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TRAINING INSTITUTION PROFILE REPORT

ACADEMIC PARTICIPANTS AT

UNIVERSITY OF WISCONSIN

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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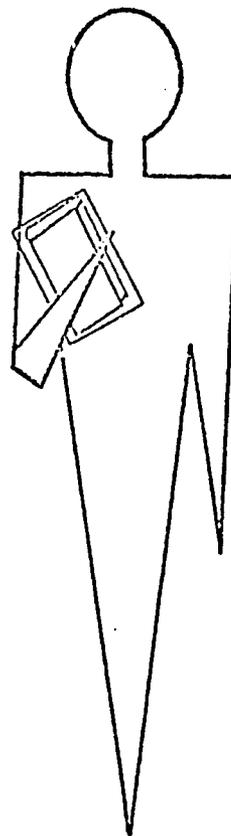
SECTION. 1

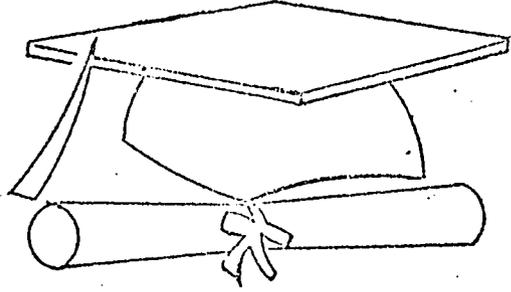
NARRATIVE

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

Aidre represents 98 A.I.D. participants who completed academic programs at the University of Wisconsin between July 1967 and February 1972 and who completed the DETRI questionnaire. Aidre was a graduate student at the University in the field of education. Many of his fellow participants were studying in the field of agriculture. Aidre had had 16 years of education in Africa prior to beginning his U.S. training program.

Aidre had taken part in the planning of his training program with the assistance of a USAID training officer and officials of his home country government. It was agreed that his training program would be designed to earn a Master's degree. The University of Wisconsin was selected as the training institution because many of his fellow countrymen had had successful training





programs there in the past.

Aidre did not take part in the orientation program provided for foreign students at the University of Wisconsin prior to the beginning of the Fall term. However, he did participate in the general orientation for A.I.D. participants held at the Washington International Center in Washington, D.C., and had had briefings about the University and his training program prior to leaving his home country.

During his stay at the University, Aidre visited with the Foreign Student Advisor, whom he found always available for consultation. On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), Aidre rated the help provided by the Foreign Student Advisor as extremely useful. Very few of his classmates who received assistance from the Foreign Student Advisor rated its utility below "3" on the scale. A few of the A.I.D. participants reported that the Foreign Student Advisor at the University of Wisconsin was "too busy," so they went to American students and professors for advice.

Aidre was assisted by a Faculty Advisor in arranging his course schedules at the University. He found this professor to be a friendly person who was very helpful in selecting courses that were useful. On the 7-point scale, Aidre rated his assistance as extremely useful.

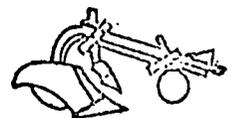
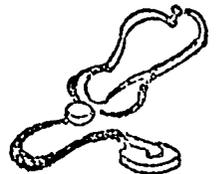
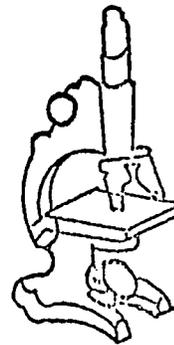
Aidre considered a list of academic difficulties that A.I.D. participants have had with their training programs. The only difficulty that he found to be true of his own experience was that there had been too much assigned reading in his course work at the University. Because of the extensive reading required, he felt that he had to devote more of his time outside of the classroom

to studying than he would have liked. He felt that the courses themselves were at the right level, being neither too advanced nor too simple. He also felt that there was a good balance between lecturing and discussion. He was especially pleased with the opportunity he had to participate in classroom discussions. As he said, "Discussion helps the student verbalize and examine his own ideas." This style of teaching was somewhat new to him, as most teaching in his home country is done by lectures only.

Some of Aidre's classmates reported that they had had difficulty with too many quizzes at the University of Wisconsin. They especially disliked multiple-choice tests which depended on a good knowledge of written English and required extensive memorization. Aidre was not critical of the number of tests. He was pleased that his success or failure in a course did not hinge on one examination, as it often did in his home country.

Aidre and his fellow participants varied in their ratings of the utility of their courses. Aidre gave a "1" rating, while an equal number of his classmates gave "2"'s. Most agreed, however, that most of their professors were "excellent teachers who respected and listened to their students." Aidre felt lucky to have some courses with faculty members who had been to his home country, and who adapted some of the course material accordingly. As he said, "At the University of Wisconsin, foreign students are well treated."

Aidre took some courses in which equipment and instruments were used. He reported that the equipment and instruments were similar to those available in his home country. When asked to assess the suitability of his technical training program to his home country conditions, he



rated it as extremely suitable. He felt that the flexibility he had had in selecting his courses had made it possible to get "an effective and well-focused education." Some of his fellow participants who rated the suitability of their technical training at "2" or lower felt that it would be some time in the future before some of the techniques they had learned would be applicable to their home country situations.

Aidre believed that about the right proportions of his academic training time had been devoted to lectures, lectures and small discussion groups, seminars, laboratory work, and individual research. He wished that more time had been given to field trips related to his course work so that he could have applied some of the theories he had learned in the classroom to practical situations. Some of his fellow participants felt that more time should have been devoted to individual research and seminars. They felt that they learned more in small classes, and wanted to take advantage of the University's extremely well-equipped laboratories.

Aidre rated his satisfaction with his total technical training program at "1" on the 7-point scale. An equal number of his fellow participants gave "2" ratings on this scale.

Although Aidre was very satisfied with his technical training at the University of Wisconsin, he found some aspects of his social and personal life to be less satisfactory. During the first several months of his stay in Madison, Wisconsin, he had problems adjusting to the cold weather, American food, being away from his wife and family, and experienced some racial discrimination in his encounters with townspeople. To cope with some of these problems, Aidre moved into an inexpensive apartment with a group of participants from his own country. This way they could cook their native dishes and avoid exploitation by landlords who had negative feelings about persons of their race. After some time, he found that the "open feeling" provided by the students and faculty on campus helped him to feel more at home. He especially appreciated the hospitality provided by professors who had been to his home country. They invited him into their homes, lent him books that

he needed for his classes, and drove him to various places when he lacked transportation. He said that "being adopted" into their families helped him to feel less homesick during his stay in Madison. He also enjoyed the host family visits provided by community volunteers.

Aidre did not feel that his early adjustment problems detracted from his program. He rated his total experience as an A.I.D. participant at "2" on the 7-point scale. As he said, the University of Wisconsin was "the only school in the country able to provide exactly what I was looking for."

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT UNIVERSITY OF WISCONSIN % of 98	ALL ACADEMIC PARTICIPANTS % of 3378
Near East- South Asia	10.2	20.3
Far East	20.4	32.0
Latin America	10.2	16.0
Africa	59.2	31.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT UNIVERSITY OF WISCONSIN % of 79	ALL ACADEMIC PARTICIPANTS % of 2342
Agriculture	39.2	25.4
Industry & Mining	0.0	3.8
Transportation	1.3	0.9
Health & Sanitation	0.0	11.0
Education	49.4	44.4
Public Administration	10.1	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 UNIVERSITY OF WISCONSIN % of 98	ALL ACADEMIC PARTICIPANTS % of 3360
7-11	1.0	4.2
12	5.1	7.5
13-15	28.6	26.6
16	20.4	23.7
17-18	29.6	25.9
19 and over	15.3	12.1

Table 4

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

TYPE OF STUDENT	PARTICIPANTS AT UNIVERSITY OF WISCONSIN %* of 98	ALL ACADEMIC PARTICIPANTS %* of 3387
Graduate student	64.3	69.7
Undergraduate student	27.5	23.7
Non-degree student	12.2	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 UNIVERSITY OF WISCONSIN % of 97	ALL ACADEMIC PARTICIPANTS % of 3343
No	15.5	17.2
Yes	84.5	82.8

Table 6

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

DEGREE EARNED	PARTICIPANTS AT UNIVERSITY OF WISCONSIN %* of 92	ALL ACADEMIC PARTICIPANTS %* of 3299
None	17.4	17.0
Associate	0.0	1.1
Bachelor's	29.3	22.2
Master's	60.0	58.8
Doctor's	7.6	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 UNIVERSITY OF WISCONSIN % of 82	ALL ACADEMIC PARTICIPANTS % of 2494
No	90.2	92.5
Yes	9.8	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 UNIVERSITY OF WISCONSIN % of 82	ALL ACADEMIC PARTICIPANTS % of 2495
No	92.7	93.1
Yes	7.3	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 UNIVERSITY OF WISCONSIN % of 98	ALL ACADEMIC PARTICIPANTS % of 3376
No	57.1	46.7
Yes	42.9	53.3

Table 10

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

DIFFICULTY	UNIVERSITY OF WISCONSIN 97 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	42.7	41.7	15.6	41.0	41.2	17.8
Too many quizzes**	53.2	40.5	6.3	49.3	37.1	13.6
Too many courses unrelated to major field	84.5	12.4	3.1	71.0	20.4	8.6
Testing procedures unfamiliar**	65.8	32.9	1.3	67.2	26.2	6.6
Grading system unfamiliar**	77.5	22.5	0.0	73.6	19.9	6.5
Too little discussion	82.3	16.7	1.0	72.7	22.6	4.7
Too little lecturing	83.3	13.6	3.1	81.5	15.1	3.4
Too much duplication of subject matter in different courses	73.2	21.6	5.2	70.3	25.5	4.2
Subject matter too abstract	72.9	24.0	3.1	66.5	29.8	3.7
Subject matter too specific	77.7	17.0	5.3	69.2	25.6	5.2
Courses too advanced	77.9	22.1	0.0	68.6	28.5	2.9
Courses too simple	83.3	14.6	2.1	77.1	20.7	2.2

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

** The total number of participants responding to this item was less than the total shown in the table, due to the addition of the item in a questionnaire revision during the reporting period.

Table 11

Q. What recommendations did the participants have about the division of their academic training time among various educational methods? (Item 69)

EDUCATIONAL METHOD	UNIVERSITY OF WISCONSIN 95 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	45.7	7.6	46.7	40.3	6.1	53.6
Individual research	68.8	2.2	29.0	57.2	6.0	36.8
Laboratory work	69.0	12.6	18.4	58.0	9.7	32.3
Lectures and small discussion groups **	82.0	1.3	16.7	64.8	5.9	29.3
Seminars	73.4	3.2	23.4	61.9	9.1	29.0
Lectures (only)	86.3	5.3	8.4	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.

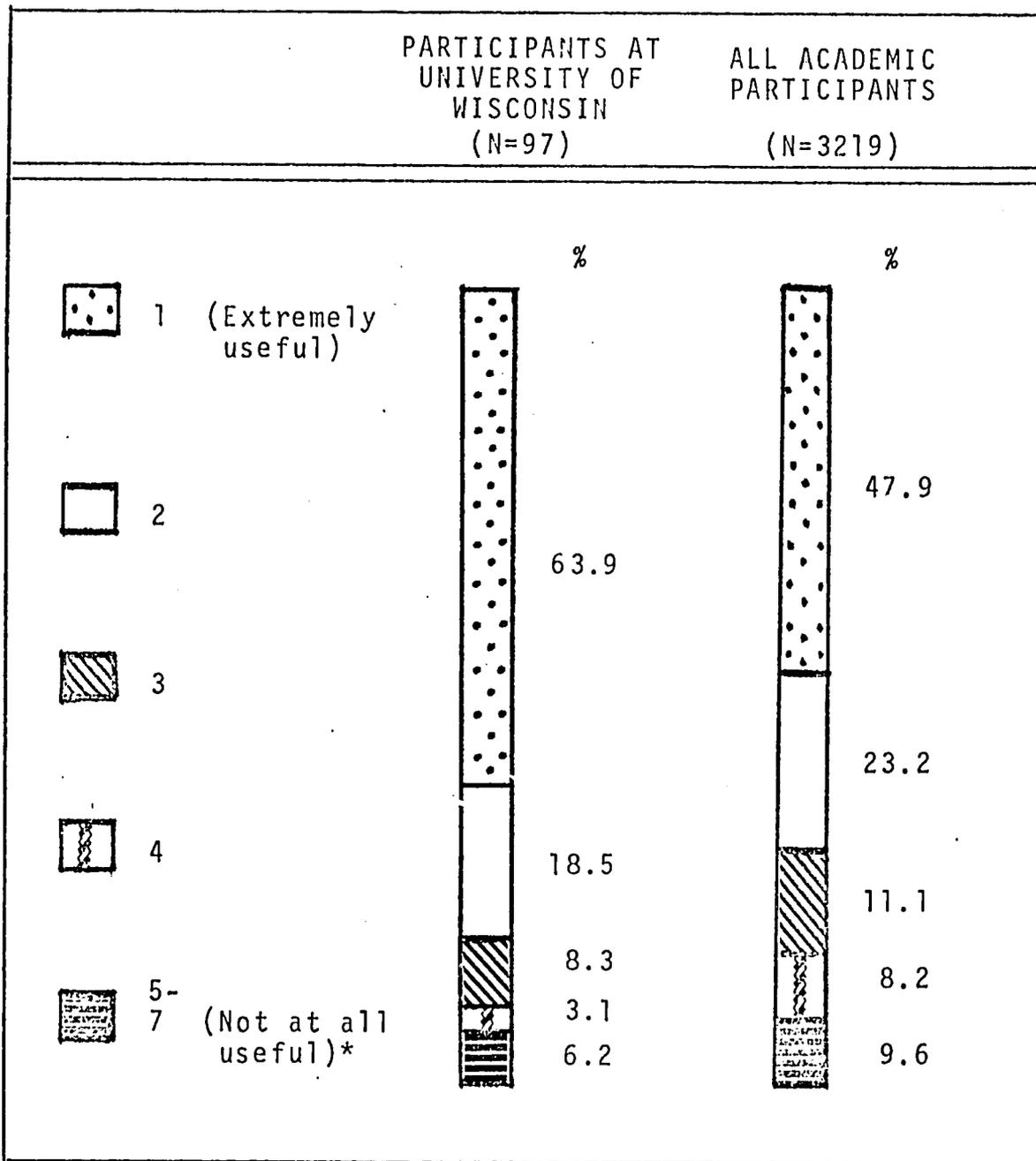
Table 12

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 UNIVERSITY OF WISCONSIN % of 98	ALL ACADEMIC PARTICIPANTS % of 3374
No	1.0	3.5
Yes	99.0	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."

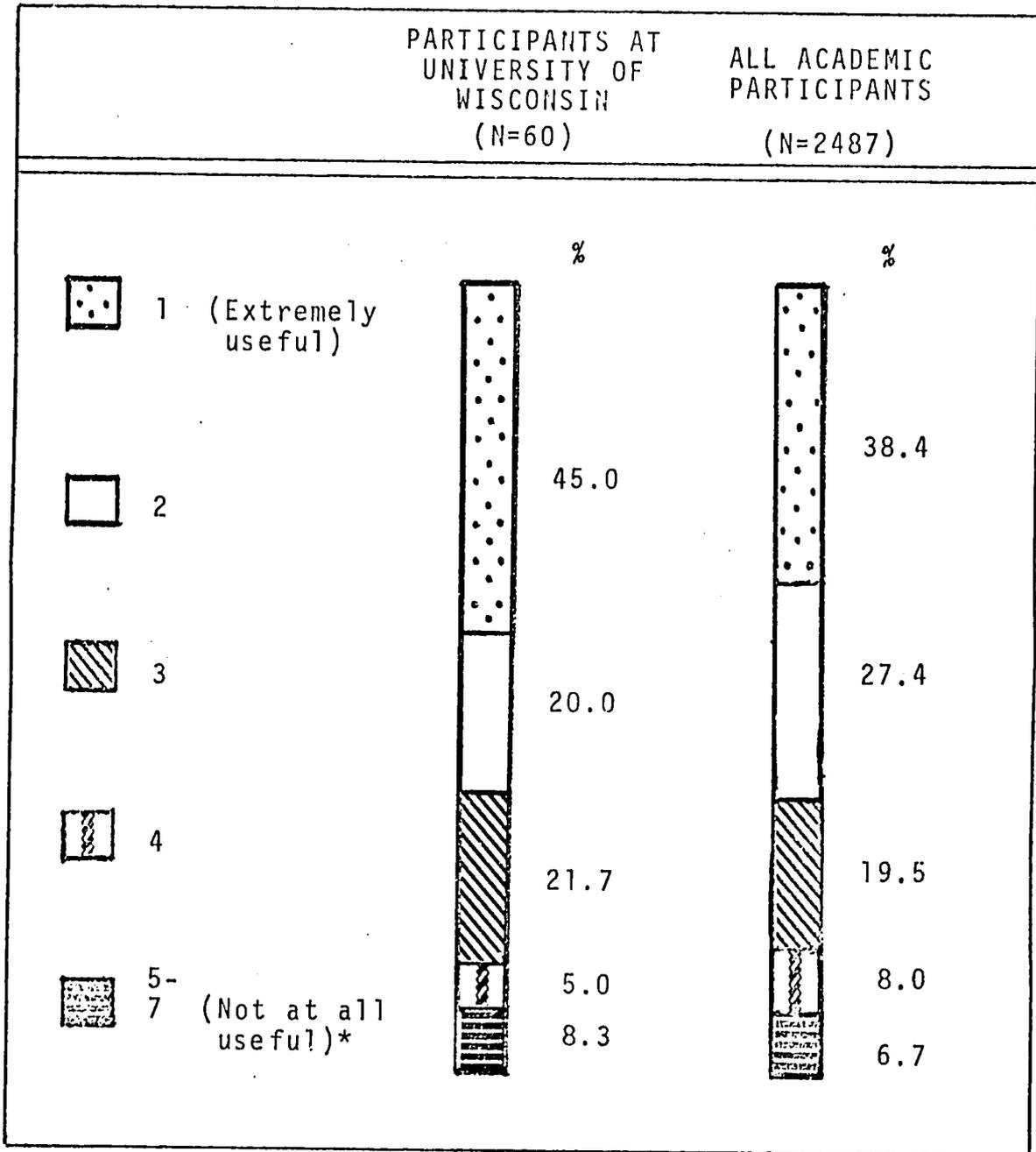
Table 14

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

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT UNIVERSITY OF WISCONSIN	ALL ACADEMIC PARTICIPANTS
	% of 98	% of 3377
No	38.8	24.2
Yes	61.2	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	% of 60	% of 2556
Always	68.3	56.8
Usually	25.0	29.6
Sometimes	6.7	13.6

Table 15

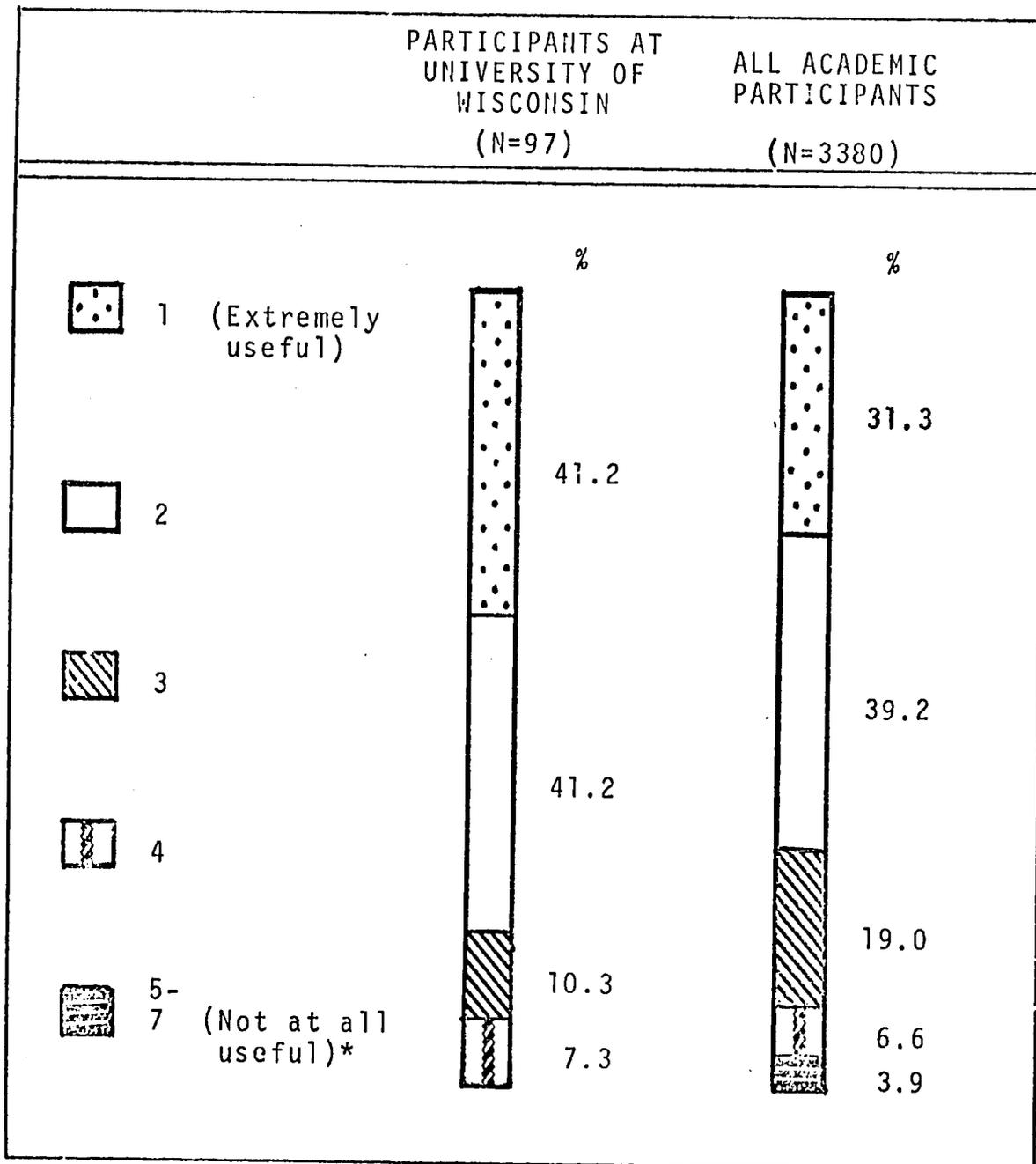
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



* 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

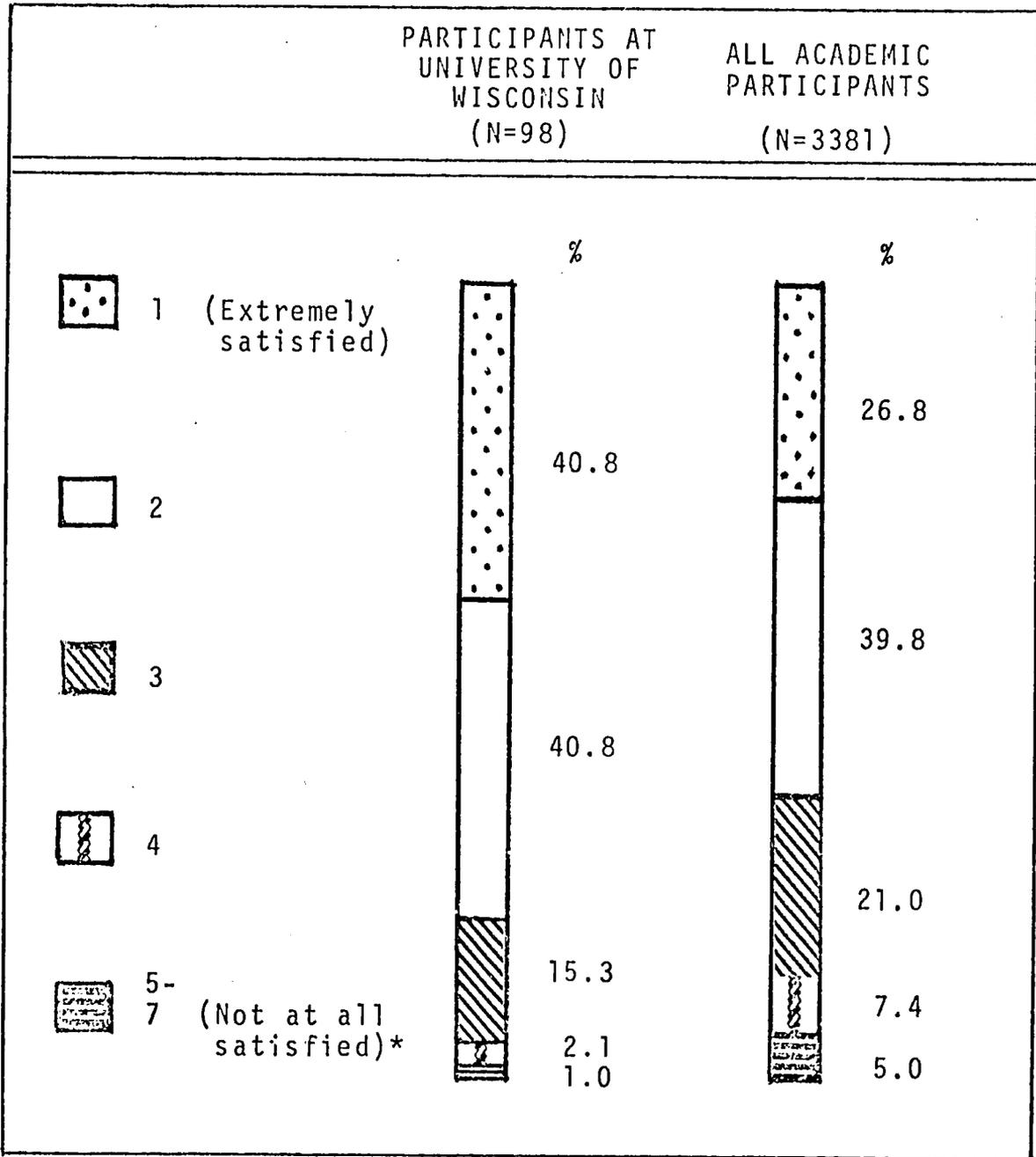
Q. How useful did the participants find their courses?
(Item 70)



* 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."

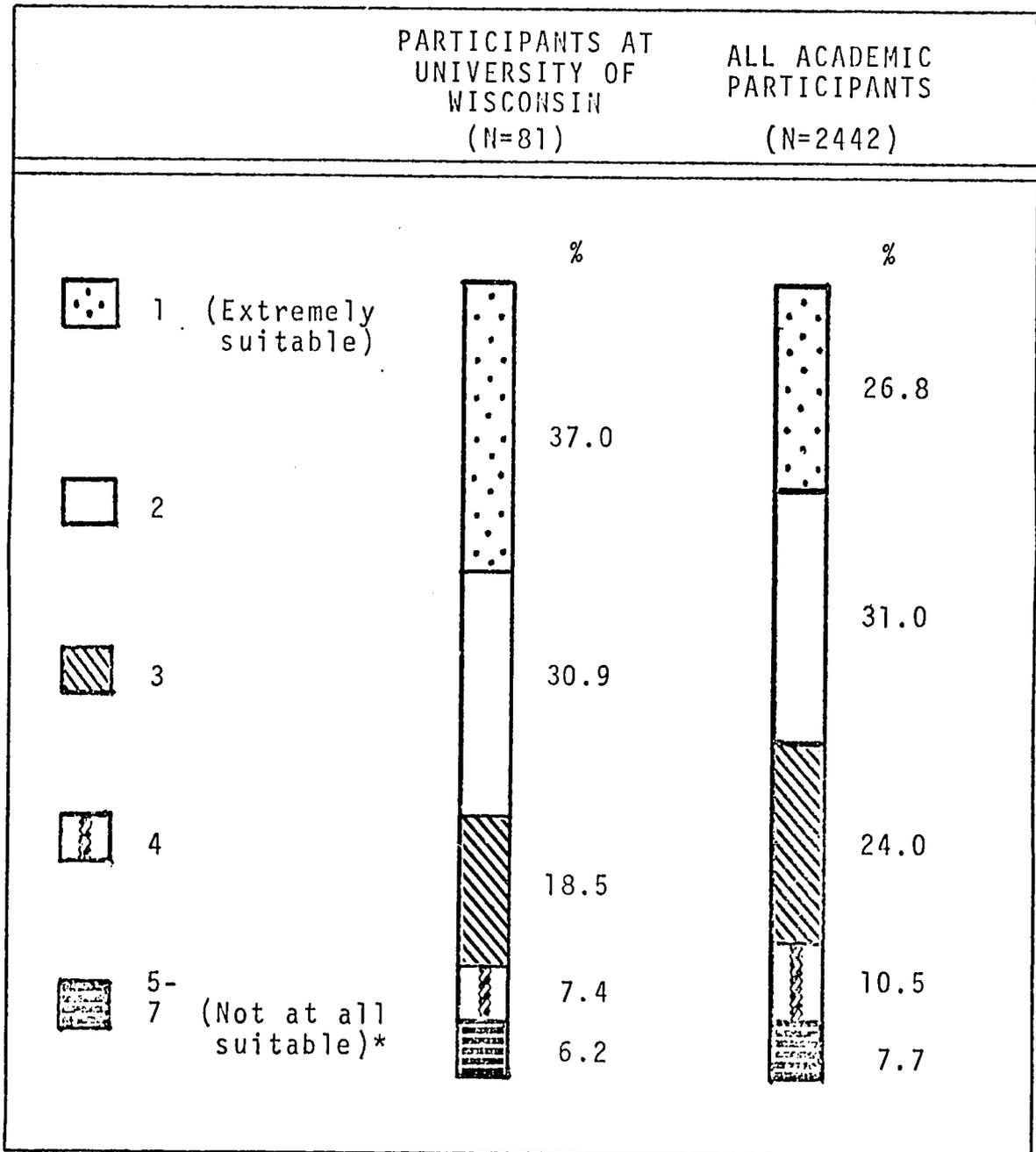
Table 18

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT UNIVERSITY OF WISCONSIN % of 97	ALL ACADEMIC PARTICIPANTS % of 3375
No	47.4	34.0
Yes	52.6	66.0
IF YES:		
Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 67)		
	<u>% of 50</u>	<u>% of 2208</u>
No	30.0	33.9
Yes	70.0	66.1

Table 19

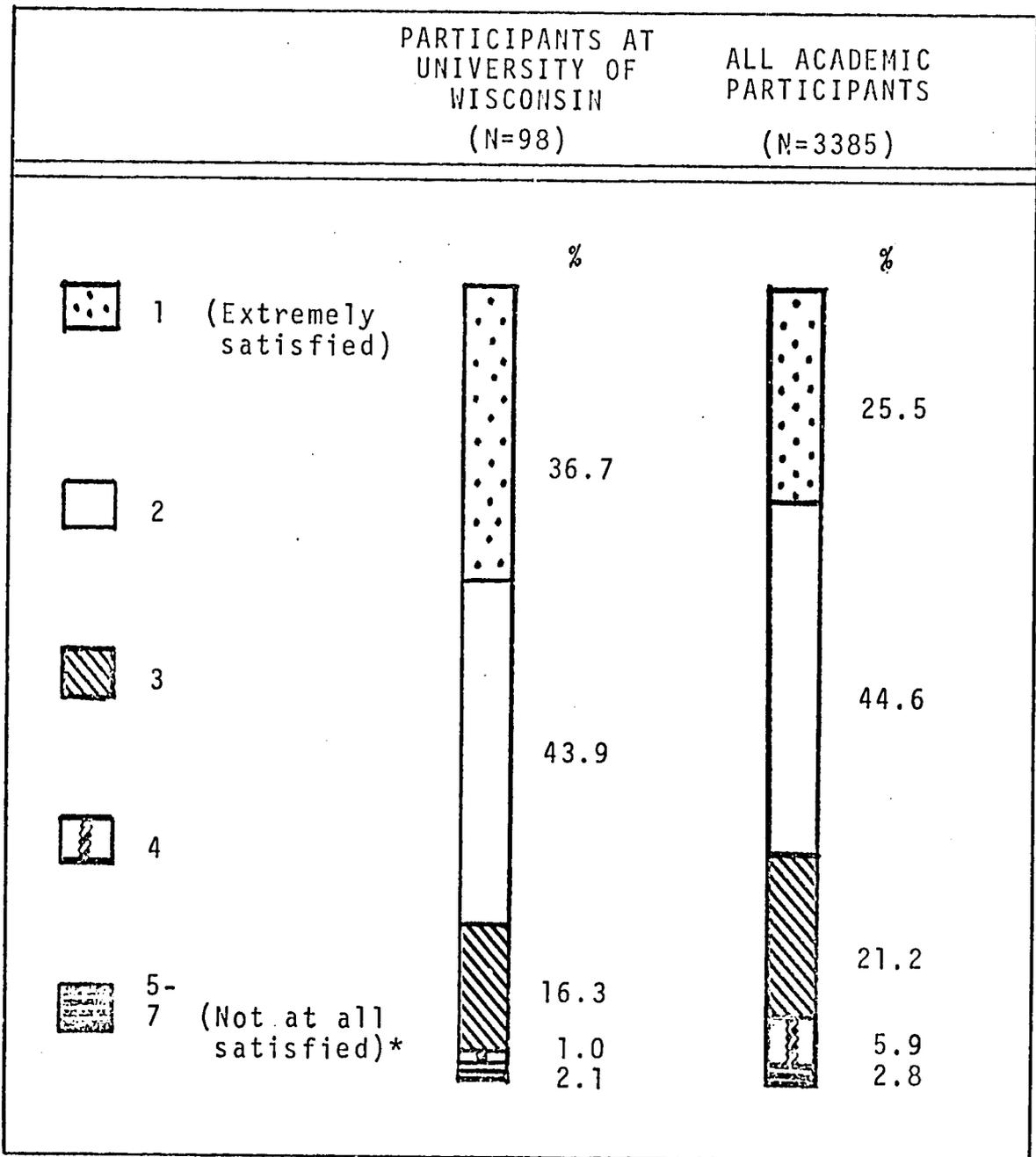
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



* 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 compare aspects of A.I.D. participants' experiences at the University of Wisconsin with the same aspects at other academic institutions used by A.I.D. The tables and graphs in Section 2 list the aspects and show percentage comparisons. Here, we will note only those items on which the University of Wisconsin participants differ significantly, either positively or negatively, from all other Academic participants. It is not possible to account for these significant differences statistically, as the size and composition of the groups of participants vary greatly among these training institutions.

The A.I.D. participants at the University of Wisconsin more often gave high ratings of satisfaction with their total A.I.D. experiences (Table 20) and with their total technical training (Table 17) than did academic trainees at all other institutions.

In assessing the amount of training time devoted to various educational methods, the University of Wisconsin participants more often felt that the right amount of time was devoted to laboratory work, lectures and small discussion groups, seminars, and lectures only than did the Academic participants at other institutions (Table 11). The participants at other institutions were more likely to say that they wanted more time spent on laboratory work, and lectures and small discussion groups.

Only about 15% of the participants at the University of Wisconsin said that they had had too many courses unrelated to their major field, as compared with 29% of participant at other academic institutions (Table 10). None of the participants at the University of Wisconsin rated the utility of their courses

below "4" on the 7-point scale, while about 10% more rated their courses as "extremely useful" ("1") than did all other Academic participants (Table 16).

While the University of Wisconsin participants less often said they received help from their Foreign Student Advisor than did all other Academic participants (Table 14), they more often rated the help provided by their Faculty Advisors as useful than did the other Academic participants (Table 13).

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)