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TRAINING INSTITUTION PROFILE REPORT
ACADEMIC PARTICIPANTS AT
SYRACUSE UNIVERSITY
(NEW YORK)

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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.

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SECTION 1

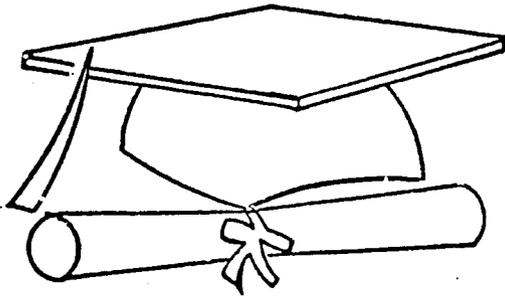
NARRATIVE

This report will describe the backgrounds and experiences of the 87 participants who completed their training programs at Syracuse University in New York between July 1967 and February 1972 and who answered the DETRI questionnaire. They came from all four of the world regions which participate in A.I.D.'s International Training Programs. Most of them were graduate students either in public administration or education. A majority had had 16 or more years of formal education before beginning their A.I.D. training.

We would like to introduce you to "Aidre," our hypothetical A.I.D. Academic participant whose training program took place at Syracuse University. His opinions and evaluation on any given item are those of most of the participants at Syracuse University 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 Syracuse University.

Aidre had discussed the plan for his training program with officials in his home country government and the USAID training





officer; he knew that he would work toward a Master's degree. He was pleased that Syracuse University had been agreed upon as the institution where he would study, as he had heard from earlier participants from his country that "Syracuse University has one of the best departments of public administration in the U.S." He was proud to have received his degree from Syracuse even though it had meant "hard work on a tough schedule of courses."

Aidre did not participate in a formal orientation for foreign students at Syracuse before the beginning of his first Fall semester. He had, however, been given some information before leaving his home country, and had also received a general A.I.D. orientation in Washington, D.C.

During his training program, Aidre occasionally needed help from the Foreign Student Advisor and always found him accessible and willing to help. On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre rated the help given him by the Foreign Student Advisor as extremely useful. A few of his fellow participants who rated the assistance they received lower found that when the Advisor was out, his office assistants "had a negative attitude and treated us like children."

Aidre reported he had had a Faculty Advisor who had been "a real gentleman, helped with credit transfer and in suggesting courses to select beyond required ones." He and many of his fellow participants gave their Faculty Advisor's help a rating of "1" or "2" on the 7-point scale. There was, however, a considerable number of participants who gave their Faculty Advisors ratings below "4" on this scale. Some of them said their Faculty

Advisor "lacked sincerity and interest in foreign students" or that "he was the wrong kind of person, temperamentally explosive, who had no time to give" to them.

Having considered a list of academic difficulties that A.I.D. Academic participants have sometimes had with their training programs, Aidre felt that too much assigned reading was the only one that had concerned him. Especially during the first semester at Syracuse, a combination of adjusting to a strange academic environment and a lack of fluency in English had made it difficult to keep up with the required reading. He was pleased with the way he had adjusted to the American testing and grading system and attributed it to the "patience" of his professors "who listened to me and encouraged me to take part in class discussions." Aidre thought that most of his courses were related to his field and that there had been a good balance between lecturing and discussion. In general, he found the subject matter was neither too abstract, too advanced, nor too simple.

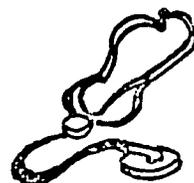
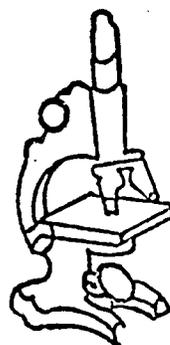
Many of his fellow participants had difficulty with the number of quizzes and duplication of subject matter in different courses. Some said that spot quizzes with multiple-choice questions were "especially troublesome in maintaining good grades"; others thought the English language courses they were required to take at Syracuse repeated what they already knew and that the "teachers were either too old or too inexperienced."

Aidre indicated that about the right proportion of time had been devoted to lectures, laboratory work, seminars, and individual research during his academic training. He felt he should have had more field trips related to his courses, for "theory is fine but often on the job it doesn't work. Practical experience could give more credibility to me in teaching others." Some of Aidre's fellow participants felt that more time should have been allotted to individual research, seminars, and small lecture classes with discussion. This would have offset "the large classes where there was no personal contact with professors."

Aidre and many of his fellow participants gave "1" or "2" ratings to the usefulness of their courses on the 7-point scale. This was mainly due to the high-calibre professors "who were competent, but also very understanding and willing to give help to us foreign students. They often went out of their way to help" and put themselves on the students' level--"sitting on the same grass." There was, however, a small number of participants who gave lower ratings to the usefulness of their courses. Typical of this minority was the opinion "that too many of the professors had jobs as consultants on the outside, and had ill-prepared courses--talking off the top of their heads."

Aidre's courses did not require the use of instruments and equipment. The small number of his fellow participants who did have such courses said the instruments and equipment were similar to those available in their home countries.

When asked about the suitability of their technical training programs to their home country conditions, Aidre and his fellow participants varied in their assessments. Some were enthusiastic about their training because it gave them "a good balance of theory and practical methods to use at home." Others thought that while their Master's degree might help them "to go a step higher in the promotion scale at home," what they had learned "will need to be changed to fit much different conditions at home." Some were less than optimistic about the usefulness of their training because, in the words of one of the participants, "we had many provocative thoughts, but they aren't transferrable to another country."



A few participants felt there was a lack of communication with Americans, partly because they lived in graduate student apartments with other home country participants, partly because of the "horrible weather," and partly because of problems with transportation due to the distance of housing from the campus. There were, however, few complaints about the quality of the housing assigned to participants. Many participants with families expressed appreciation for the help given them in finding housing, especially those who were helped by the Coordinator of the International Management Development Department (Maxwell School).

In reflecting on their stay at Syracuse, Aidre and many of his fellow participants felt that although they "got off to a rough start" and had "worked very hard" (sometimes at the expense of a more satisfying social life), they had "gained a lot and felt more educated, both academically and socially." They were "proud to have studied here and succeeded" in getting their degrees. Aidre gave a rating of "2" to his satisfaction with his total technical training program.

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 87	ALL ACADEMIC PARTICIPANTS % of 3378
Near East-South Asia	21.8	20.3
Far East	32.2	32.0
Latin America	19.6	16.0
Africa	26.4	31.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 71	ALL ACADEMIC PARTICIPANTS % of 2342
Agriculture	2.8	25.4
Industry & Mining	9.9	3.8
Transportation	0.0	0.9
Health & Sanitation	1.4	11.0
Education	31.0	44.4
Public Administration	54.9	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 SYRACUSE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 88	% of 3360
7-11	1.1	4.2
12	6.8	7.5
13-15	17.1	26.6
16	39.8	23.7
17-18	26.1	25.9
19 and over	9.1	12.1

Table 4

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

TYPE OF STUDENT	PARTICIPANTS AT SYRACUSE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	%* of 88	%* of 3387
Graduate student	82.9	69.7
Undergraduate student	6.8	23.7
Non-degree student	12.5	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 SYRACUSE UNIVERSITY % of 88	ALL ACADEMIC PARTICIPANTS % of 3343
No	15.9	17.2
Yes	84.1	82.8

Table 6

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

DEGREE EARNED	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 82	ALL ACADEMIC PARTICIPANTS %* of 3299
None	17.1	17.0
Associate	0.0	1.1
Bachelor's	6.1	22.2
Master's	74.4	58.8
Doctor's	2.4	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 SYRACUSE UNIVERSITY % of 78	ALL ACADEMIC PARTICIPANTS % of 2494
No	91.0	92.5
Yes	9.0	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 SYRACUSE UNIVERSITY % of 78	ALL ACADEMIC PARTICIPANTS % of 2495
No	85.9	93.1
Yes	14.1	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 SYRACUSE UNIVERSITY % of 88	ALL ACADEMIC PARTICIPANTS % of 3376
No	67.1	46.7
Yes	32.9	53.3

Table 10

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

DIFFICULTY	SYRACUSE UNIVERSITY 88 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	36.8	47.1	16.1	41.0	41.2	17.8
Too many quizzes**	62.3	28.6	9.1	49.3	37.1	13.6
Too many courses unrelated to major field	72.7	21.6	5.7	71.0	20.4	8.6
Testing procedures unfamiliar**	85.7	11.7	2.6	67.2	26.2	6.6
Grading system unfamiliar**	82.0	16.7	1.3	73.6	19.9	6.5
Too little discussion	78.2	17.2	4.6	72.7	22.6	4.7
Too little lecturing	79.6	17.0	3.4	81.5	15.1	3.4
Too much duplication of subject matter in different courses	65.9	27.3	6.8	70.3	25.5	4.2
Subject matter too abstract	70.4	27.3	2.3	66.5	29.8	3.7
Subject matter too specific	73.3	23.3	3.4	69.2	25.6	5.2
Courses too advanced	77.3	21.6	1.1	68.6	28.5	2.9
Courses too simple	77.3	21.6	1.1	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	SYRACUSE UNIVERSITY 87 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	31.0	9.2	59.8	40.3	6.1	53.6
Individual research	61.2	2.3	36.5	57.2	6.0	36.8
Laboratory work	64.5	14.5	21.0	58.0	9.7	32.3
Lectures and small discussion groups **	64.9	5.2	29.9	64.8	5.9	29.3
Seminars	62.8	5.8	31.4	61.9	9.1	29.0
Lectures (only)	74.4	14.0	11.6	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.

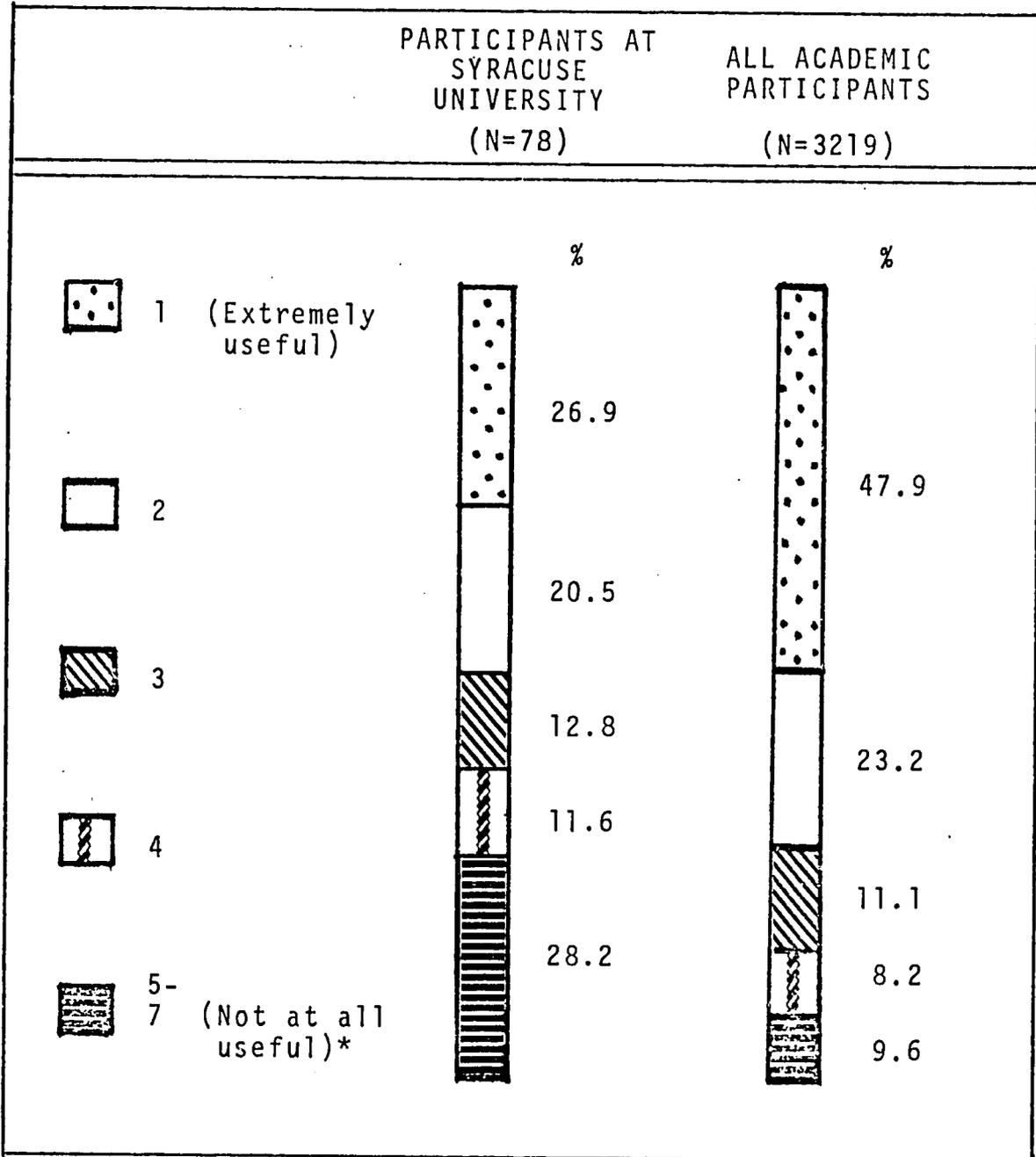
Table 12

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 SYRACUSE UNIVERSITY % of 87	ALL ACADEMIC PARTICIPANTS % of 3374
No	9.2	3.5
Yes	90.8	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."

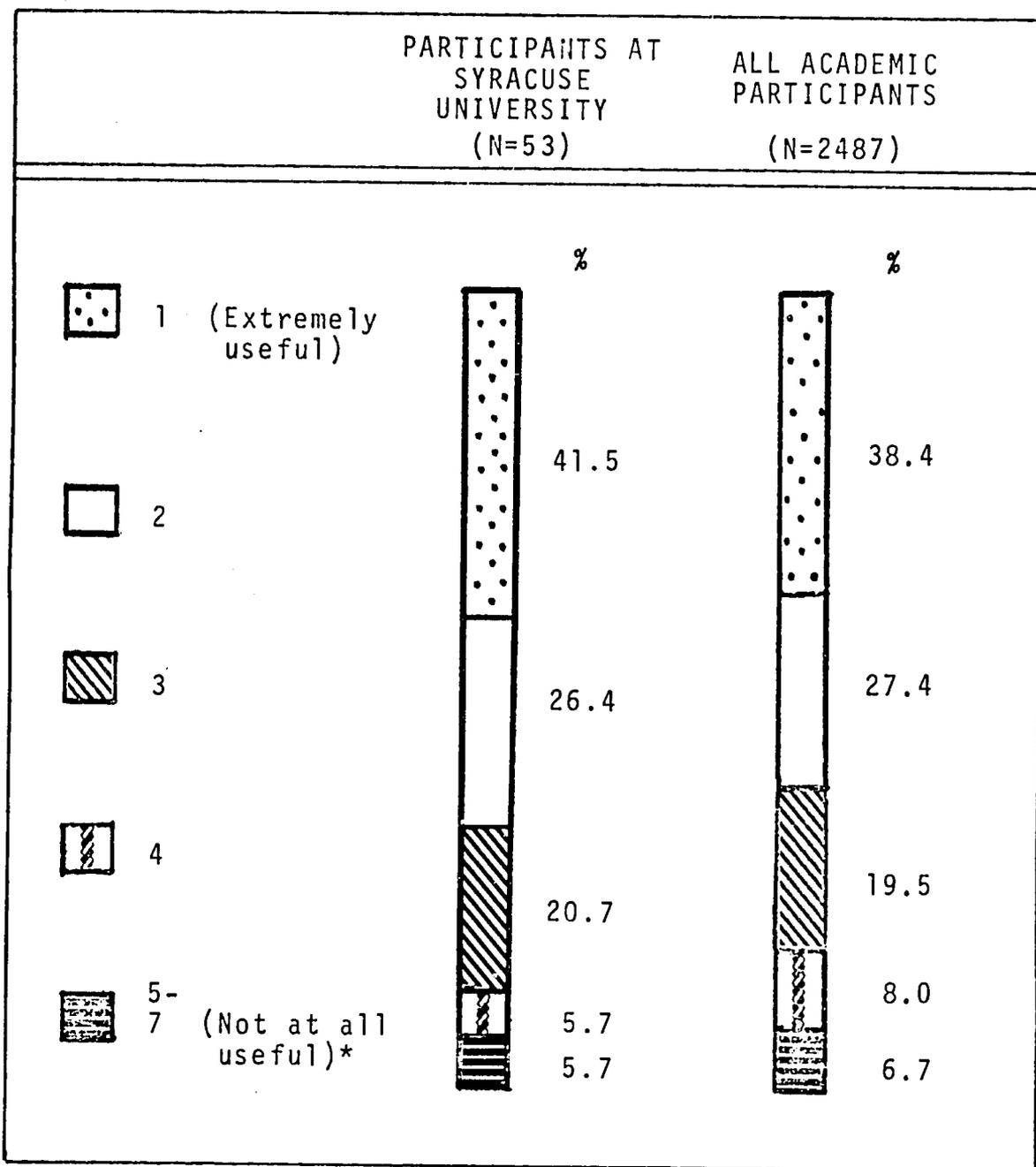
Table 14

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

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 87	ALL ACADEMIC PARTICIPANTS % of 3377
No	40.2	24.2
Yes	59.8	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	<u>% of 53</u>	<u>% of 2556</u>
Always	60.4	56.8
Usually	32.1	29.6
Sometimes	7.5	13.6

Table 15

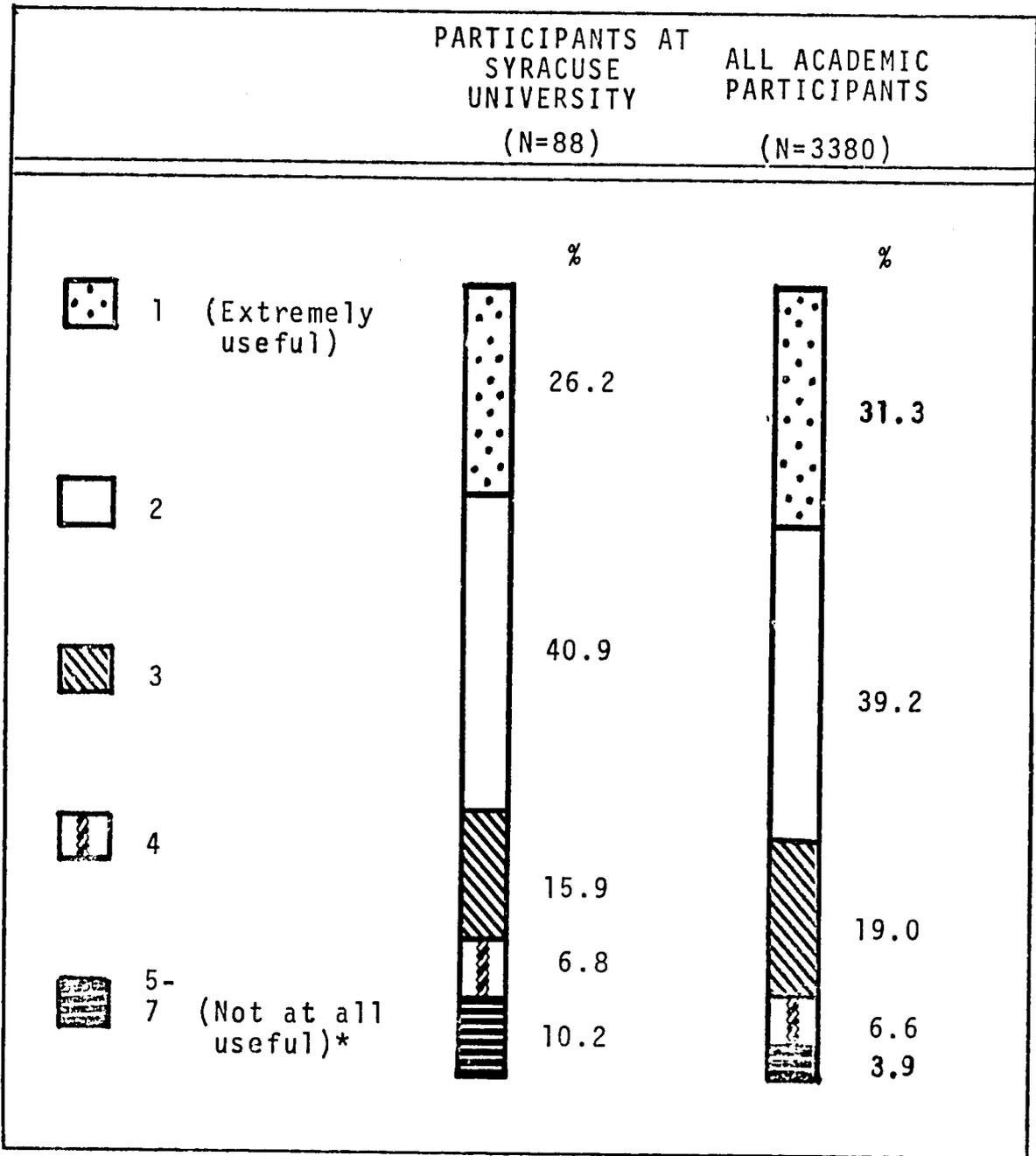
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



* 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

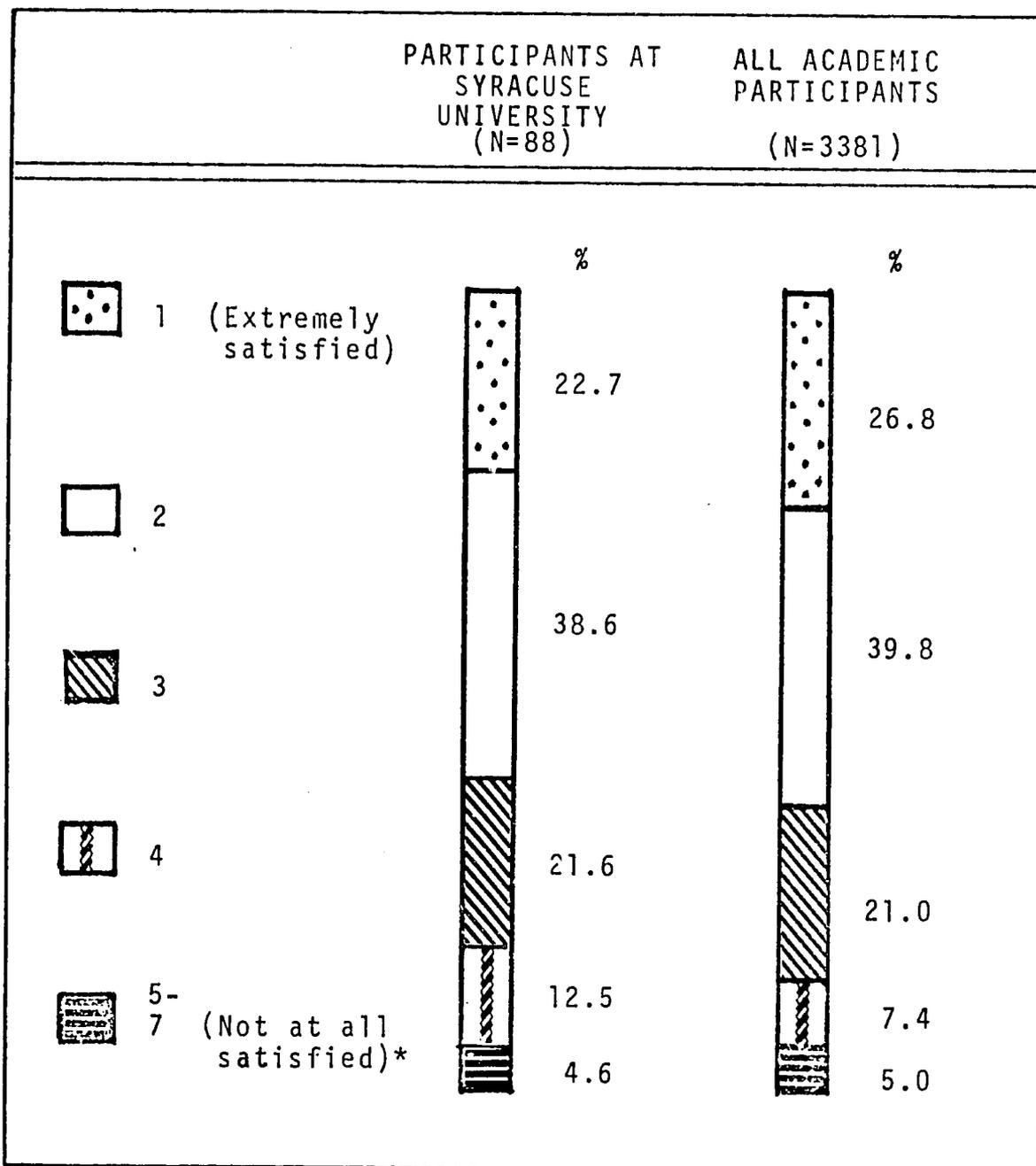
Q. How useful did the participants find their courses?
(Item 70)



* 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."

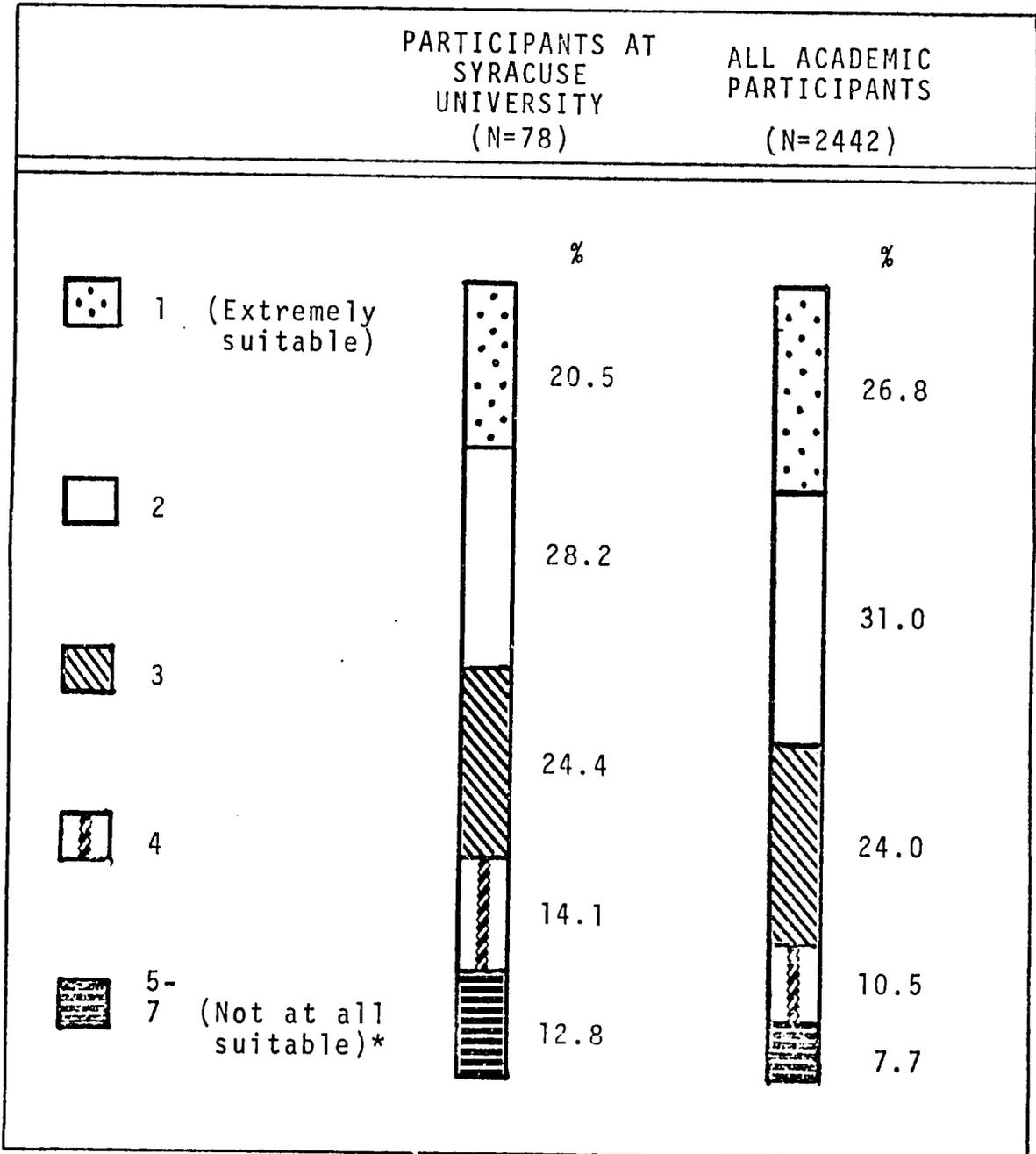
Table 18

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT SYRACUSE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 88	% of 3375
No	78.4	34.0
Yes	21.6	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 18</u>	<u>% of 2208</u>
No	27.8	33.9
Yes	72.2	66.1

Table 19

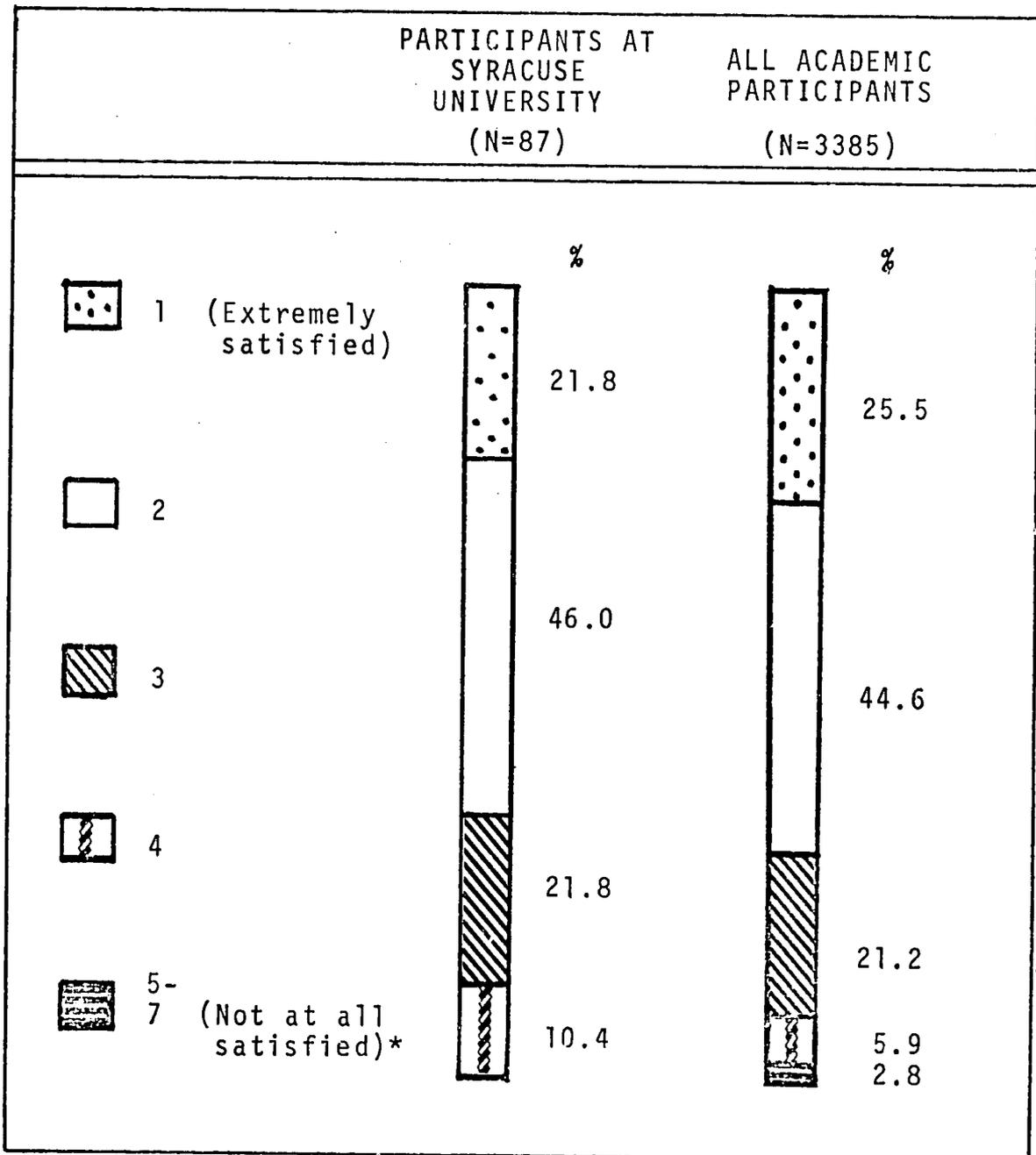
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



* 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 Syracuse University 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 the participants at Syracuse differ significantly, either positively or negatively, from all others. It will not be possible to statistically explain these differences, as the size and composition of the groups of participants at these institutions vary considerably.

Although the proportion of degree candidates at Syracuse was similar to that at all academic institutions, there were, proportionately, more Master's degrees, and less Bachelor's degrees earned at Syracuse than at other academic institutions (Table 6).

A smaller percentage (20% less) of the participants at Syracuse had had a formal orientation program for foreign students than did all other Academic participants (Table 9).

In reporting difficulties experienced with their training programs, a significantly smaller percentage of Syracuse participants felt there had been too many quizzes or that testing procedures were unfamiliar than did all other Academic participants (Table 10).

In considering the allocation of training time to various educational methods, a significantly smaller proportion of Syracuse participants would have liked more laboratory work than all other Academic participants (Table 11).

Proportionately more of the Syracuse participants said they had had no Faculty Advisor who helped them arrange their course schedules than did all other Academic participants (Table 12). Of those who received such help at Syracuse, a significantly larger percentage gave lower ratings to the usefulness of the Faculty Advisor's help than did Academic participants at other institutions (Table 13).

As compared with all other Academic participants, a significantly smaller percentage of Syracuse participants received help from a Foreign Student Advisor (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)