Measuring the Impact of National Resource Centers:

Perspectives from the U.S. Department of Education, International & Foreign Language Education Program

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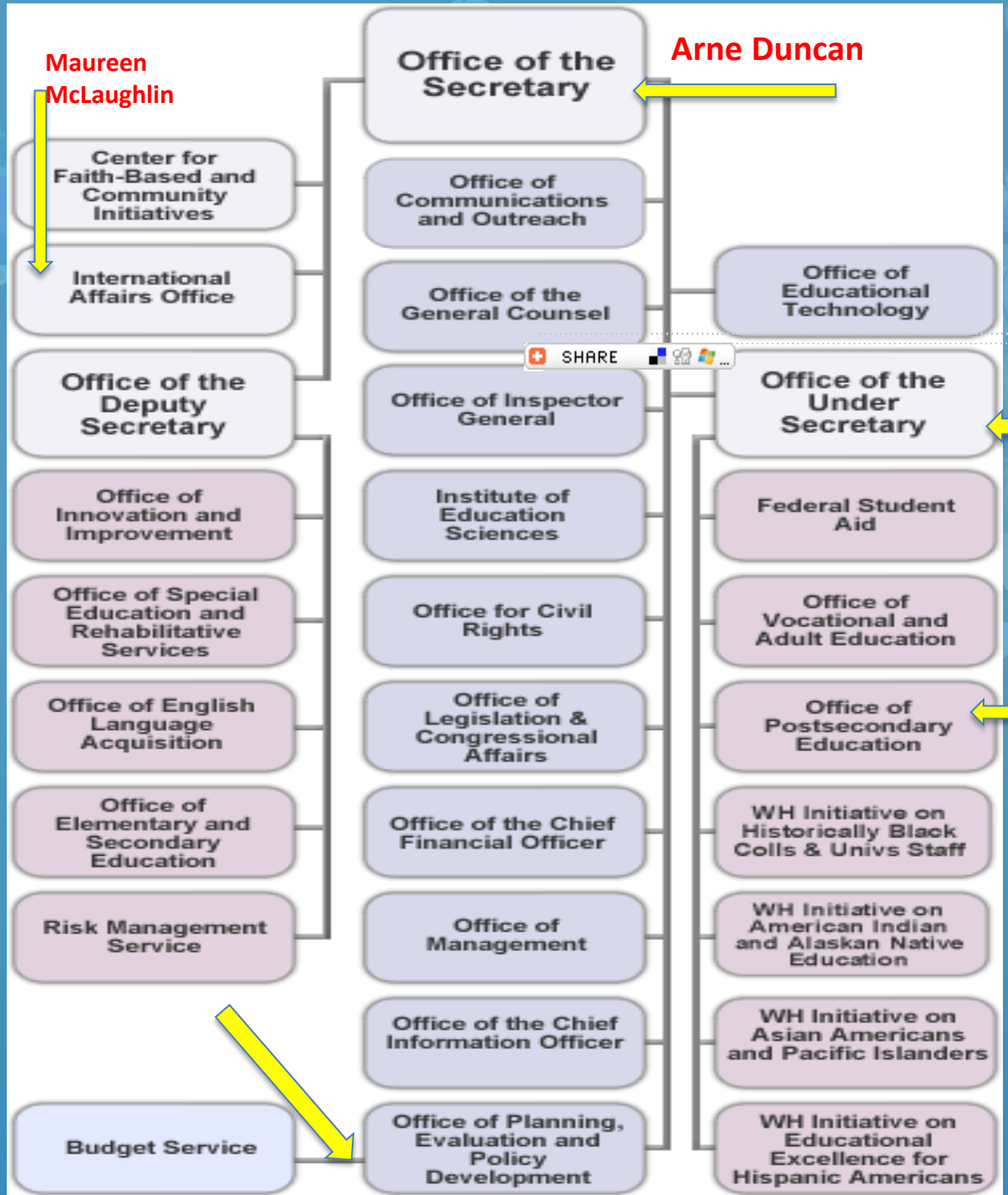
International Education: Investing in Our Global Future

Perspectives from the U.S. Department of Education

- Overview of ED Infrastructure
- IFLE: Mission, Programs, Funding Opportunities
- International Strategy & IFLE Strategic Goals
- President Obama's & National Priorities
- ED's Evidence-Based Grant Making
- NRC GPRA Performance Measures
- NRC Project-Specific Performance Measures
- ED's Evaluation Guidance to the Field
- NRC/FLAS Evaluation Selection Criteria
- Demonstrating NRCs Impact
- Questions to Consider



PPI

Policy
Accreditations
Quality
Integrity
Ethics

HEP

Institutional
FIPSE
HBCU
HSI
AANAPSI
Student
TRIO
GEAR UP
State
Services

IFLE

Title VI
(10)
Fulbright – Hays
(4)
FIPSE
(4)

International discretionary grant programs

TITLE VI Domestic International Programs:

1. American Overseas Research Centers
2. Business and International Education
3. Centers for International Business Education
4. Foreign Language and Area Studies Fellowships
5. Institute For International Public Policy
6. International Research and Studies
7. Language Resource Centers
8. National Resource Centers
9. Technological Innovation and Cooperation for Foreign Information Access
10. Undergraduate International Studies and Foreign Language

Overseas Fulbright-Hays programs:

1. Doctoral Dissertation Research Abroad
2. Faculty Research Abroad
3. Group Projects Abroad
4. Seminars Abroad Program and Special Bilateral Projects

2013 Funding Opportunity

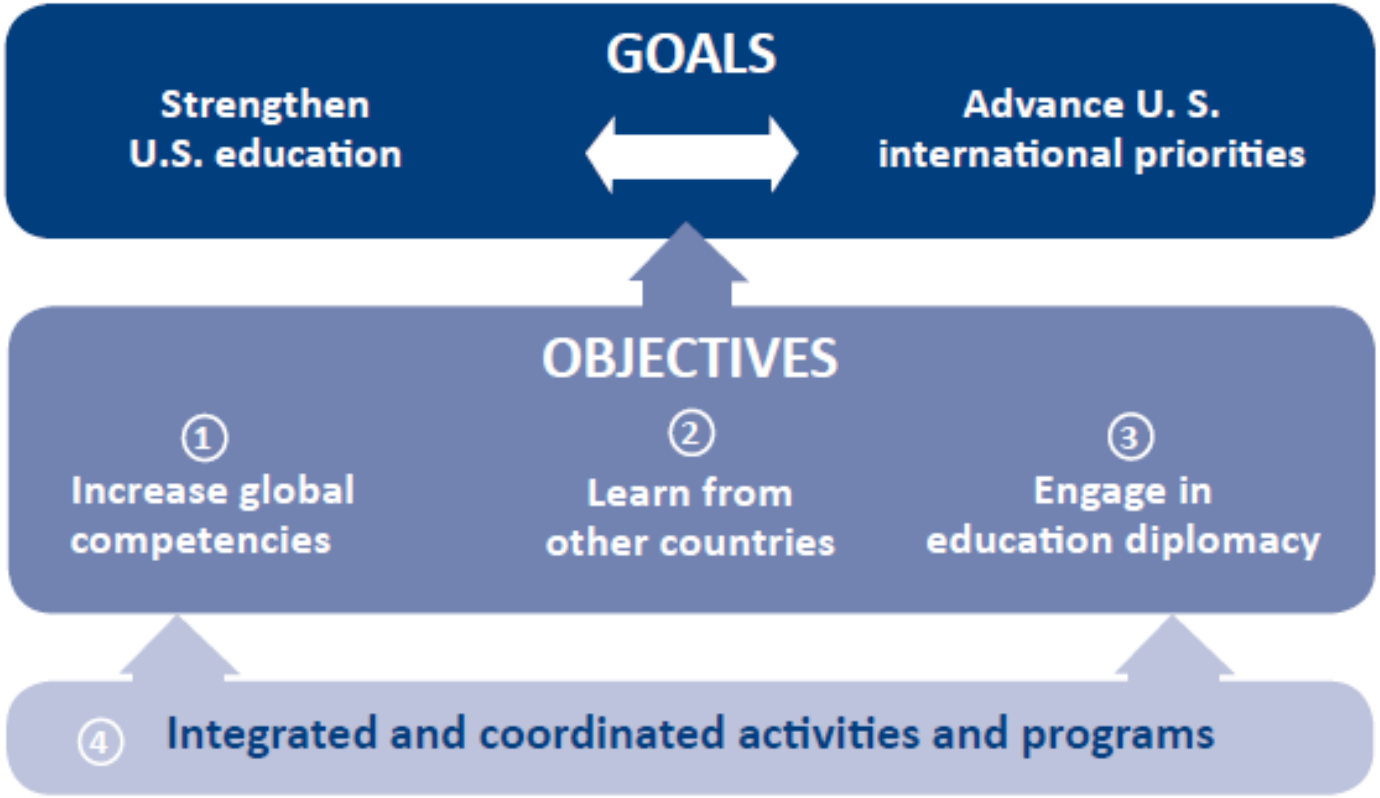
IFLE MISSION

To meet the national need for expertise and competence in foreign languages and area or international studies

Anticipating 2014 Grant Competitions

CIBE – Business and International Education
NRC - National Resource Centers
FLAS - Foreign Language and Area Studies Fellowships
IRS - International Research and Studies
LRC - Language Resource Centers
UISFL - Undergraduate International Studies and Foreign Language
DDRA - Doctoral Dissertation Research Abroad
GPA ST - Group Projects Abroad
SA - Seminars Abroad Program

Figure 1: Framework for the U.S. Department of Education International Strategy



Global Competencies

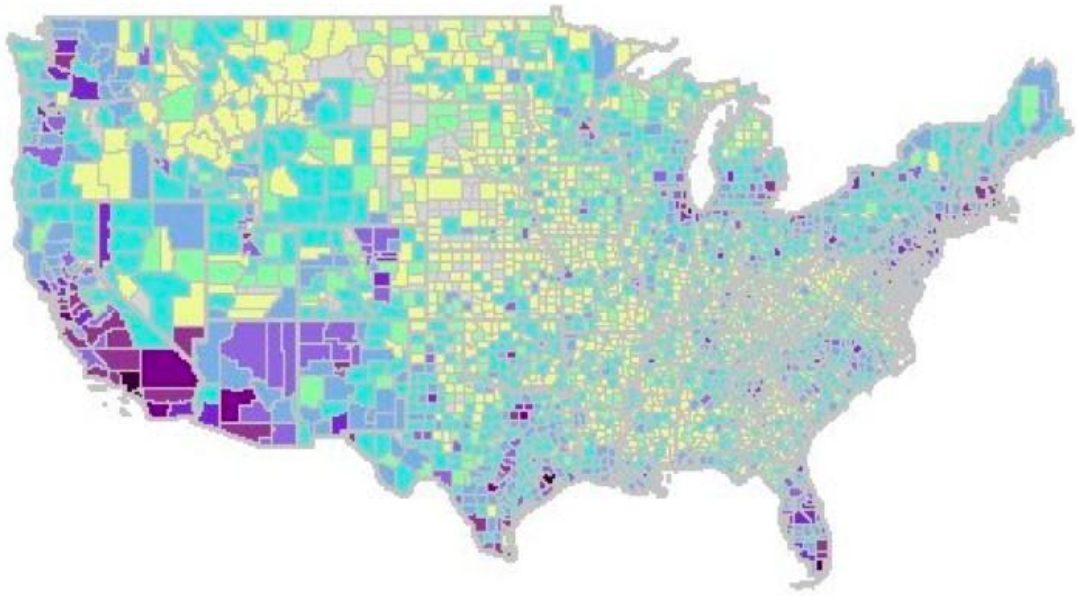
Global competencies are "21st century skills applied to the world."

Global Competence Task Force, Asia Society, & Council of Chief State School Officers

Global Competency for ALL Students

International Strategy Goal 1

U.S. Diversity



Race/Ethnicity
Study Abroad ***(2008):***

- 82% White
- 4% Black
- 6% Latino
- 6% Asian American

40%-60% of U.S. undergraduates attend institutions where there are few international studies and study abroad opportunities.

ACE American Council on Education™
One Dupont Circle NW
Washington, DC 20036-1193
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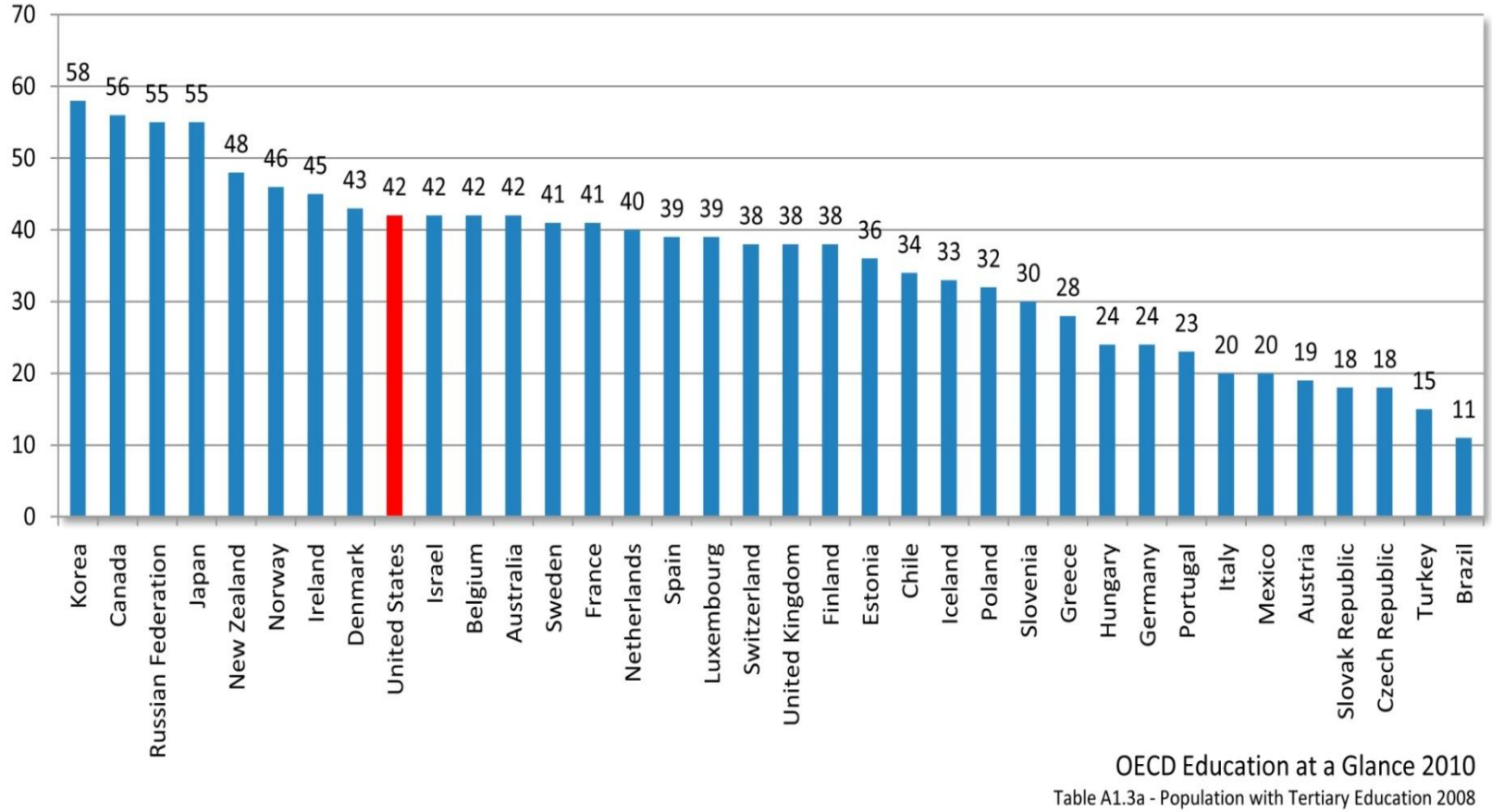
International Benchmarking

International Strategy Goal 2

Percentage of Adults Age 25-34 with Postsecondary Education

(Associate Degree or Higher in U.S. per 2008 Current Population Survey, U.S. Census Bureau)



National Priority – College Education

"By 2020, America will once again have the highest proportion of college graduates in the world... So tonight I ask every American to commit to at least one year or more of higher education or career training... every American will need to get more than a high school diploma."

President Obama's Goal 2020

Goal
- 10 million more graduates from community colleges, four-year colleges and universities by 2020 (beyond 2+ million expected due to growth)

Goal
- Create and support opportunities for every American to complete one year or more of higher education or advanced training in his/her lifetime

Result
- "Best educated, most competitive workforce in the world"

Increase the U.S. College Degree Attainment Rate from 40 to 60%

ACCESS **QUALITY** **COMPLETION**

IFLE **Strategic Goals**

1. **Meet President's 2020 Goals and Improve the Quality of International Education**

2. **Improve Access to and Diversity in International Education**

3. **Increase in National Security and Global Competitiveness**

International Affairs Office **International Strategy**

- ✓ **A world-class education and global competencies for all students;**
- ✓ **International benchmarking and applying lessons learned from other countries; and**
- ✓ **Education diplomacy and engagement with other countries.**

Evidence-Based Grant Program Designs

Goal: More federal resources go to evidence-based practices

1. **Build Evidence**: Use strong evaluation designs to test and find effective practices

2. **Act on Evidence**: Increase the share of funds that support evidence-based practices
   - competitive grants to scale proven practices or validate practices with some evidentiary support; and
   - "pay for success" models where the Federal government pays for results after they are achieved.

3. **Assess Cost-effectiveness:** Once effective practices have been identified, programs should try to assess:
   - the relative impact of different programs on short and long-term outcomes;
   - the costs of program implementation at scale; and
   - the relative cost-effectiveness of alternative strategies.

Evidence-Based Grant Program Designs (cont.)

Goal: More federal resources go to evidence-based practices

4. **Disseminate Findings**: about what works and what does not to current and potential grantees

5. **Build grantee capacity and use grantee input**:
   - Use training, technical assistance, collateral materials, grantee learning networks, and information systems that help grantees implement effective programs.
   - Use grantee inputs to help program designers identify priority areas and hone initiatives over time.

6. **Support continuous program improvement**: Identify and recognize which interventions do not work and applying the lessons learned.

NRC Performance Measures

GPRA Measures

GPRA of 1993 - GPRA Modernization Act of 2010 requires federal agencies to develop and report to Congress measures that are:

- quantifiable annual and long-term
- ambitious, yet achievable targets from baseline data
- based on program regulations and goals

Project Specific Measures

- ✓ Include both quantitative & qualitative
- ✓ Support program goals
- ✓ Link directly to project's goals and objectives
- ✓ Align with institutional goals
- ✓ Have clearly defined outcomes

PPSS – Policy/Planning Service:

- **Performance Measure**: Decrease subjectivity / Increase objectivity
- **Data Sources**: Increase data validity & reliability
- **Timeframe**: consistency and feasibility
- **Methodology**: consistency in data collection, analysis and reporting

NRC Performance Measures

- ✓ Objective-linked
- ✓ Responsibility-linked
- ✓ Organizationally acceptable
- ✓ Comprehensive
- ✓ Credible
- ✓ Compatible
- ✓ Comparable with other data *(useful in making comparisons, for example, performance can be compared from period to period, with peers, with target groups, etc.)*
- ✓ Easy to interpret

Additionally, we have to be able to demonstrate that NRC *program* and *project* performance is:

- ❑ Sustainable
- ❑ Reasonable
- ❑ Measurable
- ❑ Replicable

Developing Performance Measures

Formulate questions that are of interest to all stakeholders and audiences related to the NRC projects, and align questions with appropriate information gathering techniques.

1. Who/what will change?
2. When do you expect the change(s) to take place?
3. How much change is expected?
4. How will change be measured, recorded, or documented?

Planning Data Collection

1. What is the baseline?
2. What is the proposed target?
3. What measurable indicators show progress toward objective?

Preparing Data Analysis and Reporting

1. What are the benchmark indicators of results achieved?
2. How do we know if we meet the proposed objective?
3. What do collected data tell us?

Performance Measure Form: PMF

Project Goal Statement: *(Outcome/Impact)*								
Performance Measures *(Measurable Objectives)* (S-T Outcome)	**Major Activities** (Input)	**Data/ Indicators** (Output)	**Data Source/ Frequt**	**Base line**	**Actual/ Target Y1**	**Actual/ Target Y2**	**Actual/ Target Y3**	**Actual/ Target Y4**
Measure 1								
Measure 2								
Measure 3								
Measure 4								

PMF for GPRA Measures , 1st Column will be pre-populated.

Factors to consider in developing measurable objectives to achieve comprehensive change or improvement.

Project Performance Measures

- **Student Outcomes**: advanced proficiency (knowledge/skills), degree completion, employability
- **Faculty Outcomes**: improved course curricula & delivery, published & disseminated new knowledge
- **Institutional Outcomes**: courses, certificate, degree programs, signed agreements/collaboration, sustainability

Other Research Study Questions:

- Why should my institution care about international education?
- Why should it be a priority in higher education or undergraduate program?
- What are my institution's overarching goal and priorities?
- How can I align international education with them?
- How do I set up an evaluation to produce concrete data to show the values of international abroad education?

Education Abroad & academic performance (Kuh, 2009, McKeown 2010)

Education Abroad & college persistence and completion (GLOSSARY 2001-09, U of Minnesota 1999-2009, Indiana2009, UC San Diego 2008-09)

NRC Selection Criteria: **Impact & Evaluation**

- To what extent does the applicant provide an evaluation plan that is **comprehensive** and **objective** and that will produce quantifiable, outcome-measure-oriented data?

- To what extent do the Center's activities and training programs have a significant impact on the university, community, region, and the nation as shown through indices such as **enrollments**, **graduate placement data**, **participation rates** for events, and **usage of center resources?**

- To what extent does the applicant supply a clear description of how the applicant will provide **equal access and treatment** for eligible students and other participants who are members of groups that have been traditionally **under-represented** (such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly)?

NRC/FLAS Selection Criteria: Impact & Evaluation (cont.)

- To what extent have **recent evaluations** been used by the applicant to **improve** its program?
- To what degree do activities of the center **address national needs**, and generate information for and **disseminate information to the public**?
- To what extent do students matriculate into advanced language and area or international studies programs or related professional programs? (FLAS)
- What is the applicant's record of placing students in **post-graduate employment**, **education**, or **training** in **areas of national need** and the applicant's stated efforts to increase the number of such students that go into such placements ? (FLAS)

Demonstrating the Impact of NRCs

- **Performance Measures**: Increase objectivity - Decrease subjectivity
- **Learning Outcomes**: Comparability across projects
- **Data Sources**: data validity & reliability
- **Timeframe**: consistency and feasibility
- **Methodology**: consistency in data collection, analysis and reporting

Questions to Consider:

- In what way could we leverage the current expertise and experience of NRCs to help meet the Administration's and national priorities? (Access/Diversity/College Completion)

- In which ways could NRCs refine and refocus their outreach activities to build intentional and systematic partnerships or programs with K-12, Community Colleges, or Business/Media and the general public that produce concrete results addressing ED's priorities?

- How can NRCs partner with "Non-NRC institutions" to build their capacity to offer students in under-resourced institutions the language/international/area studies opportunities as those in the existing NRCs?
- Focus group interest: Kimoanh.nguyen-lam@ed.gov
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- Sylvia.Crowder@ed.gov

A Study of Four Federal Graduate Fellowship Programs – Education and Employment Outcomes

The Office of Postsecondary Education (OPE) in the U.S. Department of Education (ED) sponsors four graduate fellowship programs:

- **the Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) fellowship program, (258)**
- **the Foreign Language and Area Studies (FLAS) fellowship program, (3,405)**
- **the Graduate Assistance in Areas of National Need (GAANN) fellowship program, (1,774)**
- **the Jacob K. Javits fellowship program (146)**

This report describes the academic and employment outcomes as of 2006 of graduate students who received financial support through one of these four federal fellowship programs between 1997 and 1999. Despite their differences, however, all of these programs are intended to encourage academically talented students to become experts in fields important to the national interest.

U.S. Department of Education
Office of Planning, Evaluation and Policy Development
Policy and Program Studies Service
2008

Table A. Selected program characteristics and findings

Program characteristic	DDRA	FLAS	GAANN	Javits
Goal or Objective	To fund doctoral students to conduct research in other countries in modern languages and area studies	To develop expertise in modern foreign languages	To meet national needs for expertise in mathematics, natural sciences, computer science, and engineering	To enable students of superior ability in the arts, humanities, and social sciences to complete their terminal degree
Fellowship survey response rate	61	44	44	64
Percent of fellowships with degrees completed by 2006	93	80	78	68
Doctoral fellowships	93	72	77	‡
Other fellowships	NA	95	92	‡
Average years to degree completion	6	5	5	6
Doctoral fellowships	6	7	6	‡
Other fellowships	NA	3	3	‡
Percent employed in job related to fellowship gained expertise since completing fellowship	90	71	90	75

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, Web site: http://www.ed.gov/about/offices/list/ope/programs.html (accessed April 13, 2007); Survey of Graduate Fellowship Programs, 2006.

Table 3. Percentage distribution of 1997–99 DDRA fellowships according to fellows' field of study when received fellowship: 2006

	Languages			History					Social sciences			
	European	Asian	Other	American and European	Asian	Other history	Other humanitites	Professional fields	Anthropology	Area studies and international relations/affairs	Political science and government	Other social science
Total	3	3	1	9	9	13	14	#	30	1	7	10

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 8. Percentage of 1997–99 DDRA fellowships in which fellows had worked for pay since their fellowship had ended, and among those, aver number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

	Had worked for pay since fellowship support ended	Average number of jobs held	When first worked: Within year of completing fellowship	When first worked: Within two to three years of completing fellowship	When first worked: More than three years after completing fellowship	Worked part-time in any reported jobs
Total	98	3	27	50	23	32
Whether received other institution funding						
Received no support from institution	97	3	‡	‡	‡	‡
Received less than what was provided through fellowship	99	3	31	48	22	33
Received same amount or more than what was provided through fellowship	98	3	18	48	34	29

‡ Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree th was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

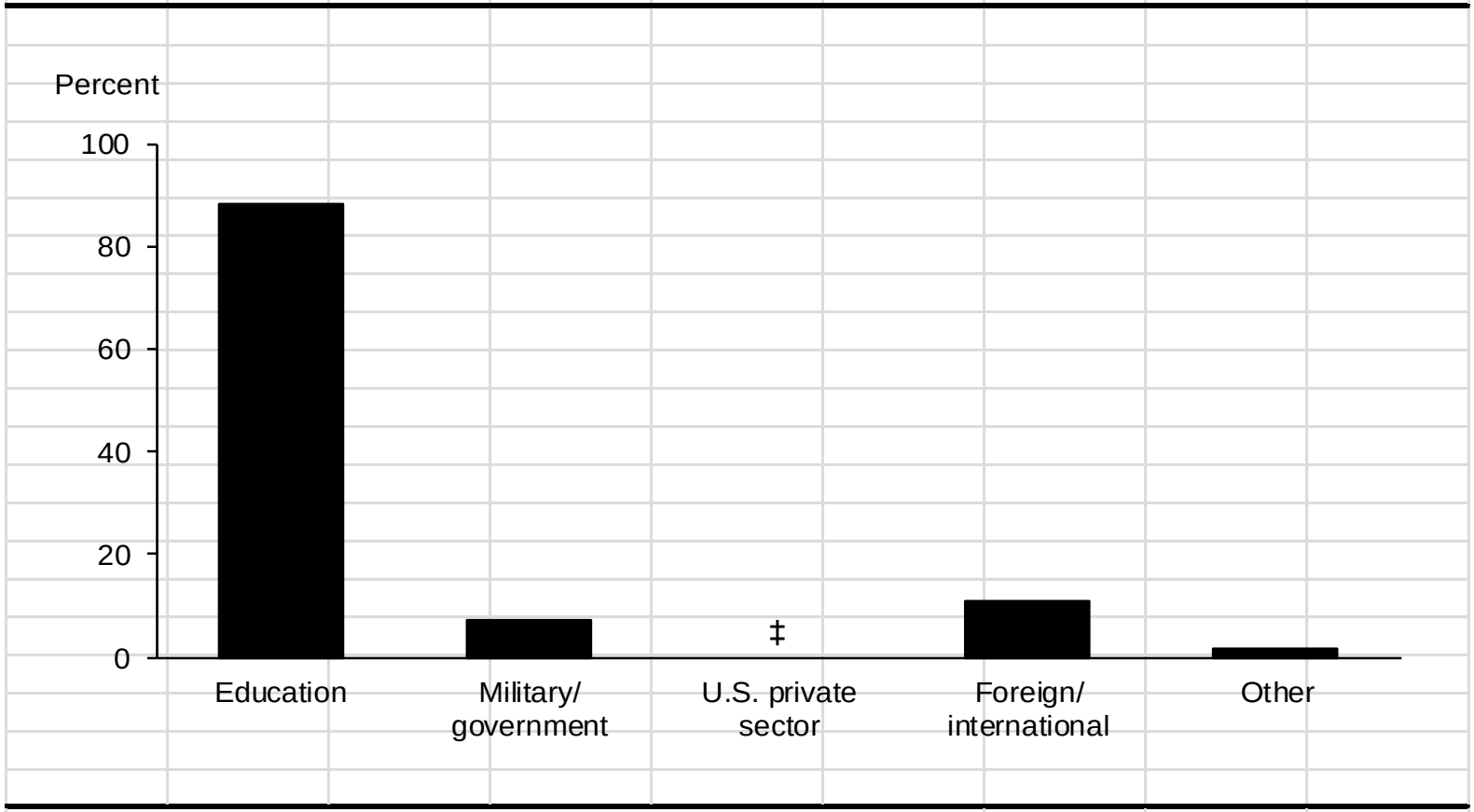
Table 9. Percentage of 1997–99 DDRA fellowships in which fellows had worked in at least one job in which they used the expertise they had gain through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Total	89	2	19	54	27	4

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 5. Of 1997–99 DDRA fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006



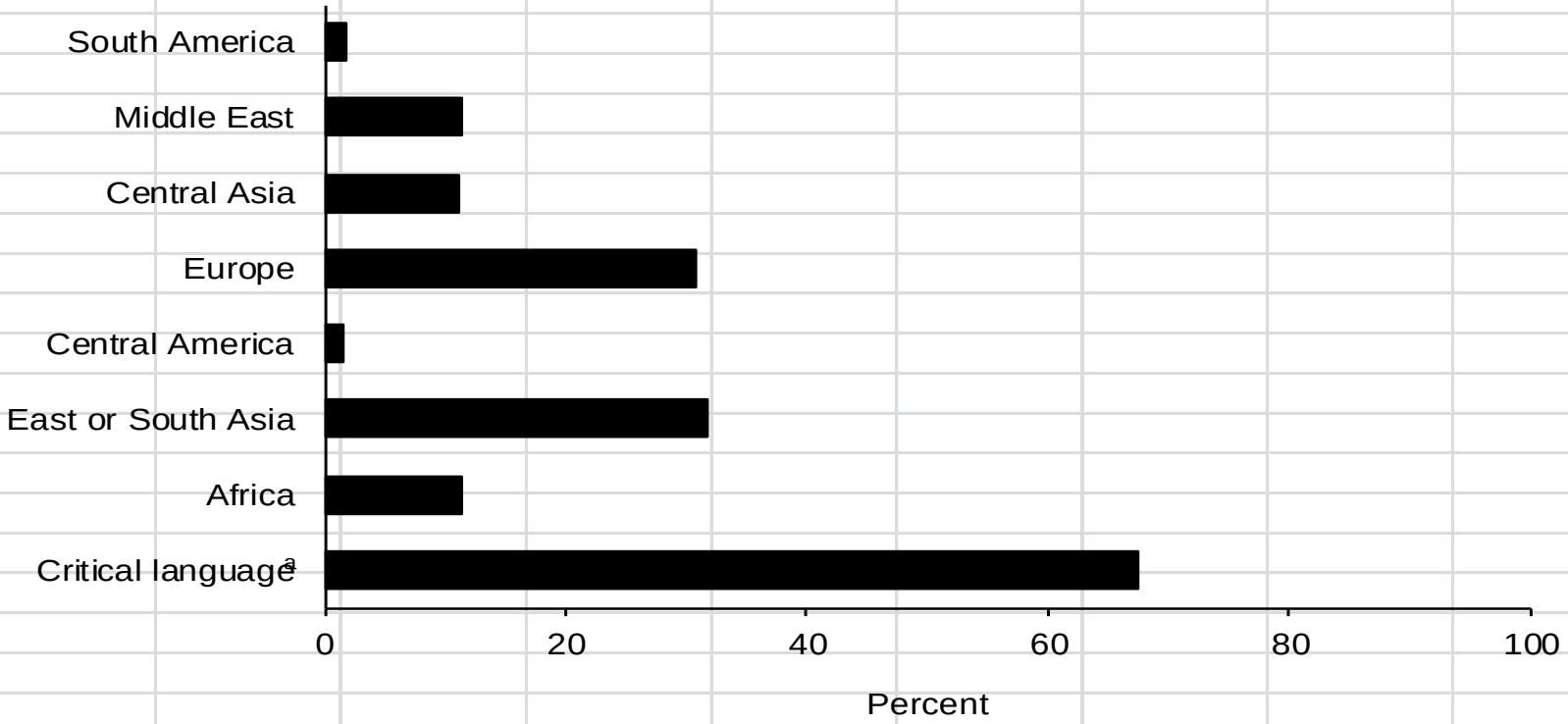
‡ Reporting standards not met. (Too few cases for a reliable estimate.)
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Table 14. Percentage distributions of 1997–99 FLAS fellowships according to fellows' gender and race/ethnicity: 2006

	Gender		Race/ethnicity						
	Female	Male	American Indian or Alaska Native	Asian	Black or African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
Total	56	44	#	6	2	3	#	87	2
Program type									
Master's degree	60	40	#	5	2	2	#	89	2
Doctoral degree	55	45	#	7	2	4	#	86	2
First-professional degree	35	65	#	#	6	9	#	80	6
Graduate field of study									
Languages									
European	59	41	#	1	#	11	#	88	#
Asian	44	56	#	11	1	0	#	87	#
Other languages	68	32	#	2	#	12	#	85	#
History									
American and European	29	71	#	1	#	4	#	94	1
Asian	48	52	1	18	#	2	#	74	5
Other history	46	54	#	12	4	2	1	80	1
Other humanities	68	32	#	6	2	4	#	86	2
Professional fields	54	46	#	5	5	4	#	84	1
Social sciences									
Anthropology	68	32	#	6	4	1	#	87	3
Area studies and international relations/affairs	60	40	#	6	1	3	#	87	3
Political science and government	54	46	#	3	1	3	#	92	2
Other social science	51	49	#	4	1	3	#	90	2
Other	54	46	#	5	#	2	#	91	2

Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 6. Percentage distribution of 1997–99 FLAS fellowships according to geographic region of origin for first language studied with support of the FLAS fellowship: 2006

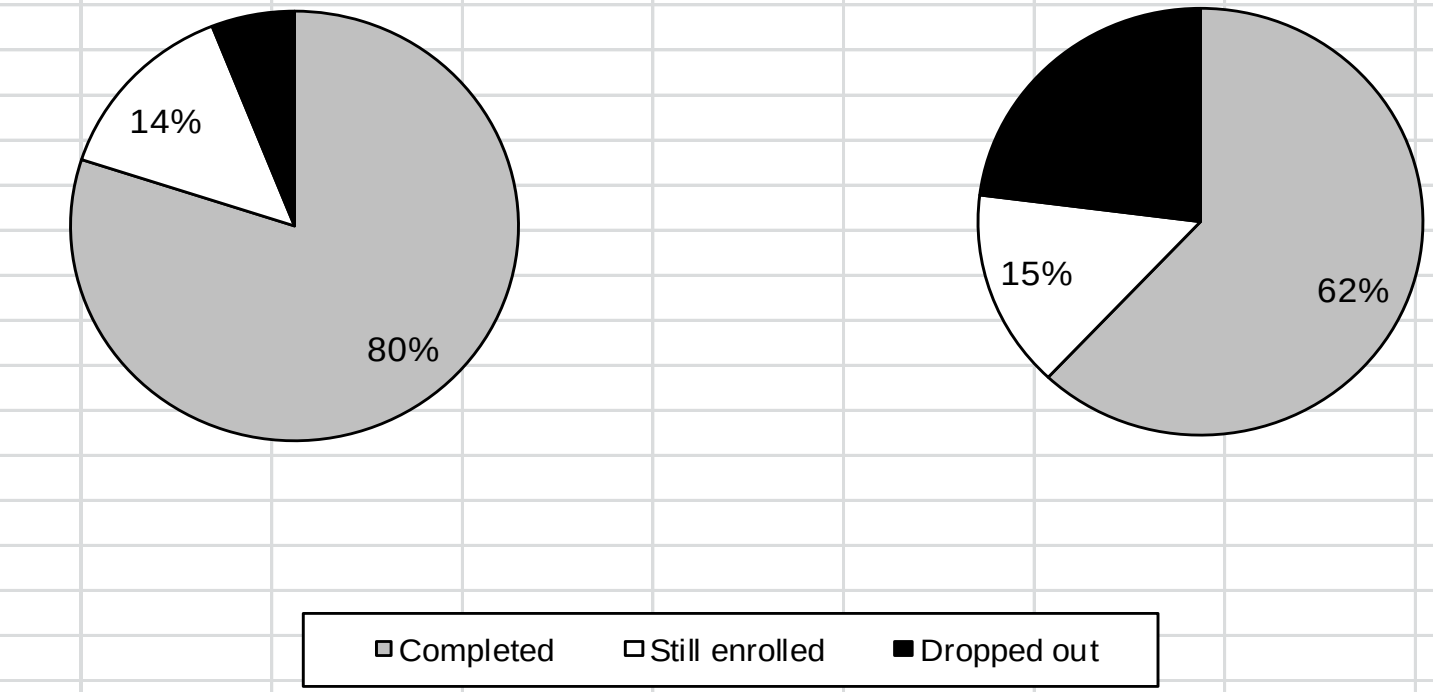


[a] Foreign language programs that are eligible for National Science and Mathematics Access to Retain Talent (SMART) grants.

NOTE: Some fellowships involved the study of multiple languages. This figure includes data on the first language reported for each fellowship. See Appendix A for languages included in each geographic region. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 9. Percentage distribution of 1997–99 FLAS fellowships by fellows' degree completion status in 2006, and percentage distribution of 1992–93 bachelor's degree recipients' graduate degree completion status in 2003



NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006; National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 23. Percentage of 1997–99 FLAS fellowships in which fellows had worked for pay since their fellowship had ended, and among those, average number of jobs fellows held and percentage in which fellows began working at various intervals after fellowship completion: 2006

			When first worked		
	Had worked for pay since fellowship support ended	Average number of jobs held	Within year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship
Total	92	3	38	29	34
Program type					
Master's degree	95	3	61	31	8
Doctoral degree	91	2	24	27	48
First-professional degree	100	3	58	36	6
Graduate field of study					
Languages					
European	95	3	38	36	26
Asian	86	3	36	30	34
Other languages	93	3	35	32	32
History					
American and European	94	2	31	28	41
Asian	86	3	31	33	36
Other history	92	3	21	35	44
Other humanities	90	3	35	27	38
Professional fields	98	3	64	24	12
Social sciences					
Anthropology	88	3	32	24	45
Area studies and international relations/affairs	95	3	61	31	7
Political science and governmer	93	2	27	23	50
Other social science	98	2	22	30	48
Other	96	3	52	32	16

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship.
SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

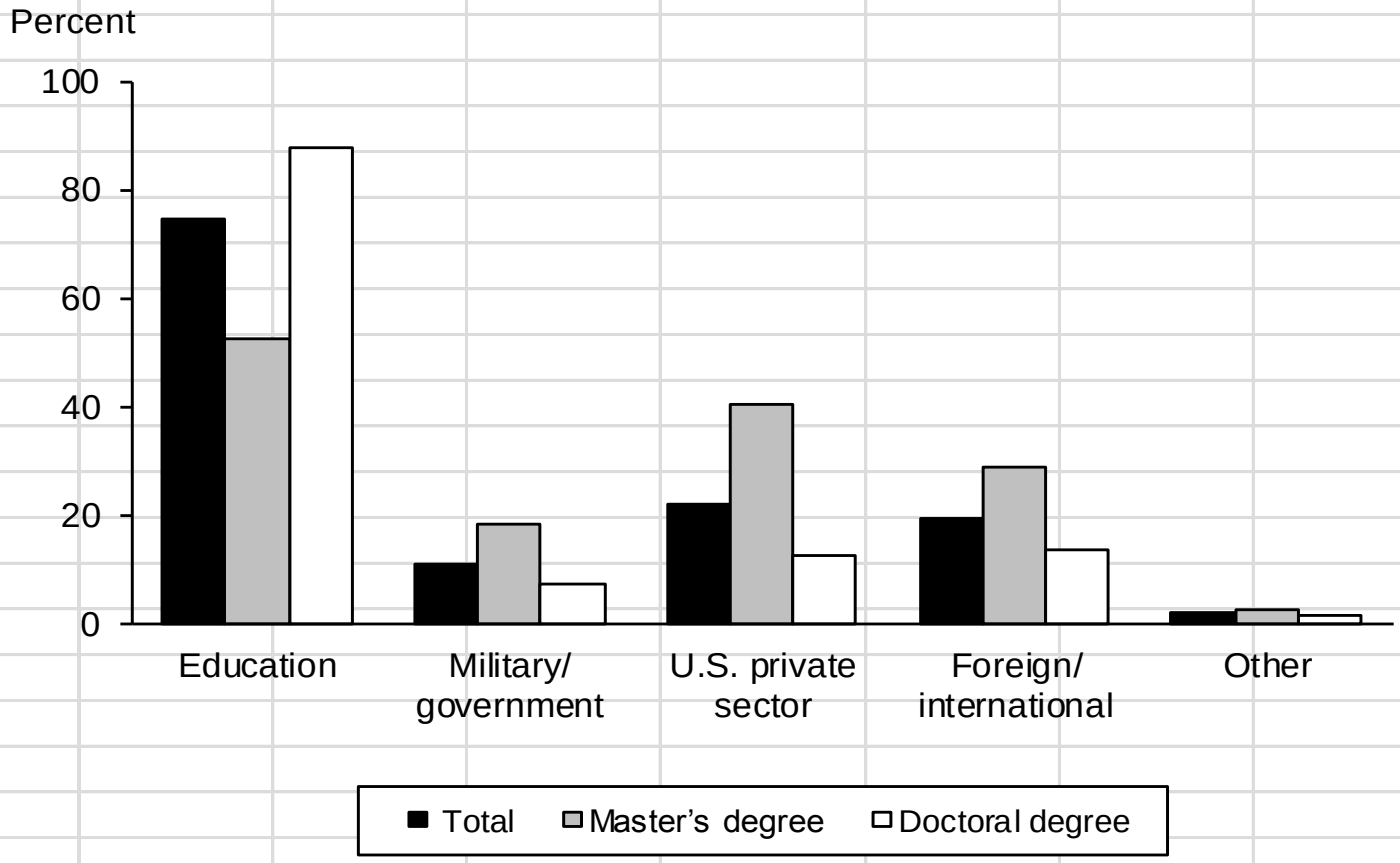
Table 24. Percentage of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise they had gained through the fellowship since it had ended; among those, average number of related jobs held; percentage distribution according to when first related job began; and average number of years spent in such jobs: 2006

	Had worked in job involving expertise gained from fellowship since fellowship support ended	Average number of related jobs held	When first worked in related job			Average number of years in job where used expertise
			Within a year of completing fellowship	Within two to three years of completing fellowship	More than three years after completing fellowship	
Total	71	2	26	30	44	4
Degree completion						
Completed	78	2	24	30	46	4
Did not complete, still pursuing	46	2	31	36	33	3
Did not complete, no longer pursuing	41	2	50	28	22	4

NOTE: Questions regarding their employment instructed fellows not to report on research or teaching jobs that they did in conjunction with their work toward the degree that was supported by the fellowship. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.

Figure 11. Of 1997–99 FLAS fellowships in which fellows had worked in at least one job in which they used the expertise gained through their fellowship, percentage in which fellows had worked in various sectors in any of these jobs: 2006



SOURCE: U.S. Department of Education, Survey of Graduate Fellowship Programs, 2006.