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## Foreign Study: An Analysis of the Long Term Impact

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FOREIGN STUDY: AN ANALYSIS OF THE LONG TERM IMPACT

by

Randy P. McComble

A Dissertation Submitted to the Faculty of the Graduate School  
of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Philosophy

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## LIFE

The author, Randy P. McCombie, was born January 16, 1950, in Spangler, Pennsylvania.

His elementary education was obtained at Saint Nicholas Elementary School in Nicktown, Pennsylvania, and Bishop Carroll High School, Ebensburg, Pennsylvania, where he graduated in 1967.

In September, 1967, he entered Lock Haven State College, Lock Haven, Pennsylvania, and in May, 1971, graduated with a Bachelor of Arts degree in Sociology. He furthered his undergraduate education at Indiana University of Pennsylvania, Indiana, Pennsylvania, during the years of 1978 and 1979.

In September, 1980, he was granted an assistantship in the Applied Social Psychology program at Loyola University of Chicago, where he received a Master's of Arts degree in May, 1984.

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## CHAPTER I

### INTRODUCTION AND REVIEW OF THE LITERATURE

Since the middle of this century, the number of students participating in foreign study programs has dramatically increased. In addition, according to Michie (in Pfnister, 1972), over "...half of American Liberal Arts colleges permit their students to earn credit overseas."

Unfortunately, there has not been a corresponding growth in the number and quality of evaluations examining the impact of these programs on those who participate in them. The present research attempts to rectify that problem to some degree by examining the long term impact of participating in one particular foreign study program, Loyola University of Chicago's Rome Center of Liberal Arts.

Before discussing the process and results of that research, however, a brief introduction and review of the literature will be presented. This introduction and review will focus on some of the difficulties associated with projects of this nature, including the fact that many of the former participants are quite removed from the program in time and distance. This will be followed by an examination of some of the short term effects of foreign study, a discussion of the facilitator role of the foreign study program, and a hypothesized explanation for the generally positive evaluation of the foreign study experience by those who participate in them. This explanation will

concentrate on the relationship between the challenges offered by the foreign study environment, the skills reported by the students in dealing with those challenges, and ratings of enjoyment of the activities they participate in.

A conceptual framework designed to serve as a guide for the present study will be examined. This framework will be discussed in light of some general frameworks or taxonomies that have been used in past research on educational outcomes.

Because one particular program will be focused on in this investigation, a brief history of Loyola University's Rome Center will be presented. Finally, the direction of the study and some of the areas of focus in the study will be presented along with a brief description of general hypotheses and data analysis plan.

### Foreign Study: An Analysis of the Long Term Effect

A considerable amount of information has been generated on the influence of the college experience (e.g., Feldman & Newcomb, 1969). Various aspects or elements of this experience have been examined, including educational goals and their attainment (Sanford et al., 1956), academic major and student activism (Watts & Whittaker, 1966), choice of residence in college (Dollar, 1966), the influence of the college environment (Pace & Stern, 1958), the college curriculum (Posner, 1974); the effects of college on personality factors (Stewart, 1972), and the relationship between education and life satisfaction (Campbell, 1981).

While a considerable amount of research has been conducted on the above and other factors related to the immediate impact of attending college, research on the enduring effects of the educational experience has been rather limited (e.g., Hyman, Wright, & Reed, 1975). Part of this problem stems from the difficulty of tracking down former students. Students living on-site will generally file a change of address with the institution and/or with the U.S. Postal Service. Comparatively few name changes, especially for females via marriage, will have taken place. Finally, and perhaps somewhat more importantly, participation and the resultant response rate are likely to be high due to the immediacy of the program's impact. Thus, compared with those who are about to exit or who very recently exited a specific educational program or institution, it is very difficult to contact and interview those people who are removed from the program in time and distance.

A second problem in studying enduring effects of an educational experience results from the cost in time and resources generally associated with such research. If one wishes to analyze the long term impact, one needs, in light of the previous problem, to spend more time and money in an attempt to cultivate an adequate sample size (with the adequacy of the sample size depending upon the purpose of the research) and ultimately an adequate return rate. The current trend of people relocating across the United States may prohibit face-to-face interviews, place restrictions on the use of telephone surveys, and increase costs associated with a mail survey. This is especially the case where no systematized attempt has been made to

update graduated participants' addresses. In addition, the time involved in the generation of lists of potential sample participants may be overtaxing. Methods of cataloguing and storing names and addresses often undergo radical changes depending on the preference of the current administration and/or record keeper. These preferences may range from the filing of names on index cards to the use of sophisticated computer programs.

A third major drawback in studying enduring effects lies in the inherent difficulty of separating the effects of other life factors, including social, maturational, occupational, and historical influences from the college experience. This is especially difficult the further the sample is removed in time from the program or institution.

It should come as no surprise then that the immediate or short-term impact of one specific and somewhat rare element of a college experience, that of foreign study, has been largely ignored, and that the long-term impact of this element has been overlooked almost completely as an object of scientific investigation.

Past evaluations of the foreign study experience and the impact it has on those who choose to live and study abroad have found several common effects. These effects include: personal development, increased perceptions of self-reliance and self-confidence, and intellectual development (e.g., Klineberg & Hull, 1979); greater tolerance of others (e.g., Bicknese, 1968); and decreased efficiency in study skills and more problems in personal health (e.g., Carsello & Creaser, 1975).

An evaluation of the immediate impact of studying at Loyola

University of Chicago's Rome Center of Liberal Arts (McComble, 1984), confirmed a number of expectations about foreign study and the program itself, and also revealed some interesting and unanticipated effects. It was found, for example, that Rome Center students developed close friendships with both fellow students and Italian citizens, friendships that continued over the months immediately after returning to the U.S.

Students responding to the mailed questionnaires reported spending their leisure/vacation time in diverse ways from shopping and dining in Rome itself, resulting in prolonged exposure to Italian citizens and the Italian culture, to traveling throughout Europe and parts of Asia and Africa. They reported experiencing a number of benefits as a result of their study abroad, including becoming more self-reliant, self-assertive, and appreciative of fine art and architecture, developing a deep knowledge of other cultures, and learning to communicate in another language. They also reported experiencing a number of disadvantages or problems, including conflicts with other students (especially roommates), homesickness, and disagreements with the administration over rules and regulations.

Many of these former Rome Center students reported changing their academic majors and/or career plans as a result of their having attended the program. They reported that they became interested in obtaining careers or employment that would involve an international focus or include foreign travel as a part of their job. Finally, these students almost unanimously agreed that the Rome Center foreign study program was generally a very positive experience, one which

would most likely make a significant difference in their lives in the future.

In comparing Loyola Rome Center students with a group of Loyola University students who did not attend the Rome Center, a number of differences were found, especially in the ranking of the importance of a series of listed goals, some of which were common to college students in general and some of which were more specific to the Rome Center experience. For example, Rome Center students ranked the goal, "Meeting new types of people," as their second most important goal in the list, while non-Rome Center comparison students ranked it as their fifth most important goal. On the other hand, comparison students ranked the goal, "Learning practical information to prepare me for a career," second in importance while Loyola Rome Center students ranked it seventh in importance to them. It appears that for at least during the college years, Rome Center and non-Rome Center students vary in what goals are important to them.

While the results of the above evaluations generated a large amount of information regarding the immediate impact of studying abroad, they provided no evidence of the stability, duration, or subsequent intensity of such effects. In other words, they reveal little or nothing of the long term impact of studying abroad. They do, however, suggest areas which might be examined in a study of the long-term impact, such as: whether and to what degree the close friendships made with fellow students and citizens of the host country continue over the years; the degree to which these former foreign study students have incorporated travel into their leisure time activ-

ities and/or occupations; and whether variations remain in the perceived importance of certain life goals between those who choose to study abroad and those who choose not to.

It has also been suggested (McCombie, 1984) that the students' need to study abroad as well as their generally positive evaluations of the experience are related to the degree of correspondence or fit between their perceived capabilities and the challenges generated either directly or indirectly by the program. This concept of person-environment "fit" has been a major guide for past research in the study of higher education impacts (e.g., Pace & Stern, 1958). In the present example, the Rome Center can be looked upon as a facilitator for fulfilling the needs of these students to expose themselves to new levels of challenges or action opportunities. One might ask then, what happens when these students are removed from the challenging environment and the accompanying enjoyable experiences of a foreign study program.

A possible response to such a question can be found in the research of Csikszentmihalyi (1975). For Csikszentmihalyi, experience is generally the focusing of attention on the interplay of data in consciousness which results from an ordered input process, one free from conflict or interruption which requires energy. The optimal experience, then, is defined in terms of two related dimensions: (1) what there is to do; and (2) what one is capable of doing. Csikszentmihalyi (1975) explains:

Part of the information that gets processed in consciousness consists in an evaluation of the opportunities for action present



In a given situation. At the same time we also tend to be aware of what our abilities are in terms of these opportunities. It is convenient to call the first one of these parameters of perception "challenges" and the second "skills." Optimal experiences are reported when the ratio of the two parameters approximates unity; that is, when challenges and skills are equal. (pp. 16-17)

This interplay between challenges and skills can be seen in Figure 1, taken from Csikszentmihalyi (p. 17).

The general concepts described above are not particularly unique or new, and may be seen in the works of other psychologists, e.g., Bandura's (1977) research dealing with the relationship between beliefs concerning ability, degree of self-efficacy, and resultant outcomes, and Maslow's (1954, 1962) conception of peak experiences in the process of attaining self-actualization. The ideas of Csikszentmihalyi, however, play an important role in understanding the outcomes often reported by students attending specialized programs, such as foreign study programs, and in their appreciation for a program such as the Rome Center which includes "experience" as one of its goals.

Csikszentmihalyi refers to the state of consciousness resulting from such positive experiences as psychic negentropy or "FLOW." He states that these types of experiences include: positive feelings toward the self and others; psychological activation, such that one action generally follows from another without the need for thought; intrinsic motivation; and effective concentration. Csikszentmihalyi contends that one may experience "FLOW" in play or in other similar activities. While he does not rule out the likelihood of "FLOW"

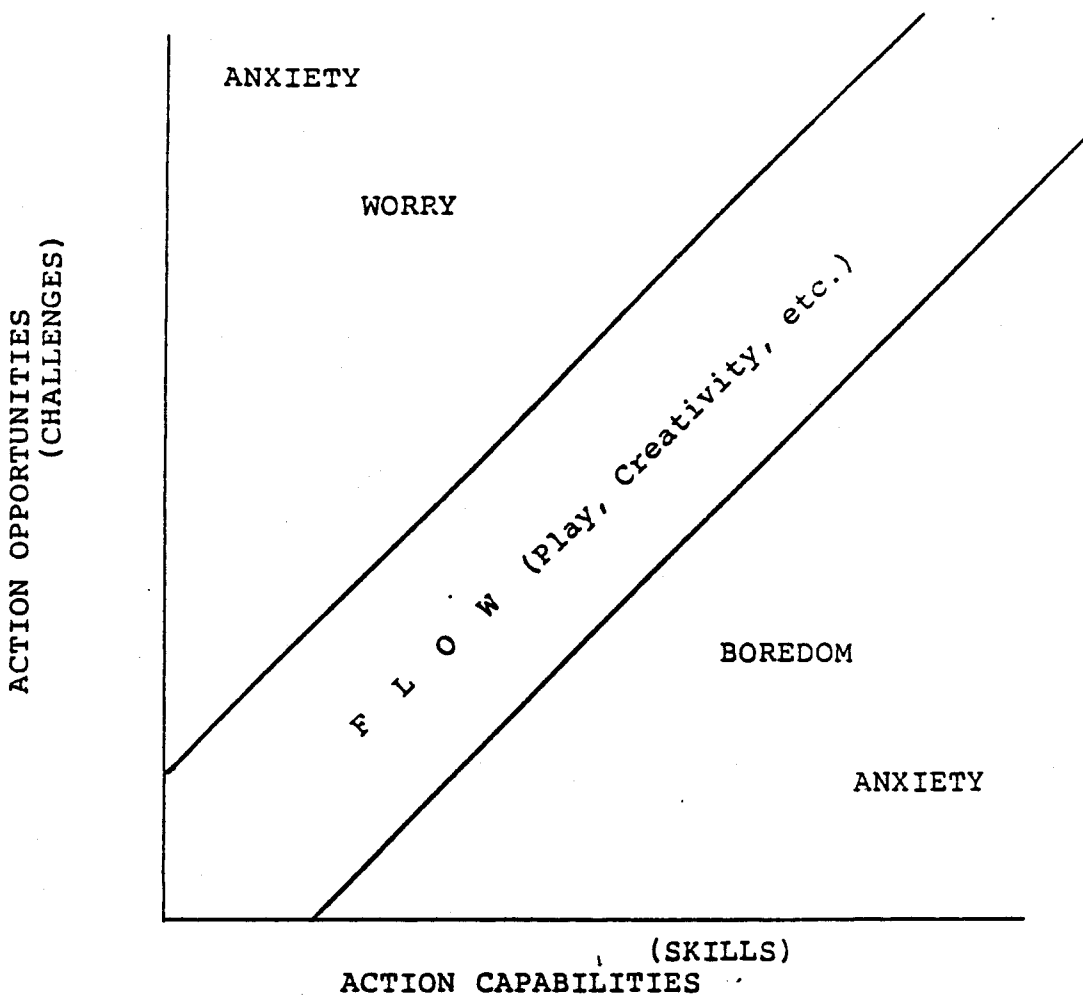


Figure 1. The relationship between action capabilities and action opportunities. (Csikszentmihalyi, 1981, p. 17)

resulting from work related experiences, he does propose that "FLOW" is more likely to result from the types of activities one would experience during play or leisure time.

Rome Center students, as mentioned earlier, were found to spend part of their leisure time interacting with the Italian community and its citizens, or traveling throughout the continents. These travel experiences included such activities as exploring the architecture of ancient Italy and Greece, skiing or hiking in the mountains of Europe (e.g., the Swiss Alps), or partaking in various European celebrations such as the Oktoberfest celebrations in Germany. While some of these experiences may be similar to those of which one may partake in the U.S. such as visiting architectural sites, or skiing or hiking at various resorts, they are compounded in difficulty and challenge by the impact of different cultures, languages, customs, and civil rules. These added difficulties significantly increase the perceived and actual challenge of the experiences.

Of import to a study of the long-term effects of foreign study, however, Csikszentmihalyi suggests that the enjoyment that one encounters in "FLOW-type" experiences is an unstable state, one that always reverts back to boredom or anxiety. To re-experience "FLOW" and the enjoyment associated with it, new goals must be defined and new challenges must be faced. Rome Center students leave the very surroundings which are an integral part of their "FLOW" experience to return to an environment which they presumably found to be and may consequently continue to find less than optimally challenging by comparison.

Therefore, it might be hypothesized that to the degree these former Rome Center students explore, define, and accept challenges in their home environments, their perceptions of the quality of their lives, including their overall life satisfaction, will be affected. When the skills of these people match the perceived challenges offered by the environment, particularly for leisure-time activities, these activities will be seen as pleasant and positively evaluated. On the other hand, when the fit between challenges and skills is less than optimum, former students are likely to report being bored or anxious about their present life situation, resulting in lower ratings of life satisfaction. This relationship could be explored in a study of the long term impact of study abroad by first asking the participants to indicate the activities they generally engage in during their leisure-time, along with their perceptions of the challenge offered by those activities, the degree of skill they possess in dealing with those activities, and the degree of enjoyment they derive from those activities. This would be followed by ratings of perceived life satisfaction to be correlated with the activity ratings.

Conceptual framework. In addition to the problems suggested above in attempting to assess the enduring effects of education in general, an examination of the long term impact of foreign study suffers from a noticeable lack of previous research to serve as a guideline for the determination of appropriate measurement variables. One way of addressing this deficiency is through the adoption of a conceptual framework based on an integration of concepts taken from several theoretical perspectives on educational processes and out-

comes.

While examples of such frameworks have been presented in the literature, they are not without their weaknesses. Bar-Tal (1982), for example, presents a social psychological taxonomy for classifying outcomes of the schooling process. Bar-Tal's taxonomy is comprised of two major dimensions, both of which have three subdivisions, producing a total of nine unique categories of educational outcomes. The first category, type of outcome, is divided into beliefs, attitudes, and behaviors, which are the three traditional areas of examination for social psychologists. The second category classifies outcomes on the basis toward which the reaction is directed, i.e., the self, other(s), and objects. Bar-Tal's taxonomy is most useful not only for classifying a variety of social reactions but also for serving as a mechanism for exploring the relationships among the subcategories. Unfortunately, the taxonomy does not specify what outcomes to measure in any particular case, nor does it provide the means for filling all the subcategories for any one variable. In addition, one soon becomes aware of the impracticality of adopting such an approach. Questionnaires based on Bar-Tal's taxonomy would be forceably limited in the number of variables examined.

A second example of an approach to classifying measurement variables, which might be used in researching the long term impact of foreign study is Bloom's (1968) taxonomy of educational outcomes. This taxonomy contains six major classes: knowledge; comprehension; application; analysis; synthesis; and evaluation. While Bloom's taxonomy is a worthy approach to the classification of educational

goals, it is not a realistic approach to measuring the effects of a program not limited to those outcomes. Bloom's approach, like that of Bar-Tal, can also lead to the inclusion of irrelevant aspects of targeted variables. In addition, a shortcoming of both outcome taxonomies is that they leave open the very important question on how the outcomes come about.

In the present case, the basis for an appropriate framework might lie in a somewhat more generic, but nonetheless practical approach of classifying variables into inputs, processes, and outcomes rather than limiting variables to outcomes as in the Bloom and Bar-Tal taxonomies. As shown in Figure 2, input variables are represented by those elements which the students bring with them to the foreign study center/program, in the present case the Rome Center. These might include: gender; academic major; residence prior to attending the program; home university; reason for attending; whether they went with friends or alone; and so forth.

Process variables are those variables related to the program and the experiences which facilitate, limit, or in some way mediate the outcomes or results. Process variables might include: number and type of courses taken at the foreign study center; aspects of relationships with other students, administration, and faculty; and number of countries visited and number of visits to those countries.

Finally, outcome variables are those which have come about as a result of attending the program. These would include both intended and unintended outcomes. Outcome variables might include: changes in personal and life goals, values, and attitudes; general satisfaction

INPUTS -----> PROCESSES -----> OUTCOMES

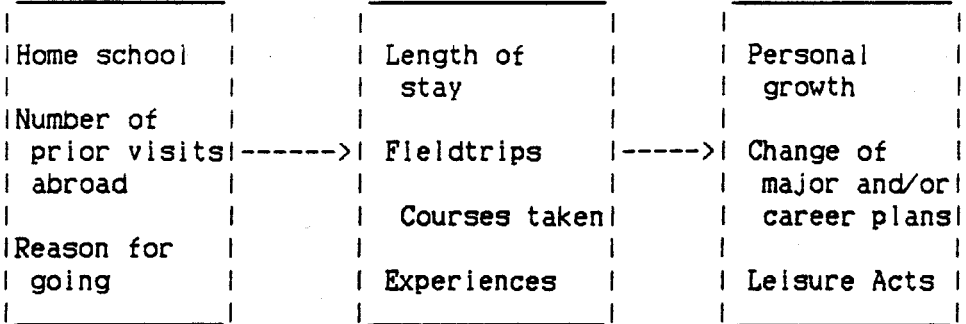


Figure 2. Classifying the foreign study experience into input, process, and outcome variables.

with the program; degree to which new friendships are maintained; whether the person recommends the program to others; and changes in leisure-time activities as a result of having attended the program.

Like Bar-Tal's taxonomy, this framework, as suggested by the examples of variables, would ideally be guided by a social psychological emphasis on beliefs, attitudes, and behaviors. Beliefs, here, may be defined as notions based on perceptions of the characteristics of some person or object. Attitudes may be seen as affective evaluations, having cognitive, affective, and behavioral components. Behaviors can be viewed as observable actions or reactions.

While this framework, like Bar-Tal's, does not suggest what specific questions to include in the research instruments, it does serve as a mechanism for classifying variables, and for identifying and examining underlying relationships between the variables in subsequent analyses. Sources for information on what specific variables to incorporate into the design and resulting instruments would include: (1) program administrators, faculty, and participants, both past and present; (2) past research on the short term impact of attending foreign study programs (e.g., McCombie, 1984); (3) social psychological theories and research dealing with specific factors relevant to the foreign study experience, such as expectancy value theory (e.g., Fishbein & Ajzen, 1975), research on optimal experiences (e.g., Csikszentmihalyi, 1975), and research on psychological well-being (e.g., Bryant & Veroff, 1984).



program - the Rome Center of Liberal Arts. The focus of the present paper will now turn to a brief description of the target program, the Rome Center of Liberal Arts, and discuss some of the short term effects of attending that program.

As Riccio (1978) points out, the creation and development of Loyola University of Chicago's foreign study center in Rome, Italy, came about largely through the interest and ideas of one individual, John Felice, an instructor at Loyola who organized study tours of Europe in the summers of 1960 and 1961. During the latter tour, Felice met with the then President of Italy and arranged for temporary housing for U.S. students at the former (1960) Olympic housing complex in Rome. This center, known as the International Student Center or the Centro Istruzioni Viaggi Internazionale Studente (CIVIS) was located on the banks of the Tiber River at the foot of Monte Mario, one of the highest hills in present day Rome. The section of the CIVIS under the jurisdiction of Loyola University became known as the "Loyola Center of Humanistic Studies at Rome." Cafeteria and recreational facilities of the complex were shared with other foreign students, especially students from Iran and Nigeria.

The first group of students, 92 in all, arrived in February, 1962, along with three instructors. In the following academic year, 1962-1963, the number of students increased to 120, with 70 students coming from Loyola University of Chicago and 50 from other cooperating colleges and universities across the U.S. The number of faculty members also increased from three to ten.

Many of the features emphasized in today's program, such as

"free" Fridays every third week, extended vacation periods, packaged tours outside of Italy, and on-site classes, had their beginnings in those early years of the program. The initial emphasis at the Center was on art and architecture. While that emphasis continues to play an important part of the program's academic core, the academic focus soon changed, as did the location of the campus itself.

The CIVIS complex served as the Rome Center "campus" from January, 1962 to June, 1966. During the summer of 1966, Loyola University leased nineteen acres of the fifteenth century Villa Tre Colli. The villa was reported to have a rather stately, "old world" appearance, and is considered by many to be the most beautiful of the Rome Center "campuses." Unlike the CIVIS, no foreign students shared the new complex. The Rome Center students housed here, ever increasing in number, unfortunately gained a reputation for being less serious than their predecessors toward their academic studies.

In 1972, financial considerations dictated a move for the Rome Center, ending a six-year stay at the Villa Tre Colli. The Center was relocated to Villa Maria Teresa, also on Monte Mario, where it remained until 1978. It was during this period that the Rome Center experienced a number of financial setbacks resulting from the worsening economic conditions in the U.S. The enrollment at the Rome Center dropped during this period due to restrictions from rising costs of foreign travel and study. A number of key academic and service positions were eliminated or reduced to part-time, including the nurse and housing director (both reduced to part-time), and Dean of Women (position eliminated).

The campus was moved to its present site on Monte Mario in 1978. The current enrollment averages about 210 students, and 25 full or part-time faculty members. The present Center contains living, dining, and classroom facilities, a chapel, infirmary, coffee bar, recreation rooms, and a comparatively well furnished library. The program is not a total immersion program, that is, all classes, except for the Italian language classes, are conducted in English. Travel and interaction with the European culture and environment is emphasized.

The short term effect. Responding to a request by the administration of Loyola University regarding the impact of studying at Loyola's Rome Center of Liberal Arts, the project began with a series of face-to-face and telephone interviews with a number of former and present administrators and faculty members, and students of the program. The results of these interviews, combined with an extensive literature review, led to the development of a series of survey questionnaires.

Students planning on attending the Rome Center for the Fall, 1981 semester and those planning on attending for the full 1981-1982 academic year were sent a five-page pre-questionnaire prior to their departure for Rome. In March, 1982, a second and more detailed ten-page post-questionnaire was sent to all Fall-only students who had by then returned to the U.S. In May of that year, all full year and Spring-only students were also sent copies of the post questionnaire. Many of the questions in the pre-instrument and in the post-instrument were identical.

A comparison group of students was selected from Loyola University students who had not attended the Rome Center. These students were matched on a number of characteristics, including gender, academic major, and year in school, with those Loyola students who were studying in Rome. In May, 1982, post-questionnaires were sent to this comparison group. They contained many of the same questions found in the post-questionnaire sent to all Rome Center students, as well as a number of questions designed to assess their views on foreign study and of Loyola's Rome Center. (For copies of these instruments see McCombie, 1984.)

The purpose of the study was to examine the short term impact of the Rome Center program on those students who chose to live and study there.

For essentially all of these students, attending the Rome Center program was a unique experience, apparently one unlike any that they may have encountered in the U.S. This experience was the result of an interaction between student characteristics, program design, and student initiative. Students varied along many dimensions prior to attending the Rome Center, including: gender; residence prior to leaving for Rome; reason for going to Rome; national heritage; and travel experience.

Nearly three times as many females attended the program as males. Many students indicated that they had been to Europe at least once, with many of these indicating that they had been to Italy. A disproportionate number of students were of Italian heritage, giving them the "advantage" of being able to identify with the Italian people

and customs.

Students varied in their place of residence during the semester prior to going to the Rome Center. Most of these students lived on campus or in private apartments prior to leaving, perhaps indicating some established degree of independence.

Students also chose to attend the foreign study program for different lengths of time and for different semesters, including Fall-only or Spring-only or both.

It was hypothesized, and found to be the case in some instances, that all the above factors should have some amount of influence on student experiences, perceptions, and outcomes. For example, it was found that males and students not living at home reported experiencing the benefits of the program to a greater degree than females and students who lived with their parents prior to attending the program.

As mentioned, students varied according to the semesters spent at the Rome Center. This appeared to be related to their perceptions of the extent to which they experienced several general process factors associated with the program, such as the amount of contact with the Italian community. They also differed in their perceptions of their own changes and the degree to which they received a number of outcomes, such as personal growth, related to the Rome Center experience. There were additional differences found in the degree to which they tended to establish and maintain friendships with native Italians, in their perceptions of the optimal amount of time necessary to take full advantage of various aspects of the Rome Center experience, in the number of countries visited while at the Center, and in their

attitude toward the program as measured by the combined rankings of importance and ratings of achievement of a given list of life/college goals.

As reported in the discussion section of that study, many of these differences were between the three "semester" groups. For example, full year students made more visits to other countries than Spring-only students who made more visits than Fall-only students. Other differences were between the full year and Spring-only students and the Fall-only students, e.g., full year and Spring-only students, unlike Fall-only students, reported maintaining a high degree of contact with Italian friends after returning to the United States. From this, one may draw several conclusions. First, students, for various reasons, choose to spend different amounts of time in a foreign study program. Second, from their responses to specific questions, full year students tend to perceive an advantage in attending for a greater length of time than single semester students, and they appear to use this increased time to their benefit. Third, when these three groups are ranked according to the degree to which they perceive themselves as having received the benefits offered by the program, full year students generally are first, reporting receiving the most benefits, closely followed by Spring-only students, with Fall-only students receiving the least.

It might appear that many of these observed differences result from the specific characteristics associated with those who choose to study abroad for one semester versus two, or attend in the Spring session versus the Fall session. However, analyses on information

obtained from these students tended to indicate that there were no major differences between the groups prior to leaving for the Rome Center. What more than likely took place was a first semester where the majority of students were slow to explore their environment, followed by a second semester where Spring-only students had the opportunity to follow the lead of the more experienced full year students. Thus, rather than taking a longer time to overcome their initial hesitations, as in the previous first semester, Spring-only students may have quickly absorbed the confidence and experience of the full year people, and were better able to realize the benefits of the program.

Other changes took place over the course of the experience. Students developed extremely close relationships with other students attending the program. These relationships were apparently strengthened by the close contact in the living quarters and the sharing of classes and dining facilities, but even more so because of their mutual experiences, unknown to most college students. From discussions with many former students, these friendships remain particularly strong even after many years have passed.

Another area where students perceived themselves as changing was in the area of personal growth. This growth, in the form of increased independence, self-reliance, and self-assertion, was closely tied to their travel experiences. As mentioned above, the perceived changes in personal growth were also related to the semester(s) at the Rome Center.

These former Rome Center students seemed to have also changed in

what might be regarded as a somewhat negative manner. They rated themselves as less concerned about cooperating with others to achieve group goals or about being of service to others, while more concerned with having many good friends and getting more enjoyment out of life. They became less concerned with getting good grades and/or learning practical information and skills to help them prepare themselves for a career, especially when compared with those who chose not to study abroad.

This initial investigation, however, was only on the immediate impact of the Rome Center and its short term effects. For this reason, it should be noted that these new or changed attitudes and behaviors may be short-lived. It could be the case that, after re-exposure to life in the U.S., the concerns of these former foreign study students take on a new direction, one that is more pragmatic. Most return to traditional college work and at the same time secure part-time employment to help pay for the cost of their study abroad.

Unfortunately, it cannot be determined from the above research whether the effects and changes, as well as the lack of change in some areas, are of a short duration or whether they tend to persist, though changing in intensity over the ensuing years. It is not known whether the self-reported personal growth, in independence, self-assertiveness, and world-mindedness, or even the student's refined appreciation of fine art and architecture stabilize after months or years in the U.S., or tend to weaken in intensity as a result of being removed from the original stimulus environment. It is not known whether those students who expressed the desire for an international focus in their



future occupations actually follow through to that end, or whether such statements and intentions are the result of a short-lived post-Rome excitement. Finally, it cannot be determined at this point whether the hypothesized match between the capabilities of these people and the challenges offered by their experiences at the Rome Center result in their participating in activities back in the U.S. that offer equal or greater challenges in order to maintain the enjoyment and excitement resulting from such a fit, or if the environment of the U.S. is such that for these students such a fit is not possible, resulting in a long term negative impact and a consequent over-remembrance of their past foreign study experiences.

The long term effect. The target population for this study on the long term effect of foreign study includes all students who attended Loyola University's Rome Center of Liberal Arts from Spring, 1962 through the 1985-1986 academic year. Approximately 7,000 people have attended the program over the past twenty-five years, registering for the Fall semester only, the Spring semester only, or for the full academic year. While one-third of these students came from Loyola University itself, the majority of Rome Center students came from over six hundred colleges and universities across the United States.

A pilot questionnaire, based on the previous questionnaires examining the short-term effect, was designed and mailed to a sample of one hundred students who attended the Rome Center in the past. Specifically, it was randomly sent to ten students from every other academic year beginning with the first year people (Spring, 1962) and covering the first twenty years. The return rate for the people

responding to this pilot questionnaire varied along two dimensions: (1) year attending the Rome Center; and (2) Loyola versus non-Loyola people.

The return rate for completed questionnaires for Loyola students was nearly twice as high as that of non-Loyola students. The percentage of "bad" addresses in the non-Loyola group was nearly twice as high as that of the Loyola group. The percentage of "bad" addresses was also nearly twice as high for students attending the Rome Center during the first ten years of its existence than for those who attended during the second ten years. Finally, the completion rate was significantly higher among the more recent alumni of the Rome Center than for alumni representing the first decade of the program.

Based on these return rates a formal sampling procedure was devised. This procedure will be described in detail in the method section.

As in the previous investigation, it was decided that a comparison group of people, Loyola University students who did not attend the Rome Center, should be included in the present research in order to better explore and understand the nature of the impact of foreign study.

The present study called for the development of two questionnaires, one for the former Rome Center people, and a shorter questionnaire for those who did not attend the program. As in the previous study, questionnaire development was facilitated through a series of meetings and interviews with former and present administrators and participants. In addition, a degree of familiarity with many

of the basic issues and with the general content area relevant to foreign study was brought into the present study as a result of the previous research on the short term impact.

As discussed in the literature review of that study, those questionnaires focused on a number of input, process, and outcome variables. For the Rome Center people input measures included questions on: academic major; home university; residence prior to attending the Rome Center; gender; reason for going to the Rome Center; whether they went with friends or not; whether they participated in pre-Rome orientation or not; number and type of extracurricular activities they participated in at their home school; and year of attendance. Process variables included: problems with initial adjustment; various aspects of the Rome Center administration, fellow students, and environment; best and worst experiences; number of countries visited; and development of friendships with native Italians. Finally, outcome variables included: degree of satisfaction with the program; initial re-adjustment problems; extracurricular activities at the home school after returning to the U.S.; change in major and career plans; perceived influence of the Rome Center on a number of life activities, e.g., vacation plans, leisure time reading, and eating habits; recent visits to foreign countries; and whether or not contact has been maintained with Italian friends.

As in the previous study, a list of various life and college goals was developed which these people would evaluate along several dimensions. Respondents indicated the importance of each of the listed goals, and rated the degree to which they felt that the Rome

Center and Loyola University helped or inhibited their achievement of each of the goals. Then, by cross multiplying the rated importance of each goal by the rating of achievement and summing across all ten listed goals, a general indicator of attitude toward both Loyola University and the Rome Center was obtained. Other aspects of the questionnaires included: evaluations of present and past leisure time activities; questions dealing with life satisfaction; and various demographic questions. A more detailed description of the two questionnaires will be presented in the method section.

#### Data Analysis and General Hypotheses

One way of assessing the long term impact of attending the Rome Center is by directly asking the participants to indicate the positive and negative effects, and the degree of impact they believe the Rome Center had on their lives. Based on past research of the short term impact, it would be expected that those who attended the Rome Center for the full year would be more likely to indicate a significantly greater positive impact than those attending for only a single semester, especially those attending for the Fall-only semester. In addition, it should be expected that as they are removed in time from the program the ties with the program should weaken, followed by lowered attitude ratings regarding the program's impact on their lives. This would be from a combination of factors, including the probability that other events, such as marriage or career development, would have impacted on their lives dictating a re-evaluation of the perceived

strength of the program's impact. A multiple regression analysis will be used to help determine the strength of influence of a number of predictors on the ratings of impact. The predictor variables include: number of semesters at the Rome Center; whether they went with friends or not; ratings of support by the Rome Center administration; and degree of contact with the Italian community.

In regard to evaluations of past and present leisure time activities, it has been hypothesized above that the student's positive evaluation of the Rome Center experience in the past stems in part from the perceived fit between the student's skills and the degree of challenge offered by the leisure time activities at the Rome Center. Csikszentmihalyi (1979) contends that when skills match challenges, the individual experiences enjoyment (FLOW). This enjoyment, however, is often short-lived because the individual eventually becomes accustomed to the particular level of challenge. Therefore, a constant monitoring of the environment and the fit between the skills and the challenges is necessary if one wishes to continue experiencing a high level of enjoyment. In the present case, it is hypothesized that this fit will be quite high for leisure time activities at the Rome Center, significantly lower for leisure time activities at the home university due to a perceived lack of challenging experiences, and, finally, at a moderate level for current activities. The latter moderate level would be positively influenced from the degree of personal growth from the Rome Center experience "enabling" them to seek out challenges of a more adequate degree, but negatively curtailed due to greater demands of their current life styles, such as the constraints of marriage,

family, Job, and finances. Thus, analyses will include correlations and ANOVA's between the three rating scales across the three environments (i.e., Rome Center, home university, present). A multiple regression analysis will also be conducted where the major dependent variable will be the rating of enjoyment for current leisure time activities. Predictor variables will include current skill and challenge ratings, and the ratings for skill and challenge for leisure activities at the Rome Center and the home university. Other predictor variables include: number of semesters at the Rome Center; number of countries visited while at the Rome Center times the number of visits to each; and current income level.

The ratings of enjoyment discussed above, specifically those for leisure time activities at the Rome Center and at the home university, should serve as appropriate predictors for ratings of impact of the Rome Center and the home school, which in turn should help to predict current ratings of life satisfaction.

Questions dealing with psychological well-being include references to happiness while attending the Rome Center and while attending their home school. Once again, these ratings should be highest for their days at the Rome Center and lowest for their days at their home school. Two general life satisfaction scores will be computed by summing ratings to (five) individual items for each. The first, borrowed from Bryant and Veroff (1984) in a study of subjective mental health, is considered to be the more appropriate of the two due to its design, i.e., asking subjects to indicate their degree of satisfaction with some things in their lives, and because of its specific reference to

satisfaction with leisure time activities. The second, borrowed from Diener (1984) in a study of subjective well-being, will serve as a comparison to the first set. General predictors of life satisfaction in multiple regression analyses will include: ratings of enjoyment of current leisure activities; perceptions of impact of the Rome Center and of the home university; income level; number of semesters at the Rome Center; and global attitude ratings toward the Rome Center and the home school. The variable expected to have the most significant impact would be ratings of enjoyment of current leisure time activities. As Diener (1984) points out, activity theories (e.g., Csikszentmihalyi, 1975) hold that general happiness is a "byproduct of human activity." The process of doing an enjoyable activity brings greater happiness than achieving a desired goal. As Diener (1984, p. 564) suggests, "the activity of climbing a mountain brings greater happiness than reaching the summit." This is especially the case when the challenge offered by the activity is equally matched with the level of skill brought to the activity by the individual. In this light, the impact of the Rome Center or of the home university should be of less importance in predicting life satisfaction when the students are asked to focus on the result of the program rather than on the process.

The third most important set of analyses deals with a list of life goals which the respondents rated for importance to them and indicated the degree to which they believe that the Rome Center and that their home university helped or inhibited their achievement of each. Mean levels of importance ratings will be determined for each

goal, and comparisons will be made across the major groupings, such as Loyola/non-Loyola, Rome Center/comparison, and campus. Based on previous research, it is expected that there will be significant differences between Rome Center and comparison people, especially for those goals that are more pragmatic in nature. Comparisons will also be made of the ratings of perceived influence of the Rome Center and the home school in helping or inhibiting the person's attainment of each goal. Once again, major differences are expected to arise between Rome Center and comparison people with Rome Center people evaluating the Rome Center more positively than Loyola University in regard to the attainment of certain important goals, especially those dealing with personal rather than career development.

Next, a summed product score will be computed by multiplying ratings of importance by ratings of influence for each of the two institutions for each goal and then summing across all goals. This results in a global attitude score for descriptive purposes and as a predictor variable in multiple regression analyses predicting impact of the Rome Center, and in predicting current life satisfaction. The global attitude score will also serve as the dependent variable in multiple regression analyses where the predictor variables will include: number of semesters at the Rome Center; difficulty in adjusting to the Rome Center; and various other input and process factors.

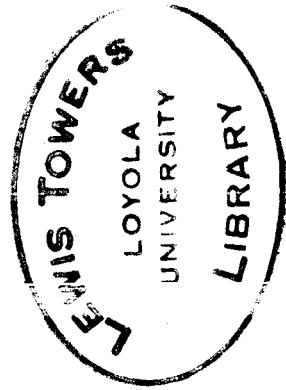
In summary, an examination of the literature has revealed little research on one important aspect of many students' college education, the foreign study experience. More importantly, this review found no investigations into the long term impact of foreign study. The reason



for this lack of research includes both methodological and theoretical factors. The present study will look at time effects by studying different people of different age cohorts and by including a comparison group. The theoretical foundation of the study lies in a conceptual framework identifying input, process, and outcome variables with a special emphasis on "FLOW" and goal attainment.

## CHAPTER II

### METHOD



Participants. Between January, 1962 and May, 1985, approximately 7,000 undergraduate students attended Loyola University of Chicago's Rome Center of Liberal Arts. These students registered for either the Fall semester (Fall-only), the Spring semester (Spring-only), or for the full academic year (full year).

While the actual number varied, approximately one-fourth to one-third of the students attending during any particular semester came from Loyola University of Chicago. The remaining students were from over 600 colleges and universities across the United States. Some of these colleges and universities have traditionally been represented more than others. These colleges and universities include: University of Santa Clara; Loyola Marymount College; Southern Methodist University; Mundelein College; Loyola University of New Orleans; and Marquette University.

Based on the return rate of a small pilot study ( $n=100$ ) and the desire for a sample size large enough to adequately represent the target population, including the specific sub-groups, e.g., Fall-only, Spring-only, and full year attendees, and Loyola versus non-Loyola students, a process was developed which ultimately created an initial sample of 1,660 former Rome Center students. A complete description of the sampling design is presented in Appendix A.

The number of students varied by year, semester at the Rome Center, and whether they attended Loyola University or some other college or university. For example, for the academic year of 1970-1971, a total of 85 students were selected, 11 from the Fall semester, 9 from the Spring semester, and 65 from the full academic year. For the same year, there were 19 students from Loyola, and 66 students representing other colleges and universities. These figures are presented in Table 1.

The source for the names and addresses of those who had attended the Rome Center was a pair of loose leaf binders, housed at the Rome Center office at Loyola University, which categorized the students by year and semester(s) of attendance. Periodic attempts had been made to update student addresses in those archives.

Comparison group. A comparison group ( $n=391$ ) was selected from students who attended Loyola University but who had not attended the Rome Center. These people were matched with those Loyola Rome people on estimated year of graduation. This matched relationship was based on the supposition that all Loyola Rome students were Juniors in college at the time they attended the Rome Center, and that their presumed date of graduation was May of the following academic year.

This supposition and matching process should be clarified somewhat. While it was known that many, if not most, of those who attended the Rome Center were Juniors in college at the time, there have been those who attended as freshmen, sophomores, and seniors. Unfortunately, because information regarding the participants' actual year in college when attending the Rome Center was not available in most

Table 1.

Rome Center Survey Sample  
 Selections by Year of Attendance, Semester at the Rome  
 Center, Loyola Versus Non-Loyola, and Comparison Group

Year	LT	LF	LS	NY	NF	NS	T	LT	NT	YT	FT	ST	C
62	-	-	9	-	-	13	22	9	13	-	-	22	9
62-63	6	2	3	18	1	14	44	11	33	24	3	17	11
63-64	5	2	2	38	5	6	58	9	49	43	7	8	9
64-65	10	2	4	42	4	4	66	16	50	52	6	8	16
65-66	12	3	2	39	3	5	64	17	47	51	6	7	17
66-67	10	1	2	56	1	2	72	13	59	66	2	4	13
67-68	12	2	2	59	2	1	78	16	62	71	4	3	16
68-69	12	2	2	61	1	4	82	16	66	73	3	6	16
69-70	11	1	3	53	2	4	74	15	59	64	3	7	15
70-71	12	3	4	53	8	5	85	19	66	65	11	9	19
71-72	8	2	2	46	10	11	79	12	67	54	12	13	12
72-73	9	2	4	38	12	11	76	15	61	47	14	15	15
73-74	7	3	4	35	15	10	74	14	60	42	18	14	15
74-75	8	6	3	25	16	16	74	17	57	33	22	19	17
75-76	5	5	5	12	13	13	53	15	38	17	18	18	15
76-77	5	8	3	14	16	15	61	16	45	19	24	18	16
77-78	4	3	4	18	15	9	53	11	42	22	18	13	11
78-79	4	5	6	17	14	12	58	15	43	21	19	18	15
79-80	4	7	6	15	16	13	61	17	44	19	23	19	17
80-81	5	6	8	14	19	15	67	19	48	19	25	23	19
81-82	6	6	7	11	19	15	64	19	45	17	25	22	19
82-83	3	4	9	11	23	20	70	16	54	14	27	29	16
83-84	5	6	10	11	23	20	75	21	54	16	29	30	21
84-85	5	6	10	11	23	20	75	21	54	16	29	30	21
85-86	5	6	10	11	23	20	75	21	54	16	29	30	21
Total	173	93	124	708	284	278	1660	390	1270	881	377	402	391

LY - Loyola full year  
 LF - Loyola Fall-only  
 LS - Loyola Spring-only  
 NY - Non-Loyola full year  
 NF - Non-Loyola Fall-only  
 NS - Non-Loyola Spring-only  
 T - Year totals  
 LT - Loyola totals  
 NT - Non-Loyola totals  
 YT - Full year totals  
 FT - Fall-only totals  
 ST - Spring-only totals  
 C - Comparison group

cases, their academic year was arbitrarily set at the junior year. Following this, the expected date of their graduation was set at May of the following year.

Loyola University alumni directories served as the source for the random selection process. This was the case except for the most recent two year groups. In these instances, a current computer listing of Loyola University students served as the source for making selections.

Unfortunately, two slight problems arose during the matching process. First, while the sample size of the Loyola Rome students for the academic year 1973-1974 was 14, a sample of 15 comparison students was inadvertently selected and ultimately contacted. This brought the total comparison sample size to 391, while the Loyola Rome sample was 390. Second, while references were made in the alumni directory to a person's attending the Rome Center, it was later discovered that some comparison people did actually attend the Rome Center. Five individuals returned incomplete comparison questionnaires with a written indication that they had attended the Rome Center. It is indeed possible that others in this comparison group who did not return their questionnaires could have also attended the Rome Center.

Procedure. On July 30, 1986, contact postcards were sent to 1,660 former Rome Center students and 391 former, and some present, Loyola University students who had not attended the Rome Center. The purpose of the contact postcards was twofold: (1) to make the participants aware of the survey and of the forthcoming questionnaires; and

(2) to identify outdated or inappropriate addresses.

On August 28, survey questionnaire packets were sent to 1,476 former Rome Center students and to 348 comparison students. These questionnaire packets contained an introductory letter explaining the nature of the study and how they had been selected as participants, either a twenty-two page (Rome Center students) or a fourteen page (comparison students) questionnaire, and a business reply envelope. The difference between the number of participants receiving contact postcards and those who later received questionnaire packets represents the number of bad addresses for each group, 184 (11%) and 43 (11%) in the Rome Center and comparison groups respectively.

Approximately one month later, on October 3, postcards were sent to the 1,476 former Rome Center students and to the 348 comparison students as a "thank-you" for those who had completed the questionnaires and as a "reminder" for those who had not yet returned a completed questionnaire to do so as quickly as possible.

On November 14, a second questionnaire packet was sent to all those people who had still not returned their completed questionnaires, excluding those whose addresses were found to be incorrect. These packets were sent to 914 former Rome Center students and 221 comparison students. These packets contained a copy of the questionnaire, a business reply envelope, and a letter explaining the significance of their response in the overall analysis.

All completed questionnaires received on or before January 8, 1987, were included in the results of the study.

Questionnaires. Two questionnaires were designed for the study, a twenty-two page questionnaire sent to former Rome Center students, and a fourteen page questionnaire sent to the comparison group. The two instruments contained some identical items for comparison purposes.

The questionnaire sent to the Rome Center participants contained a number of open- and closed-ended questions dealing with: number of visits to foreign countries prior to attending the Rome Center; extra-curricular activities participated in before and after their semester(s) at the Rome Center; reason for going to the Rome Center; problems encountered during the first two weeks in Rome; various academic and social aspects related to the Rome experience; best and worst experiences; their command of the Italian language immediately after leaving Rome and at present; number of countries visited and number of visits to each while attending the Rome Center; evaluations of fellow students attending at the same time as they did; initial and long-term problems experienced after returning to the U.S.; effect of the Rome Center on their academic major and on their career plans; lasting positive and negative effects as a result of their having attended the Rome Center; areas in which the Rome Center may have influenced their lives; and number of countries visited and number of visits to each during the past two years.

The questionnaires sent to the comparison group contained a number of open- and closed-ended questions dealing with: their exposure to the Rome Center program via sponsored talks, presentations, etc.; why they chose not to attend the Rome Center; extra-curricular

activities participated in during their first two years and their last two years in college; and the number of countries visited and the number of visits to each up to their junior year in college, during their junior and senior years in college, and during the most recent two years.

Both questionnaires next asked the participants to consider the types of activities they currently engaged in most often during their leisure time, the activities they engaged in while attending their home college or university, and, for Rome Center students only, those activities they engaged in during their leisure time at the Rome Center. Participants were then asked to indicate how enjoyable and challenging those activities were, and how skillful they were at doing those things. An additional question asked them to indicate the degree to which they wished they could do things more often that challenged them.

The third part of both questionnaires dealt with the participants' overall life satisfaction both now and while attending their home college/university, and for the Rome Center students, their perception of life satisfaction while attending the Rome Center. Two of these questions contained five items which were summed to create two individual measures of general life satisfaction.

Next all participants were asked to examine ten life goals and indicate how important/unimportant each of the goals were to them personally. Following this, the participants were asked to rate the degree to which they believed their home college, and for those who attended the Rome Center, the degree to which they believed the Rome



Center, helped or inhibited their achievement of each goal.

Finally, all participants were asked a number of demographic questions, including: highest level of education; current marital status; whether they, and their spouse if married, were of Italian heritage; general income level; employment status; and extent to which their current job involves foreign travel.

Copies of the two questionnaires are presented in Appendix B, Rome Center questionnaire, and in Appendix C, comparison group questionnaire.

## CHAPTER III

### RESULTS

This results chapter is divided into four major parts and a number of subsections. The first part focuses on the return rate and composition of the final samples of both the Rome Center alumni and the comparison group. The focus of the next part will be on the descriptive results from those responding to the Rome Center questionnaire. These results will include information on their pre-Rome college experience, their arrival at Rome and their interaction with the Rome Center program, and their post-Rome Center experiences. This section also presents analyses dealing with their leisure time activities, quality of life, and their evaluation of a number of life goals. This second part contains the bulk of the chapter.

Part three deals with the comparison group results. It focuses on the respondents' general evaluation of foreign study and the Rome Center program, and on various aspects of their college experience.

The final part focuses on a number of comparisons between Loyola University students who attended the Rome Center and Loyola comparison students who did not. This chapter concludes with a path analysis presenting the relationship between various predictor variables and ratings of life satisfaction. Models are presented for both Loyola Rome Center students and non-Rome Center students.

## Return Rates and Composition of the Final Samples

Of the initial 1,660 contact postcards sent to former Rome Center students, 184 (11%) were initially returned by the Postal Service because of incorrect or outdated addresses. Likewise, of the 391 contact postcards sent to former (and some present) Loyola University students, who had not attended the Rome Center, 43 (11%) initially returned due to incorrect or outdated addresses. Those people with incorrect or outdated addresses were then eliminated from the next phase of the study, the sending of the actual research questionnaire, bringing the Rome Center sample to 1,476 and the comparison group sample to 348. These summary figures are presented in Table 2.

Of the 1,476 questionnaires sent to former Rome Center students, 376 initially were completed and returned. One additional questionnaire was returned blank by the family of a now deceased student. The number of completed questionnaires returned by non-Rome Center students was 89. An additional five uncompleted questionnaires were returned by comparison students who indicated that they had, in fact, attended the Rome Center.

As indicated in the procedure section, follow-up postcards were then sent to all the 1,476 Rome Center alumni and the 345 comparison people. Unopened questionnaire packets and postcards returned by the Post Office revealed an additional 185 incorrect addresses for the Rome Center group, bringing the total number of inaccurate addresses for this group to 369 (22%). The number of additional inaccurate

Table 2

## Summary Figures of Mailing and Response Processes

## Rome Center and Comparison Groups

	Rome	Comp
Initial Total	1660	391
Contact Postcard	1660	391
Inaccurate Addresses	184	46
Initial Questionnaire Packet	1476	345
Follow-Up Postcard	1476	345
Answered Survey	376	89
Inaccurate Addresses	185	30
Deceased	1	-
(Comparison People Who Attended Rome Center)		5
Second Questionnaire Packet	914	221
Answered Survey	279	36
Additional Inaccurate Addresses	100	20
Non-Response	535	165
<b>Summary of Sample</b>		
Total Possible	1660	391
Total Response	655	125
Total Inaccurate Addresses	469	96
Deceased	1	-
Total Non-Response	535	165
(Comparison People Who Attended Rome Center)		5

addresses for the comparison group was 30, bringing the total for that group to 76 (19%).

A second, and final, questionnaire packet was sent to the 914 Rome Center alumni who had still not returned completed questionnaires and who were not identified as having an incorrect mailing address. This resulted in an additional 279 completed questionnaires, bringing the final total to 655 (39.5% of the original sample). Questionnaires sent to those 221 Loyola University people who had not responded to the first questionnaire or who were not identified as having incorrect addresses resulted in an additional 36 completed questionnaires. The total number of completed questionnaires for the comparison group was 125 (32% of the original sample).

From this second follow-up, one hundred additional inaccurate addresses were identified for the Rome Center group, bringing the total number of inaccurate addresses to 469 (28.3%). For the comparison group, 20 additional incorrect addresses were identified, bringing the total number of inaccurate addresses for that group to 96 (24.6%).

As indicated above, a total of 655 Rome Center questionnaires were completed and returned. This figure represents 39.5% of the original total, or 55% of the original total after subtracting out the 469 inaccurate addresses. The percent of completed returns varied according to year at the Rome Center, and, as might be expected, the corrected return rate for those who attended during the initial thirteen years (48.5%) was lower than the return rate for those who attended during the more recent twelve years (60.9%).

For the comparison group, a total of 125 questionnaires were completed and returned. This figure represents 32% of the original 391 people, or 42.4% after subtracting out the 96 inaccurate addresses. Once again, the percentage of people responding varied by year attending Loyola University, but unlike those who attended the Rome Center, higher return rates were received for those attending for the first thirteen years (50.7%) than for the more recent twelve years (35.2%).

A breakdown of the above statistics, including completed returns and incorrect addresses by year at the Rome Center, or at Loyola University for comparison people, and home university, i.e., Loyola versus non-Loyola is presented in Appendix D.

Discrepancies arose, however, between information generated from questionnaire identification numbers and from actual responses to questionnaire items. For example, while information from questionnaire ID numbers of Rome Center respondents indicated 154 returns from Loyola University students and 501 returns from non-Loyola students, responses to questionnaire item #3 (i.e., "What college or university did you attend prior to attending the Rome Center?") resulted in a total of 156 (23.8%) people indicating that they had attended Loyola University and 497 (75.9%) people indicating that they had attended some other college or university - a discrepancy for six people. While the actual numbers of people generating discrepant information in various categories were generally small, attempts were made to resolve these differences. Unfortunately, it eventually became impossible to determine the appropriateness or accuracy of some of the

categorizing information. To resolve this issue, it was decided that individual responses to questions dealing with "home university" and "semester at the Rome Center" would override supposedly the same (but at times inconsistent) information generated through assigned ID numbers, while "year at the Rome Center (or at Loyola University, for comparison people)" information would be obtained from the assigned identification numbers. The discrepant figures for "home university" and "semester at the Rome Center" are presented in Appendix E.

Based on their year of attendance, it was possible to classify people according to Rome Center campus: (1) C.I.V.I.S., 1962-1966 -  $n=93$  (14.2%); (2) Villa Tre Colli, 1966-1972 -  $n=105$  (16.0%); (3) Villa Maria Teresa, 1972-1978 -  $n=134$  (20.5%); and (4) Mace Via Massimi, 1978 to present -  $n=323$  (49.3%). In addition, the last campus was split into two groups, initial five years ( $n=143$ , 21.8%) and recent four years ( $n=180$ , 27.5%), to give a total of five near equal divisions for exploring "campus or year at the Rome Center" relationships.

The return rates for Loyola and non-Loyola students were virtually the same. There were 156 completed returns (54% after subtracting out inaccurate addresses) from students from Loyola who attended the Rome Center, and 497 (55.1% corrected) for non-Loyola students attending the Rome Center. Of the 653 completed returns identified by home school, 23.9% were from Loyola and 76.1% were from non-Loyola students. These percent returns for Loyola University and non-Loyola University students are very close to their percent in the population as was intended and attempted through the sampling design.

There were 162 returns (57% corrected) from the Fall-only people, 179 (57% corrected) returns from the Spring-only people, and 314 (53% corrected) returns from those people who attended the Rome Center for the full academic year. Again, these figures varied according to year at the Rome Center.

### Descriptive Results from the Rome Center Questionnaire

This part of the chapter presents and reviews the descriptive results of those responding to the Rome Center alumni questionnaire. Findings are reported for each question of the questionnaire in general order of appearance in the instrument. Analyses will focus only on Rome Center alumni. As noted above, about one-fourth of the returns were from Loyola University students and about three-fourths were from non-Loyola University students and these proportions were rather stable across the five campus/year groups.

When asked to indicate what college or university they attended prior to attending the Rome Center, non-Loyola students reported a total of 143 colleges and universities. Some schools were reported with greater frequency than others, e.g., Santa Clara - 67 students, Marquette - 42, Loyola Marymount of Los Angeles - 18, St. Mary's of Notre Dame - 15, St. Michael's (Vermont) - 15, Boston College - 14, University of San Francisco - 13, Loyola University of New Orleans - 13, and John Carroll - 12. For the greater part, however, particular colleges and universities were likely to be reported by only one to five people, e.g., Barat - 4 students, Dension - 3, Spring Hill - 5,



and University of Kansas - 2. A listing of home colleges/universities is presented in Table 3.

Nearly one-half (47.9%,  $n=314$ ) of the returns were from people indicating that they had attended the Rome Center for the full academic year. One-fourth (24.7%,  $n=162$ ) of the returns were from people who indicated that they had attended for the Fall semester only, and one-fourth (27.3%,  $n=175$ ) were from people who attended for the Spring semester only. When examined across the five campuses/year divisions, a significant relationship ( $\chi^2(df=5, n=654)=153.7, p<.0001$ ) was found, such that greater proportions of students attending the first three campuses attended for the full academic year, while less than fifty percent of the students attending the more recent campus did so.

There were 296 (45.2%) males and 359 (54.8%) females responding to the survey. Of these, 74 males were from Loyola University and 222 males from non-Loyola schools. A total of 83 females were from Loyola University and the remaining 276 were from non-Loyola schools. Gender by semester comparisons revealed that while female respondents outnumbered male respondents for both the Fall-only and the Spring-only semesters, more males ( $n=171, 55\%$ ) attending for the full academic year responded than females ( $n=140, 45\%$ ) attending for the same period. Gender by campus comparisons revealed a significant relationship ( $\chi^2(df=5, n=654)=20.9, p=.0001$ ), such that for campuses one and two the proportion of male respondents was greater than the proportion of female respondents by a 3:2 ratio. This ratio reversed itself for campuses three, four, and five.

Aspects of the College Experience Prior to Leaving for the Rome

Table 3

## Home College or University of Rome Center Students

Adelphi U.	John's Hopkins	St. Mary's (KS)
The American U.	King's C.	St. Mary's (MD)
Barat C.	Knox C.	St. Mary's (MN)
Boston C.	Lake Forest	St. Mary's
Bradley U.	LeMoyné	- Notre Dame
Brown U.	Lincoln Lord C.	St. Michael's
Bryn Mawr C.	Loras	St. Norbert
Bucknell U.	Loretto Hgts.	St. Peter's C.
Calif. State U.	Loyola C. of Balt.	St. Vincent's C.
- Sacramento	Loyola Marymount	San Diego State
Canisius C.	Loyola U. of Chic.	Santa Clara U.
Case Western Reserve	Loyola U. of N.D.	Seton Hall U.
Central Mich. U.	McAlister	Southern Methodist U.
Chestnut Hill C.	Mary of the Woods	Southern Conn.
Clarke C.	Maryville C.	Stonehill C.
Colby C.	Marrimack C.	Spring Hill C.
Cornell U.	Marquette	Sweet Briar C.
C. of New Rochelle	Miami U. (Ohio)	Texas Christian
C. of St. Benedict	Mt. Holyoke C.	Thiele C.
C. of St. Catherine	Mundelein C.	Tulsa C.
C. of St. Theresa	Nazareth C.	Trinity C.
C. of St. Thomas	Newcomb C.	Towson State U.
C. of St. Vincent	Newton C.	U. of Colorado
Creighton U.	Northeastern	U. of Dayton
Dartmouth U..	North Park C.	U. of Delaware
Denison U.	Northwestern U.	U. of Denver
DePaul U.	Oakland U.	U. of Detroit
DePauw U.	Oakton C.C.	U. of Illinois
Drake U.	Ohio Wesleyan U.	U. of Kansas
Duke U.	Procopius	U. of New Mexico
Edgewood C.	Providence	U. of Richmond
Emmanuel C.	Purdue U.	U. of San Diego
Fairfield U.	Quincey C.	U. of San Francisco
Felician Jr. C.	Randolph-Macon	U. of Scranton
Fordham U.	Regis C.	U. of Southern Calif.
Georgetown U.	Ripon C.	U. of Virginia
Gonzaga C.	Rockhurst	U. of Wisconsin
Goodham School of Drama	Roger Williams	Ursuline
Art Instit. of Chicago	Rosary C.	Vassar
Grinnel C.	St. Bonaventure	Wells C.
Hamilton U.	St. Francis C.	Western Illinois U.
Heidelberg C.	St. John Fisher	Wheaton C.
Holy Cross C.	St. John's U.	William & Mary
IL Wesleyan U.	St. Joseph's C.	Wheeling
Indiana U.	St. Leo's C.	Yale U.
Ithaca C.	St. Xavier	
Iowa State U.	St. Louis	
John Carroll U.	St. Mary's (CA)	

Center. When asked to designate their academic major before attending the Rome Center, the most frequent responses were: business/marketing - 14% ( $n=91$ ); history - 12% ( $n=79$ ); English - 11% ( $n=70$ ); psychology - 9% ( $n=61$ ); and political science - 8% ( $n=54$ ). Other frequently reported majors included: communications/speech - 6% ( $n=39$ ); biology - 3.5% ( $n=23$ ); philosophy - 3% ( $n=22$ ); undeclared - 3% ( $n=21$ ); and economics - 3% ( $n=20$ ). A complete listing of academic majors is presented in Table 4.

Many changes in major appeared over the years at the Rome Center as indicated by major/campus divisions. While the percentages of some majors, e.g., psychology (9%) and biology (3.5%), appeared to remain rather stable, the percentages of other majors appear to have rather dramatic changes over the years, e.g., history - a decrease from 25% at campus one to 6% at campus five, English - a decrease from 21% at campus one to 6% at campus five, and business - an increase from 5% at campus one to 22% at campus five.

Participants were next asked to indicate where they lived during the semester before going to the Rome Center. Over half of the respondents (60%,  $n=392$ ) checked "dormitory." "With parents" (22%,  $n=142$ ) and "own apartment" (13%,  $n=83$ ) were the next most frequently reported selections, with "fraternity/sorority house," "with relatives," and "other" reported by only 5% ( $n=38$ ) of the respondents. While no differences existed according to gender or semester at the Rome Center, there were differences between the responses of Loyola and non-Loyola people ( $\chi^2(df=5, n=654)=98.52, p<.0001$ ). A greater percentage of Loyola students lived with their parents (50%) than non-

Table 4  
Academic Majors

Major	n	%
Business/Marketing	91	14
History	79	12
English	70	11
Psychology	61	9
Political Science	54	8
Communication/Speech	39	6
Biology	23	4
Philosophy	22	3
Art	22	3
Economics	21	3
Sociology	18	3
Accounting	16	2
Elementary Education	13	2
Finance	12	2
Nursing	12	2
Mathematics	7	1
Liberal Arts/General	7	1
International Studies	6	*
Theology	6	*
Education	5	*
Humanities	5	*
Latin	4	*
Social Science	4	*
Classics	4	*
Spanish/French	4	*
Special Education	3	*
Theatre	3	*
Chemistry	3	*
Electrical Engineering	2	*
Languages	2	*
Dental Hygiene	2	*
Human Development	2	*
Criminal Justice	2	*
Music	2	*
Religious Studies	2	*
Social Work	2	*
Foreign Service	1	*
Advertising	1	*
Architecture	1	*
Medical Technology	1	*
Physical Education	1	*

Total 655 100%

\* = less than 1.0%

Loyola students (13%), while a greater percentage of the latter group lived in a dormitory (65%) than did the Loyola people (35%).

One-fourth of the respondents ( $n=166$ ) indicated that they had participated in no extracurricular activities before going to Rome. On the other hand, six percent ( $n=38$ ) reported that they had participated in four or more extracurricular activities. The majority of these individuals, however, reported that they had participated in one (35%), two (23%), or three (11%) activities. Most of the students who responded that they had participated in some type of extracurricular activity indicated some activity "other" than any of the listed activities. Such activities generally involved participation in social or academic clubs, or in volunteer organizations.

Of the listed activities, the number of responses (i.e., participants) were as follows: student/class politics - 134 (15%); social fraternity/sorority - 121 (13%); JV or varsity sports - 111 (12%); theatre - 76 (8%); school newspaper - 64 (7%); foreign language club - 63 (7%); college magazine/yearbook - 38 (4%); and college band/orchestra - 18 (2%).

Students were next asked about their visits to foreign countries prior to attending the Rome Center. Nearly one-fourth (22%) reported that they had visited Mexico at some time prior to attending the Rome Center. Of these, slightly more than one-half (56%) went only once, with most of the remaining people visiting Mexico two, three, or four times. One-third (33%) of all the respondents indicated that they had visited Canada at some time in their life before going to Rome. Once again, about half of these (49%) went only once, with the rest gen-

erally making between two and five trips to Canada. Only 14% of the respondents indicated that they had visited Italy prior to going to the Rome Center. Most of these people (83%) went only once or twice.

Just over one-fourth (28%) of these people indicated that they visited some foreign country (countries), excluding Mexico, Canada, and Italy, with most of these countries in Western Europe or the Caribbean. Overall, three out of five of all Rome Center people (61%) visited some country prior to attending the Rome Center. Of these, almost half (44%) visited one country, with one-fourth visiting two countries, and the remainder visiting three or more countries. Once again, most of these visits were to either Mexico or Canada. While most people reported going to only one or two specific countries, the average number of "visits" was 5.2.

Finally, while 94 (14%) students indicated that they had visited Italy at some time in their life prior to attending the Rome Center, only 21 (3%) indicated that they did so during the twelve month period prior to leaving for the Rome Center.

The Rome Center experience. Approximately one-fourth (28%) of all respondents attended a special orientation program prior to leaving for the Rome Center. A greater percentage of Fall-only students (38%) than Spring-only (24%) or full year students (25%) indicated that they had attended a special pre-Rome orientation ( $\chi^2(df=2, n=653) = 11.77, p < .005$ ). In addition, while half (49%) of all Loyola students attended a pre-Rome orientation program, only one-fifth (21%) of all non-Loyola students indicated doing so ( $\chi^2(df=1, n=653) = 39.68, p < .0001$ ). For the first sixteen years, the percent of people attending

a pre-Rome orientation was quite small (20%) in comparison with the last nine years (60%) ( $X^2(df=4, n=653)=46.42, p<.0001$ ). For most of these students (75%), the orientation program was somewhat to very helpful. Few, however, indicated that it was either extremely helpful (6.5%) or not at all helpful (2%).

One-third (35.4%) of all Rome Center people went to the Rome Center with close personal friends. While half of these people ( $n=117$ ) went with one friend, many went with two ( $n=64$ ), three ( $n=28$ ), or more friends ( $n=24$ ). Full year students were less likely to indicate that they went to Rome with friends (29%) than were Fall-only students (43%) or Spring-only students (41%) ( $X^2(df=2, n=654)=12.31, p<.005$ ). Males and females were equally likely to report going with friends. Also, no relationship was found between year at the Rome Center and whether or not respondents reported going to the Rome Center with friends.

Reason for attending the Rome Center. When asked for the main reason why they attended the Rome Center, most students replied with more than one reason. The most frequent responses were: an interest in travel, including a special desire to see Europe; a desire to experience a new culture; and the desire to study abroad, especially in Europe. Other frequently reported responses included: a special interest in Italy and/or Rome; good reports of foreign study at the Rome Center from family, friends, teachers, and/or Rome Center alumni, the desire/for adventure or to experience something unique; the chance to broaden their education; an interest in foreign languages; and a belief that such an experience/program would be useful for their

major. Other reasons reported less frequently were: a special interest in art and architecture; the desire to meet new people; a want for personal growth; a need to get away for a change; and desire to explore their Italian heritage.

Only 1% ( $n=6$ ) of these respondents indicated that their reason for attending the Rome Center was less than somewhat fulfilled. The clear majority (91%) indicated that their reason for going to the Rome Center was completely or nearly completely fulfilled.

Adjusting to the Rome Center. For one-half (51.6%) of the respondents, the initial adjustment to their new lifestyle at the Rome Center was not difficult. Forty percent, however, indicated that it was somewhat difficult to adjust to their new lifestyle, and eight percent indicated that it was extremely difficult to adjust during the first two weeks or so. When relating year at the Rome Center (i.e., campus), the percentage of students indicating that the initial adjustment was not at all difficult appears to be decreasing. With the scores ranging from 1=not at all difficult to 7=extremely difficult, the aggregate responses by campus were: campus one -66% ( $\bar{X}=2.31$ ), campus two -61% ( $\bar{X}=2.49$ ), campus three -50% ( $\bar{X}=2.96$ ), campus four -46% ( $\bar{X}=3.00$ ), and campus five -44% ( $\bar{X}=3.07$ ). An ANOVA indicated a significant effect for campus ( $F(4,648)=5.38$ ,  $p<.0005$ ), with the nature of this effect being between those attending campus one and those attending campus four and five. This is interesting in light of the previous question indicating that the percentage of students participating in pre-Rome orientation programs appears to be increasing. Apparently, a pre-Rome orientation has little positive effect in



reducing initial adjustment problems for some people. While 28% of those who had no orientation reported that the initial adjustment was not at all difficult, nineteen percent of those who had a pre-Rome orientation said that the initial adjustment was not at all difficult. In addition, males ( $\bar{X}=2.60$ ) were more likely to report that the adjustment period was not at all difficult than females ( $\bar{X}=3.02$ ). This difference between males and females was significant ( $F(1,651)= 10.90$ ,  $p=.001$ ).

When asked to indicate any problems that they may have encountered initially at the Rome Center, one-fourth (27.6%) indicated "none." The remainder, however, reported experiencing at least one problem with the majority reporting more than one problem. Understandably, the two most frequently reported problems these students encountered during their first two weeks or so were difficulties with the Italian language (20%) and a feeling of homesickness/loneliness (15%). The next two most often reported problems were somewhat related to the first two: problems in making new friends, which for the Spring-only semester students and/or students arriving without others from their home schools often meant difficulties because of previously established cliques (13%); and problems related to adjusting to the Italian culture (8%).

Some of the problems reported by students were specific to the Rome Center facilities including: lack of hot water, lack of heat; crowded dormitory rooms; street noise; house rules; other students, especially roommates; laundry facilities; and new classes. Other types of problems encountered during the first two weeks or so in-

cluded: the food, type and preparation; finding their way around Rome; transportation problems; jet lag; the difference in climate; physical problems, e.g., diarrhea and dysentery; missing things they had in the United States, e.g., hand towels and toilet paper; financial problems; and, for women, getting used to the unwelcomed attention of Italian men. These problems did not vary with time or according to semester at the Rome Center.

Various aspects of the Rome Center experience. The next part of the questionnaire presented a number of statements which dealt with various aspects of the Rome Center experience to which these people were asked to indicate their degree of agreement/disagreement. Respondents were asked to rate these statements from 1=very strongly disagree, 4=uncertain, to 7=very strongly agree. MANOVA's revealed significant effects for gender ( $F=6.88$ ,  $p<.001$ ), semester at the Rome Center ( $F=3.43$ ,  $p<.001$ ), and campus ( $F=3.39$ ,  $p<.01$ ).

On the whole, these Rome Center people disagreed somewhat that classes at the Rome Center were more demanding than at their home college or university ( $\bar{X}=2.8$ ), that there was not enough counseling or support from the Rome Center faculty or administration ( $\bar{X}=3.1$ ), and that they became interested in European sports and sporting events ( $\bar{X}=3.1$ ). They more strongly disagreed with the statements that they experienced a sense of boredom after the initial excitement passed ( $\bar{X}=2.0$ ), and that they tended to stay around the Rome Center rather than travel ( $\bar{X}=2.1$ ). No differences appeared across gender, semester, Loyola/non-Loyola, or campus for these items.

On the other hand, they were likely to somewhat agree that they

had as much privacy at the Rome Center as they desired ( $\bar{X}=4.7$ ), that they devoted more time to socializing than to academics ( $\bar{X}=4.7$ ), and that they did study less at the Rome Center than they did at their home school ( $\bar{X}=4.6$ ). While some differences were observed in response to these questions according to semester at the Rome Center, these differences did not reach statistical significance.

Differences between genders appeared for two items. While both males and females disagreed with the statement that they preferred to do their traveling alone rather than with others (overall  $\bar{X}=2.3$ ), a greater percentage of females (79%) strongly disagreed with the statement than did males (61%) ( $F(1,650)=27.74, p<.001$ ). Likewise, while both males and females disagreed with the statement, "I often dated native Italians," (overall  $\bar{X}=2.4$ ), a greater percentage of males (78%) strongly disagreed with the statement than did females (61%), reflecting perhaps the social customs of Italy ( $F(1,647)=26.09, p<.001$ ).

While these former students as a group only somewhat disagreed with the statement, "Students who were at the Rome Center for one semester and students who were at the Rome Center for two semesters did not associate much with each other," there were differences according to semester at the Rome Center. Nearly one-half (47%) of the Spring-only students agreed that one and two semester students did not associate with each other, while only 11% of the Fall-only people and 18% of the full year people agreed. These differences were significant ( $F(2,637)=28.43, p<.0001$ ), such that Spring-only people ( $\bar{X}=3.87$ ) were less likely to disagree with the statement than were Fall-only

( $\bar{X}=2.46$ ) of full year people ( $\bar{X}=2.81$ ).

Some differences were noted according to year at the Rome Center. The more recent students appeared to be more interested in European sports than earlier students, ( $F(4,647)=12.64$ ,  $p<.0001$ ). Students over the years have also tended to agree more with the statement that one and two semester students do not associate, which may reflect the continuing increase in the numbers of Spring-only students.

Two of the questions appear to be related to campus at the Rome Center. Fewer students from campus three (33%) tended to strongly agree that they studied less at the Rome Center than did students at campus one (40%), campus two (40%), or campuses four and five (49%) ( $F(4,646)=18.87$ ,  $p<.001$ ). Related to this, more students from campus three (28%) were likely to strongly disagree that they devoted more time to social activities than to academics, than did students from campuses one and two (18% each) or campuses four and five (12% each). However, only students from campus five ( $\bar{X}=5.01$ ) were found to be significantly different ( $F(4,648)=17.38$ ,  $p<.0005$ ) from those at campus three ( $\bar{X}=4.21$ ). The students from campus three perceived themselves as somewhat more academically orientated and less socially orientated than did students of the other campuses, but it could not be determined whether this was due to the impact of the particular campus itself or to other factors.

Finally, the respondents were presented with a list of adjectives pertaining to the students who were at the Rome Center when they were there. They were asked to rate the adjectives from 1= not at all

descriptive to 7= exact description. A MANOVA revealed only a main effect for semester at the Rome Center ( $F(12,1258)=3.40, p < .001$ ). In general, they saw their fellow students as somewhat outgoing ( $\bar{X}=5.6$ ) and party-oriented ( $\bar{X}=5.5$ ). They were more uncertain about their fellow students being cliquish ( $\bar{X}=4.7$ ), mature ( $\bar{X}=4.2$ ), academically orientated ( $\bar{X}=3.7$ ), and snobbish ( $\bar{X}=3.1$ ). However, more recent students appear to increasingly describe fellow students as more cliquish ( $F(4,650)=7.86, p < .0001$ ) and more snobbish ( $F(4,637)=5.52, p < .0005$ ) over the years, reflecting again, perhaps, the increasing numbers of students going for the Spring-only semester.

Best/worst experiences at the Rome Center. Students were asked to present their best and worst experiences while at the Rome Center. Clearly for many students (39%), traveling throughout Italy and elsewhere in Europe was seen as their best experience. Often the experience of traveling alone was closely related to this. Friendships developed at the Rome Center was reported nearly as often as a best experience (29%). Generally, however, most students reported combinations of factors, e.g., friendships and traveling, rather than one single experience. Other experiences frequently reported as best included: living in a different culture; personal growth; seeing the Pope; class trips and field experiences; meeting and visiting with people in different countries; relationships with Italian people; particular courses and/or particular instructors; and, for some, "everything." Other best experiences, reported less frequently, included: locating Italian relatives; experiencing Rome as a home; and various social functions, such as a particular Mass or party.

Interestingly, for some of these students ( $n=17$ ), finding someone to marry was the best experience.

The most frequently reported worst experiences included: problems with other students, especially roommates; Rome Center rules and restrictions; (for women) being accosted by Italian men; bad experiences while traveling; the initial adjustment; homesickness and loneliness; and leaving at the end. These problems were again generally presented in combinations, with each being reported by roughly 10% of the respondents. Other types of worst experiences included: not understanding the Italian language; getting sick; theft, especially while traveling; numerous strikes; the Rome Center facilities, especially the lack of hot water and hand laundry; and the lack of attention to academics. For two particular groups of students, the death of fellow students, one by suicide and one by accidental drowning, were reported as the worst experience. Finally, thirteen percent of the respondents indicated that they had "no bad experiences," and an additional seven percent left the question blank.

Travel experiences. An essential part of the Rome Center experience is traveling. These former students were asked to indicate the number of countries they visited while at the Rome Center and the number of visits to each country. The number of countries reportedly visited ranged from 1 to 30. The average number of countries visited was eight. A breakdown of the number of countries visited yielded" one to five countries - 20.3%; six to eight countries - 37.2%; nine to thirteen countries - 34.6%; and fourteen or more countries - 7.9%.

The respondents were also asked to report the number of visits

to each country. The average number of visits was twelve, with a range from 0 to 43. One-third (34.8%) of the students made zero to eight visits; one-third (33.1%) made nine to thirteen visits; and one-third (32.1%) made fourteen to forty-three visits. The average number of visits to any one country, however, was only about two ( $\bar{X}=2.4$ ).

As might be expected, full year students reported visiting more countries ( $\bar{X}=10.3$ ) and making more visits ( $\bar{X}=14.6$ ) than Fall-only ( $\bar{X}=5.8$  and  $8.3$ ) and Spring-only students ( $\bar{X}=7.3$  and  $9.7$ ). The difference between the latter two groups possibly reflects the effect of the full year students on the Spring-only students. Further, males tended to visit more countries ( $\bar{X}=9.0$ ) and make more visits outside Italy ( $\bar{X}=12.8$ ) than females ( $\bar{X}=7.8$  and  $10.7$ ). No differences were found for campus/year at the Rome Center or for semester at the Rome Center.

Other aspects of the Rome Center experience. Generally, these respondents indicated that the Rome Center experience involved experiential learning  $\bar{X}=5.8$ , where 1=not at all involved experiential learning, to 7=involved experiential learning to a great extent. Males (46%) were somewhat more likely ( $F(1,642)=6.75$ ,  $p=.01$ ) to indicate that the Rome Center program involved experiential learning to a great extent than were females (36%). In addition, a greater percentage of Spring-only (43%) and full year students (42%) responded that the program involved experiential learning to a great extent than Fall-only students (36%). These differences, however, were not significant. Finally, when examined by campus, students appear to increasingly indicate that the Rome Center experience involves experiential learning (campus one  $\bar{X}=5.4$ ; campus two  $\bar{X}=5.7$ ; campus three  $\bar{X}=5.8$ ;

campus four  $\bar{X}=5.9$ ; campus five  $\bar{X}=6.0$ ) ( $F(4,639) = 11.20, p=.001$ ).

When asked if they developed any close friendships with any native Italians, less than half of the respondents (41.5%) indicated that they made such friendships. Interestingly, no differences were found in response to this question and whether the student attended for one or two semesters. Also, no relationship was found between response to this question and campus attended.

Respondents indicated that while they still did not speak the Italian language like a native when they left the Rome Center, they knew much more than just a few phrases. They indicated that their reading ability fell somewhere between the two extremes ( $\bar{X}=3.8$ ), with 1=much worse, 4=about the same, and 7=much better. Full year students were no more likely to see themselves as well versed in the language than were single semester students.

Of import to the previous question, however, those former students who did make friends with native Italians rated their ability to speak the language somewhat higher than those who made no Italian friends. In addition, while 27% of those who made no friends indicated that they knew only a few phrases or so, only 7% of those who did make friends indicated that they left Rome with the same low amount of comprehension.

Next, when asked if they were able to re-do their Rome Center experience, would they do anything differently, two-thirds (68%) indicated that they would do things differently. Of those responding that they would do things differently ( $n=441$ ), most either said that they would interact more with the Italian culture and native Italians



(24%,  $n=105$ ), or (for those who stayed for only one semester) that they would stay for another semester (23%,  $n=102$ ). The next most frequent responses included: travel more (11%); try to learn more Italian (10%); take more money (3%); be more outgoing (3%); and have learned Italian before going to the Rome Center (3%). All other responses were each reported by less than 1% of the respondents.

The percentage of students indicating "yes, they would do it differently," tends to increase over the years at the Rome Center. Upon examining the responses, especially that they would stay for a full year, it appears that once again the increase in the numbers of one semester people and the decline in the numbers of full year students is reflected in this response.

Finally, most students (67%) felt that the Rome Center experience was somewhat more or much more than they had expected. For many of the remaining students (30%), the experience was generally about what they had expected. There were, however, a few students who indicated that the Rome Center experience was actually less than they had expected (3%).

The return experience. Only about one in seven (14%) of these people clearly indicated that they wanted to return to the U.S. after their semester(s) at the Rome Center. Far more people evidently did not want to return (45%), or were unsure about whether or not they wanted to return (41%). There was no difference for campus, semester at the Rome Center, or gender.

For about one-fourth, or so, of the former Rome Center students (29%), re-adjustment to life in the U.S. was reported as being quite

easy. Others, however, felt that the re-adjustment process was somewhat easy/difficult (49%), or very difficult (23%). Understandably, perhaps, a greater percentage of full year students (26%) reported that it was quite difficult to re-adjust to life in the U.S. than reported by Fall-only (14%) or Spring-only students (13%). On the other hand, more Spring-only students (35%) than Fall-only (24%) or full year students (28%) appear to have had an easy re-adjustment ( $F(2,651)=4.55, p=.01$ ). Further, females ( $\bar{X}=4.11$ ), on the average, found the re-adjustment process to be somewhat more difficult than males ( $\bar{X}=3.66$ ), with the scale ranging from 1=extremely easy, to 7=extremely difficult. This difference, however, was not significant.

Most students (72%) reported numerous problems which they initially encountered upon returning to the U.S. The most common problems appeared to be: a sense of boredom, they missed the excitement of the Rome Center experience; problems with old friends and/or family; an inability to share their experiences; and missing their Rome Center friends and the Rome Center itself. For some, the greatest initial problem was the U.S. culture or re-entry shock, while for others it was experiencing a loss of the freedom that they had enjoyed while in Rome. Other types of problems included: problems re-adjusting to their schools; physical and emotional distress, especially jet lag and depression; and financial problems due to the expense of attending the Rome Center.

About half (48%) of the students also reported experiencing various kinds of problems in re-adjusting or re-adapting to life in the U.S. during the first full year after returning from Rome. The

major problems included: problems with school; boredom, missing the excitement of travel; problems with old friendships and family; "homesickness" for Rome and Italy; missing their Rome Center friends; and general problems associated with re-adjustment to "new" surroundings. Some had difficulty re-adapting to the fast pace of life in the U.S., and to what they perceived as the narrow-mindedness of many U.S. people.

Unfortunately, in light of the above, virtually no students (3%,  $n=18$ ) reported having any type of post-Rome orientation program after returning to the U.S. Most students (57%) indicated, however, that they felt that such a program would be somewhat or very helpful in re-adjusting to life back in the U.S.

Change of major and/or career plans. Some students (17%) changed their academic majors after attending the Rome Center. Most (97%) of these indicated that the Rome Center somewhat to completely influenced that decision. Only 3% ( $n=20$ ) indicated that the Rome Center did not influence their decision to change their major.

Almost one-third (30%) of these former Rome Center students changed their career plans at sometime after attending the Rome Center. While one-fifth (22%) of these indicated that attending the Rome Center did not influence that decision, almost two-fifths (37%) indicated that the Rome Center experience completely influenced their decision to change their career plans.

Extra-curricular activities after Rome. Following their Rome Center experience, these people were still somewhat likely to become involved in school extra-curricular activities. The number of report

ed activities, however, dropped by 27%, from 906 to 658 total activities. The most noticeable drops were in: band - down 56%; JV or varsity sports - down 47%; theatre - down 46%; student/class politics - down 40%; and college newspaper - down 36%. Some of these changes would be understandable given the interruption of activity and reduction in practice, e.g., varsity sports and band. Participation in one extra-curricular activity actually increased, foreign language club - up 5%.

The major reasons given by those who chose not to be involved or by those who became less involved were: too busy with classes or found the return to "regular" school more demanding; such activities were now perceived to be unimportant or irrelevant; and, finally, some simply graduated or were about to graduate. Others reported a general lack of time, a feeling of being different from others or not belonging, or that they switched schools.

Lasting positive and negative effects and influences. Essentially all of these students (98.5%) reported that they have experienced lasting positive effects or influences as a direct result of attending the Rome Center. Most of these lasting positive effects focused on a developed appreciation of other cultures, personal growth and self-development, lasting special friendships, a love of travel, and a broad enhancement/perspective of the world, its history, and cultures. Other reported positive effects included: a refined appreciation for art, architecture, and classical music; a retained interest in Italian/European culture, politics, etc.; and a greater tolerance for others, especially those different from themselves. A number

of students (5%) also noted that the Rome Center experience influenced their career plans and choice of career.

Relatively few students (9%) indicated that they experienced any lasting negative effects or influences as a direct result of attending the Rome Center. Unlike the reported positive effects, the lasting negative effects were far more idiosyncratic. Some examples of lasting negative effects included: a desire but inability to travel (due to financial, occupational, or other restrictions); over-remiscing of the Rome Center experience; and the development of some negative attitudes toward the U.S. and/or Italy. For one student, the most negative effect was that she "...felt like the culmination of her life occurred at the Rome Center" and now she is always comparing events to her life in Rome. Semester and year at the Rome Center essentially did not affect whether or not they experienced any lasting negative effects.

In addition to open-ended questions dealing with lasting positive and negative effects, these former Rome students were asked to what extent the Rome Center experience influenced their lives in a number of specific ways. The ratings for these responses ranged from 1=not at all influenced to 7=influenced a great deal. Of the listed areas which the Rome Center may have influenced, "vacation plans" ( $\bar{X}=5.4$ ) was seen as being the most influenced. "Eating habits" ( $\bar{X}=4.2$ ), "choice of friends" ( $\bar{X}=3.8$ ), and "leisure time reading" ( $\bar{X}=3.6$ ) were seen as somewhat influenced by the Rome Center experience.

Finally, their experiences at the Rome Center were generally

felt to have only slightly influenced their selection of TV programs ( $\bar{X}=2.9$ ), where they live ( $\bar{X}=2.6$ ), religious practices ( $\bar{X}=2.6$ ), and, least of all, their political affiliation ( $\bar{X}=2.0$ ). No significant relationships were found between these factors and year or semester at the Rome Center.

Regardless of the reported influence of the Rome Center on the above areas, most (67%) of the respondents felt that all other life events/influences considered, the Rome Center had a significant impact on their lives (overall  $\bar{X}=5.7$ ). The response scale ranged from 1=no impact to 7=great impact. No difference in impact was found for year at the Rome Center, and while the differences for semester at the Rome Center approached significance they were not statistically significant ( $F(2,650)=2.87, .10 > p > .05$ ).

On the other hand, when asked to rate the impact of their home school on their lives, full year students ( $\bar{X}=5.5$ ) gave significantly lower ratings than Spring-only ( $\bar{X}=5.9$ ) or Fall-only people ( $\bar{X}=6.1$ ). No differences were found for year at the Rome Center.

Post-Rome. Compared to how well they could converse in Italian at the time they were leaving the Rome Center, two-thirds (67%) of these students indicated that they now speak the Italian language much worse. About one-fourth (27%) believe that they speak it about the same as when they left. Relatively few students (6%) reported that they actually speak Italian much better today than when they were at the Rome Center.

Some interesting relationships were noted according to semester at the Rome Center and reported current fluency in Italian. A greater

percentage of Spring-only students (9%) indicated that their ability to speak Italian today is much better than when they were at the Rome Center, than full year (6%) or Fall-only students (2%). This relationship between semester at the Rome Center and rated ability to speak Italian today, however, approached but did not reach statistical significance ( $\chi^2$  (df=4,  $n=654$ )=9.34,  $.10 > p > .05$ ).

In addition, those people who reported that they are speaking Italian better today were more likely to be those who developed close friendships with native Italians (10%) than those who did not develop such friendships (3%).

The respondents were asked if during the past six months have they been in contact with any native Italian friends they made while at the Rome Center. Only about one out of nine (11%) reported that they had been in touch with Italian friends. Recalling that only two-fifths (42%) of the respondents reported making such special friendships with Italians, this figure still only reached one out of four (24%) when those who did not make friendships ( $n=384$ ) were excluded. The more recently the person had attended the Rome Center, the more likely they were to say that they had been in contact with native Italian friends ( $\chi^2$  (df=4,  $n=650$ )=24.34,  $p=.0001$ ). The figures ranged from about 5% of those in the early five years to about 16% of those from the more recent five years.

Countries visited during the past two years. The participants were asked to list those countries which they had visited and the number of visits to each country over the past two years. (Note: those who returned from Rome over the past two years were asked to

exclude any countries they may have visited while attending the Rome Center.) Slightly over half (55%) reported visiting foreign countries. Two-fifths (38%) of these visited only one country. For the rest of the people who reported visiting some foreign country or countries, the following numbers of countries and percentages of respondents were recorded: two countries - 22%; three countries - 10%; four countries - 7%; five countries - 8%; six countries - 4%; seven countries 4%; eight countries - 2%; and more than eight countries - 8%. The average number of visits to each country was 4.5 visits. The most frequently visited country was Mexico (30%), followed by Canada (28%). One-fifth (19%) of the respondents reported that they had visited Mexico over the past two years. No difference was noted for year/campus or gender.

Post-Rome effects. When asked, if as a result of their exposure to the Rome Center program, had they tried to influence someone into attending or not attending a foreign study program, 91% of the respondents attested that they had tried to influence someone into attending a foreign study program. A small number of respondents (8%) neither tried to influence someone into going or not going. Only two individuals (0.3%) reported attempting to influence someone not to attend a foreign study program.

Up to this point, the predominant focus has been on the immedi-ate Rome Center experience. Some exceptions include perceptions of the impact of the Rome Center and of their college experience on their lives, lasting positive and negative effects, perceived influence of the Rome Center on a number of specific aspects of their lives, such



as vacation plans and eating habits, and number of countries visited over the past two years. Some of the more noticable findings, thus far, include differences in attendance of a pre-Rome orientation program, increasing difficulties in adjustment to the foreign study environment, problems with cliques and semester groups, and the increasing tendency to indicate that the Rome Center strongly involves experiential learning. Other observations are the increase in numbers of students opting for one semester rather than two, major re-adjustment problems back in the U.S., many important lasting positive effects, such as an increased appreciation for other cultures and the desire to travel more, and a surprisingly low number of people reporting visits to European countries in the past two years.

Leisure time activities. This part of the analysis of the Rome Center alumni questionnaire examines current leisure time activities, as well as leisure activities at the Rome Center and at the home university.

Respondents were first asked to think of those activities which they have liked to do when not working or not studying, if in school. Then, on spaces provided, they were asked to indicate the three or four things they have done most often in their leisure time. After completing that, their task was to evaluate those activities as to how enjoyable and challenging the activities were, and how skillful they felt they were at doing those activities, from 1=not at all enjoyable, challenging, or skillful to 7=very enjoyable, challenging, or skillful.

On the average, these people rated the things they do most often

in their leisure time as very enjoyable ( $\bar{X}=6.3$ ), but only somewhat challenging ( $\bar{X}=4.5$ ). They rated their skillfulness in doing these activities somewhere between the enjoyment and the challenge ( $\bar{X}=5.6$ ). When asked if they wished they could spend more or less of their free time doing things that challenged them, they generally indicated that they wished they could spend more time on such activities ( $\bar{X}=5.1$ ).

Next, they were asked about their spare time activities while at their home college or university. After listing those three or four activities which they most often engaged in, they responded to questions again concerning enjoyment, challenge, and skill. They rated their activities at their home university as somewhat enjoyable ( $\bar{X}=5.7$ ), which is somewhat less than current ratings of enjoyment. They also rated the challenge offered by these activities somewhat lower ( $X=3.9$ ) than that of current activities. Their ratings of self-skill in doing these activities was again moderately high ( $\bar{X}=5.1$ ), but still lower than for current activities.

Finally, these people were asked to consider their leisure-time activities at the Rome Center, and then list those three or four activities which they most frequently engaged in while at the Rome Center. The ratings of enjoyment of their Rome Center leisure-time activities was very high ( $\bar{X}=6.6$ ). The challenge offered by these activities ( $\bar{X}=4.8$ ) was somewhat higher than the challenge offered by either their current leisure-time activities or the activities they engaged in at their home college or university. Their ratings of skill ( $\bar{X}=5.3$ ) in doing the things they did most often at the Rome Center, however, was only slightly higher than ratings of skill given

to activities at their home school.

While slightly over half of the respondents (56%) indicated that their skill in doing their current activities exceeded the challenge offered by them, and that their skill in doing their leisure-time activities at their home college or university exceeded the challenge offered by those activities (55%), just over one-third (37%) of the respondents indicated that their skill in doing their leisure-time activities at the Rome Center exceeded the challenge of those activities. Nearly three-fourths (73%) indicated that the challenge offered by these leisure-time activities at the Rome Center actually equalled (40%) or exceeded (23%) their skills. An analysis of variance produced no significant differences between Fall-only, Spring-only, and full year people in their ratings of enjoyment of Rome Center activities ( $F(2,637) = 1.08, p = .12$ ), or for the challenge offered by those activities ( $F(2,635) = 0.57, p = .56$ ).

In an attempt to understand the relationship between challenge and skill, and perceived enjoyment, a ratio of challenge to skill (or reverse) was computed by dividing the smaller of the two by the larger to get an index of fit and relating this to ratings of enjoyment. This process follows that described in the introduction concerning Csikszentmihalyi's "Flow experience," such that the closer the fit between the two, i.e., the degree to which the ratio approaches unity, the more likely should these people indicate that they enjoyed the particular experiences or activities. These three indexes of fit by campus are presented in Table 5.

The students who attended for the first five years at campus

Table 5  
Indices of Fit by Rome Center Campus

	Campus				
	1	2	3	4	5
Current Activities	.763	.797	.760	.807	.734
Home University	.747	.753	.784	.726	.717
Rome Center	.788	.815	.802	.802	.820

These mean indices were created by dividing the larger of the ratings of challenge of leisure time activities and the ratings of skill in performing those activities by the smaller of the two ratings.

four recorded the highest index of fit (i.e., closest to unity) for current leisure-time activities ( $\bar{X}=.807$ ), while students who attended campus four (i.e., campus five) over the more recent four years gave the lowest index of fit for current activities ( $\bar{X}=.734$ ). It was that latter group, however, had the highest index of fit for leisure-time activities at the Rome Center ( $\bar{X}=.820$ ) compared to the lowest index ( $\bar{X}=.788$ ) for those who attended the Rome Center at campus one. It was possible that the former group used the immediate experience at the Rome Center as a yardstick to measure ratings of enjoyment for their current leisure activities, while such a comparison becomes less possible as the years go by. Those students who most recently attended campus four also gave the lowest index of fit ratings to leisure-time activities at their home university ( $\bar{X}=.717$ ), compared to the high rating ( $\bar{X}=.815$ ) given for those attending campus two. This effect of campus on the current index of fit was found to be significant ( $F(4, 628)=2.57, p<.05$ ).

These indexes of fit were then used in combination with ratings of enjoyment, challenge, and skill in further analyses. First, the relationship between the variables was explored through a Pearson correlation. Ratings of enjoyment of current activities was moderately positively correlated with ratings of challenge of current activities ( $r=.32, n=643, p>.001$ ) and ratings of skill in current activities ( $r=.30, n=634, p>.001$ ). These correlations are presented in Table 6.

The correlation between the index of fit for current activities and ratings of enjoyment of those activities, however, was quite low

Table 6

Correlations Between Ratings of Enjoyment, Challenge, and Skill, and the Index of Fit for Current, Home School, and Rome Center Leisure Time Activities.

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	CE	CC	CS	CI	HE	HC	HS	HI	RE	RC	RS	RI
CE	-	.32	.30	.13	.32	.19	.20	.00	.27	.09	.18	-.02
CC	-	-	.28	.71	.02	.42	.15	.27	.03	.26	.15	.15
CS	-	-	-	.16	.20	.17	.51	.21	.18	.11	.46	-.06
CI	-	-	-	-	-.05	.36	-.09	.43	-.12	.18	-.06	.22
HE	-	-	-	-	-	.34	.37	.10	.31	.07	.15	-.04
HC	-	-	-	-	-	-	.32	.69	.04	.31	.13	.22
HS	-	-	-	-	-	-	-	-.26	.19	.13	.45	-.03
HI	-	-	-	-	-	-	-	-	-.11	.17	-.15	.27
RE	-	-	-	-	-	-	-	-	-	.19	.26	.02
RC	-	-	-	-	-	-	-	-	-	-	.27	.59
RS	-	-	-	-	-	-	-	-	-	-	-	-.05
RI	-	-	-	-	-	-	-	-	-	-	-	-

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CE - Current Activities - Enjoyment Ratings  
 CC - Current Activities - Challenge Ratings  
 CS - Current Activities - Skill Ratings  
 CI - Current Activities - Index of Fit  
 HE - Home University Activities - Enjoyment Ratings  
 HC - Home University Activities - Challenge Ratings  
 HS - Home University Activities - Skill Ratings  
 HI - Home University Activities - Index of Fit  
 RE - Rome Center Activities - Enjoyment Ratings  
 RC - Rome Center Activities - Challenge Ratings  
 RS - Rome Center Activities - Skill ratings  
 RI - Rome Center Activities - Index of Fit

( $r=.13$ ). Interestingly, ratings of enjoyment of current activities was also positively correlated with ratings of enjoyment of activities at the home university ( $r=.32$ ,  $n=600$ ,  $p>.001$ ), but slightly less so with ratings of enjoyment of activities at the Rome Center ( $r=.27$ ). There was no significant correlation found between enjoyment of current activities and the index of fit for activities at the home university, or between ratings of current enjoyment, challenge, or skill at the home university and those same ratings for activities at the Rome Center. Finally, the index of fit for current activities was strongly correlated with the index of fit for leisure-time activities at the home university ( $r=.43$ ,  $n=589$ ,  $p>.001$ ), but not with the index of fit for those activities at the Rome Center ( $r=.22$ ).

Next, a multiple regression analysis was conducted to determine the effectiveness of a number of variables, including the indexes of fit, and the ratings of challenge and skill, in serving as predictor variables for current levels of enjoyment of leisure-time activities, and for the ratings of enjoyment of activities at the home university and at the Rome Center.

Of ratings of challenge, skill, and the index of fit for current activities, the single best predictor of ratings of enjoyment of current activities was ratings of the challenge of those activities ( $R^2=.113$ ). The ratings of skill for those activities added minimally to the total amount of explained variance ( $R^2=.157$ ). The index of fit would not enter into the analysis.

The single best predictor of enjoyment of home university leisure-time activities was the ratings of skill in doing those activ-

ities ( $R^2=.137$ ). The challenge offered by those activities added somewhat to the amount of variance explained ( $R^2=.202$ ). Once again, the index of fit did not enter into the analysis.

While the best determined predictor for enjoyment of Rome Center activities was also the skill in doing those activities, the amount of variance explained by that variable was lower than in the above analyses ( $R^2=.068$ ). Ratings of challenge increased this amount only slightly ( $R^2=.087$ ).

Next, when these variables were used to predict enjoyment of leisure-time activities at the home college or university and at the Rome Center, some differences were found. The two variables which accounted for most of the explained variance for ratings of enjoyment of leisure-time activities at the home university were skill at doing those activities and the challenge offered by them ( $R^2=.202$ ). However, the best combination of predictors for ratings of enjoyment of Rome Center leisure activities was the skill in doing those activities, ratings of enjoyment of activities at the home university, and, then, the challenge offered by those Rome Center activities ( $R^2=.216$ ).

Finally, when using ratings of enjoyment of Rome Center and of home university leisure-time activities to predict ratings of current enjoyment, ratings of challenge at the Rome Center and at the home university to predict current ratings of challenge, and ratings of skill at the Rome Center and at the home university to predict current ratings of skill, the best predictors were always the home university ratings of challenge and skill in leisure activities and not Rome Center ratings. Once again, however, even those ratings were not



significant.

In sum, it appears that these Rome Center alumni are able to clearly differentiate between the enjoyment, challenge, and their skill in doing various leisure time activities now, at their home school, and at the Rome Center. As shown earlier in Table 5, the best fit between challenge and skill is for those activities at the Rome Center, followed by current activities, and then by activities at their home school. However, contrary to earlier predictions, this index of fit was not necessarily a good predictor of enjoyment ratings of the activities. Of importance to the Rome Center experience, ratings of these various aspects of their leisure time activities at the Rome Center were not good predictors of the enjoyment, challenge, and skill associated with current leisure time activities.

Life satisfaction. In the next section of the questionnaire, respondents were presented with a question asking them, "how happy are things these days?" This was followed by two questions asking them to compare their current rating of happiness with their state of happiness at the Rome Center and at their home university. These were then followed by two five-item questions focusing on specific aspects of life satisfaction.

Several ratings of life satisfaction, current and past were obtained. The participants were first asked to indicate, "how happy would you say things are these days," with 1=not too happy, 4=pretty happy, and 7=very happy. Generally, things were rated as being quite happy these days ( $\bar{X}=5.4$ ). Females ( $\bar{X}=5.48$ ) rated things somewhat happier ( $F(1,645)=4.00$ ,  $p=.05$ ) than males ( $\bar{X}=5.27$ ), and people who

attended the Rome Center at campus three ( $\bar{X}=5.68$ ) reported things as happier than those who attended any other campus, especially campus five ( $\bar{X}=5.08$ ),  $F(4,642)=4.12$ ,  $p<.005$ ).

Next, they were asked, compared with their life today "...how happy were things when you were at the Rome Center," and "...when you were at your home university," with 1=not quite as happy then, 4=about the same, and 7=happier then. Compared with today, they indicated that things were slightly happier at the Rome Center ( $\bar{X}=4.8$ ), and almost as happy at their home college or university ( $\bar{X}=3.6$ ) compared with the present time.

Males ( $\bar{X}=5.06$ ) generally indicated that things were much happier at the Rome Center than today ( $F(1,642)=12.37$ ,  $p<.001$ ) compared to females ( $\bar{X}=4.60$ ), and those attending most recently, campus five, indicated that they were much happier at the Rome Center ( $\bar{X}=5.13$ ) compared with those of campus one ( $\bar{X}=4.39$ ) or campus three ( $\bar{X}=4.49$ ) ( $F(4,639)=4.70$ ,  $p=.001$ ), indicative, perhaps, of some type of immediate effect. These people from campus five, while less happy at their home school than they are now ( $\bar{X}=4.09$ ), were nevertheless happier there ( $F(4,635)=6.72$ ,  $p<.0001$ ) than those from campus one ( $\bar{X}=3.16$ ), three ( $\bar{X}=3.16$ ), or four ( $\bar{X}=3.49$ ). Finally, full year people were less happy ( $\bar{X}=3.30$ ) at their home university ( $F(2,637)=10.10$ ,  $p<.0001$ ) than Spring-only ( $\bar{X}=3.83$ ) or Fall-only people ( $\bar{X}=3.93$ ), though all three were less happy at their home school than they are now.

The next two questions, dealing with current life satisfaction, each had five separate items which were analyzed individually and then combined to form two general indicators of current life satisfaction

(LS1 and LS2). The first of these questions asked the subjects to indicate the degree of satisfaction which they have obtained from leisure time activities, the work done around their residence, work done on the job, being with friends, and from being with their family. These people indicated that they derived great satisfaction from being with others, first with their family ( $\bar{X}=6.2$ ), and then with their friends ( $\bar{X}=6.2$ ). (The correlation between these two variables was .37.) This was followed by satisfaction with the things done in leisure time ( $\bar{X}=5.9$ ), the work done on the job ( $\bar{X}=5.5$ ), and the work done in and around their home ( $\bar{X}=4.5$ ). The correlations between these variables ranged from a high of .37 (between items #4 and #5) to a low of .10 (between items #2 and #4).

These ratings were then combined to give the first general indicator of life satisfaction (LS1). The mean life satisfaction score was 28.31. This rating would fall into the area of great satisfaction when scaled with a maximum rating of 35 (five items times a high score of seven). While there were no main or interaction effects for campus, semester, or Loyola/non-loyola, there was a main effect for gender ( $F(1,606)=11.48$ ,  $p=.001$ ), with females ( $\bar{X}=28.75$ ) being more satisfied than males ( $\bar{X}=27.80$ ).

The second set of life satisfaction items required respondents to indicate the degree to which they agreed/disagreed with a number of statements concerning their present life situation. They most agreed with the statements: "the conditions of my life are excellent" ( $\bar{X}=5.2$ ); "so far I have gotten the things I want out of life" ( $\bar{X}=5.2$ ); and "I am satisfied with my life" ( $\bar{X}=5.1$ ). They agreed somewhat less

with the items: "In most ways my life is close to my ideal" ( $\bar{X}=4.7$ ); and "if I could live my life over, I would change almost nothing" ( $\bar{X}=4.6$ ). The correlations between these variables were much higher than between the items in the previous question set, ranging from a high of .71 (between items #1 and #3) to a low of .46 (between items #2 and #5).

As with the previous question, these five responses were combined to produce a second general indicator of life satisfaction (LS2). The mean life satisfaction score here was 24.72. Once again, this score would fall into the area of strong satisfaction with their lives, though not as strong as with the previous question set (LS1). No main or interaction effects were found between LS2 and campus, semester, Loyola/non-Loyola, or gender. The correlation between LS1 and LS2 was .51 ( $n=605, p<.001$ ).

Multiple regression analyses were conducted to determine the best combination of a number of variables, including enjoyment, challenge, and skill of current leisure-time activities, desire to engage in more challenging activities, current happiness, and how happy things were at the home university and at the Rome Center compared with things today, in predicting LS1 and LS2. Responses to "how happy are things these days" served as the single best predictor of both measures of life satisfaction. For LS1, the combination of "how happy are things these days" ( $R^2=.334$ ), ratings of enjoyment of current leisure-time activities ( $R^2=.416$ ), skillfulness in doing current activities ( $R^2=.422$ ), and how happy were things at the home university ( $R^2=.426$ ) provided the best linear combination of explained variance.

For LS2, the best combination was "how happy are things these days" ( $R^2 = .495$ ), the degree to which they wished their current leisure-time activities were more challenging ( $R^2 = .510$ ), and "how happy were things at your home university" ( $R^2 = .513$ ).

The amount of variance explained for LS1 by the index of fit for current activities was somewhat small ( $R^2 = .016$ ). The index did not reach the minimum level to be entered into the equation for LS2.

Looking at the indices of fit for current, Rome Center, and home university activities, current income level, ratings of impact of the Rome Center and of their home university on their lives, and global attitude ratings toward the Rome Center and their home university (discussed in the next section), as predictors for LS1 and LS2, the best predictor of the first measure of life satisfaction was the global attitude rating for the Rome Center ( $R^2 = .057$ ). The current index of fit, household income, and global attitude toward the home university only slightly increased the total amount of explained variance ( $R^2 = .094$ ).

Of the above variables, the best predictor of the second general rating of life satisfaction (LS2) was household income ( $R^2 = .041$ ). Attitude toward the Rome Center and toward the home university increased the figure only somewhat ( $R^2 = .069$ ).

In sum, it appears that Rome Center alumni are quite happy and satisfied with their lives at present, but, perhaps, not as happy or satisfied as they were while at the Rome Center. Yet, their attitude toward the Rome Center, which will be discussed in more detail in the next section, was able to significantly predict current life satis-

faction, indicating some degree of positive influence of the Rome Center experience.

Life goals. The respondents were next presented with a series of ten possible life goals which they may or may not hold in importance. Their first task was to indicate how important/unimportant each of these goals were to them personally. The rating scale ranged from "1=little or no importance," "3=somewhat important," "5=very important," to "7=very important." Of all the goals presented, the single most important goal appeared to be "finding personal happiness" ( $\bar{X}=6.22$ ), followed by "to develop a solid system of values" ( $\bar{X}=5.89$ ). The goals rated least in importance, though still falling into the "very important" category, were: "to understand the role of God in my life" ( $\bar{X}=4.55$ ); "to learn practical information to help me in my career" ( $\bar{X}=5.04$ ); and "having many good friends" ( $\bar{X}=5.09$ ). The average rating of importance for all ten goals was 5.38 ("very important"). The ten goals and their ratings of importance are presented in Table 7.

A MANOVA indicated a significant effect for gender ( $F(10,626)=3.79, p<.001$ ) and for campus at the Rome Center ( $F(40,2504)=2.97, p<.001$ ), but not for semester at the Rome Center ( $F(20,1252)=2.04, p>.001$ ). Univariate tests for each of the ten goals by gender revealed significant effects for goals #1, #2, and #9 (all  $p$ 's<.005). In all three cases, females gave higher ratings to each of the goals than did males.

Univariate tests for each of the goals by campus revealed significant effects for goals #1, #3, #5, #7, and #10. For all five

Table 7

## Rating and Rank of Importance of Goals - Rome Center Group

Goals	$\bar{X}$ Rating	* S.D.	Rank **
1. Finding Personal Happiness	6.22	1.05	1
2. To Develop A Solid System Of Values	5.89	1.23	2
3. To Get More Enjoyment Out Of Life	5.33	1.33	7
4. To Understand The Role Of God In My Life	4.55	1.95	10
5. To Develop A Successful Career	5.36	1.43	6
6. To Understand Myself Better	5.47	1.45	3
7. To Learn Practical Information To Help Me In My Career	5.04	1.47	9
8. To Develop Reflective and Critical Thinking	5.41	1.43	4.5
9. To Be Of Service To Others	5.41	1.31	4.5
10. Having Many Good Friends	5.09	1.56	8

\* The higher the  $\bar{X}$  rating the more important the goal.

\*\* These ranks are based on the mean ratings. Lower rank numbers indicate more important goals, with "1" being the most important goal.

goals, students from campuses four and five gave higher ratings of importance than did those from campuses one and two (and campus three for goals #7 and #10). It should be noted that two of these goals (#5 and #7) refer specifically to career development, something which may change in relative importance as one ages.

Next, regardless of how important or unimportant they felt each of these goals in the list to be, their second task was to rate the degree to which they believed that: (a) the Rome Center helped or inhibited their achievement of each goal; and (b) their home college or university helped or inhibited their achievement of each goal. The rating scale was from "1=very strongly inhibited," through "4=neither helped nor inhibited," to "7=very strongly helped."

In general, as shown in Table 8, these people indicated that the Rome Center helped them, in various degrees depending on the particular goal, to achieve all ten goals. The Rome Center most strongly helped them to achieve the goal "to get more enjoyment out of life" ( $\bar{X}=6.21$ ), followed by "to understand myself better" ( $\bar{X}=5.93$ ), and "finding personal happiness" ( $\bar{X}=5.82$ ). It helped them least to achieve the goals: "to develop a successful career" ( $\bar{X}=4.58$ ); and "to learn practical information to help me in my career" ( $\bar{X}=4.56$ ). The average rating of achievement for all ten goals was 5.27. These ratings of achievement are presented in Table 8.

MANOVA's on the ten ratings of achievement indicated no main or interaction effects for semester at the Rome Center, campus/year, or gender.

Like their evaluation of the Rome Center's influence, the re-



Table 8

## Rating of Achievement of Goals - Rome Center Group

Goals	$\bar{X}$ -Rome *		$\bar{X}$ -Home University*	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Finding Personal Happiness	5.82	1.08	4.84	1.33
2. To Develop A Solid System Of Values	4.99	1.56	5.08	1.23
3. To Get More Enjoyment Out Of Life	6.21	0.92	4.82	1.32
4. To Understand The Role Of God In My Life	4.76	1.32	4.60	1.37
5. To Develop A Successful Career	4.58	1.16	5.40	1.30
6. To Understand Myself Better	5.93	1.00	5.15	1.19
7. To Learn Practical Information To Help Me In My Career	4.56	1.29	5.29	1.31
8. To Develop Reflective and Critical Thinking	5.46	1.07	5.47	1.10
9. To Be Of Service To Others	4.76	1.17	4.85	1.20
10. Having Many Good Friends	5.61	1.21	5.23	1.43

\* The higher the ratings of achievement, the more that people saw the Rome Center and/or Home University as helping them achieve the goal. (1=very strongly inhibited; 7=very strongly helped)

spondents, in general, indicated that their home college or university helped them to achieve all ten goals to varying degrees. However, their ratings here varied from those given to the Rome Center for specific goals. They felt that their home college or university most helped them to achieve the following goals: "to develop reflective and critical thinking" ( $\bar{X}=5.47$ ); and "to develop a successful career" ( $\bar{X}=5.40$ ). They perceived their home schools as least helping them to achieve: "to understand the role of God in my life" ( $\bar{X}=4.60$ ); and "to get more enjoyment out of life" ( $\bar{X}=4.82$ ). The average rating of achievement for all ten goals was 5.07. This rating was significantly lower than the mean rating of 5.27 given to the Rome Center ( $t(617)=5.32, p<.001$ ).

Comparisons between the ratings of achievement for the Rome Center's influence and the home university's influence, as presented above in Table 8, suggest a number of differences of perception. For example, the Rome Center was seen as more positively instrumental than the home school for some goals (personal happiness, enjoyment out of life, and self-understanding) while the home school was seen as more conducive than the Rome Center for others (successful career and practical information to help in career), while for others instrumentality did not vary.

A MANOVA using the ratings of each of the ten goals as dependent variables revealed a significant effect for campus ( $F(30,1814)=2.38, p<.001$ ), but no significant main or interaction effects for semester at the Rome Center or gender. The effect for campus was in four of the ratings of achievement of the goals. For goals one ( $\bar{X}=5.04$ ) and

Table 9

Rating of Importance of Goals Times Achievement of Goals -  
Rome Center Group

Goals	$\bar{X}$ -Rome *	X-Home University*
1. Finding Personal Happiness	36.31	30.17
2. To Develop A Solid System Of Values	29.75	30.17
3. To Get More Enjoyment Out Of Life	33.39	26.03
4. To Understand The Role Of God In My Life	22.94	22.04
5. To Develop A Successful Career	24.82	29.23
6. To Understand Myself Better	32.63	28.36
7. To Learn Practical Information To Help Me In My Career	23.22	26.89
8. To Develop Reflective and Critical Thinking	29.80	29.70
9. To Be Of Service To Others	26.28	26.58
10. Having Many Good Friends	29.25	27.26

\* The higher the mean rating indicates that the Rome Center or Home University was helping them achieve an important goal. (Maximum rating = 49.00)

four ( $\bar{X}=5.62$ ) the ratings by students from campuses four and five were significantly higher than those from the other three campuses (#1  $\bar{X}=4.62$ ; #4  $\bar{X}=5.12$ ). Next, for goals seven and ten the difference was between the lower ratings given by students from campus two (#7  $\bar{X}=4.80$ ; #10  $\bar{X}=5.08$ ) and the higher rating from students from campus four (#7  $\bar{X}=5.56$ ; #10  $\bar{X}=5.54$ ).

Finally, two global attitude measures, one toward the Rome Center and one toward the home college or university, were computed by multiplying the initial ratings of importance for each of the ten goals by the ratings of achievement given to them for the Rome Center's influence and for the home school's influence in helping them obtain the goals. These ratings of importance times ratings of achievement are presented in Table 9. These products were then summed across all ten goals to give the two single attitude scores.

The scores for the attitude measure toward the Rome Center ranged from a low of 110 to a high of 490, out of a potential range of 10 to 490. The mean attitude score was 289, with a corresponding mean item crossproduct of 29 (i.e., 289 divided by 10 goals). (Note: the maximum high score would be 490, if all respondents rated all goals extremely high in importance "7," and then rated the degree to which they felt that the Rome Center help them to achieve each of the goals also extremely high "7," and then cross multiplying and summing.) Given that the lowest rating of importance was 5.04, and that the lowest rating of achievement given to the Rome Center was 4.56 (both positive values), resulting in the lowest mean goal crossproduct of 23, the observed mean item crossproduct of 29 would be indicative of a

rather favorable attitude toward the Rome Center. The global attitude score of 289, though far less than the maximum possible score, would, nevertheless, also be indicative of a somewhat favorable attitude toward the Rome Center.

While no effect was found for semester at the Rome Center, Loyola/non-Loyola, or for gender, a significant effect ( $F(3,615)=9.54$ ,  $p<.0001$ ) was found for campus/year. Students from campus one ( $\bar{X}=268$ ) and campus two ( $\bar{X}=273$ ) gave lower ratings overall than did students from campus four ( $\bar{X}=300$ ) and campus five ( $\bar{X}=303$ ). Students from campus three ( $\bar{X}=283$ ) gave ratings between the two groups above. It may be that attitudes toward the Rome Center weaken the longer one is removed from the experience or its influence, although other interpretations are equally plausible.

The mean global attitude score toward the home university was also in the quite favorable range ( $\bar{X}=277$ ), though somewhat lower than that for the Rome Center. The difference between the two ratings was statistically significant ( $t(611)=5.57$ ,  $p<.001$ ). This difference between the two summed products, however, does not reflect the individual item differences. For some of the goals the importance/achievement products were higher for the Rome Center while for others the products were higher for the home university, still others were essentially the same. These comparisons are presented above in Table 9.

The attitude measure toward the home university ranged from a low of 91 to a high of 476. Analyses, again, revealed a main effect for campus ( $F(3,609)=13.00$ ,  $p<.001$ ). Students from campus four ( $\bar{X}=$

282) and campus five ( $\bar{X}=302$ ) gave higher ratings to their home university than did students from campus one ( $\bar{X}=259$ ), campus two ( $\bar{X}=257$ ), or campus three ( $\bar{X}=262$ ). Once again, it appeared that the further one is removed in time from the institution the lower the resulting attitude rating toward that institution. There was no main effect for Loyola/non-Loyola, or interaction effect between that variable and campus/year. There was, however, a main effect for semester at the Rome Center ( $F(2,610)=23.28, p<.0001$ ). Interestingly, the nature of this effect was such that students who attended the Center for the full year ( $\bar{X}=257$ ) gave a lower attitude rating toward their home school than did Fall-only ( $\bar{X}=296$ ) or Spring-only ( $\bar{X}=293$ ) students.

The two global attitude scores were used as dependent variables in multiple regression analyses. The single best predictor of attitude toward the Rome Center was enjoyment of leisure-time activities at the Rome Center ( $R^2=.060$ ). With a linear combination of other variables, including, in order of importance, the challenge offered by Rome Center, leisure time activities, the skill in doing those activities, and the index of fit between the challenge and skill, brought the explained variance up only somewhat ( $R^2=.111$ ). The index of fit, alone, was not a good predictor of attitude toward the Rome Center ( $R^2=.027$ ).

When using similar variables to predict the attitude score toward the home university, the single best predictor was, again, the degree of enjoyment of leisure-time activities at the home university ( $R^2=.074$ ). Unlike for the analysis for the Rome Center attitude

rating, no other variables would enter into the regression analysis. While other combinations of these and/or other variables might better predict these global attitudes, such combinations were not explored at this point. Rather, only "FLOW" theory related variables were tested.

It appears, then, that there are some differences between those who attend for the full year, the Fall semester only, and for the Spring semester only in regard to attitude toward the home school and, eventually, toward the Rome Center. The distinction is especially noteworthy between one and two semester people, of which the former tend to hold noticeably lower attitudes toward their home school. It is also of interest to note the effect of enjoyment of leisure time activities at the Rome Center and of the home school in predicting overall attitudes toward the Rome Center and the home school, respectively.

Demographics. In the final section of the questionnaire, the respondents were asked a series of demographic questions dealing with level of school completed, marital status, employment status, and income, among others.

When asked to indicate the last level of school completed, the subjects responded as follows: some college -8% (generally those still in school); college graduate - 37%; some graduate work - 17%; master's degree - 20%; doctorate degree - 3%; professional degree (MD, JD, DDS, etc.) - 14%; and other (e.g., technical degree) - 2%.

Just over half of the respondents (54%) indicated that they own their own home, with the remainder (46%) indicating that they rent their home/apartment. The average length of stay in their current

place of residence was six years and five months, while the average number of times moved over the past five years was 1.7 times.

Half of the respondents (50%) indicated that they have never married. The remainder indicated their marital status as follows: currently married - 45%; divorced or separated - 4%; clergy - 0.6%; and widowed - 0.3%.

Only about one in four (28%) were of Italian heritage. Of those who were married, only 16% were married to someone of Italian heritage. However, about half (44%) of those who indicated that they were of Italian descent indicated that they were married to someone who was also of Italian descent.

The participants were asked to indicate their approximate household income for 1985. Unfortunately, information indicated that for some the reported figure represented only their personal income, while for others, it included their income plus that of their spouse or that of their parents. Therefore, in presenting the following breakdown of household incomes, one must be cautious in making conclusions about the Rome Center alumni. The reported incomes were: under \$7,500 - 7%; \$7,500 to \$9,999 - 2%; \$10,000 to \$14,999 - 5%; \$15,000 to \$24,999 - 17%; \$25,000 to \$34,999 - 15%; \$35,000 to \$49,999 - 14%; \$50,000 to \$74,999 - 19%; and \$75,000 and over - 22%.

Two-thirds of the respondents (66%) indicated that they were working full time, with 14% working part-time, and 11% currently in school. The remaining 9% indicated that they were keeping house (4%), unemployed (1%), retired, unable to work, or in the armed forces (combined - 1%), or other (3%). They also indicated that over the past



five years, on the average, they held 2.2 different jobs.

When asked, if currently employed or recently employed, to describe their occupation in a word or in a brief phrase, the following categories and percentages were derived: business/management - 16%; education/teaching - 13%; banking/finance - 12%; law - 12%; sales - 11%; health and human services - 8%; and other - 29%.

Finally, relative to the Rome Center experience, these people were asked to what extent does their present employment involve foreign travel. For the clear majority (86%), foreign travel has not been a part of their employment. For 11% of the respondents, foreign travel has been somewhat a part of their employment, and for 3%, their current position involves a great deal of foreign travel. These people were primarily those employed as flight attendants and those involved in some way with international business or sales. Responses to this question did not vary according to year or semester at the Rome Center.

In summary, there appear to be some very noticeable and lasting effects from living and studying at the Rome Center. Some of these effects are quite positive, such as greater tolerance for and understanding of people from other cultures. Other effects are somewhat negative, such as the lasting difficulties related to the readjustment process upon arrival back in the U.S. and difficulties in their relationships with family and friends. Other effects have the potential to be negative, such as the tendency to over-reminisce about their experiences at the Rome Center. These people tend to evaluate their leisure time activities at the Rome Center in a somewhat more positive

light than their activities at their home school, and even than their current leisure activities. They also tend to report being happier at the Rome Center than they are now. This is especially true the less they are removed in years from the program. It appears, then, that the Rome Center has a measureable effect on its participants, but after exiting from the program and possibly finding no other program or experience to take up where the Rome Center left off, there appears to be a marked decline in the strength of the impact of their foreign study experience.

#### Descriptive Results from the Comparison Group Questionnaire

This section focuses on the responses of those Loyola University students who did not attend the Rome Center. Analyses will include only this group; no comparisons with Loyola Rome Center alumni will be made. A later section, however, will make comparisons between this non-Rome group and the Loyola Rome Center people.

The results of this comparison questionnaire will focus first on exposure to the Rome Center program and to other foreign study programs. This will be followed by a description of some aspects of their college experience, such as number and type of extracurricular activities, place of residence, and number of visits to foreign countries. Distinctions are made between the first two and the last two years of their college experience. Next, there are the results of questions dealing with their leisure time activities, life satisfaction, and evaluation of certain life goals. Finally, there are the

results of their responses to a number of demographic questions.

Response to the questionnaire. As discussed earlier, of the 391 comparison questionnaires sent to former and present Loyola University students who did not attend the Rome Center, there were 125 (32%) completed returns, 96 (25%) inaccurate addresses, 5 (1%) incomplete returns from people who indicated that they had actually attended the Rome Center, and 165 (42%) non-returns. After subtracting out the inaccurate addresses, a return rate of 42.4% was obtained. The corrected return rate for the first thirteen years was 50.7%, and 35.2% for the more recent twelve years.

There were 51 males (40.8%) and 74 females (59.2%).

The Rome Center and foreign study. Students were first asked if, while they were attending Loyola University, they had heard of the Rome Center foreign study program. Virtually all (97%) of these comparison people indicated that they had heard of it. Approximately one-fifth (19%) attended a presentation, slide show, etc., concerning the program. Only 14%, however, ever visited the Rome Center office to inquire about information regarding foreign study.

The respondents were next presented with a list of reasons why they may chosen not to attend the Rome Center, and asked to select th one reason best indicative of why they did not go to the Center. The categories and percentages recorded were as follows: had other commitments, e.g., job, school activities - 31%; to expensive to study abroad - 30%; was not interested in foreign study - 11%; wanted to finish college as quickly as possible - 3%; parents would not permit me to go - 2%; never heard of the Rome Center - 2%; and "other" or a

combination of reasons - 20%.

When asked if they have any friends or relatives who attended the Rome Center, the responses were evenly split, "yes" - 50%, "no" - 50%.

Some students (7%) indicated that they had inquired into foreign study programs other than Loyola's. Regardless of whether they inquired into the Rome Center program or some other program, one out of six (16%) actually planned on attending a foreign study program. Asked what happened, did they attend or not attend and why, the two predominant responses of those who inquired into foreign study programs were: did study abroad ,at some program other than at Loyola's Rome Center -15%; and could not afford it -40%. Other responses included: did not want to go alone; parents would not permit me to go; GPA was too low; the program was cancelled; courses desired were not offered by the program; personal commitments prevented me from going; and simply did not follow through with my plans.

Place of residence, school activities, etc. More than half of these students (56%) lived at home with their parents during their sophomore year at Loyola. The remaining either lived in a dormitory (25%), an apartment (11%), in a fraternity/sorority house (2%), with relatives (2%), or some other residence.

The above percentages changed somewhat for their senior years in college. While most of these people still lived at home with their parents (54%), there was an increase in the percent of students living in private apartments (30%), and a corresponding decrease in the percent of students living in dormitories (9%). The remaining categories

essentially remained unchanged.

Approximately half of these comparison students (47%) did not participate in extracurricular activities during their freshman and sophomore years at Loyola. Two-thirds (64%) of those who participated only did so in one activity. The remainder of those who did participate engaged in either two (27%), three (8%), or five (1%) activities. Of the listed activities, most participated in a social fraternity/sorority ( $n=24$ ), JV or varsity sports ( $n=11$ ), student/class politics ( $n=9$ ), and foreign language club ( $n=7$ ). A total of 31 other activities were listed. Generally, these activities were either social or academic clubs.

Essentially, the same percentage of students (54%) reported that they participated in one or more extracurricular activities during their junior and senior year at Loyola. This time, however, 57% indicated that they participated in one activity, 31% in two activities, and 12% in three activities. Only minor changes occurred in the numbers of participants in the listed activities. The most noticeable changes were in JV or varsity sports ( $n=7$ , a decrease of 4), college magazine/yearbook ( $n=6$ , an increase of 3), and "other" activities ( $n=38$ , an increase of 7).

When asked if they changed their academic major and/or their career plans during their junior and senior years at Loyola, 15% indicated that they changed their major and 28% indicated that they changed their career plans. Most of those who changed their career plans also changed their major.

The comparison people were questioned about any particular pro-

gram or function sponsored by Loyola, which they engaged in, that they felt was worthwhile, having a lasting impact on their life. Nearly one-fourth (23%) indicated that they could recall such a particular program. Some examples of these programs or functions include: fraternity/sorority; a special retreat program; student government; honors program; specific courses; and doing volunteer work, e.g., at Loyola University's Day School. In describing how these programs or functions affected their lives, the two primary responses were: helped me make good friends, especially for those involved in a social fraternity or sorority, or the honors program; and affected career plans, for those involved with an internship, a particular class, or certain volunteer programs.

Generally, the respondents indicated that their education at Loyola involved experiential education, i.e., learning by doing, only to a limited extent ( $\bar{X}=3.9$ ).

Finally, considering all other life events/experiences, the respondents indicated that their college experience at Loyola has had a significant impact on their lives ( $\bar{X}=5.4$ ).

Visits to foreign countries. The participants were asked about the number of countries they visited and the number of visits to each of those countries at any time up to their junior year at Loyola, during their junior and senior years at Loyola, and, finally, during the past two years.

Up to their junior year in college, most students (62%) indicated that they did not visit any other countries. Nine percent of all respondents visited Mexico at some time in their lives prior to

their Junior year. Fifteen percent visited Canada, and six percent indicated that visited Italy. One-fourth (26%) of all respondents indicated that they visited some country (generally in Western Europe or in the Caribbean) other than the three above, with most visiting one or two countries. The average number of countries visited was 1.0 and the average number of visits to a country was 1.5.

Only about one in eight people (12%) indicated that they visited some country or countries during their junior and senior years in college. Two people (1.6%) indicated that they visited Mexico. Five people (4%) indicated they visited Canada. Three people (2.4%) visited Italy. Nine people (7%) indicated that they visited some country other than the three mentioned. The average number of countries visited during their junior and senior years was 0.3, and the average number of visits was 0.4.

Finally, they were asked about their visits to other countries during the past two years. Their responses were: Mexico - 14%; Canada - 12%; Italy - 6%; and other countries -22%. The average number of countries visited was 0.9, and the average number of visits was 1.3. No differences were found for year at Loyola or gender.

Leisure-time activities. The participants were asked to think about the things they liked to do when they are not working (or not studying, if in school), that is, the things they tend to do in their leisure-time which give them some degree of pleasure or enjoyment. Their first task was to list the three or four things they do most often during their leisure-time. After doing this, they were questioned about the enjoyment and challenge of those activities, and

their skill in performing them. The scale for these items ranged from 1=not at all enjoyable, challenging, or skillful to 7=very enjoyable, challenging, or skillful.

Generally, they found the leisure activities to be quite enjoyable ( $\bar{X}=6.3$ ), but less challenging ( $\bar{X}=4.7$ ). They indicated that even though these activities were only somewhat challenging, they were quite skillful in doing them ( $\bar{X}=5.6$ ).

They were then asked, if they wished that "...you could spend more of your free time doing things that challenge you, less time, or like it the way it is," with 1=wish I spent more time, 4=like it as it is, and 7=wish I spent more time. In general, they indicated that they wished they could spend some more time in doing more things that challenged them ( $\bar{X}=5.0$ ).

Next, they were asked to take a few moments to think of the things they liked to do at Loyola University when they were not working or not studying, and then to list the three or four things they did most often. Their rating of enjoyment of these activities ( $\bar{X}=5.7$ ) was on the average somewhat lower than the rating of enjoyment they gave to their current activities. The rating of challenge they gave to these activities ( $\bar{X}=4.0$ ) was also lower than the ratings of challenge they gave to current activities, in addition to being lower than the ratings of enjoyment for both current and Loyola leisure-time activities. While the rating of challenge offered by these activities was somewhat low, their rating of their skill in performing the activities was higher ( $\bar{X}=5.1$ ), though it, too, was lower than the rating of skill given to current activities.



As for those who attended the Rome Center, an attempt was made to understand the relationship between the challenge and the skill offered by their current and Loyola leisure-time activities, especially in predicting ratings of enjoyment for those activities. The index of fit, computed by dividing the higher rating of challenge or skill by the lower rating, for current activities ( $\bar{X}=.794$ ) was significantly higher than the index of fit for activities at Loyola University ( $\bar{X}=.726$ ) ( $t(116)=2.50, p<.05$ ). The correlation between these two indexes was significant but somewhat low ( $r=.270, n=117, p=.002$ ).

The correlation between the index of fit for current activities and ratings of enjoyment for those activities was .149 ( $n=124, p=.05$ ). The index was highly correlated, however, with the ratings of challenge ( $r=.665, n=125, p>.001$ ), but somewhat negatively correlated with the ratings of skill ( $r=-.217, n=125, p=.008$ ). Correlations found for the index of fit for leisure-time activities at Loyola, where a high correlation was found between the index of fit for those activities and the ratings of challenge ( $r=.654, n=117, p<.001$ ), a lower and negative correlation between the index of fit and ratings of skill ( $r=-.286, n=117, p=.001$ ) and an even lower correlation with the rating of ratings of enjoyment ( $r=.114, n=117, p<.05$ ). These correlations are presented in Table 10.

Life satisfaction. Taking all things together, these students generally say things these days are quite happy ( $\bar{X}=5.4$  on a scale ranging from 1=not too happy, 4=pretty happy, to 7=very happy). Compared to their life today, things were almost as happy for them when

Table 10

Correlations Between Ratings of Enjoyment, Challenge, and Skill, and the Index of Fit for Current and Leisure Time Activities at Loyola University - Comparison Group

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	CE	CC	CS	CI	HE	HC	HS	HI
CE	-	.30	.34	.15	.34	.06	.19	.12
CC	-	-	.36	.66	.19	.39	.31	.22
CS	-	-	-	.22	.16	.26	.45	.01
CI	-	-	-	-	.09	.19	.11	.27
HE	-	-	-	-	-	.20	.40	.11
HC	-	-	-	-	-	-	.31	.65
HS	-	-	-	-	-	-	-	.29
HI	-	-	-	-	-	-	-	-

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CE - Current Activities - Enjoyment Ratings

CC - Current Activities - Challenge Ratings

CS - Current Activities - Skill Ratings

CI - Current Activities - Index of Fit

HE - Loyola University Activities - Enjoyment Ratings

HC - Loyola University Activities - Challenge Ratings

HS - Loyola University Activities - Skill Ratings

HI - Loyola University Activities - Index of Fit

they were attending Loyola University ( $\bar{X}=3.7$  on a scale ranging from 1=not quite as happy then, 4=about the same, to 7=happier then).

The next two questions each had five items dealing with current life satisfaction. These items were examined individually and then combined to serve as two general indicators of life satisfaction (LS1 and LS2).

The first question set asked the respondents to indicate how much satisfaction they have derived from various aspects of their lives. Their responses indicated that they received the most satisfaction from being with other people, specifically being with their family ( $\bar{X}=6.3$ ) and with their friends ( $\bar{X}=6.0$ ). They also received a significant degree of satisfaction from the things they do in their leisure-time ( $\bar{X}=5.8$ ) and the work they do on their job ( $\bar{X}=5.6$ ). They received the least amount of satisfaction from the work they do in and around their home ( $\bar{X}=4.8$ ), though even for this they received at least a moderate degree of satisfaction.

In the next question set, they were asked to indicate their degree of agreement/disagreement with a number of statements dealing with their current state of life satisfaction. In general, the responses to all five items were in the neutral range, i.e., neither agree nor disagree, or at best in the "slightly agree" range. The two statements in the slightly agree range were: "I am satisfied with my life" ( $\bar{X}=5.2$ ); and "So far, I have gotten the important things I want out of life" ( $\bar{X}=5.0$ ). The statements "The conditions in my life are excellent" ( $\bar{X}=4.8$ ), "In most ways, my life is close to my ideal" ( $\bar{X}=4.5$ ), and "If I could live my life over, I would change almost noth-

ing" ( $\bar{X}=4.4$ ) received ratings that were essentially in the "uncertain" range.

As done with the responses by the Rome Center people, these two five-item questions served as general indicators of life satisfaction by summing the individual items in each question. The average rating for the first indicator (LS1) was 28.3 (with an average item rating of 5.7), indicating somewhat positive satisfaction with their lives. The average rating for the second indicator was somewhat lower, 23.8 (with an average item rating of 4.8), indicating that, in general, the respondents were less certain of their overall life satisfaction. The correlation between the two indicators (LS1 and LS2) was .445 ( $n=118, p<.001$ ). The correlation between these indicators and ratings of enjoyment of current leisure-time activities varied. The correlation between ratings of enjoyment and LS1 was .469 ( $n=117, p<.001$ ), and LS2 was .209 ( $n=122, p=.011$ ).

Each of these life satisfaction indicators were used as dependent variables in a series of multiple regression analyses. Of the variables household income, the two indexes of fit (for current and Loyola leisure-time activities), and the general attitude rating toward Loyola (discussed in the next section), the single best predictor of LS1, as mentioned earlier, was the global attitude rating toward Loyola. No other items would enter into the analysis.

The single best predictor of LS2, however, was the index of fit for current leisure-time activities, accounting for only 8% of the explained variance. Yearly household income and the global attitude score toward Loyola University doubled the total amount of explained

variance ( $R^2 = .176$ ).

Life goals. The comparison group was presented with the same list of life goals as the Rome Center people. Their task was to rate the goals as to how important each of these goals was to them personally, with "1=little or no importance," "3=somewhat important," "5=very important," and "7=extremely important." The two most important goals for these people were: "finding personal happiness" ( $\bar{X}=6.0$ ); and "to develop a solid system of values" ( $\bar{X}=5.8$ ). The least important goals, though still ranked "very important," were: "to understand the role of God in my life" ( $\bar{X}=4.8$ ); and "having many good friends" ( $\bar{X}=4.6$ ). All other goals were ranked between 5.1 and 5.4. The average goal rating was 5.3 ("very important"). These ratings are presented in Table 11.

Next, the respondents were asked to rate the degree to which they believed that Loyola University has helped or inhibited their achievement of each goal, regardless of the goal's importance to them. The two goals which they felt that Loyola University most helped them to achieve were: "to develop reflective and critical thinking" ( $\bar{X}=5.5$ ); and "to develop a successful career" ( $\bar{X}=5.4$ ). The single goal which they felt that Loyola least helped them to achieve was "to get more enjoyment out of life" ( $\bar{X}=4.5$ ). All other ratings fell between 4.7 and 5.0, with an average goal rating of 4.9, indicating that they perceived Loyola as helping them somewhat achieve all ten goals. These ratings of achievement are presented in Table 12.

As was done with the responses by Rome Center people to these life goal ratings, a global attitude measure toward Loyola University

Table 11

Rating and Rank of Importance of Goals - Comparison Group

Goals	$\bar{X}$ Rating	* S.D.	Rank **
1. Finding Personal Happiness	6.00	1.25	1
2. To Develop A Solid System Of Values	5.76	1.25	2
3. To Get More Enjoyment Out Of Life	5.12	1.31	7.5
4. To Understand The Role Of God In My Life	4.83	1.81	9
5. To Develop A Successful Career	5.27	1.50	5
6. To Understand Myself Better	5.36	1.36	4
7. To Learn Practical Information To Help Me In My Career	5.12	1.45	7.5
8. To Develop Reflective and Critical Thinking	5.14	1.58	6
9. To Be Of Service To Others	5.40	1.33	3
10. Having Many Good Friends	4.59	1.46	10

\* The higher the  $\bar{X}$  rating the more important the goal.

\*\* These ranks are based on the mean ratings. Lower rank numbers indicate more important goals, with "1" being the most important goal.

Table 12  
Rating of Achievement of Goals - Comparison Group

Goals	$\bar{X}$ -Loyola *	S.D.
1. Finding Personal Happiness	4.77	1.08
2. To Develop A Solid System Of Values	5.02	1.25
3. To Get More Enjoyment Out Of Life	4.54	1.02
4. To Understand The Role Of God In My Life	4.88	1.43
5. To Develop A Successful Career	5.43	1.33
6. To Understand Myself Better	4.90	1.18
7. To Learn Practical Information To Help Me In My Career	5.02	1.37
8. To Develop Reflective and Critical Thinking	5.48	1.24
9. To Be Of Service To Others	4.75	1.14
10. Having Many Good Friends	4.70	1.17

\* The higher the ratings of achievement, the more that people saw Loyola University as helping them achieve the goal.  
(1=very strongly inhibited; 7=very strongly helped)

was computed by multiplying the rating of importance by the rating of achievement given to each goal, and then summing across all ten goals. The mean attitude rating was 263, ranging from a low of 70 to a high of 455. With a maximum possible rating of 490, a rating of 263 would indicate that, on the average, these people had a moderately favorable attitude toward Loyola University (as least in the area of helping them to achieve certain life goals, especially those important to them). These ratings of importance times ratings of achievement are presented in Table 13.

While this attitude score was found to be generally not correlated with most other relevant variables in the questionnaire, it was found to be moderately related to the question dealing with experiential education at Loyola ( $r=.43, n=118, p<.001$ ). The nature of this relation was that the more the comparison people indicated that their education at Loyola involved experiential education, the higher the attitude rating toward Loyola University.

When used as a dependent variable in regression analyses, with ratings of enjoyment, challenge, and skill of leisure-time activities at Loyola, and the index of fit between challenge and skill serving as possible predictors, the single best predictor of attitude toward the Loyola was ratings of enjoyment of leisure-time activities at Loyola University ( $R^2=.047$ ). No other variables would enter into the analysis.

Demographics. In the final section of the questionnaire, the comparison people were asked a series of questions dealing with their level of education, income, marital status, occupation, residence,



Table 13

Rating of Importance Times Achievement - Comparison Group

Goals	$\bar{X}$ -Loyola *
1. Finding Personal Happiness	28.43
2. To Develop A Solid System Of Values	29.20
3. To Get More Enjoyment Out Of Life	23.35
4. To Understand The Role Of God In My Life	24.50
5. To Develop A Successful Career	29.08
6. To Understand Myself Better	26.38
7. To Learn Practical Information To Help Me In My Career	25.83
8. To Develop Reflective and Critical Thinking	28.58
9. To Be Of Service To Others	26.02
10. Having Many Good Friends	21.95

\* The higher the mean rating indicates that Loyola University was helping them achieve an important goal.  
(Maximum rating = 49.00)

etc.

Of those responding, nearly all (99%) indicated that they had graduated from college, with 22% of these indicating that they had completed some graduate work, and 27% more having attained a master's degree. One out of ten checked that they had achieved a doctorate. The remaining three percent were either still in college, had acquired some other type of degree (e.g., technical), or had graduated with some type of professional degree (e.g., MD, JD, DDS).

Three-fourths (78%) indicated they owned their own home, with the average stay of residence at their present address being nine years and five months. When asked how many times they changed their residence over the past five years, two-thirds (67%) indicated zero times. The remaining responses were; once - 13%; twice - 10%; three times - 6%; four times - 2%; and more than four times - 2%. The mean response was 0.86 times moved .

Over half (58%) of the respondents were currently married, with most of the remainder indicating that they had never been married (39%). Few were divorced or separated (2%) or widowed (1%). No respondents checked that they were in the clergy.

Ten percent were of Italian heritage, and seven percent were married to someone of Italian heritage.

The median annual household income was \$35,000 to \$49,999. The breakdown of household incomes was: under \$7,500 - 4%; \$7,500 to \$9,999 - 1%; \$10,000 to \$14,999 - 3%; \$15,000 to \$24,999 - 17%; \$25,000 to \$34,999 - 22%; \$35,000 to \$49,999 - 18%; \$50,000 to \$74,999 - 20%; and \$75,000 and over - 15%.

Nearly three-fourths of all respondents (74%) indicated they were presently employed full time. The remaining categories were: working part-time - 13%; keeping house - 7%; in school - 2%; unemployed - 2%; unable to work - 1%; and other - 2%. The participants were asked to describe their present or most recent occupation in a word or in a brief phrase. From their responses, the following categories were obtained: health and human services - 29%; business/management - 15%; education/teaching 11%; law - 7%; banking/finance - 5%; sales - 4%; no responses - 8%; and all other responses - 21%.

Approximately half of the respondents (54%) indicated they held only one job over the past five years. Another 28% indicated they held two jobs, and 10% held three jobs over the past five years. The remaining 8% held either four or five jobs, counting their present job, over the past five years.

Finally, while most (89%) said that their current jobs involved no foreign travel, some (3%) held jobs which involved a great deal of foreign travel. The latter group were generally those who indicated employment with the airlines, or in business/sales that required foreign travel.

In sum, it appears that while many of these comparison people had heard of the Rome Center, they chose not to study there or at any other foreign study center. Of those who desired to study abroad, most were unable to for financial or personal reasons. Many of these comparison people find some satisfaction with certain experiential programs at Loyola, and so, to some degree are somewhat similar to their Rome Center counterparts in their desire for something more than

the traditional college experience. There is, however, a strong relationship between attitude toward Loyola University and current life satisfaction. This may be due, in part, to their general pragmatic nature and the degree to which they perceive Loyola as helping them achieve certain life goals, especially those related to career, or others highly rated such as developing a solid sense of values.

### Loyola Rome Center versus Loyola non-Rome Center

This final part of the results section offers comparisons between Loyola Rome Center alumni and Loyola non-Rome students. These comparisons will focus primarily on leisure time activities, life satisfaction, and evaluation of certain life goals. This chapter will conclude with a path analysis exploring the relationship between certain predictor variables, such as attitude toward Loyola University and the Rome Center, and perceptions of the impact of those two institutions, and ratings of life satisfaction as a dependent variable.

Comparisons were conducted between Loyola University students who attended the Rome Center program and Loyola University comparison students who did not. There were 156 Loyola Rome people and 125 comparison respondents. The uncorrected return rate for Loyola Rome students was 40%, and 32% for the comparison students. The percentage of inaccurate addresses was approximately equal for both groups (Loyola Rome - 26%; comparison - 25%). After subtracting out the inaccurate addresses, the corrected return rate for the Loyola Rome people was 54%, and for the comparison people 42%. Interestingly, the per-

centage of inaccurate addresses was higher during the first thirteen years for the Loyola Rome people (35%) than for the comparison people (26%), with a slight reverse, though lower in overall percentages, for the more recent twelve years (Loyola Rome -12%; comparison -24%. Consequently, comparison people had a higher corrected return rate for the first thirteen years (51%), compared to that of the Loyola Rome people (43%), but a lower return rate (35%) than the Rome group (61%) for the more recent twelve years.

In the Loyola Rome group there were 74 males (47%) and 82 females (53%). For the comparison group, there were 51 males (41%) and 74 females (59%). These differences were not significant ( $\chi^2$  (df=1, n=281)=0.98,  $p>.05$ ).

Both groups were asked about their residence in college. Loyola Rome students were asked where they lived the semester before going to the Rome Center, and comparison students were asked where they lived during their sophomore year in college. This comparison was justified in that while some students who go to Rome in their freshmen, sophomore, or senior years, most of them go in their junior year in college. The largest percentage of both groups lived with their parents (Rome - 50%; comparison - 56%). Most of the remaining people of both groups lived in either a dormitory (Rome - 34%; comparison -25%) or in their own apartment (Rome - 14%; comparison - 11%). Very small proportions of both groups lived in fraternity/sorority houses, with relatives, or other. These differences in residence for Rome versus non-Rome respondents were not significant.

Comparison students reported participating in more extracurric-

ular activities during their freshman and sophomore years ( $\bar{X}=1.89$ ) than did Loyola Rome alumni in the semesters before going to the Rome Center ( $\bar{X}=1.57$ ). They participated in about the same number of activities in their junior and senior years at Loyola ( $\bar{X}=1.55$ ) than did the Rome students after they returned to Loyola ( $\bar{X}=1.48$ ). Again, however, these differences were not significant.

Change of major and/or career plans. The Loyola Rome people were asked if they changed their academic major and/or their career plans after returning to Loyola from the Rome Center, and comparison respondents were asked if they changed their major and/or career plans during their junior or senior years at Loyola. Only 18% of the Rome students and 15% of the comparison students indicated that they changed their academic majors. More students of both groups, however, indicated that they changed their career plans (Rome - 33%; comparison - 28%). These differences were not significant.

Impact of Loyola University and the Rome Center. Both groups were asked, all other life events considered, how much of an impact has their college experience as a whole had on their lives. Loyola Rome students ( $\bar{X}=5.48$ ) indicated that, in general, their college experience had a about the same impact on their lives as their experience did for the comparison students ( $\bar{X}=5.39$ ).

Rome students indicated that the impact of the Rome Center on their lives ( $\bar{X}=6.01$ ) was significantly greater than the impact of their home college ( $\bar{X}=5.47$ ) ( $t(153)=4.66$ ,  $p<.001$ ). When comparing the responses of Loyola Rome students regarding their perceptions of the impact of the Rome Center on their lives ( $\bar{X}=6.01$ ) with comparison

students responses to the impact of Loyola University on their lives ( $\bar{X}=5.39$ ), the difference was even greater ( $F(1,272)=4.96$ ,  $p<.001$ ).

Leisure-time activities. Members of both groups were asked to think of the things they like to do when they are not working ,or not studying, if still in school, that is, the things they do in their leisure time that give them some degree of pleasure or enjoyment. They were asked to list the three or four things they most often do in their free time. They were then asked to rate how enjoyable and challenging were the things they do most often during their leisure time and how skillful they were in doing them, with 1=not at all enjoyable, challenging, or skillful and 7=very enjoyable, challenging, or skillful. No differences were noted between the enjoyment ratings given by the Loyola Rome group ( $\bar{X}=6.31$ ) and the comparison group ( $\bar{X}=6.32$ ). Comparison people, however, did report these activities were slightly more challenging ( $\bar{X}=4.68$ ) than did Rome Center people ( $\bar{X}=4.55$ ). On the other hand, Rome people reported their skill in doing these activities was higher ( $\bar{X}=5.65$ ) than ratings of skill by comparison people ( $\bar{X}=5.59$ ). These differences were not significant. These ratings are presented in Table 14.

The ratings resulted in a slightly higher index of fit for the comparison people ( $\bar{X}=.794$ ) than for the Loyola Rome people ( $\bar{X}=.779$ ). This difference is consistent with their responses to the question asking them if they wished they could spend more/less time doing activities that challenged them. Loyola Rome Center people indicated that they desired more challenge in their free time ( $\bar{X}=5.24$ ) than did comparison people ( $\bar{X}=5.01$ ). These differences, however, were not

Table 14

Ratings of Enjoyment, Challenge, and Skill for Current, Loyola University, and Rome Center Leisure Time Activities and Index of Fit - Loyola Rome Center and Comparison Group

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	CURRENT		LOYOLA U.		ROME CENTER	
	RC	C	RC	C	RC	C
Enjoyment	6.31	6.32	5.70	5.83	6.59	-
Challenge	4.55	4.68	3.99	3.87	4.97	-
Skill	5.65	5.59	5.07	5.13	5.13	-
Index of Fit	.779	.794	.763	.726	.827	-

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RC - Loyola Rome Center Group

C - Loyola Comparison Group

Ratings of enjoyment, challenge, and skill ranged from 1=not at all to 7 =very enjoyable, challenging, skillful



significant.

Next, they were asked to think of the things they did during their leisure-time while attending Loyola University. Comparison people rated their activities as more enjoyable ( $\bar{X}=5.83$ ) than did Loyola Rome people ( $\bar{X}=5.70$ ). Yet, the index of fit for Loyola Rome people was higher ( $\bar{X}=.763$ ) than that for comparison people ( $\bar{X}=.726$ ). This resulted from the Rome students higher ratings of challenge ( $\bar{X}=3.99$ ) and lower ratings of skill ( $\bar{X}=5.07$ ) than the ratings of challenge ( $\bar{X}=3.87$ ) and skill ( $\bar{X}=5.13$ ) by the comparison people. It is of interest to note that both groups gave only moderate ratings for the degree of challenge offered by their leisure-time activities at Loyola University.

Finally, the ratings of enjoyment given to leisure-time activities at the Rome Center by Loyola Rome people ( $\bar{X}=6.59$ ) were significantly higher than the ratings of enjoyment for leisure-time activities at Loyola given by comparison people ( $\bar{X}=5.83$ ) ( $F(1,272)=42.61$ ,  $p<.001$ ). Loyola Rome people gave their activities at the Rome Center higher ratings of challenge ( $\bar{X}=4.97$ ) than the comparison group ( $\bar{X}=3.87$ ) for their activities at Loyola. These differences in ratings of challenge were significant ( $F(1,271)=31.35$ ,  $p<.001$ ). In addition, the index of fit for Rome Center leisure-time activities ( $\bar{X}=.827$ ) was found to be significantly greater than the index of fit for comparison people ( $\bar{X}=.726$ ) at Loyola ( $F(1,265)=13.05$ ,  $p<.001$ ).

Life satisfaction. There was no difference between ratings of "how happy things are these days" by Loyola Rome people ( $\bar{X}=5.32$ ) or non-Rome people ( $\bar{X}=5.37$ ), or between the ratings of how happy were

things at Loyola compared to today for Loyola Rome ( $\bar{X}=3.46$ ) and non-Rome people ( $\bar{X}=3.68$ ). However, in comparing their ratings of happiness at the Rome Center ( $\bar{X}=4.87$ ), these Loyola Rome people ( $\bar{X}=3.46$ ) and comparison people ( $\bar{X}=3.68$ ) gave lower ratings of happiness for their days at Loyola University ( $t(150)=10.11, p<.001$ ). Rome people also gave significantly higher ratings of happiness to the Rome Center ( $\bar{X}=4.87$ ) than comparison people ( $\bar{X}=3.68$ ) gave to their days at Loyola ( $F(1,273)=37.94, p=001$ ).

Both groups were next presented with two questions each having five items dealing with their current life satisfaction. There was no difference found between their responses to these questions and whether they were at the Rome Center or not. The items in each of the questions were combined to create two general indicators of life satisfaction (LS1 and LS2). The mean rating on the first indicator (LS1) for the Loyola Rome group was 28.20, and for the comparison group 28.32. For the second indicator (LS2), the mean rating for the Rome group was 23.60, and for the comparison group it was 23.85. The differences between the two groups were not significant. Members of both groups appeared to be equally well satisfied with their lives according to the two indicators.

Life goals. As described earlier, both groups were presented with a list of ten life goals which they rated as to how important each goal was to them. A MANOVA on the ten goals found no major effect for Rome Center versus non-Rome Center ( $F(10,261)=2.30, p>.01$ ). On the average, people of both groups found the goals "finding personal happiness" and "to develop a solid system of values" to be the

most important of all the listed goals, although the ratings given to them by the Loyola Rome people ( $\bar{X}=6.09, 5.86$ ) were somewhat higher than the ratings given by the comparison people ( $\bar{X}=6.00, 5.76$ ). In addition, both groups rated the goals "to understand the role of God in my life" and "having many good friends" lowest in importance. However, the former goal received the lowest rating by the Rome Group (Rome  $\bar{X}=4.47$ ; comparison  $\bar{X}=4.83$ ), while the friends goal received the lowest rating by the comparison group (Rome  $\bar{X}=5.17$ ; comparison  $\bar{X}=4.59$ ). These goals and the average ratings given to them by the two groups are presented in Table 15.

The only major difference in the groups' evaluations of the goals was for goal #8, "to develop reflective and critical thinking." This goal was rated third in importance for the Loyola Rome group ( $\bar{X}=5.59$ ), but rated sixth by comparison people ( $\bar{X}=5.14$ ).

Next, the groups were asked to indicate the degree to which they felt that Loyola University, not the Rome Center, helped or inhibited their achievement of each goal regardless of the goal's importance to them. Unlike their ratings of importance, a MANOVA revealed that these groups differed significantly in their rating of Loyola's influence in their achievement of the goals ( $F(10,254)=2.43, p<.01$ ). For two of the goals, Loyola Rome people gave noticeably higher ratings for Loyola helping them to achieve the goals than did the comparison people. These goals were: "having many good friends" (Loyola Rome  $\bar{X}=5.06$ ; comparison  $\bar{X}=4.70$ ); "to learn practical information to help me in my career" (Loyola Rome  $\bar{X}=5.29$ ; comparison  $\bar{X}=5.02$ ). Only the former difference was found to be significant ( $F(1,263)=5.84, p<.05$ ).

Table 15  
 Rating and Rank of Importance of Goals  
 Loyola Rome and Comparison Group

Goals	Rome Rating	Comparison Rating
1. Finding Personal Happiness	6.09 (1)	6.00 (1)
2. To Develop A Solid System Of Values	5.86 (2)	5.76 (2)
3. To Get More Enjoyment Out Of Life	5.26 (7)	5.12(7.5)
4. To Understand The Role Of God In My Life	4.47 (10)	4.83 (9)
5. To Develop A Successful Career	5.40 (6)	5.27 (5)
6. To Understand Myself Better	5.45 (5)	5.36 (4)
7. To Learn Practical Information To Help Me In My Career	5.18 (8)	5.12(7.5)
8. To Develop Reflective and Critical Thinking	5.59 (3)	5.14 (6)
9. To Be Of Service To Others	5.53 (4)	5.40 (3)
10. Having Many Good Friends	5.17 (9)	4.59 (10)

\* The higher the  $\bar{X}$  rating the more important the goal.

\*\* These ranks are based on the mean ratings. Lower rank numbers indicate more important goals, with "1" being the most important goal.

On the other hand, comparison people gave noticeably higher ratings to Loyola for three of the goals: "to understand the role of God in my life" (Loyola Rome  $\bar{X}=4.51$ ; comparison  $\bar{X}=4.88$ ); "finding personal happiness" (Loyola Rome  $\bar{X}=4.61$ ; comparison  $\bar{X}=4.77$ ); and "to develop a solid system of values" (Loyola Rome  $\bar{X}=4.86$ ; comparison  $\bar{X}=5.02$ ). The latter two goals, it will be recalled, were ranked as the two most important goals by both groups. Only the difference between the groups for the first goal, "to understand the role of God in my life," however, was found to be statistically significant ( $F(1,263)=4.03, p<.05$ ). There was essentially no difference in the ratings given to the remaining five goals.

By comparing the ratings given by Loyola Rome people to the Rome Center in helping them achieve each goal with the ratings given by Loyola Rome people and comparison people to Loyola University in helping them to achieve each goal, some interesting contrasts are noted. First, the Rome Center was seen to help Rome students achieve the goal "to get more enjoyment out of life" ( $\bar{X}=6.21$ ) more so than Loyola University for either Rome students ( $\bar{X}=4.60$ ) or comparison students ( $\bar{X}=4.54$ ). Second, the Rome Center was rated lowest in helping Rome students achieve the goals "to learn practical information to help me in my career" ( $\bar{X}=4.53$ ) and "to develop a successful career" ( $\bar{X}=4.58$ ). These compare with the ratings for Loyola University by Rome students ( $\bar{X}=5.29$  and  $5.42$ ) and comparison students ( $\bar{X}=5.02$  and  $5.43$ ). Third, for the goal rated as most important to them, "finding personal happiness," Rome students gave higher ratings to the Rome Center in helping them to achieve it ( $\bar{X}=5.84$ ), than they gave to

Loyola University ( $\bar{X}=4.61$ ), or that the comparison students gave to Loyola University ( $\bar{X}=4.77$ ). Finally, Loyola Rome students gave higher ratings to the goals "to understand myself better" ( $\bar{X}=5.89$ ) and "having many good friends" ( $\bar{X}=5.73$ ), than either they ( $\bar{X}=4.88$  and  $5.06$ ) or comparison people ( $\bar{X}=4.90$  and  $4.70$ ) gave to Loyola. These goals were ranked fifth and ninth respectively by the Loyola Rome people and fourth and tenth by the comparison people. These ratings of achievement for both Loyola Rome students and comparison students are presented in Table 16.

The ratings of the goal importance were multiplied by the ratings of achievement in order to produce two global attitude measures - one toward the Rome Center (by Loyola Rome people only) and one toward Loyola University (by Loyola Rome people and by comparison people). Interestingly, Loyola Rome people appeared to hold more positive attitudes toward Loyola University ( $\bar{X}=272$ ) than did the comparison people ( $\bar{X}=263$ ). This difference, however, was not found to be statistically significant. The Loyola Rome people's attitude toward the Rome Center ( $X=292$ ) was higher than their attitude toward Loyola University ( $t(145)=4.42, p<.001$ ). The latter can be explained by the Rome Center people's perception of the Rome Center in helping them to achieve important and even less important goals more so than Loyola University. The other contrast, that between Rome people's higher ratings for Loyola than comparison people's ratings, can perhaps be explained by an apparent view by the Rome people that Loyola University tended to serve one set of needs, e.g., career oriented needs, that could not be met as well by the Rome Center. These rat-

Table 16  
 Rating of Achievement of Goals  
 Loyola Rome and Comparison Group

Goals	Rome		Comp.
	R.C.	Loyola	Loyola
1. Finding Personal Happiness	5.84	4.61	4.77
2. To Develop A Solid System Of Values	4.99	4.86	5.02
3. To Get More Enjoyment Out Of Life	6.21	4.60	4.54
4. To Understand The Role Of God In My Life	4.88	4.51	4.88
5. To Develop A Successful Career	4.58	5.42	5.43
6. To Understand Myself Better	5.89	4.88	4.90
7. To Learn Practical Information To Help Me In My Career	4.53	5.29	5.02
8. To Develop Reflective and Critical Thinking	5.59	5.48	5.48
9. To Be Of Service To Others	4.84	4.80	4.75
10. Having Many Good Friends	5.73	5.06	4.70

\* The higher the ratings of achievement, the more that people saw the Rome Center or Loyola University as helping them achieve the goal. (1=very strongly inhibited; 7=very strongly helped)

ings of importance times ratings of achievement are presented in Table 17.

Demographics. Both groups were asked the same set of questions dealing with residence, marital status, income, occupation, and so on.

Some differences were found between Loyola Rome people and non-Rome people and their reported last level of school completed ( $\chi^2$  (df=6,  $n=279$ )=16.90,  $p<.01$ ). The major differences were for those holding master's degrees (Rome -19%; comparison -27%) and those holding professional degrees (Rome - 16%; comparison - 10%).

They were next asked whether they owned or rented their home/apartment. While the Loyola Rome people were essentially evenly split between owning (49%) and renting (51%), far more comparison people indicated that they owned (78%) rather than rented (22%) their home/apartment. This relationship between renting/owning and Rome/comparison was significant ( $\chi^2$  (df=1,  $n=251$ )=22.15,  $p<.0001$ ). Related to this they were asked how long they lived at their current residence. While comparison people lived at their residence nine years and seven months, on the average, Loyola Rome people lived at their residences only five years and eleven months. Yet, comparison people also indicated that they moved more often ( $\bar{X}=3.73$ ) than Loyola Rome people ( $\bar{X}=2.68$ ).

Interestingly, a greater percentage of Loyola Rome people reported that they had never married (51%) compared with the non-Rome group (39%). More of the latter group reported being currently married (58%) than those of the Rome group (44%). Few people of the Rome group (3%) or of the comparison group (2%) indicated that they were



Table 17

Rating of Importance Times Achievement  
Loyola Rome and Comparison Group

Goals	Rome R.C. Loyola	Comp. Loyola
1. Finding Personal Happiness	35.72	28.32
2. To Develop A Solid System Of Values	29.64	29.00
3. To Get More Enjoyment Out Of Life	33.32	24.59
4. To Understand The Role Of God In My Life	22.59	20.85
5. To Develop A Successful Career	25.13	29.32
6. To Understand Myself Better	32.04	26.91
7. To Learn Practical Information To Help Me In My Career	23.54	27.61
8. To Develop Reflective and Critical Thinking	31.46	30.60
9. To Be Of Service To Others	27.47	27.05
10. Having Many Good Friends	30.40	26.82

\* The higher the mean rating indicates that the Rome Center or Loyola University was helping them achieve an important goal. (Maximum rating = 49.00)

currently divorced or separated.

Nearly equal percentages of both groups reported that they were of Italian heritage (Rome - 19%; comparison - 20%). Similarly, nearly equal percentages of both groups reported that they were married to someone of Italian heritage (Rome - 6%; comparison - 7%).

There were some reported differences between the two groups in their approximate household income. While more Rome people reported incomes at the extremes than comparison people (under \$7,500 = Rome - 11%, comparison - 4%; \$75,000 and above = Rome - 22%; comparison - 15%), more comparison people reported incomes in the combined \$35,000 to \$74,999 range (Rome - 30%; comparison - 42%). The remaining income levels were reported by approximately equal percentages of both groups. The median income level of both groups was in the \$35,000 to \$49,999 range.

Differences were noted in response to a question asking the respondent to check the one statement which seemed to best categorize their present occupation status. While approximately three-fourths (74%) of the comparison people reported that they were working full time, less than two-thirds of the Rome group (61%) reported the same. More Loyola Rome people reported working part-time (21%) or being in school (9%) than comparison people (13% and 2%). These response categorization differences by Rome/non-Rome were significant ( $\chi^2$  (df=8, n=277)=16.27,  $p < .05$ ).

Two differences were noted between the groups when asked to briefly describe their present (or most recent) occupation. First, while only one out of ten (10%) of the Rome group reported occupations

In the health and human services area, three out of ten (31%) of the comparison people did. Second, more Loyola Rome people (32%) reported "other" categories than comparison people (22%). All other categories, including banking/finance, law, education/teaching, sales, and business/management, were essentially the same. In addition, members of both groups, on the average, held approximately 2.2 jobs over the past five years.

Finally, there appeared to be no differences between the responses of both groups to the question asking to what degree did their current occupation involve foreign travel. Only about 3% of both groups indicated that their positions involved a great deal of foreign travel. Almost ninety percent of the people of both groups (Rome - 87%; comparison - 89%) reported that their current positions do not involve foreign travel at all.

Path analysis: the relationship between various indicators and life satisfaction. This final section explores the relationship between several variables, including ratings of life satisfaction, enjoyment of leisure time activities, the challenge and skill related to those activities, global attitude ratings toward the Rome Center and Loyola University, and other relevant variables as outgrowths of the Rome Center and the college experience in predicting life satisfaction. In order to best examine the effect of attending the Rome Center, as well as to eliminate the diversity of home college influence, only Loyola University people, Rome Center and comparison, are used in the analyses.

Path analyses involving a series of multiple regression analyses

were used to determine the relationship between the various variables. Essentially, path analysis is a method of evaluating linear relationships among a set of variables (Duncan 1966, 1975). Assumptions that a causal order exists among the variables and that the relationships among these variables are causally closed underlie this process. Standardized coefficients from regression analyses are used to determine the relative amount of variance for a dependent variable, here life satisfaction, by one or more indicator or predictor variables. The complete models are presented in Figures 3 through 6.

Three variables were initially selected to serve as outcome or dependent variables. They were two general life satisfaction scores (LS1 and LS2), and a single indicator of current happiness, the question, "Taking all things together, how happy would you say things are these days?" It soon became apparent, however, that only the variable LS1 could serve as an adequate outcome variable. Most predictor variables could only account for a minimal amount of explained variance in the other two variables.

The variable LS1 was created by summing the responses to five individual items, to which respondents were asked to indicate how much satisfaction they received from: "the things you do in your leisure time"; "the work you do in and around the house/apartment"; the work you do on your job"; "being with your friends"; and "being with your family." Each of these items were rated from 1=no satisfaction to 7=great satisfaction. These item ratings were then summed for a general life satisfaction score.

Since much of the focus of this research centered upon leisure-

time activities and attitudes toward the Rome Center and the home university, these variables were selected as initial predictors of the above outcome variables. These predictor variables were enjoyment of current leisure-time activities, the global attitude rating toward the Rome Center (i.e., the sum of the ratings of goal importance times the ratings of achievement for the Rome Center), and the global attitude rating toward Loyola University as the home school (i.e., the sum of the ratings of goal importance times the ratings of achievement for Loyola University). The effects of other relevant variables, including ratings of the impact of Loyola University and of the Rome Center on their lives, income level, and the number of semesters at the Rome Center, were also used separately as predictor variables. It quickly became apparent, however, that the latter two variables were essentially not contributors to the three outcome variables.

The single best predictor of LS1, LS2, and "how happy things are these days," was the rating of enjoyment of current leisure time activities. The amount of variance explained by this variable varied little depending whether the people attended the Rome Center or not. In predicting LS1, ratings of enjoyment of current activities accounted for the following standardized beta values and percent of explained variance: Loyola Rome people - .41 (17%); Loyola comparison people - .46 (21%); and combined - .43 (19%). In predicting LS2, the predictive strength of the variable was greatly reduced: Loyola Rome - .19 (3%); comparison - .19 (3%); and combined - .19 (3%). For the outcome variable, "happiness," the rating of enjoyment of current leisure activities served as a somewhat better predictor: Loyola Rome - .26

(7%); comparison - .29 (9%); combined - .28 (8%). Because later analyses failed to discover any variable(s) which could appreciably increase the amount of explained variance, the outcome variable "happiness" was dropped from the analysis. In addition, because, no combination of variables would increase the amount of explained variance of LS2 to a level equal to or higher than LS1, it too was dropped as an outcome variable. Therefore, only the general life satisfaction score, LS1, is focused on as the final outcome variable in the following analyses.

The ratings of attitude toward Loyola University served as a "good" predictor of LS1 (Loyola Rome - .37, 12%; comparison - .43, 19%), as did the ratings of attitude toward the Rome Center for the Rome Center people (Loyola Rome -.23, 5%). The combination of ratings of enjoyment, attitude toward Loyola, and attitude toward the Rome Center, accounted for 25% of the explained variance of LS1 for the Loyola Rome people, and (using only the first two predictors) 34% of the explained variance of LS1 for the comparison people.

Several variables served as appropriate predictors for enjoyment of current activities. These included: the combination of challenge and skill of these activities (Loyola Rome - .38, 15%; comparison - .39, 16%); the index of fit (Loyola Rome - .27, 7%; comparison - .15, 2%); enjoyment of leisure-time activities at Loyola University (Loyola Rome - .34, 12%; comparison - .30, 9%); and the ratings of enjoyment of leisure-time activities at the Rome Center (Loyola Rome only - .32, 10%).

The single best predictor of attitude toward Loyola University,

among the variables used in this section, was enjoyment of leisure-time activities at Loyola University (Loyola Rome - .34, 12%; comparison -.20, 4%). On the other hand, the best predictors of attitude toward the Rome Center were: enjoyment of leisure time activities at the Rome Center (.12, 1%); and number of semesters at the Rome Center (.02, .4%). The relationships among these variables is presented in Figure 3, for Loyola Rome people, and Figure 4, for comparison people.

Finally, when the variables perceived impact of Loyola University and impact of the Rome Center were entered into the analysis as predictors of LS1, and as outcome variables predicted by attitude toward Loyola University and toward the Rome Center, and by the enjoyment of leisure-time activities at these institutions, there was essentially little change in the prediction of LS1. However, they did contribute somewhat to the understanding of the interrelatedness of the predictor variables. These two predictors alone, on the other hand, were not "good" predictors of LS1 for the Loyola Rome people, and only the impact of Loyola served as a moderate predictor of LS1 (.30, 9%) for the comparison people. These extended relationships are presented in Figure 5 for Loyola Rome people, and in Figure 6 for the comparison people.

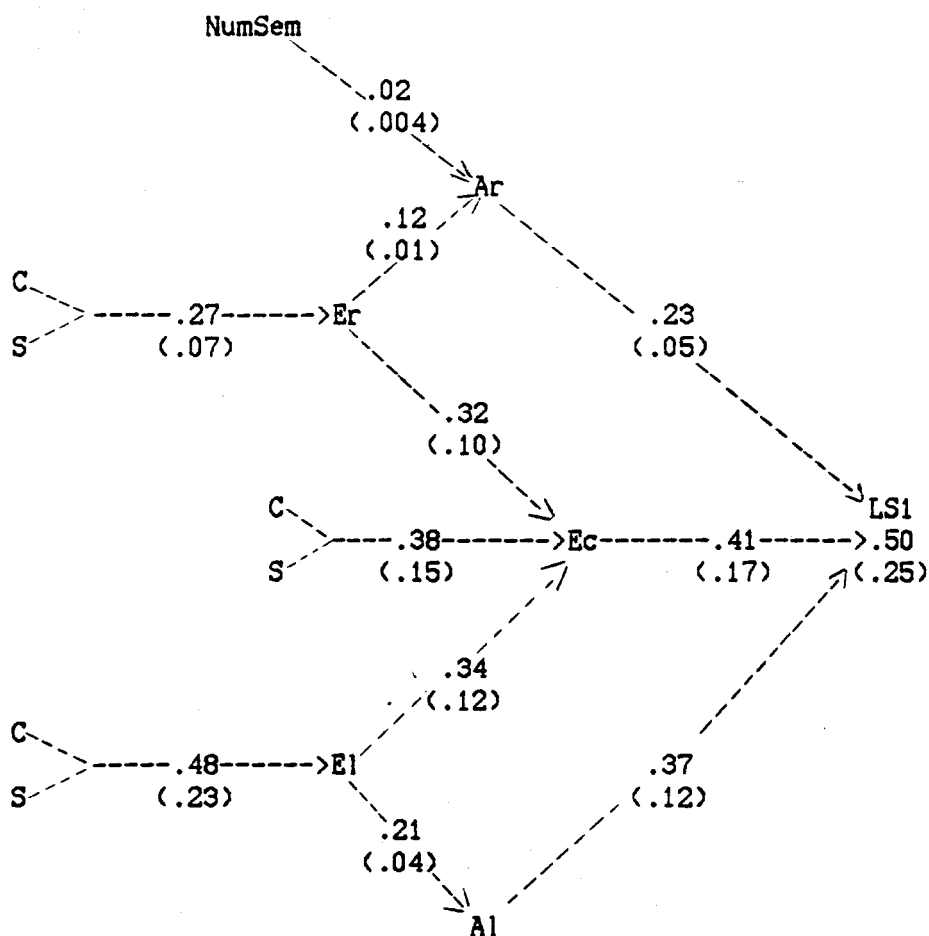


Figure 3. Path analysis: Predicting life satisfaction - Loyola Rome Center Alumni. Model does not include ratings of impact of Rome Center or of Loyola University.

Top figure = standardized beta value

Bottom figure (in parentheses) = percent of explained variance

LS1 - General life satisfaction score

Ar - Global attitude toward the Rome Center

Al - Global attitude toward Loyola University

Ec - Enjoyment of current leisure-time activities

Er - Enjoyment of leisure activities at the Rome Center

El - Enjoyment of leisure activities at Loyola University

NumSem - Number of semesters at the Rome Center

C - Challenge of the activity

S - Skill in doing the activity



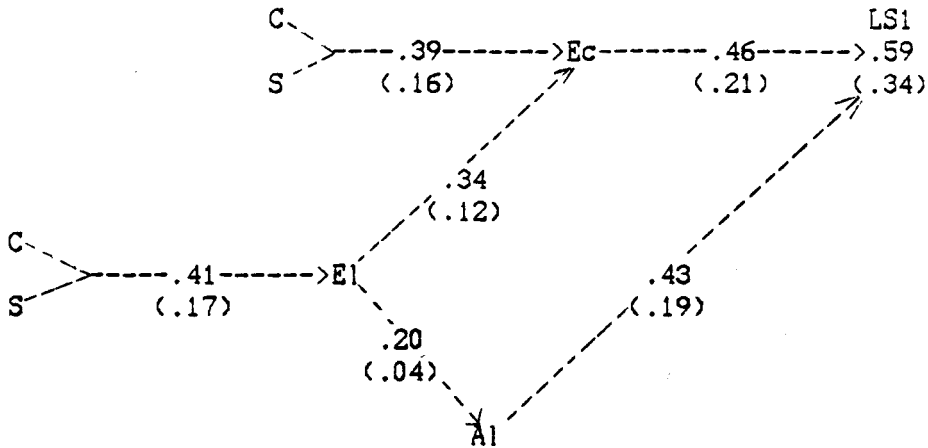


Figure 4. Path analysis: Predicting life satisfaction - Loyola comparison group. Model does not include ratings of impact of Loyola University.

Top figure = standardized beta value

Bottom figure (in parentheses) = percent of explained variance

LS1 - General life satisfaction score

A1 - Global attitude toward Loyola University

Ec - Enjoyment of current leisure-time activities

E1 - Enjoyment of leisure activities at Loyola University

C - Challenge of the activity

S - Skill in doing the activity

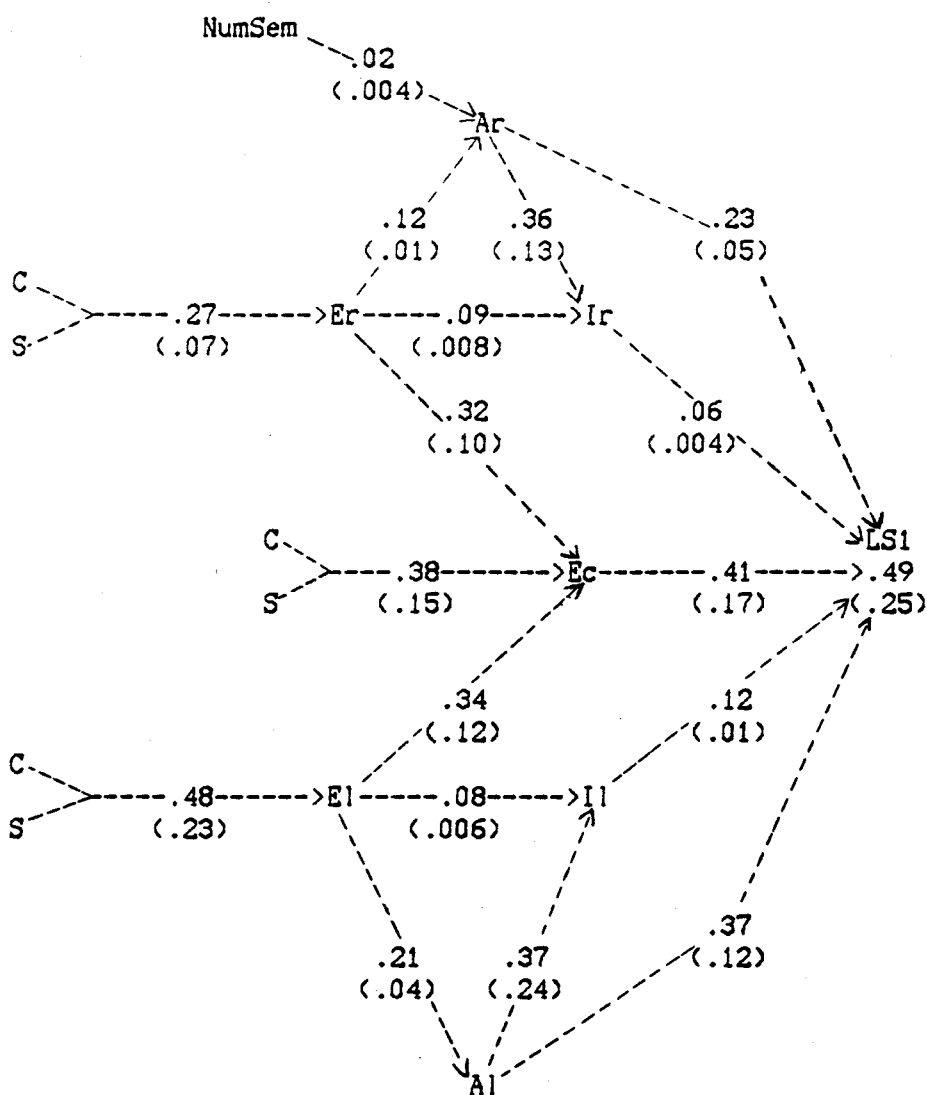


Figure 5. Path analysis: Predicting life satisfaction - Loyola Rome Center Alumni. Model includes ratings of impact of Rome Center and of Loyola University.

Top figure = standardized beta value

Bottom figure (in parentheses) = percent of explained variance

LS1 - General life satisfaction score

Ar - Global attitude toward the Rome Center

A1 - Global attitude toward Loyola University

Ec - Enjoyment of current leisure-time activities

Er - Enjoyment of leisure activities at the Rome Center

El - Enjoyment of leisure activities at Loyola University

NumSem - Number of semesters at the Rome Center

C - Challenge of the activity

S - Skill in doing the activity

Ir - Perceived impact of the Rome Center on life

I1 - Perceived impact of Loyola University on life

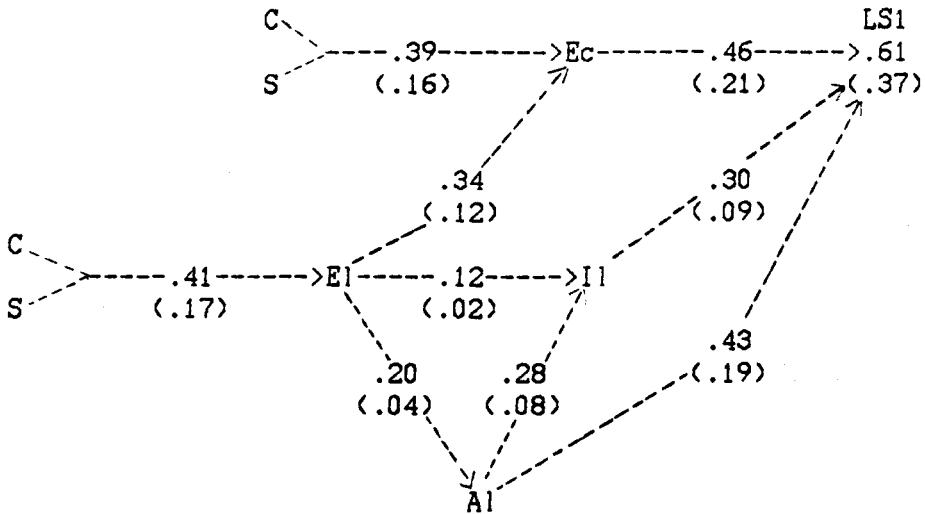


Figure 6. Path analysis: Predicting life satisfaction - Loyola Comparison Group. Model includes ratings of impact of Loyola University.

Top figure = standardized beta value

Bottom figure (in parentheses) = percent of explained variance

- LS1 - General life satisfaction score
- A1 - Global attitude toward Loyola University
- Ec - Enjoyment of current leisure-time activities
- E1 - Enjoyment of leisure activities at Loyola University
- C - Challenge of the activity
- S - Skill in doing the activity
- I1 - Perceived impact of Loyola University on life

## CHAPTER IV

### DISCUSSION

This discussion section will begin with a general review, and some commentary and interpretation of the results of the Rome Center alumni questionnaire, the comparison group questionnaire, and analyses conducted between the responses of Loyola University students who went to the Rome Center and Loyola students who did not. A general critique of "FLOW" theory will be included in the above. Next, a re-examination of some of the issues dealing with the conceptual framework will be presented, followed by an examination of some of the potential weaknesses and limitations of this research. The chapter will conclude with a brief discussion of some recommendations and future directions of study.

The long term impact of foreign study at Loyola University's Rome Center of Liberal Arts. The present study attempted to determine some of the outcomes and long-term effects resulting from the experiences associated with attending the foreign study program at Loyola University of Chicago's Rome Center of Liberal Arts. From the responses of those attending the Rome Center, it was determined that essentially all found the program to be a uniquely positive experience, one that they perceived as having a significant impact on their lives, the specifics of which will be discussed below. What is most likely taking place, here, is a unique correspondence or interaction between the

needs and goals of the participants on the one hand and the programs and opportunities offered by the Rome Center on the other.

The investigation began as an outgrowth from an earlier examination into the short-term impact of studying at Loyola's Rome Center (McCombie, 1984). That initial study concluded that in the short run students perceive themselves as achieving personal growth, becoming more world minded, and more understanding of global events and international/ intercultural issues because of their having attended the Rome Center. They also believed that by attending the program they became more aware of new options for life-styles and occupations. In sum, they agreed that the Rome Center had, and would continue to have, a significant impact on their lives. Unfortunately, the strength and duration of these "effects" could not be determined from that previous study. It was suggested that the outcomes observed immediately after spending a semester or two abroad may be short-lived, a possibility that the present study was designed to explore.

Two rather elaborate research questionnaires, one for those who attended the Rome Center, and one for a smaller comparison group, were developed based on: (1) the results of the above investigation; (2) interviews with former and present administrators, faculty members, and student participants; and (3) a simplified pilot questionnaire. A sampling design based on the return rate and percent of identified inaccurate addresses of the pilot questionnaire, sent to about 100 people who attended the Rome Center for its first twenty years, resulted in the selection of 1,660 former Rome Center students for the present study. After a series of contact postcards, questionnaire packets,

and follow-up postcards, 655 questionnaires were completed and returned. Of the 655 returned questionnaires, 156 were from people who had attended Loyola University. In addition, a group of students attending Loyola University but who had not attended the foreign study program ( $n=391$ ) were selected for this study. The number of the comparison group was determined to equal the number of Loyola Rome Center people included in the above Rome Center sample. In addition, matching between Loyola Rome Center and comparison people was based on anticipated year of graduation. These former students were sent a similar series of post-cards and questionnaire packets, which resulted in 125 completed re-turns. Responses to both questionnaires were examined and comparisons were made within and between groups.

Those who attended the Rome Center were not uniform in their background and, while attending the Rome Center, varied in their length of stay and in the location of their campus in Rome. Approximately one-fourth of these former Rome people were from Loyola University while the remainder represented 143 other colleges and universities from around the U.S., with some of these colleges and universities being reported more frequently than others. These people varied in their academic majors, although most were majoring in either the social sciences, especially history, psychology, and political science, or in business-marketing. While the reported incidence of some of these majors remained stable over the years, e.g., psychology, others, e.g., history and business, fluctuated rather dramatically.

There were variations in their place of residence the semester before leaving for Rome. Most, however, lived in dormitories (60%),

followed by living at home (28%), and in private apartments (13%). There were also differences in the ratio of males to females over the years, while the aggregate consisted of only slightly more females than males.

Three-fourths of these former Rome students reported that they had participated in at least one or two extra-curricular activities before going to Rome, the most common of which was school politics. Three-fifths also reported visiting at least one foreign country prior to going to Rome. The most frequently visited countries, however, however, were Mexico and Canada. About one in seven reported that they had previously visited Italy.

There were differences in the numbers of students registering for the Fall semester, the Spring semester, or for the full academic year at the Rome Center. The trend, however, appears to be toward attending for one rather than two semesters.

While only about one-fourth of these respondents attended a special pre-Rome orientation prior to their departure for the Rome Center, it appears that as the years progressed more people have attended such an orientation program. Most of those attending see the orientation program as quite helpful. Unfortunately, only Loyola University people, especially Fall-only and to some degree full year people, are likely to attend such a program.

One-third attended the Rome Center program with a close friend. Full year people were more likely to go with a friend than were single semester people. Such friendships, however, were the source of both positive and negative effects. Those who went with friends adapted to

the Rome Center and to the Italian culture somewhat easier than those not going with friends. On the other hand, such friendships, combined with groupings from particular schools, resulted in the formation of cliques, which others, going alone, reported as contributing to their loneliness and isolation.

The reasons these students gave for attending the Rome Center also varied considerably. For most, however, these reasons included a special desire to see Europe, to experience a new culture, and to study abroad, especially in Europe. Nearly all indicated that their reason for going to the Rome Center was completely fulfilled.

The Rome Center experience. The initial adjustment to the Rome Center and/or to Italy itself was rather difficult for many, and it is noteworthy that the percent of those who report it as "not at all difficult" appears to be decreasing over the years. This is most interesting in light of the increase in the numbers of people attending pre-Rome orientations, suggesting perhaps a need to re-evaluate the focus of and/or information provided in those orientation programs. Some of the more common initial adjustment problems were homesickness, loneliness, problems in making new friends, the language barrier, and problems related to adjusting to the Italian culture.

On the average, these people did not find classes at the Rome Center to be any more demanding than those at their home school, and they generally agreed that there was enough counseling or support from the faculty and administration. They also tended to indicate that they studied less and socialized more at the Rome Center than at their home school. Females were more likely to date native Italians than



were males, while males were more likely to travel alone than were females, though both males and females generally traveled with others. Almost half of all Spring-only students indicated that one and two semester people did not associate much, while less than one-fifth of Fall-only people or full year people reported the same. It might be that only those members of the "out-group" (i.e., Spring-only people) were aware of the non-association. Fall-only people travel to Rome with full year people developing some degree of cohesiveness. The former, however, are then replaced by new Spring-only people who must try to fit in with each other and with the cohesive full year group, perhaps causing some degree of isolation or problems of association.

The Rome Center alumni indicated that the program involved experiential learning to a large degree. This included on-site visits in correspondence with various courses, school sponsored trips to various countries, and extended weekends and holidays. This focus on experiential education is stressed by faculty and, as stated above, in program design. Basically, all former students viewed this as an essential part of the Rome Center program.

Traveling is another essential part of the Rome Center experience. Most students visited between six and thirteen countries, with the average number of visits to any one country ranging between two and three visits. Full year people and males were more likely to make visits outside Italy than Fall-only or Spring-only people and females.

Former students tended to give detailed descriptions of their "best experience" and, though to a lesser degree, of their "worst experience." Best experiences included traveling, developing close

friendships, living in a different culture, and, for some, everything. Worst experiences included problems with other students, problems in dealing with certain rules and regulations, loneliness, and, for many women, being accosted by Italian men.

Interestingly, less than half developed close friendships with native Italians, and whether they did so or not did not depend on their length of stay at the Rome Center. However, there was a relationship between fluency in speaking Italian and likelihood of making friends with native Italians, although the causal direction of this relationship cannot be determined.

On the surface, it appears that to some degree the campus which they attended had some influence on their perceptions and behaviors. However, what more likely has taken place is a complex interaction between campus, administration, economic conditions, social change, the passage of time, and personality of the group attending. For example, there were differences by campus in how students evaluated those who were at the Rome Center at the same time they were, with some seeing their particular group as more party-oriented or cliquish than did those at other campuses. This is not to say that the campus itself may not have had an effect on student attitudes and behaviors. One can expect to find a difference between the environmental impact of the international atmosphere of the C.I.V.I.S. and the affluence and charm of the Villa Tre Colli. Yet is quite possible that economic and social changes in the U.S. that accompanied the years of these campuses were more responsible for differences in student characteristics than were the environmental aspects of the campuses themselves.

While the tendency, as noted above, is increasingly to attend for one rather than two semesters, most former Rome Center students reported that, given the opportunity to do it over again, they would do it differently by staying for two semesters. This suggests the need for continued or increased pre-Rome counseling concerning the advantages and disadvantages of one versus two semesters at the Rome Center.

In light of the many positive experiences reported, it is not surprising that most students were not eager to return to the U.S. Relatedly, most found it at least somewhat difficult to re-adjust to life in the United States after returning from the Rome Center. This was especially true for full year students, as might be expected. They experienced various initial re-adjustment problems including difficulties with family and former friends, with re-adjusting to "normal" school life, and with finances. Many of these and other problems continued for at least the first full year back in the U.S. Further, virtually no returning student indicated that he or she had a post-Rome orientation (debriefing) program, even though most felt that such a program would be of considerable value.

After returning to the U.S., Rome Center students did not return to "normal" life. Besides the problems of re-adjustment noted above, they did not simply "pick up where they left off." For example, there was a decrease in the number of extra-curricular activities at their home school following their return from the Rome Center. There was, however, an increase in participation in one activity, foreign language club. It does appear, though, that the insights and knowledge

of these people may be under-utilized, contributing, perhaps, to negative re-adjustment and long term apathy in engaging in those types of activities which gave them pleasure and enjoyment while at the Rome Center.

On the average, they felt that the Rome Center had a significant impact on their lives, even more so than their college experience as a whole. When specifically asked about the Rome Center's influence on certain areas of their lives, they indicated that the Rome Center experience had strongly influenced their vacation plans and eating habits, and, to a lesser degree, their leisure time reading and choice of friends. While only about one in six students changed their major after attending the Rome Center, nearly one in three indicated that they changed their career plans. The Rome Center experience was seen by nearly all of those changing their major as "strongly" to "completely" influencing their decision. On the other hand, the Rome Center was viewed as a strong influence in their decision to change their career plans by only about half of those indicating a change.

In regard to making friendships with native Italians while at the Rome Center, just under half of the respondents reported making such friendships. Only about ten percent of the respondents have been in contact with native Italians in the past six months. This figure is significantly related to when one was at the Rome Center, such that the longer one has been removed from the program in years the less likely he or she was to report being in contact with native Italian friends.

Nearly all reported experiencing various lasting positive ef-

fects. These positive effects included personal growth, self-development, lasting friendships, love of travel, appreciation of other cultures, refined appreciation for art, architecture, and classical music, and a retained interest in Italian and European culture, politics. Less than ten percent indicated that they experienced any lasting negative effects. Those mentioning negative effects indicated such things as the desire but inability to travel and over-remiscing of their travels, friends, and other factors related to their Rome Center experience. While most indicated a love of travel, few have visited other countries over the past two years, and those countries which were reported tended to be Canada and Mexico, and, for a very few, Italy.

It appears that in addition to traveling less than they would like to, these people are not engaging in leisure-time activities which they find as challenging as they would like them to be. The fit between the challenge of their leisure-time activities and their skill in performing those activities was best when they were at the Rome Center, followed by present day activities, and worst for their home college or university. These respondents also gave the highest rating of enjoyment of leisure-time activities to their activities at the Rome Center.

It had been predicted that ratings of enjoyment, especially for leisure activities at the Rome Center, would strongly correlate with the challenge/skill ratio for those activities due to an anticipated increase in ratings of challenge associated with those activities. Yet, this predicted relationship was not found for Rome Center, cur-

rent, or home university leisure activities. Correlations between fit and enjoyment were consistently low, as was the predictive ability of the indices of fit for the respective enjoyment ratings. Such results appear to be inconsistent with the ideas of Csikszentmihalyi (1975) that enjoyment of activities increases as the ratio between challenge and skill approaches unity. In addition, contrary to prediction, both former Rome Center students and comparison students generally indicated the desire for current activities that were more challenging, but this desire for more challenge was not an adequate predictor of current life satisfaction as was expected. Although the specific purpose of this research was not to test this theory of "FLOW," it appears that little or no support for the theory was found, raising questions about the theory and/or how the variables were operationally defined. It could also have been that by having respondents concentrate on several leisure activities at one time, the uniqueness of each activity's rated challenge, skill, and enjoyment, was confounded.

Generally, all are quite happy and satisfied with their lives, although they did indicate that they were happier at the Rome Center than they are now, or than when they were at their home college or university. The predictors of their life happiness will be discussed further below.

Of a list of presented goals, these former Rome Center people rate the goal, "finding personal happiness," as most important, and, "to understand the role of God in my life," as the relatively least important goal, though it was also rated as very important. Some goals, however, appear to change across time, especially those dealing

with career development, which tend to show a reduction in importance over time.

The Rome Center is seen as helping them achieve their goals more so than their home school. However, this may be due to the selection of goals, some of which were reflective of the Rome Center program. Nevertheless, this is where an important distinction takes place. These people see their home school as helping them achieve some specific goals, essentially those dealing with career development, more than the Rome Center does. Generally, however, these goals are rated somewhat less in importance, resulting in a difference between the Rome Center and their home school in ratings of goal achievement and overall attitude. Regardless of attitude score, however, over ninety percent of all respondents have tried to influence someone to attend a foreign study program. On the other hand, less than one-half percent tried to influence someone not to study abroad.

Evaluations of the importance of each of these goals, and ratings of the degree to which these respondents felt that their home school and the Rome Center helped/inhibited their attainment of each goal served as the basis for two global attitude scores, one toward their home school and one toward the Rome Center. While the attitude scores for both institutions were in the favorable range, the attitude score for the Rome Center by Rome Center alumni was significantly higher than their score for their home school. The single best predictor of attitude toward the Rome Center was enjoyment of leisure time activities at the Rome Center. Similarly, the single best predictor of attitude toward the home school was enjoyment of leisure

time activities at the home school. It is also important to note that these attitude scores tend to decrease over time, that is, the longer one is removed in time from the Rome Center or from the home school, the lower the attitude score. This decrease is directly related to the lower ratings of achievement given to the Rome Center and the home university.

Finally, it appears that these Rome Center people are relatively successful educationally and financially. Yet, even this may be at a "price." They appear to be unsettled, that is, quite likely to have moved or changed jobs over the past five years, and, for the most part, are unmarried in contrast to the comparison group.

Comparison group. As mentioned above, these comparison people were matched on number and anticipated year of graduation with Loyola students who attended the Rome Center.

Nearly all of these comparison students indicated that they had heard of the Rome Center, and approximately one-fifth indicated that they had attended a Rome Center sponsored presentation. Half of all the comparison respondents also reported that they had family or friends who attended the Rome Center. Generally, however, when asked why they chose not to attend the program most responded that they decided not to because of other commitments, the expense involved, or simply because they were not interested in foreign study.

In addition to the above, some respondents (7%) indicated that they had inquired into other foreign study programs. As a result of those inquires and inquires into the Rome Center program, one in six comparison people did decide to study abroad. Of these, only a few



actually did participate in foreign study programs. Most, however, did not do so generally because of financial considerations.

These comparison people were asked about their college life during the first two years and the last two years as a means of comparing their college lives with the Rome Center students college lives, pre-Rome and post-Rome. (These comparisons are discussed further below.) About half of these comparison students lived with their parents throughout their college experience. The remainder generally lived in a dormitory or in a private apartment, with a noticeable increase in the later place of residence during the second two college years. Two-thirds of these respondents engaged in extra-curricular activities during their first two years in college at Loyola University. This figure decreases by only ten percent for the second two years.

These comparison people, while not attending Loyola's foreign study program, they did participate in programs, functions, classes, or activities that offered them some special meaning. Nearly one-fourth indicated that they had participated in some program, etc., that they saw as worthwhile and having a lasting impact on their life. Examples of such programs included fraternity or sorority, a special retreat program, student government, or volunteer work. These programs or functions were seen as helping them make good friends and as positively affecting their career plans.

Comparison students, however, for the most part did not see their education at Loyola as experiential. Most did indicate, nonetheless, that their college experience at Loyola has had a significant

impact on their lives.

For the greater part, these comparison students did not visit any foreign countries while at Loyola. Yet, those who did visit other countries were more likely to visit a European country than Canada or Mexico. On the other hand, while most also did not visit any countries during the past two years, the countries reported were more likely to be Canada and Mexico.

Like the Rome Center alumni, in general, comparison people indicated their current leisure time activities to be quite enjoyable but less challenging than skillful. They also indicated that they wished their current activities were slightly more challenging. These ratings of enjoyment, challenge, and skill for current activities were higher than the ratings for activities at Loyola. Further, like that for the Rome Center alumni, the resulting challenge/skill ratio was less than moderately correlated with the ratings of enjoyment. Once again, there appears to be a conflict with these results and the predictions of "FLOW" theory.

These comparison people are generally quite happy with their lives these days, happier than when they were at Loyola. One good predictor of their life satisfaction, however, is the global attitude rating toward Loyola based on their ratings of importance and achievement of certain life goals.

Comparison respondents gave their highest ratings of importance to the goals "finding personal happiness" and "to develop a solid system of values." They rated "to understand the role of God in my life" and "having many good friends" as relatively lowest in impor-

tance. Regardless of the goals rated importance, however, they saw Loyola as most helping them achieve the goals "to develop reflective and critical thinking" and "to develop a successful career."

As a result of these ratings of importance and achievement, a global attitude score toward Loyola University was created. These scores indicated a moderately favorable attitude toward Loyola, though somewhat lower than the mean score given by Rome Center alumni in general and by Loyola Rome Center alumni to their home school. Interestingly, the comparison students' global attitude rating was significantly related to the degree to which they rated their education at Loyola as experiential.

Finally, nearly all the respondents reported that they have graduated from college, with over half completing at least some graduate work. Most own their own home, and two-thirds have not moved from their place of residence over the past five years. Three-fourths work full time with an average reported yearly income of between \$35,000 and \$49,999.

Loyola Rome Center people and comparison people. A number of comparisons were conducted between: (1) individuals who attended both Loyola University and the Rome Center; and (2) individuals who attended Loyola University but not the Rome Center. These later comparison people were matched on approximate year of graduation from Loyola.

No significant differences were found for place of residence or number of extra-curricular activities engaged in while at Loyola. Similarly, no differences were noted between the groups regarding

likelihood of changing major and/or career plans while at Loyola.

The impact of their college experience at Loyola was equally positive for both groups. However, for the Rome Center people, the impact of the Rome Center on their lives was rated as significantly greater. In other words, they view the Rome Center as having a greater impact on their lives than Loyola University. While this may be the case, its effect is not necessarily on their life satisfaction as will be discussed below.

In their leisure time, both Loyola Rome and non-Rome people engage in activities which they find equally highly enjoyable and moderately challenging, and do so with perceived varying levels of skill. The computed index of fit was about the same for both groups, Loyola Rome Center alumni slightly tend to indicate more skill and less challenge than the comparison group. Both groups, nevertheless, tended to indicate that they desired to engage in activities that were more challenging to them.

Both groups gave relatively comparable ratings for the enjoyment, challenge, and skill of the leisure activities they engaged in at Loyola University, though their overall ratings of enjoyment and challenge were somewhat lower than the ratings given to present activities. Yet, there were meaningful differences. Rome Center people were slightly less skilled and slightly more challenged at Loyola University than were comparison people. This resulted in a better index of fit for the Rome Center people. This was somewhat surprising in that one might have predicted just the opposite, that is, a higher level of skill and a lower level of challenge for the Rome Center

people while at Loyola. Finally, Loyola Rome students gave the highest ratings of enjoyment to the activities they engaged in at the Rome Center compared to their own or comparison group ratings of Loyola leisure activities. In addition, the relationship between the challenge of those activities and their skill in performing them was a closer fit, as would be suggested by Csikszentmihalyi (1985), than for their and non-Rome students' activities at Loyola University and in their present leisure time. While this close fit did not significantly predict the ratings of enjoyment, it was positively correlated with the enjoyment ratings.

There appears to be essentially no difference between the two groups in their ratings of life satisfaction, both are above "pretty happy" if not "very happy." Members of both groups were not as happy when they attended Loyola University as they are at present. On the other hand, the Loyola Rome people indicated that they were slightly happier at the Rome Center than they are presently.

The above ratings of happiness appear to be related to the ratings of importance and achievement of certain life goals. In their ratings of importance of certain life goals, some differences do appear. Both groups rated "finding personal happiness" and "to develop a solid system of values" to be their most important goals, and "to understand the role of God in my life" and "having many good friends" as their relatively least important goals. These goals, nonetheless, were rated as important. However, they did differ in their ratings of importance for at least one goal, "to develop reflective and critical thinking." Loyola Rome people felt this goal to be more important

than non-Rome people.

There were very important differences in the ratings both groups gave to Loyola University and, for the Loyola Rome people, to the Rome Center in helping them achieve the goals. Comparison people see Loyola University as helping them most to "develop reflective and critical thinking" and "to develop a successful career," and to a lesser extent "to learn practical information to help me in my career" and "to develop a solid system of values." Rome Center alumni also see Loyola University as helping them most "to develop reflective and critical thinking" and "to develop a successful career." Yet, they see the University as helping them "to learn practical information to help me in my career," and, to a somewhat less extent, "to have many good friends." These Rome Center alumni, on the other hand, see the Rome Center as helping them "to get more enjoyment out of life," "to find personal happiness," "to understand myself better," and "to develop reflective and critical thinking." Some of the most interesting differences are in how the two groups see Loyola University and how Loyola Rome people see Loyola University and the Rome Center. Essentially, the two groups differ little in how they view Loyola in helping them achieve their goals. However, Loyola Rome people do appear to evaluate Loyola University somewhat more pragmatically than they evaluate the Rome Center, while they appear to evaluate the latter as a center for enjoyment and fostering self-understanding.

One clear exception, however, was for the goal "having many good friends." Rome Center alumni see the Rome Center as having strongly helped them to achieve this goal. Yet, they also see Loyola Univer-

sity as having strongly helped them to achieve it. Comparison people, on the other hand, rated Loyola's help in achieving this goal lower than for all other goals except one, "to get more enjoyment out of life." In addition, there were three goals which received near equal ratings of achievement by both groups for Loyola University and by Loyola Rome Center alumni for the Rome Center. These goals are: "to develop reflective and critical thinking"; "to develop a solid system of values"; and "to be of service to others". Thus, not only do the Rome Center alumni and the comparison people view Loyola University near equal in helping them achieve some goals, but Rome Center alumni also see no difference between Loyola University and the Rome Center in helping them achieve certain other goals. In other words, it appears that Loyola University and the Rome Center have some degree of overlap in the degree to which they are perceived as helping people achieve certain goals. It could be that Loyola University Rome Center people did (could?) not completely separate Loyola University from the Rome Center.

Perhaps the ability to make distinctions between the two institutions, more than all other aspects, differentiates those who study abroad from those who do not. Loyola Rome people, unlike the comparison people, are able to and do make a comparison and a distinction between the strengths of the two institutions. They view Loyola University essentially as a center for cultivating an essential background for their career development. On the other hand, they view the Rome Center essentially as a center for more personal development.

As a result of variations in the rated importance of certain

goals, and variations in how the groups rated Loyola University's help to achieve these goals, and the Rome Center's help by Rome Center alumni, differences arose in computed attitude scores. Rome Center alumni were found to hold a significantly more favorable attitude toward the Rome Center than toward Loyola University. The source of this difference appears to come from the importance/achievement cross-product given to the goals "finding personal happiness," "to get more enjoyment out of life," "to understand myself better," and "having many good friends." The attitude ratings given by Loyola Rome Center and non-Rome Center respondents were not statistically different.

Another distinction can be made between Loyola Rome and non-Rome people. Over the years, the former are less likely to be married, to be home owners, and more likely to have changed residence and employment than non-Rome people, an indication of the Rome Center alumni's possible restlessness or, perhaps, their flexibility.

On the other hand, Rome people do tend to report higher yearly earnings and higher levels of educational achievement than non-Rome people. However, it may be that Rome people tend to come from more financially secure backgrounds, and/or from families with members who have already attained high levels of education.

An attempt was made to evaluate the impact of the Rome Center on ratings of life satisfaction. Several variables were included in the analysis, such as attitudes toward the Rome Center and Loyola University, and enjoyment of current leisure time activities. The best predictors of life satisfaction for both Loyola Rome Center and Loyola non-Rome Center respondents were the ratings of enjoyment and attitude



toward Loyola University. These were followed by perceived impact of educational experience at Loyola on their lives for the comparison people, and by attitude toward the Rome Center for the Rome Center alumni. Length of stay at the Rome Center and perceived impact of their experiences at the Rome Center were not good predictors of life satisfaction, although attitude toward the Rome Center was a moderately good predictor of impact of the Rome Center. Attitude toward Loyola University was also a good predictor of ratings of impact of the Loyola University experience on their lives. Enjoyment of leisure activities at Loyola University served as a slightly better predictor than enjoyment of Rome Center leisure activities for the ratings of enjoyment of current leisure activities. Finally, attitude toward Loyola, enjoyment of current activities, and, especially, impact of Loyola University served as better predictors of life satisfaction for comparison people than for Rome Center alumni.

There are, of course, several plausible explanations for the above. It is possible that the attitude toward Loyola is a better predictor of life satisfaction because of Loyola's influence, as noted earlier, on the respondents' career development. Impact of the Rome Center on their lives may not be a good predictor of current life satisfaction because of a lack of variability. Nearly all Rome Center alumni gave high ratings to the Rome Center on this factor. It could simply be that the operational definitions and/or sensitivity of several variables, such as attitude toward the Rome Center and Loyola University, need be re-examined and, if necessary, improved upon. Nonetheless, it does appear that different variables serve as better

or as more appropriate predictors of life satisfaction for comparison people than for Rome Center alumni.

Conceptual framework. As discussed above, previous investigations into the short term impact of foreign study found several reliable outcome effects, but there was no investigation into the duration of those effects. In addition, some studies reported little or no impact partly because there was no effect, and partly because outcome variables that were either irrelevant to the experience or generally not subject to change were included in the design. It becomes all the more necessary, therefore, to devise a conceptual framework that includes relevant outcomes while excluding factors that are irrelevant or not easily measured.

Two models were presented in the introduction. Both, however, were not without their own weaknesses. One weakness relevant to the present research was the concentration only on outcome variables. By not including input or process variables, one cannot discern the direction or cause for the outcomes, especially in one-shot posttest-only designs as in the present case.

Therefore, a general input, process, outcome model was devised. Variables for inclusion in the model came from several sources including prior research, discussions with program participants, and from suggestions by several social psychological theories, including expectancy value theory (Fishbein & Ajzen, 1975) and "FLOW" theory (Csikszentmihalyi, 1975).

Such a process, however, does not insure the researcher of success in identifying all appropriate measurement variables. There are

numerous benefits and limitations to the use of taxonomies and conceptual models. Focusing on one or two theoretical issues generally dictates that certain variables be included, e.g., ratings of enjoyment, challenge, and skill of leisure time activities, and that other potentially equally relevant variables be overlooked or excluded, if for no other reason than to hold check on the size and the flow of the research instrument. The consequences of this delimiting process may be the reason in the present study, for example, that the rating of the impact of the Rome Center was a poor predictor of life satisfaction. Had other variables been included in the questionnaire, ones that better measured the Rome Center impact, the predictive outcome could have been different.

Suffice it to say, that once a taxonomy is selected to serve in combination with a selected theoretical approach as a mechanism for identifying and classifying measurement variables, it must be remembered that a taxonomy is not a panacea for all related problems of variables identification and measurement. Yet, it is a start, and does serve as a better guide than a simpler intuitive approach.

Methodological issues and limitations. While the investigatory process and subsequent results are both interesting and informative in their own right, this is not to say that the present research is not without its own weaknesses and limitations. Some of these weaknesses, such as problems with the return rate and generalizability, problems with making certain comparisons across groups, using data based on self-reports, and the "fishing" and the error rate problems, will be addressed here.

The return rate for both Rome Center alumni and comparison people, for example, was moderately good but potentially troublesome. It could be that the majority of those with incorrect or outdated addresses and non-respondents held somewhat unfavorable attitudes toward the Rome Center and/or their home school. The differential rate of return of Rome Center and comparison groups is another problem, e.g., differences found between the two groups may have been attenuated or sharpened with more equal return rates. In other words, by not getting information from all the people in the sample, we risk distortions of the representativeness of the sample. Therefore, for this reason alone, these results must be interpreted with caution.

A major part of the results and implications of this study is based on comparisons between Loyola University students who went to the Rome Center and a comparison group from Loyola who did not. Both groups did attend Loyola University, and an attempt was made to match the groups on anticipated year of graduation; yet, nothing was known of the comparison students' academic major, relevant personality characteristics, etc. It is possible that differences in the ratings of importance and achievement of certain goals or of the impact of Loyola on their lives are related to differences correlated with personality factors associated with certain academic majors, etc., and unrelated to whether or not they went to the Rome Center.

Next, it should be pointed out that the results of this research are based on self-reports, which have the potential to be inaccurate, intentionally or otherwise. This is especially the case the further the respondents are removed in years from the program or their home

school. While some inaccuracies are likely to occur when asking someone to report self-behaviors, e.g., number and type of collegiate extracurricular activities, it is even more likely that inaccuracies will arise when asking people to report on the same activities after a period of twenty year or more.

In the present research, where a large number of variables are examined for significance, two potential problems arise, fishing and the error rate problem. The first problem, "fishing," may be handled through an a priori analysis strategy based on a presented theoretical approach. To a large degree, that was the case here. Yet, it is often not until the data are in that other types of analyses and/or variables to include in the analyses are realized. Care must be taken to insure that such a posteriori analyses are at least based on the original theoretical approach, with other types of analyses left to future research. Unfortunately, while such advice may be appropriate in most cases, various a posteriori analyses may be justified on other grounds, e.g., to prevent costs in time and money of such future research.

In line with the above, and as a result of both the large number of a priori and a posteriori analyses, some attention must be given to the error rate problem. As the number of analyses grows, the likelihood of obtaining some proportion of significant effects by chance alone also grows. In the present research, three methods were undertaken to help control this error rate problem. First, multivariate analyses of variance were incorporated into the analysis strategy to determine whether any of the significant univariate effects were due

to chance. Next, a more conservative test, Scheffe, was generally used where appropriate as part of the analysis. Finally, in most instances, the acceptable alpha level was changed from the traditional level of .05 to .005, in a further attempt to reduce chance error.

There are, of course, other potential weaknesses and limitations relevant to the interpretation of these results. However, in defense of this report, it should be mentioned that these limitations should not necessarily be interpreted as failures that could be removed or improved upon in future investigations. As Backstrom and Hursh-Cesar (1981, p.7) point out, "They are instead inherent features of this type of research, which must be kept in mind so that we temper our reliance on the resulting data."

Future directions. While some questions about the impact of foreign study have been answered and others appear to remain unanswered, it seems that many more issues have been generated from this research. This generation of unanswered questions was not entirely unexpected. The purpose of this research was twofold. First, an attempt was made to determine the long term effects of studying at Loyola University's Rome Center of Liberal Arts. To some degree, this has been accomplished. The second purpose of this research, however, was to lay the foundations for future research in evaluating the long term impact of studying abroad. Many questions can be raised both from the results obtained and from that which could not be studied here. For example, Rome Center alumni occasionally refer to a restlessness, including a strong desire to travel. It would be interesting to know whether this restlessness is a cause, a result, or a

correlate of going to the Rome Center. It would also be informative to understand the process of readjustment to life in the U.S. which these Rome Center alumni undergo over the years after their return from their foreign study program. This generation of unanswered questions was not entirely unexpected. The purpose of this research was twofold. First, an attempt was made to determine the long term effects of studying at Loyola University's Rome Center of Liberal Arts. To some degree, this has been accomplished. The second purpose of this research, however, was to lay the foundations for future research in evaluating the long term impact of studying abroad.

Furthermore, it would be interesting, to compare life satisfaction ratings and evaluations of attainment of certain life goals for those who wanted to study abroad but who could not with those who actually did attend such a program. Such comparisons might lead to a better understanding of the impact of the program, than when using those who only knew of the program but who essentially had no desire to go, as in the present study. It may be that those who desire to go and do, and those who desire to go but do not go are more similar in various respects than those who desire to go and do go and those who do not desire to go. It would be likewise informative to closely compare two diverse programs in order to better understand some of the strengths and weaknesses of each. Finally, it would be of value to focus on those at the extreme of attitudes toward the program, i.e., those holding highly favorable attitudes and those with less favorable attitudes.

For this author's own purpose, this research will lead into a

somewhat more practical direction. More must be learned about why students choose to participate in experiential learning programs of this type and how to identify those who have the need, but for some reason do not seek out programs of this type which could be of value to them. It would be of use to educational systems to understand the basic needs of those who seek out such programs and to determine what can be done, in a practical sense, to address those needs without placing a financial burden, one reason why many choose not to study abroad, on the students themselves. While one may travel to Europe, for example, to learn of European cultures, it is quite possible to bring any of a number of cultures to the student. Loyola University, for example, lies in a multicultural urban setting. It is possible that students could gain first hand experience with any of a variety of cultures by interacting with the resources at hand. In addition, by better understanding the needs of those participating in programs like the Rome Center, one can adapt the investigatory mechanisms to other groups and explore their needs, and, more importantly, creatively develop comparable programs which may have an equally rich and beneficial impact on the lives of the students participating in them.

Finally, I return to an issue only lightly touched upon thus far, and that is the problems encountered by the returning students in re-adjusting to "normal" school life, not being able to discuss their experiences, and for some, in the dissolution of the energy and growth sparked by their foreign study experience. In the present research, the Rome Center experience, in general, was found to be a rather poor predictor of life satisfaction. Perhaps this should be of no great



surprise given the events and processes that take place after the student returns to the U.S. The student returns after one or two semesters changed, excited, with one set of needs satisfied and another set created, and re-enters a life that for the greater part remained unchanged. A post-foreign study orientation might be beneficial in alleviating some of the readjustment problems, but it could be of far greater worth to build on the experience and education of those people by creating a general and/or supplemental program of international focus at the home school. Students could be asked to take classes dealing with some international issue or with an international focus as an extension of the Rome Center program. They could also serve as guest speakers for any number of courses generally included in most college curricula, e.g., world art, world cultures, and world history. The value of such a program would be multifold. It could help to eliminate many of the obstacles to growth and assimilation encountered by returning students by giving them a forum in which to share their experiences and insights and a springboard for building on their educational and experiential growth, much the same as a student in any major academic program grows in his/her knowledge of that area by taking a determined progression of courses. In this regard, Triandis and Brislin (1984) discuss the benefits of cross cultural research in the area of psychology. These benefits include theory expansion, increasing the range of variables, unconfounding variables, and study of the context in which behavior occurs. Such a program or series of courses would also be of considerable value to all students, especially those who would like to go to the Rome Center

for similar reasons, but cannot because of various restrictions or commitments. As Cole (1984, p.998) points out, "...American college students are not obtaining a realistic picture of their place in the world from their college education." Coursework, the text, and other readings could be well supplemented and highlighted by discussions of first-hand experiences by former foreign study students. Finally, it is my belief that such a program or series of courses expanding on the foreign study experience could be of tremendous value to the sojourner in better understanding his/her experiences and in learning how to derive maximum value from similar experiences here in the United States.

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APPENDIX A

## ROME CENTER ALUMNI SURVEY SAMPLING DESIGN

Selecting a sample for this study posed a number of decisions and problems. One goal of the study was to have a sample large enough to represent the population within a reasonable degree of sampling error and to permit analyses of effects of several respondent categories (year of attendance, Loyola/non-Loyola, and Fall-only, Spring-only, and full year attendance). With these considerations as well as past research of this general nature (Sudman, 1976) as guides, it was decided that a sample of about 1400 Rome Center alumni and alumnae should be selected. That is, desiring a total of 1000 completed returns and assuming an optimistic return rate of 70% by using the "total design method" (Dillman, 1978), lead to the decision that an original sample of just over 1400 ( $1000/.7 = 1428$ ) would satisfy the research requirements.

Once this decision was made, the next step was to determine a sampling design and plan that would yield a final sample that would represent the Rome Center student population and be cost efficient in the sense of yielding a high rate of return at minimal expense. Two alternative plans were devised. The first was a proportionate stratified design. That is, by using the Rome Center office archives, it was fortunately possible to stratify all the attenders according to the categories of year of attendance, home university (Loyola or non-Loyola), and semester(s) attended (Fall, Spring, or full year). By computing the proportion of students out of the total Rome Center

population in each subcategory (i.e., each particular combination of year, home school, and semester) and multiplying this proportion by the desired sample size, it was possible to determine the number of students to select from that particular subcategory. For example, the archives showed that 210 non-Loyola students attended the Rome Center for the full year in the academic year 1966-67. This represented a proportion of .0337 of the total of 6238 attenders from 1961-62 through 1982-1983 (the last year for which the figures were available when this sampling plan was originally devised). Multiplying this proportion by the original sample size ( $.0337 \times 1400 = 47.18$ ) yielded a sample size of 47 for that subcategory. Similar computations were used, of course, for all 128 subcategories to generate a total sample of 1400.

Whereas proportionate stratified sampling generally produces a sample that represents the population and reduces sampling error by capturing the variance due to the stratified variables, there were problems with its strict use in this study. One concern was that the accuracy of addresses would be lower as a function of how long ago students had attended the Rome Center. Another concern was that, bad addresses aside, the rate of return might differ as a function of home university and time since being in Rome. The operation of any of these influences would naturally bias the results.

To gain some estimates of the proportion of inaccurate addresses and possible differential return rates, a small pilot study was conducted. A sample of 100 Rome Center attenders was selected (10 per year, every other year, from 1962-63 through 1980-81) in approximate



proportions of home university (e.g., for 1968-69, three Loyola and seven non-Loyola students were randomly picked). A brief questionnaire was sent to these former students followed at appropriate intervals by a reminder postcard and later a reminder letter accompanied by another copy of the questionnaire. Overall, the proportion of bad addresses was 29%, and the raw response rate (not correcting for bad addresses) of completed questionnaires was 32%. However, as suspected, these figures were not constant across respondent categories. Thus, for the Loyola students the bad address rate was only 18% and the raw return rate was 45%, while for non-Loyola people these figures were 34% and 25%, respectively. In addition, after plotting these returns over time it was apparent that they fluctuated from year to year and did so differently for the Loyola and non-Loyola groups.

Using the plotted response rates it was possible to fit a least-squared regression line to determine a best estimated sampling proportion for each year of attendance separately for the Loyola and non-Loyola groups. In general, expected return rates increased from the past to more recent years and did so at a faster rate for Loyola than for non-Loyola people. With these estimated return rates, it was then possible to compute a new set of sample sizes that would correct for differential expected rates of return. That is, types of people who were estimated to be most likely to have low return rates could be oversampled to assure adequate numbers of respondents in each stratification subcategory.

Before these new sample sizes could be computed, however, another factor had to be considered. It was desired that the total

returns approximate the proportions of Loyola and non-Loyola attenders in the population. Specifically, since about 27% of RC attenders through 1982-83 were from Loyola and 73% were non-Loyola, it was desired to select a sample that would yield about those same percentages among the actual respondents. To accomplish this, some further modifications of the new sampling plan were necessary.

From the pilot study it was estimated that the return rates (now corrected by removing those initially selected who were identified as having inaccurate addresses and therefore no longer part of the sample) would be 56% for Loyola and 39% for non-Loyola students. Also, as noted above, it was known from the archives that the proportions of Loyola and non-Loyola students were .27 and .73, respectively. For the sake of convenience of calculation, a total sample of 1000 was assumed. In the following, L = Loyola and N = non-Loyola students. Thus:

$$\begin{array}{l}
 L + N = 1000 \\
 \text{considering the} \quad .73(.56)L = .27(.39)N \\
 \text{above information} \quad .409L = .105N \\
 3.895L = N \\
 \text{Let } N = 1 \\
 \text{thus,} \quad 4.895L = 1000 \\
 \text{solving yields} \quad L = 204, \text{ and } N = 796
 \end{array}$$

If actual returns conformed to estimates from the pilot study, these sample sizes would yield proportions of respondents correspond-

ing to the proportions of Loyola and non-Loyola students in the Rome Center population. That is,

Loyola 204            Non-Loyola 796

x.56

x.39

114 returns + 310 returns = 424 total returns where 114 equals about 27% and 310 equals about 73% of the 424 returns. In order to obtain 204 Loyola and 796 non-Loyola students, these numbers had to be increased by the complement of their estimated proportions of bad addresses (18% and 34%, respectively) by oversampling. Thus:

for Loyola 204 =  $(1-.18)X$ , solving for  $X = 249$

Non-Loyola 796 =  $(1-.34)X$ , solving for  $X = \underline{1206}$

Total to be sampled            1455

Since this total sample size was somewhat larger than the 1400 desired, the sizes of each subcategory sample were reduced by the proportion  $1400/1455$  or  $.962$ . This correction yielded a total Loyola sample of 240 (i.e.,  $249 \times .962 = 240$ ) and 1160 for the non-Loyola group (i.e.,  $1206 \times .962 = 1160$ ).

With these totals and knowledge of the proportions of the population in each stratification subcategory it was possible to calculate a number of students to select from those subcategories in order to obtain the above total sample size. After these numbers had been calculated, they were again adjusted by the figures derived from the aforementioned regression analysis of expected returns as a function of time since attending the Rome Center. For example, based on the

analysis designed to produce returns in proportion to the numbers of Loyola and non-Loyola students in the population, it was calculated that 51 people should be selected to represent the full year, non-Loyola group for academic year 1966-67 (cf. the sample of 47 for this subcategory selected by proportionate stratified sampling previously described). However, based on the regression analysis to correct for the expected effects of time since attending the Rome Center on return rates, it was determined that the 1966-67 group should be oversampled by a factor of 1.27. Thus, the revised sample size for this subcategory was  $51 \times 1.27 = 65$  students.

As described above, two alternative sampling plans were devised, both resulting in the same total sample size but differing in how this total was apportioned among the stratification subcategories. The proportionate stratification scheme was rather routine, but it did not take account of probable bad addresses and return rates and was therefore expected to yield disproportionately high numbers of Loyola respondents--especially from the most recent attenders. The revised scheme based on information from the pilot study was more complex in order to obtain returns corresponding to the percentage of Loyola and non-Loyola people in the population, but was projected to yield fewer total returns owing to the oversampling of less likely respondents. In short, both plans had their advantages and disadvantages and each was based on the best available (i.e., Rome Center archives and pilot results) but still imperfect information. Rather than choosing between the two, it was decided that the most judicious course would be to "split the difference." That is, the sample sizes calculated for

each population subcategory by the two methods were simply averaged. For example, the final sample size for the 1966-67 full year, non-Loyola group was 56, which is the average of the 47 selected by proportionate stratification and the 65 determined from the disproportionate sampling that took account of differential expected inaccurate addresses and response rates. As such, the final sampling procedure can be designated as a modified proportionate sampling design.

As previously noted, the calculations illustrated here were based on the years 1961-62 through 1982-83. Using the "split the difference" procedure and rounding averages up to get whole numbers per subcategory, the total sample size for this time period was 1436. When the population sizes for the three subsequent years became available, a similar method for determining sample sizes was used based on projections from the earlier analysis. In the absence of pilot data, though, the same sample sizes were used for each of those three years which resulted in a final total sample size of 1661. The number of students selected for the comparison group was simply set to be equal to the number of Loyola students in the Rome Center sample.

As is almost always the case in survey research, the final sample size and the number selected for each population subcategory for this study resulted from a combination of rigorous mathematics and human judgment. Compromises were made in order to balance the relative advantages of the alternative sampling schemes. The most important fact about the sampling design for this survey is that once the sample size for a population stratum was determined, respondents were selected on a random basis to represent that group. It is this ran-

domization that assures sample representativeness.

John D. Edwards

Consultant

APPENDIX B

**Roma**



**PART I.**

1. DURING WHAT YEAR DID YOU ATTEND THE ROME CENTER?

Indicate the year(s) on the line provided below.

19\_\_\_\_ Spring 1962 through 1985-86

2. DID YOU ATTEND THE ROME CENTER FOR THE FALL SEMESTER ONLY, THE SPRING SEMESTER ONLY, OR FOR THE FULL ACADEMIC YEAR?

Indicate your response by placing an "X" on the appropriate line below.

25% FALL SEMESTER ONLY27% SPRING SEMESTER ONLY48% FULL ACADEMIC YEAR

3. WHAT COLLEGE OR UNIVERSITY DID YOU ATTEND PRIOR TO ATTENDING THE ROME CENTER?

Indicate the name(s) of the college or university on the line(s) provided below.

24% - Loyola University of Chicago76% - Non-Loyola

4. WHAT WAS YOUR ACADEMIC MAJOR BEFORE ATTENDING THE ROME CENTER?

Indicate your major on the line below.

5. WHERE DID YOU LIVE DURING THE SEMESTER BEFORE GOING TO ROME?

Indicate your response by placing an "X" on one of the lines below.

60% DORMITORY3% FRATERNITY/SORORITY HOUSE13% MY OWN APARTMENT22% AT HOME WITH PARENTS\* WITH RELATIVES \* = less than 1%3% OTHER \_\_\_\_\_

6. IN THE TWELVE MONTH PERIOD BEFORE GOING TO ROME, DID YOU VISIT ITALY?

Indicate your response by placing an "X" on the appropriate line.

86% NO, I DID NOT VISIT ITALY IN THE YEAR BEFORE GOING TO ROME14% YES, I VISITED ITALY DURING THE YEAR BEFORE GOING TO ROME

7. WHAT COUNTRIES (IF ANY) DID YOU VISIT ANY TIME IN YOUR LIFE PRIOR TO GOING TO THE ROME CENTER? AS BEST AS YOU CAN RECALL, LIST THE COUNTRIES YOU VISITED AND THE NUMBER OF VISITS YOU MADE TO EACH OF THOSE COUNTRIES.

On the lines below indicate the countries you visited and the number of visits you made to each of those countries. If you did not visit any foreign countries, write NONE.

## COUNTRIES VISITED

## # OF VISITS

COUNTRIES VISITED	# OF VISITS

8. DURING YOUR COLLEGE YEARS BEFORE GOING TO THE ROME CENTER, YOU MAY HAVE PARTICIPATED IN NONE OR SOME OF THE FOLLOWING EXTRACURRICULAR ACTIVITIES. INDICATE THOSE ACTIVITIES WHICH YOU PARTICIPATED IN BEFORE GOING TO ROME. Place an "X" before all the activities which you participated in.

<u>10%</u>	COLLEGE NEWSPAPER	<u>21%</u>	STUDENT/CLASS POLITICS
<u>6%</u>	COLLEGE MAGAZINE/YEARBOOK	<u>19%</u>	SOCIAL FRAT OR SORORITY
<u>17%</u>	JV OR VARSITY SPORTS	<u>3%</u>	COLLEGE BAND/ORCHESTRA
<u>12%</u>	THEATRE	<u>33%</u>	OTHER _____
<u>10%</u>	FOREIGN LANGUAGE CLUB	<u>3%</u>	OTHER _____

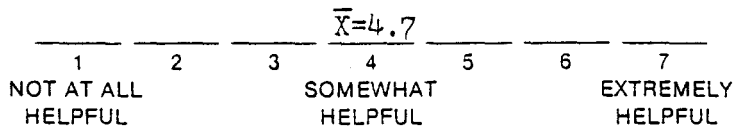
9. DID YOU ATTEND A SPECIAL ORIENTATION PROGRAM PRIOR TO LEAVING FOR THE ROME CENTER?

Place an "X" on the line before the appropriate response.

<u>72%</u>	NO, I DID NOT ATTEND A PRE-ROME ORIENTATION. (GO TO #10.)
<u>28%</u>	YES, I ATTENDED A PRE-ROME ORIENTATION.

- 9a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, HOW HELPFUL WAS THE ORIENTATION IN PREPARING YOU FOR WHAT YOU ACTUALLY EXPERIENCED AT THE ROME CENTER?

Indicate your response by placing an "X" above the number that best corresponds to how helpful you feel the orientation was.



10. DID YOU GO TO THE ROME CENTER WITH ANY CLOSE PERSONAL FRIENDS?  
Indicate your response by placing an "X" before the appropriate answer.

65% NO, I DID NOT GO WITH ANY CLOSE FRIEND(S). (GO TO #11)

35% YES, I WENT WITH CLOSE FRIEND(S).

- 10a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, HOW MANY CLOSE FRIENDS DID YOU GO TO ROME WITH?

Indicate the number of friends you went to Rome with on the line below.

I WENT TO ROME WITH 2 CLOSE FRIENDS.

11. HOW DID YOU CROSS THE OCEAN TO GET TO THE ROME CENTER?  
Indicate how you travelled to Italy by placing an "X" on the appropriate line.

4% BOAT

3% PROPELLER AIRPLANE

93% JET AIRCRAFT

12. WHAT WAS THE MAIN REASON WHY YOU ATTENDED LOYOLA'S ROME CENTER?

Indicate your reason on the lines below.

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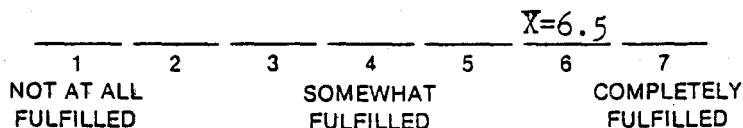
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13. TO WHAT DEGREE WAS THIS REASON FOR GOING FULFILLED?

Indicate your response by placing an "X" above the number that best corresponds to the degree to which your reason for going was fulfilled.



14. HOW DIFFICULT WAS IT INITIALLY (i.e., DURING THE FIRST TWO WEEKS OR SO) TO ADJUST TO YOUR NEW LIFESTYLE AT THE ROME CENTER?

Indicate your response by placing an "X" above the number that best corresponds to how difficult it was to adjust to the lifestyle at the Rome Center.

$\bar{X}=2.8$						
1	2	3	4	5	6	7
NOT AT ALL DIFFICULT			SOMEWHAT DIFFICULT			EXTREMELY DIFFICULT

15. WHAT KINDS OF PROBLEMS DID YOU ENCOUNTER DURING THE FIRST TWO WEEKS OR SO AT THE ROME CENTER?

Indicate any problems you might have encountered initially at the Rome Center. If you did not encounter any problems, write **NONE**.

NONE = 28%

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16. THE FOLLOWING STATEMENTS DEAL WITH VARIOUS ASPECTS OF THE ROME CENTER EXPERIENCE. USE THE SCALE BELOW TO INDICATE YOUR DEGREE OF AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.

Indicate your response by writing the appropriate number on the line provided before each statement.

$\bar{X}$	VERY STRONGLY DISAGREE	1	2	3	4	5	6	7	VERY STRONGLY AGREE
2.8	a.	CLASSES WERE MORE DEMANDING AT THE ROME CENTER THAN AT MY HOME UNIVERSITY.							
3.1	b.	I FELT THAT THERE WAS NOT ENOUGH COUNSELING OR SUPPORT FROM THE ROME CENTER FACULTY AND ADMINISTRATION.							
4.7	c.	I HAD AS MUCH PRIVACY AT THE ROME CENTER AS I DESIRED.							
4.6	d.	I STUDIED LESS AT THE ROME CENTER THAN I NORMALLY DID AT MY HOME COLLEGE/UNIVERSITY.							
2.0	e.	I OFTEN EXPERIENCED A SENSE OF BOREDOM IN THE EVENINGS AT THE ROME CENTER AFTER THE INITIAL EXCITEMENT PASSED.							
2.3	f.	WHILE AT THE ROME CENTER, I PREFERRED TO DO MY TRAVELING ALONE RATHER THAN WITH OTHERS.							
3.1	g.	I BECAME INTERESTED IN EUROPEAN SPORTS AND SPORTING EVENTS.							
2.4	h.	I OFTEN DATED NATIVE ITALIANS.							

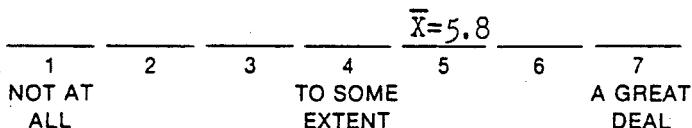
(Question #16 Continued on Next Page)

3.0 i. STUDENTS WHO WERE AT THE ROME CENTER FOR ONE SEMESTER AND STUDENTS WHO WERE AT THE ROME CENTER FOR TWO SEMESTERS DID NOT ASSOCIATE MUCH WITH EACH OTHER.

4.7 j. WHILE AT THE ROME CENTER, I DEVOTED MORE TIME TO SOCIALIZING THAN TO ACADEMICS.

2.1 k. I TENDED TO STAY AROUND THE ROME CENTER MORE THAN TRAVEL AROUND ROME OR ITALY OR OTHER COUNTRIES.

17. TO WHAT EXTENT WOULD YOU SAY THAT THE ROME CENTER PROGRAM INVOLVED EXPERIENTIAL EDUCATION, I.E. LEARNING BY DOING?  
 Indicate your response by placing an "X" above the number that best corresponds to the extent to which you believe that the Rome Center program involved experiential education.



19. WHAT WOULD YOU SAY WAS YOUR BEST EXPERIENCE WHILE AT THE ROME CENTER?

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20. WHAT WOULD YOU SAY WAS YOUR WORST EXPERIENCE WHILE AT THE ROME CENTER?

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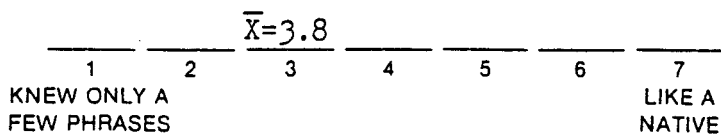
21. DID YOU DEVELOP ESPECIALLY CLOSE FRIENDSHIPS WITH ANY ITALIAN CITIZENS?  
 Indicate your response by placing an "X" before the appropriate statement below.

58.5% NO, I MADE NO SPECIAL FRIENDSHIPS WITH ANY ITALIANS.

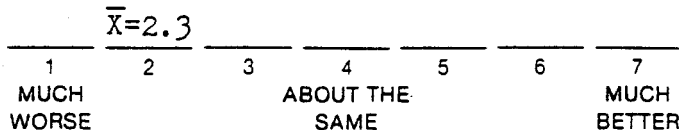
41.5% YES, I MADE SOME ESPECIALLY CLOSE FRIENDSHIPS WITH AT LEAST ONE NATIVE ITALIAN.

22. AT THE TIME YOU LEFT THE ROME CENTER, HOW WELL DO YOU THINK YOU WERE ABLE TO SPEAK THE ITALIAN LANGUAGE?

Indicate your response by placing an "X" above the number that best corresponds to how able you believe you could speak the Italian language at the time you were leaving Rome.

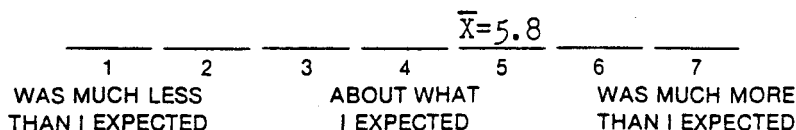


23. COMPARED TO HOW WELL YOU COULD CONVERSE IN ITALIAN AT THE TIME YOU WERE LEAVING THE ROME CENTER, HOW FLUENT ARE YOU TODAY IN THE ITALIAN LANGUAGE? Indicate your response by placing an "X" above the number that best corresponds to how well you believe you can speak Italian compared to how well you could speak it when leaving Rome.



24. ALL THINGS CONSIDERED, HOW WELL DID THE ROME CENTER MEET YOUR PRE-ROMA EXPECTATIONS?

Indicate your response by placing an "X" above the number that best corresponds to your feelings.



25. WHILE AT THE ROME CENTER YOU PROBABLY VISITED ONE OR MORE COUNTRIES BESIDES ITALY. AS BEST AS YOU CAN RECALL, PLEASE LIST THE COUNTRIES YOU VISITED AND THE NUMBER OF VISITS YOU MADE TO EACH OF THOSE COUNTRIES.

On the lines below indicate the countries you visited and the number of visits you made to each of those countries.

COUNTRIES VISITED $\bar{X}=8.3$	# OF VISITS $\bar{X}=11.6$
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

26. THE FOLLOWING IS A LIST OF ADJECTIVES WHICH MAY OR MAY NOT DESCRIBE THE STUDENTS WHO WERE AT THE ROME CENTER WHEN YOU WERE THERE. USING THE SCALE BELOW INDICATE THE DEGREE TO WHICH EACH ADJECTIVE DESCRIBES THE STUDENTS AT THE ROME CENTER WHEN YOU WERE THERE.

Indicate your response by writing the appropriate number on the line provided before each adjective.

$\bar{X}$	NOT AT ALL DESCRIPTIVE	1	2	3	4	5	6	7	EXACT DESCRIPTION
<u>3.7</u>	a.								ACADEMIC-ORIENTED
<u>5.5</u>	b.								PARTY-ORIENTED
<u>3.1</u>	c.								SNOBBISH
<u>4.2</u>	d.								MATURE
<u>5.6</u>	e.								OUTGOING
<u>4.7</u>	f.								CLIQUEISH

27. IF YOU WERE ABLE TO "RE-DO" YOUR ROME CENTER EXPERIENCE, WOULD YOU DO ANYTHING DIFFERENTLY?

Indicate your response by placing an "X" before the appropriate statement below.

32% NO, IF I COULD DO IT ALL OVER AGAIN I WOULD DO IT EXACTLY THE SAME.  
(GO TO #28.)

68% YES, IF I COULD DO IT AGAIN I WOULD DO IT DIFFERENTLY.

27a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, WHAT (OR HOW) WOULD YOU DO (THINGS) DIFFERENTLY?

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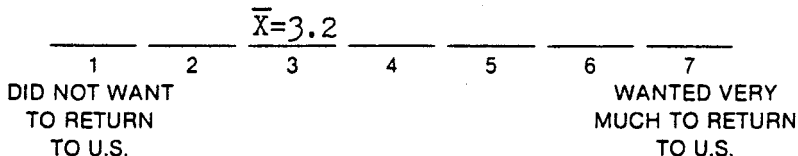
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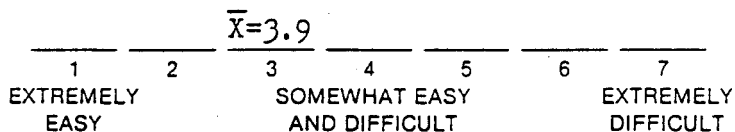
28. HOW EAGER WERE YOU TO RETURN TO THE U.S. AFTER YOUR SEMESTER(S) AT THE ROME CENTER?

Indicate your response by placing an "X" above the number that best corresponds to your feelings about returning to the U.S.



29. HOW EASY/DIFFICULT WAS IT INITIALLY TO RE-ADJUST TO LIFE IN THE U.S. AFTER RETURNING FROM THE ROME CENTER?

Indicate your response by placing an "X" above the number that best corresponds to how easy or difficult it was initially to re-adjust to life in the U.S.



30. WHAT KINDS OF PROBLEMS, IF ANY, DID YOU INITIALLY ENCOUNTER UPON RETURNING TO THE U.S.?

Indicate your response on the lines below. If you experienced no problems write NONE.

NONE = 26%

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31. OTHER THAN THE ABOVE, WHAT KINDS OF PROBLEMS IN RE-ADJUSTING OR RE-ADAPTING TO LIFE IN THE U.S. DID YOU EXPERIENCE DURING THE FIRST FULL YEAR AFTER RETURNING TO THE U.S. FROM ROME? Indicate your response on the lines below. If you experienced no problems, write NONE.

NONE = 52%

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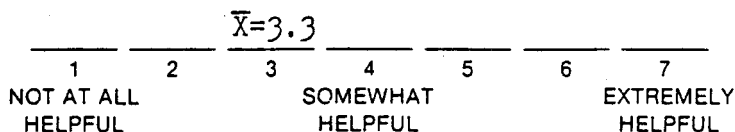
32. DID YOU HAVE ANY TYPE OF A POST-ROME ORIENTATION PROGRAM AFTER RETURNING TO THE U.S.?

Indicate your response by placing an "X" on the appropriate line below.

97% NO, I DID NOT HAVE ANY POST-ROME ORIENTATION.

3% YES, I HAD A POST-ROME ORIENTATION BACK IN THE U.S.

33. IN LIGHT OF YOUR EXPERIENCES IN RE-ADJUSTING TO LIFE BACK IN THE U.S., HOW HELPFUL DO YOU THINK THAT A POST-ROME ORIENTATION PROGRAM WOULD BE? Indicate your response by placing an "X" above the number that best corresponds to how helpful you feel a post-Rome Center orientation program would be.





34. DID YOU CHANGE YOUR ACADEMIC MAJOR AT ANY TIME AFTER ATTENDING THE ROME CENTER?

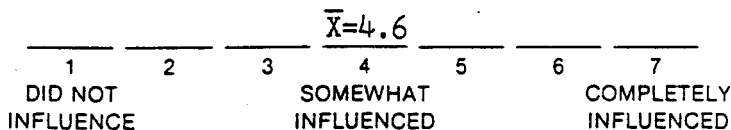
Indicate your response by placing an "X" on the appropriate line below.

83% NO, I DID NOT CHANGE MY MAJOR. (GO TO #35.)

17% YES, I CHANGED MY MAJOR.

- 34a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, WHAT PART DID ATTENDING THE ROME CENTER PLAY IN YOUR DECISION?

Indicate your response by placing an "X" above the number that best reflects the extent to which the Rome Center influenced your decision.



35. DID YOU CHANGE YOUR CAREER PLANS AT ANY TIME AFTER ATTENDING THE ROME CENTER?

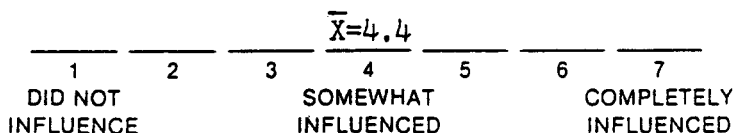
Indicate your response by placing an "X" on the appropriate line below.

70% NO, I DID NOT CHANGE MY CAREER PLANS. (GO TO #36.)

30% YES, I CHANGED MY CAREER PLANS.

- 35a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, WHAT PART DID ATTENDING THE ROME CENTER PLAY IN YOUR DECISION?

Indicate your response by placing an "X" above the number that best reflects the extent to which the Rome Center influenced your decision.



36. AFTER RETURNING TO YOUR HOME UNIVERSITY WERE YOU INVOLVED IN ANY OF THE FOLLOWING EXTRACURRICULAR ACTIVITIES?

Check as many as apply by placing an "X" on the line before the appropriate activities.

<u>6%</u> COLLEGE NEWSPAPER	<u>12%</u> STUDENT/CLASS POLITICS
<u>5%</u> COLLEGE MAGAZINE/YEARBOOK	<u>16%</u> SOCIAL FRAT OR SORORITY
<u>9%</u> JV OR VARSITY SPORTS	<u>1%</u> COLLEGE BAND/ORCHESTRA
<u>6%</u> THEATRE	<u>27%</u> OTHER _____
<u>10%</u> FOREIGN LANGUAGE CLUB	<u>7%</u> OTHER _____

NOTE: If you chose not to become involved in such activities, please describe why you chose not to.

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37. HAVE YOU EXPERIENCED ANY LASTING POSITIVE EFFECTS OR INFLUENCES AS A DIRECT RESULT OF ATTENDING THE ROME CENTER?

Indicate your response by placing an "X" on the appropriate line below.

1.5% NO, I HAVE NOT EXPERIENCED ANY PARTICULAR LASTING POSITIVE EFFECTS.  
(GO TO #38).

98.5% YES, I HAVE EXPERIENCED LASTING POSITIVE EFFECTS.

37a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, PLEASE DESCRIBE THE LASTING POSITIVE EFFECTS ON THE LINES BELOW.

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38. HAVE YOU EXPERIENCED ANY LASTING NEGATIVE EFFECTS OR INFLUENCES AS A DIRECT RESULT OF ATTENDING THE ROME CENTER?

Indicate your response by placing an "X" on the appropriate line below.

91% NO, I HAVE NOT EXPERIENCED ANY PARTICULAR LASTING NEGATIVE EFFECTS.  
(GO TO #39.)

9% YES, I HAVE EXPERIENCED LASTING NEGATIVE EFFECTS.

38a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, PLEASE DESCRIBE THE LASTING NEGATIVE EFFECTS ON THE LINES BELOW.

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39. CONCEIVABLY THE ROME CENTER MAY HAVE INFLUENCED YOUR LIFE IN A NUMBER OF WAYS. THE FOLLOWING IS A LIST OF AREAS WHICH THE ROME CENTER MAY HAVE INFLUENCED.

USE THE SCALE BELOW TO INDICATE THE EXTENT TO WHICH THE ROME CENTER INFLUENCED EACH AREA.

Indicate your response by writing any number from 1 to 7 on the line provided before each statement below.

$\bar{X}$	NOT AT ALL			SOMEWHAT			A GREAT DEAL
	1	2	3	4	5	6	7
<u>5.4</u>	a.	VACATION PLANS					
<u>2.6</u>	b.	WHERE I LIVE					
<u>3.6</u>	c.	LEISURE TIME READING					
<u>3.8</u>	d.	CHOICE OF FRIENDS					
<u>2.6</u>	e.	MY RELIGIOUS PRACTICES					
<u>2.0</u>	f.	POLITICAL AFFILIATION					
<u>4.2</u>	g.	EATING HABITS					
<u>2.9</u>	h.	SELECTION OF TV PROGRAMS					

40. ALL OTHER LIFE EVENTS/EXPERIENCES CONSIDERED, HOW MUCH OF AN IMPACT HAS THE ROME CENTER HAD ON YOUR LIFE?

Indicate your response by placing an "X" above the number that best corresponds to your feeling about the impact of the Rome Center on your life.

$\bar{X}=5.9$						
1	2	3	4	5	6	7
NO IMPACT			SOME IMPACT			GREAT IMPACT

41. ALL OTHER LIFE EVENTS/EXPERIENCES CONSIDERED, HOW MUCH OF AN IMPACT HAS YOUR COLLEGE EXPERIENCE AS A WHOLE HAD ON YOUR LIFE?

Indicate your response by placing an "X" above the number that best corresponds to your feeling about the impact of your college experience on your life.

$\bar{X}=5.7$						
1	2	3	4	5	6	7
NO IMPACT			SOME IMPACT			GREAT IMPACT

42. AS A RESULT OF YOUR EXPOSURE TO THE ROME CENTER, YOU MAY HAVE TRIED TO INFLUENCE SOMEONE INTO ATTENDING OR NOT ATTENDING A FOREIGN STUDY PROGRAM.

Indicate your response by placing an "X" on the line before the appropriate statement below.

91% I HAVE TRIED TO INFLUENCE SOMEONE INTO ATTENDING A FOREIGN STUDY PROGRAM.

1% I HAVE TRIED TO INFLUENCE SOMEONE NOT TO ATTEND A FOREIGN STUDY PROGRAM.

8% NEITHER.

43. DURING THE PAST SIX MONTHS HAVE YOU BEEN IN VERBAL OR WRITTEN CONTACT WITH ANY NATIVE ITALIAN FRIENDS (S) YOU MADE WHILE ATTENDING THE ROME CENTER? (Note: For those students who recently returned from the Rome Center, indicate only whether or not you have been in contact with them in the six months or so since you returned to the U.S.) Indicate your response by placing an "X" on the appropriate line below.

89% NO, I HAVE NOT BEEN IN CONTACT DURING THE PAST SIX MONTHS.

11% YES, I HAVE BEEN IN CONTACT DURING THE PAST SIX MONTHS.

44. DURING THE PAST TWO YEARS, YOU MAY HAVE VISITED ONE OR MORE FOREIGN COUNTRIES. ON THE LINES BELOW, PLEASE LIST THOSE COUNTRIES WHICH YOU MAY HAVE VISITED AND THE NUMBER OF VISITS TO EACH COUNTRY MADE DURING THE PAST TWO YEARS.

(Note: For those students who have recently returned from the Rome Center do not include those countries you visited while attending the Rome Center.)  
If you did not visit any countries, write NONE.

COUNTRIES VISITED	# OF VISITS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## PART II. LEISURE TIME ACTIVITIES

I WOULD LIKE YOU TO TAKE A FEW MOMENTS TO THINK OF THE THINGS YOU LIKE TO DO WHEN YOU ARE NOT WORKING (OR NOT STUDYING, IF IN SCHOOL), THAT IS THE THINGS YOU DO IN YOUR LEISURE TIME WHICH GIVE YOU SOME DEGREE OF PLEASURE OR ENJOYMENT.

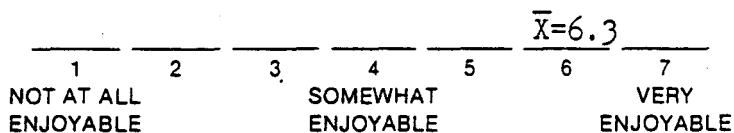
1. OF ALL THE THINGS YOU LIKE TO DO DURING YOUR LEISURE TIME, THERE ARE PROBABLY SOME THINGS WHICH YOU DO MORE OFTEN THAN OTHERS. PLEASE LIST THE THREE OR FOUR THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME.

Indicate the things you do most often during your leisure time on the lines provided below.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

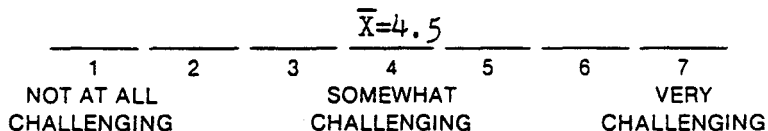
2. IN GENERAL, HOW ENJOYABLE ARE THE THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME?

Indicate your response by placing an "X" above the number which best corresponds to how enjoyable you think those things are.



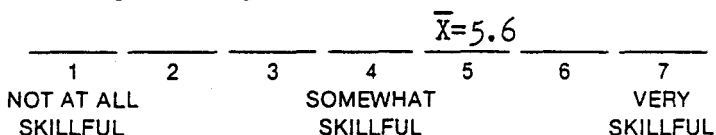
3. IN GENERAL, HOW CHALLENGING ARE THE THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME?

Indicate your response by placing an "X" above the number which best corresponds to how challenging you think those things are.



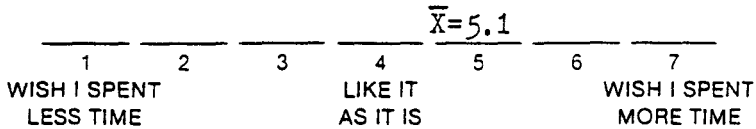
4. IN GENERAL, HOW SKILLFUL ARE YOU AT DOING THE THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME?

Indicate your response by placing an "X" above the number which best corresponds to how skillful you are at doing those things.



5. DO YOU WISH THAT YOU SPENT MORE OF YOUR FREE TIME DOING THINGS THAT CHALLENGE YOU, LESS TIME, OR DO YOU LIKE IT THE WAY IT IS?

Indicate your response by placing an "X" above the number which best corresponds to how you feel.



NEXT, I WOULD LIKE YOU TO TAKE A FEW MOMENTS TO THINK OF THINGS YOU LIKED TO DO AT YOUR HOME COLLEGE OR UNIVERSITY DURING THE YEAR(S) BEFORE YOU WENT TO THE ROME CENTER. THAT IS THE THINGS YOU DID IN YOUR LEISURE TIME, WHEN YOU WERE NOT STUDYING OR NOT WORKING, WHICH GAVE YOU SOME DEGREE OF PLEASURE OR ENJOYMENT.

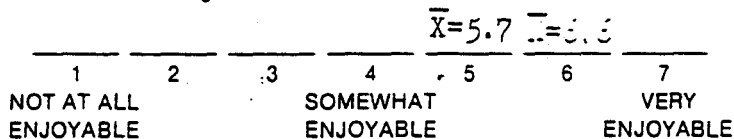
6. OF ALL THE THINGS YOU LIKED TO DO DURING YOUR LEISURE TIME AT YOUR HOME COLLEGE OR UNIVERSITY BEFORE YOU WENT TO THE ROME CENTER, THERE PROBABLY WERE SOME THINGS WHICH YOU DID MORE OFTEN THAN OTHERS. PLEASE LIST THE THREE OR FOUR THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT YOUR HOME COLLEGE OR UNIVERSITY.

Indicate the things you did most often during your leisure time at your home college or university on the Lines provided below.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

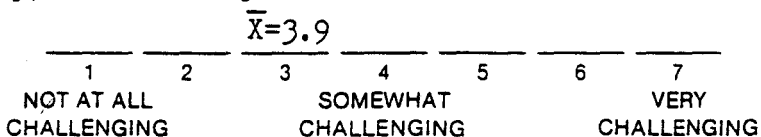
7. IN GENERAL, HOW ENJOYABLE WERE THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT YOUR HOME COLLEGE OR UNIVERSITY?

Indicate your response by placing an "X" above the number which best corresponds to how enjoyable you think those things were.

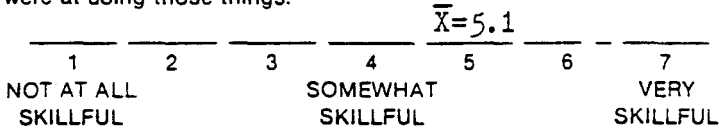


8. IN GENERAL, HOW CHALLENGING WERE THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT YOUR HOME COLLEGE OR UNIVERSITY?

Indicate your response by placing an "X" above the number which best corresponds to how challenging you think those things were.



9. IN GENERAL, HOW SKILLFUL WERE YOU AT DOING THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT YOUR HOME COLLEGE OR UNIVERSITY?  
 Indicate your response by placing an "X" above the number which best corresponds to how skillful you were at doing those things.

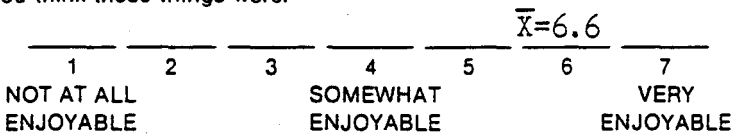


FINALLY, I WOULD LIKE YOU TO THINK OF THE THINGS WHICH YOU LIKED TO DO AT THE ROME CENTER WHEN YOU WERE NOT WORKING OR NOT STUDYING, THAT IS THE THINGS YOU DID IN YOUR LEISURE TIME WHICH GAVE YOU SOME DEGREE OF PLEASURE OR ENJOYMENT.

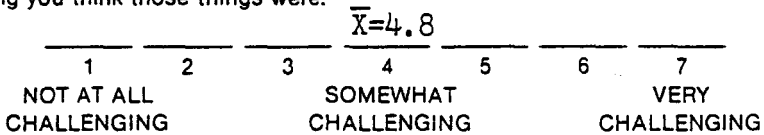
10. OF ALL THE THINGS YOU LIKED TO DO DURING YOUR LEISURE TIME AT THE ROME CENTER, THERE PROBABLY WERE SOME THINGS WHICH YOU DID MORE OFTEN THAN OTHERS. PLEASE LIST THE THREE OR FOUR THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT THE ROME CENTER.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

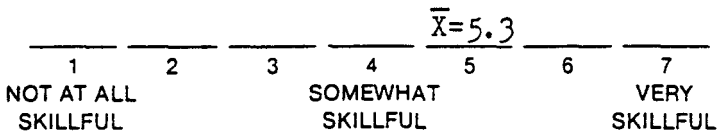
11. IN GENERAL, HOW ENJOYABLE WERE THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT THE ROME CENTER?  
 Indicate your response by placing an "X" above the number which best corresponds to how enjoyable you think those things were.



12. IN GENERAL, HOW CHALLENGING WERE THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT THE ROME CENTER?  
 Indicate your response by placing an "X" above the number which best corresponds to how challenging you think those things were.



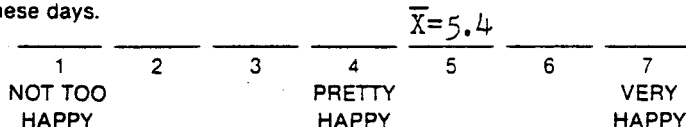
13. IN GENERAL, HOW SKILLFUL WERE YOU AT DOING THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT THE ROME CENTER?  
 Indicate your response by placing an "X" above the number which best corresponds to how skillful you were at doing those things.



## PART III. LIFE SATISFACTION

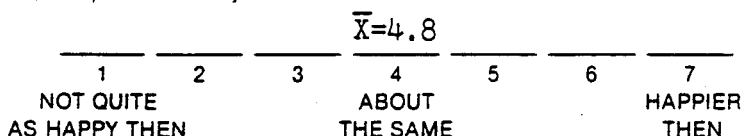
1. TAKING ALL THINGS TOGETHER, HOW HAPPY WOULD YOU SAY THINGS ARE THESE DAYS—WOULD YOU SAY YOU'RE NOT TOO HAPPY, PRETTY HAPPY, OR VERY HAPPY THESE DAYS?

Indicate your response by placing an "X" above the number which best corresponds to how things are these days.



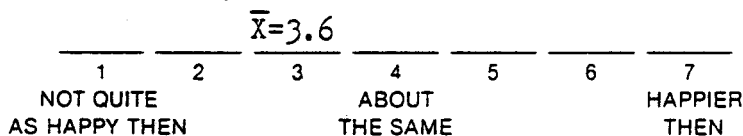
2. COMPARED TO YOUR LIFE TODAY, HOW WERE THINGS WHEN YOU WERE AT THE ROME CENTER—WERE THINGS NOT QUITE AS HAPPY FOR YOU THEN THAN THEY ARE NOW, HAPPIER FOR YOU THEN, OR WHAT?

Indicate your response by placing an "X" above the number which best corresponds to how things were, compared to today.



3. COMPARED TO YOUR LIFE TODAY, HOW WERE THINGS WHEN YOU WERE AT YOUR HOME COLLEGE OR UNIVERSITY— WERE THINGS NOT QUITE AS HAPPY, FOR YOU THEN THAN THEY ARE NOW, HAPPIER FOR YOU THEN, OR WHAT?

Indicate your response by placing an "X" above the number which best corresponds to how things were compared to today.



4. SOME THINGS IN OUR LIVES ARE VERY SATISFYING TO ONE PERSON, WHILE ANOTHER MAY NOT FIND THEM SATISFYING AT ALL. I'D LIKE TO ASK HOW MUCH SATISFACTION YOU HAVE GOTTEN FROM SOME OF THE DIFFERENT THINGS BELOW.

Using the scale below, ranging from "1 = no satisfaction" to "7 = complete satisfaction," indicate the level of satisfaction you receive for each of the things below. Indicate your response by writing the appropriate number on the line provided before each statement.

(NOTE: If the statement does not apply to you, please write "DNA" on the line by the statement.)

	NO SATISFACTION			SOME SATISFACTION			GREAT SATISFACTION
$\bar{X}$	1	2	3	4	5	6	7
<u>5.9</u>	a. THE THINGS YOU DO IN YOUR LEISURE TIME						
<u>4.5</u>	b. THE WORK YOU DO IN AND AROUND THE HOUSE/APARTMENT						
<u>5.5</u>	c. THE WORK YOU DO ON YOUR JOB						
<u>6.2</u>	d. BEING WITH YOUR FRIENDS						
<u>6.2</u>	e. BEING WITH YOUR FAMILY						



5. BELOW ARE FIVE STATEMENTS WITH WHICH YOU MAY AGREE OR DISAGREE. USING THE 1-7 SCALE BELOW, INDICATE YOUR AGREEMENT WITH EACH ITEM BY PLACING THE APPROPRIATE NUMBER ON THE LINE PRECEDING THAT ITEM. PLEASE BE OPEN AND HONEST IN YOUR RESPONDING.

$\bar{X}$	STRONGLY DISAGREE	NEITHER AGREE NOR DISAGREE	STRONGLY AGREE	
	1	2      3      4      5	6      7	
<u>4.7</u>	1.	IN MOST WAYS MY LIFE IS CLOSE TO MY IDEAL.		
<u>5.2</u>	2.	THE CONDITIONS OF MY LIFE ARE EXCELLENT.		
<u>5.1</u>	3.	I AM SATISFIED WITH MY LIFE.		
<u>5.2</u>	4.	SO FAR I HAVE GOTTEN THE IMPORTANT THINGS I WANT IN LIFE.		
<u>4.6</u>	5.	IF I COULD LIVE MY LIFE OVER, I WOULD CHANGE ALMOST NOTHING.		

## PART IV. LIFE GOALS

### RATING OF IMPORTANCE OF LIFE GOALS

THE FOLLOWING IS A LIST OF POSSIBLE LIFE GOALS WHICH YOU MAY OR MAY NOT HOLD. YOUR TASK IS TO INDICATE HOW UNIMPORTANT/IMPORTANT EACH OF THESE GOALS ARE FOR YOU PERSONALLY.

USING THE SCALE BELOW WHERE "1 = LITTLE OR NOT IMPORTANT," "3 = SOMEWHAT IMPORTANT," "5 = VERY IMPORTANT," and "7 = EXTREMELY IMPORTANT," RATE EACH GOAL'S IMPORTANCE TO YOU. FOR EXAMPLE, IF A PARTICULAR GOAL IS ONLY SLIGHTLY IMPORTANT FOR YOU, YOU MIGHT WRITE A "2" ON THE LINE BEFORE THE GOAL. HOWEVER, IF THE GOAL IS RELATIVELY IMPORTANT FOR YOU, YOU MIGHT WRITE A "4" OR A "5" ON THE LINE.

Indicate your view of each goals importance for you by writing the appropriate number from 1 to 7 on the line before each listed goal.

LITTLE OR NO IMPORTANCE		SOMEWHAT IMPORTANT		VERY IMPORTANT		EXTREMELY IMPORTANT
1		3	4	5	6	7
$\frac{x}{}$ RATING		GOALS				
<u>6.2</u>	1.	FINDING PERSONAL HAPPINESS				
<u>5.9</u>	2.	TO DEVELOP A SOLID SYSTEM OF VALUES				
<u>5.3</u>	3.	TO GET MORE ENJOYMENT OUT OF LIFE				
<u>4.6</u>	4.	TO UNDERSTAND THE ROLE OF GOD IN MY LIFE				
<u>5.4</u>	5.	TO DEVELOP A SUCCESSFUL CAREER				
<u>5.5</u>	6.	TO UNDERSTAND MYSELF BETTER				
<u>5.0</u>	7.	TO LEARN PRACTICAL INFORMATION TO HELP ME IN MY CAREER				
<u>5.4</u>	8.	TO DEVELOP REFLECTIVE AND CRITICAL THINKING				
<u>5.4</u>	9.	TO BE OF SERVICE TO OTHERS				
<u>5.1</u>	10.	HAVING MANY GOOD FRIENDS				

**RATING OF ACHIEVEMENT OF LIFE GOALS**

REGARDLESS OF HOW IMPORTANT OR UNIMPORTANT YOU FELT EACH OF THE GOALS IN THE PREVIOUS LIST TO BE, BOTH THE ROME CENTER AND YOUR HOME UNIVERSITY MAY HAVE HELPED OR INHIBITED YOUR ACHIEVEMENT OF EACH OF THESE GOALS.

THERE ARE TWO TASKS HERE. FIRST, PLEASE RATE THE DEGREE TO WHICH YOU BELIEVE THAT THE ROME CENTER HAS HELPED OR INHIBITED YOUR ACHIEVEMENT OF EACH GOAL. SECOND, PLEASE RATE THE DEGREE TO WHICH YOU BELIEVE THAT YOUR HOME COLLEGE OR UNIVERSITY HAS HELPED OR INHIBITED YOUR ACHIEVEMENT OF EACH GOAL.

FOR EXAMPLE, IF YOU FELT THAT FOR A PARTICULAR GOAL THE ROME CENTER, IN GENERAL, HAS SOMEWHAT INHIBITED YOUR ACHIEVEMENT OF THAT GOAL, YOU MIGHT WRITE A "3" ON THE LINE BEFORE THE LISTED GOAL. ON THE OTHER HAND, YOU FELT THAT THE ROME CENTER STRONGLY HELPED YOU TO ACHIEVE THE GOAL, YOU MIGHT WRITE A "6" ON THE LINE PROVIDED.

DO THIS FIRST FOR THE ROME CENTER, THEN REDO THE RATINGS FOR YOUR HOME COLLEGE OR UNIVERSITY.

Indicate your views by writing the appropriate number from 1 to 7 on the space provided before each listed goal. One column is for your views on the Rome Center's influence and the second column is for your views on your home college or university's influence.

$\bar{X}$	VERY STRONGLY INHIBITED			NEITHER	VERY STRONGLY HELPED			GOALS
	1	2	3		4	5	6	
ROME CENTER	$\bar{X}$ HOME COLLEGE							
<u>5.8</u>	<u>4.8</u>						1. FINDING PERSONAL HAPPINESS	
<u>5.0</u>	<u>5.1</u>						2. TO DEVELOP A SOLID SYSTEM OF VALUES	
<u>6.2</u>	<u>4.8</u>						3. TO GET MORE ENJOYMENT OUT OF LIFE	
<u>4.8</u>	<u>4.6</u>						4. TO UNDERSTAND THE ROLE OF GOD IN MY LIFE	
<u>4.6</u>	<u>5.4</u>						5. TO DEVELOP A SUCCESSFUL CAREER	
<u>5.9</u>	<u>5.2</u>						6. TO UNDERSTAND MYSELF BETTER	
<u>4.6</u>	<u>5.3</u>						7. TO LEARN PRACTICAL INFORMATION TO HELP ME IN MY CAREER	
<u>5.5</u>	<u>5.5</u>						8. TO DEVELOP REFLECTIVE AND CRITICAL THINKING	
<u>4.8</u>	<u>4.9</u>						9. TO BE OF SERVICE TO OTHERS	
<u>5.6</u>	<u>5.2</u>						10. HAVING MANY GOOD FRIENDS	

## PART V. DEMOGRAPHICS

### 1. WHAT IS THE LAST LEVEL OF SCHOOL YOU HAVE COMPLETED?

Indicate your last level completed by placing an "X" on the line before the appropriate response. Check only one.

- 8% a. SOME COLLEGE
- 37% b. COLLEGE GRADUATE
- 17% c. SOME GRADUATE WORK
- 20% d. MASTERS DEGREE
- 3% e. DOCTORATE DEGREE
- 14% f. PROFESSIONAL (MD, JD, DDS, etc.)
- 2% g. OTHER (Please Indicate) \_\_\_\_\_

### 2. DO YOU OWN OR RENT YOUR HOME OR APARTMENT?

Indicate your response by placing an "X" before one of the following.

- 54% OWN
- 46% RENT

### 3. HOW LONG HAVE YOU LIVED IN YOUR PRESENT RESIDENCE.

Indicate how long you have lived in your present residence by writing the number of years and/or months on the lines below.

I HAVE LIVED HERE 6 YEARS 5 MONTHS.

### 4. HOW MANY TIMES HAVE YOU MOVED DURING THE PAST FIVE YEARS?

Indicate your response by writing the number of times you have moved during the past five years on the line below.

I HAVE MOVED 1.7 TIMES DURING THE PAST FIVE YEARS.

### 5. WHAT IS YOUR CURRENT MARITAL STATUS?

Indicate your marital status by placing an "X" on the line before the appropriate category below. Check only one.

- 50% NEVER MARRIED
- 45% CURRENTLY MARRIED
- \* WIDOWED
- 4% DIVORCED OR SEPARATED
- \* CLERGY

\* = less than 1%

## 6. ARE YOU OF ITALIAN HERITAGE OR DESCENT?

Indicate your response by placing an "X" on the line before the appropriate category below.

72% NO, I AM NOT OF ITALIAN HERITAGE OR DESCENT.

28% YES, I AM OF ITALIAN HERITAGE OR DESCENT.

## 7. ARE YOU MARRIED TO SOMEONE OF ITALIAN HERITAGE OR DESCENT?

Indicate your response by placing an "X" on the line before the appropriate category below.

Of those married:

84% NO, I AM NOT MARRIED TO SOMEONE OF ITALIAN HERITAGE/DESCENT.

16% YES, I AM MARRIED TO SOMEONE OF ITALIAN HERITAGE/DESCENT.

## 8. SO WE CAN ANALYZE THIS STUDY BY BROAD INCOME GROUPS, PLEASE INDICATE YOUR APPROXIMATE HOUSEHOLD INCOME FOR 1985.

Indicate your response by placing an "X" on the line before the appropriate category below.

7% UNDER \$7,500

2% \$7,500 TO \$9,999

5% \$10,000 TO \$14,999

17% \$15,000 TO \$24,999

15% \$25,000 TO \$34,999

14% \$35,000 TO \$49,999

19% \$50,000 TO \$74,999

22% \$75,000 AND OVER

## 9. WHICH OF THE FOLLOWING STATEMENTS BEST CATEGORIZES YOUR PRESENT EMPLOYMENT STATUS.

Indicate your response by placing an "X" on the line before single most appropriate statement.

66% WORKING, FULL-TIME

14% WORKING, PART-TIME

1% UNEMPLOYED

\* RETIRED

11% IN SCHOOL

4% KEEPING HOUSE

\* UNABLE TO WORK

\* ARMED SERVICES

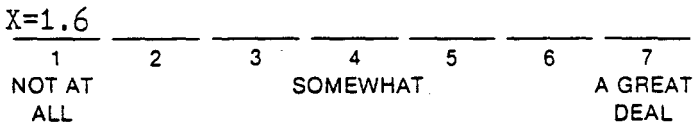
3% OTHER \_\_\_\_\_

\* = less than 1%

10. IF CURRENTLY EMPLOYED OR RECENTLY EMPLOYED, WHAT KIND OF WORK DO YOU DO (DID YOU DO ON YOUR LAST REGULAR JOB)? WHAT IS (WAS) YOUR MAIN OCCUPATION CALLED? PLEASE DESCRIBE YOUR OCCUPATION IN A WORD OR A BRIEF PHRASE ON THE LINE BELOW.

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11. TO WHAT EXTENT DOES YOUR CURRENT POSITION INVOLVE FOREIGN TRAVEL. Indicate the extent to which your current occupation involves foreign travel by placing an "X" above the appropriate number below.

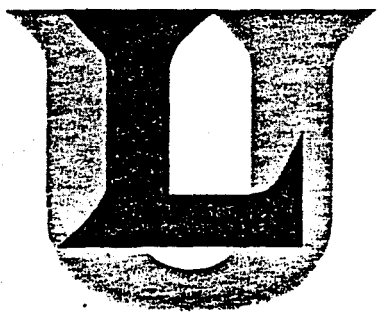


12. COUNTING YOUR PRESENT JOB, HOW MANY DIFFERENT JOBS HAVE YOU HELD DURING THE PAST FIVE YEARS? DO NOT COUNT POSITION CHANGES WITHIN THE SAME COMPANY. Indicate your response by writing the number of jobs you have held over the past five years on the line below.

I HAVE HELD JOBS 2.2 OVER THE PAST FIVE YEARS.

13. FINALLY, IN THE SPACE BELOW AND ON THE BACK PLEASE ADD ANY COMMENTS ABOUT THE ROME CENTER EXPERIENCE OR ITS EFFECTS ON YOU NOT ASKED ABOUT IN OTHER QUESTIONS.

APPENDIX C





**PART I.**

1. DURING WHAT YEARS DID YOU ATTEND LOYOLA UNIVERSITY AS AN UNDERGRADUATE?  
Indicate the years on the line below.

FROM 19 \_\_\_\_\_ TO 19 \_\_\_\_\_.

2. WHILE ATTENDING LOYOLA HAD YOU HEARD OF THE ROME CENTER OF LIBERAL ARTS, LOYOLA'S FOREIGN STUDY PROGRAM IN ROME, ITALY?  
Indicate your response by placing an "X" on the line before the appropriate statement below.

3% NO, WHILE ATTENDING LOYOLA I DID NOT KNOW OF THE ROME CENTER.

97% YES, WHILE ATTENDING LOYOLA I HEARD OF THE ROME CENTER.

(NOTE: IF YOU ANSWERED "NO" TO THE ABOVE QUESTION, PLEASE SKIP TO QUESTION #7 AND CONTINUE FROM THERE.)

3. WHILE AT LOYOLA DID YOU EVER ATTEND ANY PRESENTATIONS, SLIDE SHOWS, TALKS, ETC., CONCERNING THE ROME CENTER?  
Indicate your response by placing an "X" on the line before the appropriate statement below.

81% NO, I NEVER ATTENDED ANY OF THE ROME CENTER'S PRESENTATIONS.

19% YES, I ATTENDED AT LEAST ONE ROME CENTER PRESENTATION.

4. WHILE AT LOYOLA, DID YOU EVER VISIT THE ROME CENTER OFFICE OR ELSEWHERE TO INQUIRE ABOUT INFORMATION REGARDING LOYOLA'S FOREIGN STUDY PROGRAM?  
Indicate your response by placing an "X" on the line before the appropriate statement below.

86% NO, I NEVER ATTENDED ANY OF THE ROME CENTER'S PRESENTATIONS.

14% YES, I ATTENDED AT LEAST ONE ROME CENTER PRESENTATION.

5. OF ALL THE REASONS BELOW, WHICH WOULD YOU SAY BEST INDICATES THE ONE REASON WHY YOU DID NOT ATTEND THE ROME CENTER?

Indicate your response by placing an "X" on the line before the most appropriate statement below. (Check Only One.)

2% NEVER HEARD OF THE ROME CENTER WHILE IN COLLEGE

30% TOO EXPENSIVE TO STUDY ABROAD

11% WAS NOT INTERESTED IN FOREIGN STUDY

31% HAD OTHER COMMITMENTS, E.G., JOB, SCHOOL ACTIVITIES

3% WANTED TO FINISH COLLEGE AS QUICKLY AS POSSIBLE

2% PARENTS WOULD NOT PERMIT ME AT THAT TIME

\_\_\_\_\_ I DID ATTEND THE ROME CENTER (WHAT YEAR? \_\_\_\_\_)

(20%) OTHER \_\_\_\_\_ or combination of above

6. WHILE AT LOYOLA, DID YOU HAVE ANY FRIENDS OR RELATIVES WHO ATTENDED THE ROME CENTER?

Indicate your response by placing an "X" on the line before the appropriate statement below.

50% NO. I HAD NO FRIEND OR RELATIVE WHO ATTENDED THE ROME CENTER

50% YES. I HAD A FRIEND OR RELATIVE WHO ATTENDED THE ROME CENTER

7. DID YOU INQUIRE INTO ANY FOREIGN STUDY PROGRAMS (OTHER THAN THE ROME CENTER) WHILE ATTENDING LOYOLA?

Indicate your response by placing an "X" on the line before the appropriate statement below.

93% NO. I DID NOT INQUIRE INTO FOREIGN STUDY.

7% YES. I INQUIRED INTO FOREIGN STUDY.

8. DID YOU EVER PLAN ON ATTENDING ANY FOREIGN STUDY PROGRAM, INCLUDING LOYOLA'S ROME CENTER PROGRAM?

Indicate your response by placing an "X" on the line before the appropriate statement below.

84% NO. I DID NOT PLAN ON ATTENDING ANY FOREIGN STUDY PROGRAM.

16% YES. I PLANNED ON ATTENDING A FOREIGN STUDY PROGRAM.

8a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, PLEASE DESCRIBE WHAT FOLLOWED, THAT IS DID YOU GO, OR NOT GO, AND WHY?

Indicate your response on the lines below.

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9. WHERE DID YOU LIVE DURING YOUR SOPHOMORE YEAR IN COLLEGE?

Indicate your response by placing an "X" on the line before the appropriate residence below.

25% DORMITORY

3% FRATERNITY/SORORITY HOUSE

11% APARTMENT

56% AT HOME WITH PARENTS

2% WITH OTHER RELATIVES

1% OTHER \_\_\_\_\_

10. WHERE DID YOU LIVE DURING YOUR SENIOR YEAR IN COLLEGE?

Indicate your response by placing an "X" on the line before the appropriate residence below.

9% DORMITORY

3% FRATERNITY/SORORITY HOUSE

30% APARTMENT

54% AT HOME WITH PARENTS

2% WITH OTHER RELATIVES

1% OTHER \_\_\_\_\_

11. DURING YOUR FRESHMAN OR SOPHOMORE YEARS IN COLLEGE YOU MAY HAVE PARTICIPATED IN SOME OR NONE OF THE FOLLOWING EXTRACURRICULAR ACTIVITIES. INDICATE THOSE ACTIVITIES YOU DID PARTICIPATE IN DURING YOUR FRESHMAN OR SOPHOMORE YEARS IN COLLEGE.

Place an "X" before all the activities which you participated in.

<u>4%</u>	COLLEGE NEWSPAPER	<u>7%</u>	STUDENT/CLASS POLITICS
<u>2%</u>	COLLEGE MAGAZINE/YEARBOOK	<u>19%</u>	SOCIAL FRAT OR SORORITY
<u>9%</u>	JV OR VARSITY SPORTS	<u>1%</u>	COLLEGE BAND/ORCHESTRA
<u>3%</u>	THEATRE	<u>21%</u>	OTHER _____
<u>6%</u>	FOREIGN LANGUAGE CLUB	<u>-</u>	OTHER _____

12. DURING YOUR JUNIOR OR SENIOR YEARS IN COLLEGE YOU MAY HAVE PARTICIPATED IN SOME OR NONE OF THE FOLLOWING EXTRACURRICULAR ACTIVITIES. INDICATE THOSE ACTIVITIES YOU DID PARTICIPATE IN DURING YOUR JUNIOR OR SENIOR YEARS IN COLLEGE. Place an "X" before all the activities which you participated in.

<u>4%</u>	COLLEGE NEWSPAPER	<u>6%</u>	STUDENT/CLASS POLITICS
<u>5%</u>	COLLEGE MAGAZINE/YEARBOOK	<u>20%</u>	SOCIAL FRAT OR SORORITY
<u>6%</u>	JV OR VARSITY SPORTS	<u>1%</u>	COLLEGE BAND/ORCHESTRA
<u>5%</u>	THEATRE	<u>25%</u>	OTHER _____
<u>6%</u>	FOREIGN LANGUAGE CLUB	<u>6%</u>	OTHER _____

13. DID YOU CHANGE YOUR ACADEMIC MAJOR AT ANY TIME DURING YOUR JUNIOR OR SENIOR YEAR AT LOYOLA?

Indicate your response by placing an "X" on the line before the appropriate statement below.

85% NO, I DID NOT CHANGE MY MAJOR.

15% YES, I CHANGED MY MAJOR.

14. DID YOU CHANGE YOUR CAREER PLANS AT ANY TIME DURING YOUR JUNIOR OR SENIOR YEAR AT LOYOLA?

Indicate your response by placing an "X" on the line before the appropriate statement below.

72% NO, I DID NOT CHANGE MY CAREER PLANS.

28% YES, I CHANGED MY CAREER PLANS.

15. DID YOU VISIT ANY FOREIGN COUNTRIES AT ANY TIME IN YOUR LIFE UP TO YOUR JUNIOR YEAR IN COLLEGE?

Indicate your response by placing an "X" on the line before the appropriate statement below.

62% NO, I DID NOT VISIT ANY FOREIGN COUNTRIES. (GO TO #16.)

38% YES, I DID VISIT ONE OR MORE COUNTRIES.

15a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, INDICATE THE COUNTRIES YOU VISITED ON THE LINES BELOW.

COUNTRIES VISITED	# OF VISITS

16. DID YOU VISIT ANY FOREIGN COUNTRIES DURING YOUR JUNIOR OR SENIOR YEAR IN COLLEGE?  
Indicate your response by placing an "X" on the line before the appropriate statement below.

- 88% NO, I DID NOT VISIT ANY FOREIGN COUNTRIES. (GO TO #17.)
- 12% YES, I DID VISIT ONE OR MORE COUNTRIES.

16a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, INDICATE THE COUNTRIES YOU VISITED ON THE LINES BELOW.

COUNTRIES VISITED	# OF VISITS

17. WAS THERE ANY PARTICULAR PROGRAM OR FUNCTION SPONSORED BY LOYOLA WHICH YOU ENGAGED IN THAT YOU FEEL WAS VERY WORTHWHILE, HAVING A LASTING IMPACT ON YOUR LIFE?

Indicate your response by placing an "X" on the line before the appropriate statement below.

- 77% NO, I DO NOT RECALL ANY PROGRAM/FUNCTION. (GO TO #18.)
- 23% YES, I RECALL SUCH A PARTICULAR PROGRAM/FUNCTION.

17a. IF YOU ANSWERED "YES" TO THE ABOVE QUESTION, WHAT PROGRAM OR FUNCTION WAS IT, AND HOW DID IT AFFECT YOUR LIFE?  
 Indicate your response on the lines below.

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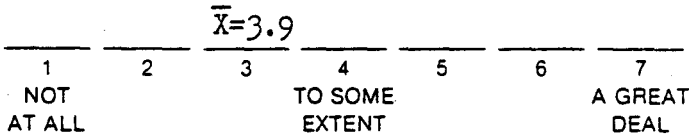


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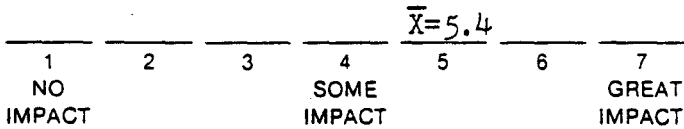


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18. TO WHAT EXTENT WOULD YOU SAY THAT YOUR EDUCATION AT LOYOLA INVOLVED EXPERIENTIAL EDUCATION, I.E., LEARNING BY DOING?  
 Indicate your response by placing an "X" above the number that best corresponds to the extent to which you believe that your program at Loyola involved experiential education.



19. ALL OTHER LIFE EVENTS/EXPERIENCES CONSIDERED, HOW MUCH OF AN IMPACT, HAS YOUR COLLEGE EXPERIENCE AS A WHOLE HAD ON YOUR LIFE?  
 Indicate your response by placing an "X" above the number that best corresponds to your feeling about the impact of your college experience on your life.



20. DURING THE PAST TWO YEARS, YOU MAY HAVE VISITED ONE OR MORE FOREIGN COUNTRIES. ON THE LINES BELOW PLEASE INDICATE THOSE COUNTRIES WHICH YOU MAY HAVE VISITED AND THE NUMBER OF VISITS TO EACH MADE DURING THE PAST TWO YEARS.  
 If you did not visit any countries, write NONE.

COUNTRIES VISITED	# OF VISITS
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

## PART II. LEISURE TIME ACTIVITIES

I WOULD LIKE YOU TO TAKE A FEW MOMENTS TO THINK OF THE THINGS YOU LIKE TO DO WHEN YOU ARE NOT WORKING (OR NOT STUDYING, IF IN SCHOOL), THAT IS THE THINGS YOU DO IN YOUR LEISURE TIME WHICH GIVE YOU SOME DEGREE OF PLEASURE OR ENJOYMENT.

1. OF ALL THE THINGS YOU LIKE TO DO DURING YOUR LEISURE TIME, THERE ARE PROBABLY SOME THINGS WHICH YOU DO MORE OFTEN THAN OTHERS. PLEASE LIST THE THREE OR FOUR THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME.

Indicate the things you do most often during your leisure time on the lines provided below.

(1) \_\_\_\_\_

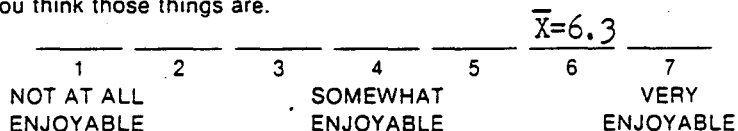
(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

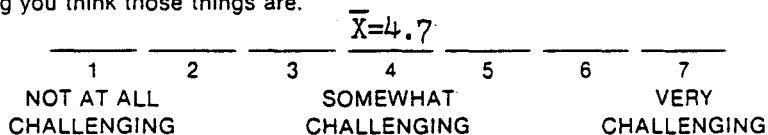
2. IN GENERAL, HOW ENJOYABLE ARE THE THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME?

Indicate your response by placing an "X" above the number which best corresponds to how enjoyable you think those things are.



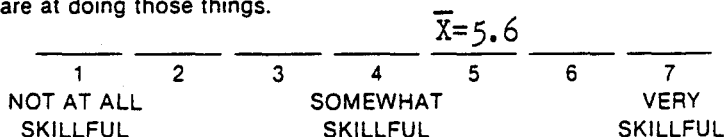
3. IN GENERAL, HOW CHALLENGING ARE THE THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME?

Indicate your response by placing an "X" above the number which best corresponds to how challenging you think those things are.



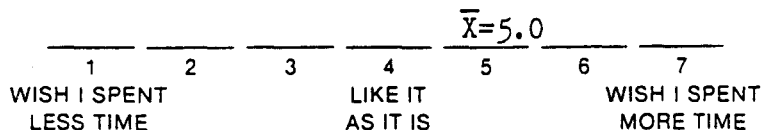
4. IN GENERAL, HOW SKILLFUL ARE YOU AT DOING THE THINGS YOU DO MOST OFTEN DURING YOUR LEISURE TIME?

Indicate your response by placing an "X" above the number which best corresponds to how skillful you are at doing those things.



5. DO YOU WISH THAT YOU SPENT MORE OF YOUR FREE TIME DOING THINGS THAT CHALLENGE YOU, LESS TIME, OR DO YOU LIKE IT THE WAY IT IS?

Indicate your response by placing an "X" above the number which best corresponds to how you feel.



I WOULD LIKE YOU TO TAKE A FEW MOMENTS TO THINK OF THE THINGS YOU LIKED TO DO AT LOYOLA UNIVERSITY WHEN YOU WERE NOT WORKING OR NOT STUDYING, THAT IS THE THINGS YOU DID IN YOUR LEISURE TIME WHICH GAVE YOU SOME DEGREE OF PLEASURE OR ENJOYMENT.

6. OF ALL THE THINGS YOU LIKED TO DO DURING YOUR LEISURE TIME AT LOYOLA UNIVERSITY, THERE PROBABLY WERE SOME THINGS WHICH YOU DID MORE OFTEN THAN OTHERS.

PLEASE LIST THE THREE OR FOUR THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT LOYOLA UNIVERSITY.

Indicate the things you did most often during your leisure time at Loyola on the lines provided below.

(1) \_\_\_\_\_

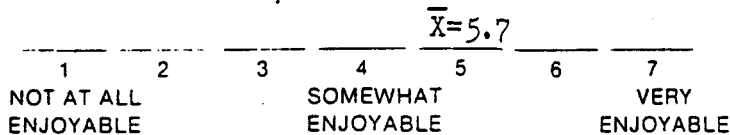
(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

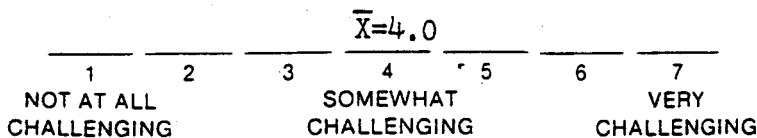
7. IN GENERAL, HOW ENJOYABLE WERE THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT LOYOLA UNIVERSITY?

Indicate your response by placing an "X" above the number which best corresponds to how enjoyable you think those things were.



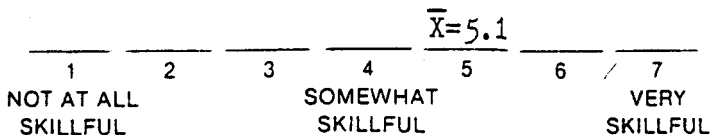
8. IN GENERAL, HOW CHALLENGING WERE THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT LOYOLA UNIVERSITY?

Indicate your response by placing an "X" above the number which best corresponds to how challenging you think those things were.



9. IN GENERAL, HOW SKILLFUL WERE YOU AT DOING THE THINGS YOU DID MOST OFTEN DURING YOUR LEISURE TIME AT LOYOLA UNIVERSITY?

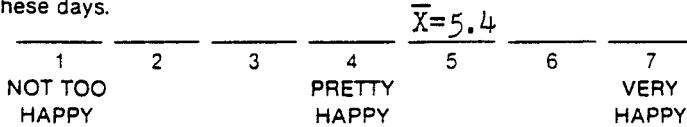
Indicate your response by placing an "X" above the number which best corresponds to how skillful you were at doing those things.



**PART III. LIFE SATISFACTION**

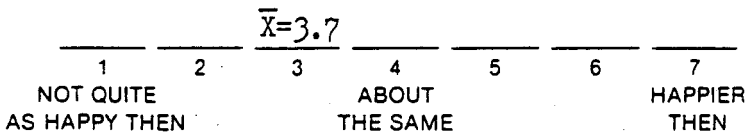
1. TAKING ALL THINGS TOGETHER, HOW HAPPY WOULD YOU SAY THINGS ARE THESE DAYS—WOULD YOU SAY YOU'RE NOT TOO HAPPY, PRETTY HAPPY, OR VERY HAPPY THESE DAYS?

Indicate your response by placing an "X" above the number which best corresponds to how things are these days.



2. COMPARED TO YOUR LIFE TODAY, HOW WERE THINGS WHEN YOU WERE AT LOYOLA UNIVERSITY—WERE THINGS NOT QUITE AS HAPPY FOR YOU THEN THAN THEY ARE NOW, HAPPIER FOR YOU THEN, OR WHAT?

Indicate your response by placing an "X" above the number which best corresponds to how things were, compared to today.



3. SOME THINGS IN OUR LIVES ARE VERY SATISFYING TO ONE PERSON, WHILE ANOTHER MAY NOT FIND THEM SATISFYING AT ALL. I'D LIKE TO ASK HOW MUCH SATISFACTION YOU HAVE GOTTEN FROM SOME OF THE DIFFERENT THINGS BELOW.

Using the scale below, ranging from "1 = no satisfaction" to "7 = complete satisfaction," indicate the level of satisfaction you receive for each of the things below. Indicate your response by writing the appropriate number on the Line provided before each statement.

(NOTE: If the statement does not apply to you, please write "DNA" on the line by the statement.)

	NO SATISFACTION			SOME SATISFACTION			GREAT SATISFACTION
$\bar{X}$	1	2	3	4	5	6	7
5.8	a. THE THINGS YOU DO IN YOUR LEISURE TIME						
4.8	b. THE WORK YOU DO IN AND AROUND THE HOUSE/APARTMENT						
5.6	c. THE WORK YOU DO ON YOUR JOB						
6.0	d. BEING WITH YOUR FRIENDS						
6.3	e. BEING WITH YOUR FAMILY						



4. BELOW ARE FIVE STATEMENTS WITH WHICH YOU MAY AGREE OR DISAGREE. USING THE 1-7 SCALE BELOW, INDICATE YOUR AGREEMENT WITH EACH ITEM BY PLACING THE APPROPRIATE NUMBER ON THE LINE PRECEDING THAT ITEM. PLEASE BE OPEN AND HONEST IN YOUR RESPONDING.

$\bar{X}$	STRONGLY DISAGREE	NEITHER AGREE NOR DISAGREE	STRONGLY AGREE	
	1      2	3      4      5	6      7	
<u>4.5</u>	1.	IN MOST WAYS MY LIFE IS CLOSE TO MY IDEAL.		
<u>4.8</u>	2.	THE CONDITIONS OF MY LIFE ARE EXCELLENT.		
<u>5.2</u>	3.	I AM SATISFIED WITH MY LIFE.		
<u>5.0</u>	4.	SO FAR I HAVE GOTTEN THE IMPORTANT THINGS I WANT IN LIFE.		
<u>4.4</u>	5.	IF I COULD LIVE MY LIFE OVER, I WOULD CHANGE ALMOST NOTHING.		

**PART IV. LIFE GOALS**

**RATING OF IMPORTANCE OF LIFE GOALS**

THE FOLLOWING IS A LIST OF POSSIBLE LIFE GOALS WHICH YOU MAY OR MAY NOT HOLD. YOUR TASK IS TO INDICATE HOW UNIMPORTANT/IMPORTANT EACH OF THESE GOALS ARE FOR YOU PERSONALLY.

USING THE SCALE BELOW WHERE "1 = LITTLE OR NO IMPORTANCE," "3 = SOMEWHAT IMPORTANT," "5 = VERY IMPORTANT," and "7 = EXTREMELY IMPORTANT," RATE EACH GOAL'S IMPORTANCE TO YOU. FOR EXAMPLE, IF A PARTICULAR GOAL IS ONLY SLIGHTLY IMPORTANT FOR YOU, YOU MIGHT WRITE A "2" ON THE LINE BEFORE THE GOAL. HOWEVER, IF THE GOAL IS RELATIVELY IMPORTANT FOR YOU, YOU MIGHT WRITE A "4" OR A "5" ON THE LINE.

Indicate your view of each goals importance for you by writing the appropriate number from 1 to 7 on the line before each listed goal.

LITTLE OR NO IMPORTANCE	2	SOMEWHAT IMPORTANT	3	4	VERY IMPORTANT	5	6	EXTREMELY IMPORTANT	7
1 <u>    </u> X									
		<b>RATING</b>		<b>GOALS</b>					
		<u>6.0</u>	1.	FINDING PERSONAL HAPPINESS					
		<u>5.8</u>	2.	TO DEVELOP A SOLID SYSTEM OF VALUES					
		<u>5.1</u>	3.	TO GET MORE ENJOYMENT OUT OF LIFE					
		<u>4.8</u>	4.	TO UNDERSTAND THE ROLE OF GOD IN MY LIFE					
		<u>5.3</u>	5.	TO DEVELOP A SUCCESSFUL CAREER					
		<u>5.4</u>	6.	TO UNDERSTAND MYSELF BETTER					
		<u>5.1</u>	7.	TO LEARN PRACTICAL INFORMATION TO HELP ME IN MY CAREER					
		<u>5.1</u>	8.	TO DEVELOP REFLECTIVE AND CRITICAL THINKING					
		<u>5.4</u>	9.	TO BE OF SERVICE TO OTHERS					
		<u>4.6</u>	10.	HAVING MANY GOOD FRIENDS					

## RATING OF ACHIEVEMENT OF LIFE GOALS

REGARDLESS OF HOW IMPORTANT OR UNIMPORTANT YOU FELT EACH OF THE GOALS IN THE PREVIOUS LIST TO BE LOYOLA UNIVERSITY MAY HAVE HELPED OR INHIBITED YOUR ACHIEVEMENT OF EACH OF THESE GOALS.

YOUR TASK HERE IS TO RATE THE DEGREE TO WHICH YOU BELIEVE THAT LOYOLA UNIVERSITY HAS HELPED OR INHIBITED YOUR ACHIEVEMENT OF EACH GOAL. FOR EXAMPLE, IF YOU FEEL THAT FOR A PARTICULAR GOAL LOYOLA UNIVERSITY IN GENERAL HAS SOMEWHAT INHIBITED YOUR ACHIEVEMENT OF THAT GOAL, YOU MIGHT WRITE A "3" ON THE LINE BEFORE THE LISTED GOAL. IF, ON THE OTHER HAND, YOU FEEL THAT LOYOLA UNIVERSITY STRONGLY HELPED YOU TO ACHIEVE THE GOAL, YOU MIGHT WRITE A "6" ON THE LINE PROVIDED.

Indicate your views by writing the appropriate number from 1 to 7 on the space provided before each listed goal.

		VERY STRONGLY INHIBITED			NEITHER			VERY STRONGLY HELPED	
		1	2	3	4	5	6	7	
$\bar{X}$									
RATING									GOALS
<u>4.8</u>	1.								FINDING PERSONAL HAPPINESS
<u>5.0</u>	2.								TO DEVELOP A SOLID SYSTEM OF VALUES
<u>4.5</u>	3.								TO GET MORE ENJOYMENT OUT OF LIFE
<u>4.9</u>	4.								TO UNDERSTAND THE ROLE OF GOD IN MY LIFE
<u>5.4</u>	5.								TO DEVELOP A SUCCESSFUL CAREER
<u>4.9</u>	6.								TO UNDERSTAND MYSELF BETTER
<u>5.0</u>	7.								TO LEARN PRACTICAL INFORMATION TO HELP ME IN MY CAREER
<u>4.5</u>	8.								TO DEVELOP REFLECTIVE AND CRITICAL THINKING
<u>4.8</u>	9.								TO BE OF SERVICE TO OTHERS
<u>4.7</u>	10.								HAVING MANY GOOD FRIENDS

## PART V. DEMOGRAPHICS

## 1. WHAT IS THE LAST LEVEL OF SCHOOL YOU HAVE COMPLETED?

Indicate your last level completed by placing an "X" on the line before the appropriate response. Check only one.

- 1% a. SOME COLLEGE
- 39% b. COLLEGE GRADUATE
- 22% c. SOME GRADUATE WORK
- 27% d. MASTERS DEGREE
- 2% e. DOCTORATE DEGREE
- 10% f. PROFESSIONAL (MD, JD, DDS, etc.)
- 1% g. OTHER (Please Indicate) \_\_\_\_\_

## 2. DO YOU OWN OR RENT YOUR HOME OR APARTMENT?

Indicate your response by placing an "X" before one of the following.

- 78% OWN
- 22% RENT

## 3. HOW LONG HAVE YOU LIVED IN YOUR PRESENT RESIDENCE.

Indicate how long you have lived in your present residence by writing the number of years and/or months on the lines below.

I HAVE LIVED HERE 9 YEARS 5 MONTHS.

## 4. HOW MANY TIMES HAVE YOU MOVED DURING THE PAST FIVE YEARS?

Indicate your response by writing the number of times you have moved during the past five years on the line below.

I HAVE MOVED 1 TIMES DURING THE PAST FIVE YEARS.

## 5. WHAT IS YOUR CURRENT MARITAL STATUS?

Indicate your marital status by placing an "X" on the line before the appropriate category below. Check only one.

- 39% NEVER MARRIED
- 58% CURRENTLY MARRIED
- 1% WIDOWED
- 2% DIVORCED OR SEPARATED
- 0% CLERGY

## 6. ARE YOU OF ITALIAN HERITAGE OR DESCENT?

Indicate your response by placing an "X" on the line before the appropriate category below.

90% NO, I AM NOT OF ITALIAN HERITAGE OR DESCENT.10% YES, I AM OF ITALIAN HERITAGE OR DESCENT.

## 7. ARE YOU MARRIED TO SOMEONE OF ITALIAN HERITAGE OR DESCENT?

Indicate your response by placing an "X" on the line before the appropriate category below.

93% NO, I AM NOT MARRIED TO SOMEONE OF ITALIAN HERITAGE/DESCENT.7% YES, I AM MARRIED TO SOMEONE OF ITALIAN HERITAGE/DESCENT.

## 8. SO WE CAN ANALYZE THIS STUDY BY BROAD INCOME GROUPS, PLEASE INDICATE YOUR APPROXIMATE HOUSEHOLD INCOME FOR 1985.

Indicate your response by placing an "X" on the line before the appropriate category below.

4% UNDER \$7,5001% \$7,500 TO \$9,9993% \$10,000 TO \$14,99917% \$15,000 TO \$24,99922% \$25,000 TO \$34,99918% \$35,000 TO \$49,99920% \$50,000 TO \$74,99915% \$75,000 AND OVER

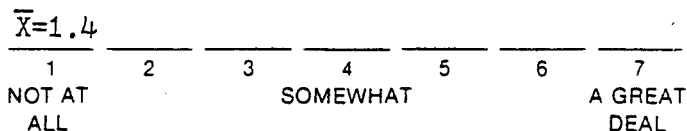
## 9. WHICH OF THE FOLLOWING STATEMENTS BEST CATEGORIZES YOUR PRESENT EMPLOYMENT STATUS.

Indicate your response by placing an "X" on the line before single most appropriate statement.

74% WORKING, FULL-TIME13% WORKING, PART-TIME2% UNEMPLOYED0% RETIRED2% IN SCHOOL7% KEEPING HOUSE1% UNABLE TO WORK0% ARMED SERVICES2% OTHER \_\_\_\_\_

10. IF CURRENTLY EMPLOYED OR RECENTLY EMPLOYED, WHAT KIND OF WORK DO YOU DO (DID YOU DO ON YOUR LAST REGULAR JOB)? WHAT IS (WAS) YOUR MAIN OCCUPATION CALLED? PLEASE DESCRIBE YOUR OCCUPATION IN A WORD OR A BRIEF PHRASE ON THE LINE BELOW.
- 

11. TO WHAT EXTENT DOES YOUR CURRENT POSITION INVOLVE FOREIGN TRAVEL. Indicate the extent to which your current occupation involves foreign travel by placing an "X" above the appropriate number below.



12. COUNTING YOUR PRESENT JOB, HOW MANY DIFFERENT JOBS HAVE YOU HELD DURING THE PAST FIVE YEARS? DO NOT COUNT POSITION CHANGES WITHIN THE SAME COMPANY. Indicate your response by writing the number of jobs you have held over the past five years on the line below.

I HAVE HELD JOBS 1.9 OVER THE PAST FIVE YEARS.

13. FINALLY, IN THE SPACE BELOW AND ON THE BACK PLEASE ADD ANY COMMENTS ABOUT FOREIGN STUDY, THE ROME CENTER, OR YOUR COLLEGE EXPERIENCE NOT ASKED ABOUT IN OTHER QUESTIONS.

APPENDIX D

Sample Size, Number of Completed Returns, Number of Inaccurate Addresses, and  
Number of Non-Responses by Year, Loyola/Non-Loyola, and Semester at the Rome Center

YEAR	LOYOLA F. YEAR		LOYOLA FALL		LOYOLA SPRING		NON-LOY F. YEAR		NON-LOY FALL		NON-LOY SPRING		TOTAL	LOYOLA		NON-LOY		F. YEAR		FALL	SPRING	COMP					
-62	1				4	3					8	3	12	6	4	3	8	3				12	6	4	4		
					2	9					2	13	4	22	2	9	2	13				4	22	1	9		
62-63	2	2	2	0	1	2	0	6	7	0	1	5	6	15	17	4	3	11	14	8	9	0	2	7	6	4	7
		2	6	1	2	1	3	5	18	0	1	3	14	12	44	4	11	8	33	7	24	1	3	4	17	0	11
63-64	3	3	2	0	1	1	0	15	13	1	2	3	0	23	18	4	3	19	15	18	15	1	3	4	0	4	3
		0	5	1	2	1	2	10	38	2	5	3	6	17	58	3	9	15	49	10	43	3	7	4	8	2	9
64-65	4	1	5	1	0	1	2	14	13	1	1	1	1	19	22	3	7	16	15	15	18	2	1	2	3	8	6
		4	10	1	2	1	4	15	42	2	4	2	4	25	66	6	16	19	50	19	52	3	6	3	8	1	16
65-66	5	2	2	0	1	0	1	18	11	2	1	2	2	24	18	2	4	22	14	20	13	2	2	2	3	6	5
		8	12	2	3	1	2	10	39	0	3	1	5	22	64	11	17	11	47	18	51	2	6	2	7	6	17
66-67	6	1	5	1	0	0	2	20	14	0	1	1	0	23	22	2	7	21	15	21	19	1	1	1	2	7	5
		4	10	0	1	0	2	22	56	0	1	1	2	27	72	4	13	23	59	26	66	0	2	1	4	0	13
67-68	7	3	4	0	1	0	1	13	23	0	0	0	0	16	29	3	6	13	23	16	27	0	1	0	1	9	6
		4	12	1	2	1	2	23	59	2	2	1	1	32	78	6	16	26	62	27	71	3	4	2	3	1	16
68-69	8	2	7	0	1	1	1	17	21	0	0	2	1	22	31	3	9	19	22	19	28	0	1	3	2	5	5
		3	12	1	2	0	2	23	61	1	1	1	4	29	82	4	16	25	66	26	73	2	3	1	6	6	16
69-70	9	6	2	0	1	1	2	15	15	0	1	1	2	23	23	7	5	16	18	21	17	0	2	2	4	2	7
		3	11	0	1	0	3	23	53	1	2	1	4	28	74	3	15	25	59	26	64	1	3	1	7	6	15



YEAR	LOYOLA F. YEAR	LOYOLA FALL	LOYOLA SPRING	NON-LOY F. YEAR	NON-LOY FALL	NON-LOY SPRING	TOTAL	LOYOLA	NON-LOY	F. YEAR	FALL	SPRING	COMP	
70-71	10	1 4	1 1	3 1	14 18	1 4	1 3	21 31	5 6	16 25	15 22	2 5	4 4	4 7
		7 12	1 3	0 4	21 53	3 8	1 5	33 85	8 19	25 66	28 65	4 11	1 9	8 19
71-72	11	2 4	2 0	0 1	19 13	3 2	3 6	29 26	4 5	25 21	21 17	5 2	3 7	6 3
		2 8	0 2	1 2	14 46	5 10	2 11	24 79	3 12	21 67	16 54	5 12	3 13	3 12
72-73	12	5 1	1 0	0 3	11 10	6 3	3 4	26 21	6 4	20 17	16 11	7 3	3 7	5 2
		3 9	1 2	1 4	17 38	3 12	4 11	29 76	5 15	24 61	20 47	4 14	5 15	8 15
73-74	13	3 0	1 2	0 3	8 13	7 5	3 4	22 27	4 5	18 22	11 13	8 7	3 7	5 5
		4 7	0 3	1 4	14 35	3 15	3 10	25 74	5 14	20 60	18 42	3 18	4 14	5 15
74-75	14	4 3	1 2	1 1	7 9	2 8	4 5	19 28	6 6	13 22	11 12	3 10	5 6	3 10
		1 8	3 6	1 3	9 25	6 16	7 16	27 74	5 17	22 57	10 33	9 22	8 19	4 17
75-76	15	3 0	2 0	1 3	3 5	5 0	5 3	19 11	6 3	13 8	6 5	7 0	6 6	3 5
		2 5	3 5	1 5	4 12	8 13	5 13	23 53	6 15	17 38	6 17	11 18	6 18	7 15
76-77	16	4 1	1 3	1 0	3 6	5 5	5 3	19 18	6 4	14 14	7 7	6 8	6 3	1 9
		0 5	4 8	2 3	5 14	6 16	7 15	24 61	6 16	18 45	5 19	10 24	9 18	5 16
77-78	17	1 2	1 1	3 1	6 7	6 5	5 3	22 19	5 4	17 15	7 9	7 6	8 4	1 8
		1 4	1 3	0 4	5 18	4 15	1 9	12 53	2 11	10 42	6 22	5 18	1 13	2 11
78-79	18	1 3	2 2	2 3	9 3	8 3	5 3	27 17	5 8	22 9	10 6	10 5	7 6	6 5
		0 4	1 5	1 6	5 17	3 14	4 12	14 58	2 15	12 43	5 21	4 19	5 18	4 15
79-80	19	1 2	2 4	2 1	5 5	9 5	7 3	26 20	5 7	21 13	6 7	11 9	9 4	3 7
		1 4	1 7	3 6	5 15	2 16	3 13	15 61	5 17	10 44	6 19	3 23	6 19	6 17
80-81	20	5 0	3 3	4 3	5 7	8 8	6 5	31 26	12 6	19 20	10 7	11 11	10 8	6 10
		0 5	0 6	1 8	2 14	3 19	4 15	10 67	1 19	9 48	2 19	3 25	5 23	3 19

YEAR	LOYOLA F. YEAR		LOYOLA FALL		LOYOLA SPRING		NON-LOY F. YEAR		NON-LOY FALL		NON-LOY SPRING		TOTAL	LOYOLA		NON-LOY		F. YEAR		FALL		SPRING		COMP			
81-82	21	4	1	6	0	3	2	6	3	10	7	7	4	36	17	13	3	23	14	10	4	16	7	10	6	8	7
		1	6	0	6	2	7	2	11	2	19	4	15	11	64	3	19	8	45	3	17	2	25	6	22	4	19
82-83	22	2	1	3	1	3	3	7	2	14	4	15	4	44	15	8	5	36	10	9	3	17	5	18	7	4	4
		0	3	0	4	3	9	2	11	5	23	1	20	11	70	3	16	8	54	2	14	5	27	4	29	8	16
83-84	23	2	2	3	0	2	8	8	1	15	6	15	5	45	22	7	10	38	12	10	3	18	6	17	13	8	6
		1	5	3	6	0	10	2	11	2	23	0	20	8	75	4	21	4	54	3	16	5	29	0	30	4	21
84-85	24	2	2	5	1	9	1	7	4	11	9	14	5	48	22	16	4	32	18	9	6	16	10	23	6	6	15
		1	5	0	6	0	10	0	11	3	23	1	20	5	75	4	21	4	54	1	16	3	29	1	30	0	21
85-86	25	5	0	4	2	5	5	6	5	12	11	12	6	44	29	14	7	30	22	11	5	16	13	17	11	7	12
		0	5	0	6	0	10	0	11	0	23	2	20	2	75	0	21	2	54	0	16	0	29	2	30	2	21
Total		65	55	40	28	49	51	242	228	126	92	133	81	655	535	154	134	501	401	307	283	166	120	182	132	125	165
		52	173	25	93	24	124	238	708	66	284	64	278	469	1660	101	390	368	1270	290	881	91	377	88	402	96	391
%IA		30.1		26.9		19.4		33.6		23.2		23.0		28.3		25.9		29.0		32.1		24.1		21.9		24.6	
%R/T		37.6		43.0		39.5		34.2		44.3		47.8		39.5		39.5		39.4		34.8		44.0		45.2		32.0	
%R/(T-IA)		54.2		58.8		49.0		51.5		57.8		62.1		55.0		53.5		55.5		51.9		58.0		58.0		43.1	

1 = Completed Returns

2 = Non-Response

3 = Inaccurate Addresses

4 = Total Sub-Sample

5 = For R.C. - Deceased  
For Comp. - Attended  
R.C.

%IA = Percent of Inaccurate Addresses

%R/T = Percent of Returns

%R/(T-IA) = Percent of Corrected Returns  
(Total Minus Inaccurate Addresses)

1	2
	5
3	4

APPENDIX E

Corrected Sample Returns - Focusing on Discrepancies Between  
Recorded Semester at the Rome Center and Loyola/Non-Loyola and  
Respondent Indicated Semester at the Rome Center and Loyola/Non-Loyola

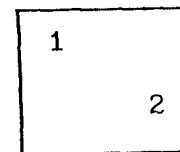
YEAR	LOYOLA F. YEAR	LOYOLA FALL	LOYOLA SPRING	NON-LOY F. YEAR	NON-LOY FALL	NON-LOY SPRING	TOTAL	LOYOLA	NON-LOY	F. YEAR	FALL	SPRING	COMP	
-62	1		8			4	12	8	4			12	4	
			4			8	12	4	8			12		
62-63	2	2	0	2	6	0	5	15	4	11	8	0	7	4
		2	0	2	6	0	5	15	4	11	8	0	7	4
63-64	3	4	0	0	15	0	4	23	4	19	19	0	4	4
		3	0	1	15	1	3	23	4	19	18	1	4	4
64-65	4	2	0	1	14	1	1	19	3	16	16	1	2	8
		1	1	1	14	1	1	19	3	16	15	2	2	8
65-66	5	2	0	0	17	3	2	24	2	22	19	3	2	6
		2	0	0	18	2	2	24	2	22	20	2	2	6
66-67	6	1	1	0	20	0	1	23	2	21	21	1	1	7
		1	1	0	20	0	1	23	2	21	21	1	1	7
67-68	7	3	0	0	13	0	0	16	3	13	16	0	0	9
		3	0	0	13	0	0	16	3	13	16	0	0	9
68-69	8	2	0	1	17	0	2	22	3	19	19	0	3	5
		2	0	1	17	0	2	22	3	19	19	0	0	5
69-70	9	6	0	1	15	1	0	23	7	16	21	1	1	2
		6	0	1	15	0	1	23	7	16	21	0	2	2

YEAR	LOYOLA F. YEAR	LOYOLA FALL	LOYOLA SPRING	NON-LOY F. YEAR	NON-LOY FALL	NON-LOY SPRING	TOTAL	LOYOLA	NON-LOY	F. YEAR	FALL	SPRING	COMP	
70-71	10	1	1	3	14	1	1	21	5	16	15	2	4	4
		1	1	3	14	1	1	21	5	16	15	2	4	4
71-72	11	2	1	0	18	5	3	29	3	26	20	6	3	6
		2	2	0	19	3	3	29	4	25	21	5	3	6
72-73	12	5	1	0	11	6	3	26	6	20	16	7	3	5
		5	1	0	11	6	3	26	6	20	16	7	3	5
73-74	13	3	1	0	8	7	3	22	4	18	11	8	3	5
		3	1	0	8	7	3	22	4	18	11	8	3	5
74-75	14	4	1	1	6	3	4	19	6	13	10	4	5	3
		4	1	1	7	2	4	19	6	13	11	3	5	3
75-76	15	3	2	0	3	5	6	19	5	14	6	7	6	3
		3	2	1	3	5	5	19	6	13	6	7	6	3
76-77	16	4	1	1	4	5	4	19	6	13	8	6	5	1
		4	1	1	3	5	5	19	6	13	7	6	5	1
77-78	17	1	1	3	7	5	5	22	5	17	8	6	8	1
		1	1	3	6	6	5	22	5	17	7	7	8	1
78-79	18	1	2	2	8	10	4	27	5	22	11	10	6	6
		1	2	2	9	8	5	27	5	22	10	10	7	6
79-80	19	2	1	2	5	10	6	26	5	21	7	11	8	3
		1	2	2	5	9	7	26	5	21	6	11	9	3
80-81	20	5	3	4	5	8	6	31	12	19	10	11	10	6
		5	3	4	5	8	6	31	12	19	10	11	10	6

YEAR	LOYOLA F. YEAR	LOYOLA FALL	LOYOLA SPRING	NON-LOY F. YEAR	NON-LOY FALL	NON-LOY SPRING	TOTAL	LOYOLA	NON-LOY	F. YEAR	FALL	SPRING	COMP	
81-82	21	3	7	3	4	12	7	36	13	23	7	19	10	8
		4	6	3	6	10	7	36	13	23	10	16	10	
82-83	22	2	3	3	8	12	16	44	8	36	10	15	19	4
		2	3	3	7	14	15	44	8	36	9	17	18	
83-84	23	2	2	3	8	15	15	45	7	38	10	17	18	8
		2	3	2	8	15	15	45	7	38	10	18	17	
84-85	24	4	3	9	8	11	13	48	16	32	12	14	22	6
		2	5	9	7	11	14	48	16	32	9	16	23	
85-86	25	5	4	5	9	9	12	44	14	30	14	13	17	7
		5	4	5	6	12	12	44	14	30	11	16	17	
Total		69	35	52	245	127	127	655	156	497	314	162	179	125
		65	40	49	242	126	133	655	154	501	307	166	182	

1 = Respondent Indicated Semester  
or Home University

2 = Recorded Semester or Home  
University



APPROVAL SHEET

The dissertation submitted by Randy P. McCombie has been read and approved by the following committee:

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Associate Professor, Psychology and  
Director, Applied Social Psychology Program

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Chairperson, Department of Psychology

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Assistant Dean, Rome Center

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature