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TRAINING INSTITUTION PROFILE REPORT

SPECIAL PARTICIPANTS AT

JOHNS HOPKINS 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. Special program 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. Special program 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 other Special program 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 three 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 these data. Appendix II, The Glossary, defines Academic and Special program participants, explains the scaling technique, and provides some information about DETRI. Appendix III, References, is an annotated bibliography of relevant DETRI publications.

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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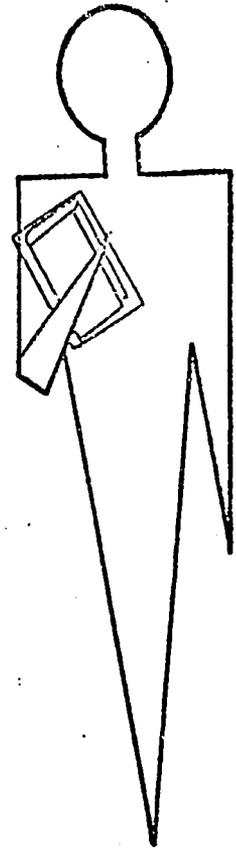
SECTION 1

NARRATIVE

Between July 1967 and February 1972, 35 A.I.D. participants finished special training programs at Johns Hopkins University and took part in the DETRI exit interview. All 35 were enrolled in non-degree programs of relatively short duration. Special training programs characteristically include classroom instruction, on-site observation, and/or on-the-job training. All of the above participants received their classroom training at Johns Hopkins, and it is this part of their program with which we are primarily concerned--though we will mention observation and on-the-job training when appropriate.

Approximately half the Special participants at Johns Hopkins were from the Near East-South Asia, while the other half was divided between the Far East and Latin America. The experiences of these 35 participants will be personalized through "Aidre," a hypothetical participant in A.I.D.'s International Training Program. Aidre's opinions and judgments on any given issue are those held by most of the Johns Hopkins participants on that particular issue. All quotations are taken from the participants' own accounts of their experiences. When there are important differences between Aidre, as the typical respondent, and some of his fellow participants, these differences will be noted.

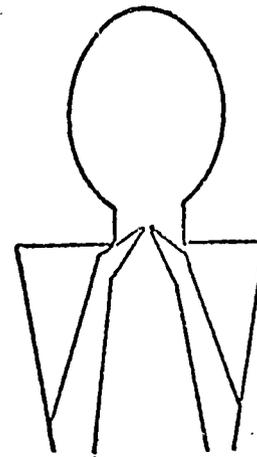
Aidre's field of study at Johns Hopkins University was health. When he began in the Johns Hopkins program, he had already



accumulated substantial experience in this field, following more than 16 years of formal education. The health programs offered by Johns Hopkins University ranged in length from 6 weeks to 6 months, with family planning being the most common area of study. Because of its affiliation with Johns Hopkins Hospital, the university was able to draw upon hospital resources. Aidre's program entailed classroom instruction in conjunction with on-the-job training and/or observation training in the hospital itself. The programs at Johns Hopkins were often followed by observation training in other areas of the United States.

When Aidre was informed that Johns Hopkins had been selected as his training institution, he had no complaints. He thought the training he received was worthwhile and felt that the staff at Johns Hopkins was "kind and helpful." During his training, Aidre received help from a Foreign Student Advisor or Job Trainee Advisor and considered this help extremely useful. The Advisor was always available when needed.

When asked the extent to which classroom difficulties sometimes experienced by previous A.I.D. Special participants were true for him, Aidre answered that he was generally satisfied with the classroom training he received. The courses were not too simple or too advanced, and the subject matter presented in the courses was neither too general nor too detailed. He did not feel that too many different subjects had



been presented, nor that there was too much duplication of subject matter. Aidre was asked whether he had had difficulties with too little lecturing or too little discussion and answered that neither was a problem for him.

Many of his fellow participants felt that there was too much assigned reading--though Aidre did not share this view. Some of

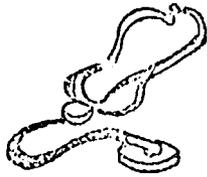
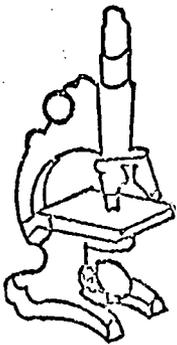
the other participants regretted that they had "done no clinical work," and wished they had been able to "see more of the clinical side of medicine." This was especially true for participants whose "work at home is all clinical" and who had little or no on-the-job training in their programs. By way of contrast, one doctor who had much on-the-job training on her program in cyto-pathology, was very satisfied. "We had to do it on our own for 10-12 hours, as if a regular staff member," she said. A staff doctor reviewed her work and discussed any difficulties with her. The participant was "very impressed" with this "tutorial training" and "personalized teaching."

A number of participants were disappointed that their training did not lead to an academic degree. This was "frustrating" to some who felt a degree would have provided more incentive and enhanced their prospects for promotion after they returned to their own countries. One participant complained, "I felt somewhat inferior to the degree students--this affected my entire program."

Some of the participants' feelings about their personal status had detrimental effects on their programs. One participant described a planning course in which participants were divided into teams, each of which was to develop a health plan for a particular region of the world. Though the course was conceptually attractive "psychological problems detracted from its usefulness." Participants with senior positions in their home countries sometimes resented being required to operate in such workshop situations with participants of lesser status, or felt threatened by the give-and-take of unstructured courses in which their positions did not protect them from having their views challenged. Others felt that the "student" role was unbecoming to men of their stature. One participant refused to participate with the explanation, "I came not for more schooling."

When asked to assess the usefulness of their classroom training to their training objectives, Aidre and most of his fellow participants rated it in 1 of the top 3 positions on a scale ranging from "1" (extremely useful) to "7" (not at all useful). They

usually felt their training was suitable to conditions in their own countries, rating it at 1 of the top 3 positions on this 7-point scale. Most of the participants thought that the instru-



ments and equipment used in their training were similar to those available in their home countries. Aidre said that he did not receive training in which instruments and equipment were used (but many of his fellow participants did). All things considered Aidre evaluated his satisfaction with his total technical training program at "2" on the 7-point scale.

Aidre and his fellow participants had more than course work to contend with at the training site.

It would be difficult to exaggerate the fear of crime felt by the participants at Johns Hopkins. Since the university was "surrounded by a slum," most of the participants preferred to live on campus in a dorm (usually Reed Hall) rather than walk through a "bad area" on their way to class. Incidents involving A.I.D. participants quickly became common knowledge and added to the general apprehension. For instance, one participant was held up on the street and another had her coat stolen. "There was so much fighting, robbery, and police rushing about" that the participants spent much of their time on campus, where they "felt more protected," rather than venture out onto the surrounding streets, where "fear is always there."

After dark most participants only went out in groups and generally travelled by taxi. A few of them chose to eat what they considered tasteless food on campus rather than take a risk of going to a restaurant somewhere else in the city. Occasionally participants visited the apartments of friends or were invited to the homes of Johns Hopkins faculty members for dinner, but as a general rule evenings were spent on campus. "All the time we just

sat in our room," said one participant.

Some participants tended to minimize these restrictions on their movement, pointing out that they had a great deal of work to do in any case, but most were very unhappy that they could not travel around town as they wished.

Some participants reacted negatively to dormitory living. For example, a participant who occupied a high position in his own country's medical establishment disliked sharing bathroom facilities in the dorm, because he wanted his own "privacy." "I just wasn't used to that kind of life anymore," he commented. Several participants complained about the lack of adequate cooking facilities, maintaining that the food in the cafeteria was not very good.

Other participants were satisfied with the cafeteria and appreciated the convenience of living in the dormitory. Those who made efforts to meet Americans found that dorm living afforded such opportunities. For instance one participant who roomed with three American medical students "enjoyed it," because he "needed the feedback from the American medical students."

In general it appears that the restrictions participants felt on their movements because of the location of Johns Hopkins and their fear of crime severely intensified the problems some had with dormitory living--problems which probably would have existed anyway, but at a more manageable level.

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT JOHNS HOPKINS UNIVERSITY % of 35	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	51.4	34.6
Far East	25.7	33.7
Latin America	20.0	11.0
Africa	2.9	20.7

Table 2

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

YEARS OF EDUCATION	PARTICIPANTS AT JOHNS HOPKINS UNIVERSITY % of 35	ALL SPECIAL PARTICIPANTS % of 4075
7-11	0.0	6.2
12	0.0	8.8
13-15	11.4	24.9
16	5.7	21.0
17-18	45.7	23.3
19 and over	37.2	15.8

Table 3

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 JOHNS HOPKINS UNIVERSITY % of 34	ALL SPECIAL PARTICIPANTS % of 2947
No	97.1	92.0
Yes	2.9	8.0

Table 4

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 JOHNS HOPKINS UNIVERSITY % of 34	ALL SPECIAL PARTICIPANTS % of 2947
No	94.1	92.5
Yes	5.9	7.5

Table 5

Q. What difficulties did the participants have with their classroom and related training? (Item 61)

DIFFICULTY	JOHNS HOPKINS UNIVERSITY: 35 PARTICIPANTS			3207 SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	55.9	35.3	8.8	66.7	23.6	9.7
Subject matter too general	82.9	17.1	0.0	65.5	26.8	7.7
Subject matter too detailed	88.6	5.7	5.7	77.4	17.4	4.8
Too many different subjects presented	91.4	5.7	2.9	73.6	19.0	7.4
Too much duplication in subject matter presented	88.6	8.6	2.8	70.2	24.3	5.5
Too little discussion	82.9	14.3	2.8	75.5	18.6	5.9
Too little lecturing	88.6	8.6	2.8	79.9	14.6	5.5
Courses or presentations too simple	85.7	14.3	0.0	69.4	25.0	5.6
Courses or presentations too advanced	77.1	20.0	2.9	75.3	21.7	3.0

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

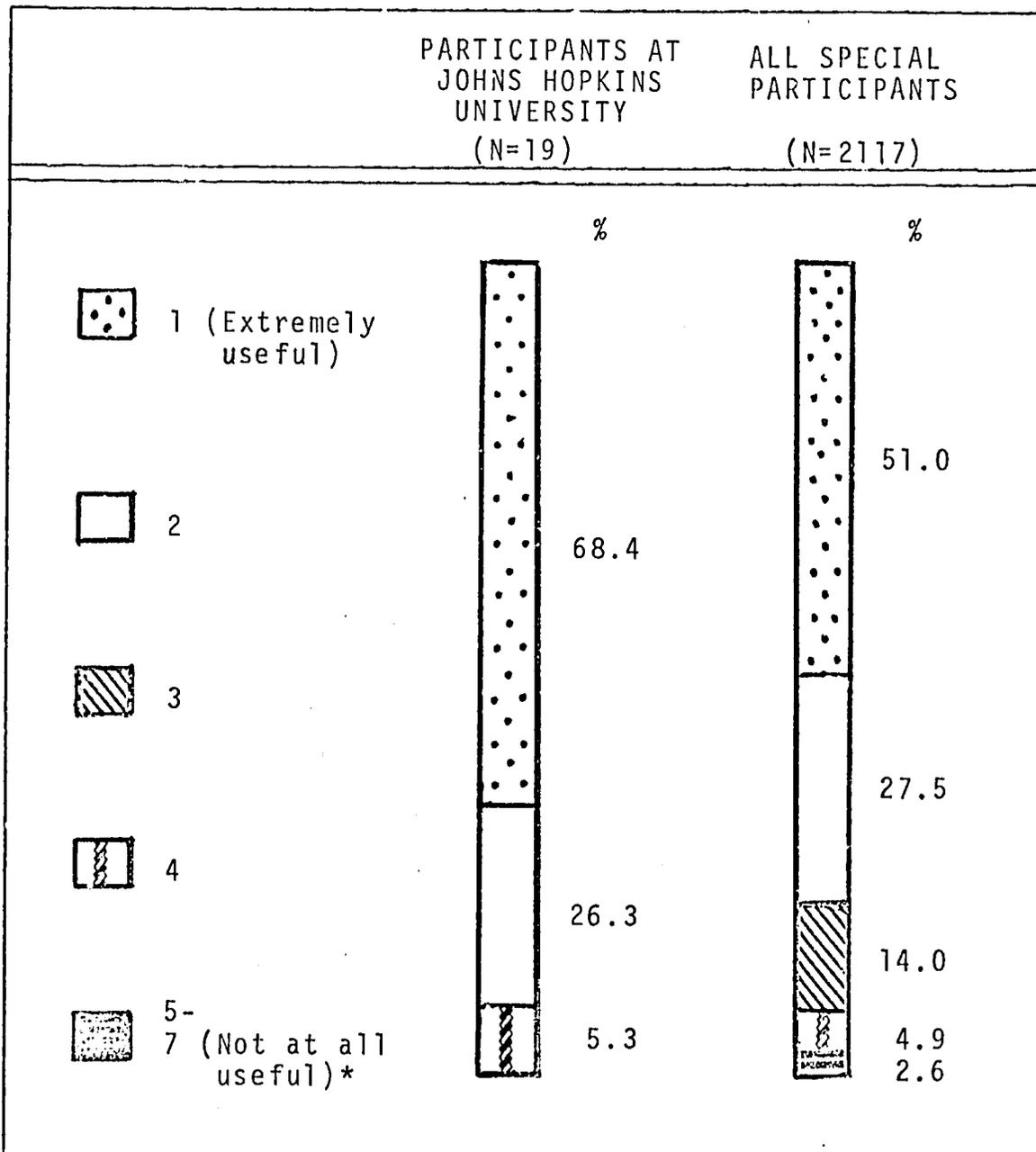
Table 6

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

HELPED BY FSA OR JTA	PARTICIPANTS AT JOHNS HOPKINS UNIVERSITY % of 35	ALL SPECIAL PARTICIPANTS % of 4086
No	45.7	47.4
Yes	54.3	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 19</u>	<u>% of 2144</u>
Always	89.5	59.7
Usually	10.5	27.0
Sometimes	0.0	13.3

Table 7

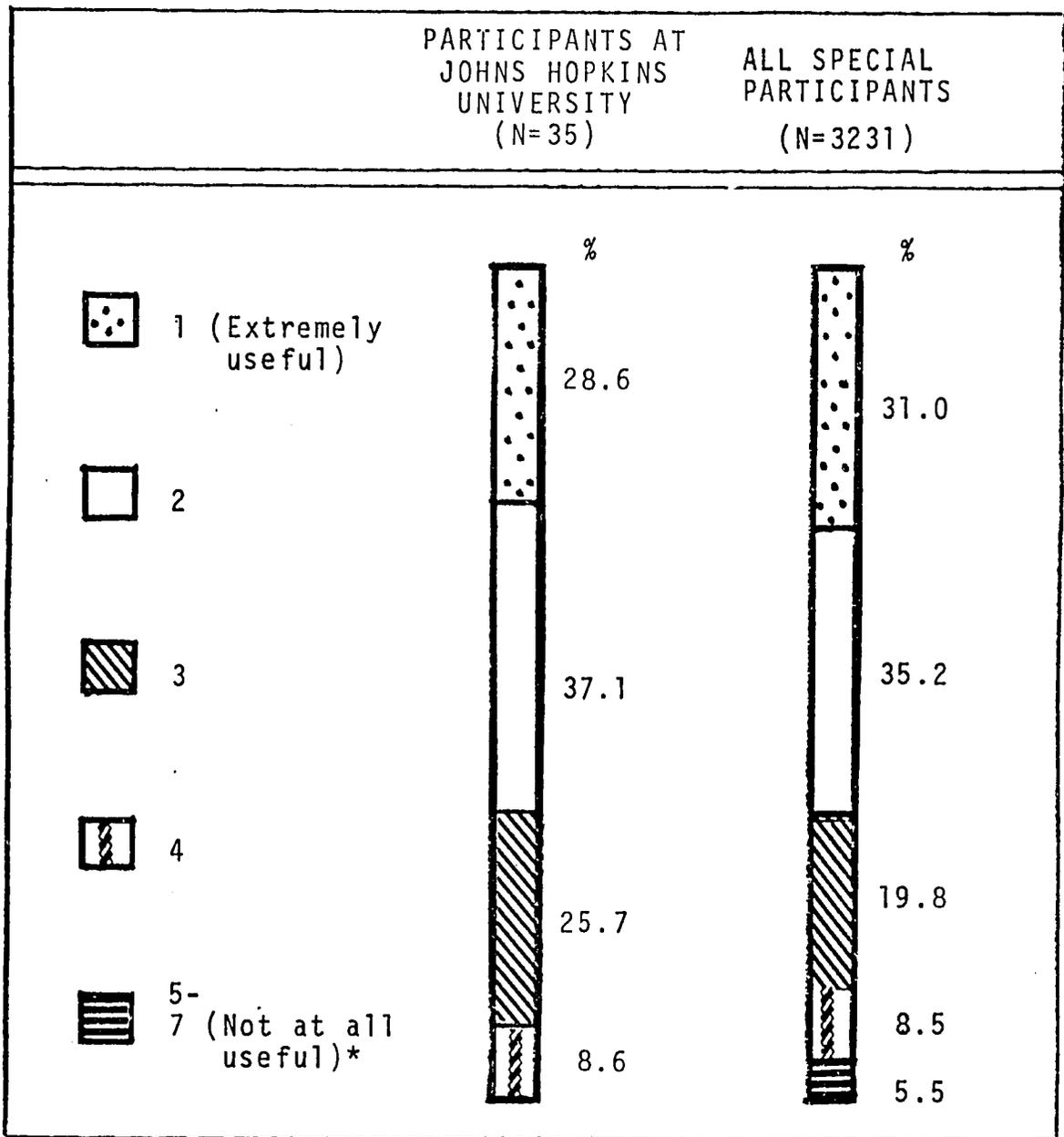
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



*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 8

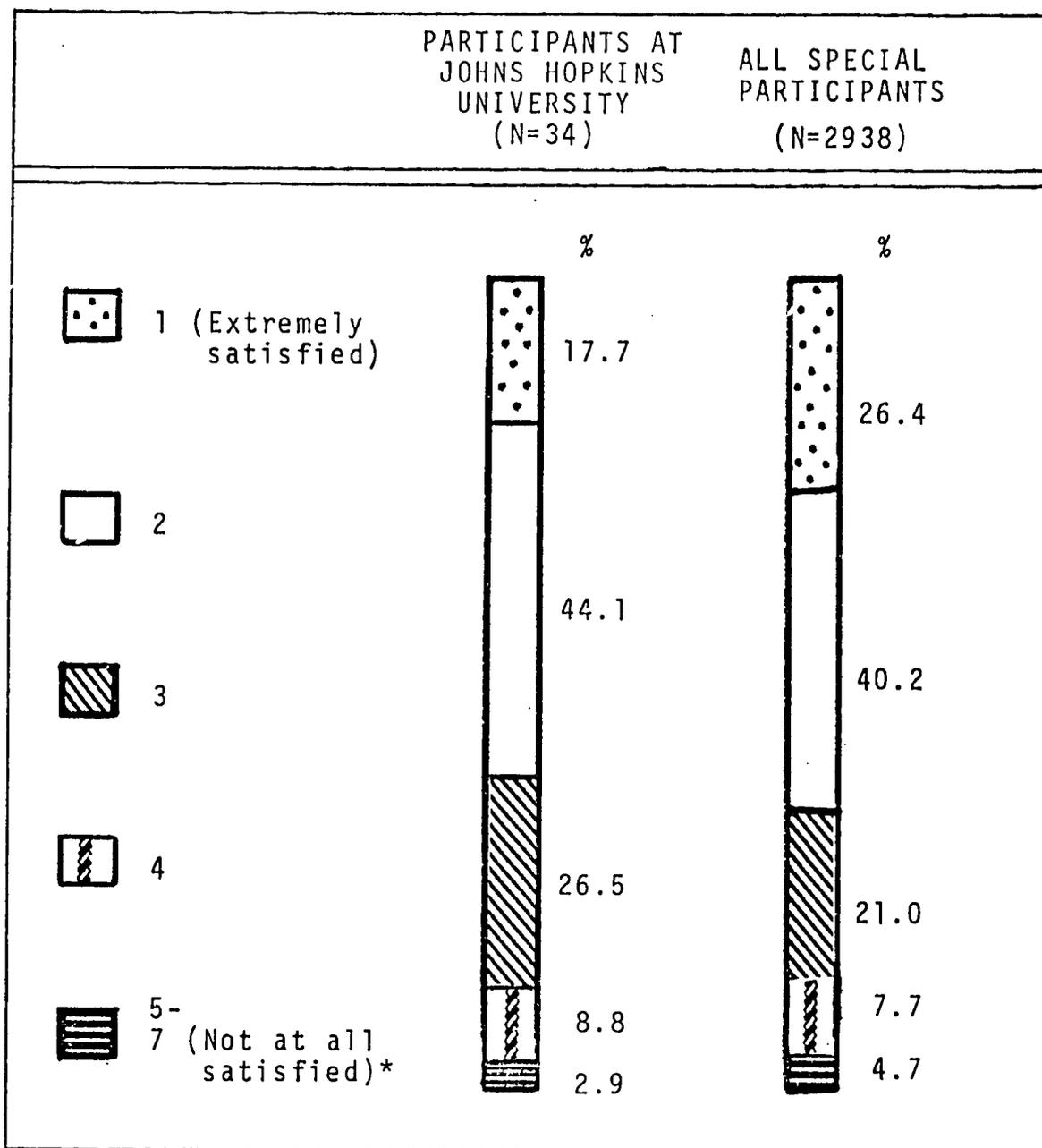
Q. How useful did the participants find their classroom and related training? (Item 62)



* 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 9

Q. How satisfied were the participants with their total technical training? (Item 81)



* 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."

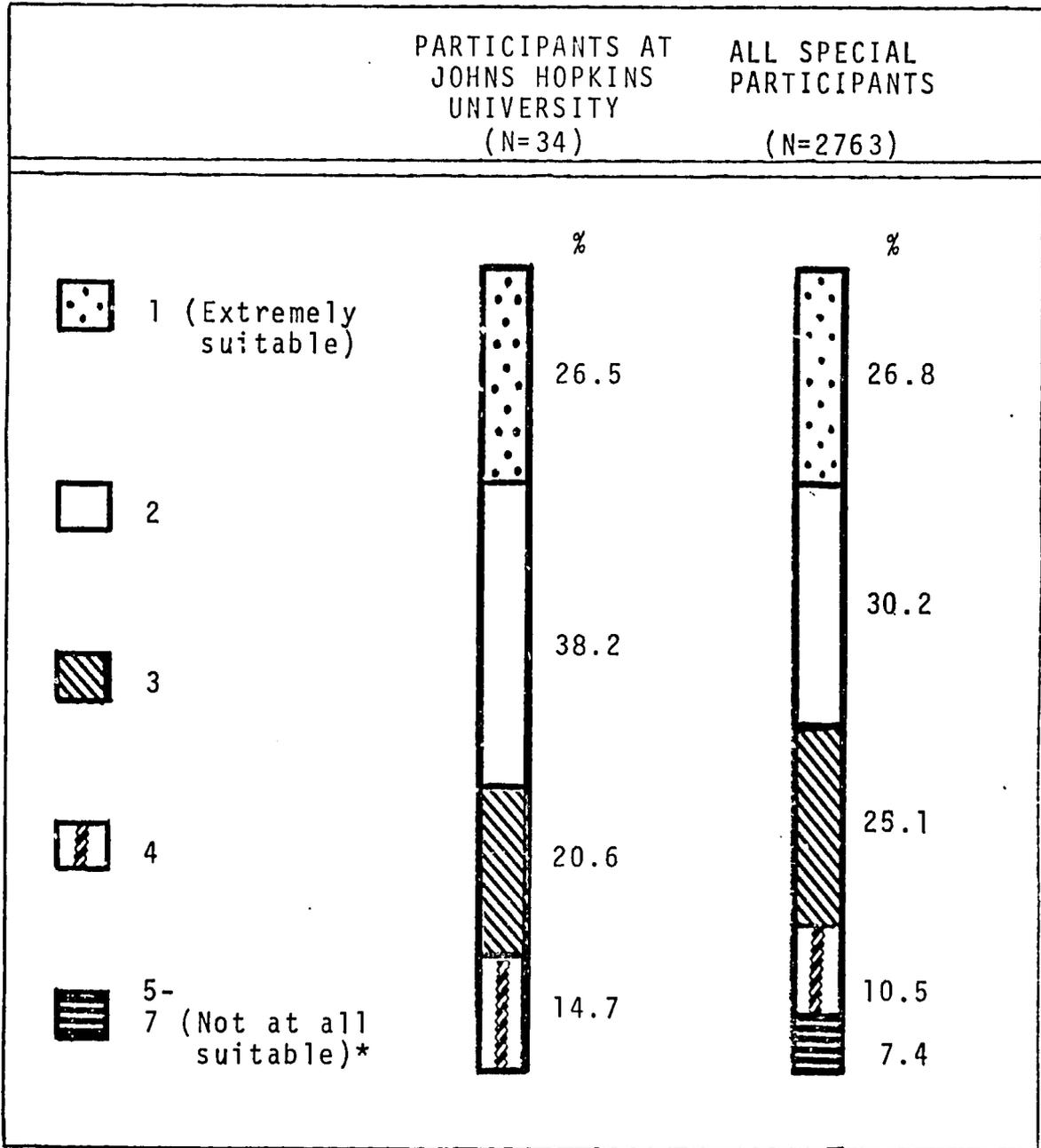
Table 10

Q. Did the participants have training in which instruments and equipment were used? (Item 77)

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT JOHNS HOPKINS UNIVERSITY % of 35	ALL SPECIAL PARTICIPANTS % of 3869
No	51.4	40.4
Yes	48.6	59.6
IF YES:		
Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 78)		
	<u>% of 17</u>	<u>% of 2320</u>
No	29.4	17.5
Yes	70.6	82.5

Table 11

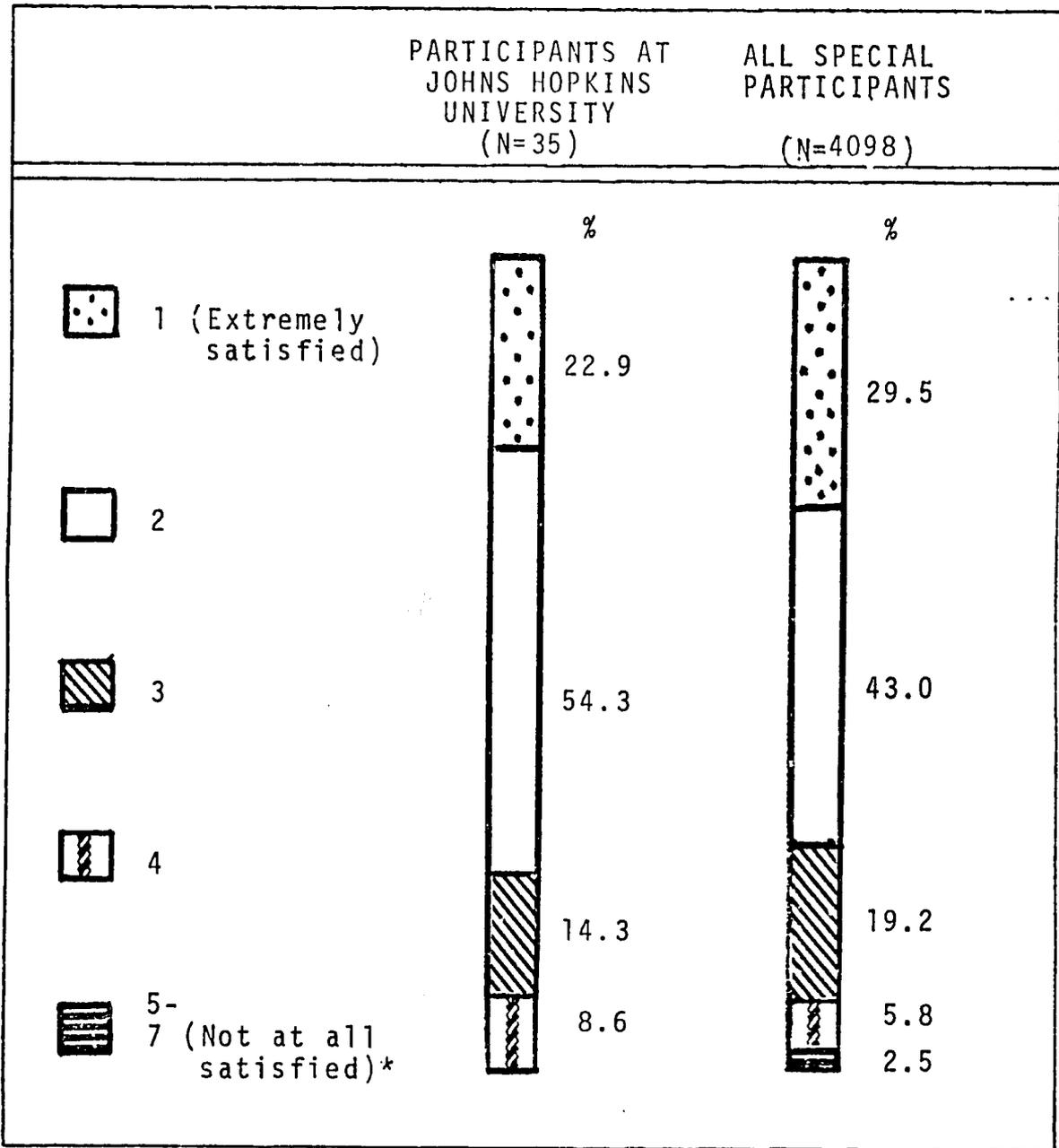
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



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

Table 12

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 is one statistically significant difference between the experiences of participants at Johns Hopkins University and those of participants at other institutions. Proportionally more of the participants at Johns Hopkins who received help from a Foreign Student Advisor or a Job Trainee Advisor found that this individual was always available than was true for Special participants generally. (Table 6). It is not possible to give a statistical explanation for this difference, as the size and composition of the groups of participants vary greatly from one institution to another.

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)