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TRAINING INSTITUTION PROFILE REPORT  
ACADEMIC PARTICIPANTS AT  
TULANE 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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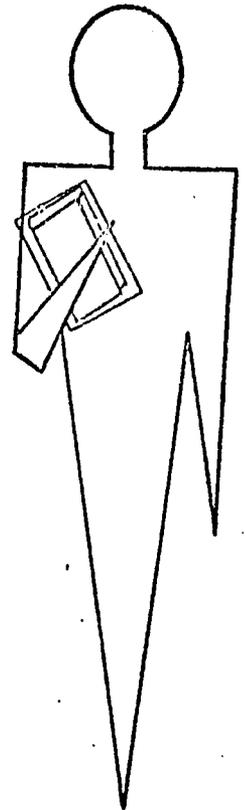
## SECTION 1

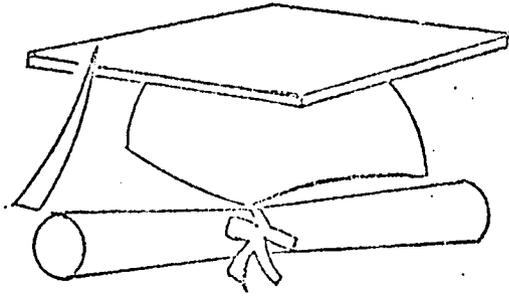
### NARRATIVE

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 34 A.I.D. participants who finished their training programs at Tulane University between July 1967 and February 1972 and who completed the DETRI questionnaire after termination of their programs. In many ways Aidre is representative of these 34 participants, and his opinions and judgments on any given issue are those of most of the Tulane University A.I.D. participants on that particular issue.

All quotes that appear in the following narrative are taken from the participants' own accounts of their experiences at Tulane. When there are important differences on any item between Aidre, as the typical respondent, and some of his fellow participants these differences will be mentioned.

Aidre was a graduate student from the Far East, studying in the field of health. When he was selected for the A.I.D. program, Aidre was already in mid-career with substantial experience in his field behind him. At Tulane University he earned a Master's degree.





Aidre noted that some of his fellow participants were in disagreement with or unclear about the selection of Tulane as their training institution, though he himself had no difficulties in this regard. According to one of Aidre's friends, it is "one of the 5 best universities in the U.S." in the field of health.

Aidre took part in a formal orientation program after his arrival at the University. He had a Faculty Advisor at Tulane who helped him arrange his course schedule. He found the Advisor's help useful, rating it "1" on a scale that ranges from "1" (extremely useful) to "7" (not at all useful). He also received help from the Foreign Student Advisor, who was always available when he needed assistance.

Students in Aidre's courses often constituted a very heterogeneous group, representing many different aspects of medicine, a development which displeased some participants but which was appreciated by Aidre.

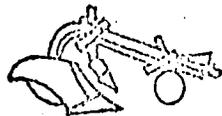
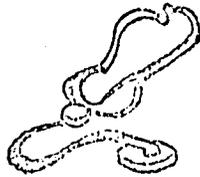
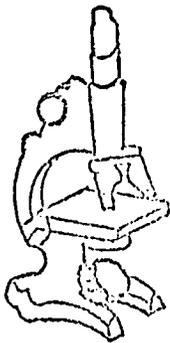
Aidre was asked to indicate the extent to which academic difficulties experienced by previous A.I.D. participants were true for him. Aidre experienced some difficulty with too much duplication of subject matter in different courses and with the subject matter's being too abstract. He also would have preferred more field trips.

Aidre's fellow participants had other difficulties not shared by him. A great many had problems with unfamiliar testing procedures, too many quizzes, and too much assigned reading. For some participants these difficulties were compounded by problems

"understanding the accents of some teachers" or comprehending "technical terms" in English. In addition, some felt that there were too many courses unrelated to their major field, and many would have preferred more lectures with small discussion groups. Some of the difficulties with testing procedures stemmed from the "objective" tests used. One of Aidre's acquaintances commented, "I had so much trouble getting used to objective exams and quizzes. I prefer essay exams. We never had objective

exams in my country's schools." Aidre found the courses neither too simple nor too advanced, and he felt there was about the right amount of straight lecturing. He also believed the proper amount of time had been devoted to laboratory work, seminars, and individual research. On this latter item, however, many of Aidre's fellow participants disagreed with him--some opting for less individual research, and others preferring more.

Aidre found that the instruments and equipment used in his courses were similar to those which would be available in his own country. When asked to rate the suitability of his technical training to home country conditions, on a scale ranging from "1" (extremely suitable) to "7" (not at all suitable), Aidre rated the suitability on the upper third of the scale. In summing up his academic experience, Aidre rated the utility of his courses and his satisfaction with his total technical training at "2" on 7-point scales.



Some participants believed that Tulane was more oriented toward American needs than those of their own countries. Some were primarily interested in Tropical Diseases, for example, and were disappointed that Tulane was not stronger in this area. A few did, however, speak glowingly of the program arranged by Tulane at the Center for Communicable Diseases in Atlanta, Georgia, which was better suited to their interests.

The academic work at Tulane left little time for socializing, but Aidre found that American students were generally friendly to him. Despite his high opinion of the program, Aidre missed his family and was eager to see them again. "It sometimes is very hard if you study and have to be separated from your family," he concluded.

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT TULANE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS % of 3378
Near East- South Asia	11.7	20.3
Far East	82.4	32.0
Latin America	0.0	16.0
Africa	5.9	31.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT TULANE UNIVERSITY % of 28	ALL ACADEMIC PARTICIPANTS % of 2342
Agriculture	3.6	25.4
Industry & Mining	0.0	3.8
Transportation	0.0	0.9
Health & Sanitation	85.7	11.0
Education	10.7	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 TULANE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS % of 3360
7-11	0.0	4.2
12	0.0	7.5
13-15	0.0	26.6
16	14.7	23.7
17-18	29.4	25.9
19 and over	55.9	12.1

Table 4

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

TYPE OF STUDENT	PARTICIPANTS AT TULANE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS %* of 3387
Graduate student	100.0	69.7
Undergraduate student	0.0	23.7
Non-degree student	0.0	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 TULANE UNIVERSITY % of 33	ALL ACADEMIC PARTICIPANTS % of 3343
No	9.1	17.2
Yes	90.9	82.8

Table 6

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

DEGREE EARNED	PARTICIPANTS AT TULANE UNIVERSITY %** of 33	ALL ACADEMIC PARTICIPANTS %** of 3299
None	9.1	17.0
Associate	0.0	1.1
Bachelor's	0.0	22.2
Master's	97.0	58.8
Doctor's	3.0	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 TULANE UNIVERSITY % of 31	ALL ACADEMIC PARTICIPANTS % of 2494
No	77.4	92.5
Yes	22.6	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 TULANE UNIVERSITY % of 31	ALL ACADEMIC PARTICIPANTS % of 2495
No	83.9	93.1
Yes	16.1	6.9

Table 9

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

ATTENDED ORIENTATION	PARTICIPANTS AT TULANE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS % of 3376
No	44.1	46.7
Yes	55.9	53.3

Table 10

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

DIFFICULTY	TULANE UNIVERSITY 34 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	53.0	23.5	23.5	41.0	41.2	17.8
Too many quizzes**	54.8	35.5	9.7	49.3	37.1	13.6
Too many courses unrelated to major field	61.8	32.4	5.8	71.0	20.4	8.6
Testing procedures unfamiliar**	51.6	35.5	12.9	67.2	26.2	6.6
Grading system unfamiliar**	71.0	12.9	16.1	73.6	19.9	6.5
Too little discussion	73.5	26.5	0.0	72.7	22.6	4.7
Too little lecturing	94.1	5.9	0.0	81.5	15.1	3.4
Too much duplication of subject matter in different courses	47.1	44.1	8.8	70.3	25.5	4.2
Subject matter too abstract	47.1	52.9	0.0	66.5	29.8	3.7
Subject matter too specific	70.6	26.5	2.9	69.2	25.6	5.2
Courses too advanced	70.6	29.4	0.0	68.6	28.5	2.9
Courses too simple	79.4	20.6	0.0	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	TULANE UNIVERSITY 34 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	35.3	8.8	55.9	40.3	6.1	53.6
Individual research	47.1	20.6	32.3	57.2	6.0	36.8
Laboratory work	69.7	6.1	24.2	58.0	9.7	32.3
Lectures and small discussion groups **	54.8	3.2	42.0	64.8	5.9	29.3
Seminars	64.7	8.8	26.5	61.9	9.1	29.0
Lectures (only)	82.4	17.6	0.0	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.

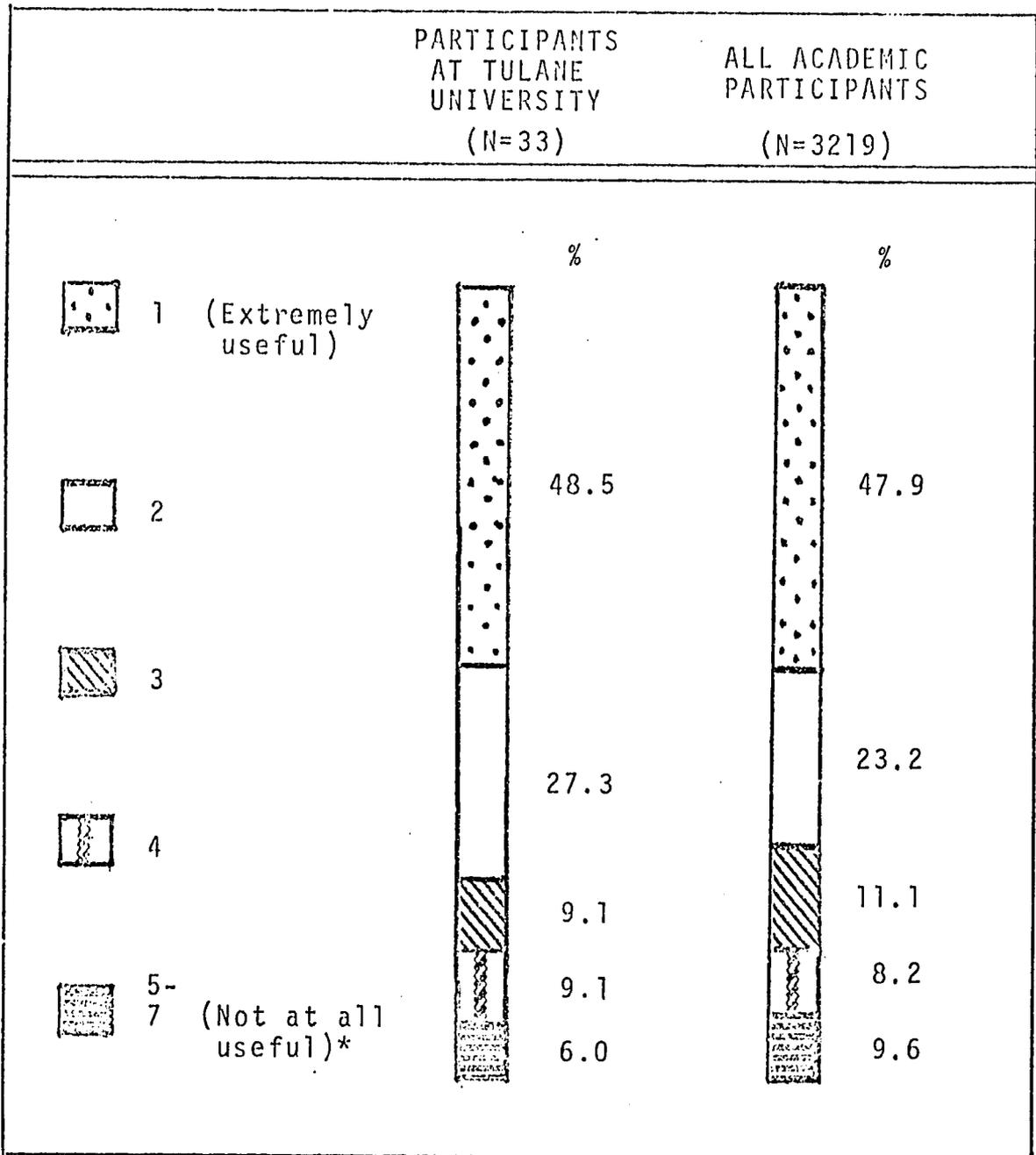
Table 12

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 TULANE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS % of 3374
No	2.9	3.5
Yes	97.1	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."

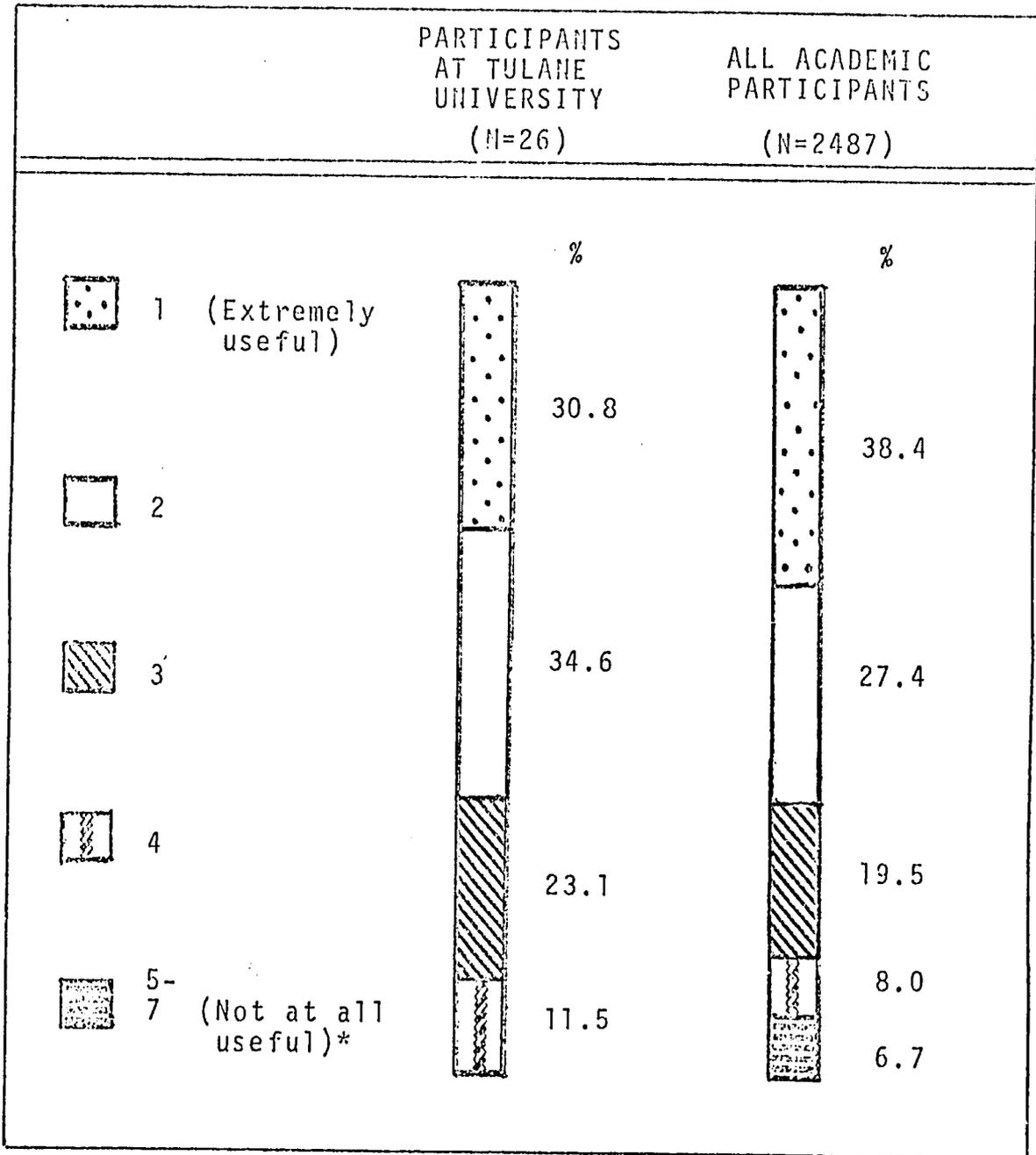
Table 14

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

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT TULANE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS % of 3377
No	23.5	24.2
Yes	76.5	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	<u>% of 26</u>	<u>% of 2556</u>
Always	53.9	56.8
Usually	19.2	29.6
Sometimes	26.9	13.6

Table 15

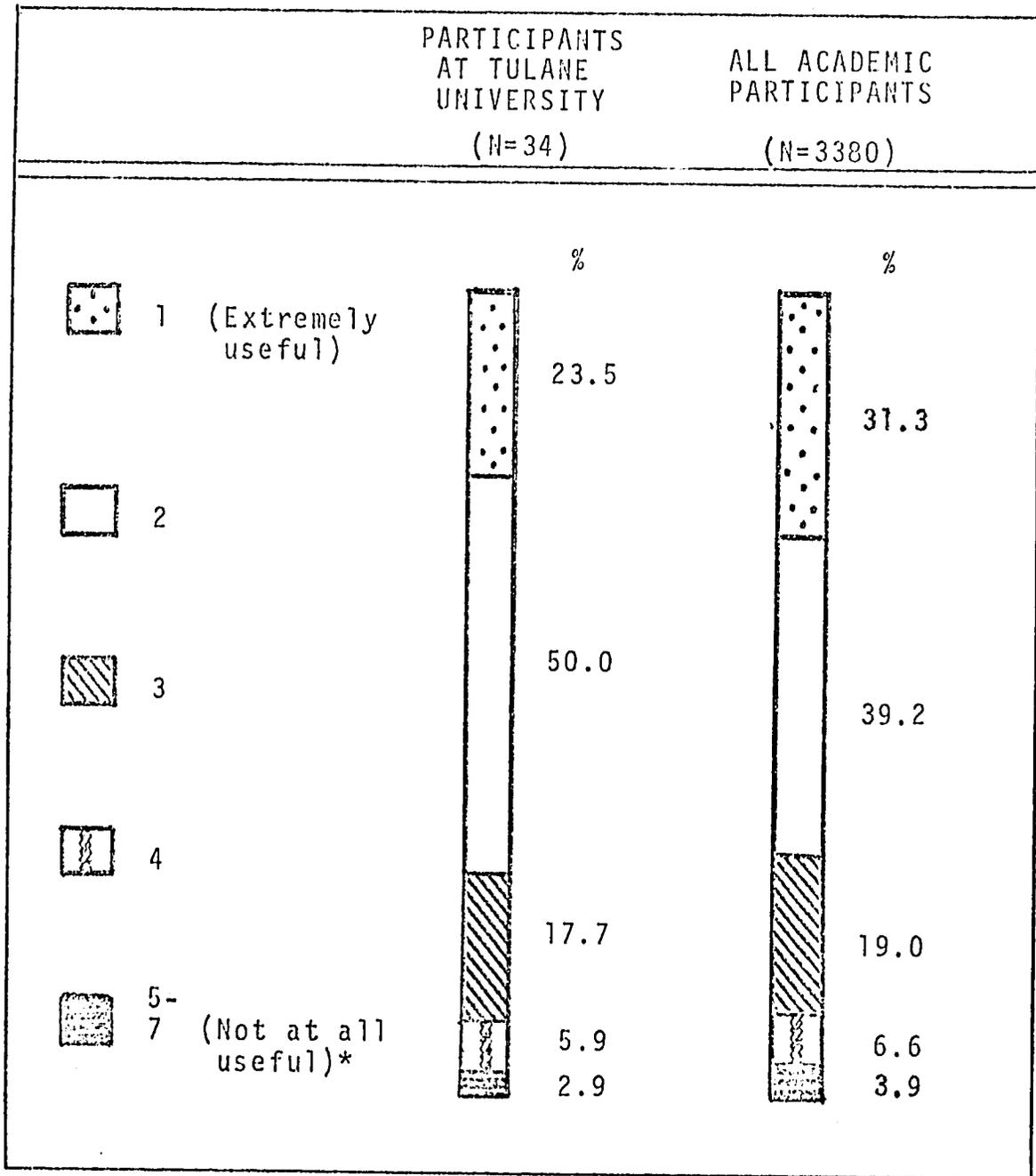
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



\* 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

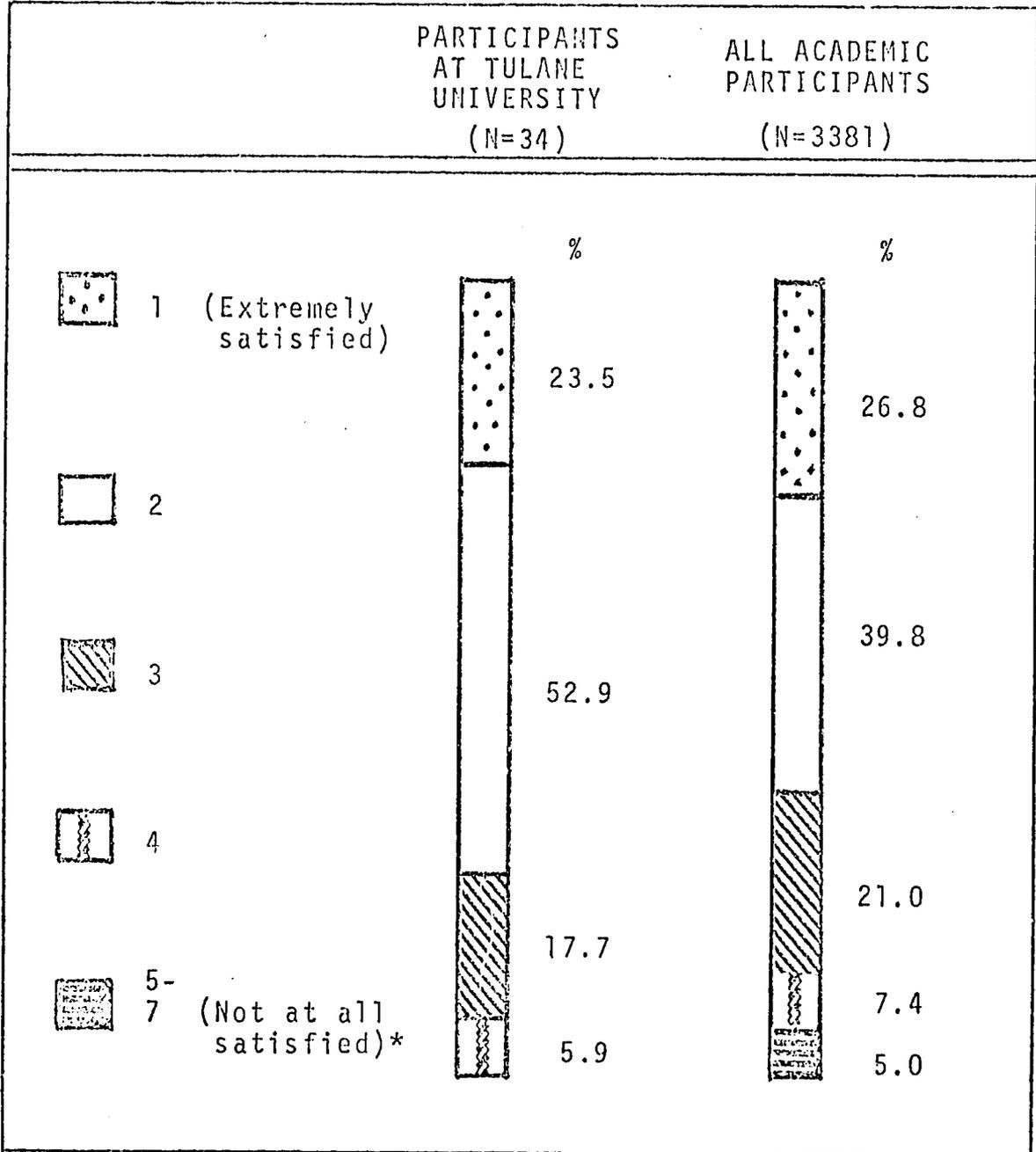
Q. How useful did the participants find their courses?  
(Item 70)



\* 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."

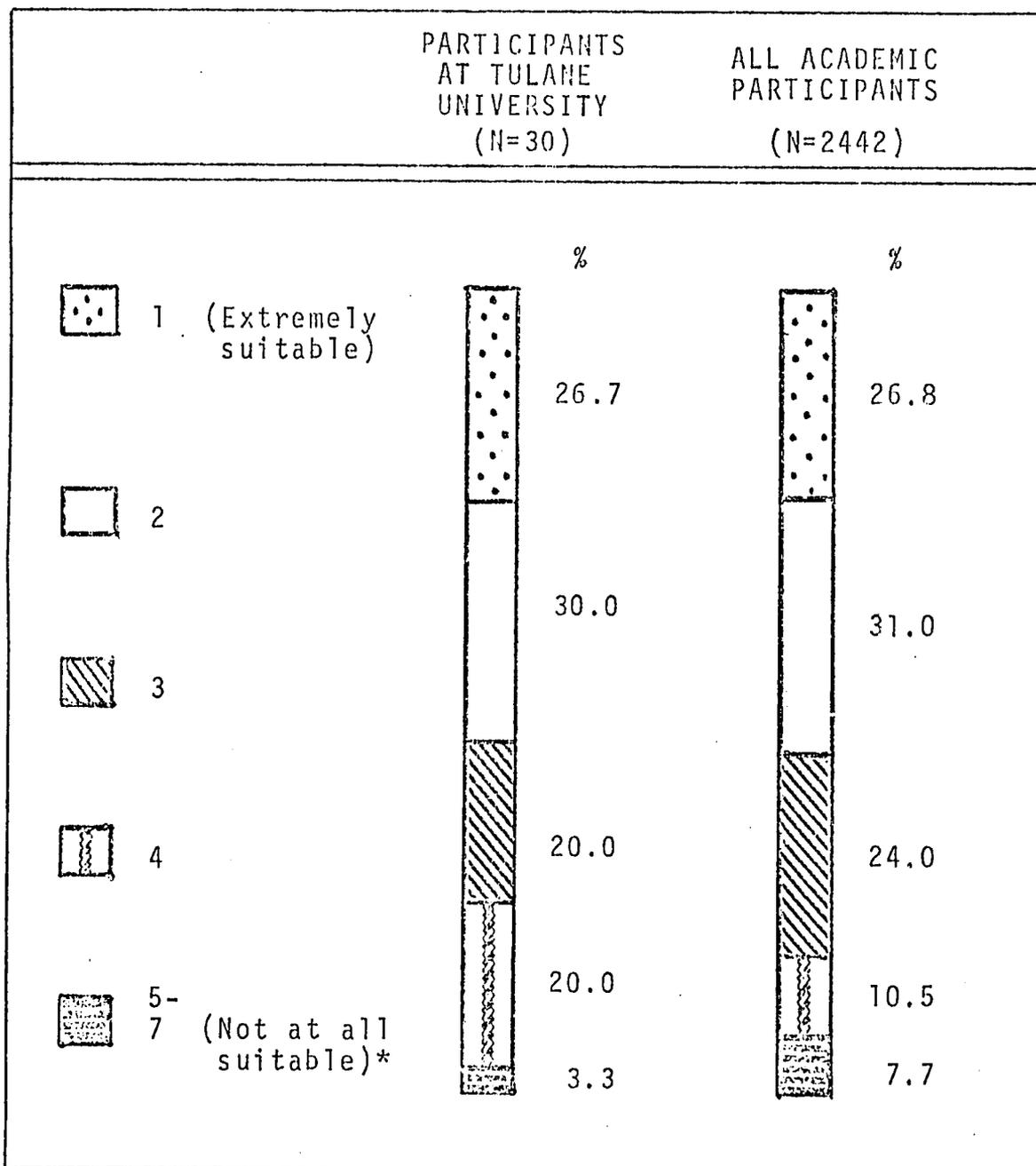
Table 18

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT TULANE UNIVERSITY % of 33	ALL ACADEMIC PARTICIPANTS % of 3375
No	30.3	34.0
Yes	69.7	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 22</u>	<u>% of 2208</u>
No	18.2	33.9
Yes	81.8	66.1

Table 19

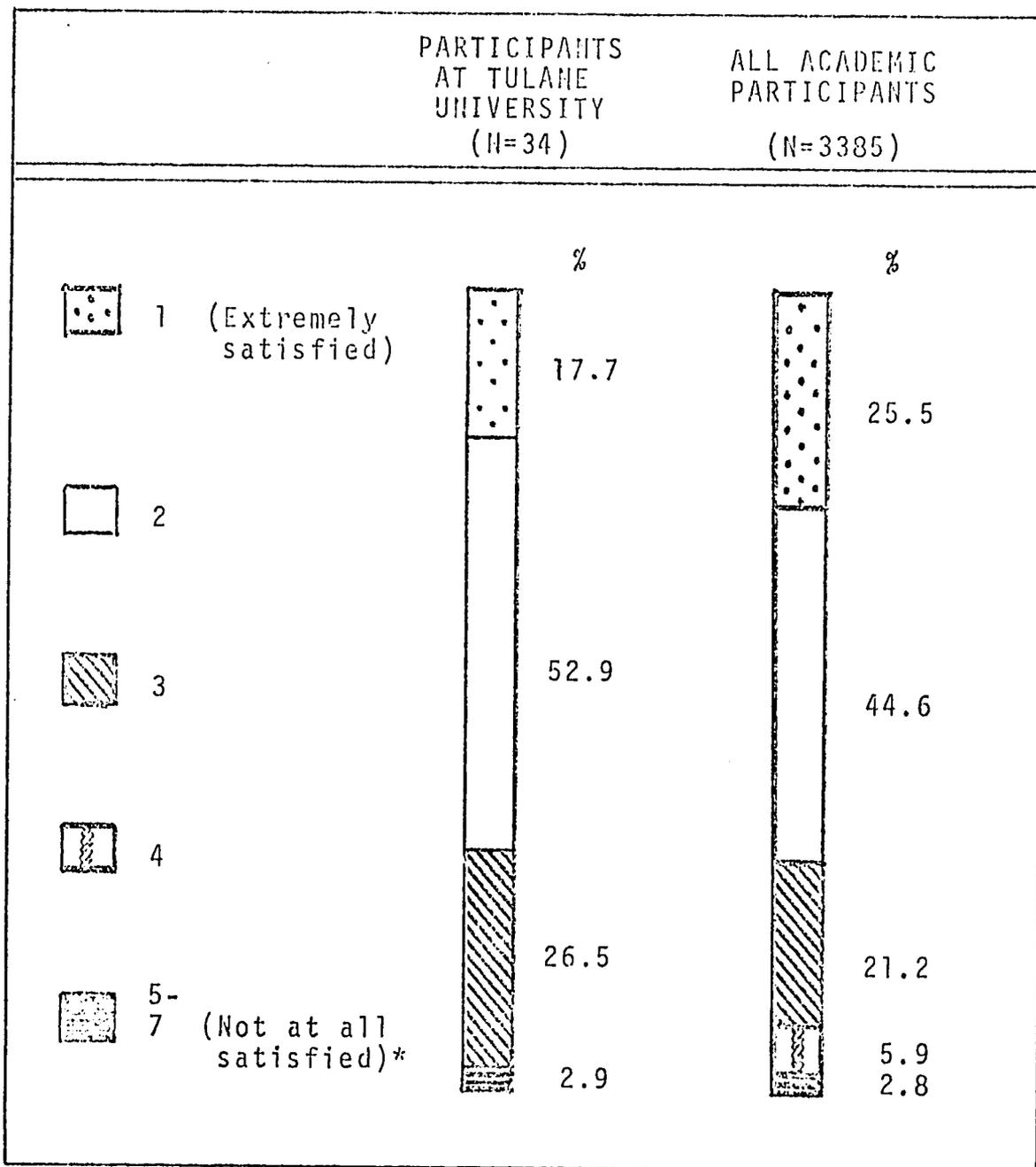
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



\* 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 the experiences of participants at Tulane University and those of participants who attended other academic institutions for which we have data. Tables and graphs illustrating percentage comparisons of these experiences are available in the previous section. Here we will note only those items on which Tulane University's participants differ significantly, either positively or negatively, from all others. It is not possible to furnish a statistical explanation for these differences, as the size and composition of the groups of participants vary greatly among these training institutions.

Compared to participants at other academic institutions, proportionally more participants at Tulane were in disagreement with or unclear about the designation of Tulane as their proposed training institution (Table 7). A greater percentage of those at Tulane earned Master's degrees (97% for Tulane compared to 58.8% for Academic participants generally), while no Tulane participants earned Bachelor's degrees, compared to 22.2% of all Academic participants (Table 6).

Participants at Tulane more often found their subject matter too abstract (Table 10), and felt there was too much duplication of subject matter in different courses (Table 10) than did Academic participants in general.

Finally, participants at Tulane were less inclined to be satisfied with the amount of individual research they had compared to their counterparts at other institutions (Table 11).

## 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)