

1. Please list any studies that have been published on evidence for the success of international programs, curriculum, and 2nd language learning (especially Title VI and Fulbright-Hays) and their relation to graduation.

	Response Count
	23
answered question	23
skipped question	12

2. If you are at an institution that has data to share regarding the relation of your institution's international programs, curricula and foreign language programs on retention/graduation, please list your institution's name below, along with a contact name and email address.

	Response Count
	29
answered question	29
skipped question	6

3. Other comments on studies/data that connect international programs/curricula/foreign language programs to retention/graduation rates:

	Response Count
	18
answered question	18
skipped question	17

Q1. Please list any studies that have been published on evidence for the success of international programs, curriculum, and 2nd language learning (especially Title VI and Fulbright-Hays) and their relation to graduation.

1	International Education and Foreign Languages: Keys to Securing America's Future, Mary Ellen O'Connell and Janet L. Norwood, editors, National Research Council	Mar 6, 2012 11:42 AM
2	The Office of Institutional Studies at the University of Maine conducts an annual "Life After UMaine" survey to collect information about the employment and additional education status of recent UMaine graduates. They survey all graduates 6-12 months following graduation, and they receive a 44%-52% return rate in responses. The information they ask for includes how closely is their employment related to their major and/or minor. The majors include French and International Affairs, and the minors include Canadian Studies and French. See this url for summaries of these surveys for each year back to 1998: http://www.umaine.edu/ois/life_after_umaine/index.htm	Mar 6, 2012 11:42 AM
3	N/A	Mar 6, 2012 10:47 AM
4	N/A	Mar 6, 2012 10:35 AM
5	Academic Outcomes of Study Abroad July 13, 2010 By Elizabeth Redden In 2000, researchers began an ambitious effort to document the academic outcomes of study abroad across the 35-institution University System of Georgia. Ten years later, they've found that students who study abroad have improved academic performance upon returning to their home campus, higher graduation rates, and improved knowledge of cultural practices and context compared to students in control groups. They've also found that studying abroad helps, rather than hinders, academic performance of at-risk students. "The skeptics of study abroad have always made the argument that study abroad is a distraction from the business of getting educated, so you can enter the economy and become a contributing member of society," said Don Rubin, professor emeritus of speech communication and language education at the University of Georgia and research director for GLOSSARI -- the Georgia Learning Outcomes of Students Studying Abroad Research Initiative. "I think if there's one take-home message from this research as a whole it is that study abroad does not undermine educational outcomes, it doesn't undermine graduation rate, it doesn't undermine final semester GPA. It's not a distraction. "At worst, it can have relatively little impact on some students' educational careers. And at best it enhances the progress toward degree. It enhances the quality of learning as reflected in things like GPA." Read more: http://www.insidehighered.com/news/2010/07/13/abroad#ixzz1oLzVnp3T Inside Higher Ed	Mar 6, 2012 10:09 AM
6	Sung, H-K, Padilla, A, & Silva, D. (2006) Foreign language education, academic performance and socioeconomic status: A study of California schools. Foreign Language Annals 39, 1: 115 ff. (High schools with high Academic Performance Indexes - which include a high school exit exam - reported a larger percentage of students enrolled in foreign language classes, more foreign language teachers, fewer emergency-credentialed teachers, more feeder middle school foreign language programs, more study abroad and foreign exchange programs, and more technology use in foreign language teaching.) The following published studies and 1 dissertation demonstrate the high correlation between 2nd language learning and academic success on a range of standardized tests and grades in other classes. Cooper, T. C. (1987). Foreign Language Study and	Mar 6, 2012 8:22 AM

Q1. Please list any studies that have been published on evidence for the success of international programs, curriculum, and 2nd language learning (especially Title VI and Fulbright-Hays) and their relation to graduation.

SAT-Verbal Scores. The Modern Language Journal, 71/4, 381-387. (large-scale study shows FL study improves SAT-verbal scores) Robinson, D. W. (1992). The Cognitive, Academic and Attitudinal Benefits of Early Language Learning. In Met, M., ed. Critical Issues in Early Language Learning. White Plains, NY: Longman. (corroborates Cooper's study above with SAT and other basic skills tests and measures of cognitive ability) Dumas, L. S. (1999). Learning a Second Language: Exposing Your Child to a New World of Words Boosts Her Brainpower, Vocabulary, and Self-Esteem. Child, February, 72, 74, 76-77. (shows foreign language study boosts scores in English Basic Skills tests) Curtain, H. and C. A. B. Pesola. Languages and Children: Making the Match: Foreign Language Instruction for An Early Start Grades K-8. Longman (New York) 1994. (early language learning correlates with greater academic achievement in reading, social studies, and mathematics and higher SAT and ACT scores. Taylor-Ward, C. (2003) The relationship between elementary school foreign language study in grades three through five and academic achievement on the Iowa Tests of Basic Skills (TTBS) and the fourth-grade Louisiana educational assessment program for the 21st Century (LEAP 21) test. Doctoral dissertation, Louisiana State University and Agricultural and Mechanical College. Thomson, J. ()The relationship between student achievement and multilingualism: A quantitative causal-comparative study. Ph.D. Dissertation, Northcentral University. ERIC Document 524848. (Her study randomly selected 1,000 students from similar socio-economic backgrounds from 69 schools throughout the European region of the American overseas school system. Half spoke more than one language; half didn't. The mean math and reading scores of multilingual students were respectively 4.3 and 2.3 points higher than the scores of monolingual students. Findings strongly indicate that foreign-language students significantly outperform their non-foreign-language counterparts on most academic achievement tests.)

7	No.	Mar 6, 2012 7:37 AM
8	None.	Mar 6, 2012 7:26 AM
9	I-STEM Annual FLAS Evaluation survey	Mar 6, 2012 7:22 AM
10	None	Mar 6, 2012 6:24 AM
11	(1) Khmer Textbooks and CD-ROMs - Communicating in Khmer: Reading and Writing for Beginners (1 Book & 1 CD-ROM, and Web-based) Communicating in Khmer: Intermediate Level (2 Books & 2 CD-ROMs, and Web-based) Communicating in Khmer: Advanced level (2 Books & 2 CD-ROMs, and Web-based) (2) Language Program: Advanced Intensive Immersion Program (Advanced Study of Khmer (ASK), Summer Abroad Language/Culture Program, funded by Fulbright-Hays). (3) Participants graduated with bachelor, MA and/or PhD from various US institutions. Some became graduate students, or teachers, counselors, administrators, educators, professors and/or workers of NGOs or US government agency in various capacities.	Mar 5, 2012 8:09 PM
12	Please see following website for selected research on success of international programs and curriculum integration: http://global.umn.edu/icc/research.html	Mar 5, 2012 7:52 PM
13	CIBER 20-Year Report	Mar 5, 2012 3:59 PM

Q1. Please list any studies that have been published on evidence for the success of international programs, curriculum, and 2nd language learning (especially Title VI and Fulbright-Hays) and their relation to graduation.

14	<p>site http://www.nafsa.org/publicpolicy/default.aspx?id=30704 http://glossari.uga.edu/wp-content/uploads/downloads/2012/01/GLOSSARI-Grad-Rate-Logistic-Regressions-040111.pdf http://www.aifsabroad.com/advisors/pdf/Tillman_AIFS_Student_Guide_Career.pdf http://holykaw.alltop.com/the-roi-of-studying-abroad-infographic http://chronicle.com/article/Study-Abroad-Gets-an-Image/124979/ http://chronicle.com/article/Colleges-Help-Students-to/123653/ http://www.abroadview.org/avmag/2008fall_larsson.htm http://www.capa.org/alumni/career-resources http://www.insidehighered.com/news/2009/02/20/studyabroad</p>	Mar 5, 2012 3:46 PM
15	None	Mar 5, 2012 3:25 PM
16	<p>GLOSSARI Project, done by the University of Georgia System. Graduation Rates and GPA: Researchers compared graduation rates and grade point averages for 19,109 study abroad students, from across the state system (which includes community colleges, research universities and institutions in between), with a control group of 17,903 students selected to match the institution, semester of study and class standing of the students who'd studied abroad. "What we've tried to do in this project is to be very, very careful about who we compare with study abroad students," said Rubin. "There are all these arguments that say the reason why graduation rates are higher for study abroad students are they are of higher socioeconomic status, or they may be more industrious, or they may be choosing easier majors." Study abroad students, in other words, aren't representative of all students in the Georgia system. So, rather than merely compare the study abroad students' graduation rates and other academic outcomes with system wide rates for first-time, full-time freshmen, who drop out for any number of reasons, the researchers compared study abroad students to a control group of students who had already persisted to the same point in college. They also constructed the control group to closely represent the institutions the study abroad students were coming from (the University of Georgia sends more students abroad than, say, Abraham Baldwin Agricultural College, and the control group was created with a goal of reflecting that). "Our goal," said Rubin, "was to isolate the effect of study abroad and to make our groups as comparable in every respect except that one group studied abroad and the other did not." They found that the four-year graduation rate was 49.6 percent for study abroad students, compared to 42.1 percent for students in the control group (and 24 percent for students in the University System of Georgia as a whole). Six-year rates were 88.7 percent for study abroad participants and 83.4 percent for students in the control group (and 49.3 percent system wide). The effect held across various subgroups of students divided by gender, race and SAT score, but was particularly pronounced for certain groups – most dramatically, four-year graduation rates for African-Americans who'd studied abroad were 31 percent higher than for African-American students in the control group. Four-year graduation rates for other nonwhite students who'd studied abroad were 18 percent higher than for their peers in the control group. Nationally, nonwhite students remain underrepresented in study abroad -- according to the latest data, from the Institute of International Education's Open Doors survey, 81.8 percent of Americans studying abroad in 2007-8 were white. The GLOSSARI Project found that for students who'd studied abroad, their mean cumulative GPA prior to going overseas was 3.24 and their mean cumulative GPA afterward was 3.30. For the control group over the same period, the mean</p>	Mar 5, 2012 2:58 PM

Q1. Please list any studies that have been published on evidence for the success of international programs, curriculum, and 2nd language learning (especially Title VI and Fulbright-Hays) and their relation to graduation.

GPA increased from 3.03 to 3.06. Researchers found a particularly pronounced effect of study abroad on academic performance among students who entered college with the lowest SAT scores. Among students who entered college with a combined SAT score of 800 (on the verbal and math sections), those who studied abroad ended up with a GPA of 3.21 compared to 3.14 for those students who stayed stateside. On the other extreme, for those students who entered college with a perfect SAT score of 1600, study abroad had no effect on their GPA, which on average was 3.25 regardless. "The conventional wisdom is that students who are at risk should be discouraged from studying abroad altogether," Rubin said. "But this suggests that study abroad can actually be an intervention to enhance the success for college students who are at-risk. Rather than derailing them, rather than diverting them, it actually focuses them." Also: Indiana University • Using the entering cohort from 1999, 95.3% of students who studied abroad graduated within 6 years as compared to 68.5% of students who did not study abroad. • Study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers. • The average study abroad student earned a cumulative GPA of 3.21 compared to 3.12 for peers who didn't study abroad. • Study abroad students had a probability of .91 of completing a bachelor's degree in four years compared to .84 for peers. University of Georgia • Students who studied abroad had a 17.8% higher 4-year graduation rate. • Students of color who studied abroad had a 17.9% higher 4-year graduation rate. • African-American students who studied abroad had a 31.2% higher four-year graduation rate. • African-Americans who studied abroad had 6-year graduation rates roughly the same as white students who studied abroad (84.4% vs. 88.6%). University of Minnesota (system wide) • Of the Fall 1999 and Fall 2000 freshmen, over 85% of those who studied abroad graduated in five years, compared to only about 50% of those who did not study abroad. University of San Diego • Historically USD has lost approximately 15% of students after freshman year and an additional 10% after sophomore year. • After implementing a Second Year Experience Abroad program, freshman to sophomore retention rate for the 2009 freshman cohort was 88%, the highest ever. • Sophomore to junior retention rate was 81%, also the highest ever. University of Texas • Of the 2002 freshman cohort, 60% of study abroad participants graduated in four years, compared to 45% of non-participants. • Graduation rates were also 20% higher among participants five and six years after admission.

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| 17 | I am not at the U. of Minnesota, but they did a study on retention rates and study abroad:
http://www.umabroad.umn.edu/assets/files/PDFs/ci/Evaluation%20Pages/RetentionData.pdf . Gayle Woodruff is the contact there: Gayle Woodruff <gwoodruf@umn.edu> | Mar 5, 2012 1:03 PM |
| 18 | The University of Missouri (MU) actively pursues a thoughtful internationalization agenda. In addition to regular international curricular and extra-curricular activities, numerous community outreach activities, and broad foreign language offerings across MU's campus, MU's faculty also engage in research that examines the relationship between international/multicultural learning and curriculum and graduation/retention rates, as well as 2nd language learning and graduation/retention rates. This survey response details a fraction of the research in this area at MU. For further information, please contact the individuals in answer 2. At MU, data in terms of various learning outcomes, | Mar 5, 2012 12:50 PM |

Q1. Please list any studies that have been published on evidence for the success of international programs, curriculum, and 2nd language learning (especially Title VI and Fulbright-Hays) and their relation to graduation.

such as cross-cultural competencies, understanding different cultural contexts, having more knowledge of other cultures, having increased awareness about themselves and how they think and feel about things and then also recognition that not everybody around the globe might think those same kind of things, is something regularly gathered by the faculty at MU. Faculty also look at differences across cultures as well as the increased ability to interact, i.e., cross-cultural skills. Current research is as follows: Heppner, P. P., Wang, K. T., Heppner, M. J., & L. F. Wang. (In Press). From Cultural Encapsulation to Cultural Competence: The Cross-National Cultural Competence Model. APA Handbook of Counseling Psychology v. 2. Heppner, P. P., Wang, K. T., & M. J. Heppner. (In Press.) Crossing Cultural Boundaries: Extending the Important Role of Coping in Developing Cross-National Cultural Competencies. Journal of Asia Pacific Counseling.

19	none	Mar 5, 2012 12:07 PM
20	none	Mar 5, 2012 12:05 PM
21	http://www.globaledresearch.com/study-abroad-impact.asp Following is a collection of statements and references related to "Research Findings" and "Special Programs" that provide additional insights to the impact of study abroad to student retention and success. If you are aware of additional research findings or special programs on your campus or at another college, university, or study abroad program, please Contact Us. We would appreciate hearing from you about special programs and findings for "at-risk" students and efforts to use study abroad as an intentional strategy to support "at-risk" student retention and success at your university or college.	Mar 5, 2012 11:49 AM
22	University of Minnesota has several publications that highlight the impact of study abroad on graduation and long-term civic engagement (some are specific to U of Minnesota, and others are more generalized)	Mar 5, 2012 11:25 AM
23	www.GLOSSARI.uga.edu work done at U. Minn. a few years ago	Mar 5, 2012 11:15 AM

Q2. If you are at an institution that has data to share regarding the relation of your institution's international programs, curricula and foreign language programs on retention/graduation, please list your institution's name below, along with a contact name and email address.

1	Indiana UNiversity, College of Arts and Sciences 130 S. Woodlawn Kirkwood Hall 104 Bloomington IN, 47405-7104	Mar 6, 2012 11:42 AM
2	Two entities collect data at the University of Maine: The Office of Institutional Studies (OIS) collects a wide variety of data and can combine it in various ways to reveal composition of students, change over time. They also track information related to retention and graduation. OIS collects, maintains, and analyzes information that informs decision- and policy-making at the University of Maine, as well as conducts research on questions of fundamental importance to the institution. OIS also complies with the reporting requirements of external agencies and, further, responds to special requests for information from the campus community and public. http://www.umaine.edu/ois , Theodore Coladarci, Director (207.581.1415, coladarci@umit.maine.edu) Phillip A. Pratt, Associate Director (207.581.1411 phil.pratt@umit.maine.edu) The Office of Student Records (OSR) maintains enrollment data, and the MaineStreet database can be searched for combinations of information with their report function. http://studentrecords.umaine.edu/ Linda Reid Associate Director (207.581-1318, linda@maine.edu)	Mar 6, 2012 11:42 AM
3	University of Illinois at Urbana-Champaign Center for Global Studies Karen Hewitt, khewitt@illinois.edu	Mar 6, 2012 11:19 AM
4	N/A	Mar 6, 2012 10:47 AM
5	N/A	Mar 6, 2012 10:35 AM
6	Georgia Institute of Technology Jon Gordon jon.gordon@gatech.edu	Mar 6, 2012 7:43 AM
7	N/A	Mar 6, 2012 7:37 AM
8	Not Applicable.	Mar 6, 2012 7:26 AM
9	University of Illinois at Urbana-Champaign Julia Burke University of Illinois Evaluator I-STEM Education Initiative jlburke@illinois.edu	Mar 6, 2012 7:22 AM
10	None	Mar 6, 2012 6:24 AM
11	University of Hawaii at Manoa. Department of Indo-Pacific Languages and Literatures. Khmer language/Culture Program - Curriculum for Regular Khmer Program (up to 4 Year-Levels); Curriculum for Online(e-Learning) Program (up to 3 Year-Levels); Curriculum for Intensive and Immersion Program (from Novice to Advanced Level+). Contact Name: Chhany Sak-Humphry (sak@hawaii.edu)	Mar 5, 2012 8:09 PM
12	University of Minnesota Gayle Woodruff, Director, Curriculum and Campus Internationalization, gwoodruf@umn.edu	Mar 5, 2012 7:52 PM
13	New York University departments of foreign languages have recorded large increases (excess of 50%) in the number of majors, double majors and minors, especially Spanish, French, German, and Italian. These increases are correlated to the expansion in international study by NYU undergraduates for a semester or full academic year. Contact anne.waters@nyu.edu (Associate Vice Provost, Global Programs, NYU). We can also provide retention/graduation data.	Mar 5, 2012 4:53 PM

Q2. If you are at an institution that has data to share regarding the relation of your institution's international programs, curricula and foreign language programs on retention/graduation, please list your institution's name below, along with a contact name and email address.

14	DePaul University GianMario Besana gbesana@depaul.edu	Mar 5, 2012 4:32 PM
15	We don't have much information, but we are trying to collect it. Brigham Young University Lee H. Radebaugh radebaugh@byu.edu	Mar 5, 2012 3:46 PM
16	None	Mar 5, 2012 3:25 PM
17	If there is any data available, the contact person is Lynn Elliott, Director of International Study Programs, David M. Kennedy Center for International Studies, Brigham Young University. email: elliottl@byu.edu	Mar 5, 2012 3:24 PM
18	Cornell University - Southeast Asia Program Nancy Loncto njs6@cornell.edu	Mar 5, 2012 3:23 PM
19	University of Illinois at Urbana-Champaign cotler@illinois.edu	Mar 5, 2012 3:19 PM
20	University of North Texas, Denton Richard Nader, Ph.D. Interim Vice Provost for International Affairs richard.nader@unt.edu	Mar 5, 2012 2:58 PM
21	University of Missouri Columbia, Missouri 65211 Contacts: Dr. Handy Williamson Vice Provost for International Programs williamsonha@missouri.edu Dr. Punccky Heppner Curator's Professor Department of Educational, School, and Counseling Psychology College of Education heppnerp@missouri.edu	Mar 5, 2012 12:50 PM
22	The Ohio State University Carpenter-Hubin, Julie [carpenter-hubin.16@osu.edu]	Mar 5, 2012 12:37 PM
23	none	Mar 5, 2012 12:07 PM
24	none	Mar 5, 2012 12:05 PM
25	St. Cloud State University, Ms Jacquiline Nagila, jonagila@stcloudstate.edu,	Mar 5, 2012 11:34 AM
26	Meredith McQuaid and Gayle Woodruff University of Minnesota mcqua004@umn.edu, gwoodruf@umn.edu	Mar 5, 2012 11:25 AM
27	Saint Mary's College, Elaine Meyer-Lee, meyerlee@saintmarys.edu. We have data showing higher retention rates for students who study abroad.	Mar 5, 2012 11:22 AM
28	sorry, not affiliated	Mar 5, 2012 11:15 AM
29	We have data with regard participation to AACU's High Impact Practices (including study abroad) from the classes of '09-'11 Joe Brockington Associate Provost for International Programs Kalamazoo College brocking@kzoo.edu 269-337-7133	Mar 5, 2012 11:01 AM

Q3. Other comments on studies/data that connect international programs/curricula/foreign language programs to retention/graduation rates:

1	IIE recently commissioned a study on the use of T6 funds, authored by an IU faculty member, but the study has not been made public. and a few years back SSRC also undertook the task of doing a comparative study on the use of t6 funds across several institutions, including IU. the results of that study were never published, it is not clear to me the study was finalized. So there is a lot of data out there, but there are not that many public aggregated results to draw upon for a big picture analysis.	Mar 6, 2012 11:42 AM
2	N/A	Mar 6, 2012 10:47 AM
3	N/A	Mar 6, 2012 10:35 AM
4	http://www.ir.ufl.edu/OIRApps/SERU/signon.aspx	Mar 6, 2012 10:19 AM
5	Vanderbilt University does not have any specific data on this, in part because we do not have a problem with retention/graduation rates. Our international programs, curricula and foreign language programs enhance undergraduate education and attract students to Vanderbilt.	Mar 6, 2012 7:37 AM
6	None.	Mar 6, 2012 7:26 AM
7	I-STEM evaluation conducts University of Illinois studies on FLAS, graduation, and alumni	Mar 6, 2012 7:22 AM
8	None	Mar 6, 2012 6:24 AM
9	University of Minnesota analysis of time to graduation data show that Minnesota students who study abroad are graduating in a more timely manner than those who do not. - http://global.umn.edu/icc/documents/woodruff_curriculum_integration.pdf	Mar 5, 2012 7:52 PM
10	100% of the students who complete the Global Management Certificate at BYU graduate. The certificate which is supported by and partially funded by the CIBER Title VI legislation includes a junior-level foreign business language class, a study abroad experience, and significant coursework. We are examining students who have completed a business study abroad but not the Certificate to see if there is a difference in graduation rates, but that study has not been completed.	Mar 5, 2012 3:46 PM
11	None	Mar 5, 2012 3:25 PM
12	If you could please give me an opportunity to provide statistics via uploading already existing documents (yes documents) I would be happy to provide them.	Mar 5, 2012 3:23 PM
13	The biggest issue is an experimental model that doesn't ;look post-hoc, but rather sets up the study-abroad intervention in such a way that secific components of the experience can be linked to program interventions.	Mar 5, 2012 2:58 PM
14	You should also post the above questions on NAFSA's Research and Scholarship network: http://www.nafsa.org/groups/home.aspx?groupid=12 . Ji-Yeung Jang is the contact: jang0019@umn.edu	Mar 5, 2012 1:03 PM
15	None.	Mar 5, 2012 12:50 PM

Q3. Other comments on studies/data that connect international programs/curricula/foreign language programs to retention/graduation rates:

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| 16 | Our NSSE data shows that education abroad and world languages were significantly associated with many student engagement variables. This was determined by examining the 1st year and 4th year non-international student respondents (N=1554) for 2010 using Main Effects MANCOVA: 1) Had serious conversations with students of a different race or ethnicity than yourm own. 2) Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values 3) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment 4) Attended an art exhibit, play, dance, music, theater, or other performance 5) Institutional contribution (to) Understanding people of other racial and ethnic backgrounds 6) Acquiring job or work-related knowledge and skills 7) Writing clearly and effectively 8) Thinking critically and analytically 9) Learning effectively on your own 10) Understanding people of other racial and ethnic backgrounds 11) Solving complex real-world problems | Mar 5, 2012 12:37 PM |
| 17 | I have looked a IIE data by state and compared the map to US poverty level maps and now that I see the retention map in the chronicle today 3/5 it all looks very familiar. lower study abroad numbers following the poverty band and probably the same for the retention data. | Mar 5, 2012 12:05 PM |
| 18 | We are doing regression analysis on the relationship of study abroad to retention/graduation. We also had a Title 6 grant on the Study Abroad and Global Engagement, that surveyed 6,000 alumni of hundreds of US institutions (PIs = Paige and Fry) | Mar 5, 2012 11:25 AM |