as an Evaluation Study	42
The Propensity Score Approach	43
Strategy Used to Establish the Comparison Group	43
Results	45
Matched sampling results	45
Outcome variables	46
Matching with replacement	46
Discussion	47
Chapter Five: Conclusion and Recommendations	57-62

Chapter One: Introduction

Historical Context

In 1992 Congress passed the Government Performance and Results Act (GPRA), whose purpose was to increase accountability in government departments and agencies by directly linking annual budgets to measured performance. In compliance with this legislation, the International Education and Graduate Programs Service office of the Department of Education (USED) solicited proposals in 1996 to evaluate the programs it funded under Title VI of the Higher Education Act and the Mutual Cultural Understanding and Exchanges Act, more commonly known as the Fulbright-Hays programs¹. The National Foreign Language Center (NFLC), at that time located at Johns Hopkins University, was subsequently awarded a five-year grant to design and build a system to evaluate the effectiveness of the thirteen programs that then constituted the federal investment in international, post-secondary education. The result was the Evaluation of Exchange, Language, and International Area Studies (EELIAS) system, a comprehensive program data input and evaluation system which the NFLC developed in close cooperation with USED's International Education and Graduate Programs Service as well as with major stakeholders and scholars associated with Title VI/F-H.

Since work began on EELIAS, much has changed with regard to both the original task as described in the grant proposal and the environment in which it was accomplished. Some of these changes have been superficial: the International Education and Graduate Program Studies office is now the International Education Programs Service (IEPS); the NFLC has moved to the University of Maryland in College Park; and a fourteenth program has been added to the menu of programs to be evaluated: Technological Innovation and Cooperation for Foreign Information Access (or TICFIA).

Other developments over this period of time have been, by contrast, profound, shaking the foundations of American society and, along with it, the status of international studies in the United States. The end of the Cold War and the increased pace of globalization have changed the dynamics of interaction among nations and individuals around the world. In particular, the tragic events of September 11, 2001 have changed the way Congress and the White House view the importance of language and cultural knowledge among federal employees and U.S. citizens. The signal result of these changes has been a dramatic expansion in proposals from the Executive Branch and Congress to support language and international education. New initiatives have been launched or proposed in the following areas:

Strategic Planning

1. The National Security Language Initiative (NSLI) - On January 6, 2006, President Bush made an unprecedented call by a sitting President of the United States for a national initiative to ensure that the United States would have sufficient capacity in foreign languages. The NSLI seeks to achieve the following: increased funding for the National Flagship Language Initiative as well as the USED Foreign Language Assistance Program; the creation of a National Language Service Corps; the establishment of K-16

¹ See <http://www.ed.gov/about/offices/list/ope/iegps/title-six.html> for full details of the Fulbright-Hays Act.

foreign language “feeder” programs under the aegis of the Department of Education; and exchange opportunities for high school foreign language students in the Department of State, among several other new initiatives.²

2. More advanced language proficiency targets for federal language professionals - This includes the Director of the National Security Agency’s (NSA) documenting of (proficiency) Level 3 as the “formal requirement for working cryptologic language,” and its *Transformation 2.0: Cryptology as a Team Sport*, focusing “on dependencies not only within NSA/CSS (Central Security Service), but increasingly on dependencies beyond the fence line—in the larger Department of Defense (DOD) and intelligence communities.” The paper also underlines the need for more advanced language skills for NSA employees.³
3. Enhanced language training and infrastructure for the U.S. military - The Defense Language Transformation Roadmap, issued in March of 2005, called for the creation of foundational capacity in foreign languages for the DOD workforce and a cadre of language specialists at the 3/3/3 proficiency level. Capacity building includes specific actions to require language proficiency among General officers as well as foreign language training for all officers. It also led to the establishment of a Senior Language Authority for the Department of Defense, and a Defense Language Office to coordinate implementation of the Roadmap.⁴
4. Ongoing review and promotion of foreign language proficiency among U.S. military personnel - The 2006 Quadrennial Defense Review recognizes the importance of language skills to national security. It calls for increased proficiency pay for foreign language skills, increased funding for the National Security Education Program, foreign language education for the officer corps, and integration of foreign language skills into requirements planning for future operations, in addition to the steps outlined in the Defense Language Transformation Roadmap.⁵
5. Ongoing review and promotion of foreign language proficiency among U.S. intelligence officers - See, for example, the Director of Central Intelligence’s roadmap for improving the language capabilities of the Intelligence Community: *Strategic Direction for Intelligence Community Foreign Language Activities*, 5 May 2003.
6. Active steps to augment the foreign language proficiency of the U.S. diplomatic corps - This would include the “Language Continuum” initiative, a major effort of the Foreign Service Institute/Foreign Language Center (FLC) to raise the language competence of State Department personnel beyond the 3-level.
7. The FBI’s “Workforce Planning Initiative” and Language Services Translation Center

Research and Development

8. The University of Maryland Center for Advanced Study of Language (CASL), the University Affiliated Research Center recently established at the University of Maryland. This center is responsible for basic and applied research to improve the performance of

² See <http://www.state.gov/r/pa/prs/ps/2006/58733.htm> for full details of the NSLI.

³ Statement for the Record by Mr. William B. Black, Deputy Director, National Security Agency, Before the House Permanent Select Committee On Intelligence: Building Capabilities: the Intelligence Community’s National Security Requirement for Diversity of Language, Skills, and Ethnic and Cultural Understanding, 5 November 2003, p. 2 of 12.

⁴ <http://www.defenselink.mil/news/Mar2005/d20050330roadmap.pdf>, last accessed March 10, 2006.

⁵ <http://www.defenselink.mil/qdr/report/Report20060203.pdf>, last accessed March 10, 2006.

federal employees concerned with national security whose work requires linguistic and cultural expertise.

Federal Language Training

9. Innovations in on-line learning and in certifying proficiency in the CIA's Intelligence Language Institute
10. The establishment and expansion of the School for Continuing Studies at the Defense Language Institute (DLI) - This school is charged with maintaining and enhancing the language proficiency of military personnel in the field.
11. The Proficiency Enhancement Project of the DLI/FLC, which looks to raise the proficiency level of its graduates
12. Revolutionary access to language learning and teaching resources in the Advanced Distributed Learning mode—for example, the “LangNet” project developed by the National Foreign Language Center (NFLC) and the Global Language Online Support System (GLOSS) developed at DLI, both of which are designed to provide language learning customized to individual needs anytime and anywhere over the World Wide Web.
13. Access for all federal and academic language education programs, as well as research efforts, to television and radio broadcasts from around the world, provided by Satellite Communications for Learning Associated (SCOLA).
14. The development of the Defense Language Proficiency Test 5, aimed at testing language ability at the very highest levels of proficiency required for federal service.

Recruitment Pool

15. The DOD's National Security Education Program (NSEP), housed at the National Defense University, with the mandate to expand the pool of linguistically proficient federal employees concerned with national security.
16. The pilot National Flagship Language Initiative (NFLI), under the auspices of the NSEP, directed at guaranteeing a supply of graduates from a select set of universities with a 3-level proficiency in critical languages who intend to work in the federal government.
17. Senators Akaka (Hawaii) and Durbin (Illinois) introduced the Homeland Security Education Act (S. 2450) in March 2006, which promotes high-level language expertise. The legislation provides for many programs to promote language learning, such as student and teacher scholarships, student loan forgiveness, grants to establish partnerships between school districts and institutions of higher education, and grants to encourage foreign language proficiency along with science and technological knowledge. Congressman Reyes of Texas introduced the 21st Century National Defense Education Act (HR 4734), which promotes Science, Technology, Engineering and Math (STEM) education, careers, and capacity, as well as fluency in critical foreign languages.

Reservoirs of Language Expertise

18. Initiatives to establish registries that contain names of individuals with language competency and interest in serving in times of need. This would include the National Language Skills Registry, currently administered by the Defense Management Data Center, and a similar effort for law enforcement agencies undertaken by the FBI—the Law Enforcement & Intelligence Agency Linguist Access System (LEILA).

19. The National Virtual Translation Center (NVTC), established under the 2001 Patriot Act, which operates under the auspices of the FBI with the mandate to ensure accurate and timely translations of foreign language materials which may have national security implications.
20. The Civilian Linguist Reserve Corps, a feasibility study of which is authorized under the 2003 Intelligence Authorization Act. This initiative proposes, on the model of the military reserve, to build and maintain a cadre of linguistically proficient civilians willing to serve their country in times of need.

In addition to these initiatives, Title VI/F-H, as of 2002, has been charged to focus on languages and area studies critical to the current Global War on Terrorism and the nation's security needs.

Seen in this context, the mandate for accountability of federal language and area studies programs is more pressing than ever, as they have a direct impact on the lives of the people of America and its emissaries around the world. The criticality of these programs is dramatically demonstrated by the attention given to them in the past three years by Congress as well as by outside academics, journalists, and political pundits. Accordingly, the present report, although originally proposed in a different time and sociopolitical environment, has relevance and importance far beyond its original intent.

Summary of Title VI/Fulbright-Hays Programs

Title VI of the Higher Education Act is the main source of federal funding for foreign language and international studies in our nation's colleges and universities. The goal of the legislation is to ensure that the U.S. has the expertise and skills to meet national strategic needs. More recently, the goal has been expanded to include expertise on homeland security and the knowledge and skills necessary to compete in a global economy.

Part A of Title VI focuses on International and Foreign Language Studies and has six primary functions: 1) to support centers, programs, and fellowships that produce trained personnel and conduct research in foreign languages, area studies, and other international studies; 2) to develop a pool of international experts; 3) to promote access to research and training overseas; 4) to advance the internationalization of a variety of disciplines throughout undergraduate and graduate education; 5) to support cooperative efforts promoting international and foreign language knowledge, teaching materials, and research through the use of advanced technologies; and 6) to coordinate federal government programs in the areas of foreign language, area studies, and other international studies.

Part A authorizes the following programs:

1. The **National Resource Center (NRC) Grant Program** is charged with helping to meet the needs of the nation by building the corps of U.S. international experts through increasing the amount of trained professionals and enhancing meaningful research in foreign language and all manner of international and area studies. Grant activities funded by the NRC Program include the following:
 - a. the intensive teaching of less commonly taught languages and least commonly taught languages;
 - b. enhanced instruction and research in area, regional, and international studies (undergraduate, graduate, and post-graduate);

- c. area studies and international studies curriculum development;
 - d. professional development of Center faculty and staff;
 - e. collaborative projects across institutions, including conferences, seminars, and other projects;
 - f. travel for research;
 - g. support for library and research collections, and library initiatives;
 - h. outreach to K-16, business, government, community, and other constituencies;
 - i. dissemination of information about world regions, foreign languages, and international affairs; and
 - j. exchanges and joint research between American and foreign scholars and institutions.
2. The **Graduate Fellowship for Foreign Language and Area Studies (FLAS) Program** is charged with providing academic year and summer fellowships to institutions of higher education to support graduate students in their study of foreign languages and area/international studies. The goals of the fellowship program are to assist in the development of knowledge, resources, and trained personnel for modern foreign language and area/international studies; to stimulate the attainment of foreign language acquisition and fluency at a high level; and to develop a pool of international experts to meet national needs. Fellowships may be used domestically or internationally in approved study programs.
3. The **Undergraduate International Studies and Foreign Language Program (UISFL)** provides grants to strengthen and improve undergraduate instruction in international studies and foreign languages at two- and four-year institutions. This program provides funds to institutions of higher education, a combination of such institutions, or partnerships between nonprofit educational organizations and institutions of higher education. These funds go to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages. Each program assisted with federal funds must primarily enhance the international academic program of the institution. Eligible activities may include, but are not limited to the following:
- a. development of a global studies/international studies program which is interdisciplinary in design;
 - b. development of a program which focuses on issues such as international business or international health;
 - c. development of an area studies program and its languages;
 - d. creation of innovative curricula that combines the teaching of international studies with professional and pre-professional studies, such as engineering;
 - e. research for and development of specialized teaching materials, including language materials, i.e., business French;
 - f. establishment of internship opportunities for faculty and students in domestic and overseas settings; and
 - g. development of study-abroad programs.
4. The **Business and International Education** program provides funds to institutions of higher education that enter into agreements with trade associations or businesses. The purpose of the program is to promote education and training that will contribute to the ability of American business to prosper in an international economy. The legislation authorized the Secretary of Education to award grants to institutions of higher education

to provide suitable international training to business personnel in various stages of professional development. Eligible activities include, but are not limited to, the following:

- a. improvement of the business and international education curriculum to serve the needs of the business community, including the development of new programs for mid-career or part-time students;
 - b. development of programs to inform the public about increasing international economic interdependence and the role of American business within the international economic system;
 - c. internationalization of curricula at the junior and community college level, and at undergraduate and graduate schools of business;
 - d. development of area studies programs and inter-disciplinary international programs;
 - e. establishment of export education programs;
 - f. research for and development of specialized teaching materials appropriate to business-oriented students;
 - g. establishment of student and faculty fellowships and internships, and other training or research opportunities;
 - h. creating opportunities for business and professional faculty to strengthen international skills;
 - i. development of research programs on issues of common interest to institutions of higher education and private sector organizations and associations engaged in or promoting international economic activity;
 - j. the establishment of internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies;
 - k. the establishment of linkages overseas with institutions of higher education; and
 - l. summer institutes in international business and other international studies.
5. The **American Overseas Research Centers** program provides grants to eligible consortia of American institutions of higher education to establish or operate overseas research centers that promote postgraduate research, exchanges, and area studies. Grants awarded under this program may be used to pay all or a portion of the cost of establishing or operating a center or program, including faculty and staff stipends and salaries; faculty, staff, and student travel; the operation and maintenance of overseas facilities; teaching and research materials; the acquisition, maintenance, and preservation of library collections; travel expenses for visiting scholars and faculty; organizing and managing conferences; and the publication and dissemination of material for the scholarly and general public.
6. The legislated purpose of the **Language Resource Centers** program is to provide grants for establishing, strengthening, and operating centers that serve as resources for improving the nation's capacity for teaching and learning foreign languages through teacher training, research, materials development, and dissemination projects. Authorized activities may include the following:
- a. research on new and improved teaching methods, including the use of advanced educational technology, and the dissemination of this information;
 - b. the development and dissemination of new teaching materials reflecting the use of such research;

- c. the development, application, and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages;
 - d. the training of teachers in the administration and interpretation of performance tests, the use of effective teaching strategies, and the use of new technologies;
 - e. a significant focus on the teaching and learning needs of the Less Commonly Taught Languages (LCTLs), including an assessment of the strategic needs of the United States, the determination of ways to meet those needs, and the publication and dissemination of instructional materials in the LCTLs;
 - f. the development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and
 - g. the operation of intensive summer language institutes to train advanced foreign language students, to provide professional development, and to improve language instruction through pre-service and in-service language training for teachers.
7. The **International Research and Studies** program supports surveys, studies, and instructional materials development to improve and strengthen instruction in modern foreign languages, area studies, and other international fields; and to increase understanding of the places in which the foreign languages are commonly used. The following types of projects can be funded under this program:
- a. studies and surveys to determine the need for increased or improved instruction in modern foreign languages, area studies, or other international fields, including the demand for foreign language, area, and other international specialists in government, education, and the private sector;
 - b. research on more effective methods of providing instruction and achieving competency in foreign languages;
 - c. research on applying performance tests and standards across all areas of foreign language instruction and classroom use;
 - d. the development and publication of specialized materials for use in foreign language, area studies, and other international fields, or for training foreign language, area, and other international specialists; and
 - e. studies and surveys to assess the use of graduates of programs supported under Title VI of the Higher Education Amendments (HEA) by governmental, educational, and private-sector organizations and other studies assessing the outcomes and effectiveness of supported programs.
8. The **Technological Innovation and Cooperation for Foreign Information Access** program supports the development of innovative programs that address national teaching and research needs in international education and foreign languages. The primary focus is on the use of technologies to access, collect, organize, preserve, and disseminate information on world regions and countries outside the United States. Authorized activities include the following:
- a. to preserve and facilitate access to international information resources in both print and electronic forms;
 - b. to develop new means of immediate, full-text document delivery for information and scholarship from abroad;
 - c. to develop new means of achieving shared electronic access to international data;

- d. to support collaborative projects for the indexing and cataloging of important research materials outside the United States, and assisting scholars gain access to these materials;
- e. to develop methods for the widespread dissemination of resources written in non-Roman alphabets;
- f. to assist LCTL teachers in acquiring materials suitable for classroom use; and
- g. to support collaborative, technology-based projects in foreign languages, area studies, and international studies for Title VI grant recipients.

Part B of the Act authorizes the **Centers for International Business Education (CIBE)** program, which provides funding to business schools for curriculum development, research, and training on issues of importance to U.S. trade and competitiveness. The Centers for International Business Education program was created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. CIBE's activities fall into five key areas: international business curriculum development; educational outreach; research; language curriculum and faculty development; and business outreach.

The programmatic requirements of the legislation mandate that every Center will provide a comprehensive array of services and that funded centers will achieve the following:

1. be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;
2. provide instruction in foreign languages and international fields critical to providing an understanding of the cultures and customs of America's trading partners;
3. serve as regional resources to local businesses by offering programs and providing research designed to meet the international training needs of such businesses; and
4. serve other faculty, students, and institutions of higher education located within their region.

Part C of the Act supports the **Institute for International Public Policy (IIPP)** which provides a grant to the United Negro College Fund for the purpose of increasing the number of African Americans and other underrepresented minorities in the international service, including private international voluntary organizations and the American Foreign Service. Through its program of summer policy institutes, study abroad, intensive language training, internships, graduate study, and career development, IIPP students are trained to assume leadership roles in international affairs careers. Grants are awarded to support faculty and curriculum development, the acquisition of learning materials, and other internationalization initiatives.

The Mutual Educational and Cultural Exchange Act of 1961 (also known as the Fulbright-Hays Act) consolidated various U.S. international educational and exchange activities. The Act is the basic legislation for the programs that are administered by the Departments of State and Education. Four programs are administered by the International Education Programs Service in the Office of Postsecondary Education at the Department of Education:

1. The **Doctoral Dissertation Research Abroad** program provides grants to colleges and universities to fund individual doctoral students conducting research in other countries. This research can be done in modern foreign languages and area studies for periods of 6 to 12 months. The grant is designed to create area-studies specialists who are competent

in the cultures and languages of their designated geographic regions in all disciplines of humanistic and social scientific inquiry. In-country activities include anthropological field work, interviews, government and institutional archival research, the study of music and dance, the study of religious activities, translation, the documentation of architectural monuments, and analyses of political processes. The activities cover all phases of the individual, institutional, and collective life of the region in question.

2. The **Group Projects Abroad** program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty engaged in a common endeavor. Projects may include short-term seminars, curriculum development, group research or study, and advanced intensive language programs. However, they must focus on the humanities, social sciences, and languages in one or more of the following areas: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), East Central Europe and Eurasia, and the Near East. The most heavily subscribed program focuses on curricular enhancement, which directly changes what takes place in the classroom through the creation of new courses, new and revised degree programs, and organizational strategies.
3. The **Seminars Abroad** program provides short-term seminars abroad for U.S. educators in the social sciences and humanities. There are approximately seven to ten seminars, lasting from four to six weeks in duration, with fourteen to sixteen participants in each seminar annually. The program introduces non-specialists to foreign cultures with a mandate to improve curriculum with hands-on experience. High school, community college, college, and university faculty, administrators, and librarians are sought to enrich the educational curriculum and experience at all levels of education in the U.S. With an overall program more general than the curricular projects of the GPA, in-country Fulbright (or allied agency) staff determine itineraries to engage a wide range of cultural experiences. Itineraries routinely include visits to institutions, architectural monuments, government facilities, schools and universities, to different regions of the country; meetings with prominent politicians, authors, and public figures; and so forth. The outreach dimension of this program vigorously projects grantee experience to a broad public audience through the sharing of first-hand observations, breaking down some of the barriers that insulate Americans from much of the world.
4. The **Faculty Research Abroad (FRA)** program provides grants to institutions of higher education to fund faculty to maintain and improve their area studies and language skills by conducting research abroad for periods of 3 to 12 months. The grant is designed to extend and update existing expertise and allow accomplished faculty to initiate new research broadening the scope of expertise. Grantees are also expected to renew old and establish new professional networks appropriate to their research and region. The FRA places grantees directly in the field to explore and analyze all phases of the culture or country in question.

The EELIAS project was funded by the International Research and Studies Program and is intended to satisfy several of its legislated goals. Before the creation of EELIAS, the collection of Title VI program data was paper-based. EELIAS was intended as a comprehensive system to provide for Web-based collection of grantee reports, which would enable efficient IEPS monitoring of grantee performance, as well as GPRAs-based evaluation of Title VI/F-H as a

whole, using the data collected by EELIAS in conjunction with external baseline and comparison data.

Prior to the development of the EELIAS reporting system, there was no consistent means of collecting data across programs and no criteria for what type of information should be collected, although several of the programs manually entered relevant data into a variety of computer-based databases. Through the competitive grant program of the International Research and Studies Program of Title VI, IEPS funded the National Foreign Language Center in 1997 to develop this system, including the Web-based instruments and database, but more importantly, the strategic goals and objectives driving the reporting by and about Title VI/F-H. This study, in a sense, completes the cycle of the EELIAS system, drawing on all of its components (albeit in a selective fashion, which we discuss below) to provide an impact-based evaluation of how Title VI/F-H meets its legislated purposes. Finally, we cannot fail to note that our report, and indeed the EELIAS system, were conceived in an era where we were perhaps more innocent with regard to the role foreign language and area studies play in national security. Our brief discussion of the vastly different context in which language and area studies now operates is meant to highlight the gravity and importance that Title VI/F-H has as the centerpiece of higher education language policy in the federal government.

Purpose of the Study

This report is not designed to provide a general evaluation of all Title VI/F-H programs. Rather, the intent here is to lay the foundation of such assessments in the future and to model the application of the GPRA to federal programs that are involved with education and research in general. This will be accomplished by demonstrating just how the EELIAS (Evaluation of Exchange, Language, and International Area Studies) system, developed in 1997, can be used to this end. Therefore, this report comprises the following:

1. the historical context and purpose of the current study;
2. a brief overview of the Government Performance and Results Act (GPRA) requirements and a review of the methodology used in the development of EELIAS;
3. a description of Project EELIAS and its two principal deliverables: the goals, objectives, and indicators of Title VI/F-H overall and of each of its fourteen constituent programs; and the EELIAS database;
4. a demonstration of the application of EELIAS to evaluate the impact of VI/F-H on the language situation in the U.S. This part of the study is essentially an update of our 2000 study on language and national security and Title VI/F-H, but with the addition of a “propensity model” that is intended to mitigate the illicit tendency, inherent in competitive grant programs, to attribute to the program gains that are more appropriately attributable to the institutions winning the grants;
5. a selective demonstration of the application of the EELIAS system beyond language, exemplifying (to the extent possible) as many of the 14 constituent programs as possible; the differences made in the GPRA in terms of output, outcomes, and impact; the need for and availability of outside baseline studies or data sources; and indicators for which external and EELIAS system data are already available to make evaluation both possible and feasible; and
6. recommendations for better integrating Title VI/F-H into current initiatives and improving their evaluation according to Title VI/F-H goals.

Stipulation

A final and important stipulation must be added here. This report is not meant to represent the point of view of IEPS or of USED. In fact, the original grant was awarded to the National Foreign Language Center, an independent, non-federal institution, in order to ensure the independence of the evaluation system from its customers, who include the professional staff of USED as well as members of Congress and the Office of Management and Budget.

In addition, the uses to which EELIAS can be put, as demonstrated here, may not be an immediate priority for IEPS or the Department of Education. For example, the data reporting system and database developed under the EELIAS Project are sufficient to indicate what the GPRA language refers to as “input” (funding) and “output” – for example, number of students taught, articles and books published, and citizens attending outreach functions. However, the requirements of the GPRA necessitate moving beyond these input and output data to more strategic indicators of success. This requires that they be viewed against data providing perspective on the societal context in which Title VI/F-H operates. For example, at the simplest level, the output data can be used over the long run as trend data, allowing program managers to determine unintended drifts in funding priorities and the level of responsiveness to world events.

Most importantly, it must be noted that, while program managers and their educational clients are now making good use of the raw data, the full implementation of the EELIAS System has not been undertaken, and a demonstration of how it might work is one of the major purposes of this report. Specifically, Project EELIAS has developed the strategic goals, objectives, and indicators of Title VI/F-H overall, along with the goals, objectives and indicators of each of its fourteen constituent programs. Also in place are the on-line data collection and program information database. However, at this point, these goals, objectives, and indicators represent a menu of candidates for inclusion in USED, IEPS, or VI/F-H-specific Strategic and/or Performance Plans.

Chapter Two: Program Evaluation Methodology and Overview of the Government Performance and Results Act

The Government Performance and Results Act

The GPRA, passed in 1993 by a Republican-led Congress and adopted by a Democratic Administration, could be considered “old news,” as new mandates and methods inevitably overtake those of former times and administrations. However, the EELIAS data collection system and database, developed over the past five years and handed over to USED, is designed along GPRA lines and is most useful if employed within its framework. Second, and most importantly, the need for accountability, with the kind of rigor imposed by the GPRA design, is as necessary now as it was a decade ago, if not more so.

The Government Performance and Results Act⁶ is notable for what it brings to program evaluation: a strategic orientation and a mandate for quantifiable data. Thus, the requirements of the GPRA call for the provision of a *Strategic Plan*, with goals and objectives to be accomplished in the course of five years. An annual *Performance Plan* is also required, as well as a *Performance Report* at the end of each year. In addition, these plans are to encompass a set of timelines, *performance goals and objectives*, along with specific *indicators* that they are being met. These goals, objectives, and indicators were to be characterized in quantifiable terms and were to reflect a strategic orientation in the form of *outcomes* and *impact*, as opposed to *input* and *output*, to the extent possible. (See Appendix II-1.)

Purpose and Method of Project EELIAS

Thus, the GPRA calls for the establishment of an assessment system, in which annual performance benchmarks are plotted and measured against more strategic, five-year goals and objectives of the overall Title VI/F-H program. Accordingly, the IEPS office of USED developed far-reaching strategic goals for the Title VI/F-H programs that it administered. The NFLC subsequently made the determination that progress in reaching these strategic goals had to be measured by assessing the success of each of its fourteen constituent programs. Accordingly, strategic goals were developed for each of the constituent programs, along with performance goals, benchmarks, and indicators.

This set of goals and indicators was meant to serve as a menu from which the program managers in USED could choose in setting up their strategic and performance plans. The current study is intended to demonstrate the application of the EELIAS system in evaluating Title VI/F-H. OMB has implemented the Program Assessment Rating Tool (PART) as a means of implementing GPRA. The domestic programs of Title VI/F-H have been assessed by the OMB under PART.⁷

⁶ <http://www.whitehouse.gov/omb/mgmt-gpra/gprptm.html#h1> – A full description and explanation of the GPRA.

⁷ <http://www.whitehouse.gov/omb/expectmore/summary.10002102.2005.html>

Finally, the EELIAS Project was mandated to respond primarily to the GPRA. However, it was also required to conform to the Paperwork Reduction Act. Accordingly, the data reporting and analysis system was designed to operate on-line, which entailed a significant focus on software design and implementation.

Outcomes & Impact

The first consideration in applying the EELIAS-collected data and the EELIAS-generated goals and indicators is that they are insufficient in evaluating *outcomes* and *impact*. The reason for this is simple: the data in the EELIAS database are derived exclusively from programs and institutions supported by Title VI/F-H. Accordingly, they are extremely useful in determining trends: in USED funding; in the selection of institutions and programs; in campus enrollments; in course development; in publication foci, etc. However, without some outside benchmarks, such data cannot indicate the value of VI/F-H programs to the education system or to the nation. As we will illustrate below, the impact of the VI/F-H investment in Less Commonly Taught Languages (LCTLs) can only be felt if the enrollments supported by its programs are compared to national language registrations, which include both VI/F-H and non-VI/F-H programs.

In addition to the contribution Title VI/F-H makes to the social, economic, political, and military well-being of the nation, the second criterion involved in *impact* is criticality: Is the function performed by Title VI/F-H available through any other means, public or private? To the extent that, for example, LCTLs are taught primarily in programs supported by Title VI/F-H, the criticality—and thus the impact—of Title VI/F-H increases.

EELIAS, then, is a system which, first, provides a menu of goals and indicators from which managers choose in setting up their Strategic and Performance Plans; and, second, it provides the data from all VI/F-H programs. To be used with maximal effectiveness, however, it requires baselines from outside data sources that give clear indications of *outcomes* and *impact*.

Methodology for Developing EELIAS

The GPRA mandate was taken seriously by IEPS, which made one of the largest grants in its history to the NFLC to provide the data collection system and the strategic guidance in evaluating its programs. The process of arriving at an explicit set of reasonable strategic goals and performance indicators was difficult, as it involved fourteen different programs and a great deal of political capital. Therefore, it was decided to arrive at the database design and the strategic and performance goals through an eclectic process that incorporated the best of “dialogic assessment,” “realistic evaluation,” and “action research.” The process involved all the stakeholders connected with VI/F-H, from both government and academic sectors.

While the design of the on-line data collection and storage system had to meet the needs of the program managers and officers, and be user friendly to the campus Principal Investigators (PIs), the primary reason for the adoption of the dialogic/realistic methodology was the development of the goals and indicators. The GPRA-oriented evaluation system, first, had to be credible in the eyes of Congress, the OMB, and USED program managers. Second, a way had to be found to guarantee that the evaluation process would be fair and enjoy the confidence of the community of scholars, teachers, and students that it served. These two purposes depended on the validity of

the goals, objectives, and the indicators selected to represent Title VI/F-H overall as well as each of its constituent programs. Accordingly, all goals, objectives, and indicators were developed by teams comprising nationally recognized representatives from the Title VI/F-H community as well as program officers from IEPS. In addition, at the earliest stages of the project, representatives from OMB as well as the USED outside of IEPS were included.

This process yielded a set of strategic goals, performance objectives, and performance indicators with the following original features:

1. They are expert-approved. Leading national and international scholars in Title VI/F-H, international education, and educational program evaluation were involved in the design and implementation of the process.
2. They are consensus-based. They were derived through a consensual process that involved task forces of representatives from academia and government, and they were vetted extensively in both communities.
3. They are inclusive. Stakeholders from government (OMB, USED, IEPS) and academia (experts from each of the fourteen constituent programs as well as senior scholars involved in the development of Title VI/F-H overall) were involved from the beginning of the process.
4. They are quantifiable. While qualitative data (narrative text) was made part of the data collection system, the orientation of the system, as mandated by the GPRA, is quantitative.
5. They are strategic. While data on input and output are included, every effort was made to orient the system to outcomes and impact.
6. Finally, they are consistent. The overall goals of Title VI/F-H are consistent with the goals of USED, and the strategic goals and performance objectives and indicators are consistent with those of the program as a whole.

The Propensity Score Method

Any evaluation of an educational program has to deal with the question of the role of the treatment versus the natural ability of the treated. In the case of Title VI/F-H, doubts have been raised over the years about the value of such a small overall investment in terms of the federal budget and, more specifically, about the efficacy of such a small contribution to the programs of some of the largest public and private universities in the country. The attempt to demonstrate the impact of Title VI/F-H in EELIAS is meant to address this question.

A second, related question has been consistently raised by members of the congressional staff: does the modest contribution of a Title VI/F-H grant actually make a difference in an institution? Would the institutions receiving such competitive grants still make such a contribution without Title VI/F-H support? In an effort to address this question, we applied the propensity score method as a means to assess the impact of Title VI/F-H grants on recipient institutions.

The propensity method has roots in a conceptual framework that goes back to the 1970s (Rubin, 1974), which was then developed in the following decade (Rosenbaum & Rubin, 1983). Randomized experiments are considered to be among the most robust and effective assessment tools. In experimental studies, subjects in treatment and control groups are selected randomly, thereby eliminating systematic differences between the two groups. The effects of treatment are assessed by subtracting the mean outcomes of the treatment group from the mean outcomes of

the non-treatment group. However, several factors might preclude the use of such designs, either for ethical or legal reasons, or because the analysis was completed post facto. In the case of the present study, a randomized experiment was not possible because the grants were awarded through a competition to institutional applicants, which could have led to a biased study in which treatment and control groups differed prior to treatment in ways that affected the outcomes of the study. To be able to perform observational research that was both valid and effective, the authors applied the propensity score method as an analytical adjustment to reduce such bias.

The propensity method has attracted increasing attention because it has been found very useful in observational studies in the social sciences, economics, medicine, and other disciplines. Existing literature that has focused on this topic includes the application of propensity score to observational studies to reduce bias (Bryson et al., 2002; Dehejia & Wahba, 1998; Rosenbaum, 2002) and impact evaluation studies (Regalia, 1999). For the most part, the literature is in broad agreement that propensity matching can perform very well (Dehejia & Wahba, 1998; Lu & Zanutto, 2002; Rosenbaum, 1991, 2002; Rosenbaum & Rubin, 1985). The technique also has been criticized for depending on too many assumptions about participant selection and available data (Heckman et al., 1998; Smith & Todd 2000). Nevertheless, an overwhelming number of authors have argued for the propensity score as a practical and valid method to be used in the absence of a randomized experiment.

The method attempts to imitate a randomized experiment by constructing a control group post hoc. In this study, a control group was selected from a pool of 100 top universities as ranked by *U.S. News and World Report*. On the basis of several variables (but not outcome variables), this method assigned each participant a propensity score, which is defined in literature as the predicted probability of receiving the treatment based on the observed covariate values. Then, each subject from the treatment group was paired with a subject from the control group that received the same or the most similar score. Based on a number of criteria, these universities had a high expected likelihood of receiving a Title VI grant, but one of them did not receive it. Finally, outcome variables were taken into consideration. In this study outcome variables are indicators of the five goals of Title VI: knowledge, expertise, practitioners, capacity, and citizenry. The assumption is that if the matched universities differ in outcome variables, the difference is due to treatment (i.e., Title VI), since the universities' propensity scores—which reflected all other relevant characteristics—were as close as possible to each other.

Chapter Three: The EELIAS System

Introduction

EELIAS was created to provide evaluations of the Title VI/F-H programs to members of Congress, policy makers in the public and private sectors, program managers and project directors at USED, and researchers in language, area studies, international studies, and international business education. In addition, EELIAS provides IEPS with an archive of performance data and reports on programs from individual grantees. This data provides campus leaders with a mechanism to assess their own Title VI-funded programs, and policy makers with a basis for evaluating the contributions of Title VI on a national level. As proposed, the EELIAS system had four goals: 1) to improve the then current IEPS evaluation system for Title VI and Fulbright-Hays programs, 2) to improve the GPRA process for International Education, 3) to assess each of the fourteen individual programs, and 4) to document the national need for International Education and evaluate the role that Title VI and Fulbright-Hays play in meeting that need.

The EELIAS system consists of: a) a set of strategic goals, performance indicators, benchmarks, and baselines for Title VI/F-H as a whole; b) a set of goals, indicators, benchmarks, and baselines for each of the fourteen constituent programs; and c) an on-line program reporting tool that enables grantees to report data on their programs, program officers to monitor individual programs, and program managers and USED leaders to evaluate programs individually, as well as Title VI as a whole.

Strategic Goals for Title VI/F-H

In June 1998 the NFLC organized an inaugural meeting that assembled EELIAS Advisory Board Members, Task Force Members, and U.S. Government Liaison Members (the Project Team) to discuss EELIAS as part of the GPRA process, as well as its potential impact on support and planning for international education. Presenters included Matthew Miller, a member of the USED budget office staff; David Loganecker, the Assistant Secretary; Claudio Prieto, Deputy Assistant Secretary for Higher Education Programs; Ralph Hines, Director of the IEPS; and internationally recognized experts in program assessment (David Nevo, Tel Aviv University), data analysis (Ralph Ginsberg, University of Pennsylvania), and leaders in international education in the U.S. (Miriam Kazanjian). EELIAS directors Gil Merx (then at the University of New Mexico) and Richard Brecht (NFLC) were also present.

The group was tasked with developing a set of preliminary strategic goals and performance indicators for Title VI/F-H as a whole. The group engaged in a combination of dialogue-based and realistic evaluation⁸, which requires that all stakeholders in the evaluation have a real share in determining its goals and methods. The point of this approach is to provide the most comprehensive evaluation possible, using both quantitative and qualitative methods.

⁸ For Dialogue in Evaluation, see Nevo, 1995. For realistic evaluation, see Pawson and Tilley, 1997.

Between the inaugural meeting in June and a subsequent meeting in September, the group agreed that the strategic goal for Title VI/F-H was to enhance the capability of higher education to provide the human resources, knowledge, and information necessary for national security and economic well-being. The strategic objectives underlying this goal are the following:

1. *Knowledge*: the generation of knowledge and information about the world, its languages, and peoples. Title VI/F-H supports the production of vital knowledge in the following areas: language and linguistics, area studies (including history, political science, sociology, anthropology, and economics), international studies, and international business studies.
2. *Expertise*: the development of experts on world languages and international affairs. Title VI/F-H enhances the capability of institutions of higher education to produce future international experts who will go on to produce vital international knowledge, and train professionals and citizens in language, area and international studies, and international business studies.
3. *Practitioners*: the training of business and other professionals in political, social, and economic domains, capable of practicing their professions in any part of the world and interacting with representatives of any culture. Title VI/F-H enhances the capability of institutions of higher education to train future professionals who will employ their knowledge of world areas and languages in their professional fields, including agriculture, business, diplomacy, environmental protection, law, and medicine.
4. *Citizenship*: the education of the citizenry on the global dimensions of national well-being and security. Title VI/F-H enhances the capability of institutions of higher education to educate a broad cadre of citizens about the international issues that concern national security, including economic well-being.
5. *Capacity*: the warehousing of a permanent capacity for the production and maintenance of the human resources and knowledge relevant to all areas of the world. Title VI/F-H assists a broad range of institutions in ensuring that higher education will continue to produce an adequate supply of international knowledge and expertise to meet national needs, especially involving national security.

Four domains in higher education are involved in meeting this goal: 1) foreign languages, especially the less commonly taught foreign languages, 2) area studies, especially in critical areas of the world, 3) international studies, and 4) international business studies. Each of the fourteen programs funded under Title VI/Fulbright-Hays fall into one of these domains. Together, they support the international component of higher education in the United States, as illustrated in the table below:

Title VI/Fulbright-Hays Objectives Matrix

Programs	OBJECTIVES				Capacity
	Knowledge	Experts	Professionals	Citizenry	
NRC					
FLAS					
BIE					
CIBE					
LRC					
USIFL					
AORC					
IIPP					
IRS					
DDRA					
FRA					
GPA					
SA					
TICFIA					

Program-specific Goals and Indicators

In accordance with the EELIAS goal of assessing the individual Title VI and Fulbright-Hays programs, the project directorate devised a plan that would convene Tasks Forces comprised of experts, USED program officers, and current grantees to develop goals and indicators based on the legislation. The fourteen programs for which data reporting packages were developed were brought on-line in groups of three or four over the five years of the project. The timetable for implementing the on-line reporting system for each program was organized by thematic commonalities among the programs in order to allow the annual project task forces to provide reinforcing input on each of the constituent programs for which data reporting packages were developed. The fourteen programs were addressed over a four-year period: the National Resource Center (NRC), the Graduate Fellowship for Foreign Languages and Area Studies Program (FLAS), the Undergraduate International Studies and Foreign Language Program (UISFL), and the Institute for International Public Policy (IIPP) in the first year; the American Overseas Research Centers Program (AORC), the Centers for International Business Education program (CIBE), Technological Innovation and Cooperation for Foreign Information Access (TICFIA), and the Business and International Education program (BIE) in the second year; the Doctoral Dissertation Research Abroad Program (DDRA), Seminars Abroad (SA), the Faculty Research Abroad program (FRA), and the Group Projects Abroad Program (GPA) in the third; and lastly, the Language Research Centers (LRC) and the International Research and Studies (IRS).

The process began with charging the task forces to develop three sequential documents: 1) a set of preliminary goals, objectives, benchmarks, and indicators; 2) a set of goals, objectives, and indicators revised to reflect GPRA requirements; and 3) data collection templates to satisfy the GPRA requirements for each program. Each annual process was initiated with the selection of a four-person national task force of respected scholars who were intimately acquainted with the programs to be evaluated during the year and who had a global view of Title VI/Fulbright-Hays. For example, the Cycle I Task Force consisted of Michael Metcalf, Chair, University of Minnesota; Maria Carlson, University of Kansas (NRC/FLAS); Mark Chichester, United Negro College Fund (IIPP); and Joe Rallo, Ferris State University (UISFL). Also in attendance at task force meetings were IEPS-USED staff representing each of the four programs, OIT-USED staff to address the system technology interface, and several NFLC staff members.

The task forces were charged with reviewing the Title VI legislation and program history in order to identify strategic goals and then develop performance objectives and performance indicators that would measure the impact, outcomes, and output of each program. The strategic objective for the Undergraduate International Studies and Foreign Language Program (UISFL), for example, is to ensure a broad-based undergraduate capacity for access to international studies and foreign language studies, in order to create an internationally aware citizenry that is able to compete globally. One performance objective to support this strategic objective is to create or strengthen undergraduate programs and curricula in foreign language and international studies. The performance indicators developed to measure attainment of this performance objective are the following: 1) percentage of grants awarded to new grantees (baseline: FY1998 grantee list); 2) the number of international studies and foreign language major, minor, and certificate programs created; 3) the change in the number of foreign languages and number of levels of foreign language instruction offered by recipient institutions; and 4) course enrollments. (See Appendix III-1.)

Once the preliminary set of objectives and indicators were in place, slight revisions were made to reflect GPRA requirements. For example, in order to provide specific measurements and to designate the 1998-1999 academic year as the baseline, the performance indicators listed above were revised as follows: 1) increase in the number of new international studies and foreign language major, minor, and certificate programs at new grantee institutions; 2) increase in the number of new foreign languages offered at new grantee institutions; 3) increase in the number of levels of foreign languages offered at new grantee institutions; 4) increase in enrollments in foreign language and international studies at new grantee institutions; and 5) increase in the number of faculty positions devoted to international and language studies (measured at point of grant, end of grant, two years after grant, and four years after grant). (See Appendix III-2.)

The task forces were responsible for vetting draft documents and gaining a consensus among their relevant constituencies on the objectives and indicators for each program. The draft versions were posted on the NFLC website and all program directors were formally invited to provide input. The task forces reviewed the comments and incorporated several of them into the final documents.

Once the strategic objectives, performance objectives, and performance indicators had been finalized, reporting instruments that would capture data necessary to satisfy GPRA were drafted and prepared for transfer to the technology vendor, who would build, test, and document a system that would allow for multiple groups to input data, manage data, and communicate. In line with the overall goal to improve the current evaluation system for programs and individual

grantees, the task forces also considered the objectives of reducing the reporting burden on grantees, eliminating duplication in data collection, and providing a rigorous set of procedures for USED evaluation of individual grantees. (See Appendix III-3. See Appendix III-4 for the set of strategic goals, performance objectives, and performance indicators for each of the programs.)

The vendor was tasked with building web-based interfaces for grantees to submit annual reports, and for USED staff to retrieve the reports, insert comments for the record, and generate analysis reports. To continue with the example of the UISFL program, for the data necessary to measure the first performance indicator—increase in the number of new programs at new grantee institutions—the reporting instrument would ask the grantee to list the following data for each program that was added, enhanced, or revised as a result of the grant: 1) the institution; 2) the world area; 3) the program type (major, minor, or certificate); and 4) if the program was previously offered.

On-line Reporting Instrument

Once the data collection templates were designed, Web-based reporting instruments were created and demonstrated to each group of program directors at annual meetings. Initial reactions to the instruments were generally negative because of the heavy reliance on quantitative data, rather than the qualitative or narrative report format that had been used in the past. Modifications in both the design and data requirements, agreed on by the Directors, were incorporated into the instrument, and the instruments were prepared for beta testing. On-site beta testing of the data entry screens was conducted for the larger programs; for example, the NRC and FLAS instruments were tested at the eight NRCs located at the University of Washington's Jackson School of International Studies. Once the reporting packages had been finalized, the NFLC staff worked with IEPS in preparing documentation for the OMB form clearance process. Web-based reporting instruments for all programs were in place by August 2004 and can be accessed by program directors and USED program officers through www.eelias.org.

Collection of External Data for Benchmarking

One of the objectives of the EELIAS system is to supply data and information that will provide guidance for the future directions of Title VI and Fulbright-Hays. In addition to the data collected through the EELIAS system, the NFLC collected "external" data in order to provide benchmarks and to enable comparisons necessary to assess impact. In collaboration with the Center for Quality Assurance in International Education (CQAIE), the NFLC developed a survey of issues in international and cross-border practice in the licensed professions which was administered to 60 professional accreditation, licensure, and certification organizations in fields such as accounting, architecture, nursing, occupational therapy, law, and management consulting. The results were presented at the 2000 meeting of CQAIE in New Orleans (May 30-June 2, 2000). Survey results were published by CQAIE (Lenn and Reason-Moll, "Survey of the Professions 2000," available from CQAIE). Both the survey development and the workshop were supported by the EELIAS project.

EELIAS Data for USED's 2000-2001 Strategic Plan

In 1999, IEPS management solicited the assistance of NFLC in establishing and vetting performance objectives and indicators for inclusion in the Department's FY 2000-2001 Strategic Plan. The criteria for selecting these objectives and indicators were straightforward: there could be only three objectives; the indicators must address the impact, or at least outcomes, of the objectives; and the necessary data must already exist. Proceeding from these criteria, EELIAS staff selected three objectives based on categories that had been determined earlier in the project: Capacity, Knowledge, and Human Resources. Readily available data sources—NRC performance reports, and the MLA foreign language enrollments report—existed for the Human Resources and Capacity objectives, and it was decided to mine on-line bibliographic databases for the Knowledge objective.

EELIAS staff submitted a set of three performance objectives and indicators to IEPS, complete with supporting data. The data, when analyzed, produce several conclusions: 1) Title VI-supported institutions, mainly National Resource Centers, bear a disproportionate burden of programming in the less and especially the least commonly taught languages; 2) a majority of NRC-trained experts are placed either as practicing international professionals (MAs) or as experts in higher education (PhDs); and 3) with regard to at least one international business topic—journal articles published on “East Asia” and “business” in 1998—a disproportionate amount of the research was produced at institutions with East Asia NRCs. (See Appendix III-5.)

Formative Evaluation of the System

During the final year of the project, when all programs had used the EELIAS system to collect annual performance report data at least once, the task forces reconvened to provide a formative evaluation of the EELIAS reporting instruments for each of the programs. Each of the four reports contains feedback on the effectiveness of the instrument along with recommendations for improvements. Results vary according to program, but the task forces agreed that the EELIAS system does collect all the necessary quantitative data, and that the initial data collection is a desideratum for long-term trend analysis. They found that the instrument does capture the vast majority of programs and activities, but that some programs have valuable activities that are not collected in the system. The usefulness of the electronic data to IEPS staff was also noted as a significant outcome of the project. The Task Force for Cycle I (NRC, FLAS, USIFL, and IIPP) reported that the goal of measuring outcomes in the spirit of GPRA had not been met, but that the contributions and significance of their programs can only be measured by longitudinal tracking of their graduates and other research methodologies that are not part of the EELIAS system. (See Appendices III-6 through III-9 for the report.)

Chapter Four: EELIAS Applied

Introduction

We now turn to the application of EELIAS to the evaluation of Title VI/F-H. We evaluate Title VI/F-H in the spirit of the Government Results and Performance Act, which requires the establishment of strategic goals, with measurable objectives, baselines, and performance benchmarks.⁹ The following chapter represents our interpretation of the legislated goals of Title VI/F-H, based on the work done by the EELIAS system. We note that these are not the GPRA-based goals for Title VI/F-H as developed by the U.S. Department of Education. We take as fundamental the legislated goals of Title VI-F-H, namely

“(4) Systematic efforts are necessary to enhance the capacity of institutions of higher education in the United States for--

“(A) producing graduates with international and foreign language expertise and knowledge;”

And:

“(B) research regarding such expertise and knowledge.”

(105 PL 244, “Higher Education Amendments of 1998,” Title VI, Section (601)(a)(4) - Findings)

And:

“(b) Purposes. --The purposes of this part are--

“(1)(A) to support centers, programs, and fellowships in institutions of higher education in the United States for producing increased numbers of trained personnel and research in foreign languages, area studies, and other international studies;”

“(B) to develop a pool of international experts to meet national needs;”

“(C) to develop and validate specialized materials and techniques for foreign language acquisition and fluency, emphasizing (but not limited to) the less commonly taught languages;”

“(D) to promote access to research and training overseas;” and

“(E) to advance the internationalization of a variety of disciplines throughout undergraduate and graduate education.”

(105 PL 244, “Higher Education Amendments of 1998,” Title VI, Section (601)(a)(5) – Purposes)

⁹ We note that the OMB has implemented the Program Assessment Rating Tool (PART) as a means of implementing GPRA. The domestic programs of Title VI/F-H have been assessed by the OMB under this tool: <http://www.whitehouse.gov/omb/expectmore/summary.10002102.2005.html>

We focus on the first two listed purposes: “increased numbers of trained personnel and research in foreign languages, area studies, and other international studies,” and “a pool of international experts to meet national needs.” In so doing, we focus on the capacity of the U.S. higher education system in critical languages and areas. Brecht and Walton (1994) first proposed an architecture for foreign language capacity in the academic sector, consisting of *base knowledge* (the experts, their research, and the pedagogical materials that support an academic field), *infrastructure* (the professional associations and communications systems required to disseminate the base knowledge), and *superstructure*—the programs which produce speakers of one or another language. Within this broad sense of academic capacity, Title VI/F-H focuses in particular on supporting the research and materials base in language, international and area studies, and international business, as well as the superstructure – the support of programs in critical languages and areas. We take these two notions – specifically, the development of the base and the support of programs – as the key indicators of national capacity in critical languages and areas.

In the framework of GPRA, we sought indicators of whether Title VI/F-H is effective at building this capacity, and second, the degree to which the national capacity depends on Title VI/F-H. We detail these indicators in the following sections.

In doing so, we make use of several data sources, all meant to be encompassed in EELIAS. These sources fall into two categories: first, the data entered into EELIAS by Title VI/F-H grantees and second, national data sets on language enrollments, scholarly productivity, etc. As indicated earlier, the EELIAS data alone allows for trend comparison of Title VI/F-H performance over time, while the data external to EELIAS allows Title VI/F-H performance to be compared to the overall national system of language and area studies expertise in higher education.

Research Questions

1. Based on available evidence, does Title VI/F-H meet its legislated goals of supporting capacity in areas and languages critical to national security and economic competitiveness?
2. To what degree is Title VI/F-H responsible for the contributions universities make to national capacity?

To address our research questions, we performed two studies. Study 1 addressed how well Title VI has met its GPRA goals for language and area studies, and whether capacity support would exist without Title VI. Study 2 used a propensity score method to assess the impact of a Title VI grant on the institutional grantee, while determining whether this impact was due to the treatment (the grant), the grant selection process, or some combination of the two.

Subject Selection: Definition of Title VI Support in these Studies

We have chosen to focus within world areas with respect to the campus presence of National Resource Centers (NRCs). In other words, a campus may well have NRCs in Latin America or Western Europe, but not in the areas we examined.

Universities included in both studies of this report were divided into two groups: those that receive Title VI support in the form of NRCs in the world areas of interest, and those that do not receive such support. For convenience, we label the former “Title VI” and the latter “non-Title VI.” For example, a Title VI supported institution in the Middle East would be a university that has an NRC in Middle Eastern Studies. Conversely, a non-Title VI university would be a university that does not have an NRC in the world area of interest. It might be, as is the case in several instances, that a non-Title VI university from this study might have an NRC in a different world area.

The presence of NRCs or other major Title VI/F-H centers on a campus—for example, LRCs or CIBEs—could potentially stimulate other disciplines or world areas to seek Title VI funding and, in the course of seeking such funding, improve campus capacity in other areas. This kind of indirect impact lies outside the scope of our analysis, and would pose significant methodological challenges. Such an impact would be by its nature attenuated, since the supposed improvements in other, non-Title VI-funded areas would not be supported by Title VI, and would rely on policy and program decisions at the campus and unit level. Such an analysis might well be worth pursuing. One can imagine, for example, the development of indicia for internationalization that incorporate the rippling of such second order effects through a campus.

Study 1: Title VI Meeting its GPRA Goals

The overall strategic goal for Title VI/F-H is to enhance the capacity of higher education to provide the human resources, knowledge, and information necessary for national security, economic competitiveness, and social well-being. Study 1 was based on the five strategic objectives underlying this goal: knowledge, expertise, practitioners, capacity, and citizenry. As mentioned in Chapter 3, these were the goals defined through the EELIAS process. To find out how well Title VI meets its GPRA goals for language and area studies, we identified a number of performance indicators for the language component of Title VI. We selected these indicators because they were quantifiable and feasible to collate. In this study, we concentrated on two world areas: Russia and Eastern Europe, and the Middle East. This study was conducted after the treatment was applied, that is, after grants were awarded; we could not manipulate data in any way, and had no influence on subject distribution to treatment and control groups. Therefore, we conducted an ex post facto study with a non-equivalent control group.

Knowledge

As an indicator of knowledge, we selected articles published in principal journals by scholars affiliated with universities that received Title VI NRC grants for Russia and Eastern Europe or the Middle East. As the principal journals for Russian and Eastern European Studies in the U.S., we selected the *Slavic Review*, the membership journal of the American Association for the Advancement of Slavic Studies (AAASS); and the *Slavic and East European Journal* (SEEJ), published by the American Association of Teachers of Slavic and East European Languages

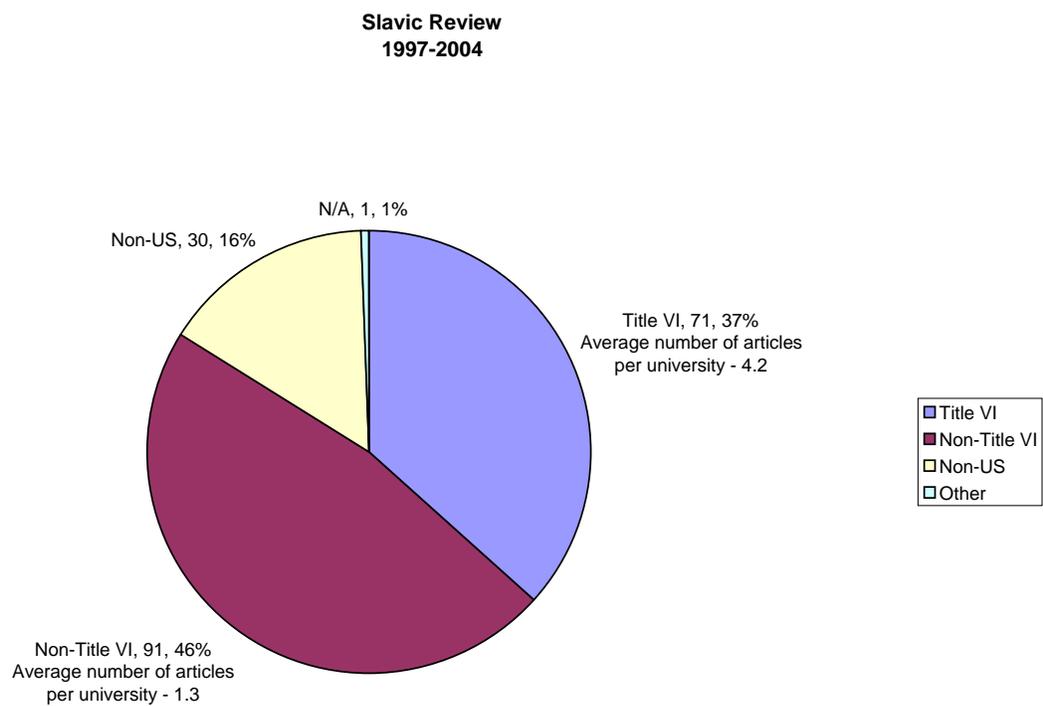
(AATSEEL). For Middle Eastern Studies, we selected the *International Journal of Middle East Studies*, published by Cambridge University Press and sponsored by the Middle East Studies Association (MESA). We researched articles in those journals between 1997 and 2004 (2005 for the Middle East) to determine what percentage of articles were authored by faculty and students from universities that received Title VI support for relevant world areas during those years.

Between 1997 and 2004, *Slavic Review* published a total of 193 articles. Authors affiliated with Title VI universities contributed 71 articles, which constituted 37% of all publications in the journal, with an average of 4.2 articles per university. Authors affiliated with non-Title VI universities contributed 91 articles, which constituted 46% of articles published in the journal, with an average of 1.3 articles per university. There were also 30 articles (16%) published by faculty from outside the U.S., as well as one article by an independent scholar.

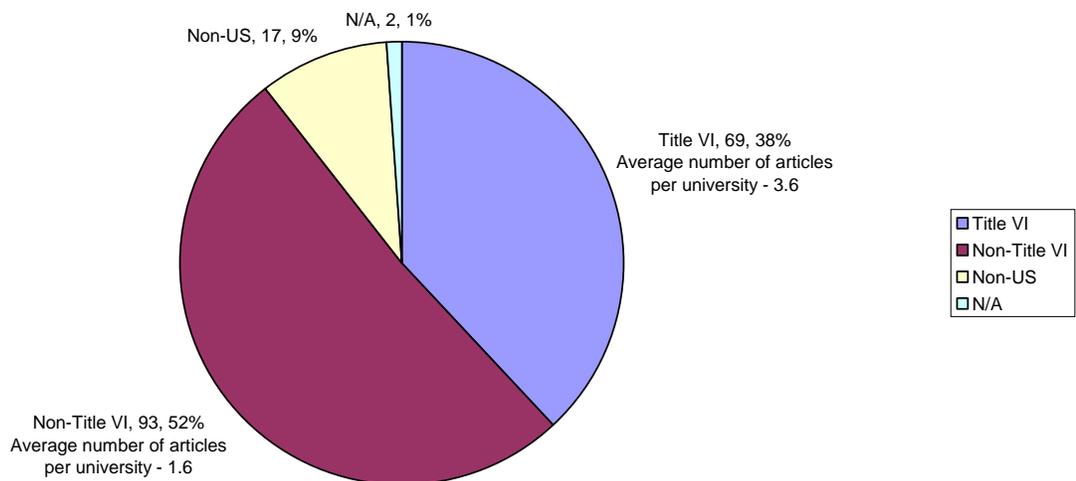
An investigation of the *Slavic and East European Journal* between 1997 and 2004 produced very similar results. Authors affiliated with Title VI universities contributed 69 articles, which constituted 38% of all publications, with an average of 3.6 articles per university. Authors from non-Title VI universities contributed 93 articles with an average of 1.6 articles per university.

An overview of the *International Journal of Middle East Studies* revealed different results. Perhaps because of the nature of this journal, 96 articles—which constituted almost half of all the publications between 1997 and 2005—were articles by authors from outside the U.S. Among U.S. institutions, however, Title VI authors published 31 articles (an average of 2.4 articles per university) and non-Title VI authors published 61 articles (an average of 1.2 articles per university). Figure 4.1 shows publications in principal journals grouped by authors' affiliations.

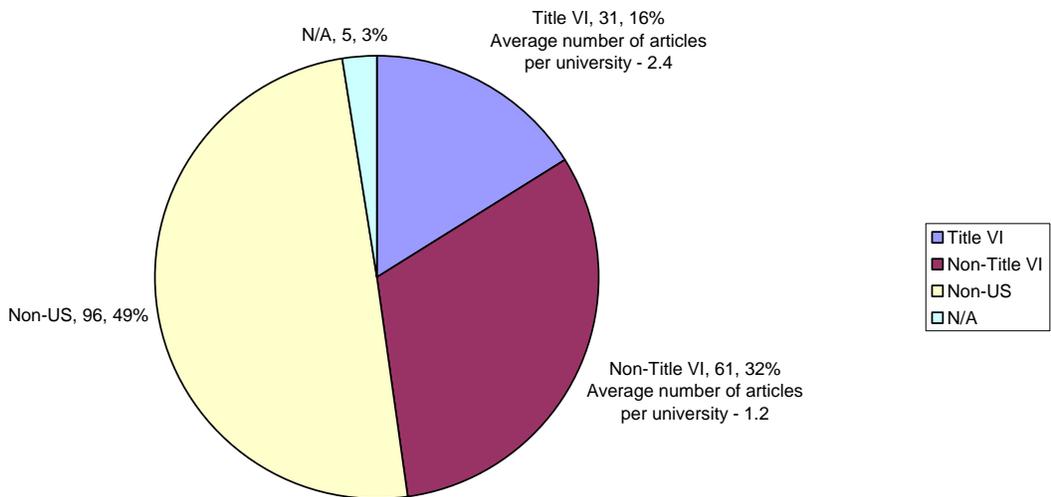
Figure 4.1: Publications in major journals for Russia and East Europe and the Middle East



**Slavic and East European Journal
1997-2004**



**International Journal of Middle East Studies
1997-2005**



From Figure 4.1, we see that Title VI institutions contribute a disproportionately high share of articles in each of the three surveyed journals.

Expertise

We identified the number of dissertations in language and area studies as a quantitative measure of expertise, part of the foundation of the academic portion of national capacity in language and critical areas. Data sources for this indicator were Dissertation Abstracts and Digital Dissertations databases. We performed keyword searches in these databases in two world areas—Russia and Eastern Europe, and the Middle East—to determine the percentage of dissertations written by authors from Title VI-supported universities in these world areas between the years of 1997 and 2004.

In Russian and East European area studies, authors from Title VI universities produced almost the same number of dissertations as authors from all other universities combined. This remarkable result revealed that authors from 20 Title VI-sponsored universities produced an average of 30 dissertations per university while all other universities contributed an average of 4 dissertations per university. In language, this difference increased to 57% (4.3 per university on average) for contributions of Title VI-supported universities in relevant world areas and 43% for all others (1.7 per university). Figure 4.2 shows results for dissertations in area studies and language for Russia and Eastern Europe.

For the Middle East, a dissertation search revealed similar patterns for area studies. In Middle East area studies, authors affiliated with Title VI-supported universities published 462 (44%) dissertations in this area, with an average of over 27 dissertations per university. In language, however, this number decreased to 31% (or 2.5 per university on average) for contributions of Title VI-supported universities and 69% (1.8 per university) for all others. Figure 4.3 shows results for dissertations in area studies and language for the Middle East.

Figure 4.2: Russia and Eastern Europe dissertations in area studies and language

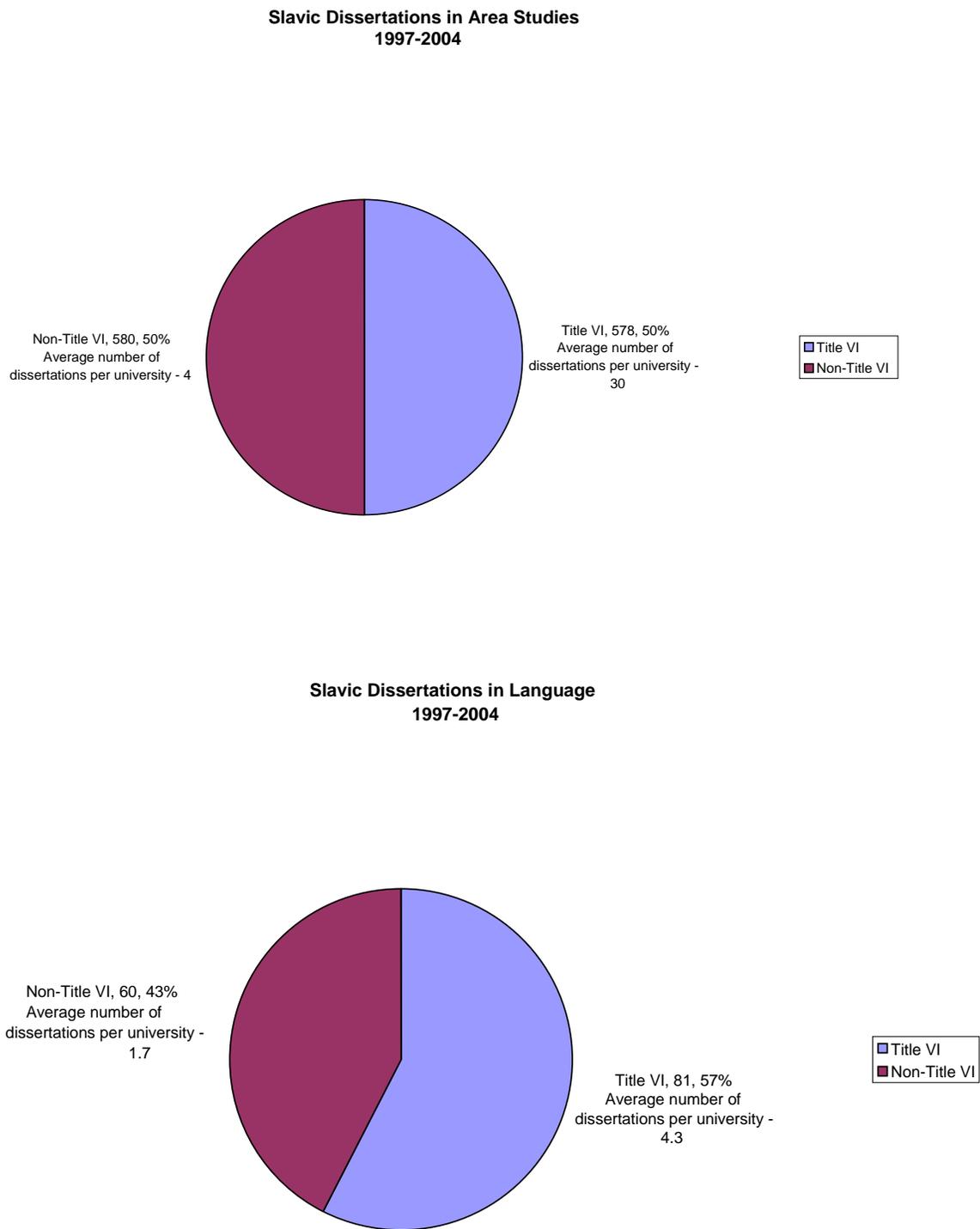
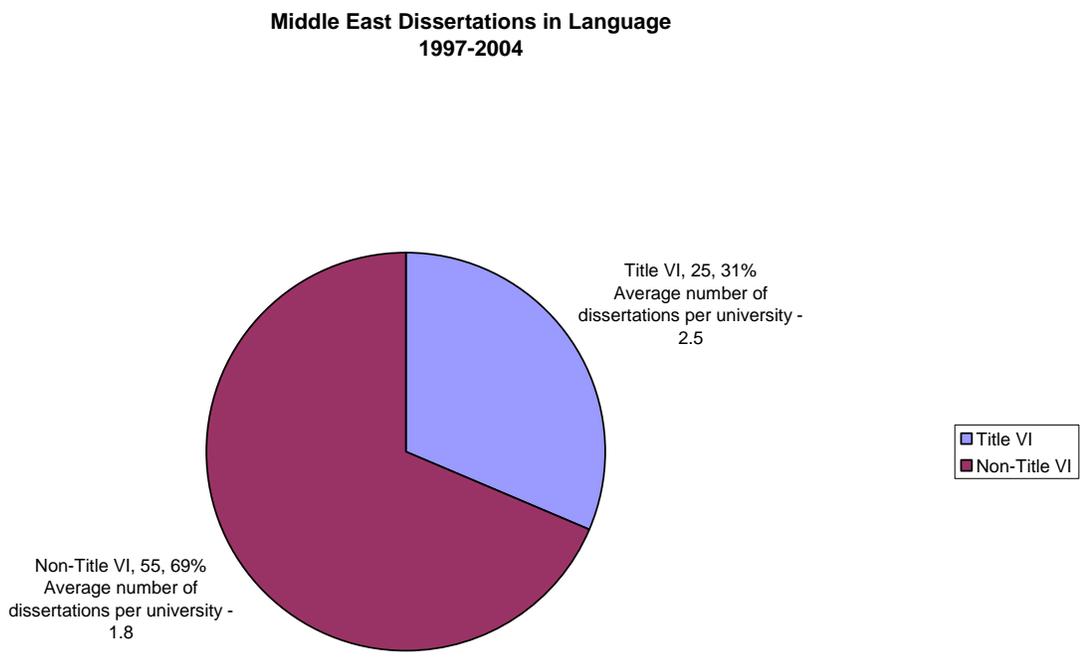
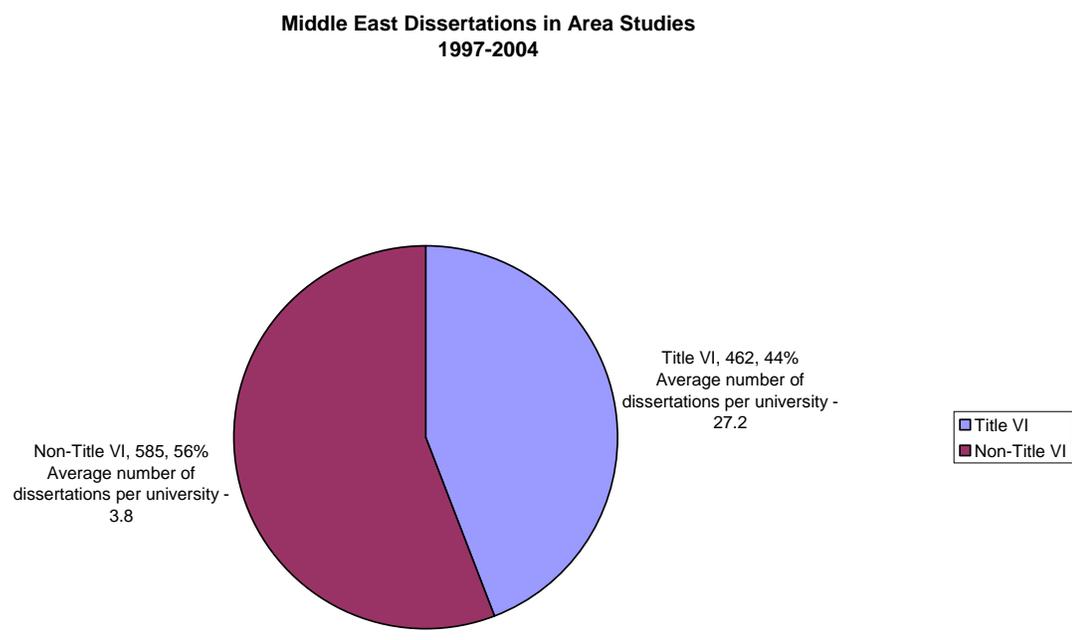
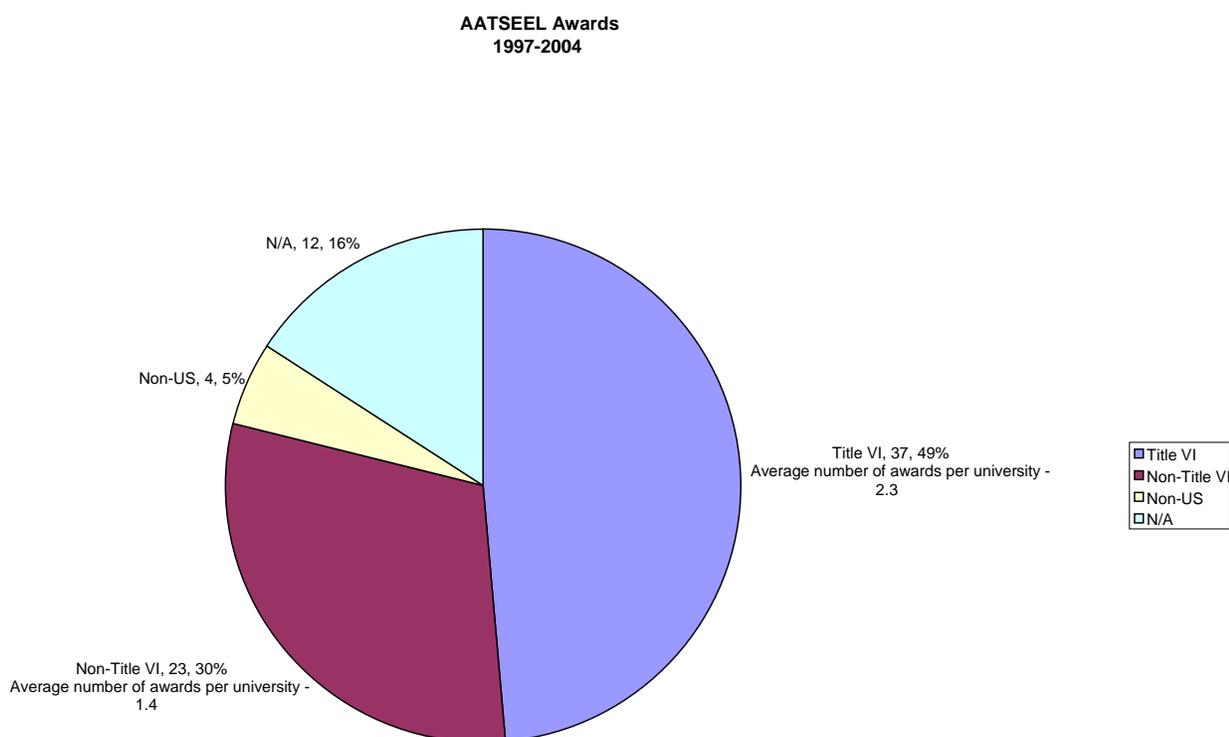


Figure 4.3: Middle East dissertations in area studies and language

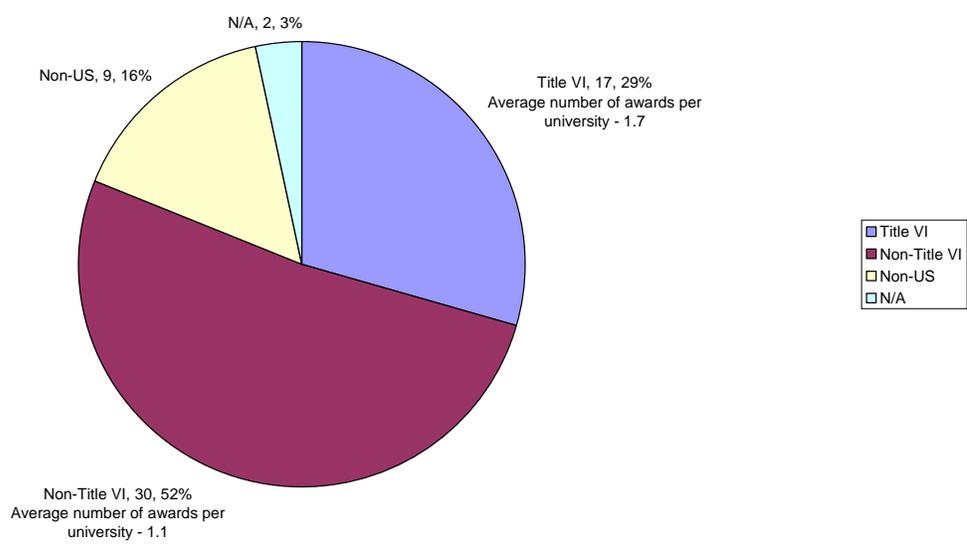


Another indicator of expertise was the number of professional awards granted to faculty by language organizations: for Russia and Eastern Europe, AATSEEL and AAASS; and for the Middle East, MESA. Data collected to support this indicator revealed in general an overwhelmingly large number of scholars affiliated with Title VI NRCs being recognized by professional organizations. For example, between 1997 and 2004, AATSEEL recognized 37 scholars from Title VI-supported universities, which constituted almost half the total awards granted by this organization. MESA also granted 47% of all professional awards to scholars from Title VI-supported universities and 25% to scholars from all other American universities. AAASS, on the other hand, granted awards to 17 Title VI scholars (29% of all awards) and 30 to non-Title VI scholars (52% of all awards).

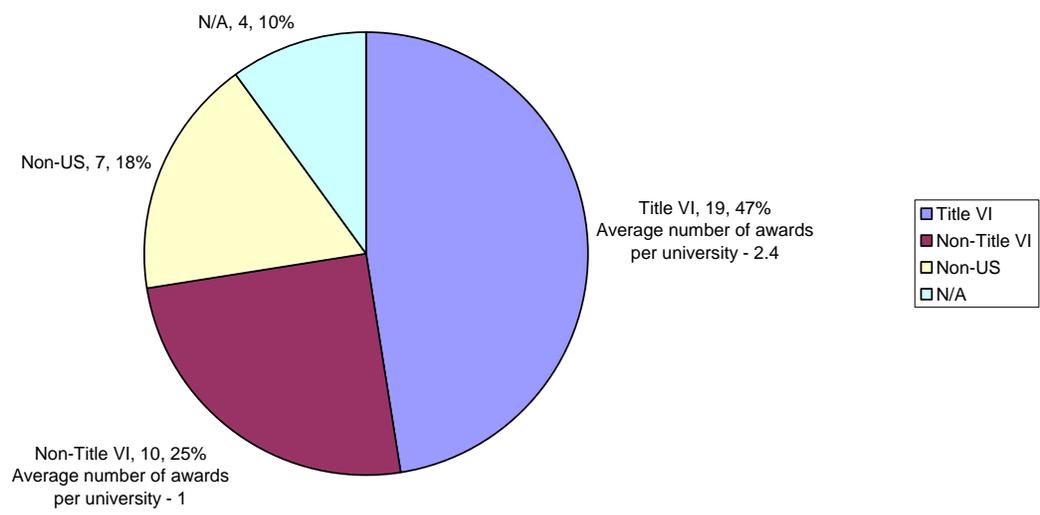
Figure 4.4: Awards by professional organizations



**AAASS Awards
1997-2004**



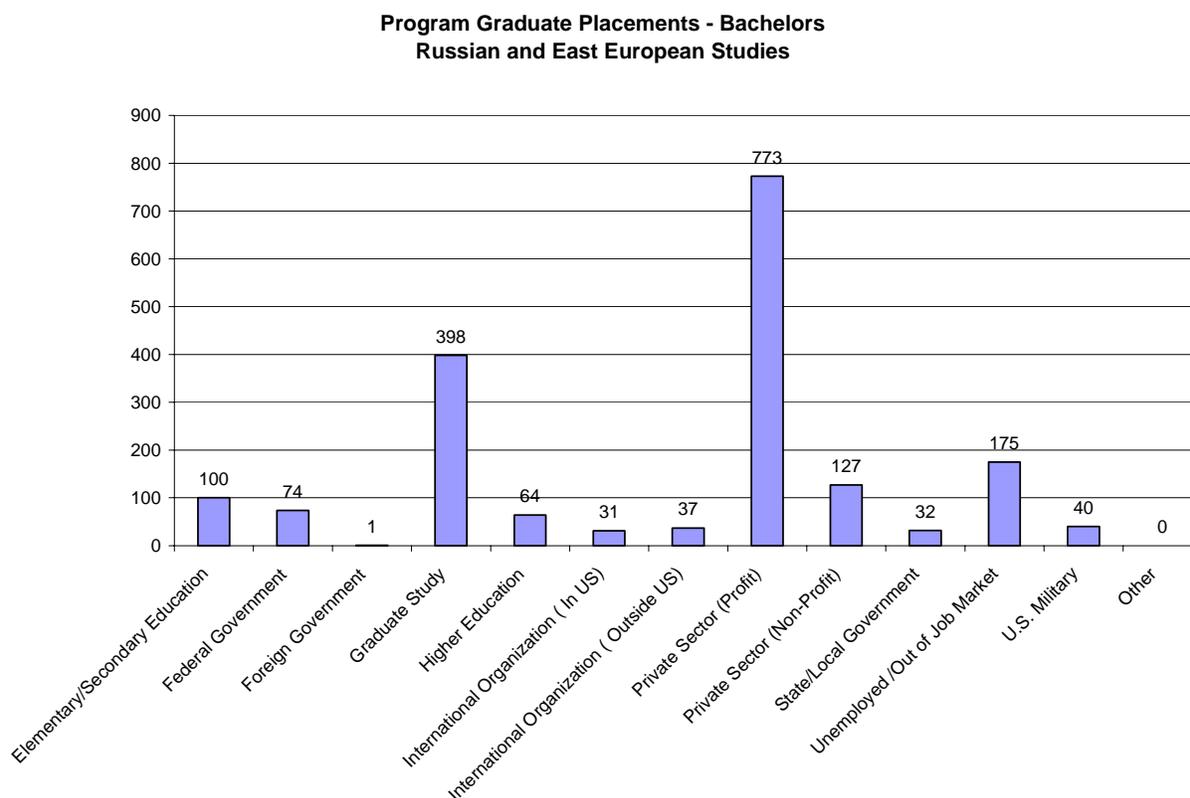
**MESA Awards
1997-2004**



Practitioners and Experts: EELIAS Data on Student Placements

In order to examine the placements of graduates of Title VI/F-H programs in Slavic and Middle Eastern studies, we examined the EELIAS database for student placement data. Each National Resource Center is required to report on student placement annually through the EELIAS system. The following charts (4.5a thru 4.5f) provide the placement data for 2001 through 2003 (cumulative) for Slavic and Middle Eastern NRCs, excluding those data where the grantees did not know the student placement (there were 962 and 1306 such entries, of 3414 and 2094 total records for student placement).¹⁰

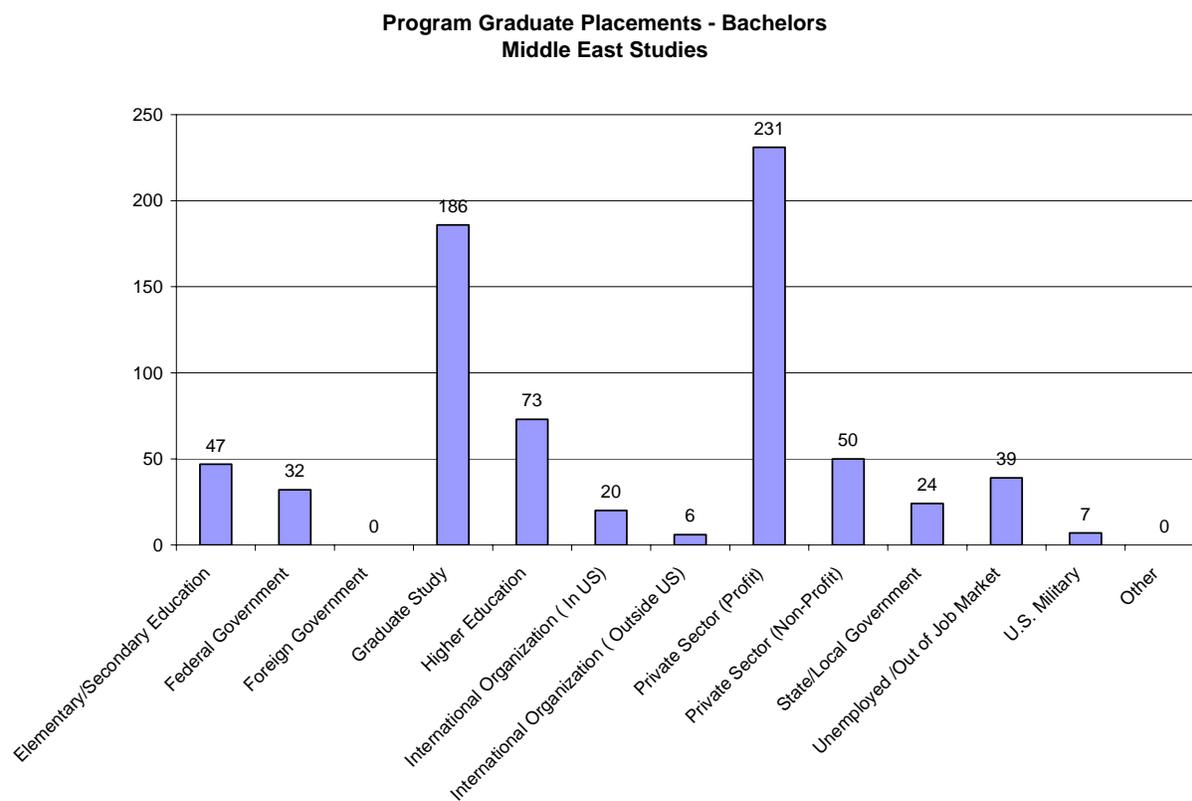
Figure 4.5a: Program Graduate Placements for Russian and East European Studies - Bachelors



For Slavic, we see that at the bachelor's level, Title VI/F-H makes significant contributions to the private and non-profit sectors, K-12 education, and the federal government and U.S. military. A significant number also continue with their studies at the graduate level. From these data, we see that Title VI/F-H has prepared over a thousand practitioners in language and area studies, distributed across various levels of government, the military, and the private non-profit and for-profit sectors.

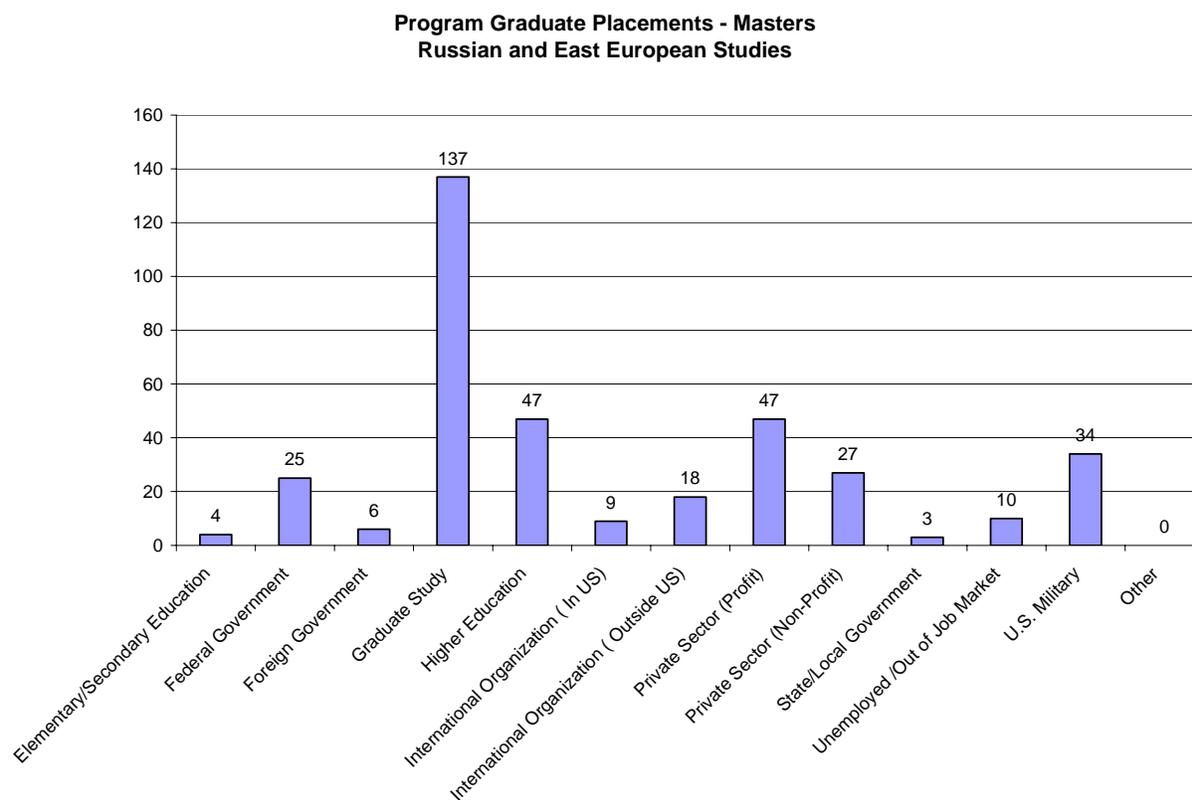
¹⁰ We note that the reporting system requires the principal investigator to complete the placement data; at any given institution, these data may reside in academic departments, with the registrar, with the alumni association, and so forth.

Figure 4.5b: Program Graduate Placements for Middle East Studies - Bachelors



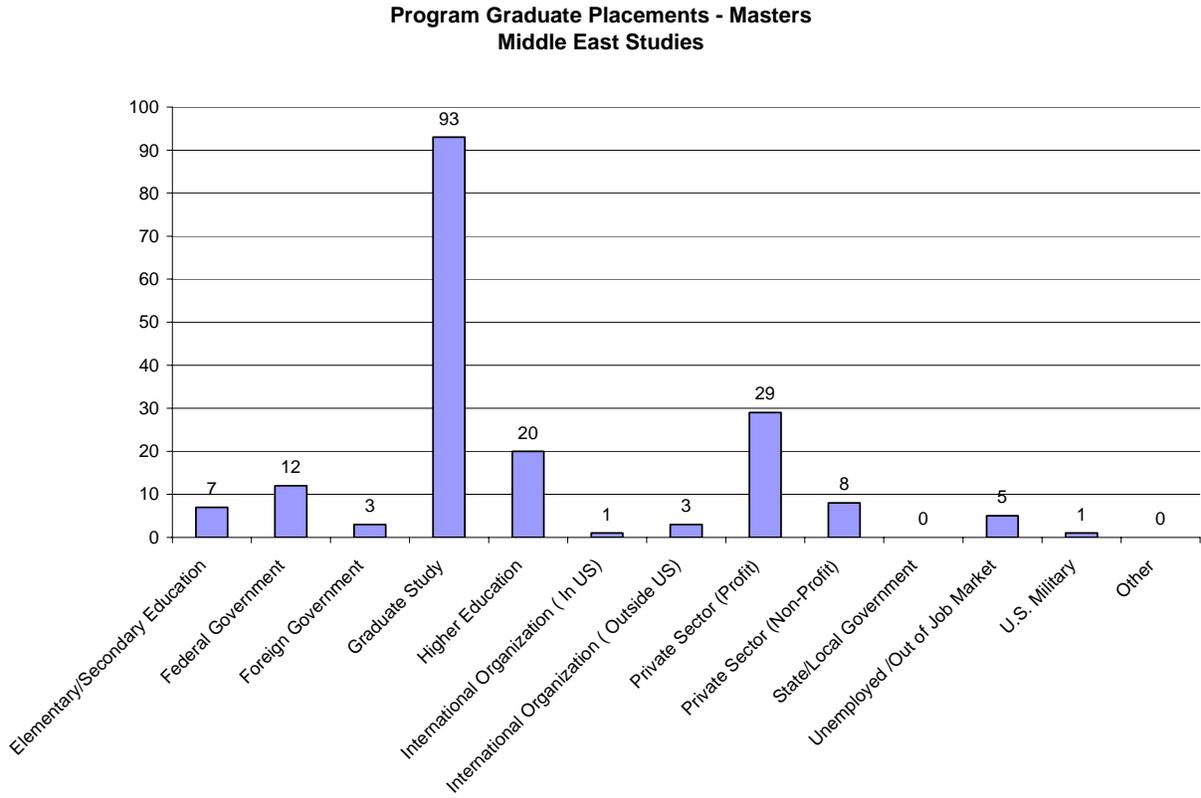
Turning to bachelor's placements in Middle Eastern studies and languages, we see the same overall pattern: the largest number of bachelor's degree recipients is placed in the for-profit private sector, with the next largest group composed of individuals continuing their education. About 344 practitioners find placements in various levels of government, the military, and the private non-profit and for-profit sectors.

Figure 4.5c: Program Graduate Placements for Russian and East European Studies - Masters



At the master's level in Slavic and East European Studies, the greatest contribution of Title VI/F-H occurring in further graduate studies, with still sizeable placements in the private sector (profit and non-profit), the U.S. Government, and the military.

Figure 4.5d: Program Graduate Placements for Middle Eastern Studies - Masters



Turning to master’s level placements in Middle Eastern studies and languages, we see the same overall pattern – the largest number of master’s degree recipients continue their education, with sizeable placements in the private sector (profit and non-profit), the U.S. Government, and the military.

Figure 4.5e: Program Graduate Placements for Russian and East European Studies - Doctoral

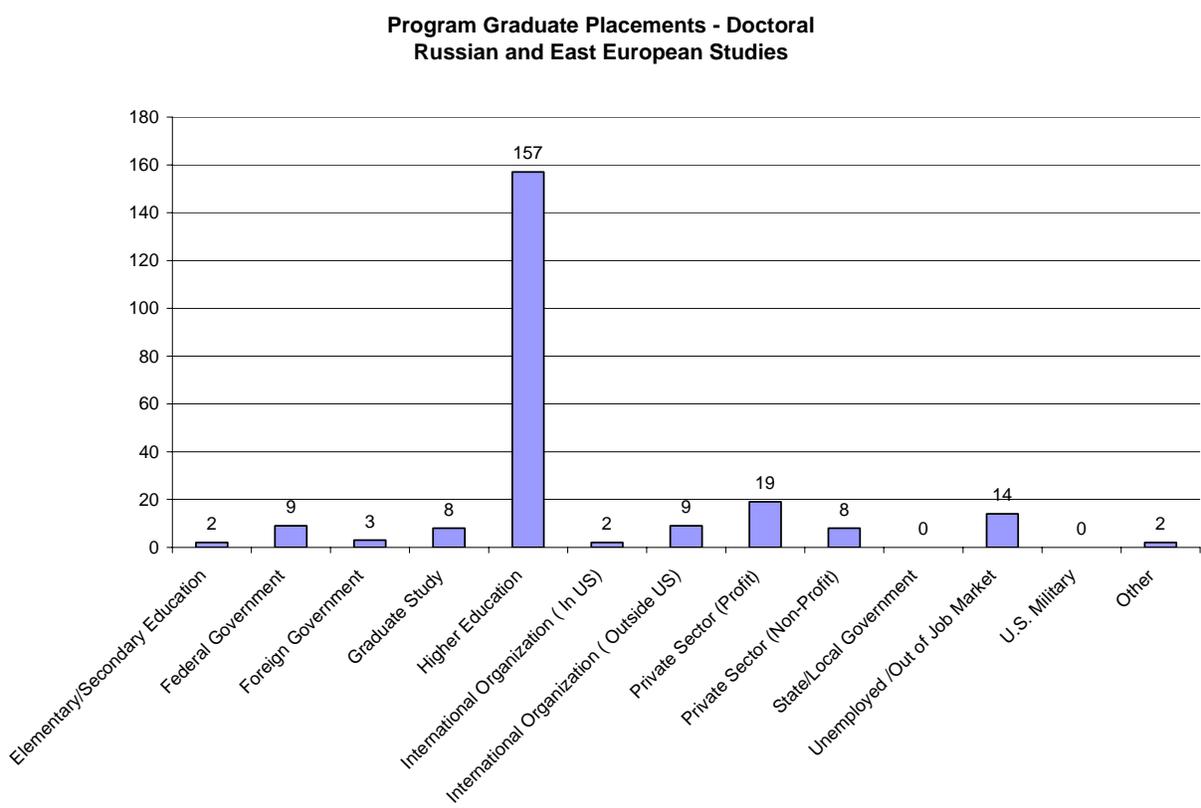
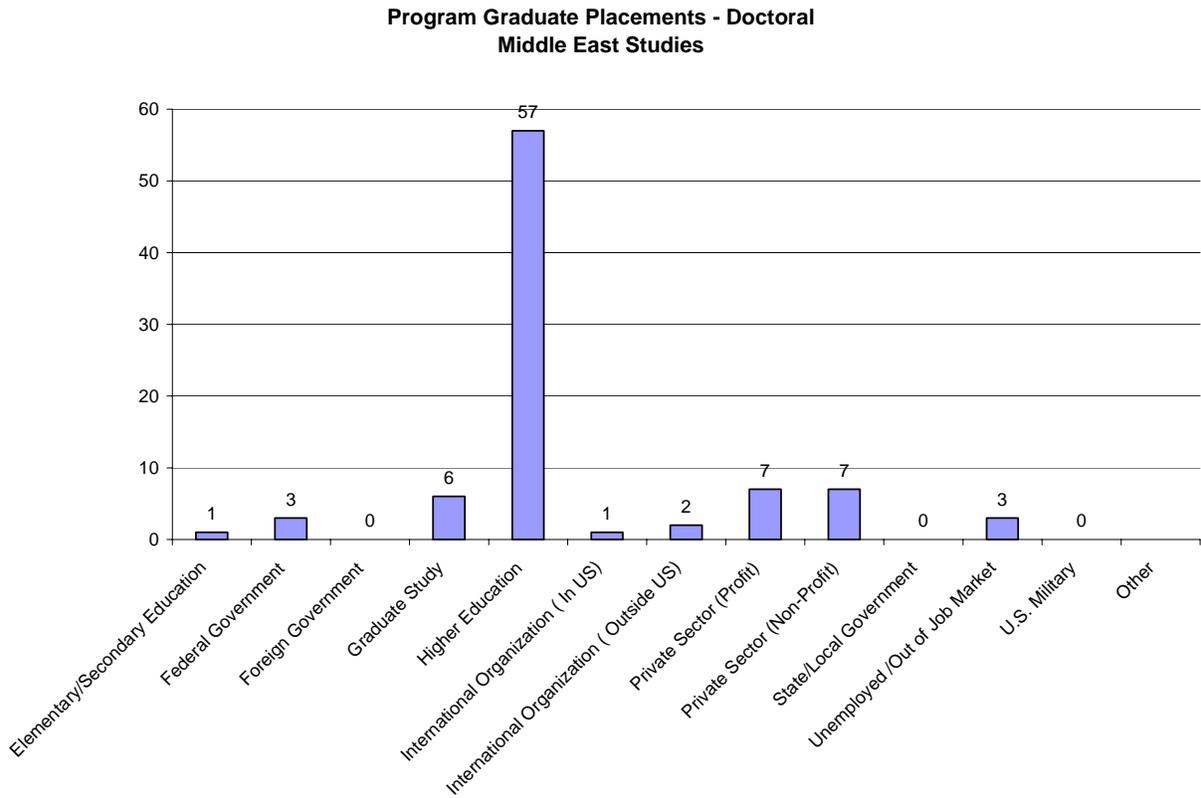


Figure 4.5f: Program Graduate Placements for Middle East Studies - Doctoral



The overwhelming majority of PhD recipients in both Middle Eastern and Slavic and East European languages and area studies find work in higher education. Within the goals of Title VI/F-H, the development of expertise stands as a critical goal, and from the EELIAS data, this goal is met with respect to student placement. External data beyond the scope of this project would be required to ascertain the percentage of hires in academia represented by Title VI in this world area, but the 157 placements are substantial in and of themselves.

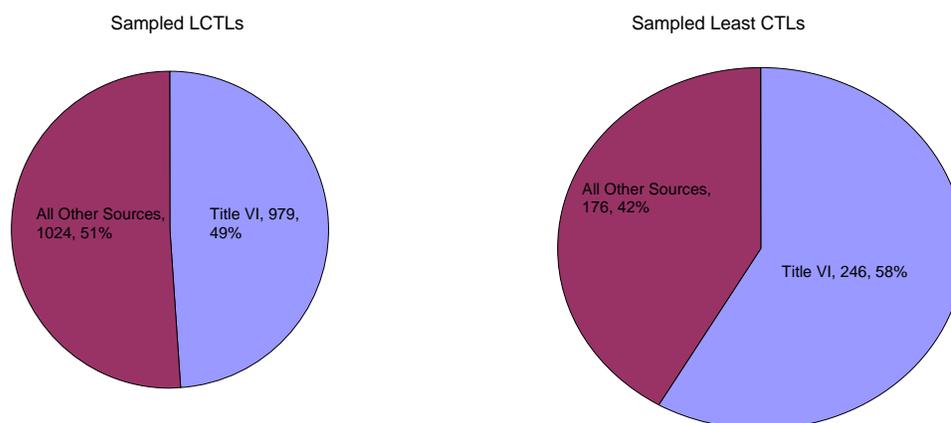
Capacity

We tested whether the results from Brecht and Rivers (2000) are still valid; that is, whether Title VI is still the base for America's capacity in Less Commonly Taught Languages (LCTLs).. To accomplish this, we performed an update of analyses that were conducted in the Brecht and Rivers study. Brecht and Rivers (2000) reported basic research in SLA and linguistics research in LCTLs as quantifiable evidence of the outcomes of Title VI programming in support of knowledge and information enhancement. They identified the proportion of research in SLA and related topics published by authors at Title VI National Resource Centers (NRC) and Language Resource Centers (LRC) as the clear indicator of the contribution of Title VI to SLA research in the U.S. They found that between 1992 and 1995, Title VI/F-H NRCs and LRCs contributed 48% of all published research in selected Less Commonly Taught Languages. For the least commonly taught languages, this contribution increased to 60%. In their conclusion, Brecht and Rivers stressed that Title VI/F-H's contribution to LCTL capacity in the U.S. was critical.

We repeated Brecht and Rivers' 2000 study and collected additional data for the period from 1996 to 2004. We searched for publications on research in SLA and related topics in the Language Learning and Behavior Abstracts (LLBA) online bibliographic database. The LLBA database was chosen because it provides the home institution of the first-listed author as part of each citation. Twenty-five LCTLs were sampled. Publications included journal articles, books, textbooks, chapters in books, and dissertations. Book reviews were excluded from the sample. The languages sampled were Russian, Chinese, and Japanese, all with postsecondary 1995 enrollments between 20,000 and 50,000; Arabic, Modern Hebrew, and Korean, with enrollments from 1,000 to 10,000; Polish and Kiswahili, with enrollments of approximately 1,000; Hindi, Farsi, and Thai, with enrollments between 500 and 1,000; Czech, Indonesian, and Yoruba, with enrollments between 250 and 500; Armenian, Cantonese, Hausa, and Tamil, with enrollments between 100 and 250; and Bulgarian, Georgian, Lao, Malay, Marathi, Mongolian, and Nyanja, with enrollments below 100.

Our sampling of the research published between 1996 and 2004 produced results very similar to the 2000 study. It showed that Title VI NRCs and LRCs contributed almost half (49%) of all published research. This contribution increased to 58% for LCTLs with enrollments of 1000 or less (see Figure 4.6).

Figure 4.6: Sampled LCTLs and Least CTLs

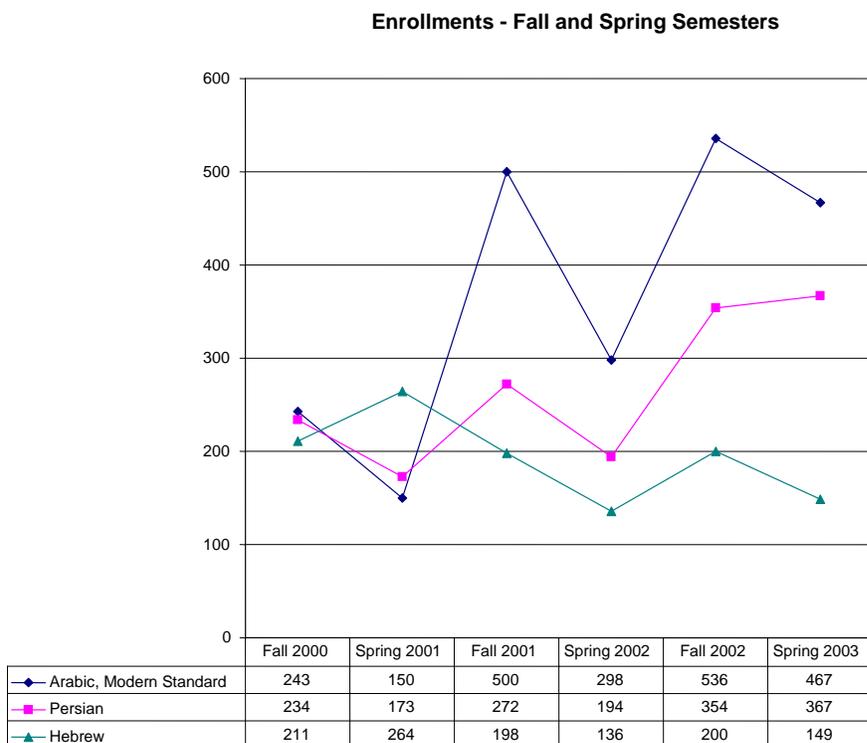
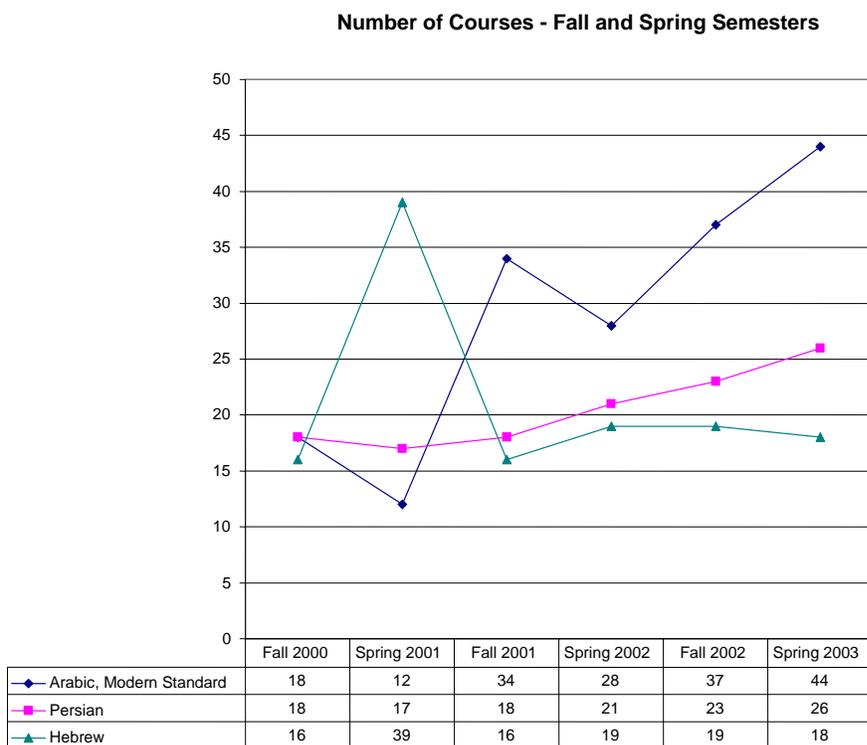


Title VI centers continue to provide a disproportionate amount of the published research on the LCTLs. Simply put, the Title VI centers remain a mainstay of the research base in critical languages in the United States.

Language Capacity and Responsiveness to World Events

We analyzed course offerings and enrollment data to determine Title VI's responsiveness to world events, and particularly to 9/11. We also identified trends in language course enrollment. Figure 4.7 shows trends in number of courses and enrollments in Arabic, Persian, and Hebrew at Title-VI universities between Fall 2000 and Spring 2003.

Figure 4.7: Trends in number of courses and enrollments in Arabic, Persian, and Hebrew at Title VI-supported universities



The results here are somewhat less clear with regard to the role of Title VI/F-H. Within the primary Middle Eastern languages supported by Title VI (Persian, Arabic, and Hebrew), Title VI centers have responded by increasing course offerings and enrollments. This may be a result of student interest as well as programmatic interest in these languages on the part of Title VI centers and the USED. In the overall context of U.S. foreign language enrollments, we note that Arabic enrollments in higher education increased by 50% from 1998 to 2002, from 5305 enrollments to 10584, according to data supplied by the Modern Language Association.

Study 2: Impact of Title VI

EELIAS as an Observational Study

An observational study is an empirical investigation of treatments and their effects; in this respect, it resembles an experiment. An observational study differs from an experiment in that the investigator in an observational study cannot control the assignment of treatments to subjects (Rosenbaum, 2002). Instead, subjects who have already received treatment are studied, and these subjects constitute the investigation's treatment group. Therefore, in observational studies, characteristics of treatment and control groups often differ significantly prior to treatment. If such differences are present, they need to be accounted for so that selection bias is reduced. Different methods exist to reduce bias and make the two groups more alike in order to be able to compare them. One method to reduce bias is to perform matching on the propensity score (PS). When this is done, all subjects have the same chance of receiving treatment, but one of them receives it and the other does not. However, in practice, the real chance of receiving treatment is unknown; therefore, an estimated propensity score is used.

EELIAS as an Evaluation Study

In medicine, economics, and social sciences, several methods are used to evaluate program impact. Usually, impact evaluation seeks to answer a specific question: For example, what would have happened if the program had not existed? (Regalia, 1999). Therefore, these studies attempt to address the impact of the program on an institution that previously conducted the program. Regalia provided a list of experimental and quasi-experimental designs that are widely being used as impact evaluation methods. All involve comparison of a treatment group with a control group. In experimental designs, program participants and non-participants are randomly selected from the target population. The groups can be compared because there are no systematic differences between them, and the impact of treatment can be assessed by subtracting the mean outcomes of the treatment group from the mean outcomes of the control group.

However, in observational studies, it is usually not possible to randomly assign treatment (Rosenbaum & Rubin, 1985). In the case of the current study, participants receiving Title VI grants were selected through a competitive award process based on application and grant proposal submissions. The treatment group was first self-selected (those who applied) and later selected through a competitive grant proposal process. To construct a control group for this treatment group, one of a few possible quasi-experimental methods needed to be used. Several studies have implemented a propensity score method to evaluate a program's impact on an institution (Bryson, A., Dersett, R., & Purdon, S., 2002; Regalia, 1999).). In the case of Title VI programs, the control group had to be selected from all other universities that did not receive a Title VI grant.

The Propensity Score Approach

We came to the same point from two different directions – observational studies and impact evaluation studies – and chose propensity score matching as most appropriate for this analysis. The propensity score has been defined as the conditional probability of being treated based on the observed covariate values (Rosenbaum & Rubin, 1983; Rubin, 2001). The method attempts to imitate a randomized experiment by constructing a control group post hoc. In this study, a control group was selected from 100 top universities as ranked by *U.S. News and World Report*. On the basis of several variables (but not outcome variables), this method assigned each participant a propensity score, which is a single score between 0 and 1. Several different characteristics were taken into consideration, and a propensity score summarized all characteristics in this single variable. Then, each subject from the treatment group was paired with a subject from the control group that received the most similar score. Finally, outcome variables were taken into consideration. The assumption could be made that if the matched universities differed in outcome variables, the difference was due to treatment, since the universities were alike on all other characteristics as measured by the propensity score. See below for a full explanation of how this was done.

Strategy Used to Establish the Comparison Group

The propensity score method, like other non-experimental approaches, depends on assumptions regarding participant selection and available data. The treatment in this investigation was receiving a Title VI NRC grant. As mentioned earlier, the assignment to treatment and control groups was not random: Title VI NRC grants were awarded competitively based on review of applications and grant proposals from multiple universities. The grant awards varied from \$149,978 to \$219,924 per year. We selected two world areas and picked two treatment groups or participant groups: Russia and Eastern Europe (20 participants), and the Middle East (17 participants). We performed separate analyses for these two world areas.

In this study, a control group was selected from a pool of 100 top universities as ranked by *U.S. News and World Report*. Ranking by *U.S. News and World Report* is performed after weighting scores for several measures of college quality. These measures fall into the following seven categories: peer assessment (25%); student selectivity (e.g., acceptance rate, average admission test scores, 15%); faculty resources (e.g., faculty compensation, class size, 20%); graduation and retention rate (20%); financial resources (10%); alumni giving (5%); and graduation rate performance (5%). For a more detailed description of variables and ranking methodology, see *U.S. News and World Report*.

We identified the potential pool of matched schools as a total of 113 American universities that were ranked as being among the best 100 universities by *U.S. World and News Report* between the years of 1997 and 2003. For this set of 113 American universities, which included all Title VI-supported universities of interest—that is, those that received NRC grants for Russia and Eastern Europe and Middle East—we identified a set of university and language program characteristics that were used to establish the comparison group. Table 4.1 depicts measures of university and language program quality used in this study. The first 17 variables in Table 4.1 represent university characteristics; they are based on data from the *U.S. World and News Report*. The last 6 variables in Table 4.1 represent language program characteristics; this data was collected using Internet searches.

Table 4.1: University and language program characteristics used to establish the comparison group

Covariate	Description
Academic reputation	Data collected by Market Facts Inc. Questionnaires were sent to presidents, provosts, and deans to rank peer school's academic programs on a scale from 1 (marginal) to 5 (distinguished). In the 2001 edition, 67% of the 3,969 people the questionnaires were sent to responded. This variable <i>U.S. News</i> ranking weights the highest, giving it 25% weight, explaining that a degree from a distinguished college helps graduates gain admission to top graduate schools or obtain better jobs. A university's score is the average score of the respondents. In the spring of 2004, 61% responded.
SAT/ACT scores	Average test scores on the SAT or ACT of students entering college. Scores were converted if needed.
Average freshman retention rate	Average proportion of freshmen entering between 1995 and 1998 who returned to the same university the following fall.
Graduation rate	Average proportion of graduating class who earn a degree in six years or less. Classes considered were freshman classes that started between 1990 and 1993. This data is from the 2001 edition.
Class size of less than 20	Percentage of undergraduate classes with fewer than 20 students enrolled.
Class size of more than 50	Percentage of undergraduate classes with 50 students or more.
Full time faculty	Percentage of full-time faculty.
Faculty with top terminal degree	Percentage of full-time faculty with a doctorate or the highest degree possible in their field.
Freshmen in top 10% of HS class	HS class standing: the proportion of students enrolled in 1997-2001 who graduated in the top 10% of their HS class.
Acceptance rate	Student acceptance rate.
Bachelor	Number of bachelor's degrees conferred.
Master	Number of master's degrees conferred.
Doctor	Number of doctoral degrees conferred.
Enrollments	Number of undergraduate enrollment.
Diversity	See <i>U.S. News and World Report</i> .
White	Number of white students.
International	Number of international students enrolled.
Department	Whether language of interest is offered in a separate department
3 rd year	Whether 3 rd year of TL taught
4 th year	Whether 4 th year of TL taught
5 th year	Whether 5 th year of TL taught
Minor	Whether minor offered in language or AS
Major	Whether major offered in language or AS

The analyses were performed using SPSS. To estimate the probability of receiving treatment (in our case, receiving a Title VI grant), we performed a logistic regression for all universities using as the dependent variable the binary variable of receiving a Title VI NRC grant in a relevant world area (1) or not receiving a Title VI NRC grant (0). The universities included in the control group may have Title VI support either in a form of an NRC in another world area or any other Title VI program. Variables included in Table 4.1 constituted independent variables used in the logistic regression prediction equation. The logistic regression procedure estimated a propensity score for every university, including Title VI and non-Title VI universities.

Next, from the potential pool of universities, we identified the university that had the nearest value propensity score to each Title VI university's propensity score to become the match control university. We used the nearest available matching on the estimated propensity score method developed by Rosenbaum and Rubin (1985). In this method, one subject from the treatment group is matched with the control subject that has the nearest propensity score. Then, both subjects are eliminated from the pool, and the procedure is repeated until no more matches are possible. In the end, for Russia and Eastern Europe, the set of 20 Title VI universities had a set of 20 non-Title VI universities that matched across all variables of interest. For the Middle East, a set of 17 Title VI universities had a set of 17 non-Title VI universities matched across the variables. These two groups constituted the treatment and control groups for the two world areas of interest.

Results

Matched sampling results

We compared the treatment and control groups in terms of their means and distributions on variables of interest (included in Table 4.1). Ideally, one would expect the means and distributions to be as similar as possible, which would indicate that the control and treatment groups were comparable. Table 4.2 (below, following the discussion of our results) shows the results of the test of equality of the means and distributions for Russia and Eastern Europe Title VI universities and their matches. Table 4.3 reports the results for the Middle East Title VI universities and their matches.

When the Russia and Eastern Europe Title VI universities ($n = 20$) were compared to the matching non-Title VI universities ($n = 20$; Table 4.2), the group means of Title VI and non-Title VI universities did not differ statistically at the .05 significance level for all 22 variables of interest. Since Russian was offered in separate departments in all of the universities of interest, the "department" variable was not used in this part of the analysis.

In addition, we tested whether the distributions of these variables were equal using the two-independent-samples Kolmogorov-Smirnov (K-S) test. This test is designed to detect differences in locations and shapes of the distributions in variables of interest for two groups. The results of the K-S test revealed that the distributions for all the above variables, with the exception of one (reputation; $p=.035$), were also statistically similar (Table 4.2). Consequently, the treatment and control groups identified for this study were very similar across the observed variables.

Comparing the Middle Eastern Title VI universities ($n = 17$) to the non-Title VI match universities ($n = 17$; Table 4.3) revealed that the group means of the two groups did not differ statistically at the .05 significance level. The K-S test indicated that the distributions of all 22

variables were similar (Table 4.3, below). Since no data was found for 5th year Arabic, this variable was not used in this part of the analysis.

In summary, based on this methodology, we were able to find a set of non-Title VI universities for two world areas—Russia and Eastern Europe, and the Middle East—that were very similar to Title VI universities based on a set of 22 university and language program characteristics. The fact that the two groups were similar based on these characteristics enabled a comparison of Title VI and non-Title VI subjects in terms of the means and distributions for outcome variables of interest.

Outcome variables

We also considered outcome variables, which were not used in the calculation of the propensity score, and compared the treatment and control groups. Table 4.4 shows the results of the one-sample T-test for equality of means for Russia and Eastern Europe and the Middle East, respectively. These performance indicators were the same as those used in Study 1 and included the number of dissertations in language and area studies, the number of articles published in major journals, and the number of professional awards received by faculty members at given universities.

As Table 4.4 (below) shows, for Russia and Eastern Europe, the treatment and control groups differed significantly in terms of all variables of interest at the .05 significance level. For the Middle East, the treatment and control groups differed significantly on the number of dissertations in area studies and the number of professional awards. Two other variables showed means that were higher for the treatment group than for the control group; however, they were not statistically significant. (See Appendix IV for propensity matching scores.) Figure 4.8 shows comparisons of Title VI and non-Title VI universities with respect to the outcome variables for Russia and Eastern Europe and the Middle East.

Matching with replacement

When treatment and control groups are different, matching without replacement can be very difficult, as there may be a paucity of comparable replacements. In matching without replacement, as we described above, after finding good matches for some cases, the remaining cases would have to be matched to control group matches that are very different. In situations in which only some cases from the treatment group can be matched well with cases from the control group, matching with replacement provides the best choice. When matching with replacement, each case from the treatment group can be matched to the nearest case from the comparison group, even if a comparison case is used more than once. This method has been used by Dehejia & Wahba (1999, 2002), and Saiz & Zoido (2002).

Even though in this study the treatment and control groups were very similar on the selected 22 variables, one can argue that selection bias was still present. It is true that Title VI universities tended to have higher propensity scores than non-Title VI universities, and at times it was hard to find a very good match. Therefore, in addition to the nearest available match on the estimated propensity score method, we also performed matching with replacement.

After the logistic regression procedure calculated the propensity score, we used the nearest available match for the estimated propensity score. However, this time, instead of removing the

control subject already matched, we returned it to the potential pool of subjects. If necessary, it could be used again to provide the match for another treatment subject. In fact, especially in the case of Russia and Middle Eastern Europe, multiple control subjects were used for one treatment subject.

Next, as in matching without replacement, we compared the treatment and control groups in terms of their means and distributions on variables of interest. The results of the *t*-Test and the Kolmogorov-Smirnov test revealed that, when the two groups were compared, means and distributions were similar on the majority, but not all of the variables. Table 4.5 reports the results for Russia and Eastern Europe. Table 4.6 reports the results for the Middle East.

When outside variables were compared, the treatment and control groups differed significantly on three of the four variables included in the analysis for both world areas (Table 4.7). The fourth variable—professional awards for Russia and Eastern Europe, and the number of dissertations in language for the Middle East—showed the mean higher for the treatment group, but with a significance level higher than .05. (See Appendix IV.) Figure 4.9 shows comparisons of Title VI and non-Title VI universities with respect to the outcome variables for Russia and Eastern Europe and the Middle East when matching with replacement was performed.

Discussion

The foregoing analyses of the contribution of Title VI/F-H to national capacity in two selected areas (Slavic and Middle Eastern Studies), as well as in the Less Commonly Taught Languages as a whole, demonstrate that Title VI/F-H's role has not changed significantly in the past several years. In 2000, Brecht and Rivers concluded that Title VI/F-H was the mainstay of capacity in the Less Commonly Taught Languages, and our results indicate that this still holds true. With respect to area studies, which Brecht and Rivers did not examine, we find a similar result for the two areas examined. Title VI/F-H institutions in these two areas provide a disproportionate amount of the foundation, in terms of research published and PhD expertise produced.

The addition of the propensity score analysis allows, for the first time, an assessment of the contribution of Title VI/F-H relative to instructional strength. The propensity score method provided some sophistication in that we could make a case that the differences in language were due to a combination of selection and treatment—that is, Title VI funding. In other words, while elite and larger schools may be more likely to receive Title VI funding, Title VI appears to have a definite effect as a treatment.

The collective impact of Title VI NRC grants on the receiving institutions and the national capacity is relatively clear. We state this in terms of Brecht and Rivers' notion of criticality: "What would have happened if Title VI/F-H had not existed?" (Brecht & Rivers 2000, p. 66). The answer provided by Brecht and Rivers was based on two key findings: first, the disproportionate production of research and expertise in the LCTLs; and second, the assertion by Title VI/F-H-supported LCTL programs that such support was essential to their vitality and even existence (Brecht & Rivers 2000, p. 61-62). The propensity score study we present here buttress that argument at the national scale by demonstrating that the Title VI-supported institutions in the two areas examined are statistically dissimilar in the measured indicators of support for national capacity.

This chapter has two limitations in terms of the results we present. First, we did not examine the contribution of Title VI/F-H to area studies in all of the world areas supported under the legislation. It is possible that these results would differ with respect to area studies in other world areas. Given the criticality of Title VI/F-H support for the Less Commonly Taught Languages in all world areas, we believe that this is unlikely. This claim should still, however, be tested using the methods we present here.. Second, with respect to the propensity score method, the results we present must be interpreted with some care, as they remain observational and post-hoc in nature. In other words, we have not performed (nor would we advocate) an experimental approach to assessing the criticality of Title VI/F-H. The only available methods to determine whether Title VI/F-H is truly critical remain the observational methods we have used here, the opinion-based measures presented by Brecht & Rivers (2000), or some combination of the two.

Finally, the criticality of Title VI/F-H should be considered in two contexts. First, as we have presented in this chapter, Title VI/F-H can be seen in programmatic terms in the context of its goals and objectives, as legislated by Congress and further developed by the U.S. Department of Education and the EELIAS system. In other words, the data we present here are a *per se* examination of the effectiveness and impact of Title VI/F-H in terms of the goals of supporting national capacity and developing a cadre of experts in critical areas and languages. In the larger context of whether Title VI/F-H is a sound investment, Brecht & Rivers (2005) state that

social marginal value [is] the more rigorous and positive statement of societal need for language, as opposed to the sum of private marginal values. Thus, as national security is often expressed as the need driving investment in language resources in the military and intelligence communities, we take it as a social marginal value, much like social justice or clean air. (Brecht & Rivers 2005, p. 80).

In other words, the value of Title VI/F-H as an investment is a societal question, best answered by the political process (Grin & Vaillancourt 1999, p.3) With the announcement of the National Security Language Initiative and the vastly increased investment in language and cultural expertise by the federal government since 9/11, Title VI/F-H becomes even more important as a critical piece of the federal support for national capacity in languages and areas critical to the national interest.

Table 4.2: Test of the Equality of Means and Distributions for Title VI (n=20) and non-Title VI (n=20) for Russia and Eastern Europe (matching without replacement)

	Equality of distribution (Kolmogorov-Smirnov test)		Equality of means	
	2-sample K-S	<i>p</i> Value	<i>t</i> Statistics	<i>p</i> Value
Reputation	1.423	.035	1.887	.067
SAT/ACT	.474	.978	-.118	.906
Retention rate	.632	.819	.260	.796
Graduation rate	.791	.560	.516	.609
Small classes	.791	.560	-.215	.831
Large classes	.632	.819	.143	.887
Full-time faculty	.949	.329	-.413	.682
Faculty w/PhD	.791	.560	1.131	.265
Top 10% in HS	.316	1.000	.211	.834
Acceptance rate	.474	.978	.070	.945
Bachelor	.632	.819	.185	.854
Master	.949	.329	1.067	.293
Doctor	1.107	.172	1.777	.084
Enrollments	.632	.819	.050	.960
Diversity	.632	.819	.750	.458
White	.632	.819	-1.188	.242
International	.791	.560	-.422	.675
3 rd year	.000	1.000	^a	^a
4 th year	.316	1.000	-.632	.531
5 th year	.474	.978	-1.435	.159
Minor	.316	1.000	1.453	.154
Major	.000	1.000	^a	^a

^a *t* couldn't be computed because the standard deviations of both groups were 0.

Table 4.3: Test of the Equality of Means and Distributions for Title VI (n=17) and non-Title VI (n=17) for Middle East (matching without replacement)

	Equality of distribution (Kolmogorov-Smirnov test)		Equality of means	
	2-sample K-S	<i>p</i> Value	<i>t</i> Statistics	<i>p</i> Value
Reputation	1.029	.240	1.753	.089
SAT/ACT	.857	.454	1.072	.292
Retention rate	.514	.954	.347	.731
Graduation rate	.686	.734	.676	.504
Small classes	1.029	.240	1.162	.254
Large classes	.514	.954	-.033	.974
Full-time faculty	.686	.734	-.021	.983
Faculty w/PhD	.686	.734	-.109	.914
Top 10% in HS	1.029	.240	1.822	.078
Acceptance rate	.686	.734	-.748	.460
Bachelor	.686	.734	.426	.673
Master	.857	.454	1.367	.181
Doctor	1.029	.240	1.226	.229
Enrollments	.686	.734	-.046	.964
Diversity	1.200	.112	1.963	.058
White	1.372	.046	-1.540	.133
International	.857	.454	1.662	.106
Department	.171	1.000	-.590	.559
3 rd year	.000	1.000	^a	^a
4 th year	.171	1.000	-.378	.708
Minor	.343	1.000	1.461	.154
Major	.000	1.000	^a	^a

^a *t* couldn't be computed because the standard deviations of both groups were 0.

Table 4.4: Outcome variables for Russia and Eastern Europe, and the Middle East (matching without replacement)

	Title VI		Non-Title VI		<i>t</i> Statistics	<i>p</i> Value
	mean	sd	mean	sd		
Russia and Eastern Europe						
Dissertations in AS	29.50	15.91	10.80	9.80	4.476	.000
Dissertations in Language	4.05	3.25	1.1	1.25	3.786	.001
Articles in major journals	7.00	4.40	2.50	2.31	4.051	.000
Professional awards	2.70	2.00	1.20	1.44	2.722	.010
Middle East						
Dissertations in AS	27.18	16.94	7.47	6.41	4.486	.000
Dissertations in Language	1.47	2.27	.65	1.10	1.357	.184
Articles in major journals	1.71	1.65	.76	1.09	1.962	.059
Professional awards	1.12	1.58	.06	.24	2.737	.010

Table 4.5: Test of the Equality of Means and Distributions for Title VI (n=20) and non-Title VI (n=20) for Russia and Eastern Europe (matching with replacement)

	Equality of distribution (Kolmogorov-Smirnov test)		Equality of means	
	2-sample K-S	<i>p</i> Value	<i>t</i> Statistics	<i>p</i> Value
Reputation	2.019	.001	3.448	.001
SAT/ACT	.708	.698	.608	.545
Retention rate	1.014	.255	1.360	.177
Graduation rate	1.034	.236	.801	.425
Small classes	.622	.834	-.316	.753
Large classes	1.139	.149	1.254	.213
Full-time faculty	1.273	.078	1.047	.298
Faculty w/PhD	.813	.522	1.585	.116
Top 10% in HS	.574	.897	.658	.512
Acceptance rate	.689	.729	-.858	.393
Bachelor	1.426	.034	2.777	.007
Master	2.507	.000	4.533	.000
Doctor	2.603	.000	6.232	.000
Enrollments	1.301	.068	2.435	.017
Diversity	.842	.477	1.200	.233
White	.785	.569	-1.218	.226
International	.823	.507	-.250	.803
3 rd year	.383	.999	-1.437	.154
4 th year	1.416	.036	-3.042	.003
5 th year	.612	.847	-2.336	.021
Minor	.063	1.000	.221	.826
Major	.526	.945	-1.719	.089

Table 4.6: Test of the Equality of Means and Distributions for Title VI (n=17) and non-Title VI (n=17) for Middle East (matching with replacement)

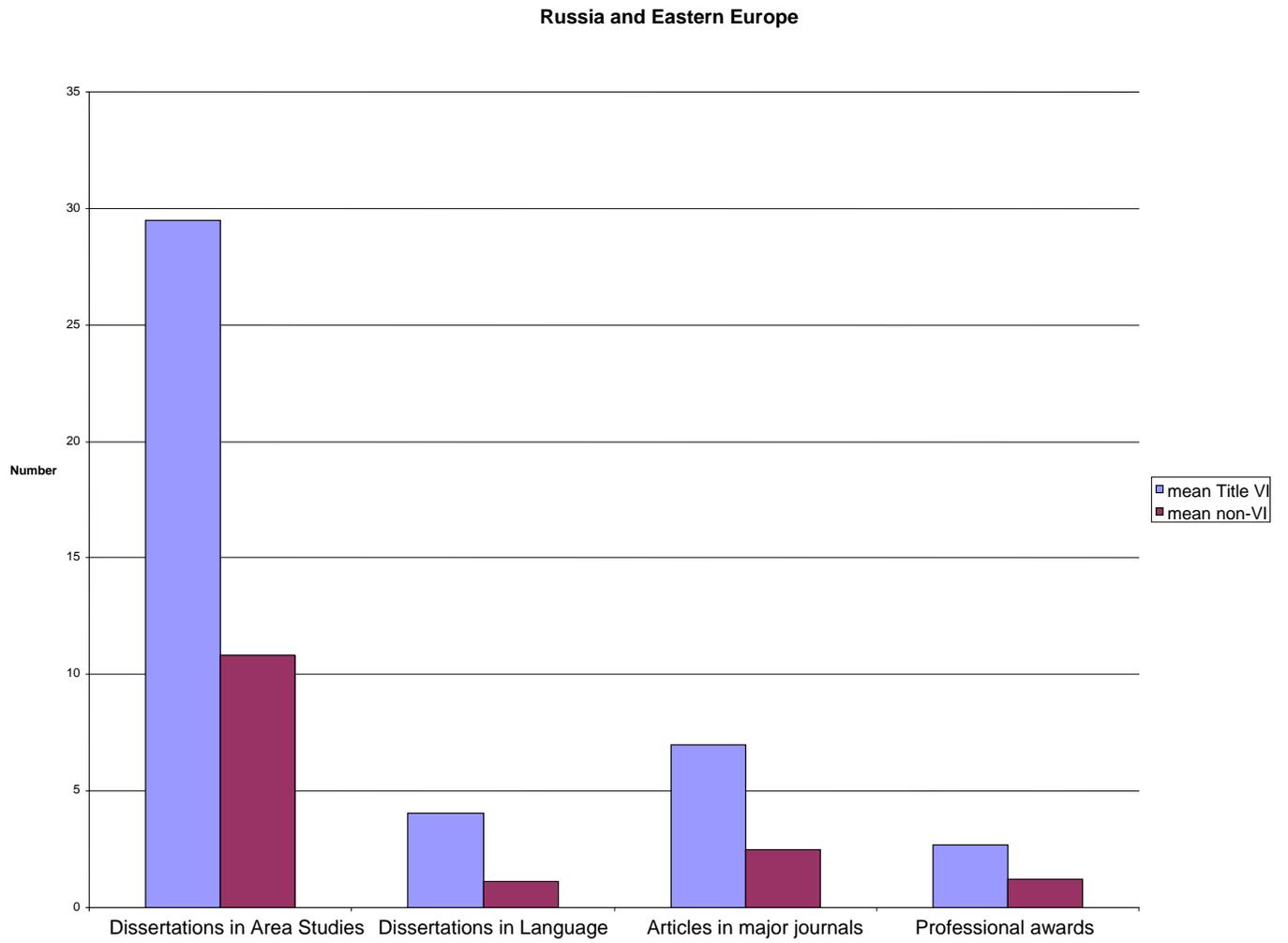
	Equality of distribution (Kolmogorov-Smirnov test)		Equality of means	
	2-sample K-S	p Value	t Statistics	p Value
Reputation	1.200	.112	2.141	.040
SAT/ACT	1.372	.046	1.434	.161
Retention rate	.857	.454	-.079	.938
Graduation rate	1.200	.112	.865	.393
Small classes	1.715	.006	2.576	.015
Large classes	.686	.734	-.822	.417
Full-time faculty	1.200	.112	-.721	.476
Faculty w/PhD	.857	.454	-.415	.681
Top 10% in HS	1.372	.046	1.716	.096
Acceptance rate	.857	.454	-.875	.388
Bachelor	.686	.734	-.492	.626
Master	.686	.734	.906	.372
Doctor	.686	.734	.326	.746
Enrollments	.857	.454	-.688	.496
Diversity	1.543	.017	2.056	.048
White	1.886	.002	-2.584	.015
International	1.372	.046	2.597	.014
Department	.000	1.000	.000	1.000
3 rd year	.000	1.000	^a	^a
4 th year	.000	1.000	.000	1.000
Minor	.343	1.000	1.461	.154
Major	.000	1.000	^a	^a

^a t couldn't be computed because the standard deviations of both groups were 0.

Table 4.7: Outcome variables for Russia and Eastern Europe, and the Middle East (matching with replacement)

	Russia and Eastern Europe		Title VI		Non-Title VI		t Statistics	p Value
	mean	sd	mean	sd	mean	sd		
Dissertations in AS	29.50	15.91	20.65	12.38	1.963	.057		
Dissertations in Language	4.05	3.25	2.35	1.42	2.141	.039		
Articles in major journals	7.00	4.40	3.10	2.15	3.561	.001		
Professional awards	2.70	2.00	2.65	1.39	.092	.927		
Middle East								
Dissertations in AS	27.18	16.94	5.29	4.81	5.124	.000		
Dissertations in Language	1.47	2.27	1.18	1.01	.488	.629		
Articles in major journals	1.82	1.59	.65	.99	2.585	.015		
Professional awards	1.12	1.58	.24	.44	2.224	.033		

Figure 4.8: Outcome variables for Russia and Eastern Europe and Middle East (matching without replacement)



Middle East

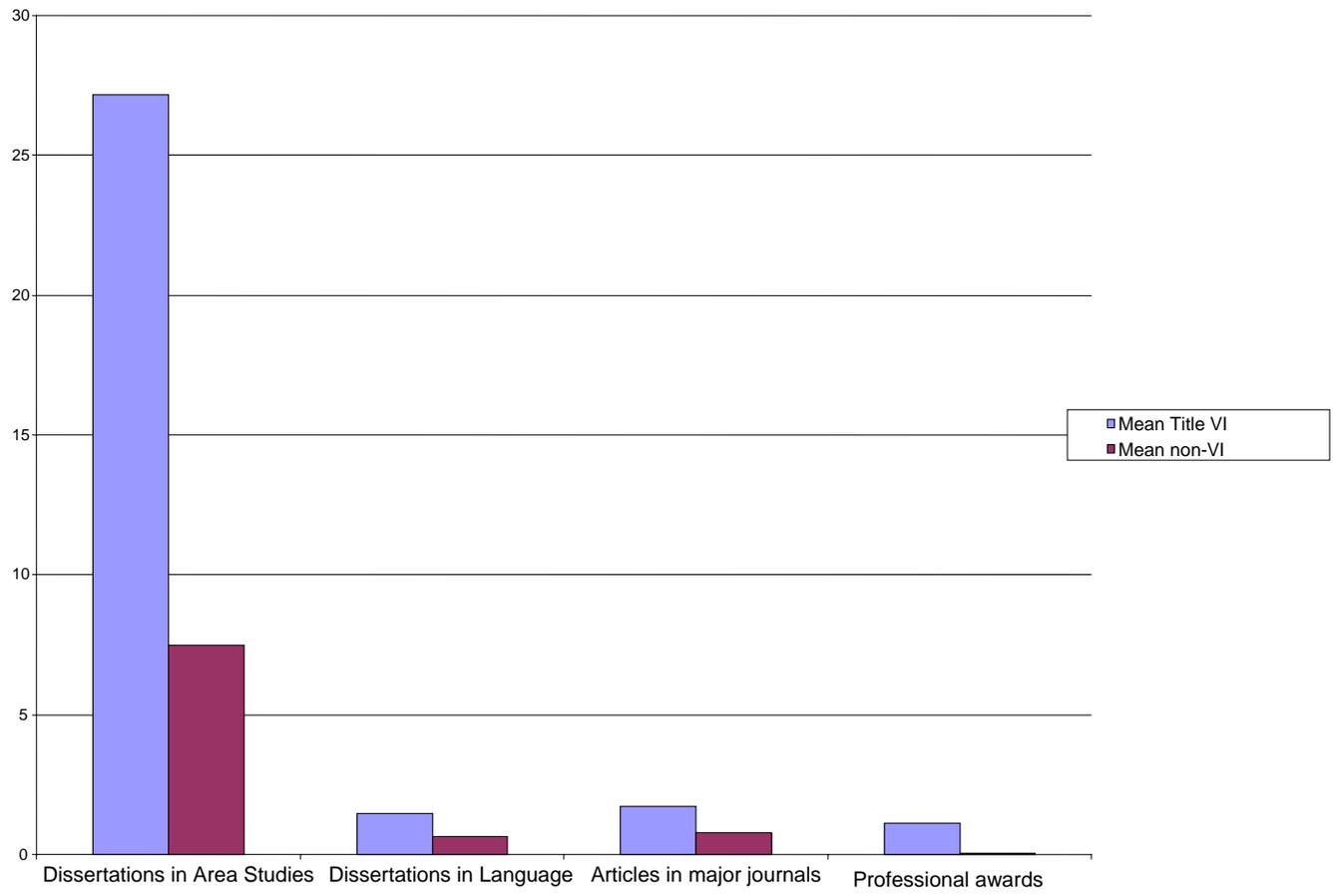
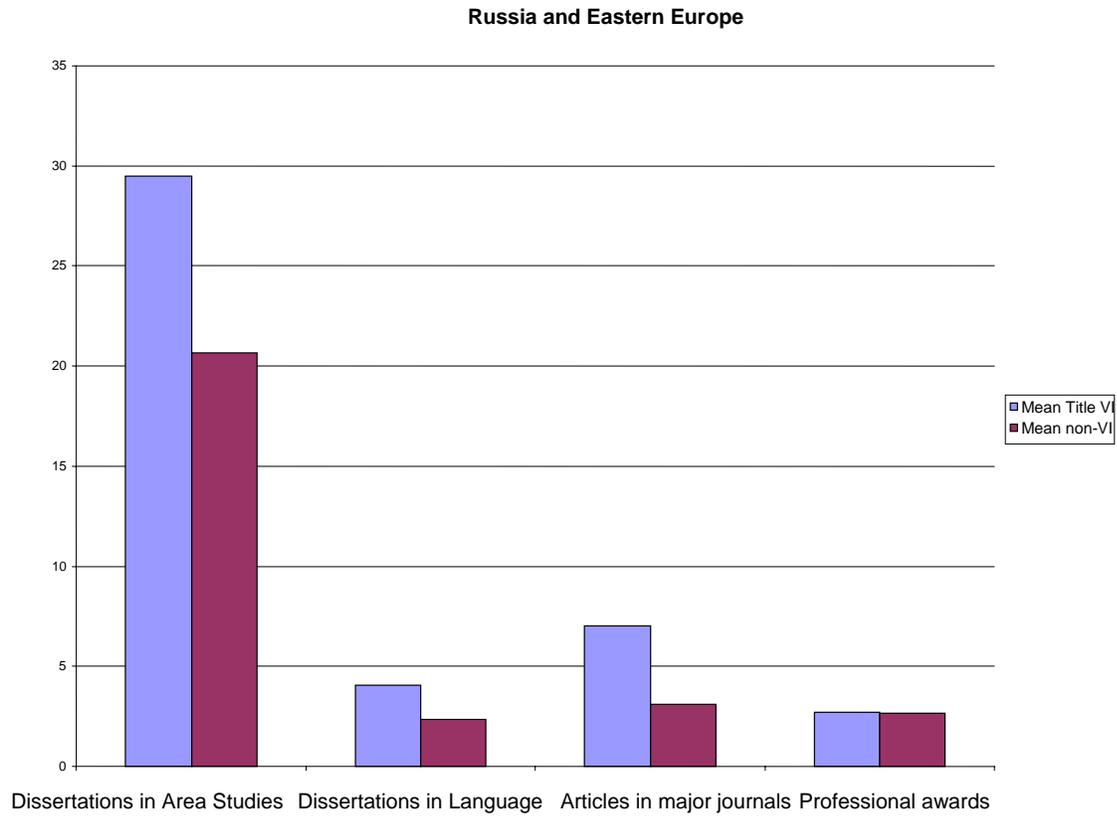
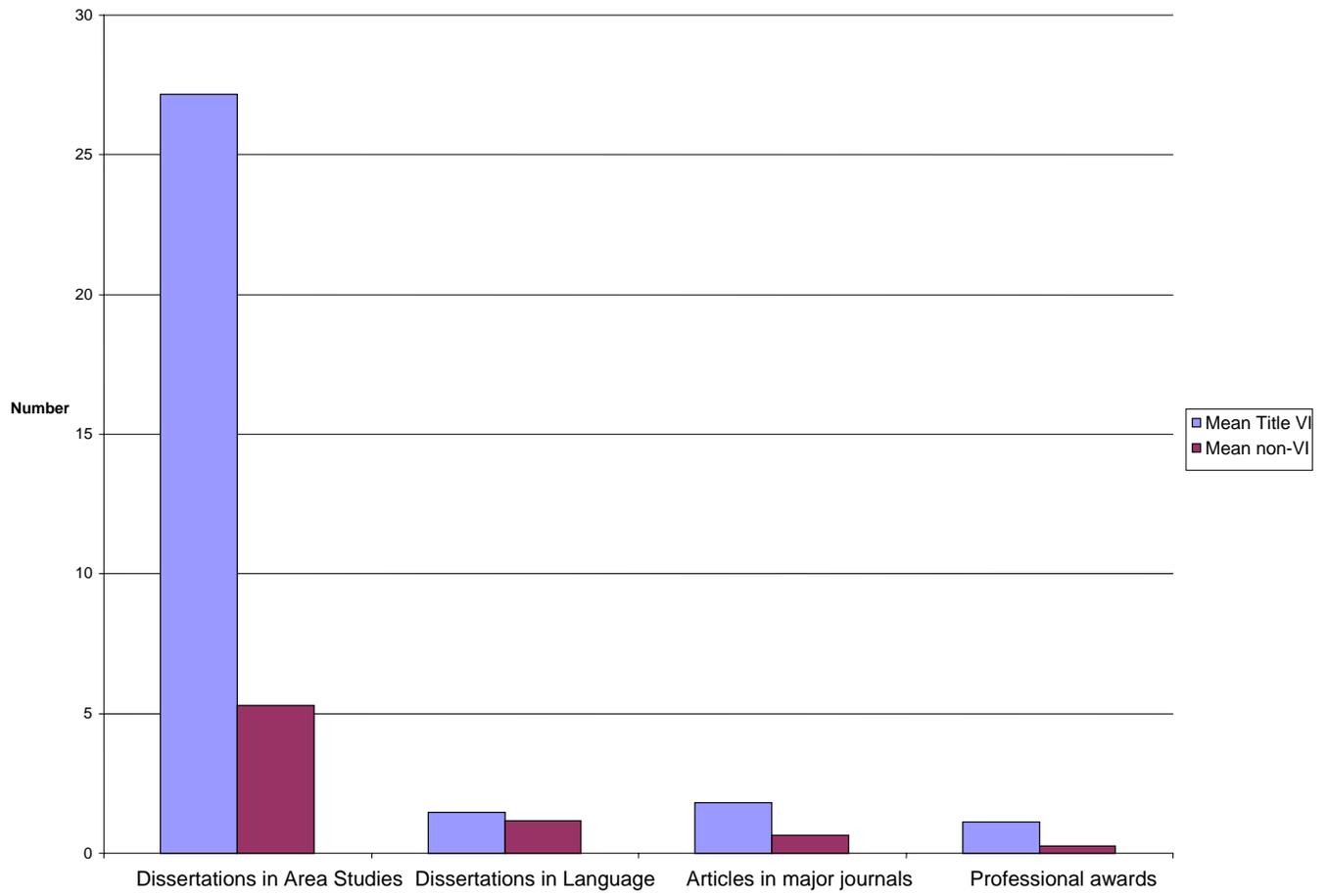


Figure 4.9: Outcome variables for Russia and Eastern Europe and Middle East (matching with replacement)



Middle East



Chapter Five: Conclusion and Recommendations

In this chapter, we present recommendations for the continued strengthening of the contribution of Title VI/F-H to the language and critical area capacity for national security, within the framework of the National Security Language Initiative (NSLI). In addition to the establishment and growth of such components as the National Flagship Language Initiative, the University of Maryland Center for Advanced Study of Language, LangNet, and others—all of which are built directly on the capacity developed by Title VI/F-H—the mere existence of such an initiative stands in stark contrast to the situation in 2000, when Brecht and Rivers presented their 11 recommendations for strengthening the role of Title VI/F-H in meeting the nation’s language needs (Brecht & Rivers 2000, p. 131ff). Those recommendations focused on strengthening specific aspects of Title VI/F-H as they related to language and national security. The recommendations we present here focus on the overall role of Title VI/F-H relative to the other components of national capacity in critical languages and areas, to provide coherence within the NSLI and to make clear the unique role Title VI/F-H has within the NSLI. We accompany each recommendation with specific performance indicators, as suggestions of how these recommendations might be incorporated in the ongoing PART evaluation of Title VI/F-H.

In order to provide a context for these recommendations, we begin with a discussion of the capacity architecture for higher education and then turn to the NSLI and the role of Title VI/F-H within it. We then present our recommendations.

Brecht and Walton first proposed an architecture for foreign language capacity in the academic sector. This architecture consisting of *base knowledge*—the experts, their research, and the pedagogical materials that support an academic field, as well as national organizations in the fields and the strategic planning that may occur in these organizations; *infrastructure*—the publications mechanisms required to disseminate the knowledge in the research base, ongoing professional ties to the cultures and regions of interest, teacher training programs, study abroad and exchange programs, and reliable funding sources; and *superstructure*—the programs which produce speakers of one or another language (Brecht & Walton 1994, p. 196ff).

institutional loci of such organizations and journals would likely reveal that Title VI/F-H again plays a disproportionate role in supporting field infrastructure.

3. Finally, Title VI/F-H provides critical support to the *programs* that teach LCTLs and Critical Areas, with Title VI/F-H enrollments providing a disproportionate share of the overall national enrollments in these programs.

Recommendations

1. Title VI and F-H should maintain their focus on supporting national capacity in *critical* languages and areas. Also, given the erosion of Title VI/F-H funding from 1965-2000, the recent trend of increased support for Title/F-H should continue, with emphasis on areas and languages deemed critical to national well-being as well as areas and languages where the capacity base requires further strengthening.
 - a. Indicators
 - i. Increased funding for critical languages and areas
2. The balance among areas and languages should be reviewed periodically, with an eye to the long-term health of each field as well as the long-term national interest. This is particularly critical to ensure sufficient coverage and depth for unanticipated surges in demand for particular languages and areas. The time scale we propose is at least ten years into the future, preferably twenty-five or even fifty. The results of such planning exercises (“language futures”) should help guide the balancing of different languages and world areas within Title VI/F-H.
 - a. Indicators
 - i. Development of a long-term strategic plan for Title VI/F-H
 - ii. Development of a “language futures” list to identify potential future critical languages and areas
3. The ongoing performance assessment of Title VI/F-H should pay particular attention to the role Title VI/F-H has in supporting national capacity, and in particular, the national foundation, as this role is unique to Title VI/F-H.
 - a. Indicators
 - i. Revised PART indicators directly relating Title VI/F-H performance to measures of
 1. Base capacity (Research publications and PhDs graduated)
 2. Infrastructure (conferences and publications disseminated via Title VI/F-H support)
 3. Programming (enrollments in LCTLs and critical areas)
4. Finally, Title VI/F-H should be integrated into the larger picture of Federal support for language and national security, including the NSLI. Figure 5.2 (below) provides one optic of the current and proposed set of federal programs supporting language for the national well-being.

Indicators

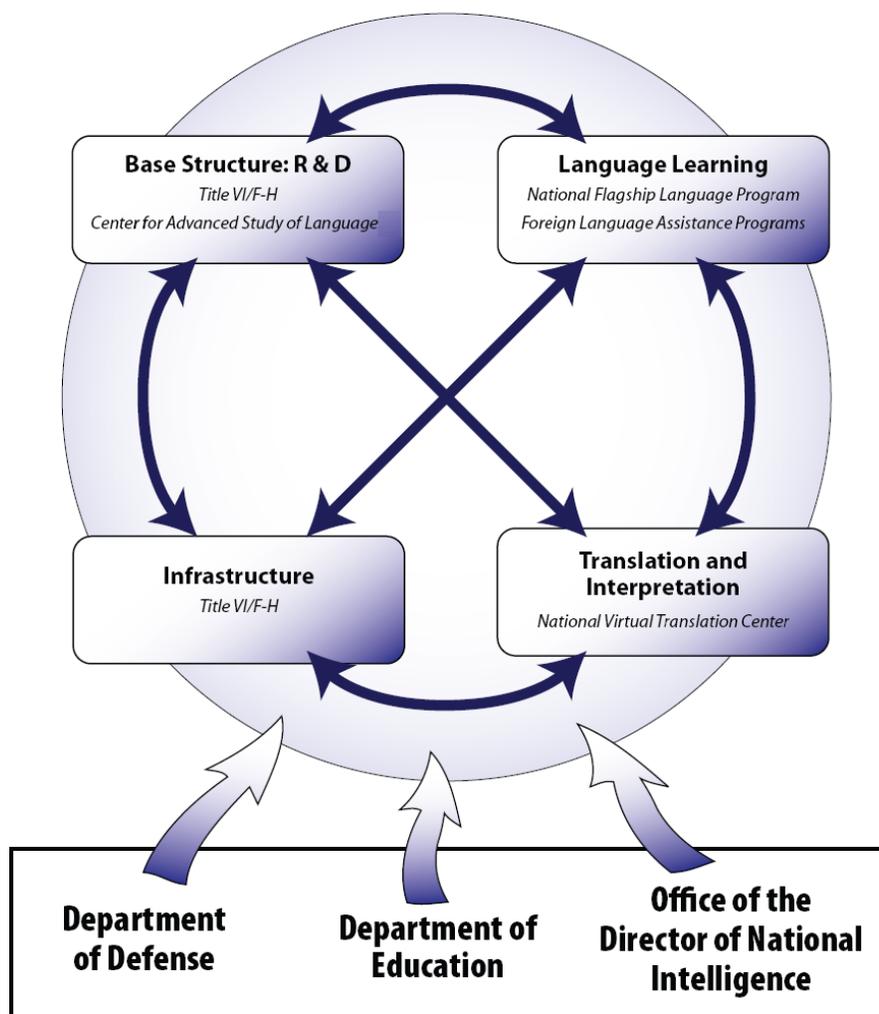
- i. Number of K-12 and NFLI instructors trained
 - ii. Increase in proficiency outcomes for critical languages at Title VI/F-H programs
 - iii. Increase in courses and enrollments in Language for Special Purposes courses
5. Finally, VI/F-H should be part of the National Language Office/National Language Advisor strategic planning process, while remaining in place at USED – this will promote coherence as well as invaluable synergy. Figure 5.3 below provides a sense of how Title VI and F-H integrate with other capacity initiatives such as the NSEP/NFLI, CASL, and FLAP.

Conclusion

With the advent of the NSLI and the unprecedented, lasting attention and investment in language for the national interest that we have seen since 1999, it has become ever more imperative for Title VI/F-H to continue to support the national capacity in critical languages and areas, as it remains the mainstay of this capacity, and thus a cornerstone of the NSLI. Moreover, the rapid expansion of federal support for language and the new programs created and proposed under the NSLI require an equally unprecedented degree of integration, collaboration, and strategic planning. Consider just federal support for higher education and foreign language (Figure 5.3, below).

Figure 5.3: Federal Support for Language in Higher Education

Federal Support for Academic Capacity on Foreign Language Education



The role Title VI/F-H now plays is likely to continue to grow, as a pivotal element in advancing language and the national interest, much as envisioned by the leaders whose work led to the passage of Title VI of the National Defense Education Act in 1958. This will require increased funding, to be sure, but it will also require close work with the leaders of other programs and other funding agencies, whether under the aegis of a National Language Advisor or in anticipation of a national coordinating body. That such a body will come to being we see as inevitable, and indeed urgently needed. A National Language Office/National Language Advisor, serving as the bully pulpit for federal support for language and critical area studies, will necessarily turn attention towards the role language plays in the national interest – encompassing not only national security, but economic competitiveness and social well being – and Title VI/F-H will undoubtedly play a significant role in advancing this agenda.

Works Cited

- 21st Century National Defense Education Act, H.R. 4734, 109th Cong., 2nd Sess. (2006).
- Brecht, R. D., & Rivers, W. P. (2000). *Language and National Security for the 21st Century: The Role of Title VI/Fulbright-Hays in Supporting National Language Capacity*. Dubuque, IA: Kendall/Hunt.
- Brecht, R. D., & Rivers, W. P. (2005). Language Needs Analysis at the Societal Level. In Long, M., (ed.). *Second Language Needs Analysis*. Cambridge: Cambridge University Press, 79-104.
- Brecht, R. D., & Walton, R. A. (1994). National strategic planning in the less commonly taught languages. *The Annals of the American Academy of Political and Social Science* 532: 190-212.
- Bryson, A., Dorsett, R., & Purdon, S. (2002). *The use of propensity score matching in the evaluation of active labour market policies*. Working Paper 4. London, UK: Policy Studies Institute and National Centre for Social Research.
- Building Capabilities: the Intelligence Community's National Security Requirement for Diversity of Language, Skills, and Ethnic and Cultural Understanding. Statement for the Record by Mr. William B. Black, Deputy Director, National Security Agency. Hearing before the House Permanent Select Committee on Intelligence, 108th Cong, 1st Session. 5 November 2003.
- Dehejia, R., & Wahba, S. (1998). *Propensity score matching methods for non-experimental causal studies*. National Bureau of Economic Research working paper 6829.
- Dehejia, R., & Wahba, S. (1999). Causal effect in non-experimental studies: Re-evaluating the evaluation of training programs. *Journal of the American Statistical Association* 94:1053-1062.
- Dehejia, R., & Wahba, S. (2002). Propensity score matching methods for non-experimental causal studies. *Review of Economics and Statistics* 84:151-161.
- Government Performance and Results Act of 1993, P.L. 103-62; 107 Stat. 285, August 3, 1993.
- Grin, F., & Vaillancourt, F. (1999). The cost-effectiveness of minority language policies. Case studies on Wales, Ireland, and the Basque Country. Flensburg: European Centre for Minority Issues (ECMI), Monograph No. 1.
- Higher Education Act of 1965, as amended. Title VI. (P.L. 105-244), 112 Stat. 1581, October 7, 1998.
- Homeland Security Education Act, S. 2450, 109th Cong., 2nd Session. (2006).

- Intelligence Authorization Act for FY 2003, P.L. 107-306; 116 Stat. 2383, November 27, 2002. Sec 325.
- Lenn, M. P., & Reason-Moll, J. (2000). The globalization of the professions in the United States and Canada: A survey and analysis. Washington, DC: Center for Quality Assurance in International Education.
- Lu, B., Zanutto, E., Hornik, R., & Rosenbaum, P. (2001). Matching with doses in an observational study of a media campaign against drug abuse. *Journal of the American Statistical Association*, 96: 1245-1253.
- Mutual Cultural Understanding and Exchanges Act. (P.L. 87-256), 75 Stat. 531, September 21, 1961.
- Nevo, D. (1995). *School Based Evaluation*. Oxford: Pergamon.
- Omnibus Trade and Competitiveness Act of 1988, P.L. 100-418; 102 Stat. 1107, August 23, 1988. Sec. 6261.
- Paperwork Reduction Act of 1995, P. L. 104-13, 109 Stat. 163, May 22, 1995.
- Pawson, R., & Tilley, N. (1997). *Realistic Evaluation*. London and Thousand Oaks, CA: Sage.
- Regalia, F. (1999). Impact evaluation methods for social programs. Poverty & Inequality Technical note 2. Washington, D.C.: Inter-American Development Bank.
- Rosenbaum, P. (1991). A characterization of optimal designs for observational studies. *Journal of the Royal Statistical Society, Series B* 53(3) L 597-610.
- Rosenbaum, P. (2002). *Observational studies*. New York: Springer-Verlag.
- Rosenbaum, P., & Rubin, D. (1983). The central role of the propensity score in observational studies for causal effects. *Biometrika* 70: 41-55.
- Rosenbaum, P., & Rubin, D. (1985). Constructing a control group using multivariate matched sampling methods that incorporate the propensity score. *American Statistician* 39:33-38.
- Rubin, D. (1974). Estimating Causal Effects of Treatments in Randomized and Non-Randomized Studies. *Journal of Educational Psychology* 66: 688-701.
- Rubin, D. (2001). Using propensity scores to help design observational studies: Application to the tobacco litigation. *Health Services & Outcomes Research Methodology* 2:169-188.
- Saiz, A., & Zoido, E. (2002). *The returns to speaking a second language*. Philadelphia, PA: Federal Reserve Bank of Philadelphia. Working paper 02-16.
- Smith, J., & Todd, P. (2000). Does matching overcome LaLonde's critique of nonexperimental estimators? <http://www.bsos.umd.edu/enon/jsmith/Papers.html>.

U.S. News and World Report. America's Best Colleges, 2001 and 2003 editions.

United States Department of Defense. (2005). Defense Language Transformation Roadmap. <http://www.defenselink.mil/news/Mar2005/d200503330roadmap.pdf> (accessed November 8, 2006).

United States Department of Defense. (2006). Quadrennial Defense Review Report. <http://www.defenselink.mil/qdr/report/Report20060203.pdf>, (accessed November 10, 2006).

United States Department of Education. (2006). International Education Programs Service. Title VI Programs: Building a U.S. International Education Infrastructure. <http://www.ed.gov/about/offices/list/ope/iegps/title-six.html> (accessed November 8, 2006).

United States Department of State. (2006). National Security Language Initiative. <http://www.state.gov/r/pa/prs/ps/2006/58733.htm> (accessed November 8, 2006).

United States Office of Management and Budget. Undated. Program Assessment, International Education Domestic Programs. <http://www.whitehouse.gov/omb/expectmore/summary.10002102.2005.html> (accessed November 10, 2006).

United States Senate, Committee on Governmental Affairs. (1993). Government Results and Performance Act of 1993. S. Rpt. 103-58. Washington, DC: Government Printing Office. Also available at <http://www.whitehouse.gov/omb/mgmt-gpra/gprptm.html#h1> (accessed November 12, 2006).

Uniting And Strengthening America By Providing Appropriate Tools Required To Intercept And Obstruct Terrorism (USA PATRIOT Act) Act Of 2001, P.L. 107-56; 115 Stat. 272, October 26, 2001. Sec. 907.

Appendix Guide

Chapter Two Appendix

Appendix II-1 – GPRA Background Information

Chapter Three Appendices

Appendix III-1 USIFL Strategic Objectives

Appendix III-2 USIF GPRA-Oriented Summative Evaluation

Appendix III-3 USIFL Reporting Document

Appendix III-4 Preliminary Set of Strategic Objectives and Performance Objectives

Appendix III-5 EELIAS Data for USED Strategic Plan FY2001

Appendix III-6 EELIAS Review & Analysis: Task Force Cycle I

Appendix III-7 EELIAS Review & Analysis: Task Force II

Appendix III-8 EELIAS Review & Analysis: Cycle III Task Force: Fulbright-Hayes Overseas Programs

Appendix III-9 EELIAS Review & Analysis: Task Force IV

Chapter Four Appendix

Appendix IV Propensity Score Match Results

Appendix II-1

GPRA: Background Information

Appendix to Chapter Two

Appendix II-1

GPRA: Background Information

- What is GPRA?
- Who is Subject to GPRA Requirements?
- What Does GPRA Involve?
- Why GPRA is Important to Nonprofits
- GPRA Issues
- GPRA Performance Measurement Lingo

WHAT IS GPRA?

The Government Performance and Results Act, passed in 1993, was initiated by GOP legislators, but received broad bipartisan support including that of the Clinton Administration. GPRA addressed a broad range of concerns about government accountability and performance. Its goals were to improve the confidence of Americans in federal government, focus on the actual results of government activity and services, support congressional oversight and decision-making, and improve the managerial and internal workings of agencies within the federal government. While GPRA has followed on the heels of a number of efforts throughout the past fifty years to improve the workings of the federal government, GPRA is unique in its requirement that agency "results" be integrated into the budgetary decision-making process. GPRA can also be distinguished from prior reform attempts because it is taking place in a climate of increased political emphasis on "downsizing" and "reinventing" federal government, devolution of federal activities to states, and the privatization of many federal government activities. Finally, rather than other reforms that were primarily Executive Branch initiatives, GPRA is statutory; its performance measurement requirements are law.

WHO IS SUBJECT TO GPRA REQUIREMENTS?

All agencies of the federal government, defined as cabinet departments and other concerns of the government, including independent agencies and government corporations, are bound by GPRA. Excluded are the Legislative and Judicial Branches, the Central Intelligence Agency, the Panama Canal Commission, and the Postal Rate Commission. The Postal Service has separate GPRA requirements.

WHAT DOES GPRA INVOLVE?

Although passed in 1993, actual GPRA requirements began in 1997, and the full cycle will not be completed until March 2000. GPRA requires agencies to complete three plans. The following describes the timing and content of each plan. It also notes the opportunities for stakeholder comment and public accessibility of the plans and report.

1. STRATEGIC PLAN

- **Timing:** The first strategic plans were due September 30, 1997. They cover the fiscal year in which they are submitted and at least five years following that fiscal year. The strategic plan is only current, however, for three years, requiring revision at that time, and it may be revised at any time. The next submission of strategic plans is due on September 29, 2000.
- **Content:** The strategic plan is intended to be the framework for the subsequent plans. It must include a comprehensive mission statement; a description of general goals and objectives and how these will be achieved; identification of key factors that could affect achievement of the general goals and objectives; and a description of program evaluations used and a schedule of future evaluations.
- **Outside consultation:** In developing its strategic plan, agencies are required to consult with Congress and to solicit and consider the views and suggestions of other stakeholders and customers who are potentially affected by its plan. Most agencies have posted their strategic plans on their website.

2. PERFORMANCE PLAN

1. **Timing:** The first performance plans were released in February 1998, with the President's budget. The second performance plans were released in February, 1999. The performance plans are to be done on a yearly basis, covering the agency's fiscal year (normally, October 1 through September 30). Each yearly plan is to reflect performance based on the budgetary resources for that year.
2. **Content:** Performance plans are submitted with an agency's budget request in September. A revised plan is then prepared to reflect the President's budget. These plans are to be linked with the strategic plan currently in effect, providing detailed and year-specific content based on the broader strategic plan. The performance plan must include the performance goals and indicators for the fiscal year; a description of the processes and skills, and the technology, human, and capital information or other resources that will be needed to meet the goals; and a description of how the results will be verified and validated.

The performance plan is to be linked to the budget - the goals must be based on the funding that is expected to be available to reach those targets. Performance goals and indicators are to be expressed in an objective and quantifiable manner, although agencies may request an alternative form, such as contrasting

descriptions of a minimally effective program vs. a successful program - as long as it allows an accurate and independent determination. The goals, as much as possible, are to be expressed as "outcomes," supplemented by "outputs." In other words, rather than a goal of answering a percentage of telephone information requests within five minutes, an output goal, the agency should focus on its success in actually providing useful information, an outcome. In addition to goals related to providing outside services and activities to the general public, agencies are also supposed to include internal goals.

3. Outside consultation: There is no requirement that stakeholders be consulted during the preparation of the performance plan. In fact, the initial plan, submitted to OMB with the agency budget request, is "privileged material" and cannot be released. The performance plan is "an inherently governmental function," and only federal employees are supposed to actually prepare it. The agency can receive assistance from consultants, contractors, or States (but must disclose the nature and extent of that assistance). Once the budget has been released, performance plans become public information and most agencies have posted their performance plans on their website.

3. PERFORMANCE REPORT

- Timing: The first performance report is due March 31, 2000. Reports will then be prepared on an annual basis thereafter. The performance report due in March, 2000, is to cover the preceding year. The performance report due in March, 2001, must cover the preceding two years. Thereafter, the yearly performance reports are to cover the preceding three years.
- Content: The report must review the success of achieving the previous year's performance goals; evaluate the performance plan for the current year in light of last year's successes or failures; provide explanations for failures to meet goals; and include summaries of program evaluations completed during the preceding year.
- These reports are considered to be results of "inherently governmental functions" and, as such, they are to be prepared only by federal employees. Because they are connected with the federal budget, GPRA performance reports cannot be released publicly prior to official transmittal of the budget to Congress. However, when the budget is released, the performance report will be available, and could be a valuable resource to nonprofits.

In addition to the individual agency plans, a Government Wide Performance Plan created from agency strategic and performance plans is required to be made part of the President's yearly budget submissions.

WHY THE GOVERNMENT PERFORMANCE AND RESULTS ACT IS IMPORTANT TO NONPROFITS

Findings from OMB Watch's previous study, *Measuring the Measurers*, indicated that involvement with GPRA implementation by nonprofits has not been extensive. Given limitations on agency resources to conduct this outreach; indications that many nonprofits are not familiar with nor particularly interested in GPRA; and the likelihood that nonprofits may have a different perspective on an agency's mission and goals than other stakeholders, like Congress or business interests; it is not surprising that this effort has not been a particularly valuable exercise in many cases. At the same time, it is the particular perspective that nonprofits bring to agency activities that makes it important for nonprofits to have a voice. Following are a few reasons why GPRA is important.

- In the strategic planning process, agencies are required to consult with Congress and to solicit and consider the views and suggestions of other entities, including customers and other stakeholders who are potentially affected by or interested in their strategic plans. This is the only report that requires outside consultation. Nonprofits, as "stakeholders" in agency activities, can and should be part of this process. This consultation process provides an opportunity for nonprofits to play a part in formulating an agency's mission and goals. However, agencies have been more or less diligent about soliciting views and suggestions from stakeholders, so this is an area where nonprofits could usefully show more interest and actively request to become part of the strategic planning process. GPRA offers a mechanism where nonprofits can actually participate in shaping an agency's mission to better reflect the needs it should be meeting, but it will take the active participation of nonprofits.
- Nonprofits are often in the position of representing large numbers of low-income or disadvantaged Americans who otherwise have little or no voice in the administration of government programs. The mission and goals of agencies of the federal government are not politically neutral. Stakeholders represent different interests. Congress may have one idea of purpose and objectives, business another, state and private grantees, yet another. For instance, is the Forest Service supposed to be in the business of timber sales or enhancing recreational opportunities? Is the goal of family assistance to lift people out of poverty or to reduce the number of people receiving welfare benefits? Should success in the reduction of drug abuse be measured in terms of treatment or interdiction? Nonprofits can play a role in defining agency missions and goals to better reflect the needs of the people they serve, who often do not have powerful means to influence government.
- All plans produced by agencies (except for the performance plan and report at their initial stages) are a matter of public record; so nonprofits can access agency plans. Most are published on the Internet. This access can provide valuable information to nonprofits about the goals and indicators agencies are proposing to use in determining the focus of their activities. Nonprofits could become involved

with making sure the goals, the measures, and the indicators of success are useful and valuable.

- Many nonprofits act as grantees for federal government programs. As agencies are required to set goals, provide data to support the accomplishment of those goals, and indicate results, many nonprofits will likely be subject to performance measurement as part of the grant requirements.
- Since GPRA requires the performance report to be directly linked to the agency's budget request, GPRA could be a tool for decreasing or increasing an agency's budget. This should be a powerful incentive for nonprofits to pay attention to GPRA, since it could directly affect the funding that an agency receives.

THE GOVERNMENT PERFORMANCE AND RESULTS ACT ISSUES

The following list of issues surrounding GPRA is not inclusive, but a starting point for thinking about GPRA by nonprofits.

- Arguably, the real meat and potatoes of GPRA is the performance plan, which lists the indicators by which success will be measured. If the measures are not carefully chosen or the indicators are not designed to measure what they should, the result could be bad outcomes. Nonprofits ought to have input into the performance plan-the way the overlying mission and goals are translated into measurable results. According to GPRA, though, agencies must only consult with outside stakeholders in preparation of the strategic plan.
- It is often difficult to establish cause and effect. Can a positive result really be attributed to an agency? For instance, in the area of welfare reform, many commentators have suggested that a major reason for its "success" is the booming economic climate in the United States, not a function of the actual program. Outside influences may contribute to an outcome. Conversely, outside influences can also negate an agency's best efforts to achieve a goal. Many government programs are administered as block grants to States, and since States are not bound by GPRA, agencies are required to show results for activities over which they have little control. Some results are intangible or may have positive effects that were not anticipated or measured in terms of the service provided. For instance, providing breakfast to schoolchildren as a part of a nutrition program may also have a beneficial effect on children's learning ability. Providing health or education services may positively affect family stability, drug reduction, even such important but difficult to measure qualities like self-esteem. If these programs are measured strictly by the results they set out to achieve, some might even be "failures" while still providing important benefits.
- Some results will not be apparent for years. Efforts at restoring the health of the ecosystem don't fit clearly into yearly budget cycles. In research, getting results may require lots of seemingly wasted time of testing and discarding hypotheses before a result can be documented. In these situations, output measures might be

necessary to show what an agency is doing to accomplish a goal, even if the outcomes will not be immediately evident. However, agencies have been strongly encouraged to focus on measurable outcomes.

- In many instances there is a lack of accurate and coherent data from which to measure improvements. Without some kind of baseline, it is impossible to show improvement or even set a targeted goal.
- Within one large agency, there are a number of programs responsible for a variety of functions. Even more daunting, many government functions cross agencies.
- The budget process is highly politicized. Arguably, appropriation and authorization decisions are based more on political considerations and well-funded interest group influence than the agency justification of its efforts. One recurring viewpoint is that Congress will only use GPRA as a means for punishing agencies and not in the more constructive ways envisioned by the Act.

PERFORMANCE MEASUREMENT LINGO

MISSION STATEMENT

A broad summary of the purpose of an organization. For instance, the EPA's mission is "to protect human health and to safeguard the natural environment-air, water, and land-upon which life depends."

GOALS/OBJECTIVES

More specific aims flowing from the mission statement. For instance, the EPA has ten strategic, long-term goals, including clean air; clean and safe water; safe food; preventing pollution and reducing risk; better waste management; reduction of global and cross-border environmental risks; and expansion of Americans' right to know (RTK) about their environment.

OUTCOMES (OR RESULTS)

Actual changes in the population or problem targeted by a program. For instance, an EPA outcome would be insuring that all Americans have drinking water that is clean and safe to drink. GPRA emphasizes the use of outcome measures over output (see below) measures. An outcome is an evaluation of what actually got accomplished.

OUTCOME (OR PERFORMANCE) INDICATORS (OR MEASURES)

The data that is chosen to determine what was actually achieved-what results were accomplished. For instance, "no violations of any federally-enforceable health-based standards that were in place in 1994" in community water systems is a gauge of the result that all Americans have clean and safe drinking water.

OUTPUTS

The specific activities that are performed to accomplish a goal. For instance, providing low-interest loans to help municipalities meet the requirements of the Safe Drinking Water Act. This is an effort to accomplish the outcome, but it doesn't represent a measurable "result" in clean drinking water. An output is a description of a process or an activity meant to achieve a result.

TARGET

Establishing a goal within a possible range of outcomes. For instance, setting a target of 50 states that are conducting or have completed unified watershed assessments.

BENCHMARKING

Establishing a comparative goal in relation to past performance or to the performance of others. For instance, in 1999, 89% of the population served by community water systems will receive clean and safe drinking water, up from 83% in 1994. This requires baseline data-like "in 1994, 83% of the population served by community water systems had drinking water which met all health-based standard."

Appendix III-1

USIFL Strategic Objectives

The UISFL Program addresses strategic goals 4 and 5 of the overall Title VI/Fulbright-Hays Program.

UISFL Strategic Objective:

Ensure a broad-based undergraduate capacity for access to international studies and foreign language studies to create an internationally aware citizenry, able to engage and compete globally.

Performance Objective #1:

- Create or strengthen undergraduate programs and curricula in foreign language and international studies.

Performance Indicators:

- percentage of grants awarded go to new grantees (baseline: FY 1998 grantee list)
- number of international studies/foreign language major, minor and certificate programs of study created
- (change in) number of foreign languages (and number of levels of foreign language instruction) offered by recipient institutions
- course enrollments

Performance Objective #2:

- Increase faculty involvement in foreign language and international studies.

Performance Indicators:

- increase in total number of foreign language and international studies faculty members hired by field and by type of appointment (tenure track/non-tenure track)
- increase in total FTE-faculty time devoted to foreign language and international studies
- number of faculty members receiving research/release time for foreign language and international studies projects
- number of faculty members involved in international studies
- number of faculty members involved in language studies

Performance Objective #3:

- Increase the number and diversity of undergraduate institutions offering instruction in foreign languages and international studies.

Performance Indicators:

- percentage of grants awarded to new grantees (baseline: FY 1998 grantee list)
- percentage of grants awarded to AACC, AASCU, and/or NAICU schools

Performance Objective #4:

- Increase institution commitment to support new or enhanced programs or curricula in foreign language and international studies.

Performance Indicators:

- overall institutional investment in foreign language and international studies
- creation of a separate office for international studies and/or programs
- appointment of a coordinator or director for international studies and/or programs
- amount of office space provided to international studies program
- amount of administrative support provided to international studies program
- acquisition/enhancement of foreign language and international studies instructional material

Performance Objective #5:

- Increase the number and diversity of undergraduates exposed to and involved in foreign language and international studies

Performance Indicators:

- percentage of grants awarded to new grantees (baseline: FY 1998 grantee list)
- percentage of grants awarded to AACC schools, to AASCU schools, and to NAICU schools
- changes in enrollments in language, international studies, and area studies at USIFL grantee schools, pre- and post-grant

Appendix III-2

USIFL GPRA-Oriented Summative Evaluation

**Undergraduate International Studies and Foreign Language Program
Part One: GPR-Orientation Summative Evaluation**

Strategic Objective of the UISFL Program:

Ensure a broad-based undergraduate capacity for access to international studies and foreign language studies to create an internationally aware citizenry, able to engage and compete globally.

Performance Objective #1 (Capacity Goal):

Create new undergraduate programs and curricula in foreign language and international studies.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. However, access to learning opportunities in international education is restricted to those institutions with the resources to offer such instruction.

Performance Indicators: (as measured against 1998-1999 baseline)

- 1a. Increase in the number of new international studies and foreign language major, minor, and certificate programs at new grantee institutions
- 1b. Increase in the number of new foreign languages offered at new grantee institutions
- 1c. Increase in the number of levels of foreign languages offered at new grantee institutions
- 1d. Increase in enrollments in foreign language and international studies at new grantee institutions
- 1e. Increase in the number of faculty positions devoted to international and language studies (measure at point of grant, end of grant, two years after grant, four years after grant)

Performance Objective #2 (Capacity Goal):

Strengthen existing undergraduate programs and curricula in foreign language and international studies.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. Institutional budget constraints often make it difficult for international studies programs to strengthen existing programs.

Performance Indicators: (as measured against 1998-1999 baseline)

- 2a. Increase in the number of international studies and foreign language major, minor, and certificate programs at grantee institutions
- 2b. Increase in the number of foreign languages offered at grantee institutions
- 2c. Increase in the number levels of foreign languages offered at grantee

institutions

2d. Increase in enrollments in foreign language and international studies at grantee institutions

2e. Increase in the number of faculty positions devoted to international and language studies (measure at point of grant, end of grant, two years after grant, four years after grant)

Performance Objective #3 (Capacity Goal):

Maintain diversity of undergraduate institutions offering instruction in foreign languages and international studies.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. However, access to learning opportunities in international education is restricted to those institutions with the resources to offer such instruction.

Performance Indicators: (as measured against 1998-1999 baseline)

3a. Maintenance of the percentage of grants awarded to new grantees

3b. Maintenance of the percentage of grants awarded to minority institutions

3c. Maintenance of the diversity of under-represented minorities in foreign language and international studies programs

Performance Objective #4 (Citizenry Goal):

Increase the number and diversity of undergraduates exposed to and involved in foreign language and international studies

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for an internationally aware and competent citizenry.

Performance Indicators: (as measured against 1998-1999 baseline)

4a. Increase the percentage of grants awarded to minority institutions

4b. Increase enrollments in language, and international and area studies at UISFL grantee schools

Appendix III-3

USIFL Reporting Document

UISFL REPORTING 2.4

SECTION 1: Project Identification

- 1.1 PR/Award Number: P016A-xxxxx-yyyy *(Alphanumeric; fixed width; no suffix in first year of grant; thereafter, suffix = last 2 digits of FY)*
- 1.2 Project Title *(Alphanumeric; up to 255 characters)*
- 1.3 Principal Investigator/Project Director contact information: *(all values required)*
- 1.3.1 Principal Investigator/Project Director
 - 1.3.2 Title
 - 1.3.3 Project/Center Name
 - 1.3.4 Institution
 - 1.3.6 Address
 - 1.3.7 Telephone
 - 1.3.8 Fax
 - 1.3.9 e-mail
 - 1.3.10 URL of project/center/institution website
 - 1.3.11 Name of center/project Outreach Director
- 1.4 Is this a consortial project? Y __ N __ *(Radio button; if yes, then 1.5 continues)*
- 1.5 Consortial member/ partner institution contact information:
- 1.5.1 Contact Name
 - 1.5.2 Title
 - 1.5.3 Project/Center Name
 - 1.5.4 Institution
 - 1.5.6 Address
 - 1.5.7 Telephone
 - 1.5.8 Fax
 - 1.5.9 e-mail
 - 1.5.10 URL of project/center/institution website
 - 1.5.11 Name of center/project Outreach Director
- {(add another consortial member/partner institution)  (button)}

SECTION 2: Project narrative

(New page)

2.1 Project Summary

(Text entry box)

Please enter the project summary submitted with the negotiated budget. Please be sure to update the summary every year to ensure that it is consistent with any adjustments in the Center's

activities and budget. (*Year One only?*) (Text box; max 500 words)

2.2 Project Status

2.2.1 Project objectives:

"Please describe each of the objectives of your project and the progress made towards those objectives in the past year. Please indicate what changes have been necessitated during the project year, and any difficulties encountered or expected in meeting project objectives. You may feel free to highlight examples of successes achieved by your project in accomplishing its objectives, or ancillary benefits of the project to your institution."

- 2.2.1.1 Objective #1 (*Text entry box; max 255 words*)
- 2.2.1.1.1 Progress made (*Text entry box; max 500 words; after first 'progress made' box, buttons: "next objective," which would invoke the same two text boxes, and "This is the final project objective," which invokes section 2.2.2*)

2.2.2 Adjustments to project (*Text entry box; max. 1500 words*)

"Please summarize any significant changes to the project during the last year, and the reasons for such changes. If no changes have been made or are foreseen, please continue to 2.3."

2.2.3 Project Director's Assessment (*Text entry box; max 1000 words*)

"Please give an overall assessment of your project and its impact thus far."

SECTION 3: Government Performance and Results Act Data

3.1 Languages

3.1.1 Language programs added/enhanced/revised as a result of this grant: Please indicate what (if any) new majors, minors, or certificate programs in foreign language have been created, enhanced, or revised as a result of support from this grant.

- 3.1.1.1 Institution (*from 1.3.4 and 1.5.4*)
- 3.1.1.2 Language _____ (*drop-down list*)
- 3.1.1.3 Program type (*pull down: major, minor, certificate*)
- 3.1.1.4 If this language was previously offered at the partner institution, and grant funds were used to revise or enhance this language program, please indicate the nature of the revision or enhancement. (*Drop-down list: ACTFL OPI training; Faculty development (please specify); Interdisciplinary focus (specify discipline); Program revision*)

3.1.2 Please indicate language courses added/revised/enhanced as a result of this grant in current program year at consortial member institutions.

- 3.1.2.1 Institution: (*from 1.3.4 and 1.5.4*)
- 3.1.2.2 Language (*drop-down list*)

- 3.1.2.3 Level (*drop-down box: 1st year, 2nd year, 3rd year, 4th year, 5th year*)
- 3.1.2.4 Course title (*text*)
- 3.1.2.5 Please indicate enrollment for the given language in the fall semester/quarter of the current report year. If this language is offered during the summer only, indicate summer enrollment. (*Numeric; nm*)
- 3.1.2.6 Intensive (i.e, more than 5 hours class time per week)? (*Y/N*)
- 3.1.2.7 If the course is offered in conjunction with a professional degree program at the grantee institution, please indicate the professional degree program. (*Pull-down of professional degrees*)
- 3.1.2.8 Is this language a new offering at the partner institution? (*Y/N*)
- 3.1.2.9 If this language was previously offered at the partner institution, and grant funds were used to revise or enhance this language offering, please indicate the nature of the revision or enhancement. (*Drop-down list: ACTFL OPI training; Faculty development (please specify); Interdisciplinary focus (specify discipline); Program revision*)
 {{add another language}

3.1.4 Language faculty added as a result of this grant in current program year: please indicate the number of language faculty and languages they teach, added as a result of funds provided by this grant. Please count all *new* language faculty who receive support from project funds, regardless of the level of support. If none, please enter the numeral 0.

- 3.1.4.1 Institution: (*from 1.3.4 and 1.5.4*)
- 3.1.4.2 Language(s) _____ (*pull-down*)
- 3.1.4.3 Number of added faculty (*Numeric, nm*)
- 3.1.4.4 Type of position (*Drop-down: tenure track; adjunct; visiting; teaching assistant*)
 {{Add another institution/language}}

3.2 International/Area Studies

3.2.1 International/area studies programs added/enhanced/revise as a result of this grant: Please indicate what (if any) new majors, minors, or certificate programs in international/area studies have been created, enhanced, or revised as a result of support from this grant.

- 3.2.1.1 Institution (*from 1.3.4 and 1.5.4*)
- 3.2.1.2 World Area _____ (*drop-down list*)
- 3.2.1.3 Program type (*pull down: major, minor, certificate*)
- 3.2.1.4 If this program was previously offered at the partner institution, and grant funds were used to revise or enhance the program, please indicate the nature of the revision or enhancement. (*Drop-down list: Faculty development (please specify); Interdisciplinary focus (specify discipline); Program revision*)

3.2.2 International/Area Studies courses added as a result of this grant:

- 3.2.2.1 Institution: *(from 1.3.4 and 1.5.4)*
- 3.2.2.2 World Area *(Drop-down list of world areas)*
- 3.2.2.3 Discipline: *(Drop-down box of academic disciplines) (allow more than one)*
- 3.2.2.4 Course title: *(Text entry box; max 50 characters)*
- 3.2.2.5 Level: *(Drop-down box; UG/G)*
- 3.2.2.6 Please indicate course enrollment for the last semester/quarter in which the course was offered. *(Numeric, nnn)*
- 3.2.2.7 If the course is offered in conjunction with a professional degree program at the grantee institution, please indicate the professional degree program. *(Pull-down of professional degrees)*
- 3.2.2.8 Is this course a new offering at the partner institution? *(Y/N)*
- 3.2.2.9 If this course was previously offered at the partner institution, and grant funds were used to revise or enhance this language offering, please indicate the nature of the revision or enhancement. *(Drop-down: Faculty development (specify); Interdisciplinary focus (specify disciplines); Program revision)*
- 3.2.2.10 Were international courses in this discipline offered at your institution prior to this grant? *(Y/N)*
 {{add another course} *⊞* *(button)*}

3.2.3 Faculty added with area studies/international expertise, added as a result of the grant: Please indicate the number of faculty with Area studies/international expertise and disciplines in which they teach, added as a result of funds provided by this grant. Please count all *new* faculty who receive support from project funds, regardless of the level of support. If none, please enter the numeral 0.

- 3.2.3.1 Institution: *(from 1.3.4 and 1.5.4)*
- 3.2.3.2 World Area *(Drop-down list of world areas)*
- 3.2.3.3 Discipline(s) _____ *(pull-down, as 3.1.1.1)*
- 3.2.3.4 Type of position *(Drop-down: tenure track; adjunct; visiting; teaching assistant)*
- 3.2.3.5 Number of added faculty *(Numeric, nn)*
 {{Add another institution/discipline/type of position}}

Appendix III-4

Preliminary Set of Strategic Objectives and Performance Objectives

Appendix III-4

Preliminary Set of Strategic Objectives and Performance Objectives

National Resource Centers Program

Part One: GPRA-Oriented Summative Evaluation

Strategic Objective of the NRC Program:

Ensure national capacity and produce knowledge and trained personnel in language, area studies, and international studies through a network of high quality national resource centers and programs, which provides coverage of all world areas.

Performance Objective #1 (Capacity Goal):

Maintain supply of language-proficient individuals through maintenance of enrollment numbers and graduate competency levels in instructional language programs of all world areas.

Need: At the present time, there is significant pressure in universities to reduce or remove resources and programs with low enrollments, and the less commonly taught languages required by the nation in general and VI/F-H programs in particular are under this constant threat.

Performance Indicators: (measured against a three-year rolling average)

- 1a. Number of languages offered by the National Resource Centers (Benchmarks at end of years 1, 2, 3, 4, & 5)
- 1b. Number of years of instruction offered in each of these languages (Benchmarks at end of years 1, 2, 3, 4, & 5)
- 1c. Percentage of national enrollments represented by NRC enrollments by language and level (Benchmarks at end of years 2 and 5)
- 1d. Median level of language proficiency achieved by graduates of the NRC-relevant language programs of NRC host universities (Benchmarks at end of years 1,2 3, 4, & 5)

Performance Objective #2 (Capacity Goal)

Increase capacity to guarantee access to instruction in the less commonly taught languages, particularly where demand for competence is rising.

Need: There is expanded demand for expertise in many more and different parts of the world, but universities in general resist investment in low enrollment programming.

Performance Indicators: (measured against a three-year rolling average)

- 2a. Number of languages offered by the National Resource Centers (Benchmarks at end of Yr. 1, 2, 3, 4, & 5)
- 2b. Number of language programs with beginning to advanced levels of instruction offered in each of these languages (Benchmarks at end of Yr. 1, 2, 3, 4, & 5)
- 2c. Percentage of national enrollments represented by NRC enrollments by language and level (Benchmarks at end of Yr. 1, 2, 3, 4, and 5)

Performance Objective #3 (Capacity Goal):

Maintain capacity in disciplines covering area and international studies in all world areas.

Need: Capacity in area and international studies has been eroded by challenges to the rationale for area studies on the nation's campuses from discrete disciplines, and by thematic concerns.

Performance Indicators: (measured against 1998-99 baseline)

- 3a. Number of area and international courses offered by NRCs by area and discipline at the undergraduate and graduate levels, respectively (Benchmarks in years 2, 5)
- 3b. Number of area and international courses offered in professional schools at NRC-host universities by area and discipline at the undergraduate and graduate levels, respectively (Benchmarks in years 2, 5)
- 3c. Number of collaborations with professional organizations and institutions responsible for strengthening disciplines (Benchmarks in years 1, 2, 3, 4, 5)

Performance Objective #4 (Capacity Goal):

Increase national capacity to provide expertise and training in areas and international issues which reflect current and anticipated changes taking place in the world and which have been neglected in the past.

Need: More areas of the world, which in the past have been neglected, are becoming vital to the national interest; more domains in the public and private sectors (economic, political, and social) are involved with countries and cultures around the world.

Performance Indicators (measured against 1998-99 baseline)

- 4a. Number of programs in neglected world areas in which instruction is offered and/or research is conducted (Benchmarks in years 2, 5)
- 4b. Number of collaborations with professional organizations and institutions responsible for strengthening research and teaching in neglected areas (Benchmarks in years 2, 5)

Performance Objective #5: (Professionals/Practitioners Goal)

Produce graduates at the Bachelor's and master's levels, trained in language, international, and area studies, able to function in jobs requiring the use of language, area, or international studies knowledge.

Need: There are clear indications of national demand, need, and shortfalls in the supply of professionals trained to perform in global areas, including language, area studies, and international business, in the government, business, and education sectors:

Performance Indicators (measured against 1998-99 baseline)

- 5a. Number of undergraduate degree recipients who have accumulated 15 or more semester credit hours related to National Resource Center programs during their study for the undergraduate degree (Benchmarks in years 1, 2, 3, 4, 5)
- 5b. Number of master's and professional degree recipients (in business, engineering, education, and other applied fields) awarded to students accumulating 15 or more semester credit hours related to National Resource Center programs. (Benchmarks in years 1, 2, 3, 4, 5)
- 5c. Placement rate of NRC graduates in government, private sector, and K-12 education. (Benchmarks in years 2, 5)

Performance Objective #6 (Expertise Goal):

Maintain in all areas and disciplines the number of scholars capable of conducting research and training professionals in disciplines.

Need: There are clear indications that the national capacity for the development and maintenance of international competence in language, area studies, international relations, and international business is eroded by a shortage of experts in these fields. Experts are required to engage in research, train professionals, and train additional experts.

Performance Indicators (measured against 1998-99 baseline)

- 6a. Number of recipients of Ph.D. degrees awarded in disciplines related to National Resource Centers at NRC host universities by area, language, and discipline (Benchmarks in years 1, 2, 3, 4, 5)
- 6b. National percentage of recipients of Ph.D. degrees awarded in disciplines related to National Resource Centers at NRC host universities by area, language, and discipline (Benchmarks in years 1, 2, 3, 4, 5)
- 6c. Placement rates in instruction and research positions in institutions of higher education of Ph.D. recipients in disciplines related to National Resource Centers. (Benchmarks in years 2, 5)

Performance Objective #7 (Expertise Goal):

Increase the number of scholars in areas, disciplines, and languages vital to the national interest.

Need: In areas of high priority and in languages critical to the national interest, national capacity for research and development is insufficient, due to rapidly changing needs in these areas.

Performance Indicators (measured against 1998-99 baseline)

- 7a. Number of recipients of Ph.D. degrees awarded in critical areas, languages, and disciplines related to National Resource Centers at NRC host universities by area, language, and discipline (Benchmarks in years 2, 5)
- 7b. National percentage of recipients of Ph.D. degrees awarded in critical areas, languages, and disciplines related to National Resource Centers at NRC host universities by area, language, and discipline (Benchmarks in years 1, 2, 3, 4, 5)
- 7c. Placement at institutions of higher education of Ph.D. recipients in critical areas, languages, and disciplines related to National Resource Centers. (Benchmarks in years 2, 5)

Performance Objective #8 (Knowledge Goal):

Increase the level of knowledge of all world areas, with emphasis on areas previously neglected and critical to the national interest, through research on those areas.

Need: The qualitative and quantitative changes in the international relations and national security of the United States during the past ten years have produced an unprecedented requirement for knowledge about all areas of the world, including those areas which were previously little known and little examined, in order to engage those areas in the political/military, economic, and social spheres.

Performance Indicators (measured against 1998-99 baseline)

- 8a. Number of publications (scholarly articles and books, popular books, mass media publications) in areas vital to the national interest (Benchmarks in years 2, 5)
- 8b. Number of citations in other scholarly publications of NRC-supported publications in areas critical to the national interest. (Benchmark in year 5)

Performance Objective #9 (Knowledge Goal):

Increase the access to and use of knowledge developed or acquired with NRC support, including applied knowledge (e.g., teaching materials) and research.

Need: Much knowledge and information about the world has been generated by the Title VI academic community, but there is evidence that it has not always been effectively transmitted to decision makers in the public and business spheres. National access to information, knowledge, and applied research in areas of the world vital to the national interest is threatened by the lack of such dissemination mechanisms and by pressures to reduce the cost of the development and acquisition of such resources.

Performance Indicators (measured against 1998-99 baseline)

- 9a. Number of nationally-available learning resources developed with NRC support; (Benchmarks in years 2, 5)
- 9b. Number of requests for information about NRC research and activities from non-academic sources. (Benchmarks in years 2, 5)
- 9c. Number of testimonies to legislative bodies and consultancies to the government and private sector by NRC-supported scholars in areas critical to the national interest (Benchmarks in years 2, 5)

Performance Objective #10 (Capacity Goal):

Leverage additional investments in and institutional commitments to National Resource Centers.

Need: The resources needed to conduct the instruction and research in Title VI-supported institutions are insufficient to the task and so must be enhanced from local sources; Title VI/F-H resources are instrumental in leveraging resources at the local level

Performance Indicators: (measured against 1998-99 baseline)

- 10a. Proportion of NRC budgets nationwide represented by institutional funding (Benchmarks in years 2, 5)
- 10b. Annual volume of non-Title VI grants and contracts obtained by National Resource Centers by NRC category (Benchmarks in years 2, 5)

Performance Objective #11 (Citizenry Goal):

Maintain outreach to elementary and secondary schools, post-secondary institutions, and business, media, government, and the general public, and study the effectiveness of such outreach.

Need: The nation needs an informed citizenry cognizant of the global aspects of national security and well being.

Performance Indicators: (measured against 1998-99 baseline)

- 11a. Annual number of activities for elementary and secondary schools provided by National Resource Centers by NRC category (including numbers of teachers, students, and states impacted) (Benchmarks in years 1, 2, 3, 4, 5)
- 11b. Annual number of activities for non-NRC post-secondary institutions provided by National Resource Centers by NRC category (including numbers of instructors, students, and states impacted) (Benchmarks in years 1, 2, 3, 4, 5)
- 11c. Annual number of activities for business, media, government, and the general public provided by National Resource Centers by NRC category (including numbers of participants and states impacted) (Benchmarks in years 1, 2, 3, 4, 5)
- 11d. Number of downloads from National Resource Center web sites by NRC category (Benchmarks in years 1, 2, 3, 4, 5)

- 11e. Number of off-campus, non-application related queries to National Resource Centers by NRC category (including mail, e-mail, web site-generated, and telephone queries) (Benchmarks in years 1, 2, 3, 4, 5)

*NRC Appendix
Evidence for Need*

1. * NFLC survey of campus administrators to whom NRC centers report;
* NFLC study of % of language enrollments in VI institutions (reported in Brecht and Walton, 1998)
* AASCU survey of language and international studies on AASCU campuses
2. * Expanded demand: Africa, S. Asia, SE Asia, Central Asia; (reported in Brecht and Rivers, forthcoming)
* Consolidation trends in higher education (Citations from The Chronicle of Higher Education)
3. * US-German Marshall Fund Report (Makins, 1998)
* Debate on the definition of Area studies: SSRC Items report on area vs. thematic studies (Abraham and Kassimir, 1997).
4. * Increased demand for expertise in poorly known/studied areas of the world, including the Caspian Basin, South Asia, Southeast Asia, East Asia, and Sub-Saharan Africa (Brecht and Rivers, 1998)
5. * USAF requirements for language-competent officer corps
* Demand expressed in job advertisements: more languages, more professional domains, higher salaries paid for language skills (Brecht and Rivers, forthcoming)
* Increased demand for internationally experienced and internationally competent professionals in the business sector (Moxon et al., 1997; D=Agruma and Hardy, 1997; Bikson and Law, 1994)
* Shortfalls in supply of teachers in K-12 (Branaman and Rhodes, 1998).
6. * (Latent) demand for language and international competence in public life (Harris poll, USA Today chart)
* Incipient shortage of qualified researchers and professors of area studies disciplines (Merckx, 1997)
7. * Increased demand for expertise in poorly known/studied areas of the world, including the Caspian Basin, South Asia, Southeast Asia, East Asia, and Sub-Saharan Africa (Brecht and Rivers, 1998)
* Current shortage of researchers and faculty in second language acquisition, pedagogy, and basic linguistics in the Less and Least Commonly Taught Languages (NCOLCTL Field Architecture Survey, 1998)
8. *Increased demand for expertise in poorly known/studied areas of the world, including the Caspian Basin, South Asia, Southeast Asia, East Asia, and Sub-Saharan Africa (Brecht and Rivers, 1998)
* Scarcity of basic knowledge in the linguistics and applied linguistics (e.g., second language acquisition, pedagogy) of the least commonly taught languages (NCOLCTL Field Architecture Survey, 1998)
9. *Lack of effective dissemination mechanisms for knowledge and materials developed or acquired with NRC support, e.g. University of Pennsylvania South Asia Conference (prediction of nuclear proliferation), American Sovietologists= assertions that the USSR would collapse
* Assertions of the need for language learning materials in the Less Commonly Taught Languages (NCOLCTL Field Architecture Survey; APSIA Survey)

10. * NFLC Survey of Administrators to whom NRCs report;
* NRC annual reports
11. * DoD Quadrennial Defense Review
* Harris Poll
* USA Today surveys

***Foreign Language and Area Studies Program
Part One: GPRA-Oriented Summative Evaluation***

Strategic Objective for the FLAS Program:

Produce a cadre of professionals and experts proficient in foreign languages and in area/international studies or international aspects of professional studies who contribute to the economy, national security, and well-being of the United States.

Performance Objective #1 (Experts Goal and Professional/Practitioners Goal):

Broaden the range of disciplines and languages for which FLAS fellowships are awarded.

Need: There are clear indications of national need for professionals trained to perform in areas which require global skills, including language, area studies, and international business, in the government, business, and education sectors.

Performance Indicators: (measured against 1998-99 baseline)

- 1a. Increase in the number of applicants for FLAS fellowships by language, by level of instruction, and by discipline
- 1b. Increase in the number of disciplines, levels of instruction, and languages in which FLAS fellowships are awarded

Performance Objective #2 (Experts Goal and Professional/Practitioners Goal):

Improve the language proficiency of FLAS recipients.

Need: There are shortfalls in the supply of language expertise in the United States, specifically of individuals with proficiency in foreign languages adequate to carry out professional activities.

Performance Indicator: (measured against 1998-99 baseline)

- 2a. Increase in the scores on annual self-reported language proficiency by all FLAS recipients (current and former) for five years after receipt of the fellowship

Performance Objective #3 (Professional/Practitioners Goal):

Increase the placement of FLAS fellows into positions in the public and private sectors where their language, area, international, and international business expertise is required.

Need: There are indications of rising demand for professionals trained to perform in areas which require global skills, including language, area studies, and international business, in the government, business,

and education sectors: There is also an increased public awareness of the need for language skills among teachers, business persons, and in federal employees.

Performance Indicators: (measured against 1998-99 baseline)

- 3a. Increase in the number of fields/disciplines (using acquired expertise) in which FLAS fellows are employed five and ten years after graduation
- 3b. Increase in the percentage of former FLAS fellows who have subsequently learned one or more additional languages
- 3c. Annual self-reported improvements in language proficiency by current FLAS fellows

***Institute for International Public Policy
Part One: GPRA-Oriented Summative Evaluation***

Strategic Objective of the IIPP Program:

Increase the numbers of under-represented minorities in international service.

Performance Objective #1 (Practitioners Goal):

Increase the number and qualifications of applicants to the IIPP comprehensive course of study for prospective professionals in international service.

Need: Minorities are under-represented in international service in the government and private sectors.

Performance Indicators: (as measured against 1998-99 baseline)

- 1a. Increase in the number of applicants for IIPP fellowships (benchmarked annually)
- 1b. Increase in the average grade point average of applicants, awardees, and IIPP fellows (benchmarked annually)

Performance Objective #2: (Practitioners Goal):

Improve the success of participants in the comprehensive course of study to prepare IIPP fellows to be competitive in seeking professional employment in international service.

Need: Minorities are under-represented in international service in the government and private sectors.

Performance Indicators: (as measured against 1998-99 baseline)

- 2a. Increase in the percentage of IIPP fellows completing each phase of the comprehensive course of study.
- 2b. Improvement in diagnostic test scores between entry into and completion of each phase of the comprehensive course of study
- 2c. Increase in the number of IIPP fellows successfully completing accredited, in-country programs of study abroad and the percentage of those students whose study abroad programs are completed in non-English-speaking countries
- 2d. Increase in the number of students achieving significant proficiency in a foreign language

Performance Objective #3 (Practitioners Objective):

Increase retention rates for IIPP Fellows throughout the comprehensive course of study

Need: Minorities are under-represented in international service in the government and private sectors.

Performance Indicators: (as measured against 1998-99 baseline)

3a. Increase in retention rates for IIPP Fellows.

Performance Objective #4 (Practitioners Objective):

Increase the placement of IIPP Fellows in international service.

Need: Minorities are under-represented in international service in the government and private sectors.

Performance Indicators: (as measured against 1998-99 baseline)

- 4a. Increase in the number and percentage of IIPP fellows employed in international service.
- 4b. Increase in the number and percentage of IIPP fellows employed in other careers that require skills and knowledge acquired through IIPP's comprehensive course of study
- 4c. Increase in the number and percentage of IIPP fellows seeking and obtaining advanced degrees

Performance Objective #5 (Capacity and Citizenry Objectives):

Strengthen the capacity of minority-serving institutions to provide international instruction and prepare students for international careers.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. However, access to learning opportunities in international education is restricted to those institutions with the resources to offer such instruction. Minority-serving institutions in particular lack international dimensions.

Performance Indicators

- 5a. Increase in the number of major programs, minor programs, and certificates in international and studies and foreign languages at minority serving institutions
- 5b. Increase in the number of courses in international and foreign language studies at minority-serving institutions
- 5c. Increase in the number of students enrolled in international studies and foreign language courses at minority-serving institutions
- 5d. Increase in the number of students graduating with majors in international studies at minority-serving institutions
- 5e. Increase in the number of faculty positions devoted to international and language studies at minority-serving institutions (measure at point of grant, end of grant, two years after grant, four years after grant)

***Undergraduate International Studies and Foreign Language Program
Part One: GPRA-Oriented Summative Evaluation***

Strategic Objective of the UISFL Program:

Ensure a broad-based undergraduate capacity for access to international studies and foreign language studies to create an internationally aware citizenry, able to engage and compete globally.

Performance Objective #1 (Capacity Goal):

Enhance faculty expertise in international, area, and foreign language studies.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. However, access to opportunities requires faculty with specialized international education and training.

Performance Indicators: (as measured against 1998-1999 baseline)

- 1a. Number of faculty members teaching international, area, and foreign language courses (expressed as a number and as a percentage)
- 1b. Number of faculty members who have participated in international studies, area studies, and/or foreign language faculty development workshops or seminars (expressed as a number and as a percentage)
- 1c. Number of faculty members who have participated in international studies, area studies, and/or foreign language conferences (expressed as a number and as a percentage)
- 1d. Number of faculty members who have participated in study and/or research abroad (expressed as a number and as a percentage)

Performance Objective #2 (Capacity Goal):

Create new undergraduate programs and curricula in foreign language and international studies.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. However, access to learning opportunities in international education is restricted to those institutions with the resources to offer such instruction.

Performance Indicators: (as measured against 1998-1999 baseline)

- 2a. Number of international studies and foreign language major, minor, and certificate programs at new grantee institutions
- 2b. Number of foreign languages offered at new grantee institutions
- 2c. Number of levels of foreign languages offered at new grantee institutions
- 2d. Enrollments in foreign language and international studies at new grantee institutions
- 2e. Number of faculty positions devoted to international and language studies
- 2f. Number of courses at grantee institutions that are infused with international and area studies content

Performance Objective #3 (Capacity Goal):

Strengthen existing undergraduate programs and curricula in foreign language and international studies.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. Institutional budget constraints often make it difficult for international studies programs to strengthen existing programs.

Performance Indicators: (as measured against 1998-1999 baseline)

- 3a. Number of international studies and foreign language major, minor, and certificate programs at grantee institutions
- 3b. Number of foreign languages offered at grantee institutions
- 3c. Number of levels of foreign languages offered at grantee institutions
- 3d. Enrollments in foreign language and international studies at grantee institutions
- 3e. Number of faculty positions devoted to international and language studies
- 3f. Number of courses at grantee institutions that are infused with international and area studies content

Performance Objective #4 (Capacity Goal):

Maintain diversity of undergraduate institutions offering instruction in foreign languages and international studies.

Need: National awareness of the challenges and opportunities presented by global engagement in the government, private, and educational sectors is high; the general public, the private sector, and the government assert the need for international awareness. However, access to learning opportunities in international education is restricted to those institutions with the resources to offer such instruction.

Performance Indicators: (as measured against 1998-1999 baseline)

- 4a. Maintenance of a broad distribution of grants to public and private, two-year and four-year, minority and non-minority institutions

Performance Objective #5 (Professionals goal):

Increase and strengthen linkages between international/area studies programs and professional schools at Title VI/Fulbright-Hays grantee institutions.

Need: There is a growing need to assist the educational system (especially institutions with nascent international education programs) in training their professional school graduates to incorporate international knowledge and expertise into their professional practices. Newly internationalized domains may include business, law, the health professions, environmental studies, among others.

Performance Indicators: (as measured against 1998-1999 baseline)

- 5a. Percentage of UISFL grantee institutions with linkages between international/area studies programs and professional degree programs
- 5b. Range of professional degree programs at UISFL grantee institutions with linkages to international/area studies programs

Title VI: American Overseas Research Centers (AORC) Program

Strategic Objective of the AORC Program:

Enhance the operation of overseas research centers, which provide essential administrative and program support services for postgraduate study and research.

Performance Objective #1 (Capacity Goal):

Provide administrative and support services facilitating overseas research conducted by U.S. graduate students, faculty, and scholars in disciplines covering language, area, and international studies.

Need: Pre- and post-doctoral research in foreign countries and in area and international studies is on the cutting edge of new knowledge, often in areas that may have been neglected in the past, but are now of intense importance to the national interest. U.S. graduate students and scholars need to be actively involved in this, but in many areas of the world such in-country research is not possible or effective without a local U.S. academic presence.

Performance indicators:

- 1a. Maintain or increase the number of U.S. students, faculty, and scholars receiving administrative support and other services at overseas research centers, by: status (pre/post doctoral); home institution; discipline; other sources of federal funding.
- 1b. Maintain or increase the number of U.S. students, faculty, and scholars using AORC facilitative services (research permits, referrals, library, hostel, workspace, electronic equipment, electronic access, etc).
- 1c. Maintain or increase the number of relevant publications in which the authors acknowledge AORC support for their research. (To be measured later.)
- 1d. Increase the world areas included in the research.
- 1e. Increase the total number of languages used in the research.

Performance Objective #2 (Capacity Goal):

Leverage additional public and private resources to support overseas research centers and their programs.

Need: In the last few decades, and especially in recent years, the number of U.S. students and faculty members who need to do research abroad has increased enormously, as has the national need for a citizenry of experts and others that understands the issues and disciplines involved in international education. American overseas research centers need to meet the demands on facilities, staff, and collection resources required by this larger constituency and the array of programs, typically funded mostly from non-AORC sources, which serve this population.

Performance indicator:

- 2a. Maintain or increase the percentage of non-Title VI AORC grant support relative to grantee center's overall budget, by source of funding and by budget category.

Business and International Education Program

Strategic Objective of the BIE Program:

Enhance international business education at institutions of higher education and provide appropriate services to the business community, in order to strengthen the capacity of US businesses to engage in commerce abroad.

Performance Objective #1 (Capacity Objective):

Strengthen programs and curricula at the undergraduate and graduate levels in business disciplines incorporating an international perspective.

Need: National awareness of the challenges and opportunities presented by international business in the government, private, and educational sectors is high; the general public, business, and government assert the need for international awareness. However, institutional budget constraints often make it difficult for international business studies programs to strengthen existing programs.

Performance Indicators: (as measured by starting baseline)

- 1a. Number of new undergraduate/graduate international business degree programs at grantee institutions.
- 1b. Number of enhanced undergraduate/graduate international business degree programs at grantee institutions.
- 1c. Number of new undergraduate/graduate business courses incorporating an international perspective at grantee institutions.
- 1d. Number of enhanced undergraduate/graduate business courses incorporating an international perspective at grantee institutions.
- 1e. Enrollment in new and enhanced graduate/undergraduate business courses incorporating an international perspective at grantee institutions.
- 1f. Number of specialized teaching materials generated by the grant, including language materials, appropriate for business-oriented students.

Performance Objective #2 (Capacity Objective):

Maintain a variety of institutions of higher education offering instruction in business-related disciplines incorporating an international perspective.

Need: National awareness of the challenges and opportunities presented by international business in the government, private, and educational sectors is high; the general public, government and business assert the need for international awareness. However, access to learning opportunities in international business-related disciplines is restricted to those institutions with the resources to offer such instruction.

Performance Indicator: (as measured by starting baseline)

- 2a. Distribution of grants to institutions of higher education by level (2-year and 4-year) and category (public/private, minority-servicing/non-minority-servicing, Carnegie classification).

Performance Objective #3 (Capacity Objective and Experts Objective):

Enhance the expertise of faculty in business-related disciplines incorporating an international perspective.

Need: National awareness of the challenges and opportunities presented by international business in the government, private, and educational sectors is high; the general public, government and business assert the need for international awareness. However, access to learning opportunities in international business related disciplines is restricted to those institutions with the resources to offer such instruction.

Performance Indicators: (as measured by starting baseline)

- 3a. Number of faculty participating in international business conferences, workshops, and seminars.
- 3b. Number of faculty participating in international business-related research/study domestically and abroad.
- 3c. Number of faculty engaged in international business-related consulting activities.

Performance Objective #4 (Professionals Objective):

Increase the number of outreach programs and other international business-related services to the business community.

Need: The US business community needs assistance from the academic sector in meeting the challenges of globalization by incorporating international knowledge and expertise.

Performance Indicators: (as measured by starting baseline)

- 4a. Number of international business-related conferences, workshops, and seminars conducted for the business community by grantee institutions.
- 4b. Number of international business resource centers established by grantee institutions.

Performance Objective #5 (Professionals Objective):

Foster and strengthen linkages between institutions of higher education and the US business community.

Need: National awareness of the challenges and opportunities presented by international business in the government, private, and educational sectors is high; the general public, government and business assert the need for an internationally aware and competent citizenry to allow the nation to engage successfully in international economic activities.

Performance Indicators: (as measured by starting baseline)

- 5a. Number of written agreements between the grantee institution and other institutions of higher education, trade organizations, or associations engaged in international economic activities.
- 5b. Number of joint activities conducted by the institution and the business community.
- 5c. Number of participants from the business community who take part in joint activities.
- 5d. Number of faculty who participate in the joint activities with the business community.

Performance Objective #6 (Professionals, Citizenry Objectives):

Increase the number of study abroad and internship opportunities in business-related disciplines.

Need: National awareness of the challenges and opportunities presented by international business in the government, private, and educational sectors is high; the general public, the private sector, and the

government assert the need for citizenry who have gained knowledge of foreign languages, cultures, and international business by studying abroad.

Performance Indicators: (as measured by starting baseline)

- 6a. Number of study abroad/internship programs with international business content and the number of participants in such programs.
- 6b. Number of study abroad programs enhancing foreign language skills and knowledge of foreign cultures and societies and the number of participants in such programs.

***Centers for International Business Education Program
Part One: GPRA-Oriented Summative Evaluation***

Strategic Objective of the CIBE Program:

Ensure national capacity, create and disseminate knowledge, and train students and business practitioners in international business through a network of national resource centers and their associated programs.

Performance Objective #1 (Capacity/Professionals Goal):

Maintain or increase the number of undergraduates and graduate students with training in international business.

Need: Companies need managers with international business skills, knowledge, and expertise in order to compete effectively in the global business environment.

Performance indicators:

- 1a. Number of international business courses offered by CIBE schools at the graduate and undergraduate level (BG#1). Endnote 1.
- 1b. Number of students enrolled in international business courses offered by CIBE schools at the graduate and undergraduate level (BG#2).
- 1c. Number of faculty teaching international business courses offered by CIBE schools at the graduate and undergraduate level (NEW).
- 1d. Number of international business courses offered by CIBE schools at the graduate or undergraduate level that were created, revised, or upgraded during the current reporting period (BG#3).
- 1e. Number of faculty involved in teaching courses offered by CIBE schools at the graduate or undergraduate level that were created, revised, or upgraded during the current reporting period (NEW).
- 1f. Number of international business courses integrating technology into instruction (NEW). Endnote 2.
- 1g. Number of curricular programs (including majors, degrees, and concentrations) initiated or revised during the current reporting period (BG#5).
- 1h. Number of international business projects using technology (NEW). Endnote 3.
- 1i. Number of undergraduate and MBA students who graduated from CIBE schools with international business expertise (BG#16a). Endnote 4.
- 1j. Number of students gaining overseas experience through CIBE programs, including internships, student exchanges, field projects, and summer classes (BG#4).

Performance Objective #2 (Capacity/Professionals Goal):

Maintain or increase the number of international business students at the undergraduate and graduate level who receive foreign language training, including specialized business-oriented language training.

Need: University graduates with international business training will be more effective as managers when they receive training in one or more foreign languages, particularly when this training is tailored to the special needs of business students.

Performance indicators:

- 2a. Number of business language courses taught at CIBE institutions (BG#12a).
- 2b. Number of students enrolled in business language courses taught at CIBE institutions (BG#12b).
- 2c. Number of foreign language faculty at CIBE institutions who teach business-oriented language courses (NEW).
- 2d. Number of all languages taught at CIBE institutions (NEW).

Performance Objective #3 (Capacity Goal):

Maintain or increase capacity to deliver professionally-oriented foreign language instruction to business and other professional school students, regardless of their institutional affiliation.

Need: There is a need to increase the knowledge and expertise of faculty currently teaching foreign languages to business students, as well as a need to increase the number of faculty teaching these courses, at all higher education institutions.

Performance indicators:

- 3a. Number of seminars, workshops, conferences, study tours, and other faculty development programs for foreign language instructors (BG#13a).
- 3b. Number of participants in seminars, workshops, conferences, study tours, and other faculty development programs for foreign language instructors, regardless of their institutional affiliation (BG#13b).
- 3c. Number of undergraduate and MBA students affected by CIBE activities designed to maintain or increase capacity to deliver professionally-oriented foreign language instruction to business and other professional school students (BG#13c). Endnote 5.

Performance Objective #4 (Capacity/Expertise Goal):

Maintain or increase the number of new scholars doing research and teaching in international business.

Need: In order to ensure adequate future capacity in international business research and teaching, there is a need to provide doctoral students with international business training.

Performance indicators:

- 4a. Number of Ph.D. degrees awarded by CIBE institutions in international business (NEW).
- 4b. Percentage of all Ph.D. recipients in international business who are placed in institutions of higher education at the time their degree is awarded (NEW).
- 4c. Number of Ph.D. research projects supported with CIBE funds (BG#8).

- 4d. Number of Ph.D. students attending international business workshops, seminars, or conferences at CIBE institutions (BG#6c).
- 4e. Number of undergraduate and MBA students affected by CIBE activities designed to maintain or increase the number of new scholars conducting research and training in international business (BG#6d). Endnote 5.

Performance Objective #5 (Knowledge Goal):

Promote research in international business.

Need: Owing to the globalization of business, there is a need for increased knowledge in international business.

Performance indicators:

- 5a. Research publications produced by CIBE institutions in international business, regardless of funding source (BG#9/NEW).
- 5b. Number of research conferences sponsored by CIBE institutions (BG#10).
- 5c. Number of faculty attending research conferences sponsored by CIBE institutions (NEW).
- 5d. Number of faculty research projects sponsored by CIBE institutions (BG#8).

Performance Objective #6 (Knowledge/Capacity Goal):

Maintain or increase the international business knowledge and expertise of faculty at all higher education institutions.

Need: Owing to the globalization of business, more business school faculty need to be involved in international business teaching and research.

Performance indicators:

- 6a. Number of faculty development programs sponsored by CIBE institutions, including workshops and study tours (BG#6a, BG#6b).
- 6b. Number of faculty participating in faculty development programs sponsored by CIBE institutions, including workshops and study tours (BG#6a, BG#6b).
- 6c. Number of undergraduate and MBA students affected by CIBE activities designed to maintain or increase the international business knowledge and expertise of faculty at all higher education institutions (BG#6d). Endnote 5.

Performance Objective #7 (Knowledge/Capacity Goal):

Increase access to and use of knowledge and expertise developed or acquired with CIBE support.

Need: There is a need for CIBE institutions to share their international business knowledge and expertise with non-CIBE institutions.

Performance Indicator:

- 7a. Number of requests for information through web sites (BG#7).

Performance Objective #8 (Knowledge/Citizenry/Professionals Goal):

Maintain or increase international business knowledge and expertise among firms and their managers.

Need: In order to enhance their competitive position in global markets, companies need to develop the international business knowledge and expertise of their managers.

Performance Indicators:

- 8a. Number of conferences, workshops, and seminars at CIBE institutions, excluding executive education, designed to develop international business skills and knowledge in the business community (BG#14a).
- 8b. Number of business people attending conferences, workshops, and seminars at CIBE institutions, excluding executive education, designed to develop international business skills and knowledge in the business community (BG#14b).
- 8c. Number of executive education courses with an international component, including Executive MBA courses (NEW).
- 8d. Number of business persons attending executive education courses with an international component, including participants in Executive MBA programs (BG#15a).

Performance Objective #9 (Professionals/Citizenry Goal):

Maintain or increase the number of business school graduates who are placed in companies with international operations.

Need: Companies need to enhance their competitive position in global markets through the employment of university graduates who possess international business knowledge and expertise.

Performance indicators:

- 9a. Number of current undergraduate business and MBA graduates placed in US multinationals (BG#17).
- 9b. Number of undergraduate business and MBA graduates who will be working in international positions within five years after graduation (BG#16b).

Performance Objective #10 (Capacity Goal):

Leverage additional investments in and institutional commitments to CIBE institutions.

Need: The national need for developing international business knowledge, training, and expertise exceeds the federal resources invested in meeting this need, and therefore non-federal sources of funding are needed.

Performance Indicator:

- 10a. Portions of CIBE budget represented by federal, institutional, and external sources of funding (BG#19).

Endnotes

BG = Already appears on Bob Green annual survey
NEW = Proposed new reporting requirement

1. International business is defined to include the following: (1) the international and comparative aspects of business disciplines such as marketing, finance, accounting, and organizational behavior/human resource management; (2) the international and comparative aspects of interdisciplinary and integrative fields and departments within business schools, including corporate strategy, international business, and general management. The definition does not include foreign language instruction and research, which are covered under a different set of indicators.
2. International business courses integrating technology into instruction include courses where electronic media are an integral part of classroom instruction. The definition includes (1) distance learning courses, (2) web-based courses, and (3) the use of independent course modules based on information technology, even when the course is primarily taught by conventional means, e.g., a web-based management simulation. The definition does not include courses where electronic media are limited to facilitating conventional instruction, such as (1) the use of web sites for student research, (2) the use of computers as part of an audio-visual teaching system, or (3) assignments that must be completed using a computer.
3. International business projects using information technology include projects where electronic media are an integral and essential part of the design. Examples include web sites, multimedia teaching cases, computer simulations, and research collaboration through video-conferencing. Publications, including academic articles and conventional teaching cases, only qualify when the sole means of dissemination is electronic, e.g., a web-based research journal.
4. International business expertise can be developed through course work, language study, study abroad, work abroad, or other means. The criteria for defining international business expertise shall be independently determined by each CIBE institution.
5. Number of students affected by CIBE activities. These indicators assume that every faculty member/doctoral student participating in CIBE programs will teach six courses annually to thirty students in each class. The final indicator is reached by multiplying the number 180 by the number of participating faculty/doctoral students.

Proposed NEW performance criteria, in their order of appearance:

Number of faculty teaching international business courses offered by CIBE schools at the graduate and undergraduate level.

Number of faculty involved in teaching international business courses offered by CIBE schools at the graduate or undergraduate level that were created, revised, or upgraded during the current reporting period.

Number of international business courses integrating technology into instruction.

Number of international business projects using technology.

Number of foreign language faculty at CIBE institutions who teach business-oriented language courses.

Number of Ph.D. degrees awarded by CIBE institutions in international business.

Percentage of all Ph.D. recipients in international business who are placed in institutions of higher education at the time their degree is awarded.

Research publications produced by CIBE institutions in international business, regardless of funding source.

Number of faculty attending research conferences sponsored by CIBE institutions.

Number of executive education courses with an international component, including Executive MBA courses.

Technical Innovation and Cooperation for Foreign Information Access Program (TICFIA)

Strategic Objective

Improved access to foreign information through using new electronic technologies to collect, organize, preserve, and disseminate such information.

Performance objective #1 (knowledge goal)

To collect foreign information resources and organize them in electronic form.

Need: Information from foreign areas is increasingly inadequate due to the decline in U.S. resources for traditional collection methods (i.e. library acquisition) and the explosion in foreign publications and other information sources.

Performance Indicators:

1a. the number of foreign documents and information sources collected and organized in electronic form.

Dropdown menu:

Documents: books, journals, newspapers and periodicals, government documents and other

Non-print media: images, film, TV, photographs, CD-ROMS, radio

Data sets: on topics such as public opinion polls, population, commodity and stock markets, and strategic resources.

cultural materials: sculpture, archaeology, architecture, songs, paintings, graphics & other oral histories, interviews and other documentary materials.

materials in non-Roman alphabets

materials useful to teaching less commonly-taught languages

Performance objective #2 (knowledge goal)

To preserve foreign print and other information resources.

Need: Foreign information sources are frequently unstable or fragile media that deteriorate or severely restrict usage. Foreign information sources may also be lost due to fire, civil conflict, or natural disasters.

Performance Indicators:

2a. the number of foreign documents and data sources preserved.

Dropdown menu:

Documents: books, journals, newspapers and periodicals, government documents and other

Non-print media: images, film, tv, photographs, CD-ROMS, radio)

Data sets: on topics such as public opinion, population, commodity and stock markets, and strategic resources.

cultural materials: sculpture, archaeology, architecture, songs, other oral histories, interviews and other documentary materials.

materials in non-Roman alphabets

materials useful to teaching less commonly taught languages

Performance objective #3 (capacity goal)

To make international data and documents widely available to scholars and the general public.

Need: Access to foreign information is essential for research, teaching, and policy analysis on foreign countries and areas.

Performance Indicators:

- 3a. the number of users accessing the websites that house the foreign information.
- 3b. the number of users downloading data or documents from the websites..
- 3c. the number of websites used to provide access to this information.
- 3d. the number of educators, students, researchers and others who access the information.
- 3e. the number of sales of information from the websites, journal sales on disks, CDs.
- 3f. the number of libraries and institutions engaged in dissemination of materials and information
- 3g. the number of registered users of the websites
- 3h. the number of geographic areas covered
- 3i. the number of less commonly taught languages covered
- 3i. the number of collaborative efforts with other Title VI projects and U.S. universities
- 3j. the number of language teachers who access less commonly taught language materials
- 3k. the number of on-site users

Describe any innovative or unique means and methods your project has used to access or disseminate information.

Doctoral Dissertation Research Abroad

Strategic Objective:

To promote, improve and support the study of modern foreign languages and area studies (generally excluding Western Europe) in the U.S. by providing opportunities to conduct doctoral dissertation research abroad for those scholars who intend to pursue teaching careers; the experience will deepen the knowledge and will develop the professional linkages that are necessary to create experts.

Performance Objective #1 (Capacity Goal):

Maintain or increase the number and range of modern foreign languages, disciplines, and countries and areas of research.

Need 1: The U.S. needs experts in all world areas. In the U.S., there are insufficient numbers of experts in modern foreign languages and area studies for parts of the world outside of Western Europe.

Performance Indicators:

- 1. The number of fellowships awarded
 - a. language(s)
 - b. discipline(s)
 - c. country(ies)
 - d. world area(s)

Performance Objective #2 (Experts Goal, Knowledge Goal):

Assist doctoral candidates in completing dissertations based on research abroad in order to become experts in modern foreign languages and area studies.

Need: DDRA is one of the primary mechanisms for developing modern foreign language and area studies experts. Opportunities for overseas experiences must be provided in order to produce more highly qualified experts.

Performance Indicators:

- 2a. Number of doctoral degrees awarded to DDRA fellowship recipients within five years of receiving the fellowship
 - [1] language(s)
 - [2] discipline(s)
 - [3] country(ies)
 - [4] world area(s)
- 2b. Sharing of research and results
 - [1] in host country
 - a. consulting
 - b. conference attendance
 - c. conference organization
 - d. conference presentations
 - e. communications with the media
 - f. public and community presentations
 - g. K-12 presentations
 - h. higher education presentations
 - i. linkages
 - j. other
 - [2] upon return to the U.S.
 - a. consulting
 - b. conference attendance
 - c. conference organization
 - d. conference presentations
 - e. communications with the media
 - f. public and community presentations
 - g. K-12 presentations
 - h. higher education presentations
 - i. linkages
 - j. other

Performance Objective # 3 (Experts Goal):

Improve language proficiency of fellows.

Need: Area studies experts must achieve language proficiency. Living and conducting research abroad improves that proficiency.

Performance Indicators:

- 3a. Assessment of proficiency in language(s)
 - [1]before DDRA
 - [2]after DDRA
- 3b. Reported language use in-country
 - [1] English
 - [2] target language(s)
 - [3] other language(s)

Performance Objective #4 (Capacity Goal):

Maintain or increase the number of highly qualified modern foreign language and area studies experts who secure teaching positions.

Need: Educational institutions need highly qualified individuals with extensive overseas research experience to provide training in modern foreign languages and area studies to students.

Performance Indicators:

- 4a. DDRA fellows placed in teaching positions at Institutions of Higher Education
 - [1] position type [e.g., tenure-track, tenure, non-tenure track--permanent, lecturer or temporary/visiting, part-time, post-doctoral grantee; other]
 - [2] institution [IPEDS list]
 - [3] department(s)
 - [4] discipline(s)
- 4b. Other placements [e.g. K-12 positions or other sectors]

Faculty Research Abroad

Strategic Objective:

To maintain and improve the study of foreign languages and area studies (generally excluding Western Europe) in the U.S. by providing opportunities for faculty members to conduct research abroad.

Performance Objective #1 (Capacity Goal):

Maintain a pool of experts who have had research-abroad experience by providing overseas research opportunities.

Need: In an increasingly interdependent and complex world, it is imperative that faculty in modern foreign languages, especially less commonly taught languages, and area studies at U.S. institutions of higher education maintain and update their expertise.

Performance Indicators:

- 1. The number of fellowships awarded
 - a. language(s)
 - b. discipline(s)
 - c. country(ies)
 - d. world area(s)

Performance Objective #2 (Capacity Goal):

Maintain or enhance course and program offerings in a broad range of modern foreign languages and area studies.

Need: To be effective, the education of today's university students must include study of modern foreign languages and area studies provided by highly trained experts.

Performance Indicators:

- 2a. Curricular enhancement resulting from FRA research
 - [1] creation of new courses
 - [2] enhancement of existing courses
 - [3] creation of new programs
 - [4] enhancement of existing programs
 - [5] other
- 2b. FRA fellow profiles
 - [1] position [e.g. tenure-track, tenure, non-tenure track--permanent, lecturer or temporary/visiting, part-time, post-doctoral grantee]
 - [2] institution [IPEDS list]
 - [3] department(s)
 - [4] discipline(s)

Performance Objective #3 (Experts Goal, Knowledge Goal):

Assist faculty experts in conducting research abroad in order to develop and disseminate knowledge about modern foreign language and area studies, especially less commonly taught languages.

Need: To remain current and effective, faculty must maintain their expertise in foreign languages, especially less commonly taught languages, and area studies. In addition, the overseas experience provides opportunities for faculty to develop or extend essential linkages between scholars and institutions in the U.S. and host country or countries.

Performance Indicators:

- 3a. Publications resulting or expected from FRA research
 - [1] scholarly articles
 - [2] monographs
 - [3] books
 - [4] textbooks
 - [5] other
- 3b. Technology-based tools resulting or expected from FRA research
 - [1] web-based material delivery
 - [2] CD-ROM
 - [3] video
 - [4] distance learning
 - [5] other
- 3c. Public and professional outreach resulting or expected from FRA research
 - [1] consulting
 - [2] conference attendance
 - [3] conference organization

- [4] conference presentation
- [5] communications with the media
- [6] public and community presentations
- [7] K-12 presentations
- [8] higher education presentations
- [9] linkages
- [10] other

Performance Objective # 4 (Experts Goal):

Improve language proficiency of fellows.

Need: To maintain the language proficiency of experts in modern foreign languages and area studies, it is imperative that they conduct research abroad.

Performance Indicators:

- 4a. Self-assessment of proficiency in language(s)
 - [1] before FRA
 - [2] after FRA
- 4b. Self-reporting on language use in-country
 - [1] English
 - [2] target language(s)
 - [3] other language(s)

Group Projects Abroad

Strategic Objective:

To promote, improve and develop the study of modern foreign languages and area studies (generally excluding Western Europe) in the U.S., by providing opportunities for faculty, teachers (K-12) and related administrators, and for upper-level undergraduate and graduate students to deepen their knowledge and experience through overseas group projects that focus on research, training, study, and curriculum development.

Performance Objective #1: (Capacity Goal):

Create opportunities for faculty, teachers (K-12), and related administrators, and upper-level undergraduate and graduate students to improve their knowledge and understanding of foreign countries, cultures and peoples through study and experience abroad.

Need: The increasingly interdependent and competitive nature of the world requires that the U.S. create and maintain a general population of educators and students with broad-based awareness of and first-hand experience with foreign cultures and languages.

Performance Indicators:

- For each GPA overseas activities
- a. number of participants
 - countries visited

- number of days/weeks spent in each country
- number of contact hours devoted to lectures and language study
- number of contact hours devoted to official visits/studies
- number of contact hours devoted to independent visits
- cities and/or regions visited
- significant sites visited
- cultural activities experienced
- other

Performance Objective #2: (Capacity and Citizenry Goal):

Maintain and improve the quantity and quality of instruction in modern foreign cultures and world areas by incorporating knowledge gained from in-country experience into all levels of K-12 and higher education curricula.

Need: To ensure reliable and current representation of other cultures and countries, there is an ongoing need to update and expand curricula by incorporating knowledge gained from first-hand experience outside the U.S.

Performance Indicators:

- 2a. Publications resulting or planned from GPA research
 - [1] scholarly articles
 - [2] monographs
 - [3] books
 - [4] textbooks
 - [5] other
- 2b. Curricular enhancement resulting or planned from GPA research
 - [1] creation of new courses
 - [2] enhancement of existing courses
 - [3] creation of new programs
 - [4] enhancement of existing programs
 - [5] other enhancements
- 2c. Technology-based tools and distance learning resulting or planned from GPA research
 - [1] web-based material
 - [2] CD-ROM
 - [3] video
 - [4] other

Performance Objective #3: (Capacity Goal):

Maintain and improve the proficiency of future experts in foreign languages, especially less commonly taught languages, and international and area studies.

Need: In an increasingly interdependent and competitive world, the U.S. must train language and area studies experts with a depth of knowledge and proficiency that is gained only by first-hand experience and training overseas.

Performance Indicators:

3. Assessment of language(s) proficiency
 - a. before intensive language study [entrance]
 - b. after intensive language study [exit]

Performance Objective #4: (Citizenry Goal):

Improve the public's understanding of foreign countries, cultures, and peoples by sharing knowledge gained through the first-hand overseas experience of program participants.

Need: Foreign countries and cultures play an increasingly large role in the daily lives of U.S. citizens. Therefore, knowledge and understanding of foreign cultures, countries, and peoples must be disseminated by those who have had first-hand experience overseas.

Performance Indicators:

4. Public and professional outreach activities resulting from GPA-sponsored research and foreign visitation
 - a. consulting projects
 - conference/workshop attendance
 - conference/workshop organization
 - conference/workshop presentations
 - communications with the media
 - public and community presentations
 - K-12 presentations
 - higher education presentations
 - linkages
 - other

Seminars Abroad

Strategic Objective:

To promote, improve and develop the study of foreign countries, cultures and peoples (generally excluding Western Europe) by providing opportunities for U.S. educators (elementary, secondary, higher education teachers and related administrators, museum educators, as well as media, resource, and curriculum specialists) to gain experience and knowledge through overseas group seminars.

Performance Objective #1 (Capacity Goal):

Create or maintain overseas opportunities for U.S. educators in humanities, foreign languages, and area/social studies to enhance their understanding of foreign cultures.

Need: In an increasingly interdependent and competitive world, U.S. educators need to increase their knowledge and understanding of foreign cultures, countries, and peoples in order to prepare students for responsible citizenship.

Performance Indicators:

1. For each overseas program
 - a. number of participants
 - b. countries visited
 - c. weeks spent in each country
 - d. number of contact hours devoted to lectures
 - e. number of contact hours devoted to official visits
 - f. number of contact hours devoted to independent activities
 - g. cities/regions visited
 - h. significant sites visited
 - i. cultural activities experienced
 - j. other

Performance Objective #2 (Capacity Goal, Citizenry Goal):

Improve the quality of instruction by enhancing K-12 and higher education curricula through incorporation of first-hand overseas experience.

Need: Education programs in the U.S. should reflect changing global conditions and should represent foreign countries, cultures, and peoples reliably and accurately. Overseas experiences provided under this program should be translated into concrete curricular changes.

Performance Indicators:

- 2a. Planned changes
 - [1] creation of new courses
 - [2] enhancement of existing courses
 - [3] creation of new programs or curricula
 - [4] enhancement of existing programs or curricula
 - [5] other changes
- 2b. Planned timeline for implementation of curricular changes
 - [1] semesters
 - [2] years
- 2c. Types of new materials planned or developed
 - [1] audio-visual
 - [2] video
 - [3] technology/multimedia
 - [4] print
 - [5] other

Performance Objective #3 (Citizenry Goal):

Increase knowledge among members of the general public regarding foreign countries, cultures and peoples.

Need: U.S. citizens need knowledge and understanding of foreign countries and cultures in order to make informed educational, political, and social decisions in an increasingly interdependent and competitive world.

Performance Indicators:

3a. Recipient profile

- [1] teaching position [e.g., elementary, middle, high school, public, private, tenured, tenure-tracked, non-tenure tracked, permanent (lecturer), temporary/visiting, part-time]
- [2] teaching level(s): [e.g. (1) K-12--elementary, middle, high school, public, private; OR (2) Higher Education (IPEDS list)]
- [3] prior language training

3b. Dissemination plans

- [1] consulting
- [2] conference attendance
- [3] conference organization
- [4] conference presentations
- [5] communications with the media
- [6] public and community presentations
- [7] K-12 presentations
- [8] higher education presentations
- [9] linkages
- [10] other

Language Resource Centers (LRCs)

Strategic Objective:

Improve the nation's capacity to teach and learn foreign languages effectively through a network of high-quality national centers that add to the knowledge base, improve the expertise of practitioners, develop educational resources and disseminate knowledge and resources.

Performance Objective #1:

Improve the quality of research studies by increasing the number of studies published in refereed journals and books.

Need: The peer review process ensures quality in the resulting published articles and books. Such quality and rigor are crucial for identifying national needs and existing resources in modern foreign language learning and for assessing the evaluation and analysis of the outcomes of that learning experience.

Performance Indicators for LRC Performance Objective #1:

1. Number of publications in refereed journals and books reporting results of LRC-supported research studies.
2. Number of published citations of LRC-supported research studies.
3. Number of published reviews of LRC-supported research studies.
4. Number of LRC-supported research studies presented at state, regional, national and international conferences.

Performance Objective #2:

Broaden the coverage of LRC research studies on teaching and learning foreign languages in the U.S., especially less commonly taught languages (LCTLs) and for non-traditional learners.

Need: Much second language acquisition research has been conducted on learning English and a few major European languages at the higher education level, with a focus on traditional students.

Performance Indicators for LRC Performance Objective #2:

1. World areas and countries addressed in LRC-supported research studies.
2. Languages addressed in LRC-supported research studies.
3. Levels of language learning (e.g., beginning, intermediate, advanced) addressed in LRC-supported research studies.
4. Levels of language instruction (e.g., pre-K, K-12, 13 and above) addressed in LRC-supported research studies.

Performance Objective #3:

Broaden the coverage of materials developed by LRCs to increase the supply of materials for languages lacking adequate materials, especially for less commonly taught languages (LCTLs).

Need: For many less commonly taught languages (LCTLs), there are few materials and little commercial interest to develop such materials. Materials informed by current research and best practices for foreign language teaching are needed for all foreign languages.

Performance Indicators for LRC Performance Objective #3:

1. World areas and countries addressed in LRC-supported materials.
2. Languages addressed in LRC-supported materials.
3. Levels of language learning (e.g., beginning, intermediate, advanced) addressed in LRC-supported materials.
4. Levels of language instruction (e.g., pre-K, K-12, 13 and above) addressed in LRC-supported materials.

Performance Objective #4:

Improve the quality and impact of the LRC program by increasing the supply of LRC-supported materials that are reviewed and/or adopted for use.

Need: To improve the teaching of foreign languages, language teaching practitioners need high-quality materials developed by the LRCs.

Performance Indicators for Performance Objective #4:

1. Number of reviews of LRC-supported materials.
2. Number of presentations of LRC-supported materials at state, regional, national, and/or international conferences.
3. Number of LRC-supported materials used and/or adopted for use.
4. Institutions (e.g., elementary, secondary, and post-secondary) that have utilized and/or adopted LRC-supported materials.
5. Number of instructors trained and assisted in the utilization and/or adoption of LRC-supported materials.

Performance Objective #5:

Broaden the scope and coverage of outcomes assessments of foreign language teaching and learning.

Need: To enhance the quality of foreign language education and to better articulate across programs and levels, outcomes assessments (informed by current research and best practices) are needed. These assessments should include the development, application and dissemination of performance-based instruments as well as training in the administration and interpretation of those instruments.

Performance Indicators for LRC Performance Objective #5:

1. Languages addressed in LRC-supported assessment instruments.
2. Levels of language learning (e.g., beginning, intermediate, advanced) addressed in LRC-supported assessment instruments.
3. Levels of language instruction (e.g., pre-K, K-12, 13 and above) addressed in LRC-supported assessment instruments.
4. Skills (e.g., reading, writing, listening, speaking) addressed in LRC-supported assessment instruments.
5. Purposes of assessments (e.g., proficiency, placement, achievement, and diagnostic measures) developed with LRC support.
6. Reviews of LRC-supported assessment instruments and means of assessment.

Performance Objective #6:

Increase access to professional development and training for instructors and scholars in the areas of foreign language learning and teaching.

Need: Opportunities for foreign language educators are needed to improve their expertise in language pedagogical practices as well as in their target language skills.

Performance Indicators of LRC Performance Objective #6:

1. Languages addressed in professional development and training sponsored by LRCs.
2. Instructional levels (e.g., pre-K, K-12, 13 and above) of those participating in professional development and training sponsored by LRCs.
3. Types of participants (e.g., pre-service, in-service, other) in professional development and training sponsored by LRCs.
4. Levels of language learning (e.g., beginning, intermediate, advanced) addressed in professional development and training sponsored by LRCs.
5. Venues of professional development and training (e.g., on LRC campuses, outreach to instructors in an area, or other professional venues by LRCs).
6. Facilitators of professional development and training sponsored by LRCs (e.g., LRC directors, LRC staff, faculty, visiting faculty/scholars, staff, post-doctoral fellows, doctoral students, master's students, undergraduate students, or others).

Performance Objective #7:

Broaden the impact of LRCs geographically and on underserved populations by disseminating the research results, materials, assessments, and expertise of LRCs.

Need: Due to limited funding and resources as well as the relative isolation of many foreign language practitioners, access to and usage of the best existing materials and expertise in the field of foreign language education should be maximized.

Performance Indicators for LRC Performance Objective #7:

1. State and geographic region of users of LRC resources.
2. Outreach activities developed by LRCs that serve underserved populations.
3. Outreach activities involving collaborations of LRCs and pre-collegiate institutions.

Performance Objective #8:

Increase collaboration among LRCs in dissemination of research, materials, and assessment instruments.

Need: LRCs specialize in world areas, languages, or types of students. Such expertise is needed by learners and instructors across the U.S. and should be disseminated through collaborative efforts among LRCs.

Performance Indicators for Performance Objective #8:

1. Number of LRC-collaborations to disseminate research, materials, and assessment instruments.
2. Types of LRC-collaborations to disseminate research, materials, and assessment instruments.

International Research and Studies (IRS)

Strategic Objective:

Contribute to the nation's capacity in modern foreign languages and area and international studies through grants to qualified individual scholars and grants for larger, substantive studies and materials development, which focus on current needs and yield new knowledge and new opportunities for the expansion of the study of other countries and foreign languages, as may be needed by the academic community and/or required by the national interest.

Performance Objective #1:

Improve the quality of research studies that address modern foreign languages and area and international studies (MFLAIS) in the U.S. by increasing the number of studies published in refereed journals and books.

Need: The peer review process ensures quality in the resulting published articles and books. Such quality and rigor are crucial for identifying national needs and existing resources in MFLAIS and for assessing the evaluation and analysis of the outcomes of projects addressing those needs.

Performance Indicators for IRS Performance Objective #1:

1. Number of publications in refereed journals and books reporting IRS-supported research.
2. Number of published citations of IRS-supported research studies.
3. Number of published reviews of IRS-supported research studies.
4. Number of IRS-supported research studies presented at state, regional, national, and international professional conferences.

Performance Objective #2:

Broaden the coverage of IRS-supported research studies on modern foreign languages and area and international studies (MFLAIS) in the U.S., especially of less commonly taught language (LCTLs), and of teacher training and professional development at all levels of the educational system.

Need: Contemporary world conditions call for a U.S. citizenry with both broader and deeper knowledge of all areas and languages of the globe.

Performance Indicators for IRS Performance Objective #2:

1. World areas and countries addressed in IRS-supported research studies.
2. Languages addressed in IRS-supported research studies.
3. Levels of language learning (e.g., beginning, intermediate, advanced) addressed in IRS-supported research studies.
4. Levels of language instruction (e.g., K-12, post-secondary) addressed in IRS-supported research studies.
5. Disciplines addressed in IRS-supported research studies.
6. Student profiles addressed in IRS-supported research studies (e.g., gender, age, socio-economic status, heritage, educational level, learning goals, pre- and post-immersion language skills).
7. Topics of research conducted on MFLAIS (e.g., the utilization of Title VI/Fulbright-Hays graduates, use of effective practices in dissemination, the demand for international specialists, effectiveness of strategies to develop international capabilities, and informing on use of materials developed through Title VI/Fulbright-Hays grants, etc.)

Performance Objective #3:

Increase the number of research studies that determine national needs and/or capacities in teaching and learning of modern foreign languages and area and international studies (MFLAIS) as well as the impact of Title VI on meeting those needs.

Need: For maintaining and expanding the nation's capacity in foreign languages and area and international studies, identification of national needs and existing resources are required as are the evaluation and analysis of the outcomes of projects addressing those needs.

Performance Indicators for IRS Performance Objective #3:

1. Number of publications in refereed journals and books on IRS-supported research studies on national needs, national capacities, and/or the impact of Title VI on MFLAIS.
2. Number of published citations of IRS-supported research studies on national needs, national capacities, and/or the impact of Title VI on MFLAIS.
3. Number of published reviews of IRS-supported research studies on national needs, national capacities, and/or the impact of Title VI on MFLAIS
4. Number of IRS-supported research studies on national needs, national capacity, and/or the impact of Title VI on MFLAIS presented at state, regional, national, and international professional conferences.

Performance Objective #4:

Increase the scope and coverage of materials developed with IRS support.

Need: For many foreign languages and world areas, there are few materials and little commercial interest to develop them. Materials for these languages should be developed drawing from current research and scholarship.

Performance Indicators for IRS Performance Objective #4:

1. World areas and countries addressed in the materials produced by IRS grantees.
2. Disciplines addressed in the materials produced by IRS grantees.
3. Modern foreign languages addressed in the materials produced by IRS grantees.
4. Levels of language learning (e.g., beginning, intermediate, advanced) addressed in materials produced by IRS grantees.
5. Levels of language instruction (pre-K-8, 9-12, 13+) addressed in the materials produced by IRS grantees.
6. Skills (reading, writing, listening, speaking) addressed in materials produced by IRS grantees.

Performance Objective #5:

Improve the quality and impact of the IRS program by increasing the supply of materials for modern foreign languages and area and international studies (MFLAIS) in the U.S., especially in less commonly taught languages (LCTLs) by increasing the number of those materials reviewed.

Need: Materials for the study of many foreign languages and world areas are inadequate or are outdated in teaching and research. Once developed, new materials based on current research and scholarship need to be disseminated for use in teaching and research.

Performance Indicators for IRS Performance Objective #5:

1. Number of IRS-supported materials reviewed.
2. Number of IRS-supported materials presented at state, regional, national and/or international conferences.

Performance Objective #6:

Improve the quality and impact of the IRS program by increasing the supply of materials for modern foreign languages and area and international studies (MFLAIS) in the U.S., especially in less commonly taught languages (LCTLs) by increasing the number of those materials adopted for use.

Need: Materials for the study of many foreign languages and world areas are inadequate or need to be used in teaching and research. Once developed, new materials based on current research and scholarship need to be disseminated for use in teaching and research.

Performance Indicators for IRS Performance Objective #6:

1. Number of IRS-supported materials used and/or adopted.
2. Number of elementary, secondary, and post-secondary institutions that have utilized or adopted materials resulting from IRS-supported research.
3. Number of teachers trained and assisted in the use of new IRS-supported materials.

Performance Objective #7:

Increase the scope and coverage of outcomes assessments of modern foreign languages and international and area studies (MFLAIS).

Need: To enhance the quality of MFLAIS education and to better articulate across programs and levels, assessments of outcomes are needed. These assessments should address the development, application and dissemination of performance-based instruments as well as training in the administration and interpretation of those instruments.

Performance Indicators for IRS Performance Objective #7:

1. Disciplines addressed in assessment instruments developed by IRS grantees.
2. Number of published studies addressing the evaluation of student knowledge in international and area studies conducted by IRS grantees.
3. Languages addressed in assessment instruments developed by IRS grantees.
4. Levels of language learning (e.g., beginning, intermediate, advanced) addressed in assessment instruments developed by IRS grantees.
5. Levels of language instruction (pre-K-8, 9-12, 13+) addressed in assessment instruments developed by IRS grantees.
6. Skills (reading, writing, listening, speaking) covered in assessment instruments developed by IRS grantees.
7. Purposes and types of assessments produced, including proficiency, placement, achievement, and diagnostic measures developed by IRS grantees.
8. Number of teachers and/or other specialists trained or qualified in the administration and/or application of IRS-supported assessment instruments developed by IRS grantees.

Performance Objective #8:

Improve the quality of MFLAIS assessments by increasing the number of those assessments adopted for use.

Need: Assurance in meeting the needs of the U.S. citizenry for international knowledge requires assessment of the effectiveness of government funding of the means of imparting such knowledge.

Performance Indicators for IRS Performance Objective #8:

1. IRS projects for the utilization or adoption of basic standards compliance guidelines (including correlation of basic standards to state and national standards, particularly on the pre-collegiate level), baseline studies, articulation and assessment studies, evaluation, language proficiency assessment or government evaluation assessment.
2. Number of evaluation instruments developed and disseminated by IRS grantees to selected collegiate and pre-collegiate venues assessing the value of developed materials.
3. Reviews of assessment instruments and those means of assessment developed by IRS grantees.

Appendix III-5

EELIAS Data for USED Strategic Plan FY2001

Formatted Instructions for GPRA Integrated Plan and Report

Program Name:—*Appropriated budget \$ (FY 2000)/Requested budget (FY 2001)*

Program Goal: To meet the nation's security and economic needs through the development of a national capacity in foreign languages, area, and international studies.

Relationship of Program to Volume 1, Department-wide Objectives: *Identify the objectives in Volume 1 of this plan that are carried out through the program.*

Indicators and Targets	Performance Data	Assessment of Progress	Source and Data Quality
------------------------	------------------	------------------------	-------------------------

Objective 1 (Human Resources): An enhanced cadre of experts for research and training in critical languages and the areas where those languages are spoken; proficient practitioners capable of utilizing critical foreign language skills and knowledge about peoples and areas outside of the U.S.; business professionals equipped to increase the U.S. competitive advantage; a more globally-aware citizenry, cognizant of the global dimensions of national security, and able to communicate with speakers of languages other than English.

1.1 Indicator:

First year placement of Title VI NRC-trained Ph.D.'s and M.A.'s by sector of employment.

Actual Performance

Career choice (Master's)	FY94	FY95	FY96
Continued study	1812 (28%)	1713 (24%)	1529 (24%)
Higher ed. (US)	179 (2%)	288 (4%)	218 (3%)
K-12 ed. (US)	205 (3%)	435 (6%)	232 (4%)
Government (US)	367 (6%)	400 (6%)	338 (5%)
Private sector (including international/foreign org's)	2582 (39%)	2775 (39%)	2087 (32%)
Not employed	232 (4%)	441 (6%)	210 (3%)
Unknown/other	1202 (18%)	1148 (15%)	1824 (28%)
TOTAL	6579	7200	6438

Table 1. NRC graduates (Masters recipients) by career choice FY94-FY96 cycle.

Career choice (Ph.D.'s)	FY94	FY95	FY96
Continued study	89 (4%)	75 (3%)	62 (3%)
Higher ed. (US)	843 (40%)	921 (40%)	906 (39%)
K-12 ed. (US)	30 (1%)	26 (1%)	35 (2%)
Government (US)	105 (5%)	115 (5%)	127 (6%)
Private sector (including international/foreign org's)	581 (27%)	587 (25%)	617 (27%)
Not employed	92 (4%)	135 (6%)	86 (4%)
Unknown/other	385 (18%)	444 (19%)	468 (20%)
TOTAL	2125	2303	2301

Table 2. NRC graduates (PhD recipients) by career choice FY94-FY96 cycle.

Performance Targets

- 1999:** Maintenance of percentage of graduates working in areas in which they are trained.
- 2000:** Maintenance of percentage of graduates working in areas in which they are trained.
- 2001:** Maintenance of percentage of graduates working in areas in which they are trained.

Status:

Target met. Future data source will be EELIAS, which will provide annual and final reports data on a more timely basis.

Explanation:

Although approximately 20% of the career placements data is missing, the available data indicate that the career path for NRC-trained M.A. and Ph.D. recipients is remarkably efficient. Most M.A. recipients either continue their graduate study (thus becoming the future experts) or find employment in the private sector as international professionals, while most Ph.D. recipients find employment at US institutions of higher education (experts) or in the private sector. Very few NRC-trained graduates remain unemployed by time of reporting.

Source:

Frequency: Annual
Next update: FY97-FY99 cycle.

Data from Middle East and Pacific Islands NRC's are missing; not all centers at all institutions reported career placements data. Data source: FY94-FY96 NRC annual and final reports.

Future data will be available from EELIAS.

Objective 2 (Knowledge & Information): An improved knowledge base and dissemination of information about peoples and areas of the world outside of the U.S. and international business, with particular focus on languages that are not widely taught in the U.S. educational system.			
<p>2.1 Indicator: <i>Percentage of publications from NRC's, in targeted database search of relevant topics and areas.</i></p>	<p>Actual Performance Percentage of articles in targeted database search, of which at least one author claimed affiliation with a Title VI East Asia NRC-supported institution: 30%</p> <p>Percentage of U.S. research institutions (Carnegie classification: Research University I/II) with Title VI East NRC's: 10.4%</p> <p>Performance Targets 1999: Maintain the percentage of publications produced at Title VI institutions 2000: Maintain the percentage of publications produced at Title VI institutions 2001: Maintain the percentage of publications produced at Title VI institutions</p>	<p>Status: Target met.</p> <p>Explanation: A targeted search of two on-line research bibliographies, covering a spectrum of disciplines, for 1998 publications demonstrates that researchers at institutions with East Asia NRC's produce a disproportionate share of the knowledge base on topics related to China, compared to similar U.S. institutions (research universities receiving at least \$15.5M in federal funds).</p>	<p>Source: Frequency: Annual. <i>Next update: FY00</i></p> <p>Search of 1998 publications in <i>EconLit</i> and <i>Sociological Abstracts</i> databases with "China" or "Chinese" in title, abstract, or keywords.</p> <p>"1996-1997 IPEDS Institutional Characteristics Data Base." National Center for Education Statistics, US Department of Education.</p>

Objective 3 (Capacity): A U.S. higher education system able to respond to changing national needs, now and into the future, for: experts in the LCTL's, international/area studies, and international business; practitioners capable of operating globally; a globally-aware citizenry; and knowledge and information about peoples and areas of the world outside of the U.S.

<p>3.1 Indicators: <i>Percentage of less and least commonly taught language (CTL) instruction at Title VI-supported institutions.</i></p>	<p>Actual Performance</p> <table border="1"> <thead> <tr> <th></th> <th># of Language Programs</th> <th>Graduate Less CTL Enroll</th> <th>Graduate Least CTL Enroll</th> <th>Under Grad Less CTL Enroll</th> <th>Under Grad Least CTL Enroll</th> </tr> </thead> <tbody> <tr> <td>All Higher Education Institutions</td> <td>2,399</td> <td>6,807</td> <td>1,258</td> <td>123,623</td> <td>13,795</td> </tr> <tr> <td>Title VI Institutions with less & least CTLs</td> <td>64</td> <td>3,727</td> <td>829</td> <td>26,181</td> <td>7,602</td> </tr> <tr> <td>% Title VI</td> <td>2.79%</td> <td>55%</td> <td>66%</td> <td>21%</td> <td>55%</td> </tr> </tbody> </table> <p>a. Less CTL = all languages other than English, except French, German, Spanish, other Western European languages, and Amerindian languages. b. Least CTL = all languages except top ten by enrollment (Arabic, Chinese, French, German, Italian, Hebrew, Japanese, Portuguese, Russian, Spanish, other Western European languages, Amerindian languages)</p> <p>Performance Targets 1999: Maintain the percentage of less and least commonly taught languages taught at Title VI institutions 2000: Maintain the percentage of less and least commonly taught languages taught at Title VI institutions 2001: Maintain the percentage of less and least commonly taught languages taught at Title VI institutions</p>		# of Language Programs	Graduate Less CTL Enroll	Graduate Least CTL Enroll	Under Grad Less CTL Enroll	Under Grad Least CTL Enroll	All Higher Education Institutions	2,399	6,807	1,258	123,623	13,795	Title VI Institutions with less & least CTLs	64	3,727	829	26,181	7,602	% Title VI	2.79%	55%	66%	21%	55%	<p>Status: Target met.</p> <p>Explanation: The National Resource Centers, comprising only a small number of degree-granting institutions of higher education, bear the major load at the post-secondary level of providing instruction in critical languages. As shown by graduate enrollments in both the less and least commonly taught languages, the NRC's train the majority of the nation's future international experts and professionals with proficiency in critical foreign languages.</p>	<p>Source: Frequency: every 3-4 years Next update: 1999</p> <p>Brod, R., and B. Huber. 1997. "Foreign Language enrollments in United States Institutions of Higher Education", <u>ADFL Bulletin</u> 28 (2), 56-59. (Report of the 1995 Modern Language Association Survey of Foreign Language Registrations).</p> <p>2. Frequency: Annual Next update: FY00 annual Performance Reports</p> <p>1994-1997 NRC Grantee List, IEGPS, Department of Education</p>
		# of Language Programs	Graduate Less CTL Enroll	Graduate Least CTL Enroll	Under Grad Less CTL Enroll	Under Grad Least CTL Enroll																					
All Higher Education Institutions	2,399	6,807	1,258	123,623	13,795																						
Title VI Institutions with less & least CTLs	64	3,727	829	26,181	7,602																						
% Title VI	2.79%	55%	66%	21%	55%																						

Key Strategies

Strategies continued from 1999

New or strengthened strategy

These strategies should address how to improve the results on one or more of the performance indicators for which improvement targets were not met. The strategies should indicate their relationship to the indicators and how they will help improve performance results. Strategies are often cross-cutting and may affect the achievement of two or more indicators. How will program use funding, staff, or management systems to achieve these results?

How This Program Coordinates with Other Federal Activities

Describe coordination with other programs and agencies.

Challenges to Achieving Program Goal

List findings from IG, GAO, and program evaluations. Also, add other significant societal challenges.

Indicators that have been Adjusted or Dropped Since the 1999 Plan

Drop about 1/3 of the indicators. State which were dropped and explain the reason why they were dropped. Also note any changes since last year's plan submitted in March 1999 (which was titled "FY 2000 Plan") and explain why these indicator changes were made.

Appendix III-6

EELIAS Review & Analysis: Task Force Cycle I

Appendix III-6

EELIAS Review & Analysis: Task Force Cycle I

NRC-National Resource Centers

FLAS—Graduate Foreign
Language and Area Studies
Program

IIPP—Institute for International
Public Policy

UISFL—Undergraduate
International Studies and Foreign
Language Program

Prepared By:

Michael F. Metcalf

Maria Carlson

Mark Chichester

Joseph C. Rallo

Table of Contents

EELIAS REVIEW & ANALYSIS: TASK FORCE CYCLE I	2
NRC -NATIONAL RESOURCE CENTERS.....	2
FLAS —GRADUATE FOREIGN LANGUAGE AND AREA STUDIES PROGRAM.....	2
IIPP —INSTITUTE FOR INTERNATIONAL PUBLIC POLICY	2
UISFL —UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM	2
SUMMARY	4
PROGRAM DESCRIPTION	5
NRC	5
FLAS	6
IIPP	6
UISFL.....	7
EELIAS SYSTEM ANALYSIS	9
GRANT ACTIVITIES MEASURED	9
NRC	9
FLAS (COORDINATOR)	11
FLAS (FELLOW)	11
IIPP	12
UISFL.....	12
OBSERVATIONS OF EELIAS SYSTEM.....	13
NRC	13
FLAS (COORDINATOR)	15
FLAS (FELLOW)	15
IIPP	15
UISFL.....	16
RECOMMENDATIONS	18
NRC	18
FLAS (COORDINATOR)	20
FLAS (FELLOW)	21
IIPP	22
UISFL.....	24
HELP AND FAQs	26
NOTES	28
WORKS CITED	28
APPENDIX: NFLC RESPONSES TO TASK FORCE RECOMMENDATIONS	ERROR! BOOKMARK NOT DEFINED.

Summary

This review of the EELIAS instruments reveals that they provide superior data collection and tracking mechanisms than previously have been available to the Department of Education, the Administration as a whole, and Congress. Yet, it also reveals the fact that while EELIAS facilitates the measurement of a number of quantifiable outputs, the EELIAS project's mandated task of measuring outcomes in the spirit of GPRA has not met with notable success. The contributions and significance of Title VI over the years in terms of the outcomes and impact of Title VI funding for the NRC, FLAS, IIPP, and UISFL programs can only be measured by longitudinal tracking of their graduates and other sophisticated research methodologies that are not supported by the EELIAS instruments. Here, high ambitions and good intentions have run head on into several realities, including the fact that only funded programs can be required to report (and thus the impact of grant funding on life after the grant cannot be captured) and that none of the funded entities has the capacity or the resources to track its graduates throughout their careers. This conclusion in no way calls into question the vital role to the nation played by the NRC, FLAS, IIPP, and UISFL programs; it merely highlights the fact that our collective creativity regarding instrument design has not succeeded in overcoming the constraints mentioned above.

Program Description

This section discusses the specific grant activities funded for each program. This description covers the legislated intent of the program, the major grant activities funded, and the major impact of these activities in the past, present and future.

NRC

The **National Resource Center (NRC) Grant Program** is authorized by Title VI of the Higher Education Act and charged with producing “increased numbers of trained personnel and research in foreign languages, area studies, and other international studies” in order to develop a “pool of international experts to meet national needs.” “National needs” are defined as those that promote the “security, stability, and economic vitality of the United States” (*cited from the 1998 amendments to Title VI of the Higher Education Act of 1965*).

The NRC Grant Program currently funds some 118 Centers at American universities. These Centers deliver academic programs in foreign language and international or area studies education at a very high level and represent all major world areas. Grant activities funded by the NRC Program include 1) the intensive teaching of less commonly taught languages (LCTLs) and least commonly taught languages (LeastCTLs); 2) enhanced instruction and research in area, regional, and international studies (undergraduate, graduate, and post-graduate); 3) area studies and international studies curriculum development; 4) professional development of Center faculty and staff; 5) collaborative projects across institutions, including conferences, seminars, and other projects; 6) travel for research; 7) support for library and research collections and library initiatives; 8) outreach to K-16, business, government, community, and other constituencies; 9) dissemination of information about world regions, foreign languages, and international affairs; and 10) exchanges and joint research between American and foreign scholars and institutions.

The NRCs originated in the National Defense Education Act signed by President Eisenhower in September 1958 in the wake of the Soviet Union’s launch of Sputnik and with the intention of meeting heightened national security needs. The NRC Program was incorporated under Title VI of the Higher Education Act in 1965 and placed under the administration of the Department of Education. For the past 45 years, the National Resource Centers have dominated foreign language and area studies education in the U.S.; more recently, a number of international studies centers have also been funded as NRCs. Located at fewer than 3% of American institutions of higher education, the NRCs produce 23% of all undergraduate enrollments in LCTLs and 59% in the LeastCTLs, as well as 59% of all graduate enrollments in LCTLs and 81% in LeastCTLs. Some 45% of all U.S. doctorates in LCTLs and area studies are awarded from Title VI NRCs (see Notes). Most LeastCTLs would not be taught in the U.S. at all without Title VI NRC support (See Note 1).

Graduates of Title VI NRCs, trained in foreign languages and with area specific knowledge, are found everywhere in our society. They serve in a variety of positions (Federal and state, elected and appointed), as well as in the CIA, DIA, and NSA. U.S.

Army Foreign Area Officers (FAOs) attend Title VI institutions for their MA degrees, as do some Air Force officers. NRCs have developed specialized language materials for the NSA and the Department of Defense, as well as for the educational establishment. NRC graduates are significantly represented in secondary and post-secondary education, as well as in NGOs and throughout the private sector and the professions. NRCs have defined the nature of language and area studies in the US.

FLAS

The **Graduate Fellowship for Foreign Language and Area Studies (FLAS) Program** is authorized by Title VI of the Higher Education Act and charged with providing academic year and summer fellowships to institutions of higher education to support graduate students in their study of foreign language and area/international studies. The goals of the fellowship program are to assist in the development of knowledge, resources, and trained personnel for modern foreign language and area/international studies; to stimulate the attainment of foreign language acquisition and fluency at a high level; and to develop a pool of international experts to meet national needs. Fellowships may be used domestically or internationally in appropriate (approved) study programs. Summer programs must offer 150 or more class contact hours.

In FY 2002, 123 institutions of higher learning received from 3 to 12 Academic Year FLAS awards each (as well as summer intensive language study funding); these FLAS awards support language and area study by more than 1000 graduate students. Like the NRC Program, the FLAS Program is administered by the International Education and Graduate Studies Program of the Office of Post-Secondary Education at the U.S. Department of Education.

(See the NRC Program Description, too, as these programs share history and mission.)

IIPP

Much the youngest program of the four discussed here, **Institute for International Public Policy (IIPP)** provides a single grant to assist a consortium of colleges and universities to establish an institute designed to increase the representation of minorities in international service, including private international voluntary organizations and the Foreign Service of the United States. Among the activities funded are the Sophomore Year Summer Policy Institute; the Junior Year Abroad; the Junior Year Summer Policy Institute; Junior-Year, Senior-Year, and Post-Baccalaureate Internships; the Senior Language Institute; the Master's Degree Program in International Affairs; and institutional grants to strengthen undergraduate international affairs programs at selected campuses.

IIPP was established at the United Negro College Fund under the auspices of and with funding from Title VI in 1994. The grant was later transferred to the United Negro College Fund Special Programs Corporation (UNCFSP). The IIPP administers training, institutional resource development, outreach, and special programs aimed at leveraging diversity to serve the national interest in security and global competitiveness.

Through its comprehensive program of summer policy institutes, study abroad, intensive language training, internships, graduate study, mentoring, and career development, the IIPP Fellowship Program provides students with the education and training needed to enter, advance within, and assume leadership roles in international affairs careers. IIPP Fellows currently serve as vice consuls at U.S. embassies abroad, policy analysts, international economists, program officers, development workers, trade specialists, business consultants—the list goes on.

The IIPP Institutional Resource Development Grant Program supports the creation, expansion, and improvement of international education programs at minority-serving colleges and universities. Grants are awarded to support faculty and curriculum development, the acquisition of learning materials, and other internationalization initiatives. Grantees have built language labs, developed and gained approval for international affairs majors and minors, established study abroad offices, and much more. IIPP institutional capacity-building efforts benefit students interested in international careers and extend further to contribute in the building of a more globally aware and competitive body of citizens among the nation's minorities.

In addition to the training and institutional capacity-building programs that form the core of the IIPP, special projects are undertaken to leverage the resources and infrastructure that has been built up over the years. Through special projects and new initiatives, the IIPP has extended the training 'pipeline' downward to include K-12 students and upward to benefit young professionals. The IIPP routinely incubates new programs that it administers or helps establish with Title VI partner institutions and others, and the Institute is emerging as a valuable clearinghouse of information for minorities interested in international careers.

UISFL

The **Undergraduate International Studies and Foreign Language Program** provides grants to strengthen and improve undergraduate instruction in international studies and foreign languages at two- and four-year institutions.

UISFL is described on the IEGPS webpage (<http://www.ed.gov/programs/iegpsugisf/index.html>):

This program provides funds to institutions of higher education, a combination of such institutions, or partnerships between nonprofit educational organizations and institutions of higher education to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages.

Each program assisted with Federal funds must primarily enhance the international academic program of the institution. Eligible activities may include, but are not limited to the following:

- development of a global studies/international studies program which is interdisciplinary in design;
- development of a program which focuses on issues or topics, such as international business or international health;
- development of an area studies program and its languages;
- creation of innovative curricula which combines the teaching of international studies with professional and pre-professional studies, such as engineering;
- research for and development of specialized teaching materials, including language materials, i.e., business French;
- establishment of internship opportunities for faculty/students in domestic and overseas settings; and
- development of study-abroad programs.

Institutions of higher education may use Federal funds in accordance with program requirements to revise and update curricula and develop additional faculty expertise. Specific allowable costs include salaries, acquisition costs for library or teaching materials, staff travel, and professional service costs for consultants and guest lecturers. Funds may be used for overseas travel if tied primarily to the curricular responsibilities of faculty involved in program. Program funds may not be used for student fellowships.

Grant awards are normally made for projects extending over a period of two years. Organizations, associations, and institutional consortia are eligible for three years of support. Applicants for multi-year funding must provide a plan of operation and budget for each year for which support is requested. Continuation of an award is subject to a satisfactory performance level, and the availability of funds. Programs are carried on primarily within the U.S.

EELIAS System Analysis

Grant Activities Measured

EELIAS gathers data to measure grant-funded activities for the NRC, FLAS, IIPP, and UISFL programs. This discussion focuses primarily on the quantitative data on the grant activities tracked in the report, though mention is made as well of the qualitative data gathered.

NRC

QUANTITATIVE DATA. The following broad range of quantitative categories measures the annual output of grant-funded activities by the NRCs:

1. **Language courses taught.** This category includes all modern language courses taught by course title and number, level, instructor, contact hours, enrollments, whether or not the course is supported by Title VI funds, and whether it is a new or continuing course.
2. **Area or international studies courses taught.** This category includes courses across the curriculum (in all disciplines and professional schools) that are relevant for the funded center by course title and number, instructor, contact hours, enrollments, whether or not the course is supported by Title VI funds, and whether it is a new or continuing course.
3. **Development of instructional resources.** The instrument elicits a list of instructional resources created for both academic and non-academic constituencies. These might include (but are not limited to) curricular units for middle schools, textbooks for university and college use, case studies for professional schools, educational films for various levels, teaching trunks for elementary school teachers, museum materials, Internet and web resources for different constituencies, etc.
4. **Publications.** The instrument tracks the number of publications by Center faculty, members, or staff. Such publications include books, edited volumes, articles, chapters, and other materials about the world area or international theme. The category measures the NRCs' research capacity. At present this is a quantitative evaluation that considers numbers and types of publications, but does not take into consideration quality of venue, degree of exposure, citation index, and other qualitative factors that measure real impact.
5. **Number of program graduates.** The instrument tracks the number of BA, MA, and PhD program graduates at each NRC (a program graduate is defined as a degree recipient with 15 or more credit hours in courses related to the Center's program). BAs are listed in aggregate by disciplines; MAs and PhDs are broken down individually, permitting roll-up data to categorize MA and PhD graduates by language specializations and disciplines.
6. **Program graduate placements.** The instrument identifies placement in specific sectors at the BA, MA, and PhD levels. The data is broken down by employment sector: elementary, secondary, and post-secondary education; federal government and foreign service; continuing graduate study; international organizations (in the U.S. and abroad); private sector (profit and non-profit); military service; state and local government; unemployed; and unknown.
7. **Outreach activities.** Outreach, especially outreach to K-12 constituencies and to post-secondary two- and four-year institutions, has long been a mandated priority of the NRC Program. Such activities are registered by the EELIAS instrument in considerable detail, documenting the following information: target audience, where the activity was conducted, languages and/or areas/international themes addressed, names of partner entities, the date or

dates of the event, number of attendees (and category—students, teachers, etc.), and description of outcomes. Representative activities would include (but are not limited to) teacher workshops, guest lectures, conferences, film series, presentations, etc.

8. **Resource leveraging.** The EELIAS instrument captures data on how Centers use Title VI funds to leverage both intra-institutional (university) and extra-institutional funds (foundations, other institutional granting agencies, endowments, etc.) in a number of key categories, including outreach, LCTL and LeastCTL instruction, and area or international studies instruction. The reporting instrument also captures information about faculty and student grants, as well as institutional support in kind or in the form of tenure-track positions.

9. **International travel.** The instrument accesses data about NRC faculty travel abroad and travel by foreign scholars to the NRCs. The instrument additionally breaks down such data by rank of participant, discipline, destination, purpose of travel (conference, curriculum development, library acquisitions, research, etc.), and funding sources.

10. **Budget.** This instrument presents details regarding actual expenditures at the time of reporting.

In all of the above-listed reporting categories, grantees have the opportunity to make brief comments about the information they are providing; this is an important opportunity to present exceptions or unusual factors that can “steer” the raw data.

The qualitative data provided by the above-named categories can be manipulated to show trends and achievements across world areas (East Asia, Russia/East Europe, Middle East, Africa, etc.), across institutions (public, private), across disciplines (political science, Arabic language, law, social work, etc.), across the curriculum, etc.

This data, presented by EELIAS in a more readily manipulated form, should make it easier for the Department of Education to provide specific information on demand and to track both **trends** in area studies and the **performance** of NRCs.

QUALITATIVE DATA are more difficult to report and often tend to be anecdotal or narrative in nature. NRCs are asked to report in the following categories that allow for the capture of some qualitative information outside the parameters of the grant project and in narrative form:

1. An **abstract** (in which grantees briefly describe both the fully funded portions of their Center and its institutionally supported initiatives, providing a general profile and “identity” for the Center);
2. A **status and impact report** (in which grantees submit a progress report on their contracted grant activities);
3. A report on **adjustments** to the grant project (in which grantees show modifications to the project to address arising demands and opportunities, as well as to explain why some activities were not conducted or were rescheduled);
4. **Exemplary activities** (an important category in which grantees have the opportunity to highlight special achievements and initiatives unique to their institutions and relevant to the mission of the Title VI NRC program overall).

FLAS (Coordinator)

The EELIAS instrument gathers the following information for FLAS programs:

1. A **Narrative Section** permits capture of the following (and other) institutional data, quantitative and qualitative:
 - How and where the FLAS Fellowship is advertised;
 - Description of application procedure;
 - Application rate: including applicant to award ratio;
 - Selection criteria for Fellows;
 - Distribution of awards among languages and disciplines;
 - Constitution and work of the Selection Committee;
 - Timeline for the process.

2. A **Fellow Record** is created for each awardee, capturing the following data:
 - Contact information;
 - Major/discipline;
 - Whether the Fellow is in a pre-professional or professional degree program;
 - The Fellow's career goals (instrument breaks down information into 11 different categories, including various branches of education, government, international, private sector, and military, as well as "unknown," "unemployed," and "other");
 - Location of Fellowship (domestic/overseas/both);
 - Language of award;
 - Level of language study and course title;
 - Amount of tuition and fees;
 - Stipend (currently set at \$14,000 for AY and \$2,400 for summer);
 - Other information (the FLAS coordinator also has space to make additional comments on the particulars of any Fellow's special situation).

Coordinators are asked to provide interim status information (after the FLAS awards are formally made but before they are initiated) and final status information (after the FLAS program, AY or summer, has been completed). Adjustments are made at that time (cancellations, substitutions, changes, partial completions, etc.).

Once moved to final status, fellows are notified by EELIAS to submit their final reports to EELIAS electronically. The instrument has the capacity to re-notify if a report is not forthcoming.

3. Finally, the FLAS coordinator submits a **Final Budget**, showing actual expenditures per awardee, and including FLAS funds given to or received from other institutions.

FLAS (Fellow)

The FLAS Fellows are asked by the EELIAS instrument to provide the following data in their electronic evaluation:

Narrative: In narrative form, fellows comment on the quality and type of language and area training that they receive during the fellowship period. (If they were awarded the FLAS for work on their dissertation—this is currently discouraged, except in special cases—they report on progress in accomplishing their research.) The narrative allows space for discussion of strengths and weaknesses of training, as well as suggestions for improvements.

Fellows are also required to provide targeted project data, beginning with their name and contact information; the major/discipline or professional program in which they are studying; career

goals (in 11 different categories, spanning education, government, international, private sector, and military).

Other information captured includes:

Fellow Profile: list of all courses taken (titles, credits, grade) and dates enrolled to meet the intent of the fellowship; if graduated; employment status and sector; pre- and post-program oral proficiency levels (if such testing is available).

Education: highest degree earned, year, and institution; disciplines studied.

Foreign Language Self-Evaluation: self-evaluation of skills as result of experience in host country. This section offers a menu of ACTFL-based definitions for speaking/listening, reading, and writing skills. Students select the phrases that best describe their pre- and post-award capabilities. An opportunity exists to offer additional comments.

Travel: for participants who traveled overseas from the U.S. (as on intensive language study abroad programs); captures data on discipline, destination, purpose, funding sources.

IIPP

While the instrument measures outcomes that are generally valuable in assessing and summarizing impact, IIPP's focus on sequential training of underrepresented minorities for international service and building international education at minority-serving institutions suggests the need for more opportunity to put in context the data provided. Though the program officer will be able to glean from the data a broad sense of what is being accomplished through the program, collection of more qualitative data would make possible the assessment of impact in the context of the unique challenges faced in training underrepresented minority students and building capacity at minority-serving institutions.

The system appropriately allows for qualitative input on status/impact, adjustments, exemplary activities, etc., and collects as well quantitative measurements of the applicant pool and yield for fellowships, grade point average, diagnostic scores, and budget. When compared, however, to IIPP's internally developed and comprehensive Web-based Information and Tracking System (WITS), the EELIAS instrument falls short of providing certain critical information to be tracked on individual fellows. The addition of fields to capture some of that information are recommended below, but the case can also be made for providing basic export functionality for transferring data from WITS to EELIAS.

The reporting system is somewhat redundant in its treatment of institutional partnerships, development of instructional resources, language programs created or enhanced, international and area studies programs created or enhanced, and language courses created or enhanced. These could probably be collapsed into two screens: one for sub-grantees that actually administer various components of the program and the other for sub-grantees seeking to build international education capacity without any direct role in a specific program activity of IIPP.

UISFL

The fields of requested information tie directly into the legislative requirement of foreign language and an associated international studies instructional activity. The budget-reporting instrument is clear and ensures that all categories of permitted activity are included. There are sufficient opportunities to include past activities in the narrative in order to ensure that the impact of the grant may be assessed and noted.

The goal of the EELIAS project is to be able to gather data from all UISFL grants in a given year in order to create a summary of the impact of the projects for the funds invested by the Federal government. The instrument captures many important outcomes, e.g., majors created, students enrolled, faculty hired, and courses created. The ability to capture, merge, and assess this information makes it possible to create a snapshot of what transpired during a given two-year grant cycle. It should also provide information on the range of international studies and foreign language programs developed. This latter information is especially important to allow the Program Officer to ensure that programs in areas of critical importance to the Federal government, e.g. Middle Eastern studies, are adequately represented.

Observations of EELIAS System

This section reviews and analyzes how fairly the current instrument measures grant activities. It critiques how effectively the instrument demonstrates the grant activity outcomes and impact of this program on the field. Focused on content gathered in the instrument, this review includes comment on (1) what grant activities are currently measured effectively on the system, (2) what grant activities currently tracked on the system SHOULD NO LONGER BE TRACKED, and (3) what grant activities NOT currently measured on EELIAS SHOULD BE. The intent is that rationales for these areas of improvement will improve the fit between funded grant activities and measuring their long-term impact.

NRC

How fairly does the current EELIAS instrument measure grant activities? The EELIAS instrument readily measures the concrete, quantifiable **outputs** of the individual Centers (which use both their own records and data available through their university's offices of institutional research and planning to generate the data). Most data can be collected without excessive demands on NRC staff time. Such outputs include enrollments, number of graduates, number of publications, events held and attended, courses offered. The EELIAS instrument offers sufficient fields in "squiffy" categories (outreach, development of instructional resources, for example) to generate a usable notion of the product.

The data collected by EELIAS can now be easily rolled up to show outputs across the NRCs as a whole, or across specific categories of NRCs, across disciplines, etc. These data can be compared with data collected by the Modern Language Association, the Association of Departments of Foreign Languages, the National Foreign Language Center, other professional organizations, and other entities engaged in the study of foreign language and area training issues. With time, the system should also be able to track important trends in international education. The result is a picture of the state of foreign language and area studies in the U.S. superior to any we have had to this point in time.

How effectively does the current EELIAS instrument demonstrate grant activity outcomes and impact? EELIAS can document the performance indicators for its five "capacity goals" (Performance Objectives 1-4, 10: LCTL and LeastCTL language instruction, area/international studies instruction, building capacity in neglected areas, and leveraging additional resources) and for its three "expertise goals" (Performance Objectives 5-7: production of BAs and MAs with language and area or international training and PhDs for training and research; focus on producing specialists on regions and international issues of vital national interest). Thus, the instrument can show how many students are studying which languages at what level, how many graduates are produced at what level, how many area or international courses are offered, how many dollars in additional resources are leveraged, and so on, in any given year or cycle.

Unlike outputs, **outcomes** and actual **impact** are much more difficult to demonstrate, especially in a national security context. Performance indicators for EELIAS's "Knowledge goals" and "citizenry goals" (Performance Objectives 8-9, 11: increasing language and area knowledge, increasing access to and use of such knowledge, and maintaining effective outreach) are based on increased quantity of activity, but provide no way to gather more intangible data on quality or real impact. Some of this is captured in the narrative portion ("Exemplary Activities," for example), but not in spreadsheet format.

For example, while EELIAS can provide information about how many articles were written, books published, or papers given by Center faculty, it does not break down the publications by discipline, topic, quality of venue, or relevance to language studies, area studies, or national security (in its broadest sense). Thus, EELIAS provides output data, but cannot track the true impact of a publication or a presentation. For the sake of argument, is an article on medieval Central Asian ethnomusicology qualitatively as "important" an "outcome" for the NRC Program as an article on international organized crime in a national public policy journal? And what about articles that, although published by NRC faculty, are not in fact language, area studies, or international studies specific? NRCs will tend to report such publications to raise their output statistics, but the contribution to the field of some publications may prove to be meaningless if subjected to audit.

Which activities should no longer be tracked? All of the listed categories of performance indicators should continue to be tracked. However, the most difficult category to track, and one of continuing concern to Centers, is **graduate placements**. Tracking PhD placements poses relatively little problem, as disciplinary departments regularly stay in professional contact with their PhDs. The issue here is that in many disciplines it now may take up to three years to place a candidate professionally, and that eventual placement will not show up in the EELIAS data. Tracking MA placements in area studies or international studies programs is fairly easy, given the size of the programs, their proximity to the NRC, and the obvious military career path of FAOs, but tracking MAs who received their degrees in the individual disciplines can be very difficult. The reporting situation is additionally complicated by the fact that MAs applying for Federal government or intelligence positions may wait over a year to work through their security clearance, meanwhile registering as "unemployed" or employed in a temporary position does not reflect their eventual career path. As for BAs, it is frankly impossible at any large university to track BA placement for more than a handful of students.

Over the years, many Center directors have privately confessed to making up or "guesstimating" placement statistics. And yet these are very important data; it is crucial that a way be found to capture them in the EELIAS system in order to document this significant key to the degree of NRC effectiveness. Even more critical than data about initial placement following graduation is data concerning what jobs graduates hold five years, ten years, etc., after graduation.

Which grant activities are not currently measured but should be? EELIAS subsumes many different kinds of activities under Outreach. An 8th grade curriculum packet, a campus lecture by a former Russian ambassador, a major academic conference, a continuing education course, an area studies librarians' seminar, and a Center Fellows Research Program, for example, all go under "Outreach." Clearly, these activities have very different impacts. Most Centers have sophisticated, active outreach programs at many levels, far beyond K-12. The nature of NRC academic, educational, military, community, business, government, etc., programs could be captured more effectively.

Correlating EELIAS Data on NRC Activities with Other Sources: Computer technology and the EELIAS reporting system offer IEGPS a realistic opportunity to track relevant information about the NRCs in the future. Still, to make meaning of the information that EELIAS will

accumulate, IEGPS needs to collate the statistics it already has. The Office has collected descriptive proposals, annual reports, and final reports from the NRCs for more than 40 years. Yet there currently is no basic, readily available database with the following information:

- How many students at BA, MA, PhD levels have graduated from the NRC Programs since their inception?
- Where are most of these students now?
- What languages have been taught with support from Title VI that would not have been taught otherwise?
- How are these language users employed today?
- What isn't being taught that needs to be taught?
- How do NRC program graduates compare to graduates from non-NRC programs?

Conclusion: While all NRCs have a similar mission in promoting foreign language and area or international studies in the interests of national security, each Center is unique in its structure, its institutional culture, its institutional visibility, the quality of its leadership (both NRC leadership and central university leadership), its own priorities, and its actual regional and national impact. Despite the drive to quantify all things by long-distance spreadsheet data, live program officers and their deep knowledge of programs and institutions are essential if the NRC program is to have a sense of institutional coherence, mission, continuity, and credibility. Raw data, some more and some less reliable, will inevitably misrepresent the peculiarities, individuality, and uniqueness of the educational endeavor, especially at the advanced level. Informed program officers who can correlate their specific knowledge of the Centers' activities with the statistical EELIAS profile are and will continue to be an important part of this equation.

FLAS (Coordinator)

How fairly does the current EELIAS instrument measure FLAS activities?

From the point of view of administrators, the FLAS instrument captures a significant amount of important quantitative data: what languages are FLAS Fellows studying? at what level? where? how many are going abroad? where? and for how long? what content courses are they taking? what are their preferred fields of study? Rolled up, such data provides an important picture of trends and preferences.

How effectively does the current EELIAS instrument demonstrate grant activity outcomes and impact? Measuring outcomes and impact is more problematical, principally because some of the most important qualitative data (actual language proficiency level achieved, degree of improvement in language, quality of in-country experience, quality of study program) is self-diagnosed by the student, who is rarely trained in objective evaluation of these categories and does not have sufficient data to compare them to the general expectations of the disciplinary field or world region. Thus, this aspect of the evaluation can only be as reliable as the individuals providing data and should be regarded as perception, not objective quantification.

FLAS (Fellow)

See **Observations: FLAS Coordinator**. Fellows offered no comment. Fellows tend to see themselves not as part of the larger FLAS enterprise, but as part of their departments and programs of study.

IIPP

In considering how effectively the current instrument measures grant activities, it should be noted that at the time that Task Force I first convened, IIPP had not yet been fully implemented and thus could not benefit from as informed a discussion of demonstrating outcomes and impact

as could the NRC, FLAS, and UISFL programs. In hindsight, the build-out of the IIPP interface for EELIAS may best have been put off until the program had at least one year of full program implementation.

As a result of the premature efforts to develop the IIPP elements of EELIAS, its utility as a tool for evaluation is less than it could be and lacks the value of WITS in serving also as a program management tool. That said, to make EELIAS most useful for USED and as little a burden as possible for IIPP program staff, developing, at minimum, data import/export functionality between EELIAS and WITS is advised.

What grant activities are currently measured effectively on the system? EELIAS, for the most part, measures all current quantitative data effectively on the system (budget and several categories under project data). However, grants that include long-term sequential fellowship programs such as IIPP should have more fields to expound on qualitative data (i.e., narratives/stories). Numbers simply do not measure the long-term external impact of international education and language training on students. For example, summer enrichment programs such as IIPP's summer policy institutes give students supplemental education, training, and exposure that undoubtedly has an impact on their academic progress at their home institutions. Funding to participate in study abroad, language training, and internship programs builds confidence and motivates students to seek other sources of funding in the form of scholarships (e.g., Rotary), fellowships, and internships (e.g., PMI and Pickering) for additional international training. All of these experiences through Title VI funding build exceptional portfolios that land students in the best graduate schools and ultimately in the pool of highly qualified applicants to fill critical posts domestically and internationally. EELIAS does not seem well suited to allow for more than one entry per participant, for example, for foreign language and study abroad. It thereby limits the ability to show how multi-talented IIPP Fellows are in language acquisition and in their diverse ranges of experiences abroad.

What grant activities currently tracked on the system should no longer be? No deletions are called for.

What grant activities are not currently measured on EELIAS but should be? The system should track the following:

- a) Students (applicants and fellows) attending and sub grants awarded to minority-serving institutions (HBCUs, HSIs, TCUs) to better and more easily demonstrate the impact of Title VI funding at these institutions.
- b) Students by gender.
- c) Students in deferment between undergrad and grad school – this is a significant period of time in some cases and should therefore be included as a section in the tracking mechanism
- d) Data on other scholarships and fellowships (Title VI and others) received by students, since these are most likely awarded as a result of their IIPP training (and thus of their initial Title VI funding).

UISFL

Grant activities measured by the instrument are the ones identified by the Task Force during the course of the EELIAS project. As was noted then, it is virtually impossible to judge the sustainability of the grant-supported activities, since data reports are only for the two-year period of funding. We also noted that additional resources should be provided to the Program Officer if the Department of Education wishes to undertake in-depth analyses of the overall impact of the grant activities and/or to project out areas that are not covered but that should be covered in future grant cycles. We also noted that successful grants will probably be used by potential

grantees to prepare their own projects, thus building incremental change into the process rather than change driven by emerging language and area and/or international studies needs.

In addition to the above, we also agreed that UISFL is designed to get new institutions thinking about international studies and foreign languages. UISFL, then, is viewed as a 'populist' grant for which two- and four-year institutions may compete for support, leaving more in-depth international studies development to the NRC and FLAS communities. Seen from this perspective, UISFL is quite successful.

Recommendations

Based upon the Task Force's observations of the system, this section provides recommendations for improving the EELIAS reporting requirements and suggestions for specific changes needed to make the instruments more effective.

NRC

General Comments

1. General Observations: The latest revision of the EELIAS screens for NRC reporting, undertaken in the summer of 2003, is an improvement over the previous iterations. Those who have used the earlier system report that the new system appears streamlined, easier to maneuver, and more intuitive. The instructions for the new NRC screens are also improved. For new directors and Centers, the IEGPS Program Information Guide provides additional information about the reporting categories. The FAQs are also an improvement.

2. Data Confirmation: EELIAS might consider confirming quality and reliability of data by making site visits (data audits) to NRCs on a regular basis, and comparing reporting against reality. The EELIAS system data are currently controlled by the reporting Centers and are not audited or confirmed by the Department of Education or EELIAS.

3. User Issues: NRC use of the EELIAS system is (not surprisingly) significantly heavier just before reporting deadlines. At that time, the EELIAS system is difficult to access, runs very slowly, and sometimes goes down, with the result that entered data may be lost. User needs must be anticipated and peak use planned for.

4. "Other": It would be useful to have a link somewhere on the main page to two other categories: 1) "Additional Information," and 2) "Feedback," where NRC directors could (a) make other observations regarding their programs or initiatives that can be made nowhere else, and (b) offer suggestions for improvement or modification of the EELIAS instrument based on their own realities.

Specific Recommendations

1. Project Data: Publications: The Task Force recommends that publishing data be tightened up, since a publication might be "developed" in one reporting period, "written" in another, and published in a third, thus potentially be reported three times instead of once. The aim of this change is to remove confusion and assure that reporting be as accurate and non-duplicative as possible. It would be cleanest to request that this information be reported only once a year and only for titles completed in the previous calendar year.

Indicate the number of books, edited books, refereed journal articles, book chapters, and/or other publications pertaining to the world area of the NRC, published by the NRC, its faculty members or staff in the preceding calendar year. If a category does not apply, enter the number zero 0. Other types of publications may be added to the list. In the comments box, provide further information on those publications.

2. Project Data: Graduate Placement: If possible, EELIAS staff and/or US/ED IEGPS staff should work with Centers and academic institutional research staff to come up with a rational system that would allow the capture of realistic and accurate data to track placements of BA and MA graduates. Some creative thinking is required (see comments above in the section on "Observations").

3. Project Data: Resource Leveraging: Under "Create/Edit Reports: Resource Leveraging" there is a discrepancy between reporting instructions and the form that is to be filled out, as follows:

a) The instructions read:

Sources of Funding:

For each indicated category of project activities, indicate the amount funded by: the NRC grant; institutional contribution; and/or other sources for all relevant fields to the grant.

Note: The grand total for all rows and columns should be the same. (Task Force comment: the problem here is with the "Note")

The form calls for:

Create/Edit Reports
Resource Leveraging

Activities	Title VI NRC	Institutional Funds	Other Funds
Total			
Outreach:	\$	\$	\$
\$			
Overall language and area studies instruction:	\$	\$	\$
\$			
Language instruction:	\$	\$	\$
\$			
Less commonly taught languages	\$	\$	\$
\$			
instruction only:			
Area studies instruction:	\$	\$	\$
\$			
Other:	\$	\$	\$
\$			
Total:	\$	\$	\$
\$			

The problem here is that the row "Overall language and area studies instruction" *includes* the amounts in the rows "Language instruction" and "Area studies instruction," while the row "Language instruction" *includes* the amount in the row "Less commonly taught languages." Thus, the grand totals for each of the rows can be correct (though not "the same," suggested in the note!!), but the grand totals of the columns will be incorrect. In short, the clarifying note does *not* clarify anything..

4. Project Data: Travel to the U.S. for Participation in International Exchanges: The following needs revision (revisions suggested by striking through existing language and adding new language in red):

Note: (The Task Force recommends this deletion, since non-NRC grant funds *are* required to be reported *if* any NRC grant funds are used. The current text confuses the reader.) If grant funding was not used to support such travel, then no records should be created.

5. Budget: Under "Budget," the following needs revision (revisions suggested by striking through existing language and adding new language in red):

For each listed budget category, indicate the amount of ACTUAL project funds expended in the current reporting period.

Year 1-August 15, 2003 through March 31, 2004

Year 2-April 1, 2004 through March 31, 2005

Year 3-April 1, 2005 through August 14, 2006

FLAS (Coordinator)

General Comments

FLAS coordinators surveyed generally felt that the EELIAS instrument is easy to use and asks for information that is readily captured in the application and appointment processes. Those who had previous experience on EELIAS moved easily to the use of the new screens. One commented that the "message board" on the initial screen was a good idea; another suggested that as FAQs come up regarding the FLAS screens or aspects of FLAS administration, that they be added to the instructions (i.e., the instructions link should be considered a "work in progress")—the regular revision of the instructions link to reflect commonly-asked questions or provide more detail seems to be a sound idea that could also be implemented for all other programs.

The collection of FLAS Fellow reports electronically is an improvement. Several FLAS coordinators pointed out that it is easier to find students through e-mail addresses after they have left the institution (especially if they have gone abroad), and students are more likely to report electronically than by paper form.

The negative comments made by FLAS coordinators were uniformly of the technical sort: could not get on the system; system was very slow and even unusable during peak reporting times; input sometimes seemed to disappear; system kicked user off without explanation.

Specific Recommendations

1. View Reports: Under "View Reports," the dates do not make sense (they are taken, therefore, to be examples only). Moreover, the periods are strange (3 months, 5 months [with 05/01/2003 clearly a typo for 05/31/2003, 1 month, and 2 months!!). The logic of these periods is not clear.

Select Submitted?	Report Due Date	Reporting Begin Date	Reporting End Date	Amount	
	04/15/2003	09/01/2002	12/31/2002	25000.50	N
	06/01/2003	01/01/2003	05/01/2003	25000.50	N
	07/01/2003	06/01/2003	06/30/2003	25000.50	N
	09/01/2003	07/01/2003	08/31/2003	25000.50	N

2. Fellowship Information Instructions: Under "Instructions: Fellowship Information," the following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

Location of fellowship: Check "U.S." if the fellow will use the award to attend a program located in the U.S.; check "Overseas" if the fellow will use the award to attend a program located outside of the U.S. or check "Both" if the fellow will use the award to attend a program with components both within and outside of the U.S.

Other: Travel: Indicate any additional amounts of fellowship awarded to the fellow only for travel abroad.

Notify Fellows:

It is recommended to notify fellows as soon as possible so that they can review the report to be completed at the end of their fellowship. You may check their reporting status on the Maintain Fellows or Notify Fellows screen under "Submitted report?"

Budget:

Report here on how the awarded funds were spent: (1) the "total FLAS awards granted" is an automatic total of the award funding entered in each fellow's record. To modify this total, please review the amounts entered in each fellow's record; (2) the "total FLAS funds your institution has given to other institutions" are any contributions your institution has made to FLAS fellows/programs at other institutions; (3) the "total FLAS funds your institution has received from other institutions" are the contributions other institutions have made to the FLAS fellows/programs at your institution.

The "Top" button at the foot of the page does not function.

FLAS (Fellow)

General Comments

Most users find the FLAS Fellow screens easy to maneuver and quick to complete. Two issues did come up, however. First, and most important, fellows do not intuitively know what the content of the narrative screen should ideally be. Right now, the Narrative screen asks Fellows to "comment on the training" they have received, while the Instructions screen asks them to enter the "scope" and "results" of their "fellowship research." As a result, fellows either wrote little, or agonized over what kind of information the category was seeking to elicit, just putting something down in order to move on. Asking for a more precise range of information would be a good idea, as this is the primary place where certain types of qualitative data and intangible impact can be captured.

The second issue was the perception by some fellows of the instrument's inability to address the nuances of the language learning experience. This may not be a big issue, and the Narrative might be the logical place to place such commentary.

Specific Recommendations

1. Project Identification Instructions: Under "Instructions: Project Identification," the following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

Review and edit the information entered regarding you, your studies, and your career goals. If any changes need to be made that you cannot edit, please email the EELIAS Help Desk eelias@nflc.org for assistance.

2. Narratives: Dissertation Research: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

This narrative is not part of this FLAS fellowship as the purpose of the fellowship is Language/ International area studies. To continue with the report, click the desired screen on the navigation side of this screen.

3. Project Data: Fellow Profile

Under "Project Data: Fellow Profile," the following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

Graduation and Employment Status

Education:

Indicate the highest degree you have completed or plan to complete, the institution, the discipline(s), and the year of completion.

4. Project Data: Fellow Profile Instructions: Instructions for AY FLAS Fellows (under Fellow Profile) refer to Study Abroad, but on the Fellow Profile screen, no separate box or question is available to indicate that the program was foreign rather than domestic.

5. Project Data: Foreign Language Self-Evaluation Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

For each language, evaluate your skills prior to and after your grant. If you studied abroad with the assistance of your grant, describe this experience and the impact it has had on your post-award language skills in the comments box. (Task Force comment: the problem is that the current wording assumes, incorrectly, that each fellow will be studying her/his language abroad while receiving FLAS support.)

6. Project Data: Travel from U.S. Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

If you traveled overseas on your grant, please indicate your discipline or field, country of destination and the dollar amount of funds for travel contributed by the FLAS grant, your U.S. institution, your personal funds and/or other sources.

IIPP

General Comments

1. Accommodate the capture of more qualitative data, given the students and institutions IIPP is called upon to engage.
2. Pursue the integration, with data import/export functionality, of EELIAS and WITS.

Specific Recommendations

1. Project Data: Add New Fellow:

- a) Make sure that institutions are tagged and reported according to their affiliation if they are in an HBCU, HSI or TCU.

- b) Add field to capture "Gender."

2. Project Data: Fellows Tracking

- a) Delete "Phase" and replace with "Fellowship Component." Students are tracked by the fellowship component.

- b) Under Sophomore Summer Policy Institute (SSPI) - Delete Entry and Exit Diagnostic Score.

- c) Change "Completed Policy Institute" to "Completed SSPI"

- d) Add field to capture SSPI Grade Point Average (GPA).

- e) Add "Junior Summer Policy Institute" as a component of the fellowship program. The JSPI component should follow the "Study Abroad Program" component.

- f) Include field for (1) JSPI Grade Point Average (GPA) and (2) "Completed JSPI"

- g) Add field for ILT Grade Point Average (GPA)

- h) Under Post-Baccalaureate Internship – Add same drop down menu used for Area of Employment/Professional Development

- i) Under Graduate Fellowship – Add same drop down menu used for University Affiliation

- j) Add a field to capture information on fellows who are awarded Title VI and other scholarships/ fellowships – name and amount of scholarship or fellowship.

3. Project Data: Exiting Fellows: Post-Program Summary Instructions: The only text is "Specific Instructions here" – Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.

4. Project Data: Language Courses Created or Enhanced Instructions: The only text is "Specific Instructions here" – Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.

5. Project Data: International and Area Studies Courses Created or Enhanced Instructions: The only text is "Specific Instructions here" – Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.

6. Project Data: International Studies/Foreign Language Graduates and Faculty Positions Instructions: The only text is "Specific Instructions here" – Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.

7. Project Data: Travel from the U.S. for Participation in International Exchanges Instructions: The Task Force suggests that the existing paragraph be replaced by the better formulation on the NRC screens, namely:

For each traveler supported with NRC grant funds to travel FROM the U.S. overseas, indicate the traveler's (a) type, (b) discipline or field, (c) country of destination, (d) purpose(s) of travel and the dollar amount of funds for travel contributed by (e) the NRC grant, (f) grantee's institution, (g) grantee's personal funds and/or (h) other sources.

Purposes of travel:

Conference/lecturing--presentations and other participation at overseas professional conferences;

Curriculum development--curriculum development activities at the home institution;

Faculty development--activities conducted overseas to develop the traveler's professional expertise;

Instruction--teaching at an overseas institution;

Library acquisitions/exchanges--activities to benefit the home institution's library;

Linkages--activities to build and strengthen linkages between the home and overseas institutions;

Research--conducting research overseas;

Study--participating in overseas activities relevant to a course of study;

Other--purposes other than from the list above. After selecting "Other", enter the purpose in the textbox

8. Project Data: Travel to the U.S. for Participation in International Exchanges Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

* If grant funding was not used to support such travel, then no records should be created.

9. Project Data: Budget Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

For each listed budget category, indicate the amount of project funds to be expended in the current reporting period and next reporting period (interim reports only). For the first reporting period, enter the actual amount of funds expended through March 31 and the estimated amount of funds to be expended through August 31. For the next reporting period, enter estimated amount of funds. An optional electronic version of this spreadsheet may be downloaded, completed and uploaded.

UISFL

Specific Comments

1. Narrative: Instructions: Replace 'past' with 'paste'

2. Project Data: Enhancement of Faculty Expertise: Replace 'dissemination' with 'disseminate.'

3. Project Data: Enhancement of Faculty Expertise Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

"ACTFL OPI Training" means the training of testers by the American Council of Teachers of Foreign Languages (ACTFL) to administer the oral proficiency interview (OPI).

"Professional conference" means an event at which members of a field or discipline disseminate information; "research/study abroad" means the enhancement of expertise through research or study in a relevant discipline or topic conducted outside of the U.S.;

"research/study domestic" means the enhancement of expertise through research or study in a relevant discipline or topic conducted in the U.S.; "workshop/seminar" means an event that has activities specifically for the enhancement of professional expertise in a discipline or topic.

4. Project Data: Language Programs: Add 'new degree' developed to drop-down menus which currently have major, minor, certificate created

5. Project Data: IAS Programs: Add 'new degree' developed to drop-down menus which currently have major, minor, certificate created

6. Project Data: IAS Courses: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

For each international/area studies course offered in the current program year as a result of this grant, enter the following information. Required fields for each record are indicated with a red asterisk (*). Course Information: Indicate the course title, world area and discipline(s).

7. Project Data: Travel from the U.S. for Participation in International Exchanges Instructions: The Task Force recommends that the existing paragraph be replaced by the better formulation on the NRC screens, namely:

For each traveler supported with NRC grant funds to travel FROM the U.S. overseas, indicate the traveler's (a) type, (b) discipline or field, (c) country of destination, (d) purpose(s) of travel and the dollar amount of funds for travel contributed by (e) the NRC grant, (f) grantee's institution, (g) grantee's personal funds and/or (h) other sources.

Purposes of travel:

Conference/lecturing--presentations and other participation at overseas professional conferences;

Curriculum development--curriculum development activities at the home institution;

Faculty development--activities conducted overseas to develop the traveler's professional expertise;

Instruction--teaching at an overseas institution;

Library acquisitions/exchanges--activities to benefit the home institution's library;

Linkages--activities to build and strengthen linkages between the home and overseas institutions;

Research--conducting research overseas;

Study--participating in overseas activities relevant to a course of study;

Other--purposes other than from the list above. After selecting "Other", enter the purpose in the textbox

8. Project Data: Travel from to U.S. for Participation in International Exchanges Instructions:

The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):

For any traveler supported with UISFL grant funds to travel TO the U.S. from overseas, indicate (a) the type of traveler, (b) the country from which traveling, and the dollar amount of funds for travel contributed from (c) the UISFL grant, (d) the grantee's home institution, (e) the grantee's own funds, and/or (f) other sources.

Note: (Task Force I recommends this deletion because non-UISFL grant funds *are* required to be report *if* any UISFL grant funds are used and because the current text confuses the reader.) If grant funding was not used to support such travel, then no records should be created.

9. Instructions: Top Button: The "TOP" button at the foot of the page does not function. It does not appear to be live since nothing happens when 'pushed.'

Help and FAQs

Specific Comments

1. Help: Contact Us: On the FLAS Coordinator, FLAS Fellow, IIPP, NRC, and UISFL screens, the following needs revision (revisions suggested by striking through existing language and adding new language in red):

For technical questions or comments, please contact us at eelias@nflc.org. We will within 48 hours, Monday-Friday.

For questions regarding your grant to request an extension, or if you would like more information about your program, please contact your program officer. Program officer information may be found at <http://www.ed.gov/offices/OPE/HEP/iegps/>

2. Help: FAQs for FLAS, IIPP and UISFL: The FAQs sheets for the FLAS Coordinator, FLAS Fellow, IIPP, and UISFL screens are identical, but differ from the FAQs sheet for the NRC screen. Here follow comments on the identical FAQs sheets; comments on the NRC FAQs sheet are discussed in 3.

a. We question whether the FLAS Fellow screens need to have the same FAQs sheet as the NRC, FLAS Coordinator, IIPP, and UISFL screens. We do not believe that the FLAS fellows are well served by a surfeit of information that is irrelevant to them and to the reporting they are asked to do.

b. Under "FAQ'S: **WHAT IS EELIAS? WHY MUST GRANTEES USE IT?**" the following needs revision:

Evaluation of Exchange, Language, International, and Area Studies (EELIAS) is a web-based reporting system. This instrument provides an electronic means for IEGPS grantees to meet the U.S. Department of Education requirements for reporting on grant activities.

c. Under "FAQ'S: **WHAT IS EELIAS? WHY MUST GRANTEES USE IT?**" the following needs revision:

Who can help you to use EELIAS?

The EELIAS Help Desk is an online system. Questions or problems with the system should be e-mailed to eelias@nflc.org.

d. Under "FAQ'S: REPORTING," THE FOLLOWING NEEDS REVISION the following needs revision:

What will the submitted report look like to IEGPS?

IEGPS will view the report in exactly the same form that the grantee viewed it prior to submission under "Submit Reports". IEGPS can also print the "printer-friendly" version of the report. (Comment from Task Force: The answer to "how IEGPS will view the report" is a question of means of viewing, not of how the report will "appear" to IEGPS.)

e. Under "FAQ'S: CREATE/EDIT REPORTS," the following needs revision:

What is required in the create/edit reports?

IEGPS has approved the screens available for grantees to report on grant activities. However, it is understood that not all screens apply to all grantees in all cases. A report can be submitted with any or all screens completed. Contact your program officer if you have any questions on the relevance of a particular screen to your specific grant report.

Can I cut and paste text from a word processing application?

Yes, you can copy text prepared in a word processing document and paste it in the box. Text can also be entered by clicking on the box and typing it in on screen.

What if I need to enter more words than are currently allowed?

After revising and editing the text, you may consider entering the text in another part of the report.

What does multi-select mean?

How can I select an item from a list of choices?

You can select an item by clicking on the item with your mouse or cursor.

On a list of choices, what does "Other" mean?

Is it required to create more than one entry/record for a screen? Why?

Multi-records are not required, but they are generally available since some grantees may have more than one such activity in a given grant period to include in a report. For instance, a grantee may have studied more than one foreign language, and thus need to complete a self-evaluation of foreign language for each language. Or, a team may have presented several outreach activities.

How can I create more than one entry?

Once the required data have been entered, click on the "save and create new entry" button. A blank record will appear for completing information on the next record. You may continue creating as many records as needed.

What are the purposes of travel?

Conference/lecturing-presentations and other participation at overseas professional conferences; Curriculum development--curriculum development activities at the home institution; Faculty development--activities conducted overseas to develop the traveler's professional expertise; Instruction--teaching at an overseas institution; Linkages--activities to build and strengthen linkages between the home and overseas institutions; Research--conducting research overseas; Study- participating in overseas activities relevant to a course of study; Other--purposes other than from the list above. After selecting "Other", enter the purpose in the textbox.

3. Help: FAQs for NRC: It would seem that the FAQs sheet for the NRC screen should be the same as those for the FLAS Coordinator, FLAS Fellow, IIPP, and UISFL screens. On balance, we find the sheet for the FLAS Coordinator, FLAS Fellow, IIPP, and UISFL screens to be superior and suggest that it be used on the NRC screen, too.

We do advise, however, that the following items on the NRC FAQs sheet be added to the "Using the System" section of the FAQs sheets for the FLAS Coordinator, FLAS Fellow, IIPP, and UISFL screens:

What's the difference between "saving" and "submitting"?

The entered data will be saved, but not submitted to USED, until all sections of the report are completed and the grantee electronically signs and submits the report.

How can I have a copy of my submitted report?

After you have submitted the report, it is locked and cannot be edited. To save a copy to your computer, go to View Reports and select the report you wish to save. Press the View Report button. Once the report has loaded, go to File ->Save As option in your browser. A save window will appear allowing you to select the location of the report you are about to save. Be sure to give your file a descriptive name.

Who can see my report once it has been submitted?

Report views are limited to users associated within your account and IEGPS officers. To view the users associated to your account, check the Project Identification menu option.

Notes

Note 1: Figures regarding percentages of graduates in LCTLs and LeastCTLs from Richard Brecht and William Rivers, "Language and National Security: The Role in Building Language Capacity in the U.S." [August 2001] www.nflc.org/security/lang_security.html.

Works Cited

Richard Brecht and William Rivers, "Language and National Security: The Role in Building Language Capacity in the U.S." [August 2001] www.nflc.org/security/lang_security.htm)

Appendix: NFLC Responses to Task Force Recommendations

Below are NFLC responses to the Task Force specific recommendations. "Yes" indicates that the change was made to the system; "No" indicates why the change was not made. The table follows the same order as the "Recommendations" section.

Program and User	Specific Recommendation	NFLC Responses
NRC Director	<p>1. Project Data: Publications: The Task Force recommends: <i>Indicate the number of books, edited books, refereed journal articles, book chapters, and/or other publications pertaining to the world area of the NRC, published by the NRC, its faculty members or staff in the preceding calendar year. If a category does not apply, enter the number zero 0. Other types of publications may be added to the list. In the comments box, provide further information on those publications.</i></p>	<p>NO: NFLC did not change the wording.</p>
NRC Director	<p>2. Project Data: Graduate Placement: If possible, EELIAS staff and/or US/ED IEGPS staff should work with Centers and academic institutional research staff to come up with a rational system that would allow the capture of realistic and accurate data to track placements of BA and MA graduates. Some creative thinking is required (see comments above in the section on “Observations”).</p>	<p>NO: NFLC did not change this screen. IEGPS will need to review for next version.</p>
NRC Director	<p>3. Project Data: Resource Leveraging: Under “Create/Edit Reports: Resource Leveraging,” there is a discrepancy between reporting instructions and the form that is to be filled out... The problem here is that the row “Overall language and area studies instruction” <i>includes</i> the amounts in the rows “Language instruction” and “Area studies instruction,” while the row “Language instruction” <i>includes</i> the amount in the row “Less commonly taught languages.” Thus, the grand totals for each of the rows can be correct (though not “the same,” suggested in the note!!), but the grand totals of the columns will be incorrect. In short, the clarifying note does <i>not</i> clarify anything.</p>	<p>YES: NFLC updated the instructions and table calculations.</p>
NRC Director	<p>4. Project Data: Travel to the U.S. for Participation in International Exchanges: The following needs revision (revisions suggested by striking through existing language and adding new language in red): <i>Note: (The Task Force recommends this deletion, since non-NRC grant funds are required to be reported if any NRC grant funds are used. The current text confuses the reader.) If grant funding was not used to support such travel, then no records should be created.</i></p>	<p>YES: NFLC updated the instructions.</p>

<p>NRC Director</p>	<p>5. Budget: Under “Budget,” the following needs revision (revisions suggested by striking through existing language and adding new language in red): <i>For each listed budget category, indicate the amount of ACTUAL project funds expended in the current reporting period.</i> <i>Year 1-August 15, 2003 through March 31, 2004</i> <i>Year 2-April 1, 2004 through March 31, 2005</i> <i>Year 3-April 1, 2005 through August 14, 2006</i></p>	<p>YES: NFLC updated the instructions.</p>
<p>FLAS Coordinator</p>	<p>1. Under “View Reports,” the dates do not make sense (they are taken, therefore, to be examples only). Moreover, the periods are strange (3 months, 5 months [with 05/01/2003 clearly a typo for 05/31/2003, 1 month, and 2 months!!). The logic of these periods is not clear.</p>	<p>NO: NFLC did not change the dates since they were created for testing purposes only.</p>

<p>FLAS Coordinator</p>	<p>2. Fellowship Information Instructions: Under “Instructions: Fellowship Information,” the following revisions are suggested (revisions suggested by striking through existing language and adding new language in red):</p> <p><i>(a) Location of fellowship: Check "U.S." if the fellow will use the award to attend a program located in the U.S.; check "Overseas" if the fellow will use the award to attend a program located outside of the U.S.; or check "Both" if the fellow will use the award to attend a program with components both within and outside of the U.S.</i></p> <p><i>(b) Other: Travel; Indicate any additional amounts of fellowship awarded to the fellow only for travel abroad.</i></p> <p><i>(c) Notify Fellows:</i> <i>It is recommended to notify fellows as soon as possible so that they can review the report to be completed at the end of their fellowship. You may check their reporting status on the Maintain Fellows or Notify Fellows screen under "Submitted report?"</i></p> <p><i>(d) Budget:</i> <i>Report here on how the awarded funds were spent, (1) the "total FLAS awards granted" is an automatic total of the award funding entered in each fellow's record. To modify this total, please review the amounts entered in each fellow's record; (2) the "total FLAS funds your institution has given to other institutions" are any contributions your institution has made to FLAS fellows/programs at other institutions; (3) the "total FLAS funds your institution has received from other institutions" are the contributions other institutions have made to the FLAS fellows/programs at your institution.</i></p>	<p>YES: NFLC updated the instructions.</p>
<p>FLAS Coordinator</p>	<p>2. Fellowship Information Instructions:</p> <p><i>(e) The “Top” button at the foot of the page does not function.</i></p>	<p>YES: NFLC fixed this.</p>

<p>FLAS Fellow</p>	<p>1. Project Identification Instructions: Under “Instructions: Project Identification,” the following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>Review and edit the information entered regarding you, your studies, and your career goals. If any changes need to be made that you cannot edit, please email the EELIAS Help Desk eelias@nflc.org for assistance.</i></p>	<p>YES: NFLC updated the instructions.</p>
<p>FLAS Fellow</p>	<p>2. Narratives: Dissertation Research: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>This narrative is not part of this FLAS fellowship as the purpose of the fellowship is Language/ International area studies. To continue with the report, click the desired screen on the navigation side of this screen.</i></p>	<p>YES: NFLC updated the screen and instructions.</p>
<p>FLAS Fellow</p>	<p>3. Project Data: Fellow Profile Under “Project Data: Fellow Profile,” the following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>Graduation and Employment Status</i> <i>Education:</i> <i>Indicate the highest degree you have completed or plan to complete, the institution, the discipline(s) and the year of completion.</i></p>	<p>YES: NFLC updated the header and cue.</p>
<p>FLAS Fellow</p>	<p>4. Project Data: Fellow Profile Instructions: Instructions for AY FLAS Fellows (under Fellow Profile) refer to Study Abroad, but on the Fellow Profile screen, no separate box or question is available to indicate that the program was foreign rather than domestic.</p>	<p>YES: NFLC updated the instructions.</p>

FLAS Fellow	5. Project Data: Foreign Language Self-Evaluation Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>For each language, evaluate your skills prior to and after your grant. If you studied abroad with the assistance of your grant, describe this experience and the impact it has had on your post-award language skills in the comments box. (Task Force comment: the problem is that the current wording assumes, incorrectly, that each fellow will be studying her/his language abroad while receiving FLAS support.)</i>	YES: NFLC updated the instructions.
FLAS Fellow	6. Project Data: Travel from U.S. Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>If you traveled overseas on your grant, please indicate your discipline or field, country of destination and the dollar amount of funds for travel contributed by the FLAS grant, your U.S. institution, your personal funds and/or other sources.</i>	YES: NFLC updated the instructions.
IIPP Director	1. Add New Fellow: A) Make sure that the institutions are tagged and reported according to their affiliation if they are in an HBCU, HSI or TCU.	NO: NFLC did not change this as IEGPS has other means to track these institutions.
IIPP Director	1. Add New Fellow: B) Add field to capture “Gender.”	NO: NFLC did not add this field. IEGPS will need to review for next version.
IIPP Director	2. Fellows Tracking: A) Delete “Phase” and replace with “Fellowship Component.” Students are tracked by the fellowship component.	YES: NFLC updated the instructions.
IIPP Director	2. Fellows Tracking: B) Under Sophomore Summer Policy Institute (SSPI) – Delete Entry and Exit Diagnostic Score.	NO: NFLC did not change this field, but did update instructions.
IIPP Director	2. Fellows Tracking: C) Change “Completed Policy Institute” to “Completed SSPI”	NO: NFLC did not change this field.
IIPP Director	2. Fellows Tracking: D) Add field to capture SSPI Grade Point Average (GPA).	NO: NFLC did not add this field. IEGPS will need to review for next version.
IIPP Director	2. Fellows Tracking: E) Add “Junior Summer Policy Institute” as a component of the fellowship program. The JSPI component should follow the “Study Abroad Program” component.	NO: NFLC did not add this field. IEGPS will need to review for next version.
IIPP Director	2. Fellows Tracking: F) Include field for (1) JSPI Grade Point Average (GPA) and (2) “Completed JSPI”	NO: NFLC did not add this field. IEGPS will need to review for next version.

IIPP Director	2. Fellows Tracking: G) Add field for ILT Grade Point Average (GPA)	NO: NFLC did not add this field. IEGPS will need to review for next version.
IIPP Director	2. Fellows Tracking: H) Under Post-Baccalaureate Internship– Add same drop down menu used for Area of Employment/Professional Development	NO: NFLC did not add this field. IEGPS will need to review for next version.
IIPP Director	2. Fellows Tracking: I) Under Graduate Fellowship – Add same drop down menu used for University Affiliation	NO: NFLC did not add this field. IEGPS will need to review for next version.
IIPP Director	2. Fellows Tracking: J) Add a field to capture information on fellows who are awarded Title VI and other scholarships/ fellowships—name and amount of scholarship or fellowship.	NO: NFLC did not add this field. IEGPS will need to review for next version.
IIPP Director	3. Project Data: Exiting Fellows: Post-Program Summary Instructions: The only text is “Specific Instructions here” – Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.	YES: NFLC updated the instructions.
IIPP Director	4. Project Data: Language Courses Created or Enhanced Instructions: The only text is “Specific Instructions here”—Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.	YES: NFLC updated the instructions.
IIPP Director	5. Project Data: International and Area Studies Courses Created or Enhanced Instructions: The only text is “Specific Instructions here”—Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.	YES: NFLC updated the instructions.
IIPP Director	6. Project Data: International Studies/Foreign Language Graduates and Faculty Positions Instructions: The only text is “Specific Instructions here”—Either such specific instructions should be entered, or the item should be dropped and the instruction link from the reporting instrument should be dropped.	YES: NFLC updated the instructions.

<p>IIPP Director</p>	<p>7. Project Data: Travel from the U.S. for Participation in International Exchanges Instructions: The Task Force suggests that the existing paragraph be replaced by the better formulation on the NRC screens, namely: <i>For each traveler supported with NRC grant funds to travel FROM the U.S. overseas, indicate the traveler's (a) type, (b) discipline or field, (c) country of destination, (d) purpose(s) of travel and the dollar amount of funds for travel contributed by (e) the NRC grant, (f) grantee's institution, (g) grantee's personal funds and/or (h) other sources.</i> Purposes of travel: <i>Conference/lecturing--presentations and other participation at overseas professional conferences;</i> <i>Curriculum development--curriculum development activities at the home institution;</i> <i>Faculty development--activities conducted overseas to develop the traveler's professional expertise;</i> <i>Instruction--teaching at an overseas institution;</i> <i>Library acquisitions/exchanges--activities to benefit the home institution's library;</i> <i>Linkages--activities to build and strengthen linkages between the home and overseas institutions;</i> <i>Research--conducting research overseas;</i> <i>Study--participating in overseas activities relevant to a course of study;</i> <i>Other--purposes other than from the list above. After selecting "Other", enter the purpose in the textbox</i></p>	<p>YES: NFLC updated the instructions.</p>
<p>IIPP Director</p>	<p>8. Project Data: Travel to the U.S. for Participation in International Exchanges Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>* (Note: This deletion is proposed since non-IIPPO grant funds are required to be reported if any IIPP grant funds are used, and since the current text confuses the reader.) If grant funding was not used to support such travel, then no records should be created.</i></p>	<p>YES: NFLC updated the instructions.</p>

IIPP Director	<p>9. Project Data: Budget Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>For each listed budget category, indicate the amount of project funds to be expended in the current reporting period and next reporting period (interim reports only). For the first reporting period, enter the actual amount of funds expended through March 31 and the estimated amount of funds to be expended through August 31. For the next reporting period, enter estimated amount of funds. An optional electronic version of this spreadsheet may be downloaded, completed and uploaded.</i></p>	YES: NFLC updated the instructions.
UISFL Director	<p>1. Narrative: Instructions: Replace ‘past’ with ‘paste’</p>	YES: NFLC updated the instructions.
UISFL Director	<p>2. Project Data: Enhancement of Faculty Expertise: Replace ‘dissemination’ with ‘disseminate.’</p>	YES: NFLC updated the instructions.
UISFL Director	<p>3. Project Data: Enhancement of Faculty Expertise Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>"ACTFL OPI Training" means the training of testers by the American Council of Teachers of Foreign Languages (ACTFL) to administer the oral proficiency interview (OPI). "Professional conference" means an event at which members of a field or discipline disseminate information; "research/study abroad" means the enhancement of expertise through research or study in a relevant discipline or topic conducted outside of the U.S. ; "research/study domestic" means the enhancement of expertise through research or study in a relevant discipline or topic conducted in the U.S ; "workshop/seminar" means an event that has activities specifically for the enhancement of professional expertise in a discipline or topic.</i></p>	YES: NFLC updated the instructions.
UISFL Director	<p>4. Project Data: Language Programs: Add ‘new degree’ developed to drop-down menus which currently have major, minor, certificate created.</p>	NO: NFLC did not add this choice. IEGPS will need to review for next version.
UISFL Director	<p>5. Project Data: IAS Programs: Add ‘new degree’ developed to drop-down menus which currently have major, minor, certificate created</p>	NO: NFLC did not add this choice. IEGPS will need to review for next version.

<p>UISFL Director</p>	<p>6. Project Data: IAS Courses: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>For each international/area studies course offered in the current program year as a result of this grant, enter the following information. Required fields for each record are indicated with a red asterisk (*).</i> <i>Course Information: Indicate the course title, world area and discipline(s).</i></p>	<p>YES: NFLC updated the instructions.</p>
<p>UISFL Director</p>	<p>7. Project Data: Travel from the U.S. for Participation in International Exchanges Instructions: The Task Force recommends that the existing paragraph be replaced by the better formulation on the NRC screens, namely: <i>For each traveler supported with NRC grant funds to travel FROM the U.S. overseas, indicate the traveler's (a) type, (b) discipline or field, (c) country of destination, (d) purpose(s) of travel and the dollar amount of funds for travel contributed by (e) the NRC grant, (f) grantee's institution, (g) grantee's personal funds and/or (h) other sources.</i> Purposes of travel: <i>Conference/lecturing--presentations and other participation at overseas professional conferences;</i> <i>Curriculum development--curriculum development activities at the home institution;</i> <i>Faculty development--activities conducted overseas to develop the traveler's professional expertise;</i> <i>Instruction--teaching at an overseas institution;</i> <i>Library acquisitions/exchanges--activities to benefit the home institution's library;</i> <i>Linkages--activities to build and strengthen linkages between the home and overseas institutions;</i> <i>Research--conducting research overseas;</i> <i>Study--participating in overseas activities relevant to a course of study;</i> <i>Other--purposes other than from the list above. After selecting "Other", enter the purpose in the textbox</i></p>	<p>YES: NFLC updated the instructions.</p>

<p>UISFL Director</p>	<p>8. Project Data: Travel from to U.S. for Participation in International Exchanges Instructions: The following revisions are suggested (revisions suggested by striking through existing language and adding new language in red): <i>For any traveler supported with UISFL grant funds to travel TO the U.S. from overseas, indicate (a) the type of traveler, (b) the country from which traveling, and the dollar amount of funds for travel contributed from (c) the UISFL grant, (d) the grantee's home institution, (e) the grantee's own funds, and/or (f) other sources.</i> <i>Note: (Task Force I recommends this deletion because non-UISFL grant funds are required to be report if any UISFL grant funds are used and because the current text confuses the reader.) If grant funding was not used to support such travel, then no records should be created.</i></p>	<p>YES: NFLC updated the instructions.</p>
<p>UISFL Director</p>	<p>9. Instructions: Top Button: The “TOP” button at the foot of the page does not function. It does not appear to be live since nothing happens when ‘pushed.’</p>	<p>YES: NFLC updated this button.</p>
<p>Help and FAQ for all users</p>	<p>1. Help: FAQs: On the FLAS Coordinator, FLAS Fellow, IIPP, NRC, and UISFL screens, the following needs revision (revisions suggested by striking through existing language and adding new language in red): <i>For technical questions or comments, please contact us at eelias@nflc.org. We will reply within 48 hours, Monday-Friday.</i> <i>For questions regarding your grant, to request an extension, or if you would like more information about your program, please contact your program officer. Program officer information may be found at http://www.ed.gov/offices/OPE/HEP/iegps/</i></p>	<p>YES: NFLC edited the text for all programs.</p>
<p>Help and FAQ for all users</p>	<p>b. Under “FAQ’S: WHAT IS EELIAS? WHY MUST GRANTEES USE IT?” the following needs revision (revisions suggested by striking through existing language and adding new language in red): <i>Evaluation of Exchange, Language, International, and Area Studies (EELIAS) is a web-based reporting system. This instrument provides an electronic means for IEGPS grantees to meet the U.S. Department of Education requirements for reporting on grant activities.</i></p>	<p>YES: NFLC updated FAQs for all programs.</p>

<p>Help and FAQ for all users</p>	<p>c. Under “FAQ'S: WHAT IS EELIAS? WHY MUST GRANTEES USE IT?” the following needs revision (revisions suggested by striking through existing language and adding new language in red): <i>Who can help you to use EELIAS?</i> <i>The EELIAS Help Desk is an online system. Questions or problems with the system should be emailed to eelias@nflc.org.</i></p>	<p>YES: NFLC updated FAQs for all programs.</p>
<p>Help and FAQ for all users</p>	<p>d. Under “FAQ'S: REPORTING,” THE FOLLOWING NEEDS REVISION the following needs revision (revisions suggested by striking through existing language and adding new language in red): <i>What will the submitted report look like to IEGPS?</i> <i>IEGPS will view the report in exactly the same form that the grantee viewed it prior to submission under "Submit Reports." IEGPS can also print the "printer-friendly" version of the report. (Comment from Task Force: The answer to “how IEGPS will view the report” is a question of means of viewing, not of how the report will “appear” to IEGPS.)</i></p>	<p>YES: NFLC updated FAQs for all programs.</p>

HELP: FAQs: e. Under “FAQ’S: CREATE/EDIT REPORTS,” the following needs revision (revisions suggested by striking through existing language and adding new language in red):

What is required in the create/edit reports?

IEGPS has approved the screens available for grantees to report on grant activities. However, it is understood that not all screens apply to all grantees in all cases. A report can be submitted with any or all screens completed. Contact your program officer if you have any questions on the relevance of a particular screen to your specific grant report;

Can I cut and paste text from a word processing application?

Yes, you can copy text prepared in a word processing document and paste it in the box. Text can also be entered by clicking on the box and typing it in on screen.

What if I need to enter more words than are currently allowed?

After revising and editing the text, you may consider entering the text in another part of the report;

What does multi-select mean?

*How can I select an item from a list of choices?
You can select an item by clicking on the item with your mouse or cursor.*

On a list of choices, what does "Other" mean?

Is it required to create more than one entry/record for a screen? Why?

Multi-records are not required, but they are generally available since some grantees may have more than one such activity in a given grant period to include in a report. For instance, a grantee may have studied more than one foreign language, and thus need to complete a self-evaluation of foreign language for each language. Or, a team may have presented several outreach activities.

How can I create more than one entry?

Once the required data have been entered, click on the "save and create new entry" button. A blank record will appear for completing information on the next record. You may continue creating as many records as needed.

What are the purposes of travel?

Conference/lecturing-presentations and other participation at overseas professional conferences; Curriculum development--curriculum development activities at the home institution; Faculty development--activities conducted overseas to develop

YES: NFLC updated FAQs for all programs.

<p>Help and FAQ for all users</p>	<p>3. NRC FAQs sheet: It would seem that the FAQs sheet for the NRC screen should be the same as those for the FLAS_Coordinator, FLAS_Fellow, IIPP, and UISFL screens. On balance, we find the sheet for the FLAS_Coordinator, FLAS_Fellow, IIPP, and UISFL screens to be superior and suggest that it be used on the NRC screen, too. We do advise, however, that the following items on the NRC FAQs sheet be added to the “Using the System” section of the FAQs sheets for the FLAS_Coordinator, FLAS_Fellow, IIPP, and UISFL screens:</p> <p><i>What's the difference between "saving" and "submitting"?</i> <i>The entered data will be saved, but not submitted to USED, until all sections of the report are completed and the grantee electronically signs and submits the report.</i></p> <p><i>How can I have a copy of my submitted report?</i> <i>After you have submitted the report, it is locked and cannot be edited. To save a copy to your computer, go to View Reports and select the report you wish to save. Press the View Report button. Once the report has loaded, go to File - >Save As option in your browser. A save window will appear allowing you to select the location of the report you are about to save. Be sure to give your file a descriptive name.</i></p> <p><i>Who can see my report once it has been submitted?</i> <i>Report views are limited to users associated within your account and IEGPS officers. To view the users associated to your account, check the Project Identification menu option.</i></p>	<p>YES: NFLC updated FAQs for all programs.</p>
--	---	--

Appendix III – 7

EELIAS Review & Analysis: Task Force II

Appendix III – 7

EELIAS Review & Analysis: Task Force II

AORC—American Overseas Research Centers

BIE—Business and International Education

CIBE—Center for International Business Education

TICFIA—Technological Innovation and Cooperation

for Foreign Information Access

Prepared By:

Christine Uber Grosse, Chair & TICFIA

Joseph Rallo, BIE

Bradley Farnsworth, CIBE

Maria de J. Ellis, AORC

Table of Contents

EELIAS REVIEW & ANALYSIS: TASK FORCE II	2
AORC -AMERICAN OVERSEAS RESEARCH CENTERS.....	2
BIE -BUSINESS AND INTERNATIONAL EDUCATION.....	2
CIBE -CENTER FOR INTERNATIONAL BUSINESS EDUCATION	2
TICFIA -TECHNOLOGICAL INNOVATION AND COOPERATION	2
FOR FOREIGN INFORMATION ACCESS	2
SUMMARY	4
AORC	4
BIE	4
CIBE.....	4
TICFIA	4
PROGRAM DESCRIPTION	5
AORC	5
BIE	5
CIBE.....	6
TICFIA	8
EELIAS SYSTEM ANALYSIS: GRANT ACTIVITIES MEASURED AND OBSERVATIONS	9
AORC	9
BIE	9
CIBE.....	9
TICFIA	10
RECOMMENDATIONS.....	12
AORC	12
BIE	13
CIBE.....	14
TICFIA	16
WORKS CITED.....	16
APPENDIX: NFLC RESPONSES TO TASK FORCE RECOMMENDATIONS.....	17

Summary

AORC

This program provides grants to eligible consortia of United States institutions of higher education to establish or operate overseas research centers that promote postgraduate research, exchanges, and area studies. Overseas Research Centers (ORCs) have a variety of grant activities. The EELIAS instrument, therefore, needs to be as comprehensive as possible without being unduly burdensome. Overall, the system measures grant activities effectively. Several recommendations are made to tailor the instrument content for AORC grantees.

BIE

This program provides funds to institutions of higher education that enter into an agreement with a trade association and/or business. The EELIAS online measurement system serves the purposes of reporting appropriate grant activities and tracking program impact. The system has sufficient flexibility in the comments section to insure that no information is lost, and thus is positioned to ensure success. A few minor suggestions for revision are provided.

CIBE

This program provides funding to schools of business for curriculum development, research, and training on issues of importance to US trade and competitiveness. The reporting design as it currently exists is reasonable. While every CIBE has valuable programs and activities that are not included in the reporting design, the instrument captures the vast majority of programs and activities. This issue should be revisited when a complete redesign of the reporting system is due. Recommendations for changes to the current version are given.

TICFIA

The purpose of Technological Innovation and Cooperation for Foreign Information Access (TICFIA) Program is to support projects that will develop innovative techniques or programs using new electronic technologies to collect information from foreign sources. The EELIAS instrument effectively tabulates the quantitative data on TICFIA grant activities in an organized, easy-to-read fashion. A few recommendations for improving the system are suggested.

Program Description

Note: The primary source of the program descriptions is the International Exchange in Professional and Graduate Services program descriptions and program legislation, available at www.ed.gov/about/offices/list/ope/iegps/index.html.

AORC

This program provides grants to eligible consortia of United States institutions of higher education to establish or operate overseas research centers that promote postgraduate research, exchanges, and area studies. Grants awarded under this program may be used to pay all or a portion of the cost of establishing or operating a center or program, including the cost of faculty and staff stipends and salaries; faculty, staff, and student travel; the operation and maintenance of overseas facilities; the cost of teaching and research materials; the cost of acquisition, maintenance, and preservation of library collections; the cost of bringing visiting scholars and faculty to a center to teach or to conduct research; the cost of organizing and managing conferences; and the cost of publications and dissemination of material for the scholarly and general public.

BIE

This program provides funds to institutions of higher education that enter into an agreement with a trade association and/or business for two purposes: to improve the academic teaching of the business curriculum and to conduct outreach activities that expand the capacity of the business community to engage in international economic activities.

The purpose of the program is to promote education and training that will contribute to the ability of United States business to prosper in an international economy. The legislation authorized the Secretary of Education to award grants to institutions of higher education to provide suitable international training to business personnel in various stages of professional development.

Eligible activities include, but are not limited to:

- Improvement of the business and international education curriculum of institutions to serve the needs of the business community, including the development of new programs for mid-career or part-time students;
- Development of programs to inform the public of increasing international economic interdependence and the role of American business within the international economic system;
- Internationalization of curricula at the junior and community college level, and at undergraduate and graduate schools of business;
- Development of area studies programs and inter-disciplinary international programs;
- Establishment of export education programs;
- Research for and development of specialized teaching materials appropriate to business-oriented students;
- Establishment of student and faculty fellowships and internships or other training or research opportunities;
- Creating opportunities for business and professional faculty to strengthen international skills;
- Development of research programs on issues of common interest to institutions of higher education and private sector organizations and associations engaged in or promoting international economic activity;

- The establishment of internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies;
- The establishment of linkages overseas with institutions of higher education and organizations that contribute to the educational objectives of this section; and
- Summer institutes in international business, foreign area and other international studies designed to carry out the purposes of this section. (See: [http://www.docp.wright.edu/bie/.](http://www.docp.wright.edu/bie/))

CIBE

This program provides funding to schools of business for curriculum development, research, and training on issues of importance to US trade and competitiveness. The Centers for International Business Education (CIBE) Program was created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the U.S. Department of Education under Title VI, Part B of the Higher Education Act of 1965, the CIBE program has successfully linked the manpower and information needs of U.S. business with the international education, language training, and research capacities of universities throughout the nation.

Federal funding has been a fundamental element in the success of the CIBE program by providing the centers with the motivation and enthusiasm to develop new knowledge, create innovative academic programs, offer relevant and useful business outreach activities, and engineer cooperative relationships that link university resources with business needs for addressing the challenges of a dynamic international environment. As regional and national resource centers, the CIBEs strengthen the ability of U.S. firms to compete successfully, incorporate international content into curricula, and develop internationally-oriented interdisciplinary programs.

The programmatic requirements of the legislation mandate that every Center will provide a comprehensive array of services and that funded centers will:

- Be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;
- Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
- Provide research and training in the international aspects of trade, commerce, and other fields of study;
- Provide training to students enrolled in the institution or institutions in which a Center is located;
- Serve as regional resources to local businesses by offering programs and providing research designed to meet the international training needs of such businesses; and
- Serve other faculty, students, and institutions of higher education located within their region.

The programmatic requirements of the Act oblige each of the centers to develop a comprehensive set of activities congruent with the Act's mandates. By creatively developing a wide array of activities, the Centers capitalize upon their respective strengths while simultaneously responding to the unique needs of the business and educational communities each serves. Centers have responded positively to the Act's mandates in the following ways:

- Recruiting faculty from every state in the Union to learn more about the dynamics of international business and the means for coping with the challenges of the global marketplace;
- Creating innovative curricula that have exposed students to the subtleties of international business;
- Instilling U.S. managers with the skills and self-confidence needed for making the United States increasingly competitive in the global marketplace.

The diversity among the programmatic offerings of the centers has proven to be a rich resource for the CIBE network. CIBEs have drawn upon the network's collective resources to focus on faculty development, engage in business and educational outreach, and design innovative academic programs, courses, and activities. CIBE activities can be categorized into five key areas:

1. International Business Curriculum Development

- Developing and integrating an international dimension into business courses
- Introducing a business dimension into foreign language courses
- Offering overseas internship and academic exchange programs for students and faculty
- Developing innovative programs for teaching foreign languages

2. Educational Outreach

- Providing a national resource to other educational institutions for teaching international business techniques and methodologies
- Providing expertise, guidance, and training programs to other educational institutions wishing to internationalize their curricula
- Sponsoring faculty development programs focused on all major geographic regions of the world

3. Research

- Sponsoring research projects aimed at increasing the international competitiveness of American businesses engaged in global competition or research focused on those firms interested in gaining entry into international markets
- Exploring the linkages between emerging organizational and management practices and competitive advantage
- Providing practical answers to management challenges associated with international competition

4. Language Curriculum & Faculty Development

- Supporting programs designed to develop and introduce foreign commercial language courses into the foreign language curricula
- Sponsoring development programs for foreign language faculty from two- and four-year colleges and universities interested in integrating business content or course development into their courses

5. Business Outreach

- Offering conferences on current international political and economic events that are vital to successful involvement in international markets
- Preparing university and college students with global awareness and the sensitivity to cultural and international business skills expected by firms engaged in the global marketplace

TICFIA

The purpose of the Technological Innovation and Cooperation for Foreign Information Access (TICFIA) Program is to support projects that will develop innovative techniques or programs using new electronic technologies to collect information from foreign sources. Grants will be made to access, collect, organize, preserve, and widely disseminate information on world regions and countries other than the United States that address our Nation's teaching and research needs in international education and foreign languages.

Authorized Activities

Grants under this section may be used to --

- facilitate access to or preserve foreign information resources in print or electronic forms;
- develop new means of immediate, full-text document delivery for information and scholarship from abroad;
- develop new means of shared electronic access to international data;
- support collaborative projects of indexing, cataloging, and other means of bibliographic access for scholars to important research materials published or distributed outside the United States;
- develop methods for the wide dissemination of resources written in non-Roman language alphabets;
- assist teachers of less commonly taught languages in acquiring, via electronic and other means, materials suitable for classroom use;
- promote collaborative technology-based projects in foreign languages, area studies, and international studies among grant recipients under this title; and
- support other eligible activities consistent with the purposes and intent of the legislation.

EELIAS System Analysis: Grant Activities Measured and Observations

AORC

Since AORC activities have not yet been measured on the system, present concerns focus on ensuring that all possible types of applicable activities can be reported on and quantified where possible. The legislation allows for a wide range of infrastructure support as well as for program activities; ORCs may choose any combination of those, depending on their specific programs and the availability of other types of support.

The EELIAS instrument, therefore, needs to be as comprehensive as possible without being unduly burdensome. However, all activities made possible by or partly funded by AORC funds need to be represented. Although the instrument clearly has been redesigned and looks more attractive than it did before, the present format still has some content problems. In addition, instructions and some screens were borrowed from other programs and still need to be tailored to AORC.

BIE

The current instrument measures the appropriate grant activities and the potential array of programs supported by BIE as well as tracks the impact of the BIE grant as much as possible given the often open-ended nature of activities at a university. The instrument clearly incorporates all the suggestions made in 2000/2001 when the instrument was "field tested" and is "user friendly."

The system has sufficient flexibility in the comments section to insure that no information is lost, and thus is positioned to ensure success. The Help area is particularly useful. The EELIAS online measurement system serves the purpose well, with a few minor suggestions for revision which appear in the Recommendations section below.

CIBE

The instrument as of August 2003 does an adequate job of measuring most of the grant-related activities in the CIBE program. The diversity of institutions involved in this program, combined with the broad purposes of the enabling legislation, has resulted in a wide variety of center objectives, approaches, and programs. Any measurement instrument that fully captured this diversity would be overly complex; the current design therefore represents a reasonable compromise between practicality and inclusiveness.

The reporting design as it currently exists is reasonable. As such, the data requested, e.g., the number of hours a student spent in an internship, is manageable. Narrative entries allow amplification of quantitative data through qualitative measures, e.g., potential to follow on grant requests stimulated by participation in the BIE program.

However, every CIBE has valuable programs and activities that are not included in the reporting design. The CIBE at the University of Michigan counted 5-6 areas that do not fit the GPRA design. Here are examples of activities that would not be reported under the current GPRA design, at least from the Michigan perspective:

1. Language courses that are not dedicated business language courses but that have business-oriented modules: Michigan did this for Thai and Vietnamese, since their low enrollments could not support a separate business course. Instead, this material appears as a module in the third or fourth year of the regular course sequence.

2. Materials developed for teaching business languages, e.g., the Business Arabic textbook at the University of Michigan: The only section that comes close is a reference to teaching cases under publications. Note that there is space to report on materials development at the K-12 level, even though this is not a mandated activity.
3. Domestic internships with international content: A CIBE can only report on "overseas" experiences. This includes any kind of export advice to local firms, including group field projects for academic credit.
4. Faculty service, such as management consulting, serving on boards, etc.: This is where faculty expertise has some of its greatest impact.
5. Studies of curriculum and training: This is explicitly mentioned in the mandate, i.e., CIBEs are supposed to study their own programs and determine their effectiveness. This is part of a general trend away from this area—no one seems to do much of this any more.
6. Visiting foreign scholars: Michigan mentions that a CIBE can only report on this if it funds travel, but in most cases the visiting foreign scholars have their own money and need to get administrative support, e.g., housing, course advising, ID cards, etc.
7. Business curriculum: Michigan still doesn't directly measure the impact of CIBER funds on the business curriculum. Instead, it lists the total number of international business courses taught by discipline. One can look at those numbers over time to see whether they have increased, but even if one did this, there would be no way to assess the impact of the federal money. One can report on new "programs" on the second page, but that should be defined as something broader than single course.
8. Language Courses (page 4) and Outreach Activities K-12 (page 12): These screens request reporting data that are not directly relevant to CIBE legislation. Nevertheless, these data are useful for informational purposes and should be retained.

If that experience is extrapolated across the thirty centers, there may be well over one hundred areas of activity that are not covered. Nevertheless, the instrument captures the vast majority of programs and activities, and Michigan's extensive consultations with other centers suggest that their experience would be very similar. This issue should be revisited when a complete redesign of the reporting system is due.

TICFIA

The EELIAS instrument keeps track of the data for the TICFIA program in an organized, easy-to-read fashion. The instrument effectively tabulates the quantitative data on the grant activities, including:

1. The U.S. and non-U.S. partners and collaborators, number and type, e.g., libraries, universities, associations, organizations, government and non-government entities, as well as the countries of the partners.
2. The number of foreign information resources collected, including citation records, texts, graphic objects, audio and video materials, data sets, and Websites accessed, data sets and digital records created, transferred to electronic format, and available to clientele in electronic format.
3. The disciplines, world areas and languages of foreign information resources collected with ample space to record "other" grant activities.
4. The methods of transmittal of foreign resources: CD/CD ROMS printed and disseminated, shared via interlibrary loan/document delivery, shared via file transfer protocol delivery, and Websites made available.

5. The target audiences of materials dissemination, including business, elementary and secondary schools, government, NGO's, military, media, legal, and health professions.
6. Participation in international exchange through the collection of data on TICFIA-supported travel to and from the U.S. The travelers' country of origin and destination are measured, in addition to the purpose of their travel. Among the reasons for participant travel are conferences, lectures, faculty development, curriculum development, instruction, library acquisition, exchanges, linkages, research, and study.
7. Budget.

In terms of using the system, the "View reports" facilitates making and accessing reports on the system. Another helpful function is the ability to put the reports into an easily printable format.

Recommendations

AORC

A. Narratives

1. Abstract

This is the "project" abstract, not a description of the Center. The Center information should ask for an abstract of the project, as well as a brief description of the ORC's activities or mission statement. The project abstract only asks for the activities that are specifically funded by the AORC grant, not for the mission.

2. Collaborations

The information page and the instruction page have conflicting definitions. The questionnaire specifically limits the information requested to collaboration with other Title VI/FH programs. The instructions (which include "collaboration" under project data, not narrative, as do the screens) specifically ask for the total of US partners/collaborators and foreign partners/collaborators. This may again be TICFIA-derived, but it is in fact a good question for the ORCs, too. As is the Title VI/FH question. Both should be accommodated.

B. Project Data

1. Center Information

- a. "Other" members: 250 characters is not enough under "other" institutional members; AIYS, a small ORC, this year has 8 institutional members who are not in the pull-down menu.
- b. World Areas: Why did the "world areas" drop out?
- c. Countries: Four countries are not enough (both AIMS and WARA deal with 5, respectively in North Africa and West Africa)

2. Researcher Profiles

- a. Researcher profiles present a problem, since very little, if any, AORC money goes to the individual researcher as outright fellowship support or any other kind of direct financial assistance. AORC funds allow ORCs to provide facilitative services for all researchers who need them -- this is reflected in the "Facilitative Services" page -- and should be reflected in the wording at the header of the Researcher Profile page, too. Thus "researcher **supported** by the AORC" should be "researchers **whose work is facilitated** by the AORC."
- b. The choices under academic status are somewhat limiting. Pre/post PhD is a distinction that applies only in disciplines where a PhD shows that the individual has become a professional. In quite a number of other fields, there are final degrees other than a PhD that confer this status (architects, librarians, etc), and these people can do research in international areas. If the question is left as it is: doctorate completed/not completed, it will skew the overview of the researchers. There should be a third category: professional degree completed.
- c. The number of words allowed for the individual's research is more than was allowed in the past for a description of the ORC's activities (it went up from 350 to 1740 characters). The level of detail this elicits would be appropriate for a fellowship program but not for an AORC program -- unless of course a total overview of all individual researchers is desired.

3. Facilitative Services

350 characters may be too few for the comments

4. Publications and Research Presentations

- a. The list appears to be a report on individual scholars, rather than on the activity of centers. There ought to be "conferences" as well as "conference presentations" (just like "books" and "chapters").
- b. "Authored" has the same limiting implication; so does one then need "books published"? Both kinds of information (individual- and center-oriented) should be collected.
- c. The order is odd, with conference papers in between books.
- d. Journal articles either are "refereed" or "not refereed"; but they are not "referred."

5. Sources of Funding

- a. Publications should go in there, too.
- b. The "instructions" are not for AORC but for TICFIA. So the questionnaire screen verbiage has to be fixed, too.
6. Participant in international travel from the US.
 - a. The space for "Other" under "purpose" is too short.
 - b. The instructions refer to TICFIA.
7. Budget

This may again be a mix-up with TICFIA and other programs. Unlike TICFIA, AORC has not required designated matching funds. Eligible ORCs and their activities will have serious "other" money in the expense categories supported by the AORC grant. If the evaluation instrument is to elicit this information it should be specific and change the wording from "matching" to "other." In any case the "instructions" specifically mention TICFIA.

C. Instructions

The set of instructions attached here specifically relates to the TICFIA program. This has had serious implications on some of the screens, too, as pointed out above.

BIE

There are a few recommendations for improvement:

A. Report Scope: Continued Grantees

Possibly create a higher standard of review for 'follow on' applicants who seek their second or even third BIE grant. While the BIE instrument asks if the applicant has received a previous grant there is nothing to track across the BIE line.

B. Project Data: International Business Programs

1. Add 'new degree' to the types of new comments types of programs
2. Include recording a 'degree'.

CIBE

General comments on the current instrument:

A. Narratives

When the CIBE at Michigan last did the narrative section of the system, the word limits did not match those in the instructions. *Please make sure that this is fixed.*

B. Project Data

1. Business Language Courses

a. There are too many languages in the dropdown menu. Instead include 10-12 of the most commonly taught languages, and then use the category of "other" for people to add other languages as needed. The current menu has 23 versions of Arabic, with Modern Standard Arabic deeply buried in the middle of them. This makes the dropdown menu unnecessarily long and difficult to use to find the few languages taught at a school.

b. Include a question on how many students are in each business language class at each level.

2. Business Languages Taught

The heading on the main screen doesn't match that on the side. It's called "Language Courses created or enhanced" and then doesn't provide a place to indicate which it is: created or enhanced."

3. Master's Degree Graduates

Change "Graduates with degree in other areas" to "Graduates from professional schools other than business." It is not clear as stated.

4. Doctoral Placements

No such thing as "Private sector: not-for-profit." "Non-profit" is better.

5. Faculty and Doctoral Student Development

a. The "CIBE or non-CIBE" term on the input pages is not clear. Change to: "Total faculty participants, regardless of affiliation."

b. The "CIBE Sponsor: Yes/No" question does not match well with the instructions at the top of the page. Change to: "CIBE was a: sponsor/co-sponsor."

6. Participation in International Travel

You say some fields are required, suggesting that the fields on other pages are optional.

C. Instructions

1. Repeat unnecessarily.

2. When you label a list in the instructions with letters, you should use the same letters to label the corresponding parts of the input sheets.

3. For "Business Programs", there is no definition of "program." This was in an earlier draft and seems to have disappeared.

4. For "Business Languages Taught", "business student" is not defined. This was also in an earlier draft and was later deleted.

5. For "Publications and Presentation" paragraph C: The first sentence does not make sense to me. Use: "Report on all research and presentation output."

6. For "Participation in International Travel": This was added later and is not necessary—the labels are self-explanatory.

D. Experience Reporting on EELIAS

1. It was possible at one time to enter data in more than one on-line account. There should be only one data entry account available at any time to avoid confusion.
2. Several centers have complained about the system being slow and unstable—this was particularly the case when they entered data at the end of the 1998-2002 grant period.

TICFIA

Here are recommendations for revision of the EELIAS online reporting instrument for the TICFIA program.

A. Narrative

In the Create/Edit Projects section under "Narratives", two headings are inconsistent. These are "Project status" on the side bar, and "Status/Impact" on the screen.

B. Project Data: Participation in International Travel

1. In the heading "Participation in international travel FROM the U.S." the caps in FROM need to be corrected.
2. Under the tab "Project data", Travel to U.S. needs to have the same dropdown menus as Travel from U.S. Add the Purpose of Travel dropdown menu to the former.

C. Instructions

1. "Instructions" offers the same information found in the "Help" section. This redundancy might be addressed in the revision of the instrument.
2. Under "Instructions", the box for "Project Identification" should be consistent with those for the other three headings.
3. The FAQs do not appear and need to be added.

Works Cited

"Taking business into the 20th century: Ten-year accomplishments of the Title VI Centers for International Business Education (CIBERS) 1989-1999," University of Hawaii at Manoa CIBER, 1999.

Appendix: NFLC Responses to Task Force Recommendations

Below are NFLC responses to the Task Force specific recommendations. "Yes" indicates that the change was made to the system; "No" indicates why the change was not made. The table follows the same order as the "Recommendations" section.

Program and User	Specific Recommendation	NFLC Responses
AORC Director	A1. Abstract This is the "project" abstract, not a description of the center. The Center information should ask for an abstract of the project, as well as a brief description of the ORC's activities or mission statement. The project abstract only asks for the activities that are specifically funded by the AORC grant, not for the mission.	NO: NFLC did not change this wording. IEGPS will need to review for next version.
AORC Director	A2. Collaborations The information page and the instruction page have conflicting definitions. The questionnaire specifically limits the information requested to collaboration with other Title VI/FH programs. The instructions (which include "collaboration" under project data, not narrative, as do the screens) specifically ask for the total of US partners/collaborators and foreign partners/collaborators. This may again be TICFIA-derived, but it is in fact a good question for the ORCs, too. As is the Title VI/FH question. Both should be accommodated.	NO: NFLC did not change this wording. IEGPS will need to review for next version.
AORC Director	B1. Center Information a. "Other" members: 250 characters is not enough under "other" institutional members; AIYS, a small ORC, this year has 8 institutional members who are not in the pull-down menu.	NO: NFLC did not change this. IEGPS will need to review for next version.
AORC Director	B1. Center Information b. World Areas: Why did the "world areas" drop out?	NO: NFLC did not change this. IEGPS will need to review for next version.
AORC Director	B1. Center Information c. Countries: Four countries are not enough (both AIMS and WARA deal with 5, respectively in North Africa and West Africa)	NO: NFLC did not change this. IEGPS will need to review for next version.

<p>AORC Director</p>	<p>B2. Researcher Profiles a. Researcher profiles present a problem, since very little, if any, AORC money goes to the individual researcher as outright fellowship support or any other kind of direct financial assistance. AORC funds allow ORCs to provide facilitative services for all researchers who need them -- this is reflected in the "Facilitative Services" page -- and should be reflected in the wording at the header of the Researcher Profile page, too. Thus "researcher supported by the AORC" should be "researchers whose work is facilitated by the AORC."</p>	<p>YES: NFLC updated the cue.</p>
<p>AORC Director</p>	<p>B2. Researcher Profiles b. The choices under academic status are somewhat limiting. Pre/post PhD is a distinction that applies only in disciplines where a PhD shows that the individual has become a professional. In quite a number of other fields, there are final degrees other than a PhD that confer this status (architects, librarians, etc), and these people can do research in international areas. If the question is left as it is: doctorate completed/not completed, it will skew the overview of the researchers. There should be a third category: professional degree completed.</p>	<p>NO: NFLC did not change this. IEGPS will need to review for next version.</p>
<p>AORC Director</p>	<p>B3. Researcher Profiles c. The number of words allowed for the individual's research is more than was allowed in the past for a description of the ORC's activities (it went up from 350 to 1740 characters). The level of detail this elicits would be appropriate for a fellowship program but not for an AORC program -- unless of course a total overview of all individual researchers is desired.</p>	<p>NO: NFLC did not change this. IEGPS will need to review for the next version.</p>
<p>AORC Director</p>	<p>B3. Facilitative Services 350 characters may be too few for the comments</p>	<p>NO: NFLC did not change this. IEGPS will need to review for the next version.</p>
<p>AORC Director</p>	<p>B4. Publications and Research Presentations a. The list appears to be a report on individual scholars, rather than on the activity of centers. There ought to be "conferences" as well as "conference presentations" (just like "books" and "chapters").</p>	<p>NO: NFLC did not change this. IEGPS will need to review for next version.</p>
<p>AORC Director</p>	<p>B4. Publications and Research Presentations b. "Authored" has the same limiting implication; so does one then need "books published"? Both kinds of information (individual- and center-oriented) should be collected.</p>	<p>NO: NFLC did not change this. IEGPS will need to review for next version.</p>

AORC Director	B4. Publications and Research Presentations c. The order is odd, with conference papers in between books.	NO: NFLC did not change this. IEGPS will need to review for next version.
AORC Director	B4. Publications and Research Presentations d. Journal articles either are "refereed" or "not refereed"; but they are not "referred."	YES: NFLC updated this spelling.
AORC Director	B5. Sources of Funding a. Publications should go in there, too.	NO: NFLC did not change the screen. IEGPS will need to review for next version.
AORC Director	B5. Sources of Funding b. The "instructions" are not for AORC but for TICFIA. So the questionnaire screen verbiage has to be fixed, too.	YES: NFLC updated the instructions.
AORC Director	B6. Participant in international travel from the US a. The space for "Other" under "purpose" is too short.	NO: NFLC did not change the screen. IEGPS will need to review for next version.
AORC Director	B6. Participant in international travel from the US b. The instructions refer to TICFIA.	YES: NFLC updated the instructions.
AORC Director	B7. Budget This may again be a mix-up with TICFIA and other programs. Unlike TICFIA, AORC has not required designated matching funds. Eligible ORCs and their activities will have serious "other" money in the expense categories supported by the AORC grant. If the evaluation instrument is to elicit this information it should be specific and change the wording from "matching" to "other." In any case the "instructions" specifically mention TICFIA.	YES: NFLC updated the instructions, but did not change the screen.
AORC Director	C. Instructions The set of instructions attached here specifically relates to the TICFIA program. This has had serious implications on some of the screens, too, as pointed out above.	YES: NFLC updated the instructions for AORC users.
BIE Director	A. Report Scope: Continued Grantees Possibly create a higher standard of review for 'follow on' applicants who seek their second or even third BIE grant. While the BIE instrument asks if the applicant has received a previous grant there is nothing to track across the BIE line.	NO: NFLC did not change the instrument. IEGPS will need to review for next version.
BIE Director	B1. Project Data: International Business Programs Add 'new degree' to the types of new comments types of programs	NO: NFLC did not add the field.

BIE Director	B2. Project Data: International Business Programs Include recording a 'degree'.	NO: NFLC did not add the field.
CIBE Director	A. Narratives When the CIBE at Michigan last did the narrative section of the system, the word limits did not match those in the instructions. Please make sure that this is fixed.	YES: NFLC updated instructions with information for users on word count and pasting in text.
CIBE Director	B1. Business Language Courses a. There are too many languages in the dropdown menu. Instead include 10-12 of the most commonly taught languages, and then use the category of "other" for people to add other languages as needed. The current menu has 23 versions of Arabic, with Modern Standard Arabic deeply buried in the middle of them. This makes the dropdown menu unnecessarily long and difficult to use to find the few languages taught at a school.	NO: NFLC did not change the list since it is a standardized list across the system.
CIBE Director	B1. Business Language Courses b. Include a question on how many students are in each business language class at each level.	NO: NFLC did not change the instrument. IEGPS will need to review for next version.
CIBE Director	B2. Business Languages Taught The heading on the main screen doesn't match that on the side. It's called "Language Courses created or enhanced" and then doesn't provide a place to indicate which it is: created or enhanced."	YES: NFLC updated the header.
CIBE Director	B3. Master's Degree Graduates Change "Graduates with degree in other areas" to "Graduates from professional schools other than business." It is not clear as stated.	YES: NFLC updated the header.
CIBE Director	B4. Doctoral Placements No such thing as "Private sector: not-for-profit." "Non-profit" is better.	NO: NFLC did not change the instrument. IEGPS will need to review for next version.
CIBE Director	B5. Faculty and Doctoral Student Development a. The "CIBE or non-CIBE" term on the input pages is not clear. Change to: "Total faculty participants, regardless of affiliation."	YES: NFLC updated the header.
CIBE Director	B5. Faculty and Doctoral Student Development b. The "CIBE Sponsor: Yes/No" question does not match well with the instructions at the top of the page. Change to: "CIBE was a: sponsor/co-sponsor."	YES: NFLC updated the header.
CIBE Director	B6. Participation in International Travel You say some fields are required, suggesting that the fields on other pages are optional.	NO: NFLC did not make any changes to the instrument.

CIBE Director	C1. Instructions Repeat unnecessarily.	YES: NFLC updated the instructions for all instruments.
CIBE Director	C2. Instructions When you label a list in the instructions with letters, you should use the same letters to label the corresponding parts of the input sheets.	YES: NFLC updated the instructions.
CIBE Director	C3. Instructions For “Business Programs”, there is no definition of “program.” This was in an earlier draft and seems to have disappeared.	NO: NFLC did not change instructions—previous versions did not appear to have definition of “program.”
CIBE Director	C4. Instructions For “Business Languages Taught”, “business student” is not defined. This was also in an earlier draft and was later deleted.	NO: NFLC did not change instructions—previous versions did not appear to have definition of “business student.”
CIBE Director	C5. Instructions For “Publications and Presentation” paragraph C: The first sentence does not make sense to me. Use: “Report on all research and presentation output.”	NO: NFLC did not change standardized cue.
CIBE Director	C6. Instructions For “Participation in International Travel”: This was added later and is not necessary—the labels are self-explanatory.	YES: NFLC updated instructions.
CIBE Director	D1. Experience Reporting on EELIAS It was possible at one time to enter data in more than one on-line account. There should be only one data entry account available at any time to avoid confusion.	NO: NFLC does not recommend this, but it cannot be changed on the current system.
CIBE Director	D2. Experience Reporting on EELIAS Several centers have complained about the system being slow and unstable—this was particularly the case when they entered data at the end of the 1998-2002 grant period.	YES: NFLC improved the service provider for the system.
TICFIA Director	A. Narrative In the Create/Edit Projects section under “Narratives”, two headings are inconsistent. These are “Project status” on the side bar, and “Status/Impact” on the screen.	NO: NFLC did not change.
TICFIA Director	B1. Project Data: Participation in International Travel In the heading “Participation in international travel FROM the U.S.” the caps in FROM need to be corrected.	NO: NFLC did not change header as it is for user clarification.

TICFIA Director	B2. Project Data: Participation in International Travel Under the tab “Project data”, Travel to U.S. needs to have the same dropdown menus as Travel from U.S. Add the Purpose of Travel dropdown menu to the former.	NO: NFLC did not change header as it is for user clarification.
TICFIA Director	C1. Instructions: “Instructions” offers the same information found in the “Help” section. This redundancy might be addressed in the revision of the instrument.	NO: They are the same information accessible either directly by screen or in the Help section.
TICFIA Director	C2. Instructions: Under “Instructions”, the box for “Project Identification” should be consistent with those for the other three headings.	YES: NFLC updated instructions
TICFIA Director	C3. Instructions: The FAQs do not appear and need to be added.	YES: NFLC updated FAQs.

Appendix III – 8

EELIAS Review & Analysis: Cycle III Task Force: Fulbright-Hays Overseas Programs

Appendix III – 8

EELIAS Review & Analysis: Cycle III Task Force: Fulbright-Hays Overseas Programs

Doctoral Dissertation Research Abroad

Faculty Research Abroad

Group Projects Abroad

Seminars Abroad

**Prepared by: Tony K. Stewart
Chair Name: Tony K. Stewart
Task Force Member: Valerie Sutter
Task Force Member: Patrick Ireland
Testing by: All Task Force Members**

FIGURE 1. Table of Contents

-
EEELIAS REVIEW & ANALYSIS: CYCLE III TASK FORCE: FULBRIGHT-HAYES OVERSEAS PROGRAMS..... 2
 - DOCTORAL DISSERTATION RESEARCH ABROAD2
 - FACULTY RESEARCH ABROAD2
 - GROUP PROJECTS ABROAD2
 - SEMINARS ABROAD2

-
SSUMMARY 4

-
PPROGRAM DESCRIPTION 5
 - DOCTORAL DISSERTATION RESEARCH ABROAD [CFDA 84.022]5
 - FACULTY RESEARCH ABROAD [CFDA 84.019]5
 - GROUP PROJECTS ABROAD [CFDA 84.021]6
 - SEMINARS ABROAD—BILATERAL PROJECTS [SA] [CFDA 84.018]6

-
EEELIAS SYSTEM ANALYSIS 7
 - GRANT ACTIVITIES MEASURED7
 - DOCTORAL DISSERTATION RESEARCH ABROAD [CFDA 84.022]7
 - FACULTY RESEARCH ABROAD [CFDA 84.019]10
 - GROUP PROJECTS ABROAD [CFDA 84.021]12
 - SEMINARS ABROAD—BILATERAL PROJECTS [SA] [CFDA 84.018]15
 - OBSERVATIONS OF EELIAS SYSTEM17
 - GENERAL OBSERVATIONS APPLICABLE TO ALL PROGRAM INSTRUMENTS.....17
 - DOCTORAL DISSERTATION RESEARCH ABROAD [CFDA 84.022]17
 - FACULTY RESEARCH ABROAD [CFDA 84.019]18
 - GROUP PROJECTS ABROAD [CFDA 84.021]18
 - SEMINARS ABROAD—BILATERAL PROJECTS [SA] [CFDA 84.018]19

-
RRECOMMENDATIONS..... 20
 - RECOMMENDATIONS APPLICABLE TO ALL PROGRAM INSTRUMENTS20
 - DOCTORAL DISSERTATION RESEARCH ABROAD [CFDA 84.022]21
 - FACULTY RESEARCH ABROAD [CFDA 84.019]22
 - GROUP PROJECTS ABROAD [CFDA 84.021]23
 - SEMINARS ABROAD—BILATERAL PROJECTS [SA] [CFDA 84.018]25

-
NNOTES 28

-
WWORKS USED (NOT NECESSARILY CITED) 28

-
AAPPENDIX: NFLC RESPONSES TO TASK FORCE RECOMMENDATIONS 29

Summary

Overall Assessment of the Instruments

- The information requested in each instrument covers all categories germane to the grant. Each instrument will produce a rich source of data baselines necessary for both short- and long-term program evaluation.
- Taskforce members were unanimous in their observation that the instruments measured the quantitative data we requested (see below: Grant Activities Measured), recognizing that this instrument could only produce the aggregate data necessary for qualitative analysis. This initial data collection is a desideratum for long-term trend analysis, which will require a separate methodology.
- Of equal import is the extraordinary extent of the management tools these instruments should provide. IEGPS program officers should be able to view easily and rapidly the precise state of any given grant, grantee, or individual participant in the grant. The uniform reporting will greatly facilitate both domestic and in-country institutions, whose obligations are clearly spelled out.
- While the system users will undoubtedly find certain features much more important for the day-to-day management (e.g., budgets, itineraries, approvals), the underlying uniformity of structure among the instruments will make access easier and predictable. Program officers who must now, by virtue of the expanded scope of their jobs, participate in the management of multiple programs should find the uniformity of structure especially helpful for rapid location of data. While absolute uniformity is still a step away (and probably impossible given the differences among the programs), the structure remains the same.
- Overall the screens are friendly, easy to navigate, with clear instructions and help made obvious.
- EELIAS staff are to be congratulated for carrying out virtually every single requirement stipulated by Taskforce III in developing the instruments.

Program Description

Doctoral Dissertation Research Abroad [CFDA 84.022]

This program provides grants to colleges and universities to fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of 6 to 12 months. Proposals focusing on Western Europe are not eligible. The grant is designed to create area-studies specialists who are competent in the cultures and languages of their designated geographic regions in all disciplines of humanistic and social scientific inquiry. In-country activities include anthropological field work, interviews, government and institutional archival research, the study of music and dance, the study of religious activities, translation, documentation of architectural monuments, analyses of political processes, and so forth, covering all phases of the individual, institutional, and collective life of the region in question. Underlying each of these activities, however, is a core set of measurable accomplishments that depend on increasing proficiency in language and ability to operate within the foreign culture in a manner that yields reliable data and quality analysis available no other way than by being present in the country. Certain of the activities undertaken in the field have directly measurable outcomes (for instance, the ability to translate reliably), but most of the activities serve as indirect measures of enriched understanding that are not easily or discretely quantifiable (e.g., the ability to discriminate sarcasm that produces an opposite meaning from the literal). While most grantees are expected to continue to share this expertise through teaching in higher education and by the publication of research, a significant percentage is expected to enter government and non-for-profit service. Grantees are also expected to develop professional networks germane to their research and region, which have a lasting effect on the grantee's professional life. In short, the DDRA program provides emerging specialists with direct access to the object of their study, which in turn transforms the grantees' intellectual grasp of the intricacies of a foreign culture by tempering it with direct experience. The result is a growing body of scholarship and living expertise that more reliably interprets foreign cultures for American audiences than would be possible without direct experience. The simple measurement of activities undertaken in the field will provide a necessary baseline for correlative long term study of program effectiveness.

Faculty Research Abroad [CFDA 84.019]

This program provides grants to institutions of higher education to fund faculty to maintain and improve their area studies and language skills by conducting research abroad for periods of 3 to 12 months. Proposals focusing on Western Europe are not eligible. The grant is designed to extend and update existing expertise or allow accomplished faculty to initiate new research broadening the scope of expertise. Grantees are also expected to renew old and establish new professional networks appropriate to their research and region. In a manner analogous to the DDRA, the FRA places grantees directly in the field to explore and analyze all phases of the culture or country in question. While it often creates new expertise, it more often generates more sophisticated insights about a culture that can only come from long-term study of and participation in the life of the foreign country. The quantitative element of measurable activity is equivalent to DDRA, but FRA demonstrates a multiplying effect as evidenced by both the quantity and quality of scholarship produced. Because "comparison" is the primary basis for establishing knowledge, the FRA program provides the grantee with a richly comparative experience that is ultimately cumulative over a career. Because the measure of expertise is quantitatively elusive, most activities will serve as indirect measures of future outcomes that result largely from their combined effect. Enhancing expertise, however, enriches the classroom, produces finer scholarship, and engenders more rational perspectives on the complexities of society, which is more intricately connected across state and cultural boundaries than at any time in previous history. As noted for DDRA, the simple measurement of FRA activities undertaken in the field will provide a necessary baseline for correlative long term study of program effectiveness.

Group Projects Abroad [CFDA 84.021]

This program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty engaged in a common endeavor. Projects may include short-term seminars, curriculum development, group research or study, or advanced intensive language programs. Projects must focus on the humanities, social sciences and languages, and must focus on one or more of the following areas: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), East Central Europe and Eurasia, and the Near East. Applications that propose projects focused on Canada or Western Europe will not be funded. This program supports the creation of more knowledgeable faculty, improves curriculum, and strengthens language expertise for a broad spectrum of educators and students, thereby extending overseas experience to a wide audience, many of them for the first time. Because many of the desired outcomes of this program are directed to institutional changes in curriculum and the increase of language expertise, there is a high correlation between activities undertaken in the field and concrete outcomes. Group research projects focus on a particular problem or issue that yields to collective effort (although the results may not be immediately measurable because of the long time lag for producing research results), but because group projects are by necessity more thoroughly planned, requiring an advanced knowledge by the organizer, anticipated outcomes are easier to predict accurately than in the case of individual research supported by DDRA and FRA. Language proficiency is directly measurable by successful completion of programs and by external and self-evaluation. The most heavily subscribed program focuses on curricular enhancement which directly changes what takes place in the classroom through the creation of new courses, new and revised degree programs, and organizational strategies. Activities for curriculum development projects are thematically focused, and their activities highly variable, including visits to institutions, architectural monuments, government facilities, schools and universities, to different regions of the country, meetings with prominent politicians, authors, and public figures, and so forth. Because the majority of projects center on curriculum, the time frames tend to be shorter and more tightly structured, which in turn produces a more quantifiable dataset for comparing activity to outcome. In each case the results are expected to be disseminated broadly, which multiplies the impact across a broad spectrum of the population in the US.

Seminars Abroad—Bilateral Projects [SA] [CFDA 84.018]

This program provides short-term study/travel seminars abroad for U.S. educators in the social sciences and humanities for the purpose of improving their understanding and knowledge of the people and culture of another country(ies). There are approximately seven to ten seminars with fourteen to sixteen participants in each seminar annually. Seminars are four to six weeks in duration. This program introduces non-specialists to foreign cultures with a mandate to improve curriculum with hands-on experience. High school, community college, college, and university faculty, administrators, and librarians are sought to enrich the educational curriculum and experience at all levels of education in the US. With an overall program more general than the curricular projects of the GPA, in-country Fulbright (or allied agency) staffs determine itineraries to engage a wide range of cultural experiences. Because the applicant pool is generally restricted to non-specialists, advanced preparation is required in the form of predeparture orientations that seek to introduce salient aspects of the culture through readings, films, and oral presentations by area experts. The content of those orientations is immediately and directly measured against the experience of the individual participant in-country. Itineraries routinely include visits to institutions, architectural monuments, government facilities, schools and universities, to different regions of the country, meetings with prominent politicians, authors, and public figures, and so forth. Because of the highly structured regimen of the SA, data collection on daily activities points directly to the anticipated changes in curriculum redesign, which is a requirement of the program. More than any other program among the Fulbright-Hays set, SA can more directly measure outcomes correlating in-country activity to curriculum change and subsequent outreach projects. The outreach dimension of this program vigorously projects grantee experience to

a broad public audience by the sharing of first-hand observations, breaking down some of the many barriers that insulate many Americans from much of the world.

EELIAS System Analysis

Grant Activities Measured

Taskforce Directives. The last meeting of the complete Task Force, program officers of the relevant Fulbright-Hays programs, and EELIAS team members from NFLC took place in September 2001. The following is a summary of those positions [dtd. 09.24.01] and includes strategic objectives, needs statements, performance objectives, and performance indicators. While minor differences remained regarding the wording of strategic objectives, there was unanimity on the performance objectives and performance indicators. Very minor changes were instituted in the process of adapting these indicators to the EELIAS format. What follows is a summary for each program.

Project Data Baselines and Long-Term Analysis. The decision to include the summary of strategic objectives, needs statements, performance objectives, and performance indicators was to provide a measure against which we can see the completeness of the current instruments and to provide a context for them. The taskforce recognized that the current instruments must focus on program data collection at all phases of the grant and immediately after, but are limited by both time and labor constraints not to extend data collection beyond the 90 days following the completion of the grant. Longer-term trend evaluation and qualitative program evaluation both depend heavily on the baselines of data collected by these instruments, and the taskforce explicitly charged the EELIAS team to build instruments that would accomplish this on-going, standardized data collection. In the estimates of the taskforce, long-term analysis will require a completely different approach that will be labor-intensive. That instrument, however, will likely hinge on statistical sampling, rather than comprehensive data collection. The taskforce anticipates that within three years data baselines usable for comparison will start to emerge; within five years the baseline should allow for the initial trend analysis; but a much longer frame of reference will be required for qualitative analysis and a fuller evaluation of program effectiveness.

How to Read the Outlines. Strategic objectives and needs statements have been left unmarked but articulate precisely the motivation for each program. The reader should look to “performance objectives” and “performance indicators” to see what the taskforce charged EELIAS to collect. An asterisk (*) and blue highlight indicates an item not collected by the current instruments, which in every case depends on a labor-intensive tracking of participants beyond the scope of the grant’s allowable collection period. Additional commentarial notes are preceded by “n.b.” and highlighted in red.

n.b. Please note that some subheadings may stand alone, for example 1.a. without the corresponding 1.b. The absence of a second sub-subhead does not indicate missing information. The system was adopted to maintain the consistency of the lists.

Doctoral Dissertation Research Abroad [CFDA 84.022]

DDRA Strategic Objective: *To promote, improve, and develop the study of modern foreign languages and area studies (excluding Western Europe) in the US by providing opportunities to conduct doctoral dissertation research abroad for those scholars who intend to pursue teaching careers, an experience that will deepen the knowledge and develop professional contacts that are necessary to create experts.*

DDRA Performance Objective #1 [Capacity Goal]: Maintain or increase the number and range of modern foreign languages, disciplines, and countries and areas of research.

Need 1: The U.S. needs experts in all world areas. In the U.S., there are insufficient numbers of experts in modern foreign languages and area studies for parts of the world outside of Western Europe.

Performance Indicators:

- 1.a. The number of fellowships awarded by
 - [1] language(s)
 - [2] discipline(s)
 - [3] country(ies)
 - [4] world area(s)

DDRA Performance Objective #2 [Experts Goal, Knowledge Goal]: Assist doctoral candidates in completing dissertations based on research abroad in order to become experts in modern foreign languages and area studies.

Need 2: DDRA is one of the primary mechanisms for developing modern foreign language and area studies experts. The overseas experience produces more highly qualified experts because the doctoral dissertation research is first-hand, and the individual develops linkages with scholars and institutions in the host country or countries.

Performance Indicators:

- *2.a. The number of doctoral degrees awarded to DDRA fellowship recipients within five years of receiving the fellowship [n.b. exceeds time frame and requires tracking of grantees]:
 - [1] language(s)
 - [2] discipline(s)
 - [3] country(ies)
 - [4] world area(s)

2.b. Sharing of research and results

- [1] In host country
 - a. consulting
 - b. conference attendance
 - c. conference organization
 - d. conference presentations
 - e. communications with the media
 - f. public and community presentations
 - g. K-12 presentations
 - h. higher education presentations
 - i. linkages
 - j. other

- *[2] Upon return to the U.S. [n.b. limited collection within time frame, but will importantly include "anticipated" or "plans" for sharing]
 - a. consulting
 - b. conference attendance
 - c. conference organization
 - d. conference presentations

- e. communications with the media
- f. public and community presentations
- g. K-12 presentations
- h. higher education presentations
- i. linkages
- j. other

DDRA Performance Objective # 3 [Experts Goal]: Improve language proficiency of fellows.

Need 3: To become an area studies expert requires language proficiency. Living and conducting research abroad dramatically improves that proficiency.

Performance Indicators:

- 3.a. Assessment of proficiency in language(s)
 - [1] before DDRA
 - [2] after DDRA
- 3.b. Reported language use in-country
 - [1] English
 - [2] target language(s)
 - [3] other language(s)

DDRA Performance Objective #4 [Capacity Goal]: Maintain or increase the number of highly qualified modern foreign language and area studies experts who secure teaching positions.

Need: Educational institutions need highly qualified individuals with extensive overseas research experience to provide training in modern foreign languages and area studies to students.

Performance Indicators:

- *4.a. DDRA fellows placed in teaching positions at IHEs [n.b. limited collection possible within time frame; requires tracking of grantees]:
 - [1] position type [e.g., tenure-track, tenure, non-tenure track--permanent, lecturer or temporary/visiting, part-time, post-doctoral grantee; other]
 - [2] institution [IPEDS list]
 - [3] department(s)
 - [4] discipline(s)
- 4.b. Other placements [e.g. K-12 positions or other sectors]

Faculty Research Abroad [CFDA 84.019]

FRA Strategic Objective: To maintain and improve the study of modern foreign languages and area studies (excluding Western Europe) in the United States, by providing opportunities for faculty members to conduct research abroad.

FRA Performance Objective #1 [Capacity Goal]: Maintain a pool of experts who have had research-abroad experience by providing overseas research opportunities.

Need 1: It is imperative that faculty in modern foreign languages, especially less commonly taught languages, and area studies at U.S. institutions of higher education, maintain and update their expertise.

Performance Indicators:

- 1.a. Fellowships awarded by
 - [1] language(s)
 - [2] discipline(s)
 - [3] country(ies)
 - [4] world area(s)

FRA Performance Objective #2 [Capacity Goal]: Maintain or enhance course and program offerings in a broad range of modern foreign languages and area studies.

Need 2: Education of today's university students must include study of modern foreign languages and area studies provided by highly trained experts.

Performance Indicators:

- 2.a. Curricular enhancement resulting from FRA research
 - [1] creation of new course/s (planned dates to be taught)
 - [2] revision of existing courses (date of first time taught)
 - [3] development or enhancement programs (date of implementation)
 - [4] other

[n.b. there will be additional curricular enhancements beyond time frame that might be anticipated, but may not be reported.]
- 2.b. FRA Fellow Profiles:
 - [1] position [e.g. tenure-track, tenure, non-tenure track--permanent, lecturer or temporary/visiting, part-time, post-doctoral grantee]
 - [2] institution [IPEDS list]
 - [3] department(s)
 - [4] discipline(s)

FRA Performance Objective #3 [Experts Goal, Knowledge Goal]: Assist faculty experts in conducting research abroad in order to develop and disseminate knowledge about modern foreign language and area studies, especially less commonly taught languages.

Need 3: FRA is a key mechanism for maintaining faculty expertise in modern foreign languages, especially less commonly taught languages, and area studies. The overseas experience serves to enhance the quality of this advanced expertise and to extend or develop linkages between scholars and institutions in the U.S. and host country or countries.

Performance Indicators:

[n.b. in each case there will be additional results beyond time frame.]

- 3.a. Publications resulting or expected from FRA research
 - [1] scholarly articles
 - [2] monographs
 - [3] books
 - [4] textbooks
 - [5] other
- 3.b. Technology-based tools resulting or expected from FRA research
 - [1] web-based material delivery
 - [2] CD-ROM
 - [3] video
 - [4] distance learning
 - [5] other
- 3.c. Public and Professional Outreach resulting or expected from FRA research
 - [1] consulting
 - [2] conference attendance
 - [3] conference organization
 - [4] conference presentation
 - [5] communications with the media
 - [6] public and community presentations
 - [7] K-12 presentations
 - [8] higher education presentations

- [9] linkages
- [10] other

FRA Performance Objective # 4 [Experts Goal]: Improve language proficiency of fellows.

Need 4: The language proficiency of experts in modern foreign languages and area studies must be maintained and is best accomplished by conducting research abroad.

Performance Indicators:

- 4.a. Self-assessment of proficiency in language(s)
 - [1] before FRA
 - [2] after FRA
- 4.b. Self-reporting on language use in-country
 - [1] English
 - [2] target language(s)
 - [3] other language(s)

Group Projects Abroad [CFDA 84.021]

GPA Strategic Objective: To promote, improve, and develop the study of modern foreign languages and area studies (excluding Western Europe) in the US, by providing opportunities for faculty, teachers (K-12) and related administrators, and for upper-level undergraduate and graduate students to deepen their knowledge and experience through overseas group projects that focus on research, training, study, and curriculum development.

GPA Performance Objectives #1: (Capacity Goal): Create opportunities for faculty, teachers (K-12), and related administrators, and upper-level undergraduate and graduate students to improve their knowledge and understanding of foreign countries, cultures, and peoples through study and experience abroad.

Need 1: The increasingly interdependent and competitive nature of the world requires that the U.S. create and maintain a general population of educators and students with broad-based awareness of and first-hand experience with foreign cultures and languages.

Performance Indicators:

- 1.a. For each GPA overseas activity:
 - [1] the number of participants
 - [2] the countries visited
 - [3] the weeks spent in each country
 - [4] the number of contact hours devoted to lectures and language study
 - [5] the number of contact hours devoted to official visits/studies
 - [6] the number of contact hours devoted to independent visits
 - [7] the cities and/or regions visited
 - [8] the significant sites visited
 - [9] the cultural activities experienced
 - [10] other

GPA Performance Objective #2: (Capacity and Citizenry Goal): Maintain and improve the quantity and quality of instruction in modern foreign cultures and world areas by incorporating the knowledge gained from the in-country experience into all levels of the K-12 and higher education curriculum.

Need 2: To ensure reliable and current representation of other cultures and countries, there is an ongoing need to update and expand curricula by incorporating the knowledge gained from first-hand experience outside the U.S.

Performance Indicators:

[n.b. in each case there will be additional results beyond time frame.]

- 2.a. Publications resulting or anticipated from GPA research
 - [1] scholarly articles
 - [2] monographs
 - [3] books (planned)
 - [4] textbooks (planned)
 - [5] other
- 2.b. Curricular enhancement resulting from or anticipated by GPA research
 - [1] creation of new course/s (planned or actual dates introduced)
 - [2] revision of existing courses (date of first time taught)
 - [3] development or enhancement of programs (date of implementation)
 - [4] other enhancements
- 2.c. Technology based tools and distance learning resulting from or anticipated by GPA research
 - [1] web-based material
 - [2] CD-ROM
 - [3] video
 - [4] other

GPA Performance Objective #3: (Capacity Goal): Maintain and improve the proficiency of future experts in foreign languages, especially less commonly taught languages, and area studies.

Need 3: In an increasingly interdependent and competitive world, the country must train language and area studies experts with a depth of knowledge and proficiency that is gained only by first-hand experience and training overseas.

Performance Indicators:

- 3.a. Assessment of language(s) proficiency:
 - [1] before intensive language study [entrance]
 - [2] after intensive language study [exit]

GPA Performance Objective #4: (Citizenry Goal): Improve the public's understanding of foreign countries, cultures, and peoples by sharing knowledge gained through the first-hand overseas experience of program participants.

Need 4: Foreign countries and cultures play an increasingly large role in the daily lives of U.S. citizens. Therefore, knowledge and understanding of foreign cultures, countries, and peoples must be disseminated by those who have had first-hand experience overseas.

Performance Indicators:

[n.b. in each case there will be additional results beyond time frame.]

- 4.a. Public and Professional Activities/Outreach resulting from or anticipated by GPA-sponsored research and foreign visitation.
 - [1] consulting
 - [2] conference attendance
 - [3] conference organization
 - [4] conference presentation
 - [5] communications with the media
 - [6] public and community presentations
 - [7] K-12 presentations
 - [8] higher education presentations

- [9] linkages
- [10] other

Seminars Abroad—Bilateral Projects [SA] [CFDA 84.018]

SA Strategic Objective: To promote, improve, and develop the study of foreign countries, cultures and peoples (excluding Western Europe) by providing opportunities for educators (elementary, secondary, and higher education teachers, students and related administrators, museum educators as well as media, resource, and curriculum specialists) to gain their experience and knowledge through overseas group study.

SA Performance Objective #1 (Capacity Goal): Create or maintain the overseas opportunities for U.S. educators in humanities, foreign language, and area/social studies to enhance their understanding of foreign cultures.

Need 1: In an increasingly interdependent and competitive world, it is imperative for all U.S. educators to increase their knowledge and understanding of foreign cultures, countries, and peoples in order to prepare students better for responsible citizenship.

Performance Indicators:

1.a. For each overseas program:

- [1] the number of participants
- [2] the countries visited
- [3] the weeks spent in each country
- [4] the number of contact hours devoted to lectures
- [5] the number of contact hours devoted to official visits
- [6] the number of contact hours devoted to independent activities
- [7] the cities/regions visited
- [8] the significant sites visited
- [9] the cultural activities experienced
- [10] other

SA Performance Objective #2 (Capacity Goal, Citizenry Goal): Improve the quality of the curriculum by incorporating first-hand overseas experience into K-12 and higher education instruction.

Need 2: Educational programs in the U.S. should reflect the realities of the changing global conditions and represent foreign countries, cultures, and peoples reliably and accurately. Therefore, the overseas experiences provided under this program must be translated into concrete curricular changes.

Performance Indicators:

[n.b. in many cases there will be unanticipated value-added results.]

2.a. the planned curricular changes

- [1] new or revised course changes
- [2] new or revised curricular changes

2.b. The planned timeline for implementation of curricular changes

- [1] semesters
- [2] years

2.c. The types of new materials planned or developed

- [1] audio-visual
- [2] video
- [3] technology/multimedia
- [4] print
- [5] other

SA Performance Objective #3 (Citizenry Goal): Foster the development of and increase the dissemination of community knowledge about foreign country, cultures and peoples.

Need 3: U.S. citizens need knowledge and understanding of foreign countries and cultures in order to make informed political, social, and educational decisions in an increasingly interdependent and competitive world.

Performance Indicators:

3.a. SA recipient profile:

[1] teaching position [e.g., elementary, middle, high school, public, private, tenured, tenure-tracked, non-tenure tracked, permanent (lecturer), temporary/visiting, part-time]

[2] teaching level(s): [e.g. (1) K-12--elementary, middle, high school, public, private; school name--OR (2) Higher Education (IPEDS list)]

[3] prior training abroad

3.b. Dissemination plans

[n.b. in each case there will be additional results beyond time frame.]

[1] consulting

[2] conference attendance

[3] conference organization

[4] conference presentations

[5] communications with the media

[6] public and community presentations

[7] K-12 presentations

[8] higher education presentations

[9] linkages

[10] other

SA Performance Objective #4 (Experts Goal): Maintain or increase the number of non-Western European countries served by the SA program.

Need 4: Current capacity for overseas experience for educators is insufficient with regard to full coverage of countries.

Performance Indicator:

4.a. the countries visited

Observations of EELIAS System

General Observations Applicable to All Program Instruments

Data Collection Requests. When Taskforce III drew up its Directive [reproduced verbatim in "Grant Activities Measured," starting on p. 8], an inordinate amount of time was spent trying to determine what kinds of data could be marshaled to evaluate the effectiveness of the program and what among those data could reasonably and accurately be collected. After determining feasibility of collection for each data set, an explicit and detailed list was formulated for each program. When all four programs were assembled, the lists were codified and made uniform wherever possible. The diligence paid off. The detail and explicitness of this uniform collection enabled EELIAS to standardize many of the data-input screens across the instruments. All requested data sets for all four programs are included in the instrument with one exception.

90-Day Reporting Limitation. The one exception to Taskforce III Directive involved data that fell beyond the 90 day window for reporting at the end of the grant period. Each of these instruments is constrained to limit data collection to no longer than the 90 day period as mandated by U.S. Department of Education regulations. Desired data sets that fall beyond that 90 day reporting limitation will in every case require a different collection methodology and much larger time frames to provide analyzable data. The Taskforce concluded that such data collection would be impossible in combination with a grant management tool and EELIAS has heeded that determination.

Management Tools. When Taskforce III drew up its Directive, IEGPS program officers for the affected programs simultaneously worked closely with the Taskforce and with EELIAS to incorporate a host of grant management tools. This strategy avoids unnecessary duplication for the grantee, who is asked only once for detailed information regarding his or her project, while at the same time enables administrators on campuses, in-country, and IEGPS staff to monitor activity in a timely fashion. Much discussion was given to determine what management features were common to the four programs and what was unique about each one. Following the same process we adopted for standardizing performance indicators, management tools (e.g., budget, visa approvals, travel itineraries, and so forth) were replicated wherever possible across the instruments. The result is a remarkably uniform set of management aids that will enable the IEGPS program officers and staff to move seamlessly from instrument to instrument when they are required to work with other programs. This, too, was successfully carried out by EELIAS staff, giving the instruments a common look and feel.

Web Accessibility Compliance. It would appear that the site generally conforms to the guidelines provided by the Web Accessibility Initiative of the World Wide Web Consortium (W3C). With page layout generally conforming and consistent, and with most data queries and information provided vertically on the screen, mechanical page readers will have an easier time decoding the text. The directions are straightforward and avoid the use of "context-specific" commands (e.g., activate red button). Navigation through the page is perhaps a little more mouse-dependent than would be desirable, preference in WAI given to tabs for moving from item to item. No tags produce screen flicker (e.g., using Java script or Flash), so the program is unlikely to initiate seizures or other unintended consequences for users. There are, however, no special features indicated for the visually impaired. Overall—and without testing the pages with a reader—the site appears to be generally level one compliant.

Doctoral Dissertation Research Abroad [CFDA 84.022]

With the express goal of producing specialists in language and area studies in all world areas, the statistical enumeration of languages, disciplines, countries, and world areas will demonstrate over time the broad effectiveness of the program. The dissemination of research results can be easily

predicted from the data sets. Consequently, the instrument collects usable data for all four performance objectives noted above.

There are, however two areas where this instrument is constrained and cannot provide the requested data and both are the result of data collection that requires individual tracking beyond the 90 reporting period: [1] for Performance Objective no. 2, how many degrees are actually granted to grant recipients within a five year period and in what languages, disciplines, countries, world areas; and [2] for Performance Objective no. 4, the instrument cannot determine where DDRA fellows are placed in teaching positions in higher education or in other forms of service, such as government.

Overall assessment of the instrument in meeting data collection request is very good.

Faculty Research Abroad [CFDA 84.019]

With the express goal of maintaining and improving expertise in modern foreign languages and areas studies among faculty, like the DDRA results, the statistical enumeration of languages, disciplines, countries, and world areas will demonstrate the broad effectiveness of the program. Data collection for all four Performance Objectives noted above are met.

Two minor exceptions of a value-added nature should be noted. [1] In Performance Objective no. 2, there will routinely be unforeseen additional enhancements to curriculum and instruction that can only be reported in retrospect, long after the grant has expired. [2] In Performance Objective no. 3, a similar effect will be noticed in delivering results of research in publications, in technology-based delivery systems, and public service and outreach performance. Many faculty will draw on the research experience from FRA for years, indeed decades, after the completion of the grant, creating a long-term multiplication of positive value that will be impossible to measure.

Overall assessment of the instrument in meeting data collection request is excellent.

Group Projects Abroad [CFDA 84.021]

This is the most varied of the programs in the Fulbright-Hays suite and in some respects presents the greatest challenges to uniform data collection. Drawing from the standardized lists of the other programs, the collection instrument allows the user to access appropriate screens while ignoring those that do not apply.

With the express goal of improving and developing area studies for a broad range of faculty, teachers, and administrators, the primary emphasis is on study in-country. Consequently, data collection focuses on quantifiable exposure to the foreign country, its institutions, cultural sites, cities and regions, and other cultural activities. Usable data are collected for all four Performance Objectives. Simple statistical enumeration will demonstrate the broad reach of the program. Progress can be easily measured by the more specialized language training through external and self-evaluation. As a result of the more heavily structured and preplanned activities of curricular projects, data collection on anticipated outcomes will more closely approximate actual follow-on performance than would be possible in the more nebulous DDRA and FRA programs, which look to create and deepen expertise.

The only exceptions to the accuracy of the data collection again involves the value-added long-term result of unanticipated curricular and research gains germane to Performance Objective no. 2, and unanticipated public and outreach performance relevant to Performance Objective no. 4.

Overall assessment of the instrument in meeting data collection request is excellent.

Seminars Abroad—Bilateral Projects [SA] [CFDA 84.018]

With the express purpose of introducing foreign cultures to non-specialist educators at all levels (including elementary, secondary, and higher education teachers, students, and administrators, museum educators, media, resource, and curriculum specialists), the primary emphasis, as it is in GPA, is on collection of data regarding study in-country. Consequently, quantifiable exposure to the foreign country, its institutions, cultural sites, cities and regions, and other cultural activities are easily enumerated in this data set to demonstrate the broad effect of the program. Usable data are collected for all four Performance Objectives in a manner again similar to GPA.

In a replication of the exceptions noted for GPA, the accuracy of the data collection again involves the value-added long-term result of unanticipated curricular and research gains germane to Performance Objective no. 2, and unanticipated public and outreach performance relevant to Performance Objective no. 3.

This instrument has two additional features not necessary in any of the other programs: [1] the reporting for the Predeparture Orientation, the small workshop that precedes travel to the host country; [2] the host-country management site for the Fulbright Commission or its functional equivalent. In both instances budget information is solicited for management, and program or itinerary information for basic assessment of cultural coverage. The grantee, however, utilizes and evaluates both, providing a unique perspective on the effectiveness of the planning and execution. The quality of the grantees' final curricular and outreach results are potentially dramatically affected by these other institutional leads; hence, the need to cross-check performance. While it remains to be seen how integrated these two features will seem to the users, the program officers should be able to utilize the results in very effective ways for future planning.

The PDO reporting and in-country reporting sections of the instrument, however, need further refinement (as noted below). Particularly the self-evaluation of the PDO that currently is included appears to be gratuitous, that information better determined by users than presenters. The budget section likewise needs clarifications (again noted below). Finally, the detailed itinerary provided by the in-country Fulbright Commission or functional equivalent seems unnecessarily duplicated by the individual fellows, all of whom must follow the same basic study tour.

Because of the anomalies created by these two primarily management features of PDO and in-country reporting (found nowhere else among the programs), the overall assessment of the instrument in meeting data collection request is good; but the core of the data collection for program evaluation purposes is very good.

Recommendations

Recommendations Applicable to All Program Instruments

Site Map: It would be useful to augment the top page with [1] a site map or at least index, so that the user knows the full extent of what is coming, and [2] clearer indication of the program identification (e.g., the P.I. statement is confusing if you are the grantee).

Uniformity of Reporting Formats: The uniformity of reporting is lauded, although it is not carried through completely (at last examination, however, the screens were very close).

Project Identification Address: Work address asks for street. If this information is for mailing purposes, then what you need to ask for is a mailing address. For example, a university street address may not be the mailing address (post office box). Also, a mailing address should include not only street but also organization (i.e. name of university), school, department, room number, etc. Home institution is asked for a few lines later but does not seem to be a part of mailing address information.

- n.b.: this recommendation applies to all the programs in EELIAS. See "Additional Information" screen for SA—this might be a good model for the address.
- Suggestion: Add "contact information for emergency."

Travel and Budget Java Script: There seem to be inconsistencies throughout all of the programs in the way numbers and dates are handled, the use of commas or other delimiters in the numbers, the non-confirmation from different parts of the same budgets, and a problem with backspacing or eliminating mistyped numbers, and so forth. We highly recommend a thorough examination of the workings of each of those sections. Much the same holds for the travel approval sections.

Save and Continue: It would be very helpful if the user could save at any given moment partial information and then return.

Previous Grants: Previous Title VI or Fulbright-Hays grants. If yes, please specify. Specify what? What information do you need? Suggestions: name of grant, title of topic or focus, date, at minimum. Please be specific about what you want the person to specify.

Language Infelicities in FAQ's: This section would benefit in all cases from a good edit by a professional editor. There are numerous typographical errors, grammatical inconsistencies, and downright mistakes. Using active voice would help enormously. Specific items have been mentioned as they came to the notice of reviewers in different sections.

E-mail or email: Is it "e-mail" or "email"? Please decide consistent use.

General Notable and Helpful Features: The following features are applicable throughout.

- Printer friendly version of report generally does work well (one exception noted).
- Prompts are generally clear.
- Order of material presented is generally very clear and follows logically.
- Text boxes all worked appropriately and seem to be of reasonable length.
- Where used, the making the language self-evaluation conform to FLAS self-evaluation is smart.
- And the entire set of instruments seems to gather the data indicated in the previous section, with the exception of long-term data noted above.

Doctoral Dissertation Research Abroad [CFDA 84.022]

EELIAS Screens: DDRA Director

Good or Notable Features:

- Update function works very well.
- Error messages in Travel Approval Requests were useful, although the missing items were not always immediately obvious (and if there was more than one missing, only one seemed to get flagged).

Technical problems and omissions:

- Random entering of information and submitting found a problem with Manage Fellows: Travel Information screen: none of the “drop downs” for country of research work.
- Manage Fellows: Travel Approval - date (not data) entry problems never disappeared; use of dash, period, backslash, etc. inconsistent; use of full year date inconsistent.
- Commas were not allowed when entering numbers in “Participation in International Travel.”
- Suggestion: The Travel Approval Request itinerary (leg 1, leg 2, etc.) should probably start with a single outbound and a single inbound flight, then as additional flight legs are needed, a simple request for “next leg” would produce the box. Several of us found it very awkward to navigate through the presence of multiple blank boxes.
- Suggestion: Clarify the relationship of the parts of Research Involving Human Subjects.
- Suggestion: Notify Fellows was straightforward and easy; but when it asks “notified?”, does that “yes” indicate that the email did not bounce back? Or does it simply mean it was sent?

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Travel information: The prose is ponderous and awkward.
- Instructions page(s) for Project Identification, Manage Fellows, View Reports: Manage Fellows, Travel Approval Requests: second paragraph, typo: “inn” should be “in”.
- Manage Fellows-Create Fellow Records: A very small error in the directions: no comma (,) after fellow.
- Suggestion: Contact us includes awkward phrasing: “For questions regarding.... How about “If you have questions regarding your grant, need to request an extension, or would like more information. . . .”
- FAQ's: “Does a report need to be entered and completed all at once? Comma (,) needed after “at any time.” When is a report due? “A report due by the due date” is awkward phrasing.

EELIAS Screens: DDRA Fellow

Good or Notable Features:

- Multi-select using control keys does work in “Narratives: Advice for Future Fellows.”
- Multi-select using control keys does work in “Project Data: Program Announcement” in wheel.
- Navigation generally very clear and all URLs are active.

Technical problems and omissions:

- Suggestion: Have you previously had Title VI or Fulbright-Hays grants? If yes, please specify. This information is missing here and it is possible that a DDRA fellow could have had prior grants.
- Suggestion: Name of home institution, phone numbers.
- Suggestion: Include emergency contact information.
- The budget in “Participation in International Travel” did not link/fill automatically with the “Budget” page. Because they ask slightly different information, the budget does not automatically have to rectify, but it would be nice if the numbers at least filled in (it will help avoid inconsistencies and also avoid having to go back to the other page to look).

- Foreign Language Self-Evaluation - language “select one” does not always work or works incompletely.

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Create/Edit Reports: Research Results: “Discuss the result of your research”; should be “results.”
- Adjustments to Project: “reprogrammed”?
- Project Overview: last box - “Comments”; not clear on what.
- Foreign Language Self-Evaluation: Writing (option 5) - “inmost” should be “in most.”
- Foreign Language Self-Evaluation: Writing (option 5) - “use the language” (not “user”)
- Actual Budget: International Travel and Baggage - “Other: (if other selected above)—used throughout section; confusing language and punctuation.
- Actual Budget: “dependent” is misspelled (currently: dependant) - please check throughout.
- Actual Budget: Do you mean “dependent’s” or “dependents”
- Suggestion: Program Announcement: there is awkward wording - IEGPS is interested “as to how” you learned . . . ; probably better to say something like “IEGPS is interested to know how . . . ” or “IEGPS is interested in how you learned ...”

Faculty Research Abroad [CFDA 84.019]

EELIAS Screens: FRA Director

Good or Notable Features:

- Information will allow administrator to check and control at a glance any given fellow.
- Detailed travel information is good to ensure “Fly America.”
- Contact Us information works fine.
- Hyperlinks seem to work okay.
- URLs for external sites are correct and active.

Technical problems and omissions:

- Help: Project Identification - “DDRA” should be “FRA.”
- There are no “specific directions” appended. Are these to be appended later?
- Many of same problems of address, work address, home information, emergency contact information, etc. See DDRA above.
- Suggestion: Travel Approval Requests: Consider using drop-downs for name/s of air carriers here and throughout EELIAS. While an exhaustive list of airlines is not possible (the “other” category would certainly get use for many countries), it would make the flights in and out of the US a lot easier to designate consistently, because there are a finite number of American airlines operating and/or with allowable code-share.
- Travel Approval Requests: Is there any reason to request flight numbers? or is it sufficient to have the airline and date?
- Travel Approval Requests: Again drop downs for countries do not work.
- Travel Approval Requests: Departure dates are quirky, sometimes fill in automatically and sometimes they do not.
- Travel Approval Requests: Sometimes difficult or impossible to back space; must highlight and delete the entire entry.
- Suggestion: Travel Approval Requests: When choosing a state in the US, USA ought to be filled in the country blank automatically without having to rotate through the wheel; and its placement on the wheel ought to be first (not alphabetical, which unnecessarily slows down the user).
- View Report: printer-friendly version did not work; it simply returned to previous page.

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Many of the same problems in DDRA Director, especially since much of it seems to have been cut and pasted.

EELIAS Screens: FRA Fellow

Good or Notable Features:

- Same good features of DDRA fellow.

Technical problems and omissions:

- Suggestion: Project identification information should be amended in accord with notes for DDRA.
- Suggestion: Country of Research should be a required field.
- Suggestion: Dissemination of information - Publication is a type of dissemination, so why two categories? Should they be two parts of the same entry?
- Project Overview: Save/Save Continue sent the user back to the Log-In page

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Apparent confusion when the report page indicates FRA Director as PI
- Create/Edit Reports: Project Support - "Kind and quality"
- Help: Participation in International Travel - purposes "of" travel or "for" travel?
- Suggestion: Research Results: Discuss the "results" (plural, not singular") of your research.

Group Projects Abroad [CFDA 84.02 1]

EELIAS Screens: GPA Director

Good or Notable Features:

- Administrator will have a good sense of what happened and how well it went at every level of operations.
- The extensive Java fields that require information before allowing the administrator to continue are both annoying to the user, but ultimately extremely useful, indeed necessary.

Technical problems and omissions:

- Even though the Java fields require information, it is possible to skip to the next part of the report without saving information; and it isn't clear if partial information can be saved.
- Suggestion: Project Overview: Types of Participants. K-12 teachers are also faculty, so perhaps change language to reflect that; make Faculty selection "Post-Secondary Faculty" or something along those lines.
- Suggestion: Publications and Outreach sections - Perhaps indicate that the goals of the four different GPA programs make such a comprehensive list necessary, especially because they cater to such different groups.
- Suggestion: Funding: Federal Funding might profitably indicate what type.
- Suggestion: Funding: Non-Federal Funding might profitably also include an "other" category for such things as corporate gifts, and other sources apart from school-district, institution, and non-profit (which is normally called not-for-profit).
- Suggestion: Indicate where the Predeparture Orientation took place (at which institution).
- Suggestion: Indicate evaluation of print and other materials supplied by or recommended by PDO staff prior to the actual PDO. Right now there is no indicator to that effect except "appropriateness of the delivery of information" - but that issue comes first.

- Dates on Outreach Activities not clear, especially since this report will have to be submitted long before most participants really process the experience sufficiently to share it.
- Manage Participants - after notification message sent, notification screen stays in place. Does a "yes" indicate that the email actually went out and did not return, or just that it went out?
- There seems to be no place to indicate what kind of GPA the director was managing; because there are four types, it should be clearly marked.

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Help: Orientation(s) - "more than one country "were" involved"; should be "was"
- Help: Publications: This is awful prose and filled with mistakes. "to disseminate of your project" (?); "specify that media" (?), should be either "those media" or "that medium."
- Help: Outreach Activities: also very awkward English.
- Suggestion: Manage Participants - Create/edit participant record: Several reviewers prefer consistency on the use of "Participant's" Report vs. "Participants' Reports" vs. "Participant Report/s." The primary concern is to have it reviewed and then be consistent.
- Help: Publications: "that media" (noted throughout the instruments).

EELIAS Screens: GPA Participant

Good or Notable Features:

- This is a very flexible set of screens to allow for the huge variety of GPA programs without having to create all new screens for each of the four phases of the program.

Technical problems and omissions:

- Please note that several of us were unable to edit the report because it had already been submitted, but then were unable to create a new report, presumably because this is designed for a single user. Consequently, we cannot determine if the features, such as travel information, etc. hold in the same way they have for the other programs utilizing similar information.
- There does not seem to be any indicator in the initial stages for the user to choose which type of GPA he or she had. Because there are four types, that information would seem to be appropriate, both here and in the GPA director's report.
- Indicate clearly that many GPA participants will not need the language self-evaluation section, but that some will (especially those for Japan). But since one of the GPA's four programs is directed primarily at language acquisition, this is clearly essential information, but should be marked so that the participant is in no way misled or confused about its appropriateness.

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Is there a reason that GPA participants are not called "participants"? Some of them are, several of us agree, especially in the language programs and in the group research category.
- Help: Orientations - see GPA Director above.
- Help: Publications - see GPA Director above.
- FAQ's: "How can a Report be Submitted?" This section is extremely difficult to follow. Direct active English works much better. So, how about something like this (very quickly composed): "A grantee submits his or her report by first choosing "Submit Report" from the menu; the report will appear on screen when selected; after review, click "submit" at the bottom of the report. A pop-up message will confirm that the user really intends this action because the report can no longer be modified once submitted.

- FAQ's: "Create/Edit Reports - "Can I cut and paste text from a word processing application? - Rewrite the first sentence here.

Seminars Abroad—Bilateral Projects [SA] [CFDA 84.018]

EELIAS Screens: SA Overseas Agency

Good or Notable Features:

- This will give the in-country administrator a nearly total picture of what transpired and should help to pinpoint areas that were deficient and/or successful, beyond the normal evaluation.
- This instrument will force the various staffs to evaluate and track to a degree one might guess is not currently the norm.
- This instrument will provide a wonderful measure against the individual reports provided by participants.

Technical problems and omissions:

- Again, Project Identification should include home institution, and other concerns about work address, mailing address, emergency contact, etc., as noted previously.
- The Orientation Evaluation information differs from that provided for GPA, but they should be measuring the same thing. This one has drop downs to standardize responses.
- Is not clear if Orientation Evaluation is to be a summary of everything the individuals said, or if it is the evaluation of the Fulbright staff who attended. That should be made clear.
- Suggestion: It will be very difficult to squeeze the names of the presenters and the titles of their presentations into 250 characters. At least 750-1000 should be made available. And perhaps an attachment of the actual program, if available in PDF or Word.
- Suggestion: In Country Activities - Should add no. 8: Other: hours spent in other activities (you might even specify what type, such as debriefings, discussions, etc.).
- Participation in International Travel from US: Type of Participant" and "Purpose of Travel" drop downs do not offer any choices. Only possible answer is "other."
- Suggestion: Evaluation of In-Country Experience - You might add a section to allow for recommendations for future programs; this would likewise apply to individual participants. The reason for adding this here is because it might otherwise go unnoticed in the General Comments section and that is an area where redundancy is not necessarily a bad thing.

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Create/Edit Reports: Itinerary - double-check use of "participants'" to make certain plural is what you want.
- Spelling: "in-Country Itinerary" should be "Itinerary."
- Suggestion: In-Country Activities: "All fields except 'comments' are required" - might try to mark this a little more clearly; the asterisk is small and doesn't really jump out, and so could lead one to skip a required input. Perhaps throughout the four instruments the "required" marker might be highlighted somehow.
- Help: Narratives - "and then past into this form" should read "paste."
- Help: Orientation Evaluation - "one country were involved" should be "was."
- Help: Requested Budget - Insert space between "abroad." and "An Excel."
- Help: Requested Budget - "An Excel" should probably be "An Excel Spreadsheet."
- Help: Actual Budget - ditto.
- View Participant Reports - again decide on plural or singular for participant.

EELIAS Screen: SA Domestic Institution

Good or Notable Features:

- This formalizes the institutional commitment and execution of the Predeparture Orientation that currently is a very informal arrangement between the Fulbright Commission in-country and the institution, brokered by the program officer.

Technical problems and omissions:

- Suggestion: The budget section should include funds from the appropriate Fulbright Commission; but they should *not* be labeled “federal funds” because that invokes a series of control and reporting mechanisms that this program does not require, i.e., it isn’t in the regulations, and it is possible (although highly unlikely) that non-Fulbright funds could be used.
- Suggestion: The “other” categories in the budgets should be multiple for multiple sources and multiple other expenses.
- Suggestion: You should probably check to see if IEGPS allows for “honoraria.” Several of us seem to recall that “professional service fee” is the standard nomenclature, not honorarium.
- Suggestion: Put the proposed and actual budgets be on the same spreadsheet/screen for easier comparison.
- Orientation Evaluation: not clear if this is a summary of audience or provider comments. How does the provider evaluate his or her own program? When I (tks) ran one nearly everything was Excellent, naturally (even though I knew it was not perfect).
- Suggestion: Help: Actual Budget - Are you absolutely certain you want the overseas administration for the seminar and IEGPS to be able to view this budget? This budget is negotiated at a fixed rate and the funds are to be spent as the host institution sees fit; it is a “package” or “fixed” contract (even though that is not what IEGPS calls it). This guideline invites a kind of oversight that is not in the regulations. We strongly suggest you double-check with the program officers to determine if this language is appropriate and/or the sharing of the information. The point here is not to keep public information from being examined, but incorporating into an official instrument examination that is not warranted by the regulations, thereby creating a new regulation without IEGPS approval.

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- “Projected Budget: Budget” and “Actual Budget: Budget” - why not just “Projected Budget” and “Actual Budget”?
- Help: Update User Account - “the next time your logon to the account” should read “you log on to your account”

EELIAS Screen: SA Participant

Good or Notable Features:

- HELP: The paragraph on “narratives” here is the best of the set found in these instruments. Should it be used in all sections?
- The Orientations Evaluation might well be adopted for GPA. The form is better and the information clearer.

Technical problems and omissions:

- Suggestion: Project Data: Publications, Outreach Activities, Curricular Project: In the opinion of one reviewer (but not noted by the other two), this entire section may well need considerable revision. The minority opinion recommends that the staff go back to goals and intent of SA and to notes on our group discussions of all this. The primary result in terms of impact is expected to be in the curricular area. Even this implies more than an individual's own

classroom teaching—can include school and system wide changes and adoption, etc. This is followed by outreach: professional (in-service, conferences, demonstrations, resource/consulting, and much more); and community (newspapers, PTAs, community organizations, and more). Publications are important but the way this is set up now it takes on a primary significance at the expense of the other two results areas. Also, only title and description are required; perhaps should require type, discipline, etc. While the uniformity of reporting with the other programs is laudable, the one reviewer was not certain it makes as much sense for this program because the goals are so different (save the curricular portion of GPA).

- Suggestion: As suggested for DDRA and FRA fellow, be sure participants answer specific questions about previous Title VI and Fulbright-Hays grants.
- Suggestion: Foreign Language Self-Evaluation - Except for Japanese (?), foreign language acquisition is not a goal of Seminars Abroad. However we all recognize that it will be useful to see if those who know some foreign language have their skills improved. So perhaps it should be clarified in the directions that this may well not apply.
- Extensive information (additional contact information) is asked for. None of the Additional information is "required." Maybe it should be: i.e., home or contact address, emergency contact as previously noted? This is a good example to use for DDRA and FRA. I didn't see such screens for DDRA and FRA.
- Suggestion: Project Identification: Additional Contact Information - Gender, Age, Ethnicity is solicited. No other program is soliciting that information. Please verify that this is important and legal because generally in universities this information is solicited anonymously, and it cannot be anonymous in a report that is sent in by a named fellow.
- Suggestion: SA (and GPA) asks for lots of information about Education and Professional Experience of participants. Shouldn't the same information be sought from DDRA and FRA fellows?
- Suggestion: For SA participants, under "Professional Experience" you might better know what the current professional position is, since the curricular project, the primary activity post-seminar, should be connected to that position. The phrase "taught" might convey past experience but not necessarily current position. We all know what is meant, but the person doing the reporting may not. Since many SA participants are K-12 teachers, administrators and other staff, important data to collect might include: name of school, school district and whether the school is public or private/parochial. None of this is asked.
- Suggestion: Evaluation of In-Country Experience: allow for comments related to recommendation for future seminars. This could also redundantly be a part of the General comments category—i.e. General Comments, including recommendations for future seminars. Although it says this in the instructions, I suggest you call for this up front, on the screen itself.

Errors: Typos, mistakes, grammatical infelicities, and awkward English:

- Project Identification - there is no box for e-mail address even though it is required.
- Project Identification - there is no box or pull-down list for home institution; it should be noted that a fellow may change institutions between the time of applying and the time of reporting.
- Create/Edit Reports: Evaluation of In-Country Experience, Category 7: complete statement - "mi" at the end?
- Evaluation of Host Country Orientation - "one country were Involved" as previously noted.
- Publications: "that media" should be "that medium" or "those media" as previously noted.
- Very minor correction: menu item language should match language in the title of that page when pulled up. Under Narratives, "In-Country Experience" should be the title of the actual screen. Now it says "Experience in Host Countries."

Notes

Testing

The testing of these screens was performed under a variety of conditions, including:

- Several different Apples (G-3, G-4, G-5) and several Windows-based platforms of different makes.
- We used ultra high-speed T-1 lines on institutional campuses, DSL lines from residences, cyber-café lines and other institutional lines from overseas, and conventional modems over regular phone lines at varying speeds.
- Both Netscape and Internet Explorer browsers were tested. Unfortunately, the most recent Internet Explorer version for Apple platforms (running OSX) is 5.2.3 and did not work at all.
- Significantly, the new Apple Safari browser worked beautifully on G-3, G-4, and G-5 platforms, and was as fast as or faster than Netscape on the Mac.

Recommendations

The appendix indicates NFLC responses to the Task Force recommendations for each instrument.

Works Used (Not necessarily cited)

IEGPS website:

<http://mirror.eschina.bnu.edu.cn/Mirror/ed.gov/www.ed.gov/offices/OPE/HEP/iegps/>

For WAI:

Web Accessibility Initiative (WAI) from W3C <http://www.w3.org/WAI/> ; and checklist for complete instructions <http://www.w3.org/TR/WCAG10/full-checklist.html>.

Designing for the Color-Challenged: A Challenge

http://www.InternetTG.org/newsletter/mar99/accessibility_color_challenged.html

Federal Information Technology Accessibility Initiative <http://www.section508.gov/>.

Web Monkey <http://hotwired.lycos.com/webmonkey/97/11/index4a.html> ,

http://hotwired.lycos.com/webmonkey/design/site_building/tutorials/tutorial5.html.

Appendix: NFLC Responses to Task Force Recommendations

Below are NFLC responses to the Task Force recommendations. “Yes” indicates that the change was made to the system; “No” indicates the reasons why the change was not made. The table follows the same order as the “Recommendations” section.

<ul style="list-style-type: none"> • Program and User 	<ul style="list-style-type: none"> • Recommendation 	<ul style="list-style-type: none"> • NFLC Responses
<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Site Map: It would be useful to augment the top page with [1] a site map or at least index, so that the user knows the full extent of what is coming, and [2] clearer indication of the program identification (e.g., the P.I. statement is confusing if you are the grantee). 	<ul style="list-style-type: none"> • NO: NFLC did not change this since it would add further navigation to the instrument.
<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Uniformity of Reporting Formats: The uniformity of reporting is lauded, although it is not carried through completely (at last examination, however, the screens were very close). 	<ul style="list-style-type: none"> • YES: NFLC upgraded the consistency of screens across programs. • •

<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Project Identification Address: Work address asks for street. If this information is for mailing purposes, then what you need to ask for is a mailing address. For example, a university street address may not be the mailing address (post office box). Also, a mailing address should include not only street but also organization (i.e., name of university), school, department, room number, etc. Home institution is asked for a few lines later but does not seem to be a part of mailing address information. • Suggestion: Add “contact information for emergency.” 	<ul style="list-style-type: none"> • NO: NFLC did not change this since the project identification address should be the contact information for the project director or fellow.
<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Project Identification Address: See “Additional Information” screen for SA—this might be a good model for the address 	<ul style="list-style-type: none"> • NO: NFLC did not add this screen to other instruments since only the SA program officer requested it.

<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Project Identification Address: <u>Suggestion:</u> Add “contact information for emergency.” 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS only requested project identification contact information.
<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Travel and Budget Java Script: There seem to be inconsistencies throughout all of the programs in the way numbers and dates are handled, the use of commas or other delimiters in the numbers, the non-confirmation from different parts of the same budgets, and a problem with backspacing or eliminating mistyped numbers, and so forth. We highly recommend a thorough examination of the workings of each of those sections. Much the same holds for the travel approval sections. 	<ul style="list-style-type: none"> • YES: NFLC revised this to be consistent in data entry and error messages on international travel records, budget and travel approval requests for DDRA and FRA programs.

<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Save and Continue: It would be very helpful if the user could save at any given moment partial information and then return. 	<ul style="list-style-type: none"> • NO: NFLC did not change this feature—records can be saved only if data are entered in all required fields.
<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Previous Grants: Previous Title VI or Fulbright-Hays grants. If yes, please specify. Specify what? What information do you need? Suggestions: name of grant, title of topic or focus, date, at minimum. Please be specific about what you want the person to specify. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions to enter the name and dates of the previous grants.

<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • Language Infelicities in FAQ's: This section would benefit in all cases from a good edit by a professional editor. There are numerous typographical errors, grammatical inconsistencies, and downright mistakes. Using active voice would help enormously. Specific items have been mentioned as they came to the notice of reviewers in different sections. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions.
<ul style="list-style-type: none"> • ALL 	<ul style="list-style-type: none"> • E-mail or email: Is it “e-mail” or “email”? Please decide consistent use. 	<ul style="list-style-type: none"> • YES: NFLC reviewed that “email” is used throughout the instrument.
<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Random entering of information and submitting found a problem with Manage Fellows: Travel Information screen: none of the “drop downs” for country of research work. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since the countries selected in each “Fellow Record” are automatically imported to the Travel Information.

<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Manage Fellows: Travel Approval - date (not data) entry problems never disappeared; use of dash, period, backslash, etc. inconsistent; use of full year date inconsistent. 	<ul style="list-style-type: none"> • YES: NFLC updated to be consistent throughout the travel approval request screen.
<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Commas were not allowed when entering numbers in “Participation in International Travel.” 	<ul style="list-style-type: none"> • NO: NFLC did not change this since no punctuation is allowed in this field.

<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> The Travel Approval Request itinerary (leg 1, leg 2, etc.) should probably start with a single outbound and a single inbound flight, then as additional flight legs are needed, a simple request for “next leg” would produce the box. Several of us found it very awkward to navigate through the presence of multiple blank boxes. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since the screen is designed as IEGPS specified.
<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Clarify the relationship of the parts of Research Involving Human Subjects. 	<ul style="list-style-type: none"> • YES: NFLC did not change this as the information is available from IEGPS.

<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Notify Fellows was straightforward and easy; but when it asks “notified?”, does that “yes” indicate that the email did not bounce back? Or does it simply mean it was sent? 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions.
<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Travel information: The prose is ponderous and awkward. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions. •
<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Instructions page(s) for Project Identification, Manage Fellows, View Reports: Manage Fellows, Travel Approval Requests: second paragraph, typo: “inn” should be “in”. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions

<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Manage Fellows-Create Fellow Records: A very small error in the directions: no comma (,) after fellow. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions.
<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: <u>Suggestion:</u> Contact us includes awkward phrasing: “For questions regarding.... How about “If you have questions regarding your grant, need to request an extension, or would like more information...”” 	<ul style="list-style-type: none"> • YES: NFLC updated this text.

<ul style="list-style-type: none"> • DDRA Director 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: FAQ's: “Does a report need to be entered and completed all at once? Comma (,) needed after “at any time.” When is a report due? “A report due by the due date” is awkward phrasing. 	<ul style="list-style-type: none"> • YES: NFLC updated this FAQ.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Have you previously had Title VI or Fulbright-Hays grants? If yes, please specify. This information is missing here and it is possible that a DDRA fellow could have had prior grants. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask to have this tracked for fellows/participants.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Name of home institution, phone numbers 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask for this to be tracked.

<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Include emergency contact information. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask for this to be tracked.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: The budget in “Participation in International Travel” did not link/fill automatically with the “Budget” page. Because they ask slightly different information, the budget does not automatically have to rectify, but it would be nice if the numbers at least filled in (it will help avoid inconsistencies and also avoid having to go back to the other page to look). 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask for this to be tracked.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: Foreign Language Self-Evaluation - language “select one” does not always work or works incompletely. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as the language choices are imported from the languages selected on “Project Overview.”

<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Create/Edit Reports: Research Results: “Discuss the result of your research”; should be “results.” 	<ul style="list-style-type: none"> • YES: NFLC edited this text.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Adjustments to Project: “reprogrammed”? 	<ul style="list-style-type: none"> • NO: NFLC did not change this as this was phrasing from IEGPS.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Project Overview: last box - “Comments”; not clear on what. 	<ul style="list-style-type: none"> • YES: NFLC edited instructions.

<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Foreign Language Self-Evaluation: Writing (option 5) - “inmost” should be “in most.” • Foreign Language Self-Evaluation: Writing (option 5) - “use the language” (not “user”) 	<ul style="list-style-type: none"> • YES: NFLC edited these texts.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: • Actual Budget: International Travel and Baggage - “Other: (if other selected above)”—used throughout section; confusing language and punctuation. 	<ul style="list-style-type: none"> • YES: NFLC edited this text.

<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: • Actual Budget: “dependent” is misspelled (currently: dependant) - <u>please check throughout.</u> 	<ul style="list-style-type: none"> • YES: NFLC edited this text.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Actual Budget: Do you mean “dependent’s” or “dependents” 	<ul style="list-style-type: none"> • YES: NFLC edited this text.
<ul style="list-style-type: none"> • DDRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: <u>Suggestion:</u> Program Announcement: there is awkward wording - IEGPS is interested “as to how” you learned . . . ; probably better to say something like “IEGPS is interested to know how . . . ” or “IEGPS is interested in how you learned ...” 	<ul style="list-style-type: none"> • YES: NFLC edited this text.

<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: • • Help: Project Identification—“DDRA” should be “FRA.” 	<ul style="list-style-type: none"> • YES: NFLC edited this text.
<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: • • There are no “specific directions” appended. Are these to be appended later? 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions.
<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: • • Many of same problems of address, work address, home information, emergency contact information, etc. See DDRA above. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask for this to be tracked.

<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Travel Approval Requests: Consider using drop-downs for name/s of air carriers here and throughout EELIAS. While an exhaustive list of airlines is not possible (the “other” category would certainly get use for many countries), it would make the flights in and out of the US a lot easier to designate consistently, because there are a finite number of American airlines operating and/or with allowable code-share. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not request such a feature.
<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Travel Approval Requests: Is there any reason to request flight numbers? or is it sufficient to have the airline and date? 	<ul style="list-style-type: none"> • YES: NFLC updated the instrument.

<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Travel Approval Requests: Again drop downs for countries do not work. 	<ul style="list-style-type: none"> • YES: NFLC updated the instrument.
<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Travel Approval Requests: Departure dates are quirky, sometimes fill in automatically and sometimes they do not. 	<ul style="list-style-type: none"> • YES: NFLC updated the instrument.
<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Travel Approval Requests: Sometimes difficult or impossible to back space; must highlight and delete the entire entry. 	<ul style="list-style-type: none"> • YES: NFLC did not update—it is dependent on the browser.

<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Travel Approval Requests: When choosing a state in the US, USA ought to be filled in the country blank automatically without having to rotate through the wheel; and its placement on the wheel ought to be first (not alphabetical, which unnecessarily slows down the user). 	<ul style="list-style-type: none"> • YES: NFLC updated FAQs.
<ul style="list-style-type: none"> • FRA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: View Report: printer-friendly version did not work; it simply returned to previous page. 	<ul style="list-style-type: none"> • YES: NFLC updated the instrument.
<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Many of the same problems in DDRA Director, especially since much of it seems to have been cut and pasted 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask for this to be tracked.

<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Project identification information should be amended in accord with notes for DDRA. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask for this to be tracked.
<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Country of Research should be a required field. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since country of research is imported from the director's report.
<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Dissemination of information - Publication is a type of dissemination, so why two categories? Should they be two parts of the same entry? 	<ul style="list-style-type: none"> • NO: NFLC did not change these screens as IEGPS approved having these two standard screens.
<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Technical problems and omissions: Project Overview: Save/Save Continue sent the user back to the Log-In page 	<ul style="list-style-type: none"> • YES: NFLC updated the instrument.

<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Apparent confusion when the report page indicates FRA Director as PI 	<ul style="list-style-type: none"> • NO: NFLC did not change this as it is standard for fellow-participant project identification.
<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Create/Edit Reports: Project Support - “Kind and quality” 	<ul style="list-style-type: none"> • YES: NFLC updated the cue.
<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Participation in International Travel—purposes “of” travel or “for” travel? 	<ul style="list-style-type: none"> • YES: NFLC edited cue and instructions to be “purposes of”
<ul style="list-style-type: none"> • FRA Fellow 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: <u>Suggestion:</u> Research Results: Discuss the “results” (plural, not singular”) of your research. 	<ul style="list-style-type: none"> • YES: NFLC updated the cue.

<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Even though the Java fields require information, it is possible to skip to the next part of the report without saving information; and it isn't clear if partial information can be saved. 	<ul style="list-style-type: none"> • YES: NFLC updated FAQs with this question.
<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Project Overview: Types of Participants. K-12 teachers are also faculty, so perhaps change language to reflect that; make Faculty selection "Post-Secondary Faculty" or something along those lines. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS requested the faculty categories.

<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Publications and Outreach sections - Perhaps indicate that the goals of the four different GPA programs make such a comprehensive list necessary, especially because they cater to such different groups. 	<ul style="list-style-type: none"> • YES: NFLC edited instructions with this suggestion.
<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: • <u>Suggestion:</u> Funding: Federal Funding might profitably indicate what type. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS asked that federal funding be reported in one category.
<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Funding: Non-Federal Funding might profitably also include an “other” category for such things as corporate gifts, and other sources apart from school-district, institution, and non-profit (which is normally called not-for-profit). 	<ul style="list-style-type: none"> • NO: NFLC did not change this since for this version. IEGPS may update this in future versions.

<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Indicate where the Predeparture Orientation took place (at which institution). 	<ul style="list-style-type: none"> • YES: NFLC edited instructions asking that users include the institution in the comments box.
<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Indicate evaluation of print and other materials supplied by or recommended by PDO staff prior to the actual PDO. Right now there is no indicator to that effect except “appropriateness of the delivery of information” - but that issue comes first. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS thought that the GPA director would not be objective in reviewing the materials—only GPA participants are asked to rate them.
<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Dates on Outreach Activities not clear, especially since this report will have to be submitted long before most participants really process the experience sufficiently to share it. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as it was understood as a long-term tracking possibly outside the scope of EELIAS.

<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: Manage Participants - after notification message sent, notification screen stays in place. Does a “yes” indicate that the email actually went out and did not return, or just that it went out? 	<ul style="list-style-type: none"> • YES: NFLC updated instructions.
<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Technical problems and omissions: There seems to be no place to indicate what kind of GPA the director was managing; because there are four types, it should be clearly marked. 	<ul style="list-style-type: none"> • No: NFLC did not change this for the current version. IEGPS may review changes for the next version.
<ul style="list-style-type: none"> • GPA Director 	<p>Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Orientation(s) - “more than one country “were” involved”; should be “was”</p>	<ul style="list-style-type: none"> • YES: NFLC updated instructions.

<ul style="list-style-type: none"> • GPA Director 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Publications: This is awful prose and filled with mistakes. “to disseminate of your project” (?); “specify that media” (?), should be either “those media” or “that medium.” 	<ul style="list-style-type: none"> • YES: NFLC updated instructions.
<ul style="list-style-type: none"> • GPA Director 	<p>Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Outreach Activities: also very awkward English.”</p>	<ul style="list-style-type: none"> • YES: NFLC updated instructions.
<ul style="list-style-type: none"> • GPA Director 	<p>Errors: Typos, mistakes, grammatical infelicities, and awkward English: <u>Suggestion:</u> Manage Participants - Create/edit participant record: Several reviewers prefer consistency on the use of “Participant’s” Report vs. “Participants’ Reports” vs. “Participant Report/s.” The primary concern is to have it reviewed and then be consistent.</p>	<ul style="list-style-type: none"> • YES: NFLC updated instructions.
<ul style="list-style-type: none"> • GPA Director 	<p>Errors: Typos, mistakes, grammatical infelicities, and awkward English: • Help: Publications: “that media” (noted throughout the instruments).</p>	<ul style="list-style-type: none"> • YES: NFLC updated instructions and cue.

<ul style="list-style-type: none"> • GPA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <ul style="list-style-type: none"> • Please note that several of us were unable to edit the report because it had already been submitted 	<ul style="list-style-type: none"> • No: NFLC made no changes for this submitted report feature.
<ul style="list-style-type: none"> • GPA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <ul style="list-style-type: none"> • There does not seem to be any indicator in the initial stages for the user to choose which type of GPA he or she had. Because there are four types. 	<ul style="list-style-type: none"> • No: NFLC did not change this for the current version. IEGPS may review changes for the next version.
<ul style="list-style-type: none"> • GPA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: Indicate clearly that many GPA participants will not need the language self-evaluation section 	<ul style="list-style-type: none"> • YES: NFLC updated instructions.
<ul style="list-style-type: none"> • GPA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Is there a reason that GPA participants are not called “fellows”? Some of them are, several of us agree, especially in the language programs and in the group research category. 	<ul style="list-style-type: none"> • YES: NFLC edited to be consistently “participants.”

<ul style="list-style-type: none"> • GPA Participant 	<p>Errors: Typos, mistakes, grammatical infelicities, and awkward English: • Help: Orientations - see GPA Director above.</p>	<ul style="list-style-type: none"> • YES: NFLC updated instructions.
<ul style="list-style-type: none"> • GPA Participant 	<p>Errors: Typos, mistakes, grammatical infelicities, and awkward English: • Help: Publications - see GPA Director above.</p>	<ul style="list-style-type: none"> • YES: NFLC updated instructions.
<ul style="list-style-type: none"> • GPA Participant 	<p>Errors: Typos, mistakes, grammatical infelicities, and awkward English: • FAQ's: "How can a Report be Submitted?" This section is extremely difficult to follow. Direct active English works much better. So, how about something like this (very quickly composed): "A grantee submits his or her report by first choosing "Submit Report" from the menu; the report will appear on screen when selected; after review, click "submit" at the bottom of the report. A pop-up message will confirm that the user really intends this action because the report can no longer be modified once submitted.</p>	<ul style="list-style-type: none"> • YES: NFLC updated the FAQ.
<ul style="list-style-type: none"> • GPA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: FAQ's: "Create/Edit Reports - "Can I cut and paste text from a word processing application? - Rewrite the first sentence here. 	<ul style="list-style-type: none"> • YES: NFLC updated the FAQ.

<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Technical problems and omissions: Again, Project Identification should include home institution, and other concerns about work address, mailing address, emergency contact, etc., as noted previously. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS did not ask for this to be tracked.
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Technical problems and omissions: The Orientation Evaluation information differs from that provided for GPA, but they should be measuring the same thing. This one has drop downs to standardize responses. 	<ul style="list-style-type: none"> • NO: NFLC did not change this as IEGPS program officers requested these differences.
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Technical problems and omissions: Is not clear if Orientation Evaluation is to be a summary of everything the individuals said, or if it is the evaluation of the Fulbright staff who attended. That should be made clear. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions.

<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> It will be very difficult to squeeze the names of the presenters and the titles of their presentations into 250 characters. At least 750-1000 should be made available. And perhaps an attachment of the actual program, if available in PDF or Word. 	<ul style="list-style-type: none"> • YES: NFLC added the option to upload a PDF or word document. •
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> In Country Activities - Should add no. 8: Other: hours spent in other activities (you might even specify what type, such as debriefings, discussions, etc.). 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS program officers requested the instrument as is.

<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Technical problems and omissions: Participation in International Travel from US: Type of Participant” and “Purpose of Travel” drop downs do not offer any choices. Only possible answer is “other.” 	<ul style="list-style-type: none"> • NO: NFLC did not change this since the program officer indicated that those pre-selected responses were the only ones appropriate for SA.
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Evaluation of In-Country Experience - You might add a section to allow for recommendations for future programs; this would likewise apply to individual participants. The reason for adding this here is because it might otherwise go unnoticed in the General Comments section and that is an area where redundancy is not necessarily a bad thing. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS approved it as is.

<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Create/Edit Reports: Itinerary - double-check use of “participants” to make certain plural is what you want. 	<ul style="list-style-type: none"> • YES: NFLC edited the text. •
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Spelling: “in-Country Itinerary” should be “Itinerary.” 	<ul style="list-style-type: none"> • YES: NFLC edited the text.

<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: <u>Suggestion:</u> In-Country Activities: “All fields except ‘comments’ are required” - might try to mark this a little more clearly; the asterisk is small and doesn’t really jump out, and so could lead one to skip a required input. Perhaps throughout the four instruments the “required” marker might be highlighted somehow. 	<ul style="list-style-type: none"> • NO: NFLC did not change this. This will need to be in future upgrades.
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Narratives - “and then past into this form” should read “paste.” 	<ul style="list-style-type: none"> • YES: NFLC edited the instructions.

<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Orientation Evaluation - “one country were involved” should be “was.” 	<ul style="list-style-type: none"> • YES: NFLC edited the instructions.
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Requested Budget - Insert space between “abroad.” and “An Excel.” 	<ul style="list-style-type: none"> • YES: NFLC edited the text.
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Requested Budget - “An Excel” should probably be “An Excel Spreadsheet.” 	<ul style="list-style-type: none"> • YES: NFLC edited the text.
<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Actual Budget - “An Excel” should probably be “An Excel Spreadsheet.” 	<ul style="list-style-type: none"> • YES: NFLC edited the text.

<ul style="list-style-type: none"> • SA Overseas Agency 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: View Participant Reports - again decide on plural or singular for participant. 	<ul style="list-style-type: none"> • YES: NFLC edited the text
<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> The budget section should include funds from the appropriate Fulbright Commission; but they should *not* be labeled “federal funds” because that invokes a series of control and reporting mechanisms that this program does not require, i.e., it isn’t in the regulations, and it is possible (although highly unlikely) that non-Fulbright funds could be used. 	<ul style="list-style-type: none"> • NO: NFLC did not change this screen since it was designed as IEGPS requested.

<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> The “other” categories in the budgets should be multiple for multiple sources and multiple other expenses. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since an attachment with specifications can be uploaded and IEGPS did not request OTHER be more than one field
<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> You should probably check to see if IEGPS allows for “honoraria.” Several of us seem to recall that “professional service fee” is the standard nomenclature, not honorarium. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since these categories were requested by IEGPS program officers for SA
<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Put the proposed and actual budgets on the same spreadsheet/screen for easier comparison. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since there is not adequate space on one screen for both

<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Technical problems and omissions: Orientation Evaluation: not clear if this is a summary of audience or provider comments. How does the provider evaluate his or her own program? When I (tk) ran one nearly everything was Excellent, naturally (even though I knew it was not perfect). 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS asked that the DI also be requested to evaluate the orientation with the understanding that the evaluations from participants would differ from that of the DI and OAAs.
--	--	--

<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Help: Actual Budget - Are you absolutely certain you want the overseas administration for the seminar and IEGPS to be able to view this budget? This budget is negotiated at a fixed rate and the funds are to be spent as the host institution sees fit; it is a “package” or “fixed” contract (even though that is not what IEGPS calls it). This guideline invites a kind of oversight that is not in the regulations. We strongly suggest you double-check with the program officers to determine if this language is appropriate and/or the sharing of the information. The point here is not to keep public information from being examined, but incorporating into an official instrument examination that is not warranted by the regulations, thereby creating a new regulation without IEGPS approval. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since these fields were requested by IEGPS program officers.
--	---	--

<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: “Projected Budget: Budget” and “Actual Budget: Budget” - why not just “Projected Budget” and “Actual Budget”? 	<ul style="list-style-type: none"> • YES: NFLC edited the text.
<ul style="list-style-type: none"> • SA Domestic Institution 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Help: Update User Account - “the next time your logon to the account” should read “you log on to your account” 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions.

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Project Data: Publications, Outreach Activities, Curricular Project: In the opinion of one reviewer (but not noted by the other two), this entire section may well need considerable revision. The minority opinion recommends that the staff go back to goals and intent of SA and to notes on our group discussions of all this. The primary result in terms of impact is expected to be in the <u>curricular area</u>. Even this implies more than an individual's own classroom teaching—can include school and system wide changes and adoption, etc. This is followed by outreach: professional (in-service, conferences, demonstrations, resource/consulting, and much more); and community (newspapers, PTAs, community organizations, and more). Publications are important but the way this is set up now it takes on a primary significance at the expense of the other two results areas. Also, only title and description are required; perhaps should require type, discipline, etc. While the uniformity of reporting with the other programs is laudable, the one reviewer was not certain it makes as much sense for this program because the goals are so different (save the curricular portion of GPA). 	<ul style="list-style-type: none"> • NO: NFLC did not change the instrument. IEGPS will review the instruments in the future.
---	--	---

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> As suggested for DDRA and FRA fellow, be sure participants answer specific questions about previous Title VI and Fulbright-Hays grants. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS did not request this be in participant reports.
<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Foreign Language Self-Evaluation - Except for Japanese (?), foreign language acquisition is not a goal of Seminars Abroad. However, we all recognize that it will be useful to see if those who know some foreign language have their skills improved. So perhaps it should be clarified in the directions that this may well not apply. 	<ul style="list-style-type: none"> • YES: NFLC updated instructions.

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: Extensive information (additional contact information) is asked for. None of the Additional information is “required.” Maybe it should be: i.e. home or contact address, emergency contact as previously noted? This is a good example to use for DDRA and FRA. I didn’t see such screens for DDRA and FRA. 	<ul style="list-style-type: none"> • NO: NFLC did not change the instrument. It is designed as IEGPS program officers requested.
---	--	--

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Project Identification: Additional Contact Information - Gender, Age, Ethnicity is solicited. No other program is soliciting that information. <u>Please verify that this is important and legal because generally in universities this information is solicited anonymously, and it cannot be anonymous in a report that is sent in by a named fellow.</u> 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS program officers asked to gather these data. The disclosure of these data is up to the Department of Education.
<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> SA (and GPA) asks for lots of information about Education and Professional Experience of participants. Shouldn't the same information be sought from DDRA and FRA fellows? 	<ul style="list-style-type: none"> • NO: NFLC did not change this since IEGPS program officers decided on the information to gather about grantees.

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> For SA participants, under “Professional Experience” you might better know what the <u>current</u> professional position is, since the curricular project, the primary activity post-seminar, should be connected to that position. The phrase “taught” might convey past experience but not necessarily current position. We all know what is meant, but the person doing the reporting may not. Since many SA participants are K-12 teachers, administrators and other staff, important data to collect might include: name of school, school district and whether the school is public or private/parochial. None of this is asked. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions.
---	---	--

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Technical problems and omissions: <u>Suggestion:</u> Evaluation of In-Country Experience: allow for comments related to recommendation for future seminars. This could also redundantly be a part of the General comments category—i.e. General Comments, including recommendations for future seminars. Although it says this in the instructions, I suggest you call for this up front, on the screen itself. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since the information is already in the instructions.
<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Project Identification - there is no box for email address even though it is required. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since the email address is displayed in project identification

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Project Identification - there is no box or pull-down list for home institution; it should be noted that a fellow may change institutions between the time of applying and the time of reporting. 	<ul style="list-style-type: none"> • NO: NFLC did not change this since the information can be updated by the IEGPS program officer.
<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Create/Edit Reports: Evaluation of In-Country Experience, Category 7: complete statement - “mi” at the end? 	<ul style="list-style-type: none"> • YES: NFLC updated the text.
<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Evaluation of Host Country Orientation-“one country were Involved” as previously noted. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions. •

<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Publications: “that media” should be “that medium” or “those media” as previously noted. 	<ul style="list-style-type: none"> • YES: NFLC updated the instructions •
<ul style="list-style-type: none"> • SA Participant 	<ul style="list-style-type: none"> • Errors: Typos, mistakes, grammatical infelicities, and awkward English: Very minor correction: menu item language should match language in the title of that page when pulled up. Under Narratives, “In-Country Experience” should be the title of the actual screen. Now it says “Experience in Host Countries.” 	<ul style="list-style-type: none"> • YES: NFLC did not change this since the links would need to be updated throughout the instrument.

Appendix III – 9

EELIAS Review & Analysis: Task Force IV

Appendix III – 9

EELIAS Review & Analysis: Task Force IV

LRC—Language Resource Centers Program

IRS—International Research and Studies Program

Prepared By:

Dorry M. Kenyon

David MacGregor

Dan Davidson

Hazel Greenberg

Tom Hinnebusch

Marcia Rosenbusch

Richard Schmidt

Table of Contents

EEELIAS REVIEW & ANALYSIS: TASK FORCE IV	2
LANGUAGE RESOURCE CENTERS PROGRAM.....	2
INTERNATIONAL RESEARCH AND STUDIES PROGRAM.....	2
SSUMMARY	4
LANGUAGE RESOURCE CENTERS PROGRAM.....	4
INTERNATIONAL RESEARCH AND STUDIES PROGRAM.....	4
PPROGRAM DESCRIPTION	5
LANGUAGE RESOURCE CENTERS PROGRAM.....	5
INTERNATIONAL RESEARCH AND STUDIES PROGRAM.....	7
EEELIAS SYSTEM ANALYSIS	9
GRANT ACTIVITIES MEASURED	9
LANGUAGE RESOURCE CENTERS PROGRAM.....	9
INTERNATIONAL RESEARCH AND STUDIES PROGRAM.....	13
OBSERVATIONS OF EELIAS SYSTEM.....	18
LANGUAGE RESOURCE CENTERS PROGRAM.....	18
INTERNATIONAL RESEARCH AND STUDIES PROGRAM.....	19
RRECOMMENDATIONS	20
LANGUAGE RESOURCE CENTER PROGRAMS.....	20
INTERNATIONAL RESEARCH AND STUDIES PROGRAM.....	23
NNOTES	27
WWORKS CITED	27
AAPPENDIX: NFLC RESPONSES TO TASK FORCE RECOMMENDATIONS	ERROR! BOOKMARK NOT DEFINED.

Summary

Language Resource Centers Program

The instrument collects data on Project Identification, Narratives, Project Data, and Budget. Overall, Task Force Members found this a fair and complete instrument. However, instructions at times were incomplete or unclear, and the meanings of terms such as "Project Outcomes" or "teaching cases" should be made explicit. In addition, some of the categories, such as "Disciplines" or "Countries", seemed irrelevant to the LRC programs, while others, such as "Skill/s" or "Levels of Instruction", require additional choices in order to accurately reflect the scope of LRC activities. Finally, because of a mismatch in the grant period and the reporting date, as well as the inability of programs to report activities that were not included in the original grant but which arise from the grant activity, it was suggested that programs be asked to file more than one report per year. Although the issues raised in this report need to be addressed, in general, the Task Force members felt that the instrument does effectively collect the necessary data.

International Research and Studies Program

The instrument collects data on Project Identification, Narratives, Project Data, and Budget. Overall, Task Force Members found this a fair and complete instrument. However, instructions at times were incomplete or unclear, and the meaning of phrases such as "Research basis of materials" and "Number assisted while using project outcome" need to be made explicit. In addition, distinctions need to be made between, e.g., Status and Impact, or Activities and Achievements. Other comments centered largely on the form of the instrument and addressed such issues as the use of pop-up screens, punctuation, formatting, and broken links. In general, the Task Force members felt that the instrument does effectively collect the necessary data.

Program Description

Language Resource Centers Program

The Language Resource Centers Program is authorized by section 603, Title VI of the Higher Education Act, to “provide... grants for establishing, strengthening, and operating centers that serve as resources for improving the nation’s capacity for teaching and learning foreign languages through teacher training, research, materials development, and dissemination projects” (<http://www.ed.gov/programs/iegpslrc/index.html>).

The Department of Education also specifies that “activities shall include effective dissemination efforts, whenever appropriate, and may include:

- The conduct and dissemination of research on new and improved teaching methods, including the use of advanced educational technology;
- The development and dissemination of new teaching materials reflecting the use of such research in effective teaching strategies;
- The development, application and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages;
- The training of teachers in the administration and interpretation of performance tests, the use of effective teaching strategies and the use of new technologies;
- A significant focus on the teaching and learning needs of the less commonly taught languages, including an assessment of the strategic needs of the United States, the determination of ways to meet those needs nationally, and the publication and dissemination of instructional materials in the less commonly taught languages;
- The development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary school and secondary school levels; and
- The operation of intensive summer language institutes to train advanced foreign language students, to provide professional development, and to improve language instruction through pre-service and in-service language training for teachers.” (ibid.)

The following LRCs are currently funded under this program:

- Duke University
Center for Slavic, Eurasian, and East European Studies (SEELRC)
- University of Wisconsin
National African Languages Resource Center (NALRC)
- Georgetown University, CAL, George Washington University
National Capital Language Resource Center (NCLRC)
- Iowa State University
National K-12 Foreign Language Resource Center (NFLRC)
- Michigan State University
Center for Language Education And Research (CLEAR)
- Ohio State University
The National East Asian Languages Resource Center (NEALRC)
- San Diego State University
Language Acquisition Resource Center (LARC)
- University of Hawaii
National Foreign Language Resource Center (NFLRC)
- University of Minnesota
Center for Advanced Research on Language Acquisition (CARLA)

- Pennsylvania State University
Center for Advanced Language Proficiency Education and Research (CALPER)
- Indiana University
Center for Languages of Central Asian Region (CeLCAR)
- University of Oregon
Center for Applied Second Language Studies (CASLS)
- Brigham Young University
National Middle East Language Resource Center (NMEELRC)
- University of Chicago
South Asia Language Resource Center (SALRC)

In the following two paragraphs, one sample project from each center is included.

Some completed projects funded by this program include: comparative web grammars of Czech, Macedonian, Polish and Russian (SEELRC); the African Language Program Inventory (NALRC); the Learning Strategies Questionnaire for Secondary/Higher Education (NCLRC); Computer Modules for Assessing Socio-Cultural Competence (CLEAR); Multimedia Language Learning Software (National Foreign Language Resource Center); and Resources for Language Immersion Education (CARLA).

Some ongoing projects include: Web Collection: Using Technology Effectively in the K-16 Foreign Language Classroom (National K-12 Foreign Language Resource Center); Individualized/distance On-line Course Support (NEALRC); Digital Media Archive: Authentic Materials for Authentic Learning (LARC); Corpus-based Materials for Advanced Chinese Proficiency (CALPER); Materials Development in Pashto and Uyghur (CeLCAR); InterCOM project (CASLS) (a database of articles relevant to language teachers, available to search online or by subscription); Guide to Study Abroad & Intensive Programs (NMEELRC); and Creation of Resources for Teaching and Learning South Asian languages (SALRC).

As an example of the impact these programs have had, the National K-12 Foreign Language Resource Center reports that post-secondary teacher educators who attended the 1994 or 1995 Teacher Partnership Institute sponsored by the National K-12 Foreign Language Resource Center at Iowa State University significantly increased their understanding of the knowledge and skills needed for teaching a foreign language at the K-6 level of instruction, developed collaborative relationships with practicing K-6 foreign language teachers, and were successful in establishing new K-6 teacher preparation programs at their institutions. Nineteen out of the 26 responding teacher educators indicated that since attending the institute they, either alone or with colleagues, had developed and/or taught 48 new courses, workshops, or in-service related to K-6 foreign language (Rosenbusch, et al., 2000).

An additional example is provided by the National Foreign Language Resource Center, which reports on the project "Disseminating technology-based models for distance learning" from the 1999-2002 grant cycle. In this project, pedagogical strategies and technological models that were developed for the teaching of advanced reading and writing skills in Mandarin Chinese through distance education were adapted by teams of language instructors and programmers who were able, as a result, to develop and implement similar courses for other languages, including Korean, Turkish, German, Norwegian, and Japanese.

Finally, many of the LRCs conduct summer workshops in various areas for language teachers, and many produce various publications, ranging from monthly newsletters to research studies and books.

International Research and Studies Program

The International Research and Studies Program is authorized by [Title VI](#), Section 605 of the Higher Education Act, as amended. CFDA 84.017 to “support... surveys, studies, and instructional materials development to improve and strengthen instruction in modern foreign languages, area studies, and other international fields to provide full understanding of the places in which the foreign languages are commonly used” (<http://www.ed.gov/programs/iegpsirs/index.html>).

The Department of Education specifies the following types of projects that can be funded under this program:

- Studies and surveys to determine needs for increased or improved instruction in modern foreign languages, area studies, or other international fields, including the demand for foreign language, area, and other international specialists in government, education, and the private sector;
- Research on more effective methods of providing instruction and achieving competency in foreign languages;
- Research on applying performance tests and standards across all areas of foreign language instruction and classroom use;
- Developing and publishing specialized materials for use in foreign language, area studies, and other international fields or for training foreign language, area, and other international specialists;
- Studies and surveys to assess the use of graduates of programs supported under Title VI of the HEA by governmental, educational, and private-sector organizations and other studies assessing the outcomes and effectiveness of supported programs; and
- Comparative studies of the effectiveness of strategies to provide international capabilities at institutions of higher education. (ibid.)

As an example, the following projects were funded in the FY 1999-2001 cycle:

- Indiana U.: Haitian Creole- English Dictionary
- American Council on the Teaching of Foreign Languages: Foreign Language Teaching Methods Online
- North Carolina State U: A Doorway Into Hindi: Web-Mounted Elementary Language Instruction
- American Council on the Teaching of Russian: A Pilot Project for Russian Language
- U Hawaii Center for South East Asian Studies: Interactive, Intermediate Level Khmer with CD-ROM
- U Hawaii Department of Hawaiian and Indo-Pacific Languages: Interactive Intermediate/Advanced Filipino CD-ROM
- Center for Applied Linguistics: Web-Based Proficiency Tests in Arabic and Russian
- Zita D. Dabars: Visit to Russia
- The American Forum: Study of the 15th and 16th Centuries
- American Association of Teachers of French: Taking French Into the Next Century
- Social Science Educational Consortium Inc.: Chinese History Through the Humanities
- Jonathan D. Amith Latin American Studies Yale U: The Nahuatl Learning Environment
- U Chicago South Asia Languages and Area Center: Digital Dictionaries of South Asia

As an example of the impact these programs have had, The American Forum for Global Education reports that they have completed five curriculum guides for Title VI. The most successful is *Spotlight on China: Traditions Old and New* (Greenberg, 1997). This guide is used

nationally and purchased for educators who participate in National Committee for Teaching About Asia summer travel programs. The resources have been commended and incorporated into classroom lessons. *A South Asia Curriculum: Teaching About India* (Greenberg, 1994), a 1993 grant sells nationally and also receives excellent reviews.

An additional example is provided by the American Council of Teachers of Russian (ACTR), which reports that an IRS grant enabled the organization to undertake a comprehensive survey of more than 2,678 professional Americans who had studied advanced Russian language in Russia (many with Title VI or Fulbright-Hays support) under ACTR auspices between 1976 and 2000. The population under study represented all 50 states and more than 274 U.S. colleges and universities where Russian is taught. As a result, ACTR was able to track down and re-establish contact with 1,640 program alumni (61%), some of whom were more than 20 years into their professional careers since the study abroad experience. Of this group, 740 completed detailed questionnaires on their language utilization patterns within their professions as well as evaluations of the relative contribution of the US-government-funded study program within their overall language learning careers. The data collected provided in-depth understanding of the impact Title VI, through its support of these study-abroad programs, has made on how individuals make use of Russian in their professional careers in the U.S.

The study provides broad empirical evidence of the value of in-country language training for an important and influential segment of the U. S. professionals in government, business, and academia. It provides current evidence of what steps these professionals take to maintain their language proficiency within the workplace and the role that advanced language proficiency has played in career advancement. In assessing the importance of study abroad in relationship to other educational experiences, 96% considered the training "important" or "among the top 1 to 3 most significant learning experiences" of their educational careers.

Funds from this program are also used to fund the Small Business Innovation Research Program.

EELIAS System Analysis

Grant Activities Measured

Language Resource Centers Program

The following information is collected from each program by EELIAS (note that grantees are not required to fill out all information, but rather only that pertaining to their grant activities):

- Project Identification. *This page gathers the following basic contact information on the institution(s) hosting the LRC:*
 - First Name
 - Last Name
 - Title
 - Work address—street
 - Work address—city
 - Work address—state
 - Work address—country
 - Work address—postal code
 - Phone
 - Fax
 - Email address
 - Web address
 - Home Institution
 - Have you previously had Title VI or Fulbright-Hays grants? Please specify.
- Narratives. *These pages gather extended written responses on the following:*
 - Abstract (maximum of 1740 characters or 300 words)
 - Status/Impact (maximum of 10,500 characters or 2500 words)
 - Adjustments: *programs report on any planned activity that was not conducted as scheduled* (maximum of 1740 characters or 300 words)
 - Exemplary Activities (maximum of 1740 characters or 300 words)
- Project Data. *These pages gather detailed data on the projects:*
 - Projects Conducted: *Grantees report on any research that has been conducted or materials that have been developed.*
 - Title
 - Type of project
 - Intended user(s) of materials
 - Research basis of materials
 - Assessment

- Project Team
- Discipline(s)
- Language(s)
- Skill(s)
- Levels of Learning
- Levels of Instruction
- World Area(s)
- Countries
- Is this specifically for heritage learners?
- Description of Project
- Publications. *Grantees report on any publications they have produced or research presentations they have conducted.*
 - Authored Books (including textbooks)
 - Edited Books
 - Book Chapters
 - Referred Journal Articles
 - Non-Referred Journal Articles
 - Working Papers
 - Teaching Cases
 - Conference Presentations
 - Other
 - Comments
- Outreach Activities. *Grantees create a report for each outreach and/or professional development activity they have conducted.*
 - Presenter
 - Partner(s)
 - Title of activity
 - Project type
 - Discipline(s)
 - Language(s) addressed
 - Levels of Learning
 - Is this specifically for heritage learners?
 - Is this activity an LRC summer workshop for teachers?
 - Is this activity an LRC intensive summer workshop/institute?
 - Target audience(s)
 - Venue of activity
 - Comments on Venue
 - City

- State
 - Country
 - Dates of activity
 - Total number of attendees
 - No. of student attendees
 - No. of educator attendees
 - Levels taught by educator attendees
 - Activity outcomes
 - Comments
- Adoption of Outcomes. *Grantees create a record of each adoption of a project outcome.*
- Title
 - Type of Project
 - Year project was completed
 - World Area(s) Addressed
 - Instructors
 - Number trained in the project outcome
 - Number assisted while using the project outcome
 - Institutions
 - Number adopting project outcomes
 - Names adopting project outcomes
 - Disciplines Addressed
 - Languages Addressed
 - Levels of Language Learning and Language Instruction at Which Adopted
 - Language Learning
 - Language Instruction
 - Is this for heritage learners?
- Sources of Funding. *Grantees enter the dollar amount that each source of funding provided to support each activity. For each activity, Grantees indicate amount covered by Grant, Other Federal Sources, and Other Sources.*
- Research Projects
 - Research Projects: outreach activities: professional development
 - Research Projects: outreach activities: LRC workshops
 - Research Projects: Publications
 - Materials Development
 - Materials Development: outreach activities: professional development
 - Materials Development: outreach activities: LRC workshops
 - Materials Development: Publications

- Assessment Instruments
- Assessment Instruments: outreach activities: professional development
- Assessment Instruments: outreach activities: LRC workshops
- Assessment Instruments: publications
- Totals by Category
 - Research Projects Total
 - Research Projects: outreach activities: professional development Total
 - Research Projects: outreach activities: LRC workshops Total
 - Research Projects: Publications Total
 - Materials Development Total
 - Materials Development: outreach activities: professional development Total
 - Materials Development: outreach activities: LRC workshops Total
 - Materials Development: Publications Total
 - Assessment Instruments Total
 - Assessment Instruments: outreach activities: professional development Total
 - Assessment Instruments: outreach activities: LRC workshops Total
 - Assessment Instruments: publications Total
- Comments
- Travel From U.S. *Grantees provide details on participation in international exchange funded by the report.*
 - Type of Participant
 - Discipline/Field
 - Country of Destination
 - Purpose of Travel
 - Title VI or Fulbright-Hayes funds expended
 - Institutional contribution
 - Personal contribution
 - Other contribution
- Travel To U.S. *Grantees provide details on funds provided for international travel to the U.S.*
 - Type of Participant
 - Country traveling from
 - Amount of travel
 - Title VI or Fulbright-Hayes funds expended
 - Institutional contribution

- Personal contribution
 - Other contribution
 -
- Budget. *Grantees report on the amount spent in each of the following categories:*
 - Budget (*for each category, report Current Reporting Period, Current Matching Funds, Next Reporting Period, Next Matching Funds*)
 - Personnel
 - Fringe Benefits
 - Travel
 - Equipment
 - Supplies
 - Contractual
 - Other
 - Total Direct Costs (automatic total of all the above)
 - Total Indirect Costs (amount may not exceed 8% of direct budget)
 - Training Stipends
 - Total Budget
 - Comments
 - Budget Attachment

International Research and Studies Program

The following information is collected from each program by EELIAS (note that grantees are not required to fill out all information, but rather only that pertaining to their grant activities):

- Project Identification. *Grantees can edit the following basic contact information on the person(s) or institution(s) conducting the IRS project:*
 - First Name
 - Last Name
 - Title
 - Work address—street
 - Work address—city
 - Work address—state
 - Work address—country
 - Work address—postal code
 - Phone
 - Fax
 - Email address
 - Web address
 - Home Institution

- Have you previously had Title VI or Fulbright-Hays grants? Please specify
- Narratives. *Grantees provide written responses on the following:*
 - Abstract (maximum of 1740 characters or 300 words)
 - Status/Impact (maximum of 10,500 characters or 2500 words)
 - Adjustments: *programs report on any planned activity that was not conducted as scheduled* (maximum of 1740 characters or 300 words)
 - Exemplary Activities (maximum of 1740 characters or 300 words)
- Project Data. *Grantees give detailed data on the projects.*
 - Projects Conducted. *Grantees report on any research that has been conducted or materials that have been developed.*
 - Title
 - Type of project
 - Intended user(s) of materials
 - Research basis of materials
 - Assessment
 - Project Team
 - Discipline(s)
 - Language(s)
 - Skill(s)
 - Levels of Learning
 - Levels of Instruction
 - World Area(s)
 - Countries
 - Is this specifically for heritage learners?
 - Description of Project
 - Publications. *Grantees report on any publications they have produced or research presentations they have conducted.*
 - Authored Books (including textbooks)
 - Conference Presentations
 - Edited Books
 - Book Chapters
 - Referred Journal Articles
 - Non-Referred Journal Articles
 - Working Papers
 - Teaching Cases
 - Other
 - Comments

- Outreach Activities. *Grantees create a report for each outreach and/or professional development activity they have conducted.*
 - Presenter
 - Partner(s)
 - Title of activity
 - Project type
 - Discipline(s)
 - Language(s) addressed
 - Levels of Learning
 - Is this specifically for heritage learners?
 - Target audience(s)
 - Venue of activity
 - Comments on Venue
 - City
 - State
 - Country
 - Dates of activity
 - Total number of attendees
 - No. of student attendees
 - No. of educator attendees
 - Levels taught by educator attendees
 - Activity outcomes
 - Comments
- Adoption of Outcomes. *Grantees create a record of each adoption of a project outcome.*
 - Title
 - Type of Project
 - Year project was completed
 - Instructors
 - Number trained in the project outcome
 - Number assisted while using the project outcome
 - Institutions
 - Number adopting project outcomes
 - Names adopting project outcomes
 - Is this for heritage learners?
- Sources of Funding. *Grantees enter the dollar amount that each source of funding provided to support each activity. For each activity, Grantees indicate amount covered by Grant, Other Federal Sources, and Other Sources.*
 - Research Projects

- Research Projects: outreach activities: professional development
- Research Projects: outreach activities: IRS workshops
- Research Projects: Publications
- Materials Development
- Materials Development: outreach activities: professional development
- Materials Development: outreach activities: IRS workshops
- Materials Development: Publications
- Assessment Instruments
- Assessment Instruments: outreach activities: professional development
- Assessment Instruments: outreach activities: IRS workshops
- Assessment Instruments: publications
- Totals by Category
 - Research Projects Total
 - Research Projects: outreach activities: professional development Total
 - Research Projects: outreach activities: IRS workshops Total
 - Research Projects: Publications Total
 - Materials Development Total
 - Materials Development: outreach activities: professional development Total
 - Materials Development: outreach activities: IRS workshops Total
 - Materials Development: Publications Total
 - Assessment Instruments Total
 - Assessment Instruments: outreach activities: professional development Total
 - Assessment Instruments: outreach activities: IRS workshops Total
 - Assessment Instruments: publications Total
- Comments
- Travel From U.S. *Grantees provide details on participation in international exchange funded by the report:*
 - Type of Participant
 - Discipline/Field
 - Country of Destination
 - Purpose of Travel
 - Title VI or Fulbright-Hayes funds expended
 - Institutional contribution
 - Personal contribution

- Other contribution
 - Travel To U.S. *Grantees provide details on funds provided for international travel to the U.S.*
 - Type of Participant
 - Country traveling from
 - Amount of travel
 - Title VI or Fulbright-Hayes funds expended
 - Institutional contribution
 - Personal contribution
 - Other contribution
- Budget. *Grantees report on the amount spent in each of the following categories.*
 - Budget *(for each category, report Current Reporting Period, Current Matching Funds, Next Reporting Period, Next Matching Funds)*
 - Personnel
 - Fringe Benefits
 - Travel
 - Equipment
 - Supplies
 - Contractual
 - Other
 - Total Direct Costs (automatic total of all the above)
 - Total Indirect Costs
 - Training Stipends
 - Total Budget
 - Comments
 - Budget Attachment

Observations of EELIAS System

Language Resource Centers Program

(1) What grant activities do you think are currently measured effectively on EELIAS?

- One reviewer felt that the section on “Research Conducted or Materials Developed” is now flexible enough with the inclusion of the category “Other” for most entries so that it can be used for reporting on the publication of K-12 classroom teacher-developed materials and on K-12 classroom-based teacher directed research (Action Research).
- Another reviewer felt that most of the major categories of grant activities are measured reasonably effectively on EELIAS, including research projects, teacher training activities, and presentation of results.

(2) What grant activities currently tracked on EELIAS should no longer be tracked? (In other words, what content should be *deleted from* EELIAS?)

Aside from specific fields on certain pages mentioned below in the “Recommendations” section (e.g., the Disciplines dropdown list on the “Projects Conducted” page), no reviewer recommended deleting any content.

(3) What grant activities are *not* currently measured on EELIAS but should be? (In other words, what should be *added to* EELIAS?)

Again, aside from specific comments on pages mentioned below, no reviewer recommended adding any categories to EELIAS.

(4) What recommendations do you have for improving the EELIAS reporting requirements?

- One reviewer felt that the main problem with the instrument is a very serious lack of clarity in the instructions. As an example, it is not clear what “Adoption of Project Outcomes” means. It is not clear, for example, if “project” refers here to projects undertaken in previous grant cycles. An “outcome” from a project could be a textbook, but it could also be a large number of teachers trained, or an important article written, published and reviewed, or something else. Aside from textbooks being adopted by school systems, it is not clear what it would mean to “adopt... project outcomes,” and it is unlikely that many LRCs would have textbooks to report. For this to work at all, there must be fairly long workshops in which those imposing the requirements sit down with all the program coordinators and attempt to explain what is wanted and needed for every single item.

Definition of Reporting Period

- There seems to be a conflict between the report deadline and the funding period. One respondent reported that her funding period runs from August 15th, 2004, to August 14th, 2005, but that the annual report requested by the Program Officer was due by April 15 in order to provide information about progress in work and expenditures made to assist in making decisions about allocation of funds for the next project-funding year. If this is the only annual report, there would be no report over the second half of Year Three

(April 16 through August 14, 2005). If a second report is requested August 14, 2005, over the entire year, it doubles the work of the LRC in making two reports during a project year. If this report is the only annual report and if it is to cover an entire year (or half of each of two project funding periods) it would cover the first half of Year Three and the last half of Year Two (Aug. 15, 2004 through April 15 of 2005 and April 16, 2004 through August 14, 2004).

This complicates enormously the completion of the EELIAS form, and especially the budget reporting. Budget records are typically kept by project funding year so there is an enormous amount of work required to pull information from these two funding years together for an April 15th annual report. Although it would mean more work for the LRCs, the most logical solution to this problem would be to provide two reports, one on April 15th and the other after August 14th. Perhaps only the GPRA activities would be entered into the EELIAS system for the April 15th report, since they also would be part of the end of the year report, and the rest of the report be done separate from the EELIAS system.

- The categories requested in the April 15th report on projects are different from the EELIAS categories. Requested on projects in the April 15th report were: Projects Started, Projects Underway, Projects Completed, and Adjustments.

International Research and Studies Program

Although asked, the members of the IRS taskforce did not specifically address the four questions posed in this section. Instead, their responses were organized by screen. In general, it can be inferred from their comments that they felt that the instrument does effectively collect the necessary data, and that, aside from some information on specific pages (e.g., adding "Cultural Understanding" to the "Skill(s) dropdown menu on the Project Conducted page), there is no need to add to or eliminate any of the information collected.

Recommendations

Language Resource Center Programs

The following comments and recommendations are organized by page on the EELIAS form.

1. Project Identification

- A. This screen is quite clear and easy for the grantee.
- B. The question about previous funding does not relate to the other questions here. Perhaps a more appropriate place could be found for the question about previous funding.

2. Narratives

A. Abstract

This is basically a reiteration of the abstract page that appears in the original grant proposal and can be attached in this space with no difficulty.

B. Status/Impact

These two words mean very different things. It is always possible for a grantee to report on the current status of a project whether it is after one year, two years or three years, but the impact of a project is totally different and cannot be judged so quickly. Even the instructions directly above that title seem to refer more to status than to impact. It would be better to withhold impact at this time, or to discuss "short-term" and "long-term" goals and objectives. The short term would answer the issue of status while the long term would deal with impact.

C. Adjustments

This is very clear and appropriate in the reporting process. These questions do not indicate any judgment on the part of the government and this page does assist the grantee in examining the changes that have been made between the original submission and the execution of the project.

D. Exemplary Activities

- (1) A distinction needs to be made between activities that were required as part of the grant, and must be listed here, and other activities which might result from this grant which cannot be considered in this report but should be considered at a later date. Again, perhaps this should be divided into two categories: (a) those exemplary activities which were stated in the grant and implemented and (b) those exemplary activities suggested by the "field" which may take place in the future. Perhaps this should be divided into two categories: (a) those exemplary activities which were stated in the grant and implemented and (b) those exemplary activities suggested by the "field" which may take place in the future. However, it may be premature to ask about the latter category at the end of the grant period. Perhaps it would be worthwhile to require grantees to do a very short but additional report one year after

the original report and ask them just two or three questions related to dissemination and impact. This might be burdensome, but it gives a better picture of the program.

- (2) This field is too short (300 words) to describe more than one Exemplary Activity. Since this is a critical area in which to gather examples that can be used to exemplify the best of the work of the LRCs, there should be room to enter as many Exemplary Activities as exist for an LRC, but each entry can be limited to 300 words.

3. Project Data

A. Project Conducted

- (1) This page is highly comprehensive and very useful for the government. It is quite clear in what it is asking. Overall, the page gives a good thumbnail sketch of what has been accomplished during the reporting period and is very specific in its questions.
- (2) The "Languages" drop-down list is too long. It would be better if the reporter could enter the languages by typing, or if the more commonly taught languages (i.e., French, German, Spanish, Japanese, Korean, Chinese, etc.) were at the top of the list to avoid having to scroll down through the complete list.
- (3) The Levels of Instruction do not appropriately recognize the major difference in the educational systems of high school teaching of foreign languages versus that of middle and elementary schools. Foreign language education is well established in high schools, but not in middle and elementary schools, where many schools do not offer programs and those that do have programs cut them at the first sign of budget problems. More LRCs are working at these levels and the EELIAS data managers will probably have to hand tabulate the information if the system does not allow LRCs to designate the grade levels for which their materials are developed and their research conducted. The instrument should allow respondents to "Select All that Apply" and list all grades Pre-K through 12th: "Pre-K, Kindergarten, 1st grade, 2nd grade, ...12th grade".
- (4) The "Skill/s" do not include cultural understanding. This is an important part of language education. Add "Cultural Understanding" to "Skill/s".
- (5) "Reviews and citations" are meaningful for post-secondary scholarly publications, but until "research conducted" and "materials developed" are published, these are not likely to be available. Additionally, "reviews and citations" are not typically tabulated for PreK-12 work. Thus, this inclusion in "Description of Project" is not relevant for work directed at PreK through 12th grade and should not be used to characterize this work as less meaningful than that at postsecondary, since the majority of the language teaching in this nation is done at the PreK-12 level. "Reviews and citations" should be moved to the next section "Publications and Research Presentations".
- (6) The "Disciplines" drop-down list is unnecessary, as all LRCs work with Foreign Languages.
- (7) The "Countries" drop-down list is unnecessary, since LRCs deal with languages, and there is no good fit between language and country. The categories "Language(s)" and "World Area(s)" are sufficient for this purpose.

B. Publications

- (1) The sections dealing with Publications and Research Presentations do NOT currently measure

grant activities effectively. No information is requested regarding the titles of publications, how many copies of presentations were sold or distributed, where presentations were given, or how many people were in attendance. Program effectiveness ("impact") cannot be assessed without such information.

- (2) Materials developed during a reporting period would be reported under both "Research Conducted and Materials Developed" and "Publications and Research Presentations". Reporting categories under "Research Conducted and Materials Developed" allow for much more information about the materials to be entered than under "Publications and Research Presentations", which is only a tabulation of number of materials. If the intent is just a count, without interest in the content, then the system is set up appropriately. If it is important to know more about the publications and research presentations, then "Publications and Research Presentations" would need to gather more information about each. Collect the titles of the publications and research presentations and a short description of them, as well as the conferences at which research presentations were made, and an estimate of the number in the audience of each category as in "Outreach."
- (3) Clarify whether Publications would include such things as CD-ROMS, videos, and other media.
- (4) It is probably worthwhile to indicate and specify the research presentations which are a component of the project, but a totally completed book does not seem feasible within a short period of time. Conference presentations is a good indicator and should be included because if a grantee is going to use material from an on-going project as part of a presentation, that provides the opportunity to assess what has been learned and what has been accomplished, but in general the information requested is premature within a reporting time frame. Define "teaching cases" and confirm its relevance to the work of the LRCs.

C. Outreach Activities

- (1) This is a crucial component of each grant. From the very beginning of a project, there should be outreach and future funding should be based upon the efficacy of that activity. Too often materials are for a select few and most people, in the field or even outside the university, know nothing about these programs. That is a waste of funding and a major waste of effort. The instructions at the top of that page should stress the significance and importance of outreach and make it understood it is a major requirement for second (and third) year funding and for possible additional funding. This particular activity should be given a larger role and placed in a more prominent position in the report.
- (2) Under project type, the pull-down menu only contains three options "Research Project, Material Development Project, and Assessment Project." "Professional Development Project" or "Teacher Training Project" should be added as an additional item, or, at the very least, there should be an "other" category.
- (3) Add to the categories under "Presenter" that of "Trained Leader" or "Trained Instructors". This will help assure that the work of mentoring new leaders who assist in the dissemination of information will be valued appropriately.

D. Adoption of Project Outcomes

- (1) One reviewer felt that it is difficult to assess the validity of this grid for language programs since curriculum pieces operate in a different manner. While one goal of LRC projects is to create projects which will be used in classrooms, the total adoption of a project cannot be assumed since the material they have been funded to develop is very broadly based. Perhaps this page should be titled "Use(s) of Project Outcomes."
- (2) Clarify in the instructions what "Number assisted while using the project outcome" refers to.

E. Sources of Funding

- (1) In general this section is very clear.
- (2) The difference between Research Projects: Outreach for professional development and those for LRC workshops is confusing. The same applies to the two categories of material development. A more careful distinction needs to be made.
- (3) It is a good idea under "Sources of Funding" to include "Other Federal Sources" and "Other Sources" but reporters should be required to identify what those sources are. Include in "Instructions" that the total amounts from sources other than the Title VI LRC grant funding be identified by source in the "Comments" section, or, for better clarity add a category for identifying the sources of other funding.
- (4) The "Instructions" for completing the budget contain important guidelines that must be considered but which are only available if clicked on by the respondent. The instructions should be at the top of this page since they include important guidelines that should not be missed.
- (5) Provide instructions for completing the "Estimated" category, especially if reports are to be submitted mid-year.

F. Participation in International Travel from the U.S.

This is clear and quite simple to complete.

G. Participation in International Travel to the U.S.

This is clear and quite simple to complete.

4. Budget

This is basically a reiteration of the original budget submission (with adjustments) and should be no problem for any Comptroller. The "comments" category is very useful if the reporter wants to explain some budgetary deviation.

International Research and Studies Program

The following comments and recommendations are organized by page on the EELIAS form.

1. Project Identification:

- A. This screen is quite clear and easy for the grantee.
- B. The question about previous funding does not relate to the other questions here. Perhaps a more appropriate place could be found for that question.
- C. It is not clear whose email address to enter: the director or the general project. Make the label more specific.
- D. When a user clicks on *Instructions*, a new screen pops up. Thus, a user may have several screens open without realizing it. The *Instructions* page should come up on the same screen (as the *Help* page does), or perhaps as a pop-up on scroll over.
- E. When selecting the next section of the form to complete, the menu shows two sections highlighted until the requested page is finally uploaded. This can mislead the user into thinking s/he accidentally selected two pages. Only the selected page should be highlighted.

2. Narratives:

A. Abstract

This is basically a reiteration of the abstract page that appears in the original grant proposal and can be attached in this space with no difficulty.

B. Status/Impact

In this category, it is important to make a distinction between status and impact. The status is apparent: where the grantee is in the program at a specific time. But the impact of these programs, such as the development of enrichment resources and curricula, can only be measured for impact in the periods one to three years after the termination of the grant. It would be useful for the grantee to have the opportunity to state that in the report and even return to the report one or more years later for an update.

C. Adjustments:

- (1) This is very clear and appropriate in the reporting process. These questions do not indicate any judgment on the part of the government and this page does assist the grantee in examining the changes that have been made between the original submission and the execution of the project.
- (2) The instructions here say that text can be pasted from a word document. If this is true for other pages, the instructions on those pages should indicate that as well.
- (3) There are two periods at the end of the instructions on the page.
- (4) The difference between "Save" and "Save and Continue" is not clear. There should be some clarification of the difference on the *Instructions* page.

D. Exemplary Activities

- (1) The distinction between activities and achievements (as described in the instructions) need to be clarified.
- (2) A distinction needs to be made between activities that were required as part of the grant, and must be listed here, and other activities which might result from this grant which cannot be considered in this report but should be considered at a later date. Again, perhaps this should be divided into two categories: (a) those exemplary activities which were stated in the grant and implemented and (b) those exemplary activities suggested by the "field" which may take place in the future. However, it may be premature to ask about the latter category at the end of the grant period. Perhaps it would be worthwhile to require grantees to do a very short but additional report one year after the original report and ask them just two or three questions

related to dissemination and impact. This might be burdensome, but it gives a better picture of the program.

3. Project Data:

A. Project Conducted

The meaning of the phrase "Research basis of materials" needs to be clarified.

B. Publications

(1) It is probably worthwhile to indicate and specify the research presentations which are a component of the project, but a totally completed book does not seem feasible within a short period of time. Conference presentations is a good indicator and should be included because if a grantee is going to use material from an on-going project as part of a presentation, that provides the opportunity to assess what has been learned and what has been accomplished, but in general the information requested is premature within a reporting time frame.

(2) It is not clear if any kind of publication by people working on the project should be included regardless of whether they received grant money. This should be specified in the instructions.

(3) The instructions page asks for items developed in the reporting period, yet it also asks for this only in the final report. Clarify if the user need include only what was developed in the final reporting period.

C. Outreach Activities

This instrument is even more important in international research grants because they are generally broader in scope than language grants. Outreach and dissemination **MUST** be carefully weighed and funding should be based upon the success or failure of the grantee to dissemination what they have garnered from this project. The materials produced need to be advertised. The instructions at the top of that page should stress the significance and importance of outreach and make it understood it is a major requirement for second (and third) year funding and for possible additional funding. Perhaps this particular activity should be given a larger role and placed in a more prominent position in the report.

D. Adoption of Project Outcomes

(1) Adoption of materials produced by IRS grants entirely, especially when materials are prepared for the pre-collegiate level, cannot occur. But the materials should be made available (in print and on-line when conceivable) to assist educators and bring new information into classrooms. There is no mention throughout these pages of any on-line dissemination of materials as well as how the Department of Education expects the grantee to inform the educational community about these materials. This is a serious omission and something should be included.

(2) There are no specific instructions for this page on the Instruction Page.

(3) Clarify the meaning of "Number assisted while using project outcome."

(4) Clarify whether the adoption of project outcomes are supposed to have taken place during the report periods or afterwards.

E. Sources of Funding

When users tabs over to a different column, they must highlight the zero so that it does not remain when an amount is entered. This can be confusing for the user. Upon entering a field, the zero should be highlighted.

F. Travel from U.S.:

- (1) This is clear and quite simple to complete.
- (2) Include specific instructions for this on the Instructions page.

G. Travel to U.S.:

- (1) This is clear and quite simple to complete.
- (2) Instructions on this page seem to be missing an article.
- (3) The instructions refer to FAQs for Purposed of Travel, but it is not clear where this is. Provide a link.
- (4) The heading "Amount of travel" suggests "how much traveling was done." Change to something like "Amount of funds for travel".

4. Budget:

- (1) This is basically a reiteration of the original budget submission (with adjustments) and should be no problem for any Comptroller. The "comments" category is very useful if the reporter wants to explain some budgetary deviation.
- (2) Include a reminder to upload only an Excel file, as mentioned in the instructions.

5. View Reports:

- (1) The spacing at the bottom of the funding table was choppy. Improve this so that the amounts are next to the dollar sign.
- (2) In the table, in some cases there is only a dollar sign, while in others there is \$0.00. This may mislead the user into thinking there is a difference. Make this consistent.
- (3) The last column on this page is labeled "Submitted," while on the Submit page it is labeled "Status." If the difference is there for a reason, it should be specified; otherwise, the tables should be consistent.

6. Submit

The reason for reviewing the report before submitting is not clear (e.g., is it for security, or to double check information?). The instructions should specify the reason for this review.

Notes

NFLC has incorporated some of the Task Force recommendations into the instruments.

Works Cited

Greenberg, H. (1994). *A South Asia Curriculum: Teaching About India*. New York: The American Forum for Global Education.

Greenberg, H. (Ed.). (1997). *Spotlight on China: Traditions Old and New*. New York: The American Forum for Global Education.

Rosenbusch, M. H., Kemis, M., and Moran, K. (2000). "Changing Practice: Impact of a National Institute on Foreign Language Teacher Preparation for the K-6 Level of Instruction." *Foreign Language Annals* 33 (3), 305-319.

U.S. Department of Education: *EELIAS Reporting System*. Date retrieved: July 31, 2003.
<http://65.213.110.26/eeliastrain/login/login.cfm>.

Appendix: NFLC Responses to Task Force Recommendations

Below are NFLC responses to the Task Force recommendations. “Yes” indicates that the change was made to the system; “No” indicates why the change was not made. The table follows the same order as the “Recommendations” section.

Program and User	Specific Recommendation	NFLC Responses
LRC Direct or	1B. Project Identification: The question about previous funding does not relate to the other questions here. Perhaps a more appropriate place could be found for the question about previous funding.	NO: NFLC did not change this field since the question is standard across all programs.
LRC Direct or	2B. Narrative: Status/Impact: These two words mean very different things. It is always possible for a grantee to report on the current status of a project whether it is after one year, two years or three years, but the impact of a project is totally different and cannot be judged so quickly. Even the instructions directly above that title seem to refer more to status than to impact. It would be better to withhold impact at this time, or to discuss “short-term” and “long-term” goals and objectives. The short term would answer the issue of status while the long term would deal with impact.	YES: NFLC updated the instructions.

<p>LRC Director</p>	<p>. Narrative: Exemplary Activities: A distinction needs to be made between activities that were required as part of the grant, and must be listed here, and other activities which might result from this grant which cannot be considered in this report but should be considered at a later date. Perhaps this should be divided into two categories: (a) those exemplary activities which were stated in the grant and implemented and (b) those exemplary activities suggested by the “field” which may take place in the future. However, it may be premature to ask about the latter category at the end of the grant period. Perhaps it would be worthwhile to require grantees to do a very short but additional report one year after the original report and ask them just two or three questions related to dissemination and impact. This might be burdensome, but it gives a better picture of the program.</p>	<p>YES: NFLC updated the instructions.</p>
<p>LRC Director</p>	<p>. Narrative: Exemplary Activities: This field is too short (300 words) to describe more than one Exemplary Activity. Since this is a critical area in which to gather examples that can be used to exemplify the best of the work of the LRCs, there should be room to enter as many Exemplary Activities as exist for an LRC, but each entry can be limited to 300 words.</p>	<p>NO: NFLC did not change this field.</p>
<p>LRC Director</p>	<p>. Projects Conducted: The “Languages” drop-down list is too long. It would be better if the reporter could enter the languages by typing, or if the more commonly taught languages (i.e., French, German, Spanish, Japanese, Korean, Chinese, etc.) were at the top of the list to avoid having to scroll down through the complete list.</p>	<p>NO: NFLC did not change this standardized list.</p>

<p>LRC Director</p>	<p>. Projects Conducted: The Levels of Instruction do not appropriately recognize the major difference in the educational systems of high school teaching of foreign languages versus that of middle and elementary schools. Foreign language education is well established in high schools, but not in middle and elementary schools, where many schools do not offer programs and those that do have programs cut them at the first sign of budget problems. More LRCs are working at these levels and the EELIAS data managers will probably have to hand tabulate the information if the system does not allow LRCs to designate the grade levels for which their materials are developed and their research conducted. The instrument should allow respondents to “Select All that Apply” and list all grades Pre-K through 12th: “Pre-K, Kindergarten, 1st grade, 2nd grade, ... 12th grade”.</p>	<p>NO: NFLC did not change this list.</p>
<p>LRC Director</p>	<p>. Projects Conducted: The “Skill/s” do not included cultural understanding. This is an important part of language education. Add “Cultural Understanding” to “Skill/s”.</p>	<p>NO: NFLC did not change this list.</p>
<p>LRC Director</p>	<p>. Projects Conducted: “Reviews and citations” are meaningful for post-secondary scholarly publications, but until “research conducted” and “materials developed” are published, these are not likely to be available. Additionally, “reviews and citations” are not typically tabulated for PreK-12 work. Thus, this inclusion in “Description of Project” is not relevant for work directed at PreK through 12th grade and should not be used to characterize this work as less meaningful than that at postsecondary, since the majority of the language teaching in this nation is done at the PreK-12 level. “Reviews and citations” should be moved to the next section “Publications and Research Presentations”.</p>	<p>NO: NFLC did not change these fields.</p>
<p>LRC Director</p>	<p>. Projects Conducted: The “Disciplines” drop-down list is unnecessary, as all LRCs work with Foreign Languages.</p>	<p>D: NFLC did not change this.</p>

<p>LRC Direct or</p>	<p>. Projects Conducted: The “Countries” drop-down list is unnecessary, since LRCs deal with languages, and there is no good fit between language and country. The categories “Language(s)” and “World Area(s)” are sufficient for this purpose.</p>	<p>NO: NFLC did not change this.</p>
<p>LRC Direct or</p>	<p>. Publications: The sections dealing with Publications and Research Presentations do NOT currently measure grant activities effectively. No information is requested regarding the titles of publications, how many copies of presentations were sold or distributed, where presentations were given, or how many people were in attendance. Program effectiveness (“impact”) cannot be assessed without such information.</p>	<p>NO: NFLC did not change this.</p>
<p>LRC Direct or</p>	<p>. Publications: Materials developed during a reporting period would be reported under both “Research Conducted and Materials Developed” and “Publications and Research Presentations”. Reporting categories under “Research Conducted and Materials Developed” allow for much more information about the materials to be entered than under “Publications and Research Presentations”, which is only a tabulation of number of materials. If the intent is just a count, without interest in the content, then the system is set up appropriately. If it is important to know more about the publications and research presentations, then “Publications and Research Presentations” would need to gather more information about each. Collect the titles of the publications and research presentations and a short description of them, as well as the conferences at which research presentations were made, and an estimate of the number in the audience of each category as in “Outreach”.</p>	<p>NO: NFLC did not change this as both screens captured needed data for IEGPS.</p>
<p>LRC Direct or</p>	<p>. Publications: Clarify whether Publications would include such things as CD-ROMS, videos, and other media.</p>	<p>YES: NFLC updated the instructions.</p>

<p>LRC Direct or</p>	<p>. Publications: It is probably worthwhile to indicate and specify the research presentations which are a component of the project, but a totally completed book does not seem feasible within a short period of time. Conference presentations is a good indicator and should be included because if a grantee is going to use material from an on-going project as part of a presentation, that provides the opportunity to assess what has been learned and what has been accomplished, but in general the information requested is premature within a reporting time frame. Define “teaching cases” and confirm its relevance to the work of the LRCs.</p>	<p>YES: NFLC updated the instructions.</p>
<p>LRC Direct or</p>	<p>. Outreach Activities: This is a crucial component of each grant. From the very beginning of a project, there should be outreach and future funding should be based upon the efficacy of that activity. Too often materials are for a select few and most people, in the field or even outside the university, know nothing about these programs. That is a waste of funding and a major waste of effort. The instructions at the top of that page should stress the significance and importance of outreach and make it understood it is a major requirement for second (and third) year funding and for possible additional funding. This particular activity should be given a larger role and placed in a more prominent position in the report.</p>	<p>NO: NFLC did not change the placement of the screen. IEGPS may consider updating instructions or grantee information on reporting.</p>
<p>LRC Direct or</p>	<p>. Outreach Activities: Under project type, the pull-down menu only contains three options “Research Project, Material Development Project, and Assessment Project.” “Professional Development Project” or “Teacher Training Project” should be added as an additional item, or, at the very least, there should be an “other” category.</p>	<p>NO: NFLC did not change the choices as IEGPS program officers specified these categories.</p>
<p>LRC Direct or</p>	<p>. Outreach Activities: Add to the categories under “Presenter” that of “Trained Leader” or “Trained Instructors”. This will help assure that the work of mentoring new leaders who assist in the dissemination of information will be valued appropriately.</p>	<p>NO: NFLC did not change the categories.</p>

<p>LRC Direct or</p>	<p>. Adoption of Project Outcomes One reviewer felt that it is difficult to assess the validity of this grid for language programs since curriculum pieces operate in a different manner. While one goal of LRC projects is to create projects which will be used in classrooms, the total adoption of a project cannot be assumed since the material they have been funded to develop is very broadly based. Perhaps this page should be titled “Use(s) of Project Outcomes.”</p>	<p>NO: NFLC did not change this screen.</p>
<p>LRC Direct or</p>	<p>. Adoption of Project Outcomes Clarify in the instructions what “Number assisted while using the project outcome” refers to.</p>	<p>YES: NFLC updated the instructions.</p>
<p>LRC Direct or</p>	<p>. Sources of Funding The difference between Research Projects: Outreach for professional development and those for LRC workshops is confusing. The same applies to the two categories of material development. A more careful distinction needs to be made.</p>	<p>NO: NFLC did not change the categories.</p>
<p>LRC Direct or</p>	<p>. Sources of Funding It is a good idea under “Sources of Funding” to include “Other Federal Sources” and “Other Sources” but reporters should be required to identify what those sources are. Include in “Instructions” that the total amounts from sources other than the Title VI LRC grant funding be identified by source in the “Comments” section, or, for better clarity add a category for identifying the sources of other funding.</p>	<p>YES: NFLC updated the instructions.</p>
<p>LRC Direct or</p>	<p>. Sources of Funding The “Instructions” for completing the budget contain important guidelines that must be considered but which are only available if clicked on by the respondent. The instructions should be at the top of this page since they include important guidelines that should not be missed.</p>	<p>NO: NFLC did not change the screen, but the instructions link goes directly to those for “Sources of Funding.”</p>
<p>LRC Direct or</p>	<p>. Sources of Funding (5) Provide instructions for completing the “Estimated” category, especially if reports are to be submitted mid-year.</p>	<p>NO: NFLC did not add these instructions.</p>

<p>IRS Direct or</p>	<p>1B. Project Identification: The question about previous funding does not relate to the other questions here. Perhaps a more appropriate place could be found for the question about previous funding.</p>	<p>NO: NFLC did not change this field since the question is standard across all programs.</p>
<p>IRS Direct or</p>	<p>1C. Project Identification: It is not clear whose email address to enter: the director or the general project. Make the label more specific.</p>	<p>YES: NFLC updated the instructions.</p>
<p>IRS Direct or</p>	<p>1D. Project Identification: When a user clicks on <i>Instructions</i>, a new screen pops up. Thus, a user may have several screens open without realizing it. The <i>Instructions</i> page should come up on the same screen (as the <i>Help</i> page does), or perhaps as a pop-up on scroll over.</p>	<p>NO: NFLC did not change that other screens open with instructions information.</p>
<p>IRS Direct or</p>	<p>1E. Project Identification: When selecting the next section of the form to complete, the menu shows two sections highlighted until the requested page is finally uploaded. This can mislead the user into thinking s/he accidentally selected two pages. Only the selected page should be highlighted</p>	<p>NO: NFLC did not change this since it probably results from the user keeping the mouse over both items while the screen is uploading.</p>
<p>IRS Direct or</p>	<p>. Narrative: Status/Impact: In this category, it is important to make a distinction between status and impact. The status is apparent: where the grantee is in the program at a specific time. But the impact of these programs, such as the development of enrichment resources and curricula, can only be measured for impact in the periods one to three years after the termination of the grant. It would be useful for the grantee to have the opportunity to state that in the report and even return to the report one or more years later for an update.</p>	<p>NO: NFLC did not change instructions.</p>
<p>IRS Direct or</p>	<p>. Narrative: Adjustments: The instructions here say that text can be pasted from a word document. If this is true for other pages, the instructions on those pages should indicate that as well.</p>	<p>YES: NFLC updated the instructions.</p>
<p>IRS Direct or</p>	<p>2C. Narrative: Adjustments: There are two periods at the end of the instructions on the page</p>	<p>YES: NFLC updated instructions.</p>

<p>IRS Director</p>	<p>2C. Narrative: Adjustments: The difference between “Save” and “Save and Continue” is not clear. There should be some clarification of the difference on the <i>Instructions</i> page.</p>	<p>YES: NFLC updated the FAQs.</p>
<p>IRS Director</p>	<p>1. Narrative: Exemplary Activities: The distinction between activities and achievements (as described in the instructions) need to be clarified.</p>	<p>YES: NFLC updated the instructions.</p>
<p>IRS Director</p>	<p>1. Narrative: Exemplary Activities: (2) A distinction needs to be made between activities that were required as part of the grant, and must be listed here, and other activities which might result from this grant which cannot be considered in this report but should be considered at a later date. Again, perhaps this should be divided into two categories: (a) those exemplary activities which were stated in the grant and implemented and (b) those exemplary activities suggested by the “field” which may take place in the future. However, it may be premature to ask about the latter category at the end of the grant period. Perhaps it would be worthwhile to require grantees to do a very short but additional report one year after the original report and ask them just two or three questions related to dissemination and impact. This might be burdensome, but it gives a better picture of the program.</p>	<p>YES: NFLC updated the instructions.</p>
<p>IRS Director</p>	<p>1. Project Conducted The meaning of the phrase “Research basis of materials” needs to be clarified.</p>	<p>YES: NFLC updated the instructions.</p>

<p>IRS Director</p>	<p>. Publications It is probably worthwhile to indicate and specify the research presentations which are a component of the project, but a totally completed book does not seem feasible within a short period of time. Conference presentations is a good indicator and should be included because if a grantee is going to use material from an on-going project as part of a presentation, that provides the opportunity to assess what has been learned and what has been accomplished, but in general the information requested is premature within a reporting time frame.</p>	<p>NO: NFLC did not change this screen.</p>
<p>IRS Director</p>	<p>. Publications It is not clear if any kind of publication by people working on the project should be included regardless of whether they received grant money. This should be specified in the instructions.</p>	<p>YES: NFLC updated the instructions.</p>
<p>IRS Director</p>	<p>3B. Publications (3) The instructions page asks for items developed in the reporting period, yet it also asks for this only in the final report. Clarify if the user need include only what was developed in the final reporting period.</p>	<p>YES: NFLC updated the instructions.</p>
<p>IRS Director</p>	<p>. Adoption of Project Outcomes Adoption of materials produced by IRS grants entirely, especially when materials are prepared for the pre-collegiate level, cannot occur. But the materials should be made available (in print and on-line when conceivable) to assist educators and bring new information into classrooms. There is no mention throughout these pages of any on-line dissemination of materials as well as how the Department of Education expects the grantee to inform the educational community about these materials. This is a serious omission and something should be included.</p>	<p>NO: NFLC did not change this screen.</p>
<p>IRS Director</p>	<p>. Adoption of Project Outcomes There are no specific instructions for this page on the Instruction Page.</p>	<p>YES: NFLC updated the instructions.</p>
<p>IRS Director</p>	<p>. Adoption of Project Outcomes Clarify the meaning of "Number assisted while using project outcome."</p>	<p>YES: NFLC updated the instructions.</p>

IRS Director	<p>3. Adoption of Project Outcomes</p> <p>(4) Clarify whether the adoption of project outcomes are supposed to have taken place during the report periods or afterwards.</p>	YES: NFLC updated the instructions.
IRS Director	<p>3. Sources of Funding</p> <p>(2) When the user tabs over to a different column, s/he must highlight the zero so that it does not remain when an amount is entered. This can be confusing for the user. Upon entering a field, the zero should be highlighted.</p>	NO: NFLC did not change this screen.
IRS Director	<p>3. Travel from U.S.:</p> <p>Include specific instructions for this on the Instructions page.</p>	YES: NFLC updated the instructions.
IRS Director	<p>3. Travel to U.S.:</p> <p>(2) Instructions on this page seem to be missing an article.</p>	YES: NFLC updated the instructions.
IRS Director	<p>3. Travel to U.S.:</p> <p>The instructions refer to FAQs for Purpose of Travel, but it is not clear where this is. Provide a link.</p>	YES: NFLC updated the instructions.
IRS Director	<p>3. Travel to U.S.:</p> <p>The heading “Amount of travel” suggests “how much traveling was done.” Change to something like “Amount of funds for travel.”</p>	YES: NFLC updated the screen.
IRS Director	<p>Budget:</p> <p>(B) Include a reminder to upload only an Excel file, as mentioned in the instructions.</p>	YES: NFLC updated the instructions.
IRS Director	<p>View Reports:</p> <p>(A) The spacing at the bottom of the funding table was choppy. Improve this so that the amounts are next to the dollar sign.</p>	YES: NFLC updated the instructions.
IRS Director	<p>View Reports:</p> <p>(B) In the table, in some cases there is only a dollar sign, while in others there is \$0.00. This may mislead the user into thinking there is a difference. Make this consistent.</p>	YES: NFLC updated the view reports.
IRS Director	<p>View Reports:</p> <p>(C) The last column on this page is labeled “Submitted,” while on the Submit page it is labeled “Status.” If the difference is there for a reason, it should be specified; otherwise, the tables should be consistent.</p>	NO: NFLC did not change this to keep view and submit sections distinct.

IRS Direct or	Submit The reason for reviewing the report before submitting is not clear (e.g., is it for security, or to double check information?). The instructions should specify the reason for this review.	YES: NFLC updated the FAQs.
------------------------------	--	------------------------------------

Appendix IV

Propensity Score Match Results

Table 1: Slavic Match without Replacements

University	Title VI	PS	Dissertations AS	Dissertations Lang	SEEJ Articles	SlavRev Articles	AATSEEL Awards	AAASS Awards
University of California-Berkeley*	Yes	0.94294	47	7	8	9	6	0
University of Michigan-Ann Arbor*	Yes	0.94142	55	7	3	4	0	3
University of Wisconsin-Madison*	Yes	0.93122	26	2	10	7	2	1
University of Illinois-Urbana-Champaign*	Yes	0.88316	24	2	4	3	0	1
Columbia University (NY)	Yes	0.86840	55	1	3	5	2	0
Ohio State University-Columbus*	Yes	0.79611	40	13	3	2	3	3
Stanford University (CA)	Yes	0.77509	24	0	2	8	1	1
Harvard University (MA)	Yes	0.76907	59	3	4	7	3	3
University of Chicago	Yes	0.76850	36	7	1	2	2	0
University of Washington*	Yes	0.66339	30	7	1	2	1	1
University of Virginia*	Yes	0.61816	15	1	4	1	0	1
Duke University (NC)	Yes	0.60200	10	1	2	1	0	0
University of California-Los Angeles*	Yes	0.59878	43	6	5	4	7	0
University of Texas-Austin	Yes	0.58261	25	5	5	4	1	0
Indiana University-Bloomington*	Yes	0.44256	30	6	5	0	2	1
University of Iowa*	Yes	0.31064	9	1	1	6	2	0
University of North Carolina-Chapel Hill*	Yes	0.23517	19	4	3	4	1	0
University of Pittsburgh*	Yes	0.22097	9	1	3	0	2	0
Georgetown University (DC)	Yes	0.12747	12	2	2	2	1	2
University of Kansas*	Yes	0.01726	22	5	0	0	1	0
Total			590	81	69	71	37	17
Non Title VI								
Yale University (CT)	No	0.80598	33	3	4	1	2	2
University of Florida*	No	0.72626	1	1	0	2	1	1
Cornell University (NY)	No	0.56039	13	4	0	0	1	1
Purdue University-West Lafayette (IN)*	No	0.51655	3	1	0	1	0	0
University of Maryland-College Park*	No	0.50478	10	1	0	1	0	1

Michigan State University*	No	0.43807	5	0	2	1	0	0
Brown University (RI)	No	0.34563	21	1	4	0	1	0
University of Pennsylvania	No	0.33730	12	1	0	2	0	2
University of Minnesota-Twin Cities*	No	0.32831	17	0	0	0	0	0
University of Georgia*	No	0.32238	1	1	0	1	0	0
Pennsylvania State University-University Park	No	0.28237	5	0	2	2	0	0
Princeton University (NJ)	No	0.28122	32	4	7	2	3	2
Washington University in St. Louis	No	0.26122	4	0	1	1	0	0
Northwestern University (IL)	No	0.25384	11	1	3	3	2	0
University of Southern California	No	0.22841	16	1	4	0	1	1
Texas A&M University-College Station*	No	0.17593	4	2	0	1	0	0
University of Missouri-Columbia*	No	0.13029	2	0	0	1	0	0
New York University	No	0.12322	20	0	1	2	2	0
University of Tennessee-Knoxville*	No	0.11383	1	1	0	1	0	0
University of Rochester (NY)	No	0.01617	5	0	0	0	0	1
Total			216	22	28	22	13	11

Table 2: Slavic Match with Replacements

University	Title VI	PS	Dissertations AS	Dissertations Lang	SEEJ Articles	SlavRev Articles	AATSEEL Awards	AAASS Awards
University of California-Berkeley*	Yes	0.94294	47	7	8	9	6	0
University of Michigan-Ann Arbor*	Yes	0.94142	55	7	3	4	0	3
University of Wisconsin-Madison*	Yes	0.93122	26	2	10	7	2	1
University of Illinois-Urbana-Champaign*	Yes	0.88316	24	2	4	3	0	1
Columbia University (NY)	Yes	0.86840	55	1	3	5	2	0
Ohio State University-Columbus*	Yes	0.79611	40	13	3	2	3	3
Stanford University (CA)	Yes	0.77509	24	0	2	8	1	1
Harvard University (MA)	Yes	0.76907	59	3	4	7	3	3
University of Chicago	Yes	0.76850	36	7	1	2	2	0
University of Washington*	Yes	0.66339	30	7	1	2	1	1
University of Virginia*	Yes	0.61816	15	1	4	1	0	1
Duke University (NC)	Yes	0.60200	10	1	2	1	0	0
University of California-Los Angeles*	Yes	0.59878	43	6	5	4	7	0
University of Texas-Austin	Yes	0.58261	25	5	5	4	1	0
Indiana University-Bloomington*	Yes	0.44256	30	6	5	0	2	1
University of Iowa*	Yes	0.31064	9	1	1	6	2	0
University of North Carolina-Chapel Hill*	Yes	0.23517	19	4	3	4	1	0
University of Pittsburgh*	Yes	0.22097	9	1	3	0	2	0
Georgetown University (DC)	Yes	0.12747	12	2	2	2	1	2
University of Kansas*	Yes	0.01726	22	5	0	0	1	0
Total			590	81	69	71	37	17
Non Title VI								
Yale University (CT)	No	0.80598	33	3	4	1	2	2
Yale University (CT)	No	0.80598	33	3	4	1	2	2
Yale University (CT)	No	0.80598	33	3	4	1	2	2
Yale University (CT)	No	0.80598	33	3	4	1	2	2
Yale University (CT)	No	0.80598	33	3	4	1	2	2

Yale University (CT)	No	0.80598	33	3	4	1	2	2
Yale University (CT)	No	0.80598	33	3	4	1	2	2
Yale University (CT)	No	0.80598	33	3	4	1	2	2
Yale University (CT)	No	0.80598	33	3	4	1	2	2
University of Florida*	No	0.72626	1	1	0	2	1	1
Cornell University (NY)	No	0.56039	13	4	0	0	1	1
Cornell University (NY)	No	0.56039	13	4	0	0	1	1
Cornell University (NY)	No	0.56039	13	4	0	0	1	1
Cornell University (NY)	No	0.56039	13	4	0	0	1	1
Michigan State University*	No	0.43807	5	0	2	1	0	0
University of Georgia*	No	0.32238	1	1	0	1	0	0
University of Southern California	No	0.22841	16	1	4	0	1	1
University of Southern California	No	0.22841	16	1	4	0	1	1
New York University	No	0.12322	20	0	1	2	2	0
University of Rochester (NY)	No	0.01617	5	0	0	0	0	1
Total			413	47	47	15	27	26

Table 3: Mid-East Match without Replacements

University	Title VI	PS	Dissertations AS	Dissertations Lang	IJMES Articles	MESA Awards
University of California-Berkeley*	Yes	0.84811	33	0	2	2
University of Texas-Austin	Yes	0.72035	16	1	1	2
Ohio State University-Columbus*	Yes	0.69924	31	0	0	0
University of Michigan-Ann Arbor*	Yes	0.69234	33	1	5	0
University of California-Los Angeles*	Yes	0.67521	39	2	2	1
Harvard University (MA)	Yes	0.62218	61	2	2	0
Columbia University (NY)	Yes	0.51866	54	1	5	4
University of Washington*	Yes	0.51866	7	0	2	1
New York University	Yes	0.47558	37	4	1	0
University of Pennsylvania	Yes	0.43515	8	0	0	0
University of Arizona*	Yes	0.42373	24	3	4	0
University of Chicago	Yes	0.38227	40	0	2	3
Princeton University (NJ)	Yes	0.27688	35	0	2	5
University of Utah*	Yes	0.26583	19	0	0	0
University of California-Santa Barbara*	Yes	0.24891	3	1	1	0
Emory University (GA)	Yes	0.23106	4	1	0	1
Georgetown University (DC)	Yes	0.16052	18	9	2	0
Total			462	25	31	19
Non Title VI						
University of Florida*	No	0.68935	2	2	0	0
University of Illinois-Urbana-Champaign*	No	0.68434	6	1	4	0
University of Minnesota-Twin Cities*	No	0.64061	15	0	0	0
Stanford University (CA)	No	0.62764	9	1	1	0
University of North Carolina-Chapel Hill*	No	0.44664	3	1	1	1
Rutgers-New Brunswick (NJ)*	No	0.41578	6	1	0	0
Northwestern University (IL)	No	0.40003	1	0	0	0
Indiana University-Bloomington*	No	0.39779	22	4	1	0

University of Virginia*	No	0.36915	5	0	2	0
Yale University (CT)	No	0.35730	22	0	2	0
University of Massachusetts-Amherst*	No	0.33307	1	0	1	0
Florida State University*	No	0.29399	8	0	0	0
George Washington University (DC)	No	0.27040	8	0	1	0
University of Kentucky*	No	0.26401	4	0	0	0
University of Kansas*	No	0.25329	6	1	0	0
Washington University in St. Louis	No	0.22695	5	0	0	0
Tufts University (MA)	No	0.17016	4	0	0	0
Total			127	11	13	1

Table 4: Mid-East Match with Replacements

University	Title VI	PS	Dissertations AS	Dissertations Lang	IJMES Articles	MESA Awards
University of California-Berkeley*	Yes	0.84811	33	0	2	2
University of Texas-Austin	Yes	0.72035	16	1	1	2
Ohio State University-Columbus*	Yes	0.69924	31	0	0	0
University of Michigan-Ann Arbor*	Yes	0.69234	33	1	5	0
University of California-Los Angeles*	Yes	0.67521	39	2	2	1
Harvard University (MA)	Yes	0.62218	61	2	2	0
Columbia University (NY)	Yes	0.51866	54	1	5	4
University of Washington*	Yes	0.51866	7	0	2	1
New York University	Yes	0.47558	37	4	1	0
University of Pennsylvania	Yes	0.43515	8	0	0	0
University of Arizona*	Yes	0.42373	24	3	4	0
University of Chicago	Yes	0.38227	40	0	2	3
Princeton University (NJ)	Yes	0.27688	35	0	2	5
University of Utah*	Yes	0.26583	19	0	0	0
University of California-Santa Barbara*	Yes	0.24891	3	1	1	0
Emory University (GA)	Yes	0.23106	4	1	0	1
Georgetown University (DC)	Yes	0.16052	18	9	2	0
Total			462	25	31	19
Non Title VI						
University of Florida*	No	0.68935	2	2	0	0
University of Florida*	No	0.68935	2	2	0	0
University of Florida*	No	0.68935	2	2	0	0
University of Florida*	No	0.68935	2	2	0	0
University of Illinois-Urbana-Champaign*	No	0.68434	6	1	4	0
Stanford University (CA)	No	0.62764	9	1	1	0
University of North Carolina-Chapel Hill*	No	0.44664	3	1	1	1
University of North Carolina-Chapel Hill*	No	0.44664	3	1	1	1

University of North Carolina-Chapel Hill*	No	0.44664	3	1	1	1
University of North Carolina-Chapel Hill*	No	0.44664	3	1	1	1
Rutgers-New Brunswick (NJ)*	No	0.41578	6	1	0	0
Indiana University-Bloomington*	No	0.39779	22	4	1	0
George Washington University (DC)	No	0.27040	8	0	1	0
University of Kentucky*	No	0.26401	4	0	0	0
University of Kansas*	No	0.25329	6	1	0	0
Washington University in St. Louis	No	0.22695	5	0	0	0
Tufts University (MA)	No	0.17016	4	0	0	0
Total			90	20	11	4