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TRAINING INSTITUTION PROFILE REPORT
ACADEMIC PARTICIPANTS AT
UNIVERSITY OF SOUTHERN CALIFORNIA
(LOS ANGELES)

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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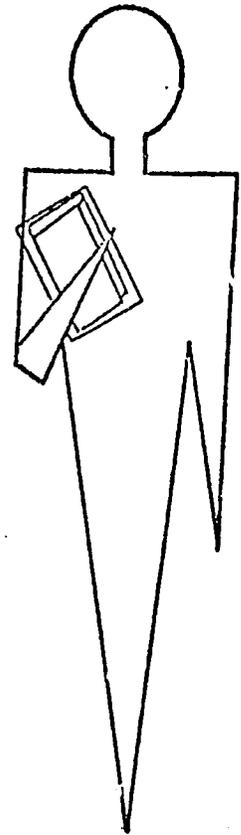
SECTION 1

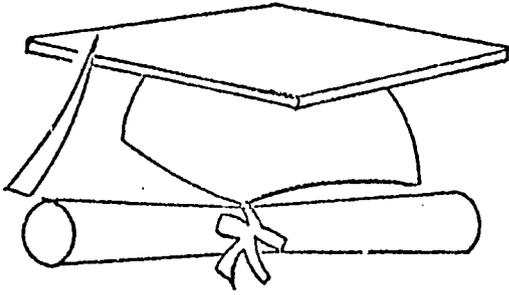
NARRATIVE

This is a report on 101 A.I.D. Academic participants who completed their training at the University of Southern California in Los Angeles between July 1967 and February 1972. They were from all four areas of the world which participate in A.I.D. International Training Programs, the largest number coming from Near East-South Asia. Most of them were graduate students who came to study public administration and education. The majority had had at least 13 years of formal education before beginning their A.I.D. training.

Let us introduce "Aidre", our hypothetical A.I.D. Academic participant at the University of Southern California who completed the DETRI questionnaire. His opinions and evaluations on any given issue are those of most of the A.I.D. participants at the University of Southern California on that particular issue. When there are important differences on any item between Aidre, as the typical respondent, and his fellow participants, they will be mentioned. All quotes are taken from the participants' own accounts of their experiences at U.S.C.

Aidre was satisfied that the University of Southern California had been proposed as his training institution, and that his final program plan permitted him to earn an academic degree there. Through hard work he was able to earn his Master's degree in agreed





upon time.

When he arrived at the University of Southern California, Aidre attended a formal orientation program for foreign students. Many of his fellow participants were not on campus early enough to attend this program.

Aidre was grateful for having had a Faculty Advisor at the University of Southern California who helped him select those courses needed to meet degree requirements, as well as others that would be especially useful to him. On a scale which

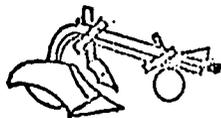
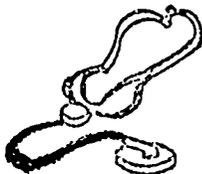
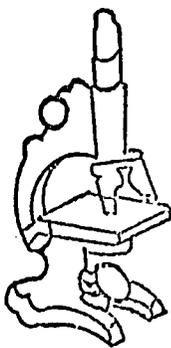
ranges from "1" (extremely useful) to "7" (not at all useful), Aidre rated the usefulness of the help provided by his Faculty Advisor at "1". Some of his fellow participants rated the help of their Faculty Advisors at "4" or below because they felt they "did not understand the needs" of foreign students, or "weren't willing to give special attention to my problem."

Aidre also got to know the University's Foreign Student Advisor who was always available when he needed help. He and many other participants rated the help they received from this Advisor at "1" or "2" on the 7-point scale.

After considering a list of academic difficulties that A.I.D. participants have sometimes had with their training programs, Aidre indicated that he had had to work very hard, especially during his first semester, to keep up with the amount of assigned reading. Also, too many quizzes had been a problem until he got used to American testing procedures. He thought the amount of lecturing and discussion was fairly well balanced and that his courses were neither too advanced nor too simple. Contrary to many of his fellow participants, he found very little duplication

of subject matter, and that most of his courses were related to his own field. Some of Aidre's fellow participants complained that they "had to take too many America-related courses," or that "many young instructors gave us mostly text-book lectures." Other participants who were in a special experimental program at the University of Southern California for the last two years of their undergraduate training, found the transition from the Los Angeles Trade-Technical Junior College difficult, and the transfer credits accepted by U.S.C. very disappointing.

Aidre felt that more field trips to observe different types of administrative procedures in action would have helped to improve the usefulness of his academic program. "I got mostly a rational approach to problem-solving rather than specific techniques." He indicated that the distribution of class-time among laboratory work, lectures and small discussion groups, seminars and straight lectures was about right. Many of his fellow participants, however, would have preferred more seminars and individual research.



Aidre said that no instruments and equipment had been used in his courses. Most of his fellow participants who did use them said the instruments and equipment here were not similar to what was available at home. Some of them expressed concern that what they learned here about the use of teaching aids and laboratory equipment would be difficult to apply in their countries with "old equipment."

When asked how suitable their technical training programs had been to home country

conditions, Aidre and many of his fellow participants gave one of the top 3 ratings on the 7-point scale. As one participant said, "I now feel much more competent to teach public administration to others at home." A few participants were more doubtful about the use of their training as reflected in such statements as: "Some of my training was good, and I hope I can use it at home" "My training was helpful, but I should have had more practical experience with my Master's in Education; then it would be more useful in my teaching."

Overall, most of the participants felt that although the University of Southern California was "a rich kids' school" with regard to life style, and was located in an area of Los Angeles where acceptable off-campus housing was expensive and difficult to find, it was academically "all that anyone could ask for." Aidre and most of his fellow participants gave a rating of "1" or "2" on the 7-point scale to the usefulness of their courses at U.S.C., and to their satisfaction with their total technical training programs.

SECTION 2

STATISTICS

Table 1

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

REGION	PARTICIPANTS AT UNIVERSITY OF SOUTHERN CALIFORNIA	ALL ACADEMIC PARTICIPANTS
	% of 101	% of 3378
Near East- South Asia	35.6	20.3
Far East	22.8	32.0
Latin America	12.9	16.0
Africa	28.7	31.7

Table 2

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

FIELD OF TRAINING	PARTICIPANTS AT UNIVERSITY OF SOUTHERN CALIFORNIA	ALL ACADEMIC PARTICIPANTS
	% of 72	% of 2342
Agriculture	1.4	25.4
Industry & Mining	1.4	3.8
Transportation	0.0	0.9
Health & Sanitation	0.0	11.0
Education	47.2	44.4
Public Administration	50.0	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 UNIVERSITY OF SOUTHERN CALIFORNIA	ALL ACADEMIC PARTICIPANTS
	% of 100	% of 3360
7-11	4.0	4.2
12	4.0	7.5
13-15	26.0	26.6
16	29.0	23.7
17-18	28.0	25.9
19 and over	9.0	12.1

Table 4

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

TYPE OF STUDENT	PARTICIPANTS AT UNIVERSITY OF SOUTHERN CALIFORNIA	ALL ACADEMIC PARTICIPANTS
	%* of 101	%* of 3387
Graduate student	88.1	69.7
Undergraduate student	10.9	23.7
Non-degree student	5.9	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 SOUTHERN CALIFORNIA	ALL ACADEMIC PARTICIPANTS
	% of 98	% of 3343
No	12.2	17.2
Yes	87.8	82.8

Table 6

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

DEGREE EARNED	PARTICIPANTS AT UNIVERSITY OF SOUTHERN CALIFORNIA	ALL ACADEMIC PARTICIPANTS
	%* of 99	%* of 3299
None	11.1	17.0
Associate	1.0	1.1
Bachelor's	11.1	22.2
Master's	75.8	58.8
Doctor's	7.1	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 SOUTHERN CALIFORNIA % of 73	ALL ACADEMIC PARTICIPANTS % of 2494
No	93.1	92.5
Yes	6.9	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 SOUTHERN CALIFORNIA % of 73	ALL ACADEMIC PARTICIPANTS % of 2495
No	93.1	93.1
Yes	6.9	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 SOUTHERN CALIFORNIA % of 101	ALL ACADEMIC PARTICIPANTS % of 3376
No	39.6	46.7
Yes	60.4	53.3

Table 10

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

DIFFICULTY	UNIVERSITY OF SOUTHERN CALIFORNIA 101 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	47.5	34.7	17.8	41.0	41.2	17.8
Too many quizzes**	49.3	38.0	12.7	49.3	37.1	13.6
Too many courses unrelated to major field	70.7	20.2	9.1	71.0	20.4	8.6
Testing procedures unfamiliar**	67.6	26.8	5.6	67.2	26.2	6.6
Grading system unfamiliar**	70.4	26.8	2.8	73.6	19.9	6.5
Too little discussion	74.8	22.2	3.0	72.7	22.6	4.7
Too little lecturing	68.3	24.8	6.9	81.5	15.1	3.4
Too much duplication of subject matter in different courses	59.0	32.0	9.0	70.3	25.5	4.2
Subject matter too abstract	60.0	34.0	6.0	66.5	29.8	3.7
Subject matter too specific	67.7	29.3	3.0	69.2	25.6	5.2
Courses too advanced	70.7	25.3	4.0	68.6	28.5	2.9
Courses too simple	75.8	22.2	2.0	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	UNIVERSITY OF SOUTHERN CALIFORNIA 96 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	37.2	7.5	55.3	40.3	6.1	53.6
Individual research	50.0	6.3	43.7	57.2	6.0	36.8
Laboratory work	56.8	12.6	30.6	58.0	9.7	32.3
Lectures and small discussion groups **	56.5	10.2	33.3	64.8	5.9	29.3
Seminars	53.7	6.3	40.0	61.9	9.1	29.0
Lectures (only)	62.1	14.7	23.2	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.

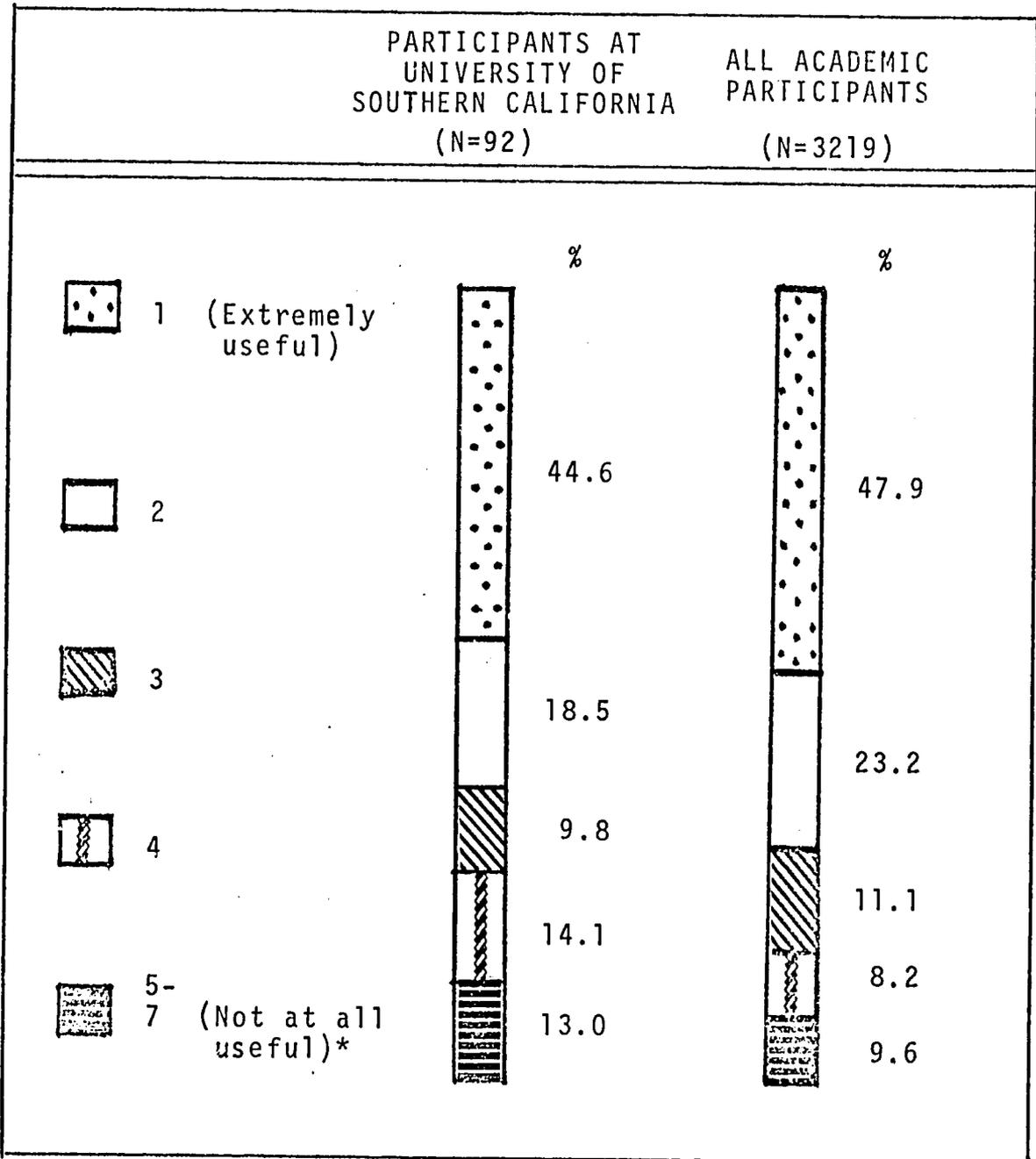
Table 12

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 SOUTHERN CALIFORNIA % of 99	ALL ACADEMIC PARTICIPANTS % of 3374
No	3.0	3.5
Yes	97.0	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."

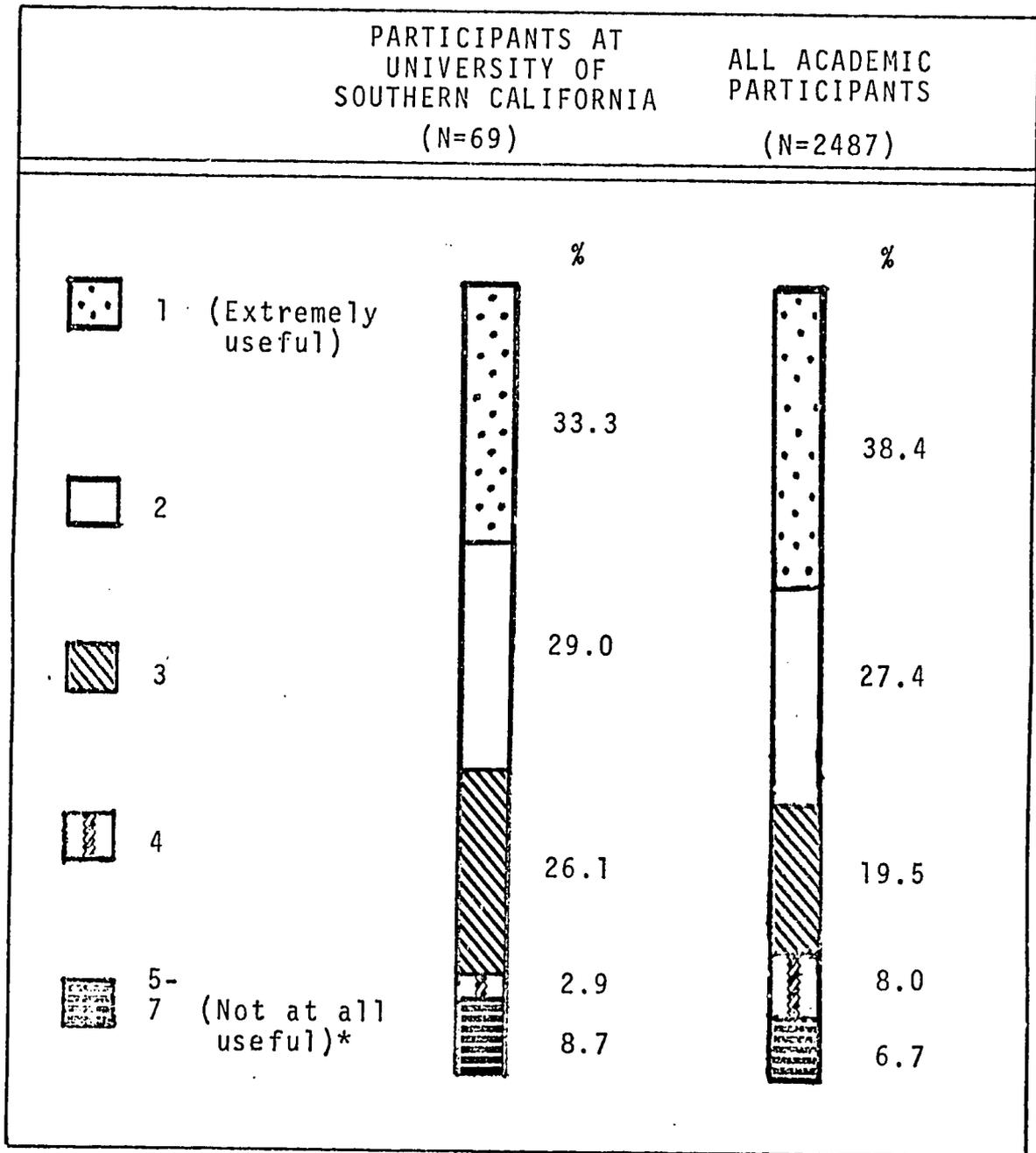
Table 14

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 SOUTHERN CALIFORNIA % of 101	ALL ACADEMIC PARTICIPANTS % of 3377
No	31.7	24.2
Yes	68.3	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	<u>% of 69</u>	<u>% of 2556</u>
Always	53.6	56.8
Usually	34.8	29.6
Sometimes	11.6	13.6

Table 15

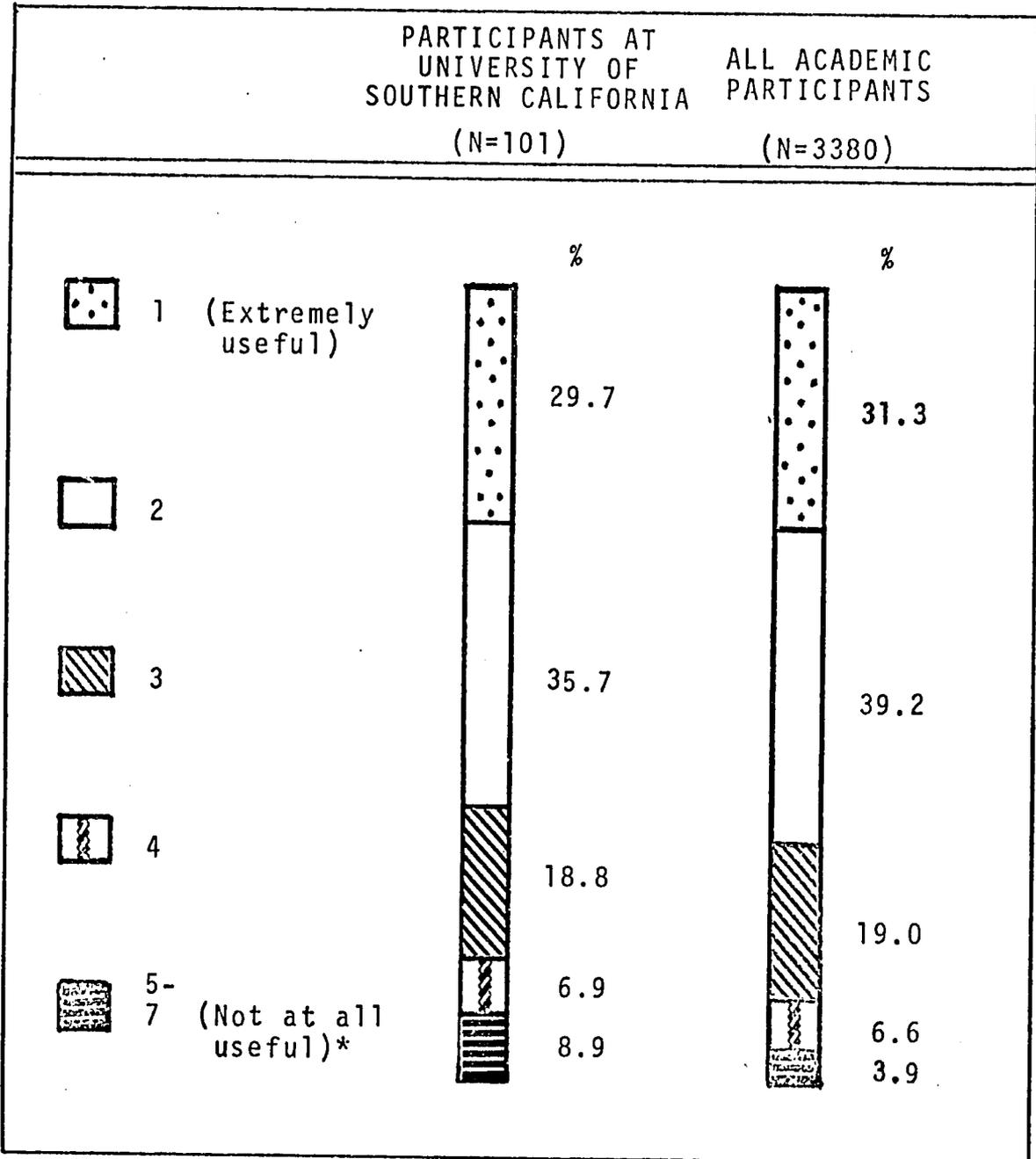
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (item 138)



* 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

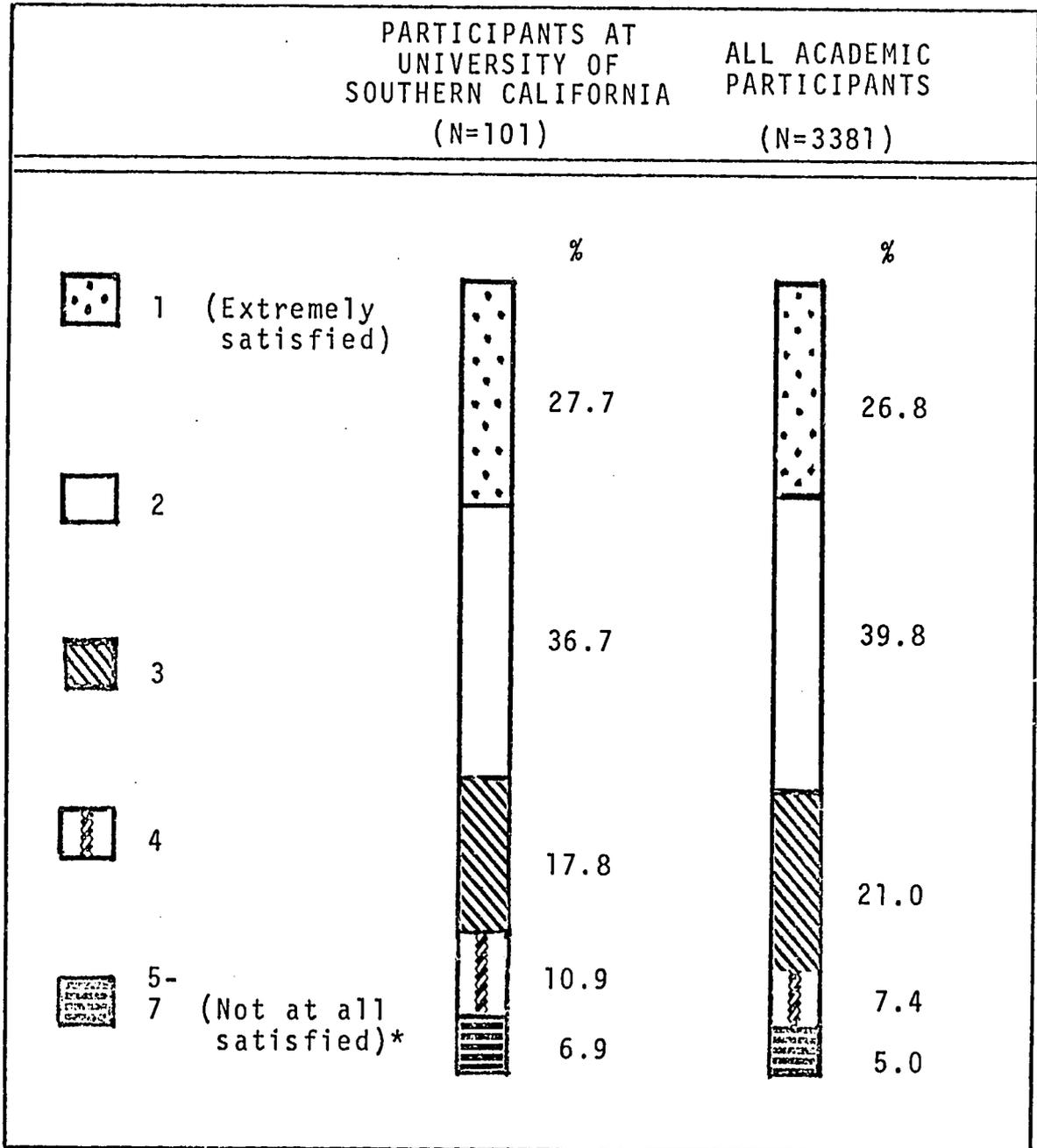
Q. How useful did the participants find their courses?
(Item 70)



* 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."

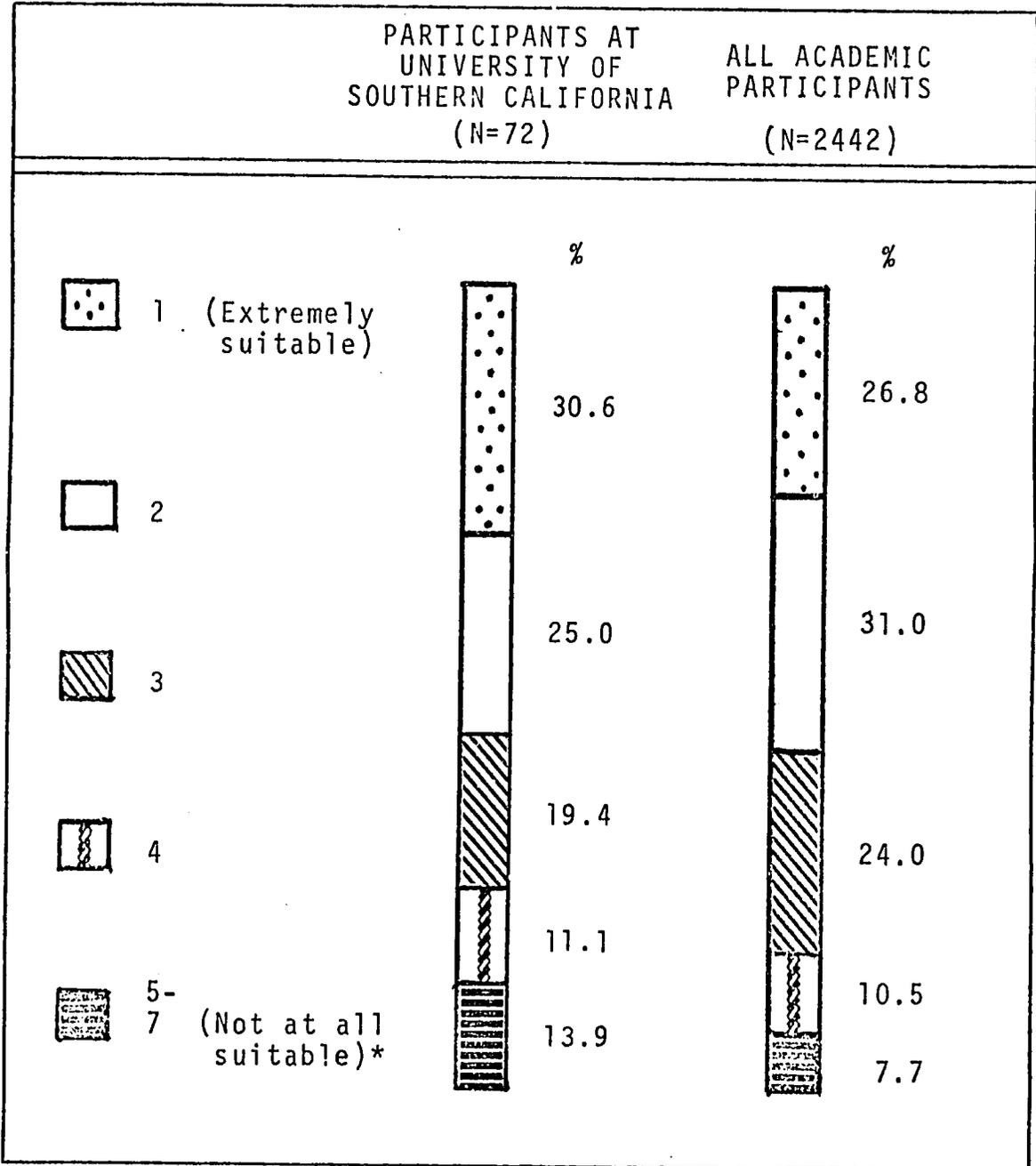
Table 18

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 SOUTHERN CALIFORNIA	ALL ACADEMIC PARTICIPANTS
	% of 98	% of 3375
No	57.1	34.0
Yes	42.9	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)		
	% of 44	% of 2208
No	52.3	33.9
Yes	47.7	66.1

Table 19

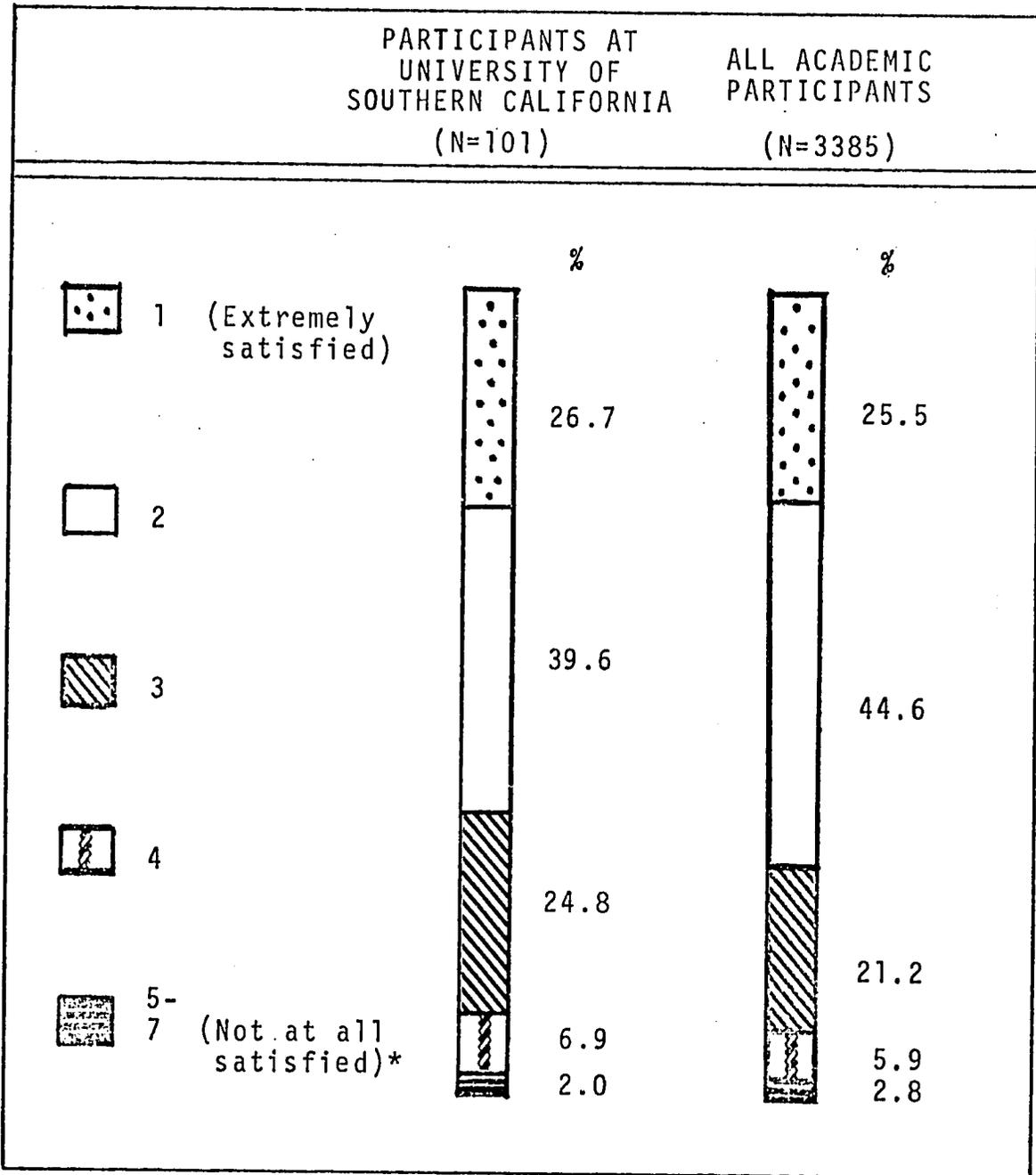
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



* 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 A.I.D. participants' experiences at the University of Southern California in Los Angeles and those of participants at other academic institutions for which we have data. Percentage comparisons of these experiences are contained in the tables and graphs of the foregoing section. Here we will note only those items on which the University of Southern California's participants differ significantly, either positively or negatively, from all others. It is not possible to statistically explain these differences, as the size and composition of the groups of participants at these institutions vary considerably.

Of the 3378 participants in all academic programs, 101 were at the University of Southern California, making this one of the top 5 programs in size. Compared with all Academic participants the participants at U.S.C. more often earned Master's degrees; conversely, the national percentage of Bachelor's degrees earned was higher than at U.S.C. (Table 6).

The percentage of the University of Southern California participants who reported that they had received a formal orientation for foreign students was significantly higher than that of all other Academic participants (Table 9).

The University of Southern California participants reacted similarly to all Academic participants to a list of common academic difficulties, with two exceptions. A significantly higher proportion of U.S.C. participants had difficulty with: (1) too little lecturing and (2) too much duplication of subject matter in different courses than the participants at all other academic institutions (Table 10).

The University of Southern California participants more often suggested an increase in the time allotted to seminars and to lectures than did the national total of Academic participants (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 ingratiating factor of giving very favorable responses to evaluative items. Since the end categories are so extreme, they are less often used and the participant is freer to utilize the remainder of the scale, which he defines.

Development Education and Training Research Institute (DETRI):
established by The American University on 1 July 1966. Its purpose--applied social science research--helps to fulfill the University's commitment to community life through public service contributions which complement and are compatible with the University's major instructional function--graduate and undergraduate. Within the University, DETRI is attached to the Office of the Dean for Graduate Studies and Research. It is located off-campus.

APPENDIX III

REFERENCES

A.I.D. Participant Training Exit Interview Development Study. Washington, D.C., Office of International Training, Agency for International Development, ARC* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OIT. (5 Appendices) (Out of print)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their training programs.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September

* A.I.D. Reference Center, Room 1656 NS, AID/State Department, Washington, D.C., 20523.

1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics. Includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit Interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Factors Related to Selected PASAs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each PASA. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with Academic participants who took part in Pre-Academic Workshops or Mid-Winter Community Seminars, and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop Program. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop

and Communications Workshop reports. Comparisons between the reactions of participants at each of the 15 cities reported on (minimum of 30 participants) and of those participants at all other cities in the Mid-Winter Community Seminar reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report. (Out of print)