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TRAINING INSTITUTION PROFILE REPORT

ACADEMIC PARTICIPANTS AT
MICHIGAN STATE UNIVERSITY

June 1972

The American University
DEVELOPMENT EDUCATION AND TRAINING RESEARCH INSTITUTE
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007

PREFACE

The Development Education and Training Research Institute¹ (DETRI) Training Institution Profile Reports are designed to provide you with reliable information about training programs as they are viewed and evaluated by A.I.D. participants. The reports were prepared for those U.S. institutions attended by 30 or more A.I.D. Academic participants who later received exit interviews at DETRI. The exit interview period was July 17, 1967, through February 29, 1972. These interviews cover participants whose programs ended between these dates and who departed through Washington, D.C.

Each report is divided into three sections: 1. Narrative, 2. Statistics, and 3. Noteworthy Comparisons. The first section presents the views of a typical participant at your institution and of other participants who hold different opinions. When applicable, quotes from participants will be used so that you can "listen" to the participants speak for themselves.

The second section contains tabular and graphic presentations of items from the DETRI exit interview questionnaire. The items were chosen by A.I.D.'s Office of International Training to represent important aspects of participants' training experiences. The participants' responses to these items are compared with the responses of A.I.D. Academic participants enrolled in all training institutions.

1. See Appendix II.

When responses given by the participants at your training institution differ significantly² from those of all Academic participants, the differences will be described in Section 3, Noteworthy Comparisons. Differences which are not statistically significant will not be mentioned in this section.

The reader interested primarily in statistical information may want to go directly to the sections on statistics and noteworthy comparisons. As statistics alone have a tendency to make one lose awareness of the individual, the narrative section has been personalized, presenting a non-statistical description of the information given by the participants interviewed. The reader looking only at this section should keep in mind that the narrative is an oversimplification of the data in this report.

There are two appendices to the report. Appendix I contains information on the procedures used to collect the data for these Profile Reports and on the reliability, validity, and comprehensiveness of that data. Appendix II, The Glossary, defines Academic and Special participants, explains the scaling technique, and provides some information about DETRI.

These reports were prepared by Paul R. Kimmel, William C. Ockey, Herman J. Sander, Robert McCarthy, and Ann Fenderson of The American University, DETRI, under contract AID/csd-2865. The authors were ably assisted by Dorothy Daun, Pamela Griffith, Pamela Nash, and Richard Seabrook.

2. "Significantly" means statistically significant. The test used was one of the "5 per cent level of confidence." This means that the differences between the data could have occurred by chance alone less than 5 in 100 times. It is unlikely that such obtained differences are a result of chance alone. It is probable (95 out of 100 times) that the differences obtained are attributable to causal factors--although the causes may not be known.

CONTENTS

<u>Section</u>	<u>Page</u>
Preface	i
1. Narrative	1
2. Statistics	6
3. Noteworthy Comparisons	23
Appendix I--DETRI Procedures and Reliability of Data	A-1
Appendix II--Glossary	A-2
Appendix III--References	A-4

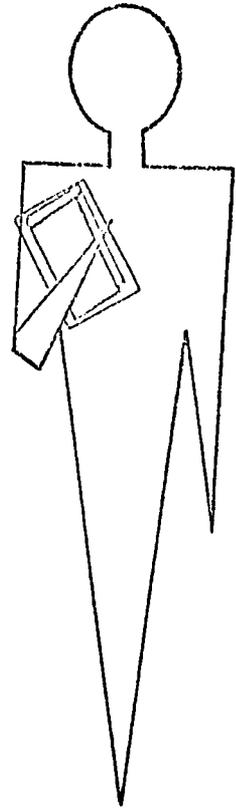
SECTION 1

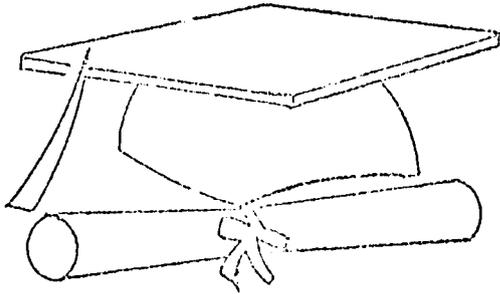
NARRATIVE

This report will describe the backgrounds and experiences of 117 A.I.D. participants who completed their training at Michigan State University at East Lansing between July 1967 and February 1972. The largest number were from Latin America, chiefly from Brazil; many who came from Near East-South Asia were from Turkey, which has a contract arrangement with Michigan State University. Most of the participants were graduate students who came to Michigan State to study education or public administration. They usually had had at least 13 (many had had 17 or more) years of formal education before they began their A.I.D. programs.

Now we would like you to meet "Aidre," our hypothetical A.I.D. Academic participant at Michigan State University who completed the DETRI questionnaire. His opinions and evaluations on any given item are those of most of the participants from Michigan State on that particular issue. When there are important differences on any item between Aidre, as the "typical" respondent, and his fellow participants, they will be mentioned. All quotes are taken from the participants' own accounts of their experiences at M.S.U.

Aidre had conferred with representatives of his home government and USAID about the plan for his training program. He knew





it called for a Master's degree and was pleased that Michigan State University had been selected as his academic institution. He indicated that previous A.I.D. participants from his home country had told him that "M.S.U. is one of the top universities in the U.S. for foreign students."

Although Aidre attended a formal orientation program for foreign students at Michigan State University before beginning his graduate work, many of his fellow participants did not.

Some of them who were on contract programs, and did not have time for A.I.D. orientation to the United States in Washington, said that a good orientation at Michigan State might have saved them "time and trouble at the beginning."

During his stay at Michigan State University, Aidre got to know the Foreign Student Advisor whom he always found available when he wished to consult him. On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre and many of his fellow participants rated the helpfulness of the Foreign Student Advisor at "1" or "2." A few participants, who felt that the Foreign Student Advisor was "very formal and difficult to find" when they wanted to talk to him, found that their professors were usually "willing to help with more than course work."

Aidre was satisfied with the assistance his Faculty Advisor had given him in "getting useful courses." He felt that his Faculty Advisor had not only "taken a personal interest in me," but had also been a "strict and fair man" in helping him keep up in his work so "there was no wasted time." A considerable number of the other participants were much less satisfied with their

Faculty Advisors and rated their help at "4" or below on the 7-point scale. Some of them expressed resentment that they were "forced to take too many useless courses" they didn't want. Others said that their Advisors or Contract Coordinators were "no help at all" or "too obstructing and inflexible."

After considering a list of academic difficulties which A.I.D. participants have sometimes experienced, Aidre said that too much assigned reading was the only one that applied to him. This had been especially irksome during the early part of his program when he was getting adjusted to campus life, and English was still a problem. He liked his courses, which were neither too simple, repetitious, nor unrelated to his major field. He was impressed with the "freedom of classes where you can express everything." Some of Aidre's fellow participants had difficulty with the frequency of quizzes, and unfamiliar testing procedures. While they felt that objective tests, given periodically, had some advantages over the type of exams they were accustomed to in their home countries, they found them very difficult for foreign students whose "English was not very good to remember what [they] read and heard."

Aidre felt that about the right proportions of time had been devoted to seminars, lectures, discussion, laboratory work, and individual research at M.S.U. He would have preferred more field trips so that he could have "seen or practiced the theories and concepts" he had learned. He said he had offered to "work free during part of the summer to get more practical experience." While Aidre was satisfied with the laboratory facilities and the helpfulness of professors in letting him do his own research, some of his fellow participants felt there should have been more opportunities to do individual research. Others would have liked more discussion groups related to the lectures and seminars.

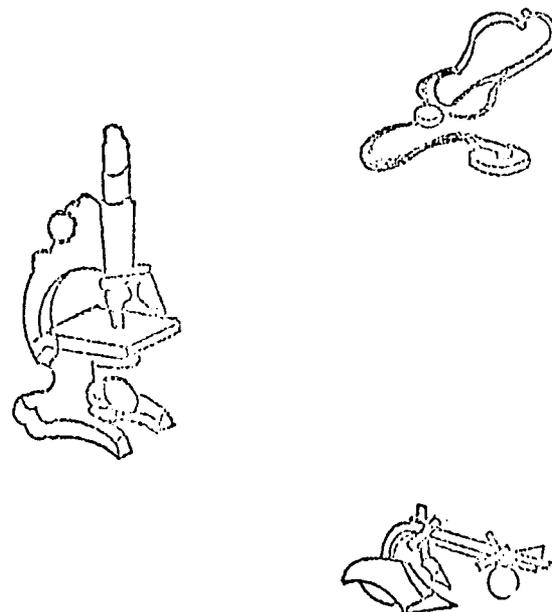
Aidre and many of his fellow participants rated the usefulness of their courses at the "1" or "2" level on the 7-point scale. They found most of their professors to be "very competent" in helping them "really learn the material" they studied.

There were some participants, however, who gave their courses a rating of "4" or below. These were usually participants who were at Michigan State University on contract arrangements, and who felt their Contract Coordinators had forced them "to take too many useless courses which were a repetition of undergraduate training at home." This caused them to "waste valuable time"; in one case "a whole semester."

Some of Aidre's courses required the use of instruments and equipment. He said that these were similar to the instruments and equipment available in his home country.

Aidre and the other participants were divided in their evaluations of the suitability of their academic training to their home country conditions. About an equal number gave ratings in each of the top 3 positions on the 7-point scale. Those whose faculty advisors and professors had been in their home countries expressed appreciation for "most helpful programs," and felt there would be no problem using their training at home. Others said that they had "received some new ideas for use at home, but it would have been better if more places were visited to see how they worked."

While Aidre and some of his fellow participants indicated they were satisfied with their technical training at Michigan State University, they felt that some aspects of their social and personal lives had caused problems, particularly during



their first semesters. Some found the University too large, confusing, and impersonal--"even the Faculty Advisor didn't know my name." The cold winter and generally bland American food were sources of unhappiness for many until they got used to them. Although many participants were satisfied living in the Owen Graduate Center, others who wanted off-campus housing (particularly those who had brought their families) found difficulty in obtaining it. Many considered transportation, to and around the campus, a serious problem.

However, Aidre and many other participants "liked the small-town atmosphere of East Lansing," and found that the people there were generally "friendly, good neighbors." As Aidre put it: "My life at M.S.U. gave me a very good impression of American life and education. I found more than I expected in human relations. East Lansing was my second home during that time."

SECTION 2

STATISTICS

Table 1

Q. What regions of the world were the participants from?

REGION	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 117	ALL ACADEMIC PARTICIPANTS % of 3378
Near East- South Asia	29.1	20.3
Far East	24.8	32.0
Latin America	39.3	16.0
Africa	6.8	31.7

Table 2

Q. In which fields did the participants receive their education?

FIELD OF TRAINING	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 88	ALL ACADEMIC PARTICIPANTS % of 2342
Agriculture	14.8	25.4
Industry & Mining	5.7	3.8
Transportation	0.0	0.9
Health & Sanitation	4.5	11.0
Education	43.2	44.4
Public Administration	31.8	14.5

Table 3

Q. How much education did the participants have prior to beginning their A.I.D. training programs? (Item 169)

YEARS OF EDUCATION	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 115	% of 3360
7-11	0.8	4.2
12	3.5	7.5
13-15	23.5	26.6
16	25.2	23.7
17-18	35.7	25.9
19 and over	11.3	12.1

Table 4

Q. What type of students were the participants? (Item 60)

TYPE OF STUDENT	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	%* of 117	%* of 3387
Graduate student	94.0	69.7
Undergraduate student	3.4	23.7
Non-degree student	3.4	11.8

* Percentages add to more than 100% because participants were allowed more than one answer.

Table 5

Q. Did the participants' training programs include a plan for them to earn an academic degree in the United States? (Item 61)

DEGREE PLANNED	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 115	ALL ACADEMIC PARTICIPANTS % of 3343
No	7.0	17.2
Yes	93.0	82.8

Table 6

Q. What academic degrees did the participants earn? (Items 62 and 63)

DEGREE EARNED	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 115	ALL ACADEMIC PARTICIPANTS %* of 3299
None	7.8	17.0
Associate	0.0	1.1
Bachelor's	3.5	22.2
Master's	82.6	58.8
Doctor's	7.0	6.2

* Percentages add to more than 100% because participants were allowed more than one answer.

Table 7

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the proposed plan for their training program? (Item 27d)

DISAGREED WITH OR UNCLEAR ABOUT PROPOSED TRAINING INSTITUTION	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 93	ALL ACADEMIC PARTICIPANTS % of 2494
No	94.6	92.5
Yes	5.4	7.5

Table 8

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the final plan for their training program? (Item 38b)

DISAGREED WITH OR UNCLEAR ABOUT FINAL TRAINING INSTITUTION	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 93	ALL ACADEMIC PARTICIPANTS % of 2495
No	94.6	93.1
Yes	5.4	6.9

Table 9

Q. Did the participants have a formal orientation program for foreign students at their academic institution? (Item 47)

ATTENDED ORIENTATION	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 115	ALL ACADEMIC PARTICIPANTS % of 3376
No	49.6	46.7
Yes	50.4	53.3

Table 10

Q. What difficulties did the participants have with their academic training? (Item 68)

DIFFICULTY	MICHIGAN STATE UNIVERSITY 117 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	41.0	41.9	17.1	41.0	41.2	17.8
Too many quizzes**	54.8	34.4	10.8	49.3	37.1	13.6
Too many courses unrelated to major field	75.2	15.4	9.4	71.0	20.4	8.6
Testing procedures unfamiliar**	67.0	28.6	4.4	67.2	26.2	6.6
Grading system unfamiliar**	73.1	19.4	7.5	73.6	19.9	6.5
Too little discussion	76.1	18.8	5.1	72.7	22.6	4.7
Too little lecturing	75.9	20.7	3.4	81.5	15.1	3.4
Too much duplication of subject matter in different courses	72.7	25.6	1.7	70.3	25.5	4.2
Subject matter too abstract	62.4	35.9	1.7	66.5	29.8	3.7
Subject matter too specific	69.2	29.1	1.7	69.2	25.6	5.2
Courses too advanced	67.2	29.3	3.5	68.6	28.5	2.9
Courses too simple	74.4	23.9	1.7	77.1	20.7	2.2

* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

** The total number of participants responding to this item was less than the total shown in the table, due to the addition of the item in a questionnaire revision during the reporting period.

Table 11

Q. What recommendations did the participants have about the division of their academic training time among various educational methods? (Item 69)

EDUCATIONAL METHOD	MICHIGAN STATE UNIVERSITY 105 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	30.5	6.7	62.8	40.3	6.1	53.6
Individual research	52.0	4.9	43.1	57.2	6.0	36.8
Laboratory work	58.5	12.8	28.7	58.0	9.7	32.3
Lectures and small discussion groups **	55.0	5.0	40.0	64.8	5.9	29.3
Seminars	60.0	5.7	34.3	61.9	9.1	29.0
Lectures (only)	80.6	4.9	14.5	75.1	12.1	12.8

* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

** The total number of participants responding to this item was less than the total shown in the table, due to the addition of the item in a questionnaire revision during the reporting period.

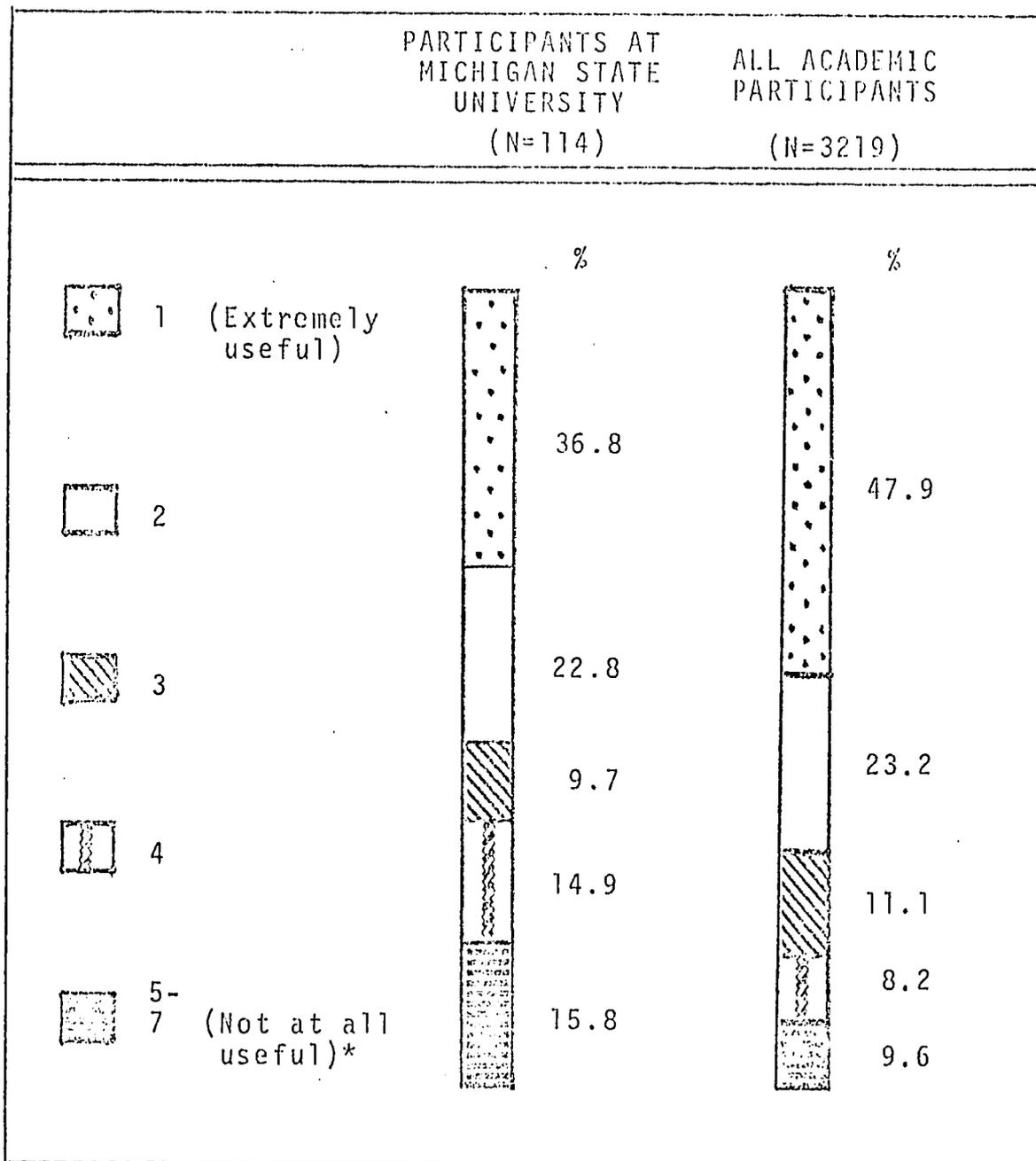
Table 12

Q. Did the participants have a Faculty Advisor who helped them arrange their course schedule at the institution where they had most of their academic training? (Item 64)

HELPED BY FACULTY ADVISOR	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 117	ALL ACADEMIC PARTICIPANTS % of 3374
No	0.8	3.5
Yes	99.2	96.5

Table 13

Q. How useful did the participants find the help provided by their Faculty Advisors? (Item 65)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

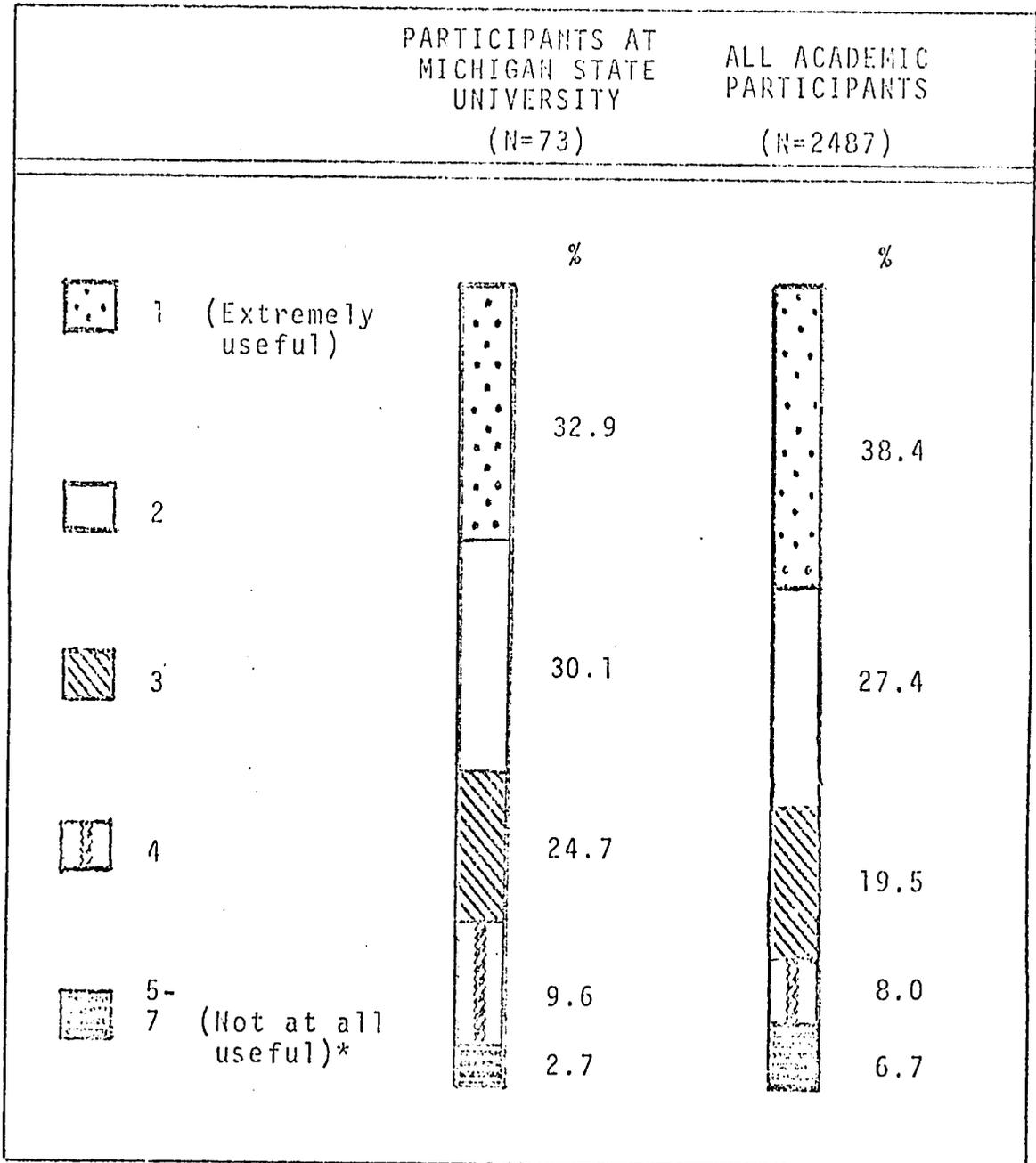
Table 14

Q. Did the participants receive help from a Foreign Student Advisor at their training institution? (Item 136)

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY % of 115	ALL ACADEMIC PARTICIPANTS % of 3377
No	37.4	24.2
Yes	62.6	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	<u>% of 72</u>	<u>% of 2556</u>
Always	62.5	56.8
Usually	20.8	29.6
Sometimes	16.7	13.6

Table 15

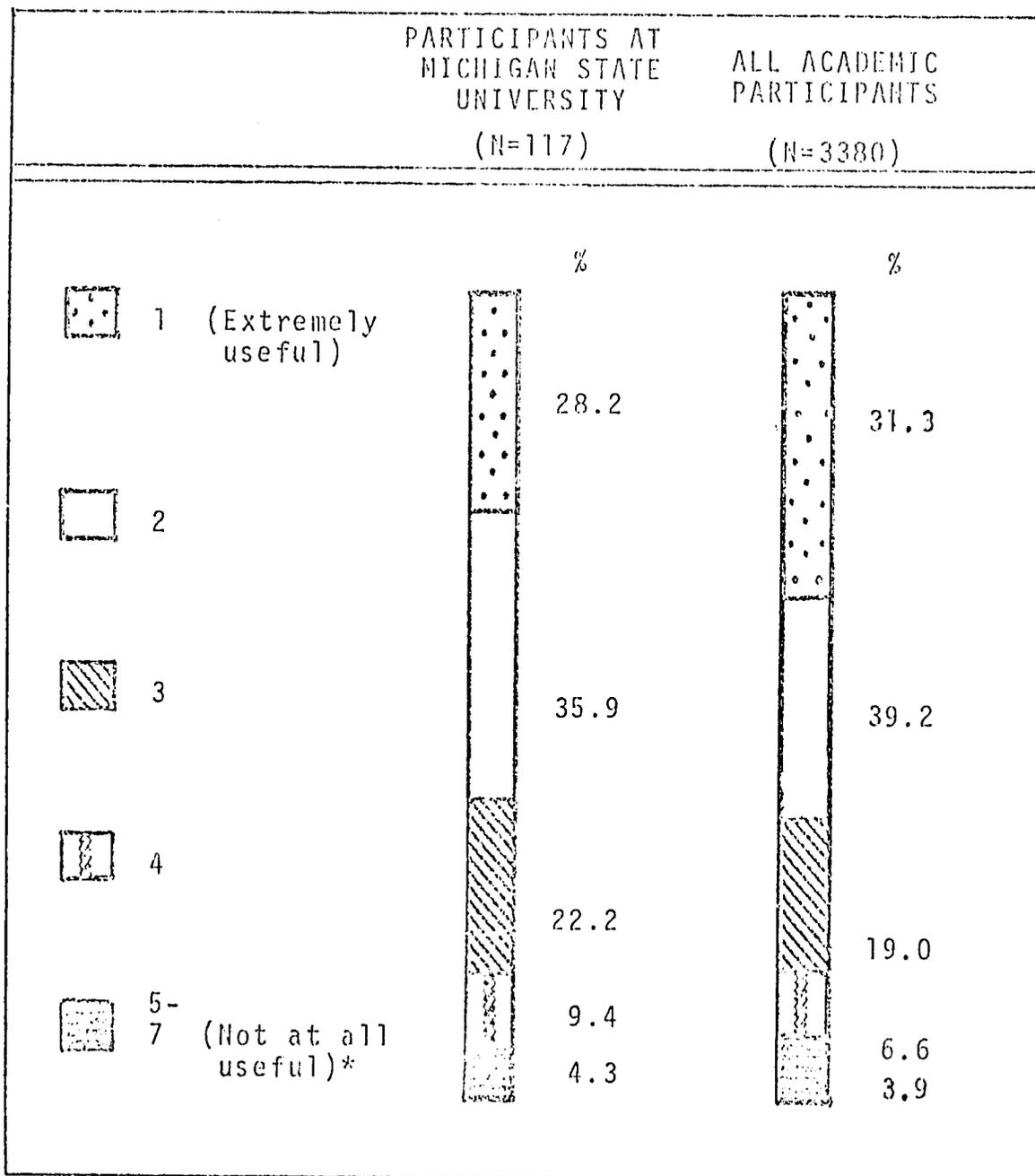
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 16

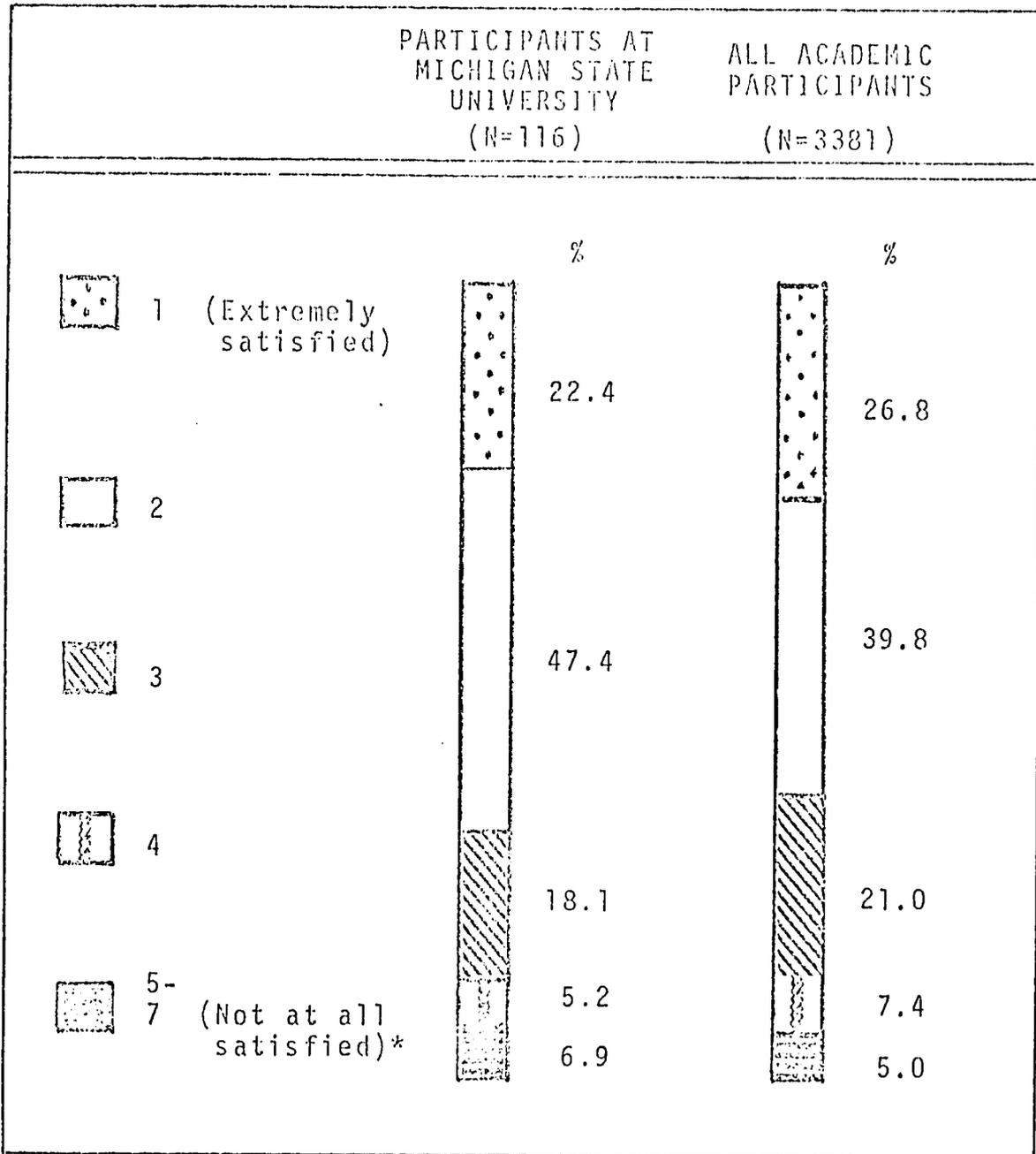
Q. How useful did the participants find their courses?
(Item 70)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 17

Q. How satisfied were the participants with their total technical training? (Item 84)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

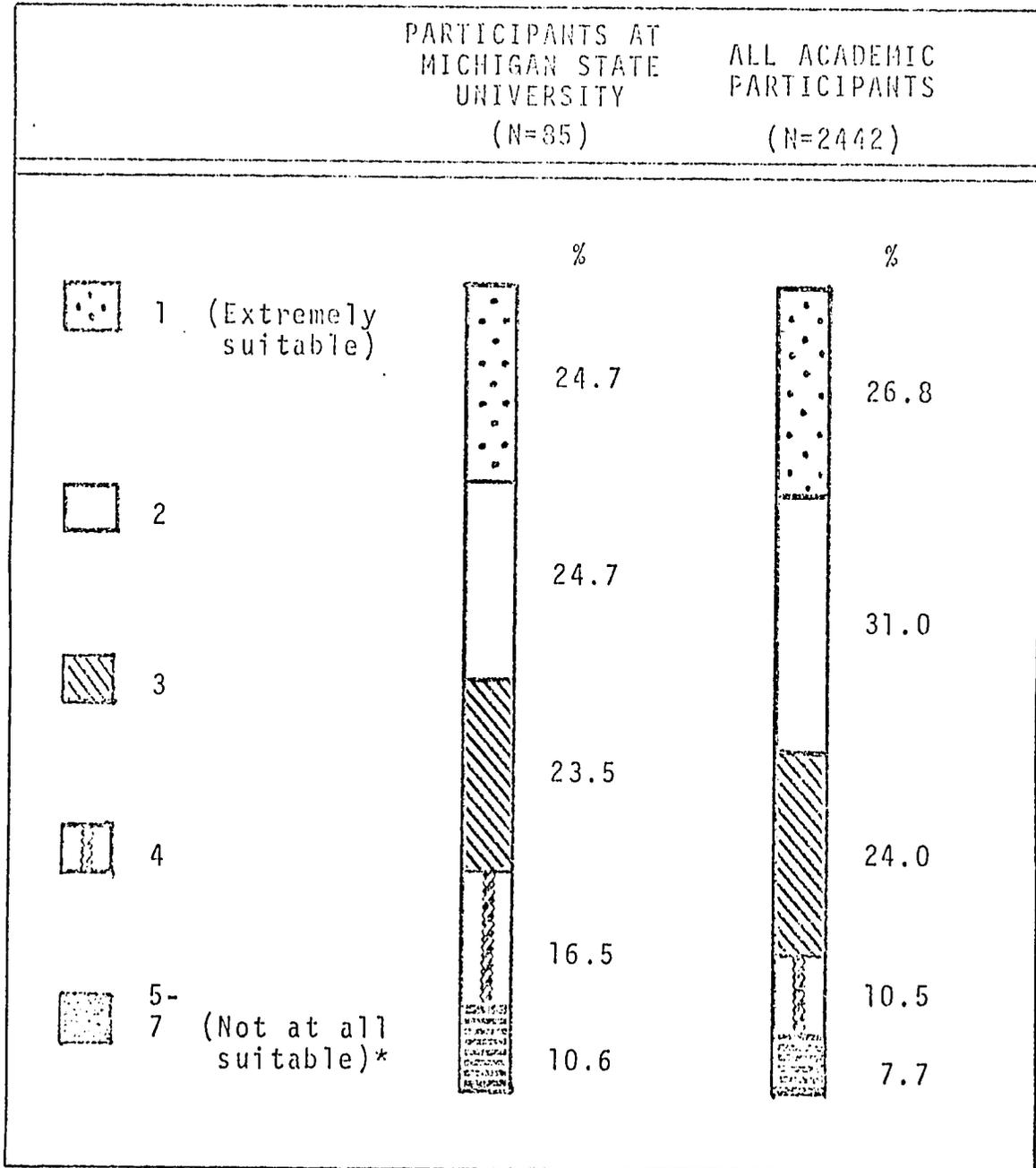
Table 18

Q. Did the participants have courses at their training institutions where instruments and equipment were used? (Item 66)

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT MICHIGAN STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 116	% of 3375
No	44.8	34.0
Yes	55.2	66.0
IF YES:		
Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 67)		
	<u>% of 63</u>	<u>% of 2208</u>
No	20.6	33.9
Yes	79.4	66.1

Table 19

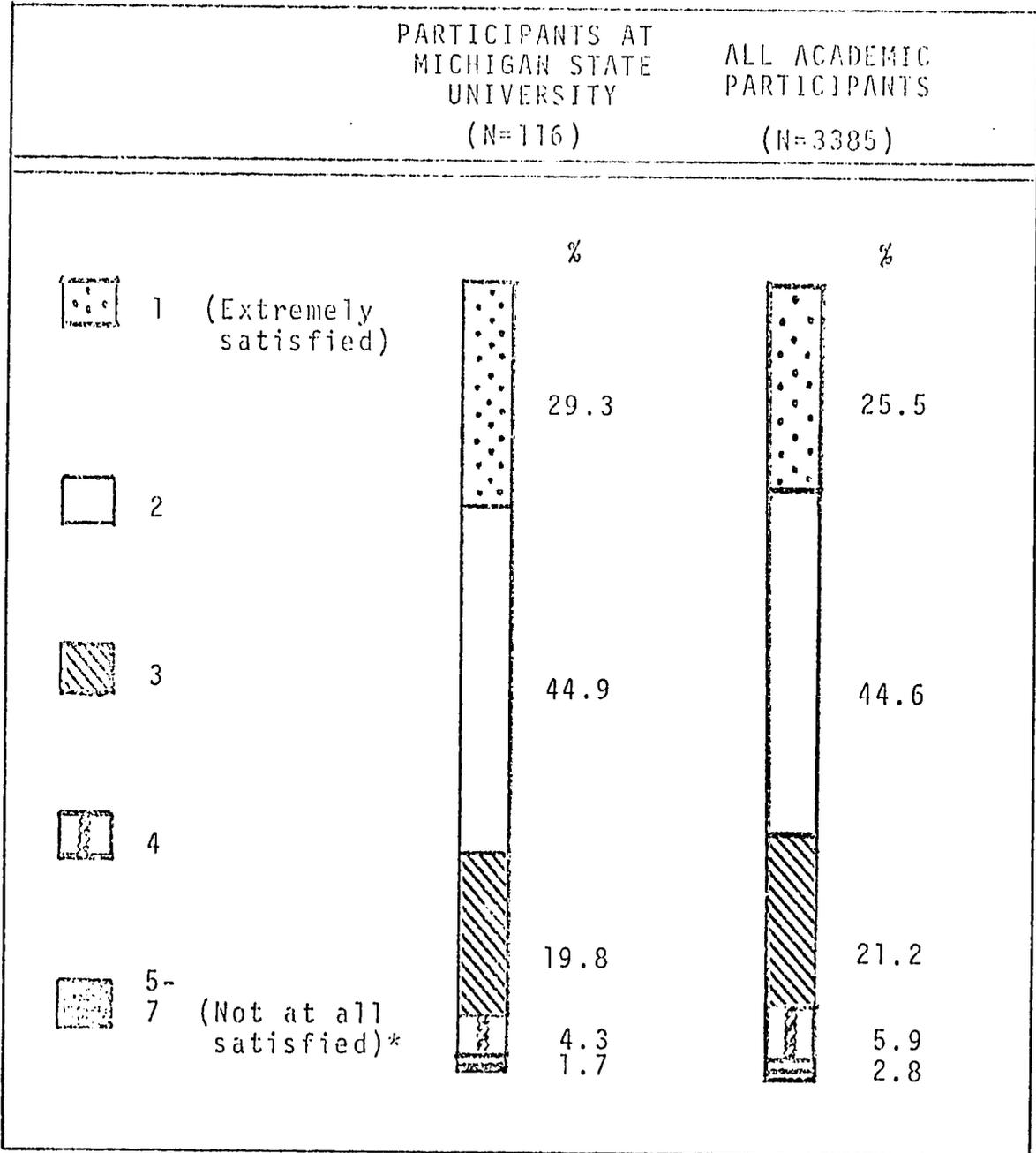
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all suitable."

Table 20

Q. How satisfied were the participants with their total experience as A.I.D. participants? (Item 162)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

SECTION 3

NOTEWORTHY COMPARISONS

This section of the report presents important differences between A.I.D. participants' experiences at Michigan State University in East Lansing and those of participants at other academic institutions for which we have data. Percentage comparisons of these experiences are contained in the tables and graphs of the preceding section. Here we will note only those items on which Michigan State's participants differ significantly, either positively or negatively, from all others. It is not possible to statistically explain these differences, as the size and composition of the groups of participants at these institutions vary considerably.

Of the 3378 participants in all academic programs, 117 studied at Michigan State University, making it one of the top five in size. A significantly larger percentage of Michigan State participants had an academic degree in their training program plans than did all other Academic participants (Table 5). As expected, the percentage of M.S.U. participants who earned academic degrees was significantly higher than that of all other Academic participants (Table 6). There was also a significantly higher percentage of Master's degrees earned at Michigan State University than at all other academic institutions; conversely, the national percentage of Bachelor's degrees earned was about 7 times the Michigan State percentage (Table 6).

The Michigan State University participants' evaluations and ratings were statistically comparable with those of other

Academic participants on all but one item. Their ratings of the usefulness of their Faculty Advisors' help were significantly lower than the ratings of all other participants. Specifically, 11 per cent less felt that the Faculty Advisors' help had been extremely useful and 12 per cent more gave a utility rating of "4" or below on the 7-point scale (Table 13).

While a significantly smaller percentage of M.S.U. participants said that they had received help from a Foreign Student Advisor than did all other Academic participants, assessments of this Advisor's availability and utility of his help did not differ significantly between the two groups (Table 14).

APPENDIX I

DETRI PROCEDURES AND RELIABILITY OF DATA

The data in these profile reports were collected in the same manner as the data presented in the Annual Reports from DETRI to A.I.D. (May 1969 and July 1970). Participants fill out a printed standardized, structured questionnaire under the supervision of a person trained in its administration. They also receive an oral, unstructured interview conducted by a cultural communication specialist on a private, anonymous basis. More detailed information on the instruments and procedures used to collect the exit interview data are included in the Final Report on A.I.D. Participant Training Exit-Interview Development Study, December 1967, and the Guide for Users of the DETRI Exit Interview, November 1970.

There is ample evidence that these data are both reliable and valid for the participants interviewed. Tests of (1) the internal consistency of participant responses to the questionnaire, (2) interviewers' estimates of the validity of participants' responses, and (3) comparisons with results of other studies show the data to be technically acceptable. (For more detailed information see the First Annual Report, May 1969, pp iv-v.)

It is vital that the reader remember that the data presented in these reports come only from those participants who passed through Washington, D.C., on their return to their home countries, and who appeared at the DETRI exit interview. Therefore, the information in these reports does not represent all the A.I.D. participant trainees who departed from the United States. The data available in all DETRI reports does, however, represent the most systematically gathered and most dependable data on the largest group of foreign trainees ever studied.

APPENDIX II

GLOSSARY

Academic program participant: a participant who had a training program for one or more academic terms in regular curriculum courses in an accredited institution which grants an academic degree, whether or not a degree is an objective and whether or not courses are audited or taken for credit.

Special program participant: a participant whose training included one or more of the following types of training: (1) courses, seminars, or other organized programs in a specialized field which may result in the award of a certificate or diploma; (2) intensive briefings and instruction on a specific job or group of related jobs with an opportunity for close observation of the work activities, actual work experience, or both; (3) brief visits to offices, businesses, factories, government agencies, or other organizations to observe work processes and activities.

One to Seven Scale Graphs: these graphs are based on a scale where one (the top category) is designated as "Extremely useful (or satisfied), could not have been better," and seven (the bottom category) is designated as "Not at all useful (or satisfied), could not have been worse." Only the two extremes are given written alternatives. Numbers two through six have no written alternatives, which allows the participant to make up his own definition for these scale points. (This type of scaling is a modification of Cantril and Free's Self Anchoring Scale.)

This form of evaluation scale is being used for two reasons: (1) it reduces the amount and the ambiguity or arbitrariness of the written alternatives that appear on most rating scales, and (2) it helps to alleviate the ingratiation factor of giving very favorable responses to evaluative items. Since the end categories are so extreme, they are less often used and the participant is freer to utilize the remainder of the scale, which he defines.

Development Education and Training Research Institute (DETRI):

established by The American University on 1 July 1966. Its purpose--applied social science research--helps to fulfill the University's commitment to community life through public service contributions which complement and are compatible with the University's major instructional function--graduate and undergraduate. Within the University, DETRI is attached to the Office of the Dean for Graduate Studies and Research. It is located off-campus.

APPENDIX III

REFERENCES

A.I.D. Participant Training Exit Interview Development Study. Washington, D.C., Office of International Training, Agency for International Development, ARC* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OIT. (5 Appendices) (Out of print)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their training programs.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September

* A.I.D. Reference Center, Room 1656 NS, AID/State Department, Washington, D.C., 20523.

1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics. Includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit Interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Factors Related to Selected PASAs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each PASA. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with Academic participants who took part in Pre-Academic Workshops or Mid-Winter Community Seminars, and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop Program. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop

and Communications Workshop reports. Comparisons between the reactions of participants at each of the 15 cities reported on (minimum of 30 participants) and of those participants at all other cities in the Mid-Winter Community Seminar reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report. (Out of print)