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TRAINING INSTITUTION PROFILE REPORT

ACADEMIC PARTICIPANTS AT

OKLAHOMA 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.

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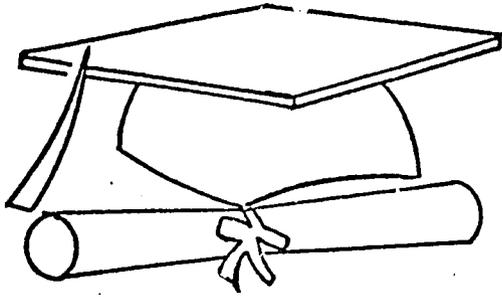
SECTION 1

NARRATIVE

You are about to meet "Aidre," a hypothetical participant in the A.I.D. Participant Training Program. Through Aidre, you will become acquainted with the experiences of 43 A.I.D. participants who finished their training programs at Oklahoma State University between July 1967 and February 1972, and who completed the DETRI questionnaire. His opinions and judgments on any given issue are those of most of the participants at Oklahoma State University on that particular issue. All quotes that appear in the following narrative are taken from the participants' own accounts of their experiences. When there are important differences on any item between Aidre, as the "typical" respondent and some of his fellow participants, these differences will be noted.

Aidre was from the Far East. Many of his fellow participants were from Africa. Aidre studied education, which was slightly more common among the A.I.D. participants at Oklahoma State than programs in agriculture. Aidre was enrolled in a graduate program and earned a Master's degree. He was amenable to the selection of Oklahoma State University as his training institution. At the University, Aidre did not take part in a





formal orientation program for foreign students, though many of his colleagues did attend such a program.

Aidre had a Faculty Advisor who helped him arrange his course schedule, and he found this help useful. Some of his classmates were more critical of their Faculty Advisors, however, usually because of the peremptory treatment they received. One of Aidre's fellow participants, for example, complained that his Faculty Advisor didn't

even read his course schedule, but simply signed it without looking at it.

Aidre also received help from the Foreign Student Advisor, though some of his fellow participants did not. He found him to be readily available and helpful.

Several of Aidre's friends in the A.I.D. program experienced difficulties at registration, since the University registrar would not always allow credit for course work done in the participants' own countries. One of Aidre's classmates maintained that part of the problem stemmed from the lack of comparability between the American grading system and the system used in his country. As a result, some of Aidre's colleagues "lost most of one semester" or more on probationary status, before they could begin to earn credit for their course work. This experience lowered their satisfaction with the program.

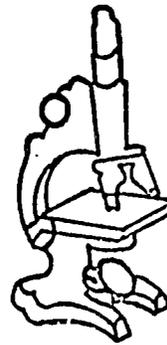
Aidre was asked to indicate the extent to which certain academic difficulties experienced by previous A.I.D. participants were true for him. He thought that there was too much assigned reading and that there were too many quizzes at Oklahoma State University. He also felt the subject matter in some classes

was too specific and would have preferred more field trips related to his courses. Many of his fellow participants believed that there was too much duplication of subject matter in different courses.

Aidre experienced no difficulty with testing and grading procedures or with courses that were too simple, too advanced, or unrelated to his major field. He had no problems with too little lecturing, too little discussion, or subject matter that was too abstract. A substantial number of his fellow participants disagreed with him on these issues, however. On the subject of grading, for instance, one of Aidre's friends in the A.I.D. program did not realize that his homework was being evaluated and included in the computation of his final grade. Many of Aidre's associates thought that there should have been more laboratory work and more individual research.

In some of Aidre's courses, instruments and equipment were used which he believed would be available in his own country. When asked to evaluate the suitability of his training program to conditions in his own country, Aidre was not overly sanguine in his assessment. He said that he would have preferred more on-the-job, practical training related to his work at home.

Several of the professors at Oklahoma State had worked in the A.I.D. participants' home countries and were familiar with conditions there. This was generally helpful in increasing the relevance of their training programs, though one participant was disturbed that everyone from his home country ministry studied at Oklahoma State. He feared this would lead to in-bred thinking on policy formation. Aidre believed the faculty members



he dealt with at Oklahoma State were quite good.

When asked to sum up his classroom experience by rating the utility of his courses on a scale ranging from "1" (extremely useful) to "7" (not at all useful), Aidre rated his course utility on the upper third of the scale.

During the school year, Aidre's social life was somewhat curtailed by the heavy course load, and during vacations by the absence of students on campus. But some participants fared better than others with regard to their social life. Aidre's fellow participants from Thailand, for instance, appeared to have satisfactory contacts with Americans. In fact, one of Aidre's Thai friends remarked to him, "I don't know why people like Thais as much as they do." For some of the East African participants, however, discrimination was common, and Aidre's associates often reported hostile encounters with townspeople. One of Aidre's friends reported having "bottles thrown through the windows" of the apartment he had just rented. It was a rather commonly-held, though by no means universal, view that "people were unfriendly on the streets and in the classroom."

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT OKLAHOMA STATE UNIVERSITY % of 43	ALL ACADEMIC PARTICIPANTS % of 3378
Near East- South Asia	4.7	20.3
Far East	53.5	32.0
Latin America	2.3	16.0
Africa	39.5	31.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT OKLAHOMA STATE UNIVERSITY % of 40	ALL ACADEMIC PARTICIPANTS % of 2342
Agriculture	45.0	25.4
Industry & Mining	2.5	3.8
Transportation	0.0	0.9
Health & Sanitation	2.5	11.0
Education	50.0	44.4
Public Administration	0.0	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 OKLAHOMA STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 43	% of 3360
7-11	4.6	4.2
12	2.3	7.5
13-15	14.0	26.6
16	34.9	23.7
17-18	34.9	25.9
19 and over	9.3	12.1

Table 4

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

TYPE OF STUDENT	PARTICIPANTS AT OKLAHOMA STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	%* of 43	%* of 3387
Graduate student	74.4	69.7
Undergraduate student	25.6	23.7
Non-degree student	9.3	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 OKLAHOMA STATE UNIVERSITY % of 42	ALL ACADEMIC PARTICIPANTS % of 3343
No	14.3	17.2
Yes	85.7	82.8

Table 6

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

DEGREE EARNED	PARTICIPANTS AT OKLAHOMA STATE UNIVERSITY %* of 42	ALL ACADEMIC PARTICIPANTS %* of 3299
None	7.1	17.0
Associate	0.0	1.1
Bachelor's	23.8	22.2
Master's	76.2	58.8
Doctor's	4.8	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 OKLAHOMA STATE UNIVERSITY % of 43	ALL ACADEMIC PARTICIPANTS % of 2494
No	97.7	92.5
Yes	2.3	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 OKLAHOMA STATE UNIVERSITY % of 43	ALL ACADEMIC PARTICIPANTS % of 2495
No	93.0	93.1
Yes	7.0	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 OKLAHOMA STATE UNIVERSITY % of 42	ALL ACADEMIC PARTICIPANTS % of 3376
No	59.5	46.7
Yes	40.5	53.3

Table 10

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

DIFFICULTY	OKLAHOMA STATE UNIVERSITY 43 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	35.7	40.5	23.8	41.0	41.2	17.8
Too many quizzes**	40.5	38.1	21.4	49.3	37.1	13.6
Too many courses unrelated to major field	65.1	20.9	14.0	71.0	20.4	8.6
Testing procedures unfamiliar**	61.9	23.8	14.3	67.2	26.2	6.6
Grading system unfamiliar**	69.1	19.0	11.9	73.6	19.9	6.5
Too little discussion	65.1	32.6	2.3	72.7	22.6	4.7
Too little lecturing	76.2	21.4	2.4	81.5	15.1	3.4
Too much duplication of subject matter in different courses	57.2	35.7	7.1	70.3	25.5	4.2
Subject matter too abstract	61.9	38.1	0.0	66.5	29.8	3.7
Subject matter too specific	50.0	37.5	12.5	69.2	25.6	5.2
Courses too advanced	61.9	33.3	4.8	68.6	28.5	2.9
Courses too simple	65.1	32.6	2.3	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	OKLAHOMA STATE UNIVERSITY 42 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	31.7	9.8	58.5	40.3	6.1	53.6
Individual research	54.8	4.8	40.4	57.2	6.0	36.8
Laboratory work	48.8	9.8	41.4	58.0	9.7	32.3
Lectures and small discussion groups **	52.4	11.9	35.7	64.8	5.9	29.3
Seminars	59.5	11.9	28.6	61.9	9.1	29.0
Lectures (only)	64.3	19.1	16.6	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.

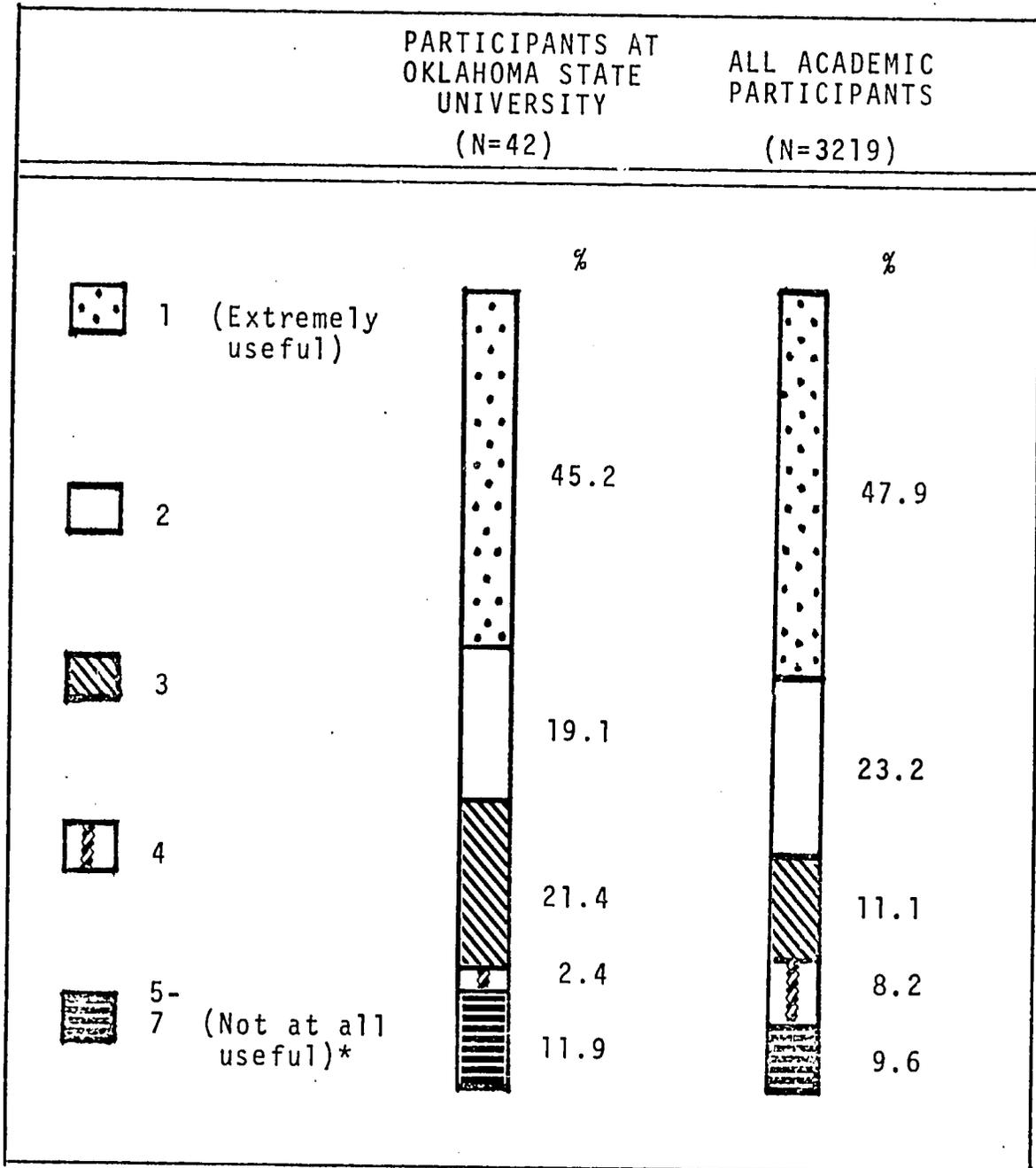
Table 12

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 OKLAHOMA STATE UNIVERSITY % of 43	ALL ACADEMIC PARTICIPANTS % of 3374
No	2.3	3.5
Yes	97.7	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."

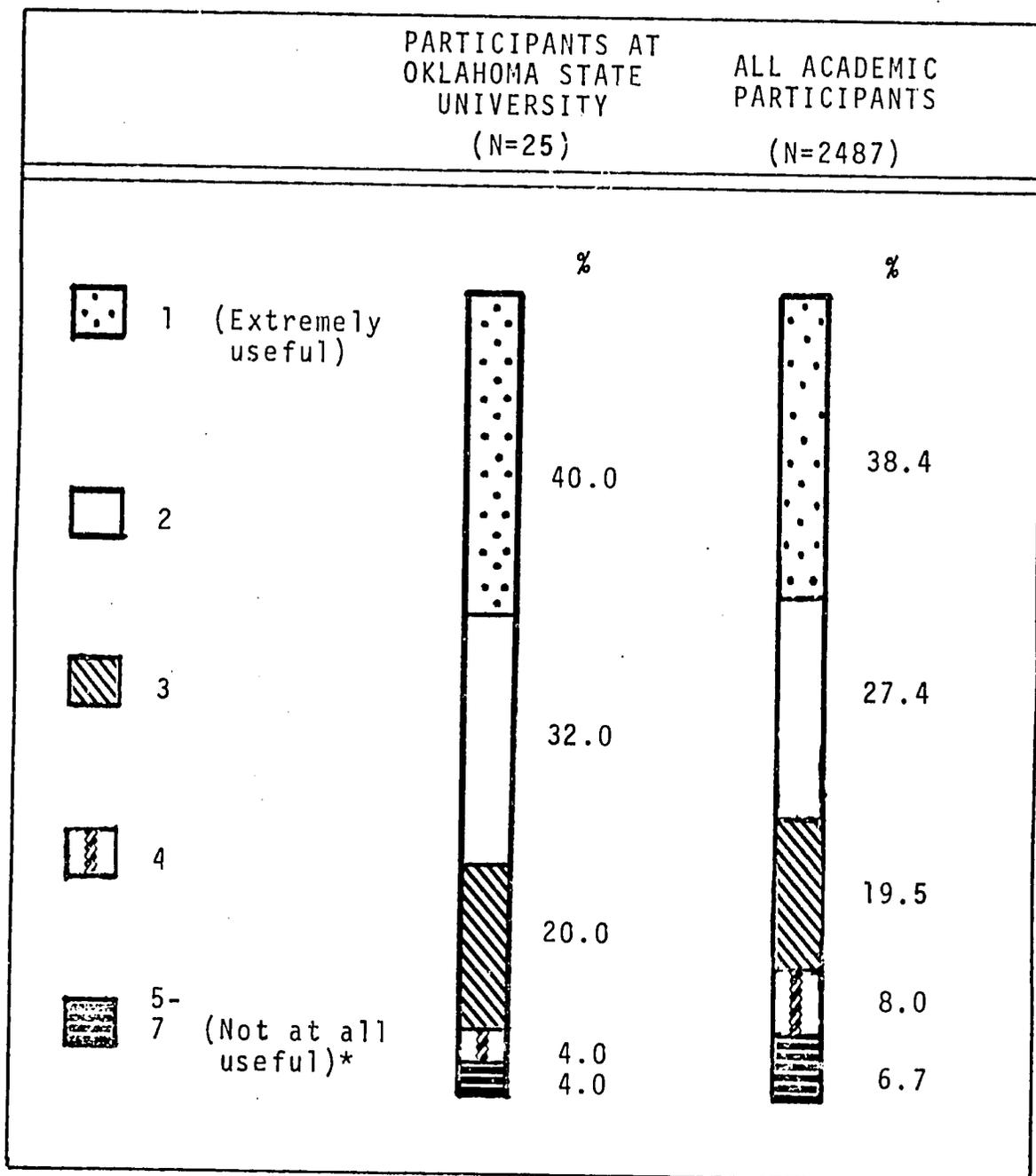
Table 14

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

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT OKLAHOMA STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 43	% of 3377
No	39.5	24.2
Yes	60.5	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	% of 25	% of 2556
Always	52.0	56.8
Usually	32.0	29.6
Sometimes	16.0	13.6

Table 15

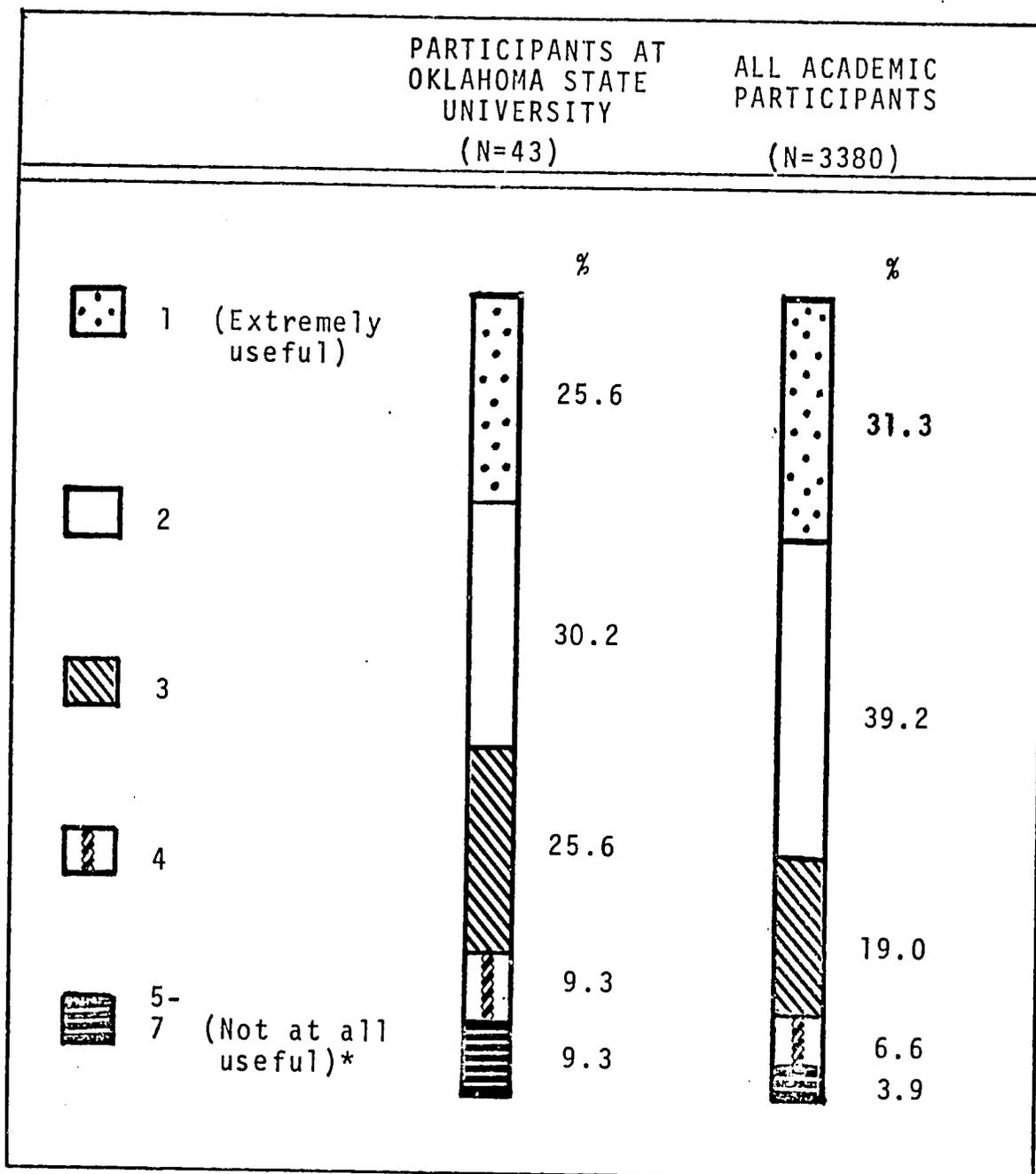
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



* 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

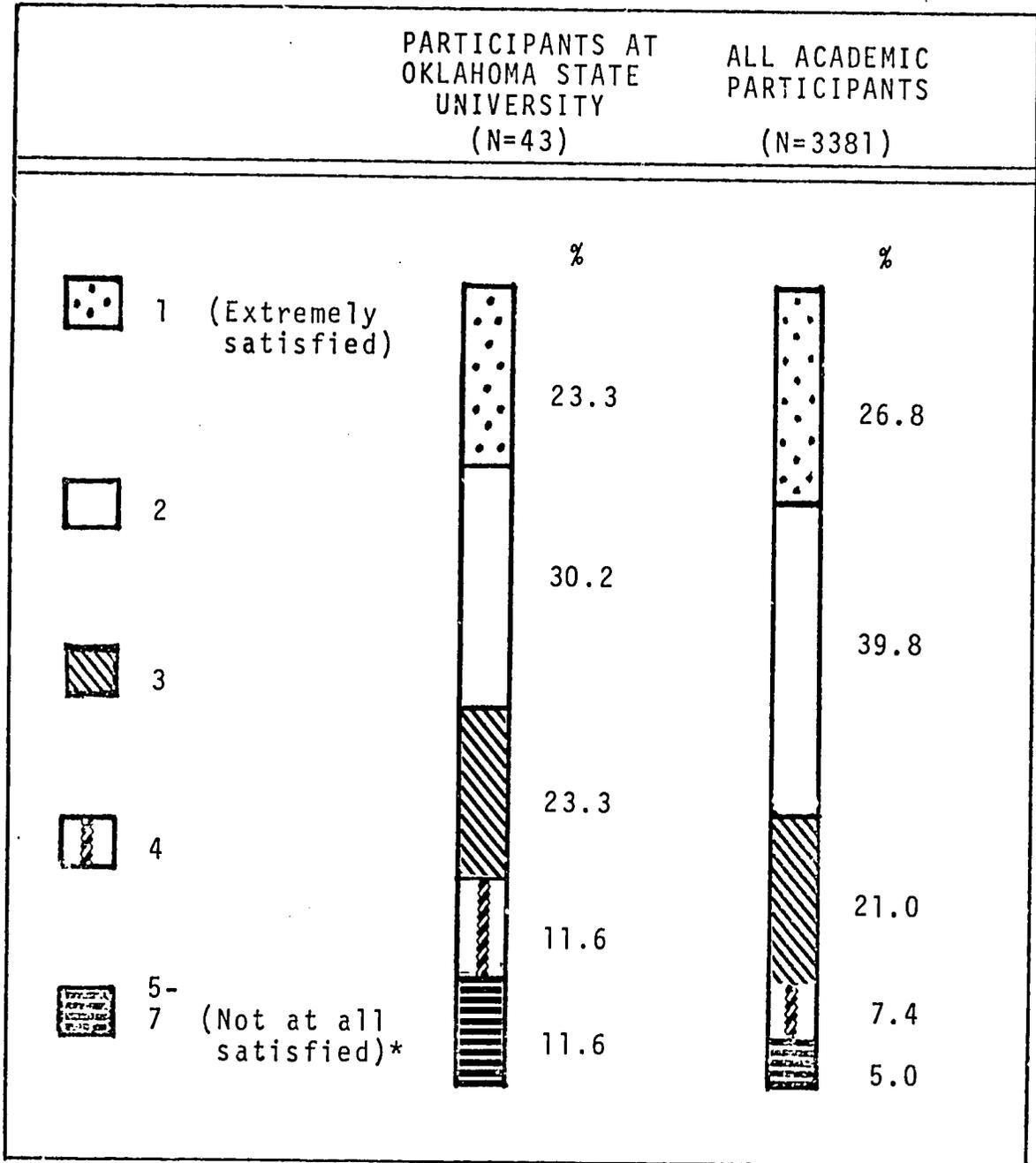
Q. How useful did the participants find their courses?
(Item 70)



* 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."

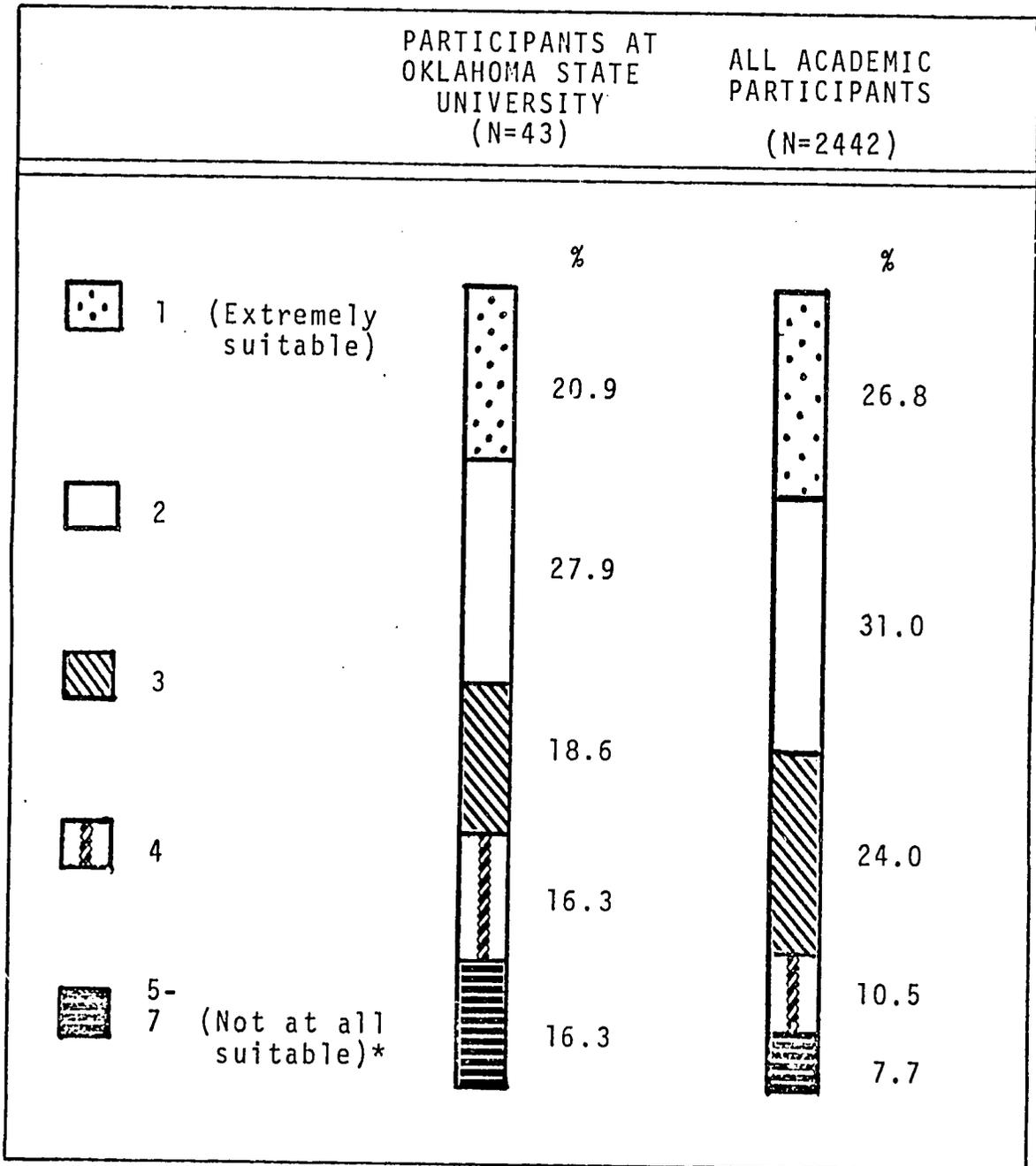
Table 18

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT OKLAHOMA STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 43	% of 3375
No	18.6	34.0
Yes	81.4	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

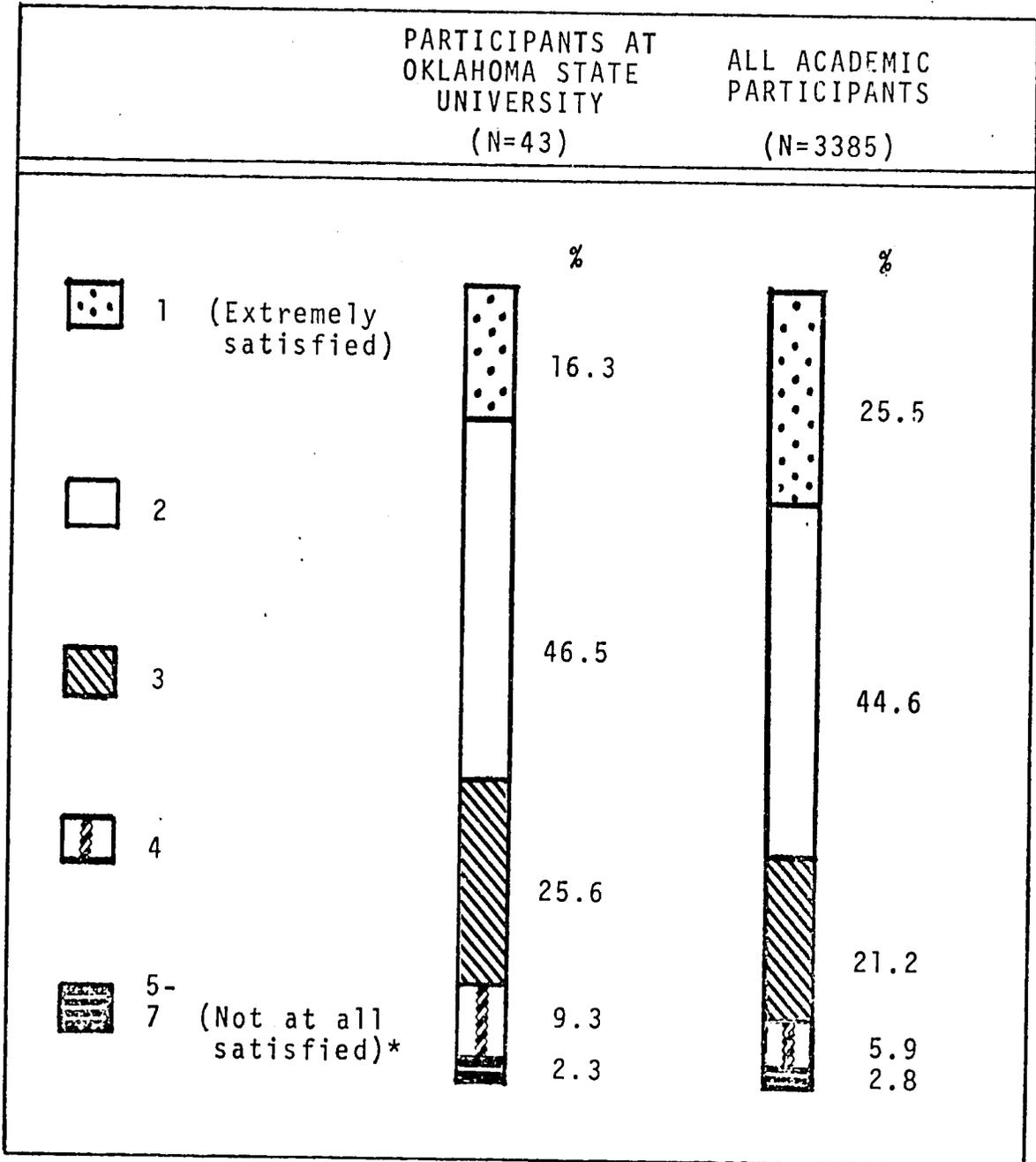
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



* 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

There were three items on which participants from Oklahoma State University differed significantly from participants at all other academic institutions. It is not possible to give statistical explanations for these differences, as the size and composition of the groups of participants vary greatly among these training institutions.

Compared to participants at other institutions, proportionally more participants at Oklahoma State earned Master's degrees (Table 6) and had courses where instruments and equipment were used (Table 18). Proportionally fewer Oklahoma State 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 ingratiating 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)