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TRAINING INSTITUTION PROFILE REPORT
SPECIAL PARTICIPANTS AT
AMERICAN 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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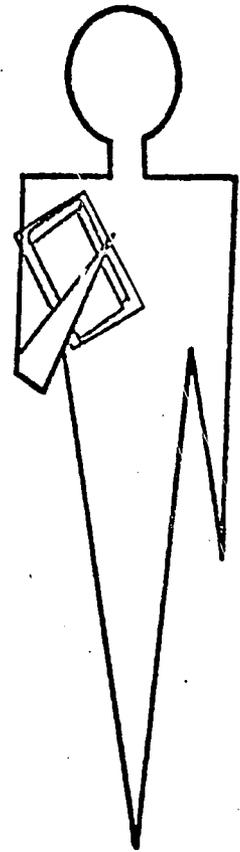
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SECTION 1

NARRATIVE

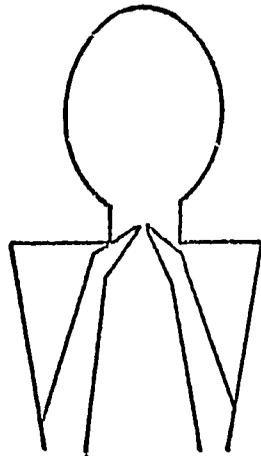
Between July 1967 and February 1972, 103 A.I.D. participants finished special training programs at the American University in Washington, D.C., and took part in DETRI's exit interview. All 103 were enrolled in non-degree programs of relatively short duration in specialized fields. Special training programs characteristically include classroom instruction, on-site observation, and/or on-the-job training. The 103 participants received the classroom portion of their training at American University, and it is this aspect of their training with which we are primarily concerned in this report.

The experiences of these participants will be personalized through "Aidre," a hypothetical Special participant in A.I.D.'s International Training Program. His opinions and judgments on a given issue are those held by most of the American University participants on that particular issue. All quotes that appear in the following narrative are taken from the participants' own accounts of their experiences. When there are important differences between Aidre, as the typical respondent, and some of his fellow participants, these differences will be noted.



Aidre was from the Near East-South Asia and studied in the field of public administration. Some of his fellow participants were in the field of transportation. Aidre was amenable to the selection of American University as his training institution, but some of his fellow participants had questions in this regard. This was true, for instance, of some participants sent to American University for a management seminar who had earlier been informed they would be attending the University of Connecticut at Hartford.

Aidre did not receive help from a Foreign Student Advisor or Job Trainee Advisor at American University, but many of his fellow participants did. They stated that this individual was available when needed and found his help extremely useful.



When asked to indicate the extent to which classroom difficulties sometimes experienced by previous A.I.D. Special participants were true for him, Aidre stated that he had not experienced too many difficulties, although he did feel that some of his subject matter was too general. Many of his fellow participants believed that there was too much duplication in the subject matter presented and that their courses were too simple. Aidre had no difficulty with too much assigned reading, subject matter that was too

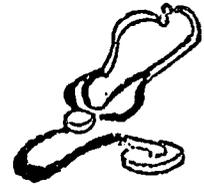
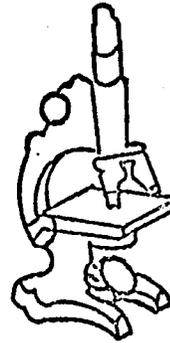
detailed, or courses that were too advanced. He believed that there was a good balance between lecturing and discussion, and that about the right number of subjects were presented.

Aidre did not have training in which instruments and equipment were used, though many of his fellow participants did. Most of those who did have such training found the instruments and equipment similar to those available in their

own countries, but some thought such equipment and instruments would not be available in the next 3 years.

Aidre stressed that the difficulties reported by the A.I.D. Special participants often depended upon the particular program in which they were enrolled and the time at which they attended. He cited as an example a 4 1/2-month program for 28 Indian participants which consisted of a 2-week seminar at the Institute of Railway Management in Washington, D.C., a 3-week management seminar at American University, and visits to IBM, locomotive manufacturing plants, railroads, and other sites throughout the country, including a seminar on supervisor training conducted by the American Management Association in Chicago.

These participants felt that "there was too big a group" on this program. The unmanageable size of the group and the fact that the participants "were not all from the same department" meant that they could not receive in-depth instruction in their particular specialties. For example, one participant who expected to study high-speed rail service spent only one day on that subject. Most felt that the 3-week seminar at American University was an "absolute waste of time . . . the most futile 3 weeks since it was absolutely general . . . booklearning." The speakers at American University were considered "mediocre . . . second rate executives." In contrast the Institute of Railway Management conducted a "very good" program and had "professional" lecturers of "higher caliber." The A.M.A. in Chicago also had an "interesting course."



On the other hand, five Indian participants who attended a reorganized railway program at American University in 1971 were much more satisfied. Their program lasted 3 weeks, the American University portion consisting of two seminars: one in transportation and logistics and one in railroad management. The "seminars were well conducted and the lecturers were excellent." The lecturers came from the Interstate Commerce Commission and Department of Transportation and evidently spoke of concrete, practical matters that interested the participants professionally. The subsequent observation training was also good, though the participants felt there could have been more in-depth coverage. An actual train ride from Chicago to Oakland was especially appreciated, since, as one person put it, "it allowed me first hand to judge the comfort of riding on your trains."

Speaking of the American University program in Public Administration, Aidre stated his belief that many of the problems stemmed from course work that was too general and too abstract. The participants often reported that classroom training was unrelated to their on-the-job training or to their home country position, but was rather an all-purpose seminar in Applied Management which was either a repetition of what they knew or too general to be of use to them in their specific jobs. For example, some participants were "sent here to study excise tax administration . . . but only took courses on administrative management." Consequently they found the American University seminar "too general" and this affected their overall evaluation of their training programs.

By way of contrast, several participants attributed the success of their programs to Dr. Cook, an Adjunct Professor at American University. One of the participants described Dr. Cook's methodology of teaching as follows: "Dr. Cook asked us to present our role in our home country, and then he gave the class the background of management, with specialized recommendations relevant to our field. Then we had to do a technical paper about what

we are doing in our home country, what we have studied here, and how we will apply it--the theory, the experience--when we return. We presented this to the class too, and everyone discussed these opinions." According to Aidre, this epitomizes the type of program of most use to the participants. It is oriented to their own jobs, stresses the applicability of what is learned, and combines theory and practice. When on-the-job training was part of their training, the participants usually found it "especially helpful" to see a concrete system in operation.

When asked to evaluate the usefulness of their classroom training on a scale ranging from "1" (extremely useful) to "7" (not at all useful), over half of the American University participants rated usefulness at "3" or below. The same was true when they assessed the suitability of their technical training programs to their home country conditions.

Aidre enjoyed the observation training as a useful way to get to know Americans, as well as a beneficial part of his technical program. He found that the Americans he met were usually friendly and hospitable. He did notice, however, that it was difficult to get acquainted with American students. He attributed this to the fact that the A.I.D. Special participants were often in classes composed solely of foreign students, and that American students rarely take the first step in forming friendships with foreign visitors. Aidre also commented that some of the participants experienced difficulties with their accommodations, especially when they lived in one of the less comfortable hotels in the District. Quite a few participants expressed anxiety concerning going out at night.

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT AMERICAN UNIVERSITY % of 103	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	65.1	34.6
Far East	28.2	33.7
Latin America	4.8	11.0
Africa	1.9	20.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT AMERICAN UNIVERSITY % of 59	ALL SPECIAL PARTICIPANTS % of 2747
Agriculture	0.0	26.9
Industry & Mining	3.4	11.9
Transportation	30.5	12.4
Labor	3.4	2.6
Health & Sanitation	1.7	17.7
Education	1.7	6.3
Public Administration	59.3	22.2

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 AMERICAN UNIVERSITY % of 103	ALL SPECIAL PARTICIPANTS % of 4075
7-11	2.9	6.2
12	5.8	8.8
13-15	34.0	24.9
16	24.3	21.0
17-18	22.3	23.3
19 and over	10.7	15.8

Table 4

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 AMERICAN UNIVERSITY % of 39	ALL SPECIAL PARTICIPANTS % of 2947
No	76.9	92.0
Yes	23.1	8.0

Table 5

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 AMERICAN UNIVERSITY % of 39	ALL SPECIAL PARTICIPANTS % of 2947
No	82.0	92.5
Yes	18.0	7.5

Table 6

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

DIFFICULTY	PARTICIPANTS AT AMERICAN UNIVERSITY			ALL SPECIAL PARTICIPANTS		
	None Percent* of 101	Some	Much	None Percent* of 3207	Some	Much
Too much assigned reading	77.2	14.9	7.9	66.7	23.6	9.7
Subject matter too general	50.0	34.0	16.0	65.5	26.8	7.7
Subject matter too detailed	83.8	10.1	6.1	77.4	17.4	4.8
Too many different subjects presented	77.0	17.0	6.0	73.6	19.0	7.4
Too much duplication in subject matter presented	51.0	36.0	13.0	70.2	24.3	5.5
Too little discussion	79.8	16.2	4.0	75.5	18.6	5.9
Too little lecturing	84.2	9.9	5.9	79.9	14.6	5.5
Courses or presentations too simple	66.0	26.0	8.0	69.4	25.0	5.6
Courses or presentations too advanced	84.7	13.3	2.0	75.3	21.7	3.0

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

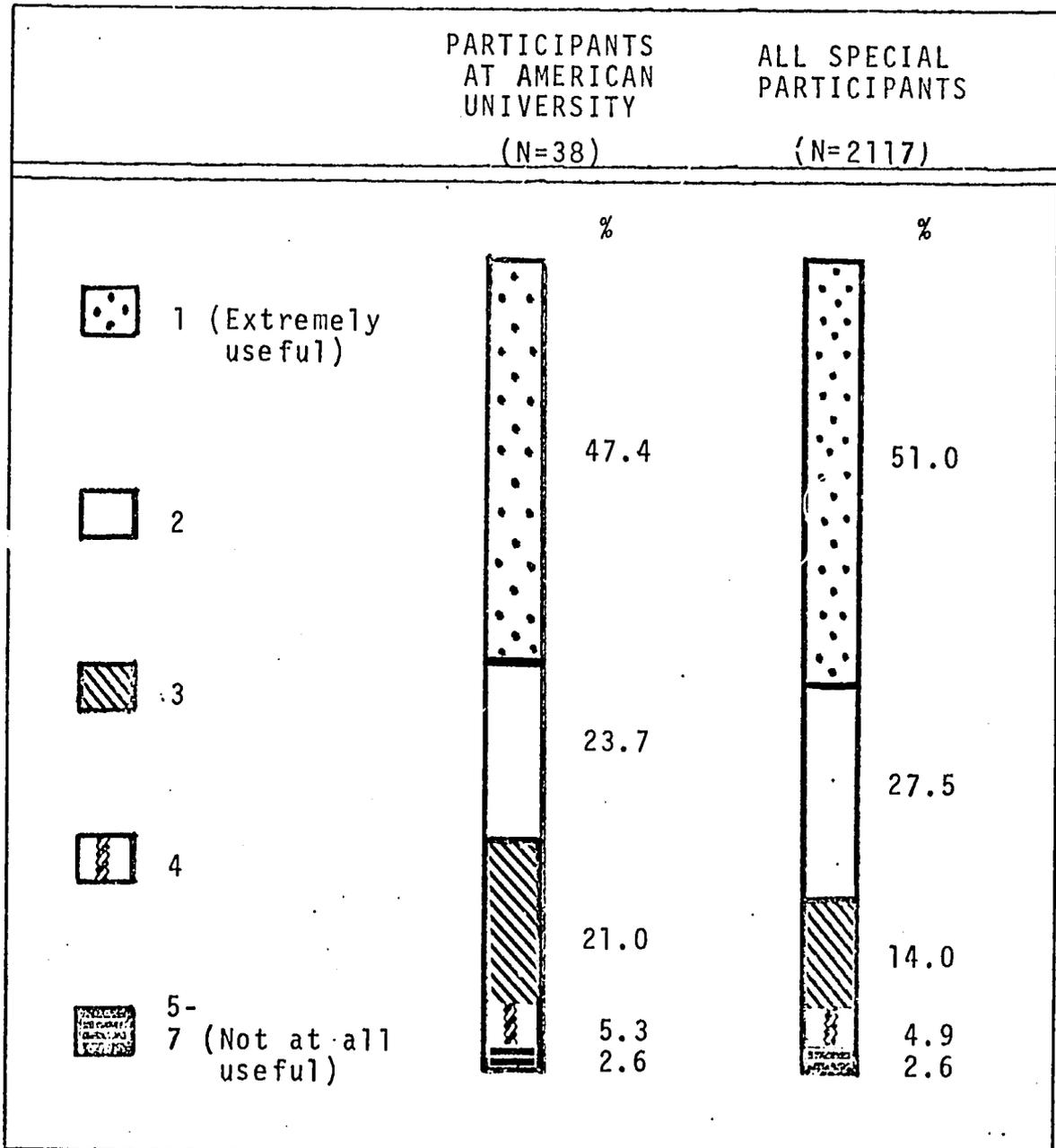
Table 7

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

HELPED BY JTA OR FSA	PARTICIPANTS AT AMERICAN UNIVERSITY % of 103	ALL SPECIAL PARTICIPANTS % of 4086
No	63.1	47.4
Yes	36.9	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 38</u>	<u>% of 2144</u>
Always	68.4	59.7
Usually	31.6	27.0
Sometimes	0.0	13.3

Table 8

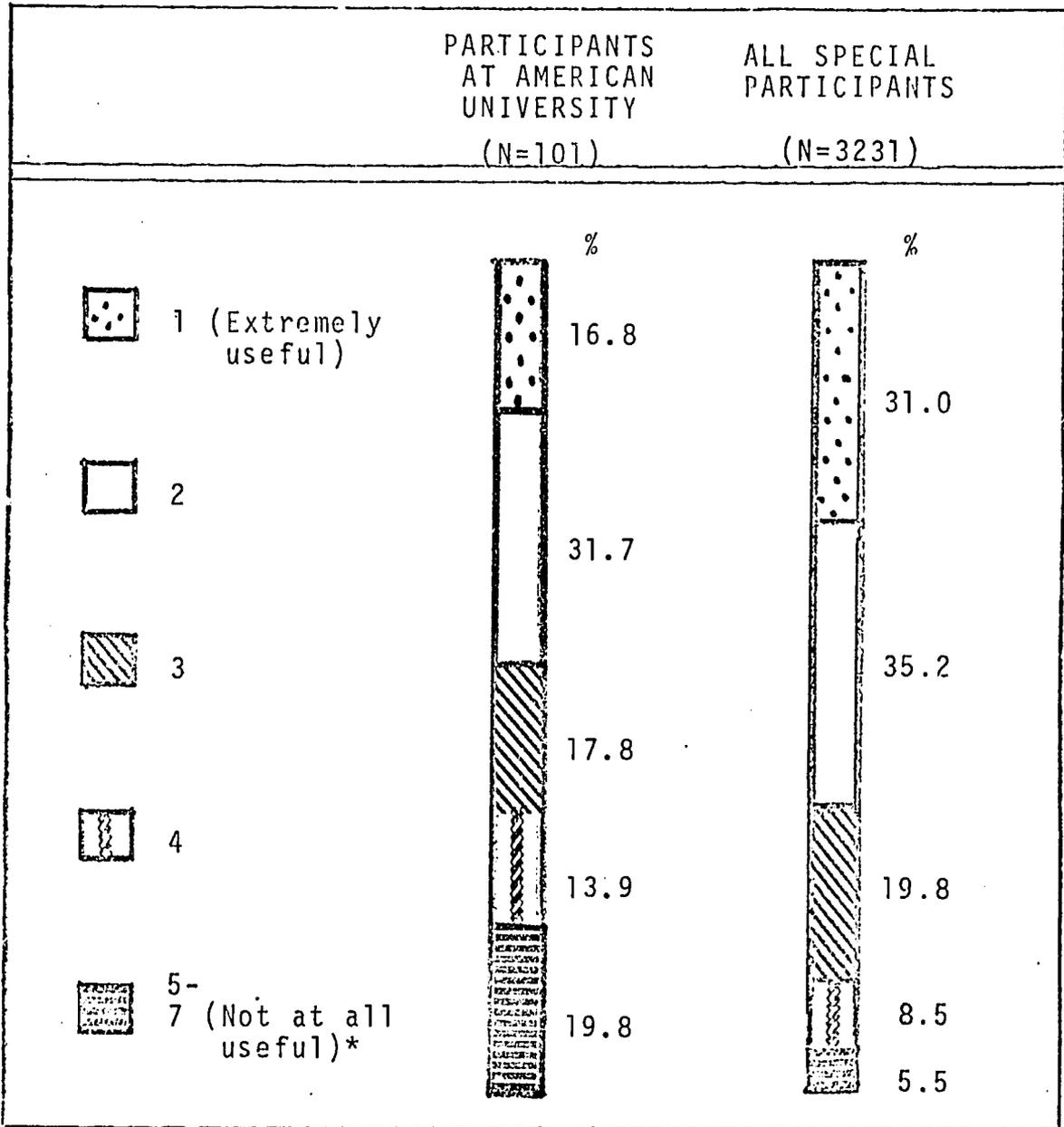
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



* 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 9

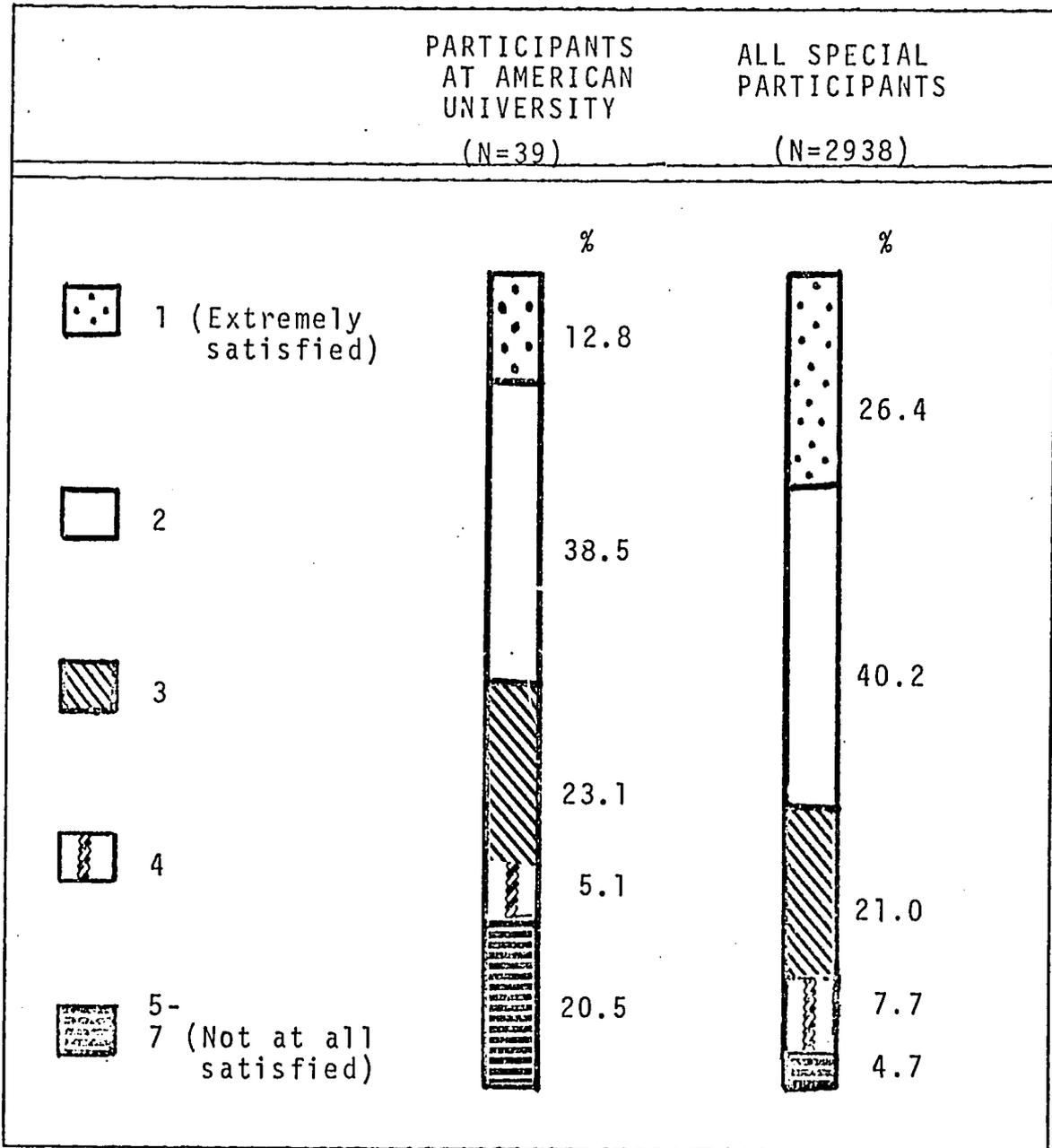
Q. How useful did the participants find their classroom and related training? (Item 62)



* 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 10

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."

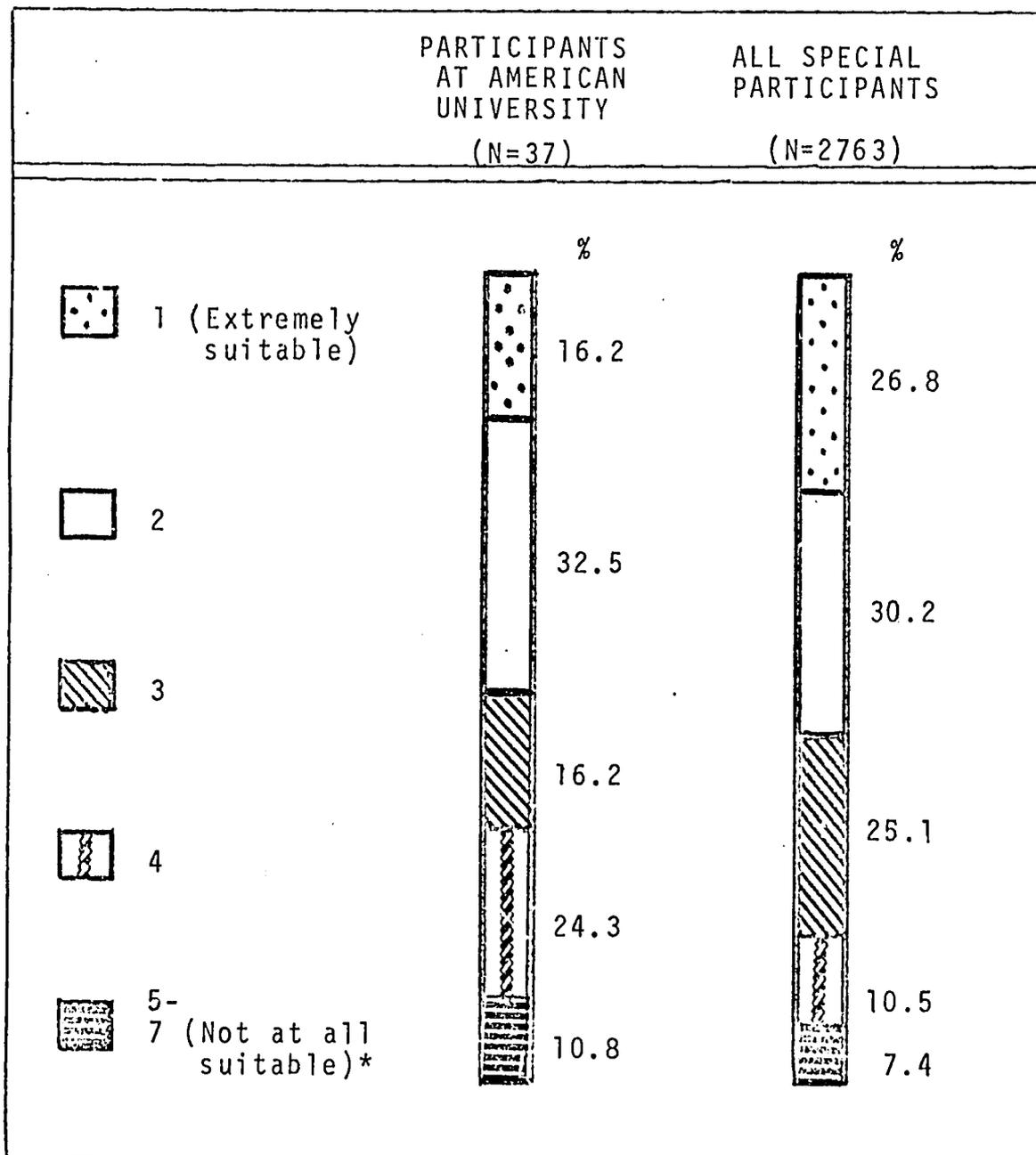
Table 11

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

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT AMERICAN UNIVERSITY % of 99	ALL SPECIAL PARTICIPANTS % of 3869
No	59.6	40.4
Yes	40.4	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 38</u>	<u>% of 2320</u>
No	31.6	17.5
Yes	68.4	82.5

Table 12

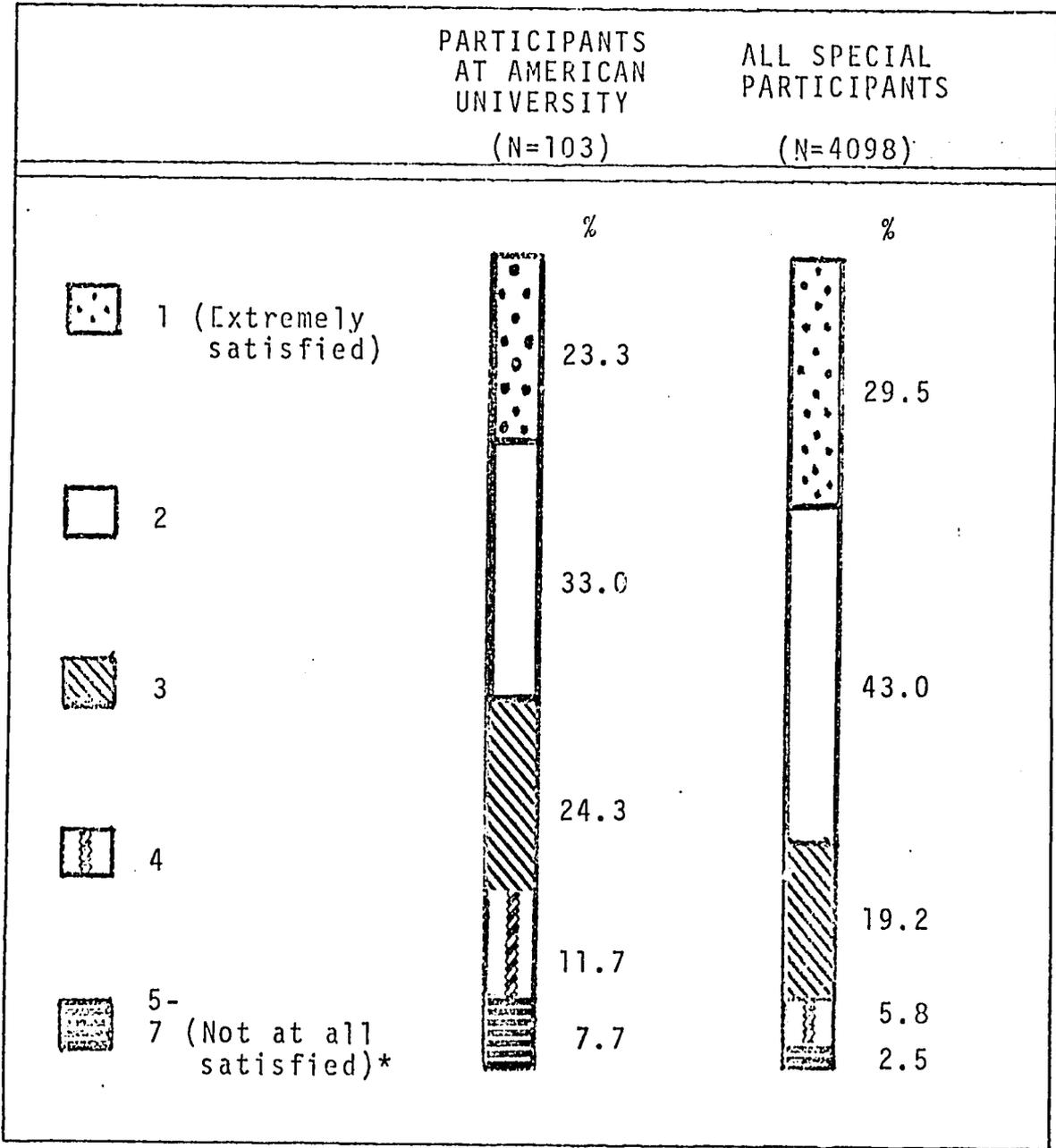
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



* 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 13

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 the American University and those of participants who were enrolled in special programs at other 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 American University participants differ significantly, either positively or negatively, from all others. It is not possible to give a statistical explanation for these differences, as the size and composition of the groups of participants vary greatly from one institution to another.

Compared to Special participants at all other institutions, proportionally more participants were in disagreement with or unclear about the selection of American University as the training institution in the proposed plan (Table 4) and in the final plan for their training programs (Table 5). Relatively fewer American University participants received help from a Foreign Student Advisor or Job Trainee Advisor at the University (Table 7). A smaller percentage of American University participants had training in which instruments and equipment were used, and proportionally fewer of those participants who did have such training found these instruments and equipment similar to those which would be available in their own countries (Table 11).

Compared to all other Special participants, those at American University more frequently experienced difficulty with courses that were too general and more often had problems with too much duplication in subject matter (Table 6).

When rating the usefulness of their classroom training to their training objectives, American University participants more often gave lower ratings than did Special participants at other training institutions (Table 9). This was also true for their ratings of the suitability of their technical training programs to their home country conditions (Table 12), their ratings of satisfaction with their total technical training program (Table 10), and their ratings of overall satisfaction with their total experience as A.I.D. 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 Inter-
national 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 Inter-
national 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)