

PN-AAS-880

40299

TRAINING INSTITUTION PROFILE REPORT

ACADEMIC PARTICIPANTS AT

KANSAS 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 Institute<sup>1</sup> (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.

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1. See Appendix II.

When responses given by the participants at your training institution differ significantly<sup>2</sup> 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.

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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

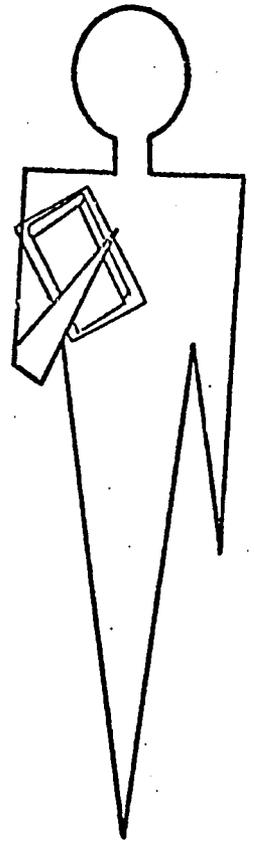
### NARRATIVE

We would like to introduce you to "Aidre," a hypothetical A.I.D. Academic participant whose training program took place at Kansas State University and who completed the DETRI questionnaire. His opinions and evaluations on any given item are those of most of the A.I.D. participants at Kansas State University on that particular issue. When important differences occur on given items between Aidre, as the "typical" respondent, and some of his fellow participants, they will be mentioned. All quotes are taken from the participants' own accounts of their experiences at Kansas State University.

Aidre represents 38 A.I.D. participants who completed their training programs at Kansas State University between July 1967 and February 1972. He comes from the Near East-South Asia; his fellow participants (in lesser numbers) come from Africa, and Latin America. He came to Kansas State University to study agriculture. Other participants came to study education.

Aidre was a graduate student. He had had more than 15 years of formal education prior to beginning his A.I.D. training program. Some of his fellow participants were undergraduate students or non-degree students who had had fewer years of prior education.

Aidre agreed with the decision that he should attend Kansas State University. In his opinion, Kansas State University is one



of the "best institutions in the world for agriculture sciences." His program included a definite plan for him to earn a degree. While at Kansas State University, Aidre received a Master's degree, an accomplishment of which he was proud. Some of his fellow participants earned Ph.D.'s. Aidre would have liked to continue his work in a Ph.D. program, but said, "I could not get my program extended. I hope to come back later for my Ph.D."

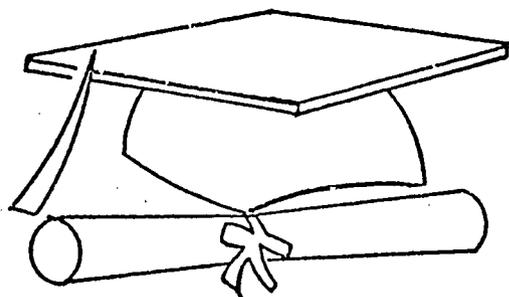
When he reached Kansas State University, Aidre attended a formal orientation for foreign students at the University's International Center. Many of his fellow participants did not attend this program.

The help provided by the Foreign Student Advisor at Kansas State University was extremely useful to Aidre. He was always available when needed. Aidre thought that one reason the Foreign Student Advisor was "efficient and helpful" was that he had lived in foreign countries and understood foreign people.

Aidre also felt greatly indebted to his Faculty Advisor.

He helped Aidre plan his academic program, encouraged him to put forth his best efforts, and took a personal interest in him. Aidre said, "My Faculty Advisor stimulated my desire to learn much more than I would have normally. He was a good friend to me." On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre rated the usefulness of the help provided by his Faculty Advisor at "1," the highest rating possible. None of the other participants gave ratings lower than "3" to their Faculty Advisors.

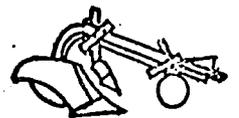
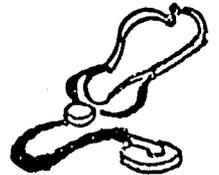
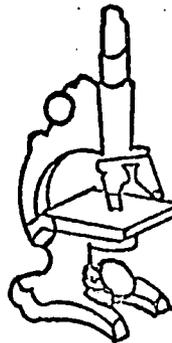
Aidre considered a list of academic difficulties that



participants have sometimes had with their training programs. The only difficulty that he had encountered was that there had been too many quizzes. Some of his fellow participants, however, pointed to difficulties they had had with their programs. They thought that there had been too much assigned reading; that the subject matter of some courses was too specific; that some courses were too advanced; or that the grading system and testing procedures were unfamiliar. Aidre said that these were not difficulties for him. He found that there had been a good balance between the amount of lecturing and discussion; there was little duplication of subject matter in different courses; courses were not too simple; subject matter was not too abstract; and almost all of his courses had been related to his major field. Aidre rated the usefulness of his courses to his training objectives at "1" on the 7-point scale.

Aidre took some courses in which equipment and instruments were used. He reported that the equipment and instruments were similar to those now in use or soon to be available in his country. Some of his fellow participants, however, indicated that they had used instruments and equipment in their courses that were not available in their countries.

Aidre made some recommendations about the division of time among various educational methods in his academic program. He thought that about the right amount of time had been devoted to lectures, lectures and small discussion groups, and seminars. He also felt that the amount of time allowed for individual research and laboratory work had been



satisfactory, but some of his fellow participants recommended that more time be given to these activities. Aidre and his fellow participants were not in agreement regarding the amount of time for field trips related to courses. About half of the participants thought there were enough field trips in their programs, while the others believed that more were needed.

Generally, Aidre was well satisfied with his total technical training program. He and most of the other participants gave ratings of "1" or "2" on the 7-point scale. Their satisfaction was related to their belief that their programs were suited to conditions in their countries. Aidre rated his program as extremely suitable to his home country conditions. None of the participants gave a rating below "3" on the 7-point scale. Those who gave somewhat lower ratings thought that the principles and techniques they learned would require adaptation before they could be used in their countries.

Although Aidre was very satisfied with his technical training at Kansas State University, he found some aspects of his non-training experiences to be less satisfactory. The principal problem was finding housing. He explained his experience as follows: "I would see an ad in the paper about a room for rent. When I telephoned I was told it was available. Then when I went to see the room, the landlord would tell me 'The room is rented,' or 'I have decided not to rent the room.' I believe this was because I was a foreigner. Landlords would rather rent to Americans than foreigners. African students had even more difficulty than I did, because they were foreigners and also black. All of the best places are not rented to foreigners or colored people."

Although this experience was unpleasant, it did not greatly influence Aidre's favorable impression of his stay at Kansas State University. As he said, "Kansas State University is noted for agriculture sciences. The courses are very good and the facilities are extensive. The research laboratories are well-equipped. The professors are very capable, some are leading authorities in their fields; and I earned my Master's degree."

SECTION 2

STATISTICS

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 KANSAS STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 38	% of 3360
7-11	2.6	4.2
12	2.6	7.5
13-15	18.4	26.6
16	21.1	23.7
17-18	34.2	25.9
19 and over	21.1	12.1

Table 4

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

TYPE OF STUDENT	PARTICIPANTS AT KANSAS STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	.* of 38	.* of 3387
Graduate student	89.5	69.7
Undergraduate student	10.5	23.7
Non-degree student	2.6	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 KANSAS STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 38	% of 3343
No	23.7	17.2
Yes	76.3	82.8

Table 6

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

DEGREE EARNED	PARTICIPANTS AT KANSAS STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	%* of 38	%* of 3299
None	18.4	17.0
Associate	0.0	1.1
Bachelor's	10.5	22.2
Master's	55.3	58.8
Doctor's	21.0	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 KANSAS STATE UNIVERSITY % of 24	ALL ACADEMIC PARTICIPANTS % of 2494
No	100.0	92.5
Yes	0.0	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 KANSAS STATE UNIVERSITY % of 24	ALL ACADEMIC PARTICIPANTS % of 2495
No	95.8	93.1
Yes	4.2	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 KANSAS STATE UNIVERSITY  % of 38	ALL ACADEMIC PARTICIPANTS  % of 3376
No	44.7	46.7
Yes	55.3	53.3

Table 10

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

DIFFICULTY	KANSAS STATE UNIVERSITY 38 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	71.1	26.3	2.6	41.0	41.2	17.8
Too many quizzes**	50.0	37.5	12.5	49.3	37.1	13.6
Too many courses unrelated to major field	92.1	7.9	0.0	71.0	20.4	8.6
Testing procedures unfamiliar**	65.2	30.4	4.4	67.2	26.2	6.6
Grading system unfamiliar**	73.9	26.1	0.0	73.6	19.9	6.5
Too little discussion	84.2	15.8	0.0	72.7	22.6	4.7
Too little lecturing	100.0	0.0	0.0	81.5	15.1	3.4
Too much duplication of subject matter in different courses	94.7	5.3	0.0	70.3	25.5	4.2
Subject matter too abstract	81.6	18.4	0.0	66.5	29.8	3.7
Subject matter too specific	73.7	23.7	2.6	69.2	25.6	5.2
Courses too advanced	76.3	23.7	0.0	68.6	28.5	2.9
Courses too simple	83.8	13.5	2.7	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	KANSAS STATE UNIVERSITY 37 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	48.7	0.0	51.3	40.3	6.1	53.6
Individual research	70.3	0.0	29.7	57.2	6.0	36.8
Laboratory work	78.4	0.0	21.6	58.0	9.7	32.3
Lectures and small discussion groups **	81.8	9.1	9.1	64.8	5.9	29.3
Seminars	81.1	8.1	10.8	61.9	9.1	29.0
Lectures (only)	91.9	5.4	2.7	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.

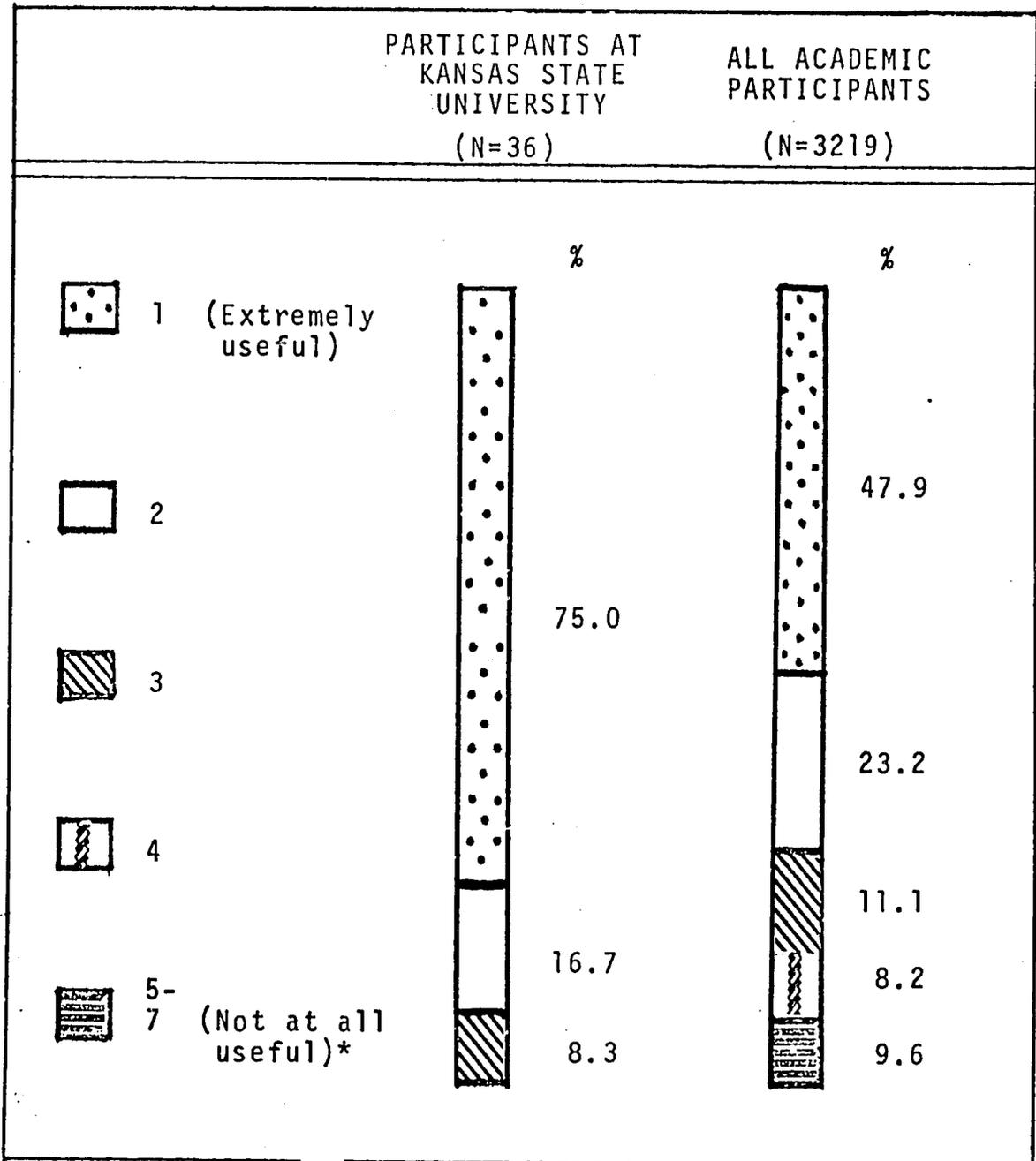
Table 12

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 KANSAS STATE UNIVERSITY  % of 38	ALL ACADEMIC PARTICIPANTS  % of 3374
No	0.0	3.5
Yes	100.0	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."

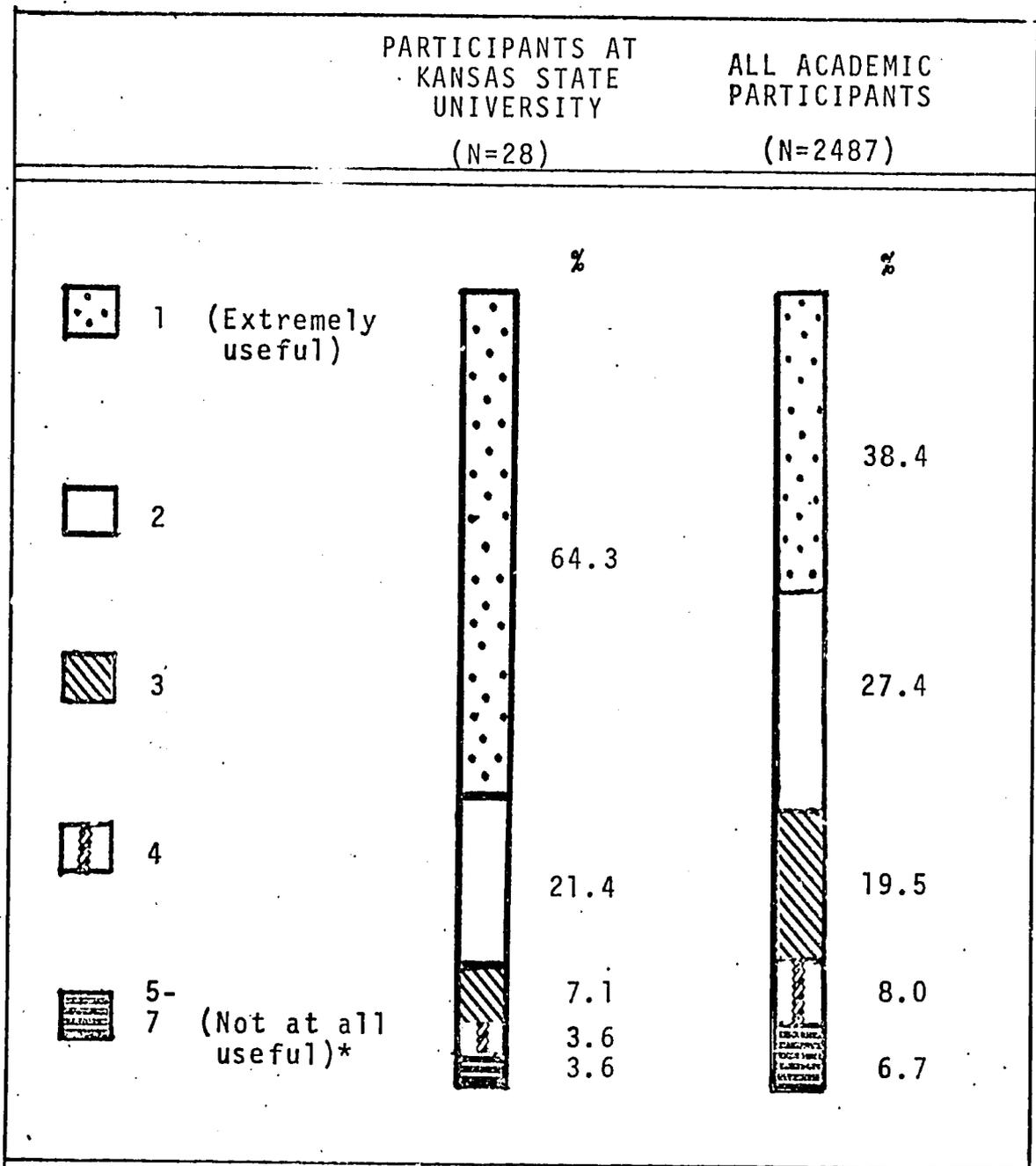
Table 14

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

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT KANSAS STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 38	% of 3377
No	26.3	24.2
Yes	73.7	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	% of 28	% of 2556
Always	85.7	56.8
Usually	10.7	29.6
Sometimes	3.6	13.6

Table 15

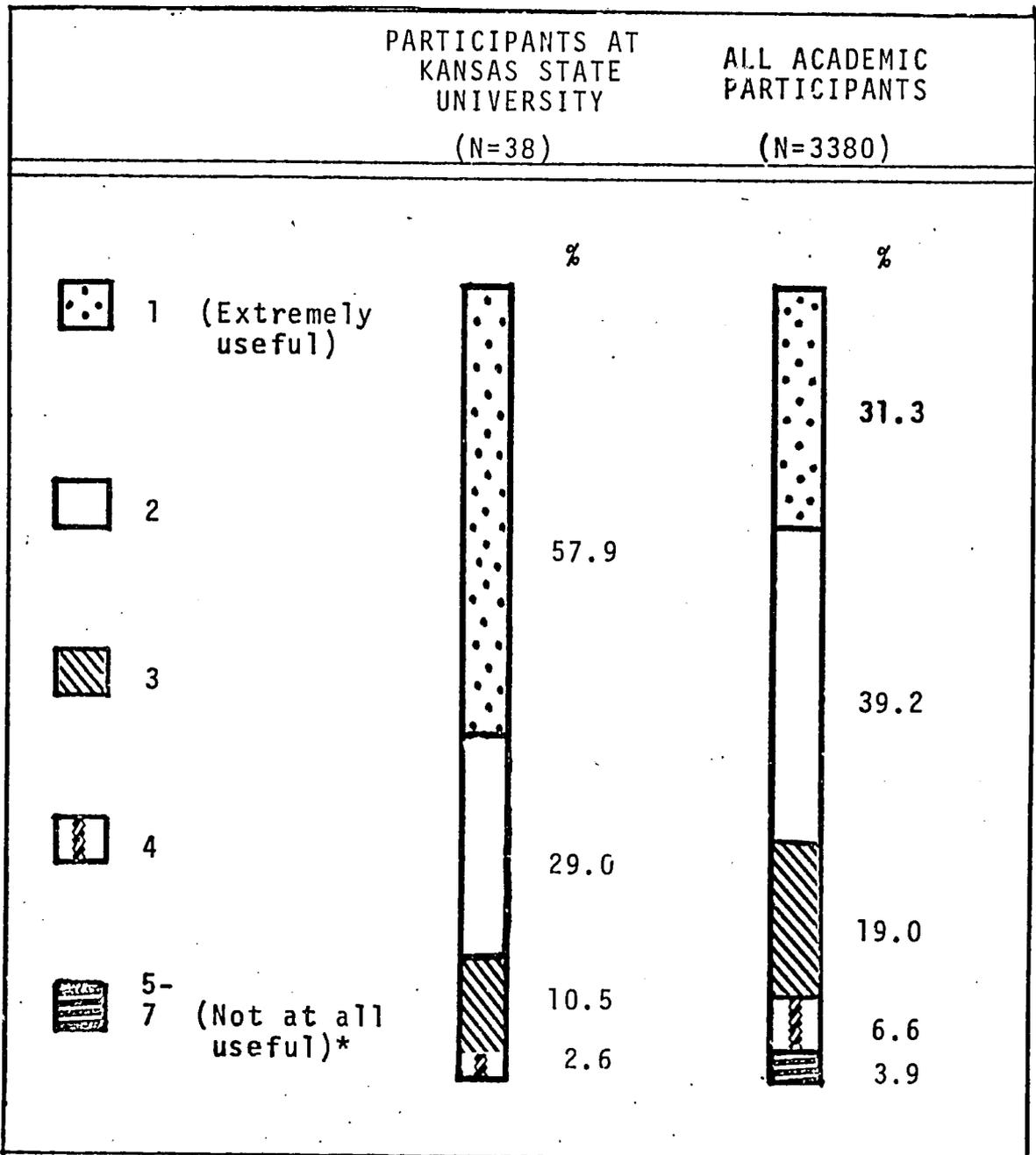
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



\* 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

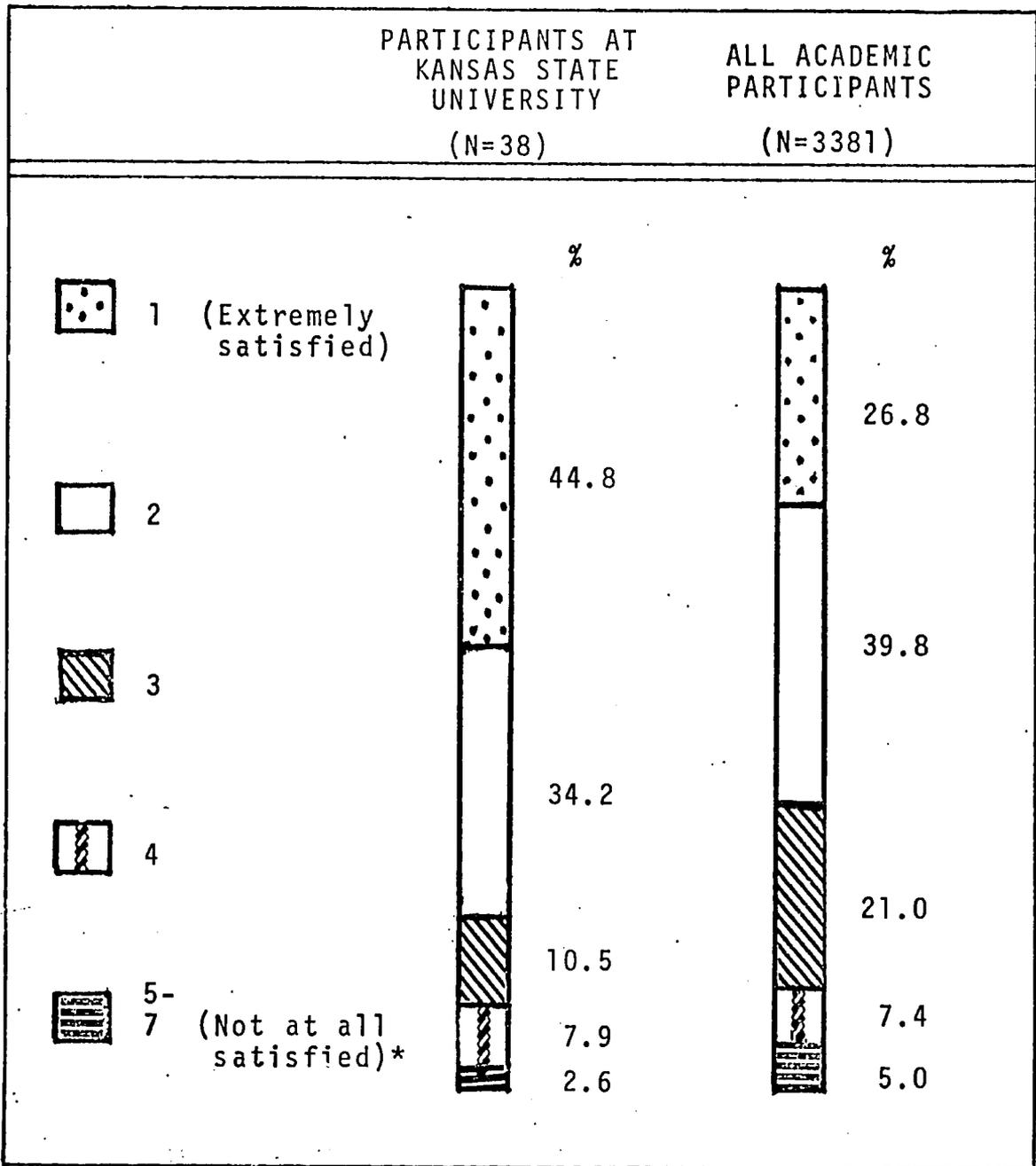
Q. How useful did the participants find their courses?  
(Item 70)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a ratings 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."

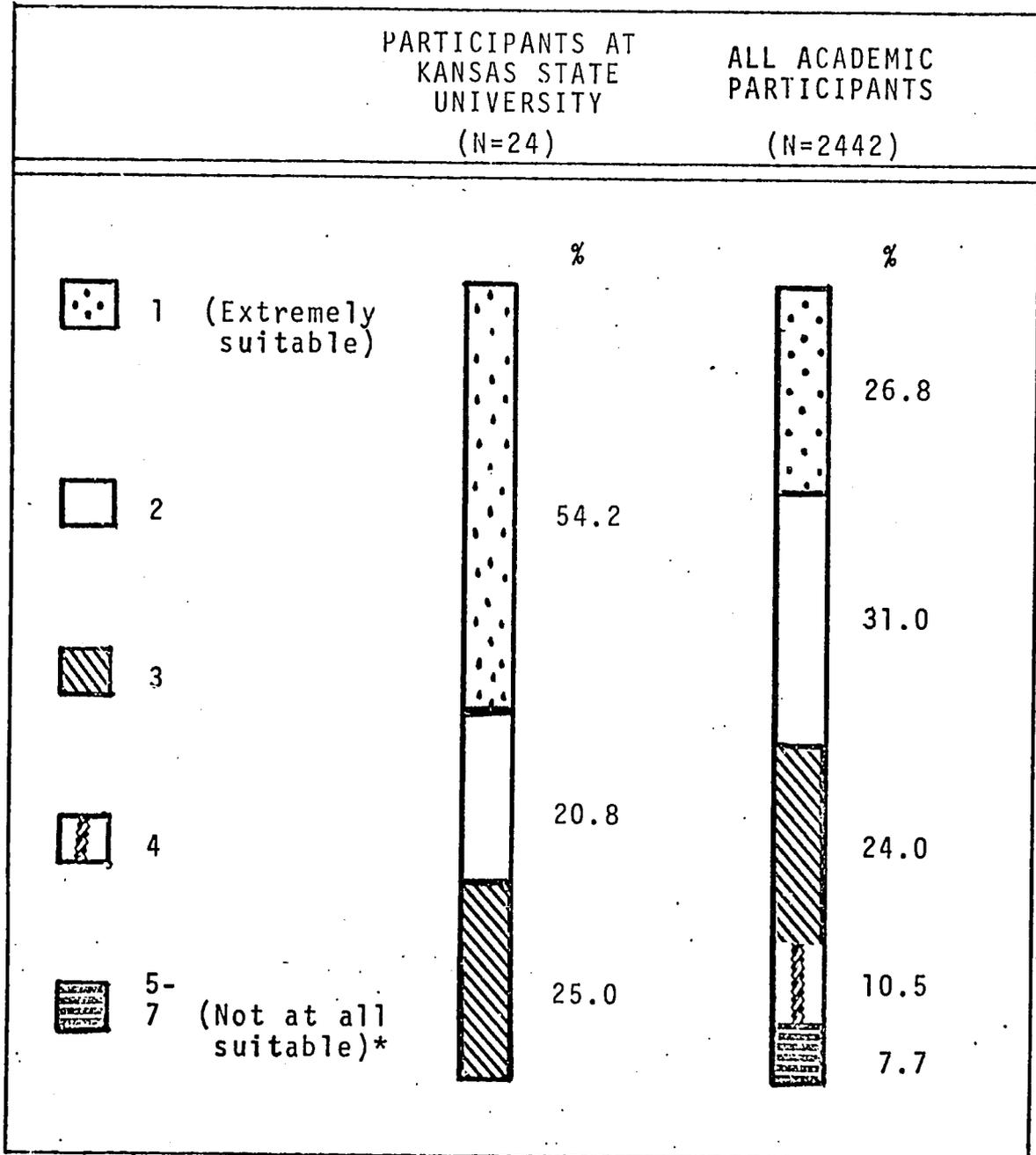
Table 18

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT KANSAS STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 38	% of 3375
No	7.9	34.0
Yes	92.1	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 35</u>	<u>% of 2208</u>
No	22.9	33.9
Yes	77.1	66.1

Table 19

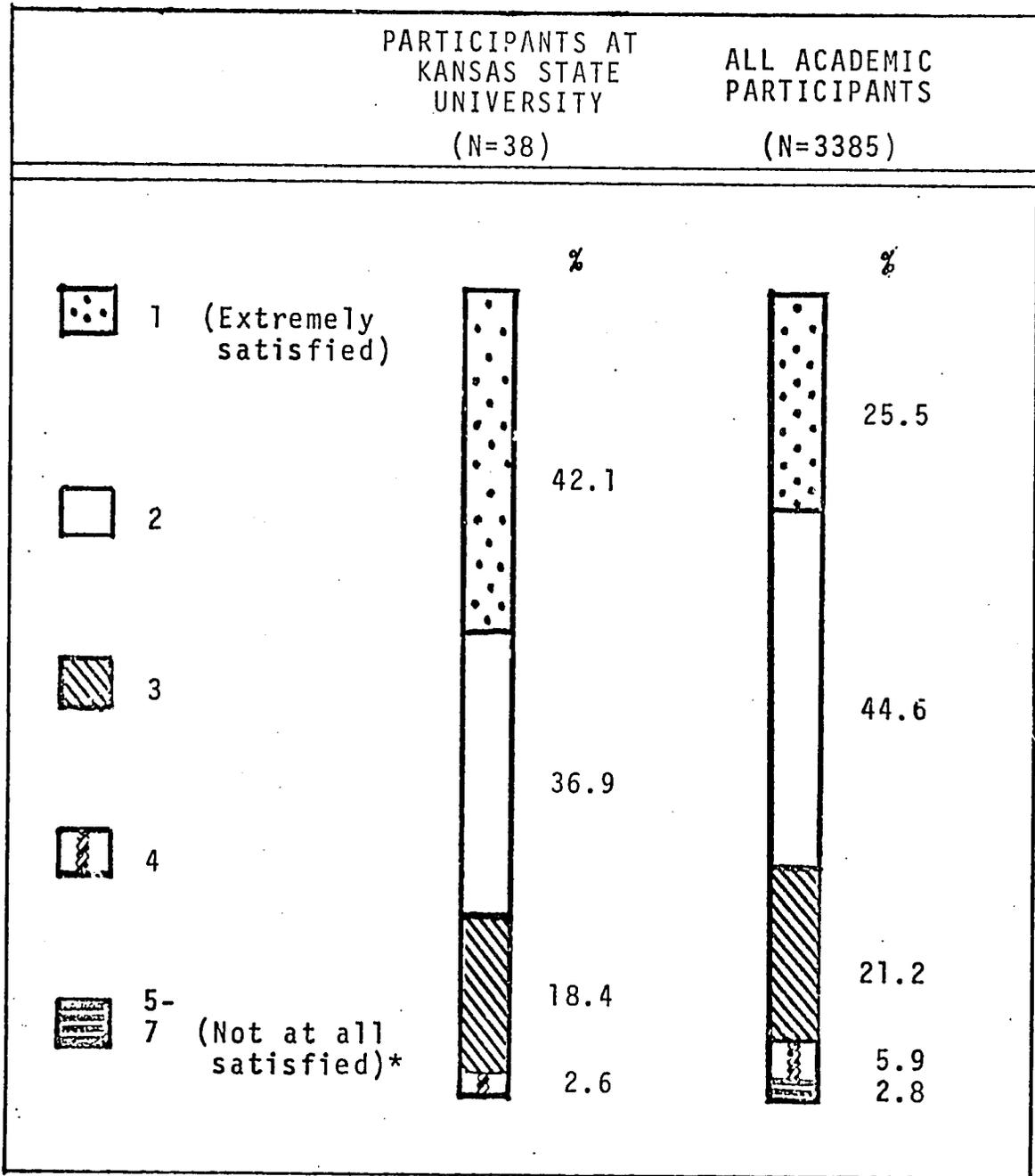
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



\* 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

The purpose of this section of the report is to present important differences between A.I.D. participants' experiences at Kansas State University and those of participants at other academic institutions for which we have data. The tables and graphs in the preceding section list these experiences and show percentage comparisons. Here, we will note only those items on which participants at Kansas State University differ significantly, either positively or negatively, from all others. It will not be possible to give a statistical explanation for these differences, as the size and composition of the groups of participants vary greatly among the training institutions.

A much larger proportion of participants at Kansas State University earned the Ph.D. degree than was true of participants at all other academic institutions (Table 6).

The A.I.D. participants at Kansas State University gave higher ratings to the utility of their courses in relation to their training objectives than did Academic participants in all other training institutions (Table 16).

Participants at Kansas State University gave higher ratings to the utility of the help provided by their Faculty Advisors than all other A.I.D. Academic participants (Table 13).

A much larger proportion of the Kansas State University participants indicated that their Foreign Student Advisor was always available to help them than did Academic participants at all other institutions (Table 14).

In considering difficulties that A.I.D. participants have sometimes experienced with their academic training, participants at Kansas State University less often indicated that there had

been too little lecturing; too much duplication of subject matter in different courses; too many courses unrelated to their major field of study; and too much assigned reading than did all other Academic participants (Table 10).

In assessing the proportion of training time devoted to various educational methods in their academic programs, participants at Kansas State University more often felt that the right amount of time had been allowed for seminars, and for laboratory work than did Academic participants at all other institutions (Table 11). The latter were more likely to believe that more time was needed for seminars and laboratory work.

A much higher proportion of the participants at Kansas State University had courses in which they used instruments and equipment than did all other Academic participants (Table 18).

## 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

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\* 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)