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FOREIGN STUDY: AN ANALYSIS OF THE SHORT TERM EFFECT

by

Randy P. McCombie

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

Master of Arts

April

1984

ACKNOWLEDGMENTS

I wish to express my sincere gratitude to Drs. John Edwards and Emil Posavac for their expert guidance and encouragement. I would also like to thank Dr. Ronald Walker for his valued support of this project. Further, I am indebted to all those associated with Loyola University's Rome Center, especially Denise Noell, for their kind and generous assistance. Finally, I wish to express my appreciation and thanks to my wife, Diane, for her patience, support, and understanding.

LIFE

The author, Randy P. McCombie, is the son of Edwin and Imogene McCombie. He 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.

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Foreign Study: An Analysis of the Short Term Effect

Since the turn of the twentieth century, an ever increasing number of high school graduates have elected to continue their academic education by enrolling in two or four year college degree granting programs. An accompanying effect has been a growing interest in the effects of the college experience on these students resulting in a "myriad of informal observations and formal studies on the subject during the past century" (Feldman, 1972). These investigations include studies on such aspects as: housing policy, e.g., Elton & Bate, 1966; vocational choice, e.g., Holland, 1963; the college environment, e.g., Pace & Stern, 1958; work study, e.g., Wilson & Lyons, 1961; fraternities and sororities, e.g., Kamens, 1967; crowding in dormitories, e.g., Baum & Valins, 1977; and so on.

Despite the interest in the college experience in general, there remains one area that has received relatively little research attention. This neglected element is that of foreign study and the influence it has upon those who choose to live and study abroad.

Marion (1974) points out that while the practice of studying abroad has a rather "ancient history" it was not

until the second decade of this century that programs for undergraduate students "officially" began in the United States. However, as he further reports, even as recently as 1955 there were still less than 2,000 students who had taken advantage of this opportunity. Yet, what once may have been an educational extra for only the rather wealthy has ". . .with the advent of low-cost, intercontinental travel by jet aircraft. . .now come within the reach of many" (James, 1976).

The number of American students studying in other countries has increased dramatically such that in 1968 there were approximately 10,000 students enrolled in nearly 300 foreign study programs. These numbers have steadily increased with at least 12,000 students annually enrolled in programs located in 50 or more countries. In addition, according to Michie (in Pfnister, 1972) these foreign study programs have gained acceptance at such a rate that currently over ". . .half of the American liberal arts colleges permit their students to earn credit overseas."

Unfortunately, along with this rapid growth in the number and size of foreign study programs there has not been a corresponding growth in the number and quality of evaluations examining impact of these programs. While the evaluations that have been conducted have been, for the most part, rather limited in scope and weak in design, several key findings have emerged that appear to hold

constant over program design and program location. Some of these findings point to rather positive outcomes for the student, other findings indicate the existence of certain deficiencies in program orientation and emphasis that result in less than optimal outcomes.

Carsello and Creaser (1975), for example, examined the results of over 200 interviews with American students who were studying abroad in various programs in France, Spain, and Switzerland and found that these students experienced both positive and negative changes. Reported positive changes were generally those related to the new experiences students had in the foreign country, including increased interest in travel, art, foreign languages, history, architecture, and meeting strangers. Reported negative changes, on the other hand, were generally found to be those related to decreased efficiency in study skills and in reported deficiencies in personal health maintenance.

In a study that included the use of a control group, Nash (1976) examined the effects of study abroad on the self-realization of a group of junior-year students studying in France. He concluded that, unlike the control group students who elected not to study overseas, students studying abroad developed an increase in personal autonomy, an expansion or differentiation of self, and a more liberal political position. Other hypothesized positive changes including greater self-assurance and an increase in

flexibility and tolerance of ambiguity were not found to be significant. Unfortunately, however, a questionable research design coupled with inappropriate statistical analyses tends to reduce to a large extent the validity and reliability of the findings.

Additional positive outcomes resulting from spending a semester or two studying abroad that have been reported in the literature include: improved interpersonal skills (James, 1976), an increased proficiency in the language of the host country (Garraty & Adams, in Nash, 1976), increased independence and self-understanding, and greater tolerance of others (Bicknese, 1968).

Before drawing any conclusions about the "positiveness" of foreign study, however, from the number and/or type of reported outcomes it would do well to consider the results found in more comprehensive examinations of foreign study programs. Two examples of such "in-depth" evaluations of foreign study programs, which simultaneously point out some of the striking differences that exist between many programs as well as the variations of reported outcomes, are: (a) An evaluation of overseas study programs: two case studies--Central America and Spain by A.C. Pfnister (1972); and (b) A comprehensive appraisal of the Denmark Study Center by G.A. Farrah (1974).

The Pfnister report concerns itself with two somewhat different approaches to evaluating foreign study programs.

The first approach summarizes the opinions of a commission directed by Goshen (Indiana) College to evaluate their foreign study program, "the Study-Service Term." The second approach deals with the attempts of a group of study directors to establish some form of program evaluation, concerning American foreign study programs associated with the University of Madrid, Spain. The present report will limit itself to an examination of the first approach illustrating the efforts of one institution to appraise its program.

Goshen College--Study Service Term. Goshen is a small (about 1100 students) four-year liberal arts college supported by the Mennonite Church. One of the features of its academic program is a required term of study and service in a foreign country. This study-service term consists of seven weeks of general classroom experience and seven weeks of community service work in a foreign environment. A major emphasis of the program is to integrate the academic and the experiential aspects of the study-service term (SST) into the mainstream of the students' academic program at Goshen. The study phase of the program consists of a rather traditional academic setting although the classes are typically conducted by nationals of the host country who frequently intersperse their lectures with course related field trips. Students are required to complete a term project which generally consists of a research paper

examining some facet of the foreign culture and/or their experiences in it.

The service part of the program varies considerably among students in regard to their assignments. For example, one student might serve as a general education teacher while a second student might work with a community organization to develop the art of animal husbandry.

The purpose of the four-man commission was to determine the extent to which the program, as designed, was succeeding. This was attempted by on-site visits by members of the commission.

Pfnister reports that the general conclusion was positive. Most students were perceived as achieving substantial gains from both their educational and service experiences. Further, it was their contention that the program added to the traditional four-year liberal arts course by either contributing directly to the student's academic program or by serving as a broadening interdisciplinary experience.

One important outcome of the commission's report, however, was their ability to generalize their analysis of the Goshen College program to a general analysis of the state of the art of current foreign study programs. The commissioners examined such issues as: (1) the integration of the term abroad into the student's general college program; (2) the problem of integrating the academic with

the experiential aspects of the program; (3) the establishment and maintenance of academic standards for overseas study; (4) the use of orientation programs to reduce culture shock; (5) the necessities of training in the language of the host country; and (6) the problems associated with choice of program site and the program's impact on the host country.

While the Pfnister report was for the most part a recitation of the success of the Goshen SST, the report is lacking in at least one respect. It concentrates solely on the Goshen program itself and excludes any mention of the program's impact on the student as well as any mention of the students' assessment of the program, which are potentially important aspects to assessing the success and impact of a program.

St. Cloud State College--the Denmark Study Center. The second evaluation to be described attempted to assess both the cognitive and the affective features of one foreign study program. This study was somewhat more comprehensive than that of Pfnister. The evaluation was conducted on a foreign study program, operating out of St. Cloud State College, Minnesota, and situated in Frederica, Denmark, known as the Denmark Study Center. This appraisal was divided into several sections including descriptions of: (1) the objectives of the Denmark Study Center composed of curriculum, staff, and student government design;

(2) the procedures employed at the Denmark Study Center, both operational and liaison; (3) the methods of analysis; (4) conclusions; and (5) evaluations of the program by several staff and students associated with the pgoram. For purposes of simplification only those sections concerned with the conclusions, statistical analyses, and the staff and student evaluations will be examined.

Briefly, the Denmark Study Center (DSC) operates as an extension of the St. Cloud State College, Minnesota. The program consists of a single quarter preparation phase at home college followed by a three quarter study abroad phase in Federica, Denmark. The program was designed to be ". . . a low cost inter-cultural experience for students of various academic levels and backgrounds." A small urban area was chosen as the site of the program in order to avoid the formation of an American ghetto and to better promote community contact. Instruction is given by St. Cloud faculty members. The students of the present study represented all years of college study with the most commonly reported majors being liberal arts and undeclared. The majority of students lived in a youth hostel about one mile from the center of the city.

Students were given the opportunity, if they so desired, to interact with business and social agencies of the community, via an academic course--Education 103. Group discussions dealt with student perceptions of their

involvement with these agencies and perceived achievement of program goals. In addition, students who participated in Education 103 turned in written reports concerning their perceptions of the degree of achievement of program goals.

In order to assess student opinions regarding the successfulness of the DSC, i.e., to what extent they perceived that the various goals of the program were met, students responded to both written questionnaires and oral discussions. The written questionnaire, a post-study only design, asked students to reply to a series of nine questions. Two methods of interpretation of results were used. The first method was to compute a total weighted score for each student and compare scores. The second method was to examine the percentage of students who responded to various question categories.

No significant differences were found between students based upon traditional characteristics, e.g., sex, age, academic major. Overall, students tended to respond favorably to the program. Unfortunately, however, many of the questions were somewhat leading while others appeared to be rather difficult to respond to and/or interpret.

In general, students felt that the experience was enjoyable and brought them closer to the Danish people. They also felt that a career awareness was gained from their experiences with the program. On the other hand, students felt that there was a language barrier which

hindered their effectiveness. They further felt that the period of work within the community should be lengthened. It was suggested, however, that all major academic objectives were realized.

Finally, several reports written by faculty and student members were presented. However, these reports were for the greater part based upon anecdotal experiences to the almost complete neglect of objective data collection.

As a result, this second appraisal, though more expanded than the first, also cannot be conceived as a comprehensive appraisal of the impact of foreign study on those who chose to participate in such programs. Both evaluations fall under the category heading of what Cook and Campbell (1979) refer to as the one group posttest-only design. Briefly, this is a research design in which observations are made on a group of individuals only after they have received a treatment of some kind, e.g., exposure to a foreign study program, and in which no measures are taken on a comparison or no-treatment control group. The weaknesses of such a design, growing out of its inability to make appropriate comparisons, are many. As Cook and Campbell indicate, while the new design is ". . .useful for suggesting new ideas, (it is) normally not sufficient for permitting strong tests of causal hypotheses because (it) fail(s) to rule out a number of plausible alternative interpretations" (p. 95). A truly comprehensive approach

should include both pre- and post-evaluations as well as the use of a "matched" control group thereby reducing or eliminating such threats to the internal validity of the study such as the effects of maturation, history, and self-selection.

The focus of the present paper will now turn to the development and utilization of a more appropriate research design for effectively examining the impact of the foreign study experience on students attending one such program, Loyola University of Chicago's Rome Center of Liberal Arts. Before examining the design of the study, however, a brief history and description of the target program will be presented. (Note: For a more complete history of Loyola's Rome Center the reader is referred to Riccio, 1978.)

The Rome Center of Liberal Arts

As Riccio (1978) points out, the creation of Loyola University of Chicago's Rome Center came about largely through the ideas of one man, 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 Loyola students to use a former (1960) Olympic housing complex in Rome as a foreign study center. This center, known as the International Student Center or Centro Instruzioni Vioggio Internazionale Studente (OIVIS) was located on the banks

of the Tiber River at the foot of Monte Mario, the highest hill in present-day Rome. The section of the center under the jurisdiction of Loyola University officially became known as the "Loyola Center of Humanistic Studies at Rome." The complex cafeteria and recreational facilities of the complex were shared with other foreign students primarily from Iran and Nigeria.

In February, 1962, the first group of students, 92 in all, and three instructors arrived by ship in Rome. The following academic year, 1962-63, saw an increase in the number of students with 70 coming from Loyola University and 50 from other cooperating colleges and universities, bringing the total to 120. The number of faculty members also increased to ten.

It was during the early years of the Rome Center that many of the features emphasized in today's program had their beginnings. Some of these extras were "free" Fridays, packaged tours outside of Italy, extended vacation periods, and on-site classes. Although the initial emphasis at the Center was on art and history, the academic focus would soon change as well as the location of the Rome Center itself.

The Olympic complex served as the Rome Center from January, 1962 to June, 1966. During the summer of 1966 Loyola University leased ten acres of the fifteenth century Villa Tie Calli. The villa had a rather stately, Old World

appearance and according to Riccio was considered to be the most beautiful of the Rome Center campuses.

There were no foreign students specifically sharing the facility but arrangements were made to teach night courses in English to Italian citizens. The Rome Center students, ever increasing in number, unfortunately gained a reputation for being less serious than their predecessors toward their academic studies.

Financial considerations dictated a move for the Rome Center in 1972 ending a six-year stay at the Villa Tie Calli. From 1972 to 1978 the Center was located at the Villa Maria Teresa also located on Monte Mario. It was during this period that the Rome Center experienced serious repercussions stemming from the worsening economic situation in the U.S. Rising costs began to restrict numbers of students from engaging in foreign study. Enrollment at the Rome Center dropped by nearly 100 students in a span of a few years. Several key administrative and service positions at the Rome Center were reduced to part-time, e.g., nurse and housing director, while other positions were eliminated altogether, e.g., Dean of Women.

New directors were appointed to the Rome Center in 1973 and 1975 who were committed to returning stability to the program. One method used was to expand the curriculum to include business and economics courses hoping (and eventually succeeding) to attract students from these majors.

A second method was to select a location for the Rome Center which would be more economically suitable.

In 1978 the campus was moved to its present site on Monte Mario located ". . .twenty minutes and 200 lire from downtown Rome" (p. 3, Rome Center brochure). Currently, the enrollment at the Rome Center averages about 300 students with 25 full- or part-time faculty members. The Center itself, in addition to its dormitory, dining, and classroom facilities, contains a chapel, infirmary, coffee bar, and recreation rooms. Moreover, it contains an excellent library with over 55,000 volumes.

At present the Rome Center continues to be a "total educational system" emphasizing academic, social, spiritual, physical, and personal growth through coursework, travel, and experience. It is not, however, a total immersion program. All classes, except for the Italian language courses, are conducted in English.

Previous studies of Loyola's Rome Center have examined various aspects of the student's experiences, both academic and non-academic. Two of the better designed studies have been the unpublished investigations of Petzel et al. (1975) and of Posavac (1976).

The first principal study to examine students' perceptions of the Rome Center was conducted at the Center itself. Petzel et al. distributed questionnaires directly to the students resulting in a rather high return rate.

The questionnaire was quite broad in that it dealt with such diverse topics as financing, perceived quality of instruction, aspects of personal growth, school and non-school sponsored tours, and number of telephone calls to home. It was most evident that students felt very positive toward the program. Personal growth was considered to be the most valuable outcome, followed by travel experiences. Most students felt that two semesters were necessary to obtain full advantage of various Rome Center opportunities, i.e., academic, travel, cultural, and personal development. Unfortunately, it is impossible to ascertain whether these students are largely those who signed up for one or two academic semesters, or a representation of both. On the negative side, however, students for the greater part felt that the Rome Center program was poorly integrated in the Italian culture, that they received little or no help regarding physical (health) and sexual problems from the faculty and/or administration, and that to some extent their academic study skills were weakened.

Using a series of open and closed ended questions, Posavac examined the opinions of four groups relevant to the Rome Center: former Rome Center students, students who were planning on attending the Rome Center, non-Rome Center upper level students, and freshmen students in an introductory Psychology course. Two general but important findings were discovered. First, Rome Center students, i.e.,

those who already attended the Rome Center, were quite enthusiastic about their experiences. It appeared to be the interpersonal, though to some degree intrapersonal, experiences that were largely responsible for this enthusiasm. Second, there appeared to be large discrepancies between what Rome Center students felt was the most important aspect of their semester(s) abroad, i.e., inter- and intrapersonal growth, and what non-Rome Center students perceived as most likely to be important to students studying abroad, i.e., the international aspects of the program.

While both studies are important in that several key issues were focused upon, each suffered from its own methodological weaknesses. The Petzel et al. study failed to examine the opinions of Rome Center students before they departed for Rome, and, further, did not make use of a matched control group in some type of quasi-experimental design (e.g., Cook & Campbell, 1979). Posavac, on the other hand, did use a control group, but with limited numbers of students responding in each of his groups combined with the narrow focus of the questionnaire (a result of a severe constraint on the time permitted to collect data), many important and relevant issues were left unexamined.

The present study will attempt to correct for these weaknesses in two ways. First, a research design which will examine the opinions of both Rome Center and non-Rome

Center students in a pre-post investigatory process will be used. Such a design should reduce many of the potential threats to internal validity that were found in previous studies. Second, in order to more fully appreciate and better interpret the Rome Center experience and its impact on the students who go there, an instrument that takes into consideration the various types of outcomes experienced through the use of a systematic approach toward identifying such outcomes will be employed.

Research Design and Questionnaire Construction

In an endeavor to understand the short-term impact of a semester or two studying abroad on those who choose to do so one must also simultaneously examine those who choose not to study abroad. Due to this self-selective process, however, a true experimental design is not possible.

Cook and Campbell (1979) discuss the problems of creating a research design when one is unable to control for assignment to conditions, i.e., foreign study versus non-foreign study. By nature of their decision to engage in one program of study rather than another, individuals are likely to differ in many respects which would otherwise be theoretically canceled out through random assignment. By the nature of their decision to live and study in a foreign country, Rome Center students are different than their counterparts who choose, for whatever reason, not

to study abroad. As a result, the process of designing an appropriate non-treatment control group becomes quite problematic.

Closely tied to this self-selection process is the potential for uncontrolled variation within the treatment condition itself. By opting to spend one semester at the Rome Center rather than two semesters or a full year, students are likely to vary both in the quantity and quality of their experiences. As a result, further threats to internal validity, e.g., selection by maturation and selection by history effects, are introduced into the study thereby reducing the investigator's ability to establish reasonable causal inference. It is, therefore, essential to make use of a research design which will control for such threats and, thus, eliminate various alternative explanations.

One generally interpretable design appropriate for situations where random assignment is not possible is the untreated control group design with pretest and posttest (Cook & Campbell, 1979). This "quasi-experimental" design is diagramed as follows:

01	X	02
01		02

The "01" designates an initial outcome measure, a pretest, at time 1, while the "02" signifies a second outcome measure, a posttest, at time 2, with the "X" indicating a "treatment", e.g., a semester or two at a foreign study center. The dotted line indicates that the two groups are nonequivalent along some dimension and, as in the present case, not randomly assigned to conditions.

Measures can be taken to match the groups as best as possible along several pre-chosen dimensions. For example, given that the "treatment" group is composed of a specific male/female ratio it is possible to maintain a similar ratio in the "control" group. Other identifiable characteristics, such as academic major and year in school, can also be included in the matching process. Yet, again, care must be taken to keep in mind that there is no perfect matching process and that attempts to reduce disparity between groups can often lead to misperceived equality.

An expanded version of the above design was created to include the multiple levels of treatment in the present study. [Note: While this illustrated design indicates the intended research strategy, circumstances made it impossible to take pre-test measures of either the Spring-only students (X2) or of the control students (Y).] This design is seen below where "X1" refers to first semester only, and "X3" full year at the Rome Center. The "Y" indicates the "treatment" which the control group, i.e., non-Rome

Center students, receive by remaining in the U.S. at Loyola University of Chicago. As in the previous design, dotted lines are used to indicate non-random assignment to conditions.

O1	X1	O2
O1	X2	O2
O1	X3	O2
O1	Y	O2

A Taxonomy of Outcomes

Aside from numerous methodological flaws, previous studies have suffered from a lack of a priori conceptual analyses of what outcomes to look for, e.g., Feldman (1973). As a result, several such studies have reported little or no impact because outcome variables which are either irrelevant to the experience or generally hard to change were incorporated into the design.

Bar-Tal (1978), on the other hand, has suggested a taxonomy for classifying outcomes of the schooling process, referring to such outcomes as ". . .those social reactions of pupils that are learned or modified as a result of pupils' presence in a school." His notion of social reactions is based upon Allport's concept that social reactions

consist of thoughts, feelings, and behaviors that are influenced by the presence of others. Bar-Tal's taxonomy includes two major categories, both of which are subdivided into three subcategories, producing a total of nine unique cells.

Type of outcome. The first major category of his taxonomy is type of outcome, which is subdivided into beliefs, attitudes, and social behaviors, all of which he views as reactions that pupils learn in school. Borrowing from the writings of numerous other social psychologists, who have similarly recognized the distinctions between these three dimensions, Bar-Tal presents definitions of these outcome types:

> Beliefs consist of the cognitive knowledge that individuals have about their world or hypotheses that individuals possess concerning "the nature of the object and its relation to other objects." Attitudes are defined as evaluations on a negative-positive dimension of abstract or concrete objects or propositions. This definition of attitudes corresponds to that of many psychologists who regard evaluation or affect as the single defining dimension of attitudes. Finally social behaviors are observable patterns of reactions that are carried out as the result of the influence of others. (Bar-Tal, 1978, p. 154-155)

His distinction between beliefs, attitudes, and behaviors is found in research indicating that these dimensions might not always be related, and that the existence of one does not automatically indicate the existence of any others. Many situations are described in the literature in which individuals' beliefs, attitudes, and behaviors do

not coincide. For example, many students may believe that long hours of studying are essential to obtain good grades, which they evaluate quite positively. Yet, they do not engage in long hours of study. Somewhat similarly, some children may hold relatively positive attitudes toward some racial group and believe that members of such a group are essentially equal to themselves. However, because of other pressures, e.g., pressures to conform from within their own peer group, they behave in a manner that is disfavorable to members of that racial group.

On the other hand, innumerable situations also exist in which all three dimensions, beliefs, attitudes, and behaviors, are in conjunction. For example, a student might believe that engaging in extracurricular activities is important to being a well-rounded student, and the student holds favorable attitudes toward engaging in extracurricular activities. Finally, the student actually engages in a number of these activities, e.g., a member of the band, choir, student council, and varsity sports team.

Thus, the first major category of Bar-Tal's taxonomy enables the researcher to examine almost any social outcome variable and note the presence or absence of relationships between the three suggested dimensions.

Object of reaction. The second major category of Bar-Tal's taxonomy classifies outcomes on the basis of the

object toward which the reaction is directed. The subcategories of this dimension include reactions toward the self, reactions toward others, and reactions toward non-human objects. With regard to this second category, Bar-Tal appreciates the tendency for humans to differ in their reactions toward self, others, and non-human objects. He points out that while reactions toward non-human objects, which include ideas and concepts as well as physical entities, are generally universal, global, and undifferentiated; however, reactions toward humans, i.e., the self and others, are usually quite complex. Further, reactions toward others, in most cases, have been found to differ greatly from reactions toward the self (e.g., Kelly, 1973; Weiner, 1974).

The result of these two categories is a three by three matrix yielding nine distinct cells, consisting of beliefs, attitudes, and behaviors toward the self, others, and non-human objects. Such a taxonomy, if properly defined and incorporated into an evaluative inquiry, such as the present study, would provide a framework for identifying various outcomes of the schooling process, i.e., foreign study program.

A more appreciable understanding of the usefulness of Bar-Tal's system may be obtained through the use of examples. For instance, one might use the Bar-Tal taxonomy in evaluating the degree of self-dependency which students

were hypothesized to develop while attending a specific foreign study program. Some students might, through various educational experiences, come to hold strong beliefs in the importance of self-dependency as a means to achieving personal goals. At the same time, these students come to hold positive attitudes toward achievement of self-dependence. Finally, such students might engage in behaviors that are indicative of self-dependence, e.g., holding a part-time job while attending college, which tend to strengthen the beliefs and attitudes. All three areas could be examined in order to more fully understand the importance of self-dependency to the student and ways in which the student may have changed as a result of attending a particular educational program.

As Bar-Tal concludes:

> The classroom is a major source of socialization experiences for children. (Students) not only acquire academic skills in school, but they also learn social reactions that may be important for their future success in adult life. Those social reactions that are learned in school are called social outcomes of the schooling process. The taxonomy suggested here, by making possible the classification of these social outcomes and by defining their scope, should facilitate their investigation. (Bar-Tal, p. 161)

While a taxonomy such as this is a useful tool for classifying a variety of social reactions, as mentioned above, one must keep in mind that it is not without its limitations. It does appear to be limited to certain types of outcomes misleading the investigator and potentially

causing him to overlook others that could be of greater concern or interest. For example, Bar-Tal's classification system, by focusing solely on social outcomes, overlooks other outcomes such as knowledge or skills, both of which could be important to an evaluation of the impact of an educational system. Second, while Bar-Tal's system does enable one to identify various types of outcomes it does not suggest ways of determining/classifying the importance or relevance of such outcomes. Finally, Bar-Tal does not fully explain or illustrate what is meant by various types of reactions, such as behaviors toward the self, leaving one to attempt to define or describe such issues as best possible.

Measurement Instruments

With the development of a formal research design and a method of classifying/identifying outcomes, the focus of the study turns to the development of the measuring instruments. Dressel (1978) warns of potential difficulties in variable selection ranging from level of measurement, i.e., nominal, ordinal, interval, or ratio, to type of variable selected, i.e., input, process, outcome. Many variables relating to persons, procedures, and instruments are considered by Dressel to be overlooked though such variables are ". . .part of the evaluation process and may greatly affect the amount and nature of the evidence collected"

(p. 112). Care must be taken to include a wide range of variables so that the assessment of change is not limited to only those areas where change is intuitively expected to occur but rather includes also those areas where change may be restrained or restricted as a result of the treatment, i.e., participation in a foreign study program. It is for this reason that the aforementioned taxonomy, with consideration for its weaknesses, was used as an aid in questionnaire development.

The present study called for the development of four questionnaires: (1) a pre-questionnaire for the Rome Center students--to be administered to the students prior to their departure for Rome; (2) a post-questionnaire--to be administered to the students upon their arrival back in the United States; (3) a pre-questionnaire for the comparison group--to be administered to the comparison students at the same time as the pre-Rome questionnaire; and (4) a post-questionnaire for the comparison students--to be administered at the same time as their Rome Center counterparts received their post-Rome questionnaires. Unfortunately, as will be seen below, difficulties made it impossible to develop and administer the four questionnaires. As a result, only three questionnaires were actually developed and administered: (1) a pre-questionnaire for the Rome Center students; (2) a post-questionnaire for the Rome Center students; and (3) a (post-only) questionnaire

for the comparison students.

Past research has identified a number of variables relevant to the present study, some of which, however, are more readily fitted into the Bar-Tal model than others. These variables include: self-assurance and tolerance of others (Nash, 1976); political orientation and career goals (James, 1976); personal stability, resourcefulness, and interdependence (Chickering, 1969): and campus cultures and role orientations (Bolton & Kammeyer, 1972). Yet, while past research does play an important role in variable identification, one must not neglect two other equally valuable, if not more important, sources of information about relevant variables to study, program administrators and those who have had direct experience with the program.

In the present study, instrument development initially began with meetings involving those individuals directly concerned with the evaluation process and with the outcomes of the evaluation. These individuals included the Vice-President and Dean of Faculties of Loyola University, the Dean of the School of Arts and Sciences, and the Associate Dean of Academic Affairs as well as the Director and Assistant Director of the Rome Center. While these meetings were extremely helpful in facilitating question content development, a series of interviews with former Rome Center faculty, administrators, and students was conducted to gain further insight into all aspects of the Rome Center

experience. In addition, a number of telephone interviews (n = 33) were conducted with former Rome Center students living in the greater Chicago area to gain both a clearer understanding of the possible outcomes of attending the Rome Center as well as a mechanism for generating response categories for suggested survey questions. The majority of these former students were continuing their undergraduate studies at Loyola's Lake Shore Campus at the time of the phone interviews.

Most of the former Rome Center students interviewed explained that they decided to go to the Rome Center for the purpose of traveling and/or study abroad, while others mentioned such reasons as wanting a change in their lives or going because friends or relatives who had attended in the past had advised them to go. All students spoke vividly of their experiences, some of which they considered good, some of which they considered bad. Generally, their best experiences centered around traveling or making friends. Their worst experiences, on the other hand, were likely to stem from problems associated with the language barrier. Many of both types of experiences, however, were likely to be idiosyncratic, e.g., waiting in the rain for eight hours to get a ride. Most students felt that the general atmosphere of the Rome Center was friendly and cooperative, although there were those who felt that there were definite pressures to conform with the majority.

Students and faculty alike spoke of the manner in which coursework was made more meaningful through the frequent use of field trips and on-site classes. On the other hand, both groups were likely to state that study habits tended to suffer because of the many distractions such as the desire to travel. Faculty members spoke of their ability to interact with their students on a close personal level, something they felt was not possible in the traditional American college.

The advantages of study abroad, as perceived by both groups, included such things as the ability to more quickly and fully learn a foreign language, experience many different cultures, depending on the extent of travel, the fostering of self-confidence, maturity, independence, etc., the development of close personal relationships, and, of course, the ability to see other parts of the world. Some of the disadvantages that students and faculty were likely to suggest were such things as the straining of relationships because of the lack of privacy, the inability to function properly because of the language barriers, and the tendency to become ambivalent toward academic work. Nevertheless, both groups were enthusiastic toward the Center as well as their many experiences abroad. While most students felt that there was room for improvement, the general feeling was that the Rome Center experience lived up to and often exceeded their expectations.

Unfortunately, however, while the above meetings and interviews were in progress, the departure date for those students planning on attending the Rome Center for the first semester was drawing near. It quickly became evident that immediate decisions needed to be made regarding question content domains for the pre-questionnaire. Based on selective past research and limited contact with those associated with the program, five general content areas were selected: (1) reasons for going to the Rome Center; (2) attitudes toward foreigners, fine art and architecture, and the United States; (3) perceived importance of a number of life goals; (4) attitudes toward cooperation with others, group goals, personal trust, and personal growth; and (5) general demographic information, including age, gender, grade point average, academic major, and residence prior to attending the Rome Center.

The results of the previously described meetings and interviews, as well as the information obtained from the pre-questionnaire, helped to refine general content domains and generate specific response categories for both the post-questionnaire and the comparison group questionnaire. Specifically, the design of the post-questionnaire was to include components from the three general parts of the program (e.g., Dressel, 1976), i.e., inputs, processes, and outcomes, as described below. It is suggested, at this point, that the inputs, including those characteristics

which students bring with them, can directly affect the outcomes they experience; however, it is more likely the case that these inputs are influenced and modified by the processes, i.e., the Rome Center program, and, thus, have only an indirect influence on students' outcomes and experiences.

Some of the content areas and questions included in the post-Rome instrument focused on the various inputs and processes as well as the outcomes of the Rome Center experience. Student characteristics such as age, gender, grade point average, academic major, and residence prior to attending the Rome Center were again included as major types of student input data. Input variables included students' degree of preparation and orientation prior to attending the Rome Center, in addition to their perceptions and expectations concerning the Rome Center. Process variables included all those factors related to the Rome Center experience, from academics to travel. It also included the student's degree of interaction with the Italian community, their best and worst experiences, and the extent of their involvement with those activities sponsored by the Rome Center. Finally, some of the potential outcomes were perceived changes in self-reliance, assertiveness, appreciation of art and architecture, and self-understanding.

Additional questions included attitudes toward the

social/academic atmosphere of the Rome Center, number of school and non-school sponsored tours made while at the Center, perceptions regarding amount of time needed to take full advantage of various opportunities offered at the Rome Center, and development of friendships with native Italians.

For purposes of comparison, the control group questionnaire included many questions found in the pre-Rome and post-Rome instruments such as attitudes toward groups and group goals, perceptions of why others choose to study at the Rome Center, and the ranking of importance and rating of achievement (post-questionnaire only) of a number of life goals. Yet, while there was this modest degree of overlap, the control group questionnaire contained many unique items. These questions included students' perceptions of foreign study and of those who choose to study abroad, reasons why they chose not to study abroad, and perceptions of Rome Center admission requirements.

Of import to the present study, it should be pointed out that some categories of variables suggested by Bar-Tal's taxonomy were found to be more readily conceived and constructed than others, e.g., behaviors toward others versus behavior toward the self. At the same time some areas, such as attitudes and beliefs about the self, were considered to be of more relevance to the present study than other areas, such areas as behaviors toward non-human objects, with the end result being the creation of

instruments that, on the surface at least, do not appear to make full use of the Bar-Tal taxonomy. Nonetheless, through the process of interfacing survey questions with the Bar-Tal framework two objectives are met. First, one is better able to determine the extent to which various types and objects of social outcomes are accounted for. Second, once questions are classified, the postulation of hypotheses, prior to the study, and/or the development of post hoc explanations based upon research is facilitated.

General Hypotheses

One area where change might be expected as a result of studying abroad is in student perceptions of those attending the Rome Center with them and of those native Italians with whom they had the opportunity to come into contact. Based upon the work of Festinger, Schachter, and Back (1950), it might be predicted that through the sharing of living quarters and new experiences by students at the Rome Center, close relationships should develop among these students, closer perhaps than among non-Rome Center students where, for instance, there are no external language barriers restricting interaction to a relatively small group of students and faculty. Similarly, Saegart, Swap, and Zajonc (1973) have shown that the effects of mere exposure, i.e., simple interactions, with others has an effect on the likableness of these others, such that the more frequently

individuals interact the more positively one person will rate the other. In this respect, an additional prediction might be that increased exposure to members of various ethnic groups should influence their perceived attractiveness leading to positive changes in the perceptions of Rome Center students of "foreigners" or members of specific cultural groups. However, this depends on the initial reaction being positive or at least neutral.

A second area where change might be hypothesized to occur as a result of studying at the Rome Center is in student attitudes toward specific college/life goals, such as getting high grades or meeting new friends. Reasons for such change are possibly as numerous as there are influences at the Rome Center. One theory, however, relevant to the prediction of such change is social comparison theory (Festinger, 1954). Festinger contends that individuals have a drive to evaluate their own opinions and abilities. This need is suggested to be greatest when individuals are uncertain about the relative goodness of their opinions or abilities. According to this theory some type of group tends to serve as the source of comparison, with an attractive group being the potentially influential. For Rome Center students this group may take many forms including Rome Center faculty members, the Italian community, the Catholic Church, the combined group of students at the Center, and any of a number of subgroups such as

the relatively large Loyola of Chicago contingent, the full year students (as opposed to single semester students), and/or students representing a particular dominant academic major. Since these Rome Center students, unlike their non-foreign study counterparts, are entering situations where their own goals may not be the norm they may come to question the goodness of their views and perhaps alter their opinions according to those held by whatever group they "elect" to choose as a social reference. Moreover, the Rome Center program itself may wish to foster certain goals adding additional "conflict" to the situation.

Personal growth, i.e., perceived self-esteem, self-assurance, and independence, is still another area where change might be expected to occur. Such growth could result from changes in students' behaviors, attitudes, and/or beliefs. For example, given the problem of living in a new culture, Rome Center students are quite likely to develop novel methods of communicating with those unable to understand their own native English. Such methods are likely to be viewed by these students as indicators of their own self-competence and eventually as evidence of their ability to control their external environment. Lefcourt (1973) and others (e.g., Corah & Boffa, 1970; Langer, 1975, 1976, 1977; Wortman, 1975) have demonstrated a connection between degree of perceived control of one's environment and various personality characteristics

including self-esteem and self-assurance. Given that Rome Center students are more likely to be faced with opportunities to develop effective "survival" skills than those who elect not to study abroad, it can be hypothesized that positive changes should occur in student perceptions of their own personal growth.

The amount of student change should be a direct function of several factors including length of exposure to treatment, i.e., the foreign experience, size of contingent from own home school, and residence prior to attending the Rome Center. Those staying for only one semester (Fall-only or Spring-only) should not be expected to change as much as those attending for a full academic year. The second factor of school contingent size concerns the number of students coming from any one college or university. More students, for example, come from Loyola University than any other college or university. However, large numbers of students also come from Loyola Marymount and the University of Santa Clara. On the other hand, some students are the sole "representatives" of their schools, e.g., Bucknell University, Ithaca College, Kansas University, and Wheaton College. It should be expected that students coming <u>en masse</u> would be likely to serve as an initial support group for one another while students coming "alone" may be more likely to experience initial adjustment problems due to a lack of such support.

In a similar vein, it might be expected that student's residence prior to attending the Rome Center should have an effect upon initial adjustment problems and ultimately, perhaps, on overall satisfaction such that those students used to living with non-related others, e.g., students sharing private apartments or living in college dormitories, should experience fewer initial adjustment problems than students who live with their parents.

Finally, one additional variable that should exert influence on student perceptions of satisfaction is student academic major. Due to the nature of varying academic and intellectual interests students with some majors, e.g., languages or fine arts, should be expected to gain more from the Rome Center experience than others, e.g., mathematics or natural science. This may result at least in part from the academic focus of the program.

METHOD

Participants. Between September, 1981 and May, 1982, 305 undergraduate students attended Loyola University of Chicago's Rome Center of Liberal Arts. These students registered for either the Fall semester (Fall-only), the full academic year (full year), or the Spring semester (Spring-only).

Of the 305 students, 127 (42%) registered for the Fall semester only, 73 (24%) registered for the full academic year, and 105 (34%) registered for the Spring semester only. Altogether there were 98 male and 207 female students enrolled in the program.

Approximately one-third (n = 98) of the students came from Loyola University itself while the remaining two-thirds (n = 207) came from 76 other colleges and universities across the United States including the University of Santa Clara, Loyola Marymount College, Marquette University and Southern Methodist University. These 76 schools were categorized into groups according to school contingent size: (1) very large, Loyola University--98 students; (2) large, University of Santa Clara--20 students, and Loyola Marymount--18 students; (3) medium, SMU--11 students, Marquette University--11 students, Loyola of New

Orleans--10 students, Canisius College--8 students, USF--8 students, and Fairfield College--6 students; and (4) small, includes all other colleges and universities having three or fewer "representatives" attending.

Finally, there were 17 freshmen, 84 sophomores, 158 juniors, and 46 seniors attending, with an average age of 19.

Procedure. In August, 1981, prior to their departure for Rome, the Fall-only and the full year students were sent a five-page (Pre) questionnaire. An introductory letter accompanied the survey instrument explaining the nature of the study. The students were asked to complete the questionnaire and return it in an enclosed, stamped envelope. In addition to questions of a demographic nature the questionnaire sought student opinions on the United States, fine art and architecture, and foreigners vis-a-vis a series of semantic differential scales. Also, students were asked to indicate their degree of agreement or disagreement with a series of attitude statements. Finally, they were asked to rank order, in order of importance to them, a list of 12 goals thought to be common to most college students.

In April, 1982 the students of the Fall-only group, having returned from Rome, were sent a second (Post) questionnaire. This ten-page booklet was again accompanied by a letter explaining the nature of the study and

requesting their assistance in completing and returning the enclosed survey instrument. The significance of post-questionnaire was emphasized as well as the importance of receiving completed questionnaires from all students.

The post-questionnaire contained a number of open- and closed-ended questions dealing with: reasons for going to the Rome Center; the potential advantages, disadvantages, and influences of the program; the degree of student preparation; best and worst experiences; recommendations for improving the Center; and overall evaluation of the student's Rome Center experience. The instrument also contained the list of goals, identical to those in the pre-questionnaire, which the students were once again asked to rank order. (Note: the post-questionnaire also included a thirteenth goal, the Jesuit goal of international education, along with the original twelve.) In the post-questionnaire students were also requested to rate the degree to which they perceived that the Rome Center helped or inhibited their attainment of each goal. Finally, students were presented with a series of 26 attitude statements, identical to those included in the pre-questionnaire, to which students were once again asked to indicate their degree of agreement or disagreement.

In June, 1982, after a majority of full year and Spring-only students had returned to the United States, copies of the post-questionnaire were sent to these students.

For all three groups, i.e., Fall-only, Spring-only, and full year, an intensive follow-up procedure was maintained for the post-questionnaire such that one week following the initial mailing of the instrument all students were sent a postcard as a "thank-you" for those who had completed the questionnaire and as a "reminder" for those who had not yet returned a completed instrument to do so as soon as possible. Approximately two weeks later a second copy of the (post) questionnaire was sent to those who had not returned a completed questionnaire. An explanatory letter was also included with a more direct appearl for their assistance. Ten days to two weeks later those who still had not complied were sent a third and final copy of the questionnaire along with a more "personal" request for their assistance.

A comparison group of students (n = 95) 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 students from Loyola of Chicago who were currently studying in Rome.

In May, 1982, questionnaires (post-only) were sent to the comparison group along with an introductory letter explaining the nature of the study and the method by which they as participants had been selected. Questions in this instruments dealt with a number of issues including:

student opinions on foreign study and foreign study programs; Loyola University's foreign study program and student perceptions regarding its admission requirements; student perceptions of a typical Rome Center student; and their views on why most Rome Center students probably go to the Rome Center, why they might go given the opportunity, and what most former Rome Center students would say was their greatest benefit from the Rome Center experience. Furthermore, this questionnaire contained the series of 26 attitude statements that had been included in the pre- and post-Rome Center questionnaires, as well as the list of 13 common college goals to be ranked in order of importance and rated as to the degree which students perceived that Loyola University had helped or inhibited their attainment of each goal. Finally, a number of demographic questions were included in the comparison instrument (see Appendix A for the complete questionnaires).

RESULTS

Of the 200 pre-questionnaires sent to the Fall-only and full year students, 117 completed returns were received for an overall return rate of 59%. Of these, there were 66 (52%) from the Fall-only group and 46 (63%) from the full year group. (As indicated earlier, Spring-only students were not sent pre-questionnaires.) Five remaining students, one male and four females, were unidentified as to home university and semester at the Rome Center.

The return rate for the post-questionnaire was somewhat higher than that of the pre-questionnaire with 66% returned. There were 94 returns (73%) from the Fall-only group, 47 returns (62%) from the full year group, and 62 returns (59%) from the Spring-only group. In addition, there were six questionnaires unidentifiable as to semester at the Rome Center bringing the overall return post-questionnaire total to 209.

While nearly one-third (32.5%) of the students who completed both the pre-instrument and the post-instrument, the majority of returns (67.5%) were from students who completed only one or the other. The breakdown of returns is presented in Table 1.

The overall return rate for the matched comparison

Table 1

Number of Students Completing Pre-, Post-, or Both Questionnaires

	Loyola	Non-Loyola
Pre-Test Only (N = 37)[a]		
Fall-only	1	13
Full Year	8	10
Spring-only*	0	0
Both Pre- & Post-Test (N = 80)		
Fall-only	12	40
Full Year	7	21
Spring-only*	0	0
Post-Test Only (N = 129)[b]		
Fall-only	9	29
Full Year	5	14
Spring-only	24	36
TOTAL = 246	66	163

*Note: Spring-only students did not receive pre-questionnaires

[a]Includes 5 unidentified pre-test only students

[b]Includes 12 unidentified post-test only students -4 Fall-only, 2 Spring-only, 6 unknown

group was 67%, with a total of 64 completed returns.

Characteristics of respondents. Of the 112 completed pre-questionnaires identified as to gender and/or home university, approximately one-fourth (n = 28) were from students attending Loyola University while the remaining three-fourths were from those students attending other colleges and universities, hereafter referred to as non-Loyola students. These percentages approach the actual proportion of Loyola/non-Loyola students attending the Rome Center as presented above. There were 28 males and 84 females responding to the initial survey. This information is presented in Table 2.

Approximately one-half (48%) of the students responding to the pre-questionnaire resided on campus, while one-third (33%) lived at home with their parents and one-fifth (19%) lived in private apartments. This information is also presented in Table 2.

As shown in Table 3, the 209 completed post-questionnaires again approached the actual percentages of Loyola/non-Loyola students with 57 Loyola students responding and 140 non-Loyola students responding. There were 63 males and 134 females completing the post-questionnaire. Twelve remaining questionnaires were unidentifiable as to student gender or home university.

One-half (51%) of all Rome Center students responding to the post-questionnaire indicated that they had resided

Table 2

Number of Students Completing Pre-Questionnaire

SEMESTER AT THE ROME CENTER	Loyola	Non-Loyola
Fall-Only		
Males	3	18
Females	10	35
Full Year		
Males	6	6
Females	9	25
TOTAL = 112*	28	84
Residence Prior to Attending the Rome Center		
Fall-Only		
On Campus	1	26
Private Apartment	2	11
With Parents	10	16
Full Year		
On Campus	6	21
Private Apartment	4	4
With Parents	5	6

*Not included in this total were 4 unidentified females and 1 unidentified male who responded to the pre-test only

Table 3

Number of Students Completing Post-Questionnaire

SEMESTER AT THE ROME CENTER	Loyola	Non-Loyola
Fall-Only		
Males	6	26
Females	15	43
Full Year		
Males	7	9
Females	5	26
Spring-Only		
Males	4	11
Females	20	25
TOTAL = 197[a]	57	140
Residence Prior to Attending the Rome Center		
Fall-Only		
On Campus	2	44
Private Apartment	5	12
With Parents	15	26
Full Year		
On Campus	9	31
Private Apartment	5	5
With Parents	6	8
Spring-Only		
On Campus	10	17
Private Apartment	2	13
With Parents	12	15
TOTAL = 237[b]	66	171

[a]This figure does not include 12 partially identified students who responded to the post-test only.

[b]This figure does not include 5 pre-test only students and 6 post-test only students who could not be identified as to residence or semester at Rome.

in college dormitories during the academic semester prior to attending the Rome Center. The remaining students indicated that they either lived with their parents (31%) or lived in a private apartment (18%) prior to attending the Rome Center. A breakdown of these residence categories is presented in Table 3.

There was a significant difference ($\chi^2(2) = 15.84$, $p < .0005$) between Loyola and non-Loyola students for residence prior to attending the Rome Center. While one-half (50%) of the Loyola students resided at home with their parents prior to attending the Rome Center, only one-fourth (24%) of non-Loyola students did. On the other hand, while over one-half of non-Loyola students (57%) resided on campus, less than one-third (31%) of Loyola students did. Equal percentages of both groups (18%) had lived in private apartments. In addition, full year students (63%) were more likely to have resided on campus than were Fall-only (44%) or Spring-only (46%) students.

Of the 64 completed questionnaires from the comparison group (all Loyola) there were 10 males (16%) and 54 females (84%) responding. The percentages of students in the comparison group who were living in dormitories (48%), with their parents (44%), or off campus in private apartments (8%) varied to some degree with their matched counterparts from Loyola who attended the Rome Center. The information on the comparison group is presented in Table 4.

Table 4

Number of Students Completing Comparison Questionnaire

RESIDENCE	MALES	FEMALES
On campus	5	26
Private Apartment	0	5
With Parents	5	23
TOTAL = 64	10	54

Mean grade point averages also differed somewhat between groups. In general, Loyola students (GPA = 3.077) maintained slightly higher grade point averages than non-Loyola students (GPA = 2.952), and females (GPA = 3.052) held higher averages than males (GPA = 2.847). These differences, along with those between Fall, full year, and Spring students, however, were not significant. These averages are presented in Table 5.

Finally, students' academic majors varied overall across groups, but did not differ significantly between semester at the Rome Center or between Loyola students attending the Rome Center and non-Rome Center Loyola students in the comparison group. Nearly three-fourths of both Rome Center and non-Rome Center students reported majoring in either the social sciences (33%), business-finance (28%), or the languages (11%). A listing of academic majors for all respondents is presented below in Table 6.

The Pre-Questionnaire

Descriptive statistics were computed for a number of background variables to provide information regarding the characteristics of those responding to the pre-questionnaire. As reported above, there were 117 respondents with 28 from Loyola University and 84 non-Loyola students. Five additional students were unidentifiable as to semester at the Rome Center or residence prior to leaving for Rome.

Table 5

Grade Point Averages of All Rome Center Students

SEMESTER AT THE ROME CENTER	Loyola	Non-Loyola
FALL-ONLY		
Males	2.96	2.71
Females	3.08	2.96
FULL YEAR		
Males	3.17	2.91
Females	3.05	2.84
SPRING-ONLY		
Males	3.02	3.01
Females	3.20	3.02

Grade Point Averages of Loyola Rome Center and Comparison Students

	Males	Females
COMPARISON ($\bar{X}$ = 3.230)	3.568	3.167
LOYOLA ROME CENTER ($\bar{X}$ = 3.077)	2.941	3.129

Table 6

Academic Majors of Rome Center* & Comparison Students

MAJOR	LOYOLA %	LOYOLA n	NON-LOYOLA %	NON-LOYOLA n	COMPARISON %	COMPARISON n
Social Sciences	33	22	33	54	38	24
Language	17	11	9	14	14	9
Business-Finance	15	10	33	54	5	3
Mathematics	3	2	1	1	5	3
Natural Sciences	9	6	3	5	9	6
Fine Arts	3	2	9	14	14	9
Education	3	2	2	3	3	2
Nursing/ Dental Hygiene	3	2	1	1	6	4
Theology	2	1	2	3	0	0
Communication Arts	8	5	6	10	0	0
Undecided	5	3	2	4	6	4
TOTAL:		66		163		64

*Does not include 17 unidentified respondents

Students indicating that they were attending the Rome Center for the Fall semester only (n = 66) outnumbered those planning to attend for the full academic year (n = 46). There were 34 males and 83 females of which 54 (48%) indicated that they were living on campus the semester prior to going to Rome, 37 (33%) reporting that they were living with their parents, and 21 (19%) indicating that they were living in private apartments.

Nearly two-thirds of the students responding indicated their academic major as either social science (34.8%) or business/finance (28.6%). The remainder of the students reported their majors as follows: (1) Language arts (9.8%); (2) fine arts (8.9%); (3) communication arts (6.3%); (4) theology (3.6%); (5) undecided (3.6%); (6) education (2.7%); and natural science (1.8%).

Chi-squares computed on gender, residence prior to attending the Rome Center, academic major, and year in school indicated no significant relationships across the various groups responding including Fall-only/full year and Loyola/non-Loyola. However, there was a greater tendency for Loyola students (54%) to indicate that they had resided at home with their parents than for non-Loyola students (26%). The latter, on the other hand, were more likely to indicate that they had lived on campus (56%) than were non-Loyola students (25%). Finally, a greater percentage of non-Loyola students (35%) reported their major

as business-finance than did Loyola students (11%).

Ranking of goals. The pre-questionnaire began with a presentation of twelve goals common to most college students which the students were asked to rank order in order of importance to them. Nearly 40% of those responding selected the goal "To understand myself better" as their most important goal, with an additional 20% of the respondents ranking it either as their second or third most important goal. It should be emphasized that this goal of self-understanding was not necessarily a defined goal of the Rome Center program.

In addition to the above goal, "Meeting new and different types of people" and "learning practical information and skills that prepare me for a career" were also selected as important goals and were ranked as numbers two and three, respectively. These rankings appeared to hold constant across various types of students including Fall-only versus full year, gender, residence prior to attending the Rome Center, academic major, and year in school. These rankings are presented in Table 7.

Clearly, the least important goal, i.e., that goal ranked lowest overall, was "Possession of wealth," with 72% of those responding ranking it in the 10th, 11th, or 12th position. Two other goals ranked low in importance by most students were "Getting high grades" and "having experiences that most other people have not had."

Table 7

Ranking of Goals in Order of Importance -- Pre-Questionnaire*

GOALS	FALL-ONLY	FULL YEAR	LOYOLA	NON-LOYOLA
1. Experiencing a sense of community	4	6	4	4
2. To understand the role of God	9	7	9	9
3. Getting high grades	11	11	10	11
4. To get more enjoyment out of life	6	5	6	6
5. Learning practical information	3	4	3	3
6. Having many good friends	7	9	7	7
7. Possession of wealth	12	12	12	12
8. To be of service to others	5	3	5	5
9. Acquire appreciation of art	8	8	8	8
10. To understand myself better	1	1	1	1
11. Meeting new types of people	2	2	2	2
12. Having new experiences	10	10	11	10

*Note: Spring-only students did not receive Pre-questionnaires.

These ranks are based on the mean rankings combined over respondents. Lower ranks indicate more important goals.

For purposes of analysis student goal rankings were categorized as follows: (a) a ranking of 1 through 4 was classified as high importance; (b) a ranking of 5 through 9 was classified as medium importance; and (c) a ranking of 9 through 12 was classified as low importance. Chi square analyses conducted on these categories found no significant relationships between goal rankings and such factors as semester at the Rome Center, year in school, Loyola/non-Loyola, sex, and academic major (all p's <.05).

Attitudes. The next part of the questionnaire asked the students to indicate their degree of agreement or disagreement with a series of 26 attitude statements. The 26 statements were originally selected from statements in four separate attitude scales. The four dimensions and their representative items were: (1) cooperation toward group goals, items 1,4,7,10,12, and 16; (2) identification with groups, items 2,6,9,13,15, and 18; (3) trust in people, items 3,5,8,11,14, and 17; and (4) self-understanding and personal maturity, items 19,20,21,22,23,24,25, and 26.

Reliability analyses conducted on these attitude factors yielded the following coefficients: (1) cooperation, .084; (2) identification, .628; (3) trust, .689; and (4) self-understanding, .604. Further inspection revealed that two items (items 1 and 12) were the principal agents responsible for the low alpha in the cooperation factor. When these items were deleted the coefficient rose

to .354, still much lower than the other alpha's and at a somewhat questionable level of acceptance for research with groups.

The representative items for each attitude factor were combined to produce four scores to serve as dependent variables in a multivariate analysis of variance (MANOVA). The results of this MANOVA revealed no significant interactions of main effects for the four dependent variables by semester at the Rome Center, Loyola/non-Loyola background, gender, or residence prior to attending the Rome Center (all p's $< .01$). On the average, students were likely to see themselves as rather mature and understanding of themselves and others ($\bar{X} = 5.21$), likely to identify with groups ($\bar{X} = 5.05$) and work toward group goals ($\bar{X} = 4.42$), and generally trustful of others ($\bar{X} = 4.43$). Mean responses to individual items are presented in Appendix A.

Semantic differentials. Students next responded to a series of semantic differentials on the "United States," "fine art and architecture," and "foreigners." These scales were designed such that respondents could indicate the degree to which they felt that the listed dimensions, e.g., good/bad, valuable/invaluable, and clean/dirty, reflected their perceptions of the target items. Although the average scores for all items were quite positive and varied little across groups, students in general tended to respond somewhat more favorably toward fine art and

architecture ($\bar{X}$ = 6.40 on seven-point scale) than they did toward the United States ($\bar{X}$ = 5.91) or foreigners ($\bar{X}$ = 5.56).

The six rating scores given to each of the three target items were summed across items and median scores were computed. These medians were then used to categorize student responses into two groups, above median and below median. Chi square analyses were then conducted on these categories by semester at the Rome Center, school contingent size, residence, and year in school. No significant relationships were found for any of these dimensions across any of the three items (all *p*'s > .05).

Reasons for going to the Rome Center. When asked to select from a list of five options the one option which they felt most reflected their reason for going to the Rome Center, more students (42%) indicated "For the cultural opportunities" than any of the other options. Two options which were selected to a somewhat lesser degree were "An opportunity to travel through Europe" (29%) and "For interpersonal growth" (25%).

Students were next asked to choose the one option which they felt represented the most likely reason why "former" Rome Center chose to spend a semester or two in Rome. The most frequently selected reason was "An opportunity to travel through Europe" (57%). Further, when asked to select the reason that they felt the typical former Rome Center student would give if asked what was most important

about his/her semester at the Rome Center, students were most likely to indicate either "Interpersonal growth" (42%) or "For the cultural opportunities" (35%).

Chi squares conducted on these three questions found no significant relationships across the various dimensions, including Fall/full year, contingent size, year in school, gender, residence, or major (all p's > .05).

Countries visited. Finally, when asked to indicate whether they at some previous time in their lives had visited a foreign country, 62% (n = 69) of these students indicated that they had visited at least one foreign country. Once again, however, there were no significant differences across the various dimensions regarding likelihood of having traveled to a foreign country (all p's > .05).

The countries most likely to be visited were Canada (42%) and Mexico (35%); however, one-fourth (n = 17) of the students who traveled reported that they had been to Italy at least once. The average number of countries visited varied across groups, though not significantly (all p's > .05). For example, those students planning on attending for the Fall semester only reported visiting more countries ($\bar{X}$ = 2.4) than those students planning on attending the Rome Center for the full academic year ($\bar{X}$ = 1.2). Also, Loyola students reported visiting more countries on the average ($\bar{X}$ = 3.1) than did non-Loyola students ($\bar{X}$ = 1.5).

The Post-Questionnaire

As reported above, there were 209 completed post-questionnaires of which 57 were from students who attended Loyola University and 140 were from students who attended other schools. The remaining 12 students were unidentified as to home university or gender. Six of these were also unidentifiable as to semester at the Rome Center.

Ninety-four (46%) of these post-questionnaire respondents had attended the Rome Center for the Fall semester only, 47 (23%) attended for the full academic year, and 62 (31%) attended the Rome Center during the Spring semester only. There were 134 females and 63 males. In the semester prior to attending the Center 50% of the respondents indicated that they had lived on campus, 20% indicated that they had lived in private apartments, and 30% had lived with their parents. Finally, the students reported their majors as follows: (a) social science (33.5%); (b) business/finance (26.4%); (c) language arts (10.7%); (d) fine arts (7.6%); (e) communication arts (5.1%); (f) natural science (5.6%); (g) undecided (3.5%); (h) education (2.0%); (i) theology (1.5%); (j) mathematics (1.5%); and (k) nursing/dental hygiene (1.5%).

Analyses conducted across respondent characteristics found significant relationships between semester at the Rome Center and residence prior to attending ($\chi^2(4) = 16.45$, $\underline{p} < .005$) and between Loyola/non-Loyola students and residence

prior to attending the Rome Center ($\chi^2(2) = 10.76$, $p < .005$). Full year students (70%) were more likely to have resided on campus prior to leaving for Rome than either Fall-only (42%) or Spring-only (46%) students, while Fall-only students (46%) were more likely to indicate that they had lived at home with their parents than either full year (20%) or Spring-only (29%) students. Loyola students (51%) were also more likely than non-Loyola students (28%) to have lived at home, while the latter were more likely to indicate that they had lived on campus (57%) than had Loyola students (33%). All other relationships were found to be non-significant (all p's > .05).

Reasons for going to the Rome Center. The post-questionnaire began by asking the now former Rome Center students: "What was the main reason why you decided to go to the Rome Center?" and "Was this reason fulfilled?" The reasons given by these students for going to Rome varied to some degree. The most common reasons given for going in order of prevalence were: (1) to travel, to see Europe (23.1%); (2) to learn about the cultures of other countries (19.7%); and (3) to study abroad (14.4%). All other responses were each reported by less than 6.0% of these students. These responses included: (a) to experience living in another country (5.3%); (b) to get away, needed a break (5.3%); (c) personal growth (4.3%); (d) to live in Rome (3.8%); (e) to study specifically in Italy (3.8%); (f) to

experience the Italian culture (3.4%); (g) to learn about one's heritage (3.4%); (h) to learn the Italian language (2.4%); (i) to get a better understanding of the world (2.4%); (j) the Rome Center was the best program for my needs (2.4%); and (k) all other responses (5.8%).

Fall-only students (27%) and Spring-only students (24%) were more likely to indicate that "travel" was their primary reason for going to the Rome Center than were full year students (13%), while the latter were more likely to indicate "learning about the cultures of other countries" (24%) as their main reasons for going. Nearly one-third (32%) of all Loyola students indicated that their reason for going to Rome was "to travel," yet only one-third (19%) of non-Loyola students indicated "travel" as their main reason for attending the Rome Center.

Combining the above two factors, other group differences can be seen in the responses to this question where 42% of Loyola Spring-only students indicated "travel" as their main reason for attending compared with only 9% of non-Loyola full year students. Further, while 17% of Loyola full year students indicated "to get a better understanding of the world" as their main reason for going, there were no full year non-Loyola students who responded with that reason, nor were there any Spring-only non-Loyola students who indicated that reason as their main reason for going.

For purposes of simplification, responses were

reduced to five categories: travel; understanding cultures; study abroad; reference to Italy; and all others. Chi square analyses conducted on these categories by semester at the Rome Center, Loyola/non-Loyola, gender, residence prior to attending the Rome Center, academic major, and year in school found no significant relationships (all p's $> .05$).

Finally, virtually all students (97%) reported having their reasons for going to the Rome Center fulfilled.

Orientation and preparation. Students were asked about their preparation for the Rome Center experience, including whether or not they had attended a special orientation program at their school prior to leaving for Rome and, if so, what kinds of things were discussed at the orientation which in their view were important in helping them prepare for what they actually experienced in Rome. They were further asked to mention things that were not discussed which they felt, in light of their actual experiences, could have been helpful.

Only one-fourth ($n = 50$) of all students reported attending a special orientation program. Analyses conducted between number of representatives from schools and whether or not students attended an orientation program prior to attending the Rome Center yielded a significant relationship ($\chi^2(3) = 17.78$, $p = .0005$). Only those schools with high representation had more than 50% of the students

reporting attending an orientation program. All other student groups had less than 30% indicating that they had attended such a program.

A marginal relationship ($\chi^2(4) = 11.60$, $p = .02$) between semester at the Rome Center and indication of attending a pre-Rome orientation program was also found. Full year students (36%) had a greater frequency than Fall-only (27%) or Spring-only (13%) students of reporting having attended such a program. Moreover, while two-thirds (67%) of the Fall-only Loyola students reported attending an orientation program there were no (0%) Spring-only Loyola students reporting that they had attended a pre-Rome orientation program.

Those students attending an orientation program prior to their departure for Rome felt that a number of important topics were discussed at these programs. These topics included the following: (a) what to take and what not to take, e.g., appropriate and inappropriate clothing; (b) money matters, e.g., what form to carry money in, check cashing and money exchanging policies; (c) travel opportunities, e.g., how to travel, places to travel to, Eurail passes; (d) academics, including course descriptions and availability; (e) general warnings, many of which were related to the above topics, also differences in electrical units, cautions when traveling, etc.; and (f) descriptions of the Rome Center itself, e.g., living arrangements,

physical appearance, social life, and lack of modern conveniences. These same students also felt that some areas were either insufficiently covered or not covered at all. The kinds of things these students felt would have been important or helpful in preparing them for their experiences at the Rome Center included: (a) more specifics on types of clothing to take; (b) descriptions of types of weather to expect in Rome and while traveling throughout the continents; (c) further explanations of travel options, e.g., traveling on trains, Eurail passes, Kilometer passes, air passes; (d) mail service, e.g., how to best mail letters and packages, the Vatican mail service; (e) descriptions of European manners, customs, laws; (f) discussions on the disadvantages of the Rome Center, e.g., laundry facilities, differences in voltage, noise in dorms; and (g) more specifics on classes and academic opportunities.

When questioned about "personal preparation" for what they expected to experience at the Rome Center, two-thirds (66%) of the students indicated that they had done things to prepare themselves. Full year students (75%) were somewhat more likely than Fall-only (64%) or Spring-only (65%) to indicate that they had personally prepared themselves in some way.

When describing how they prepared themselves student responses fell into three general categories: talking with others; reading; and academic studies. Students reported

talking with others who had been to the Rome Center, people who had traveled abroad, and/or with native Italians living in the United States. Those who reported reading before departing for the Rome Center reported reading various books and magazines dealing with Rome, Italy, and Europe. These books and magazines included selections from the recommended reading list in the Rome Center catalogue. Finally, students reported studying various topic areas, e.g., art, geography, history, and language, especially Italian, either on their own or in registered college courses. No relationship was found between whether students had attended an orientation program and whether they had prepared themselves for what they expected to experience in Rome.

Students were asked how well prepared they were for their experiences at the Rome Center. Three out of five (60.5%) of all respondents felt that they were "more than somewhat prepared," while one-fourth (26%) felt that they were "somewhat prepared." The remainder (13.5%) indicated that they were "less than somewhat prepared." There were, however, no significant relationships found between semester at the Rome Center or any other major dimension and student response to this question. Interestingly, while no significant relationship was found between how well prepared students felt they were and whether or not they had attended a special orientation program, there was a slight tendency for those who did not attend an orientation program

63%) to indicate that they were well prepared for what they had experienced in Rome compared to those who had attended a pre-Rome program (53%). On the other hand, there was a somewhat greater tendency for those who had prepared themselves to indicate that they felt quite prepared for their experiences (64%), more so than those who did not prepare themselves (53%).

Finally, students were asked in light of their experiences at the Rome Center how they could have better prepared themselves before leaving for Rome. The most frequently mentioned response was to "have studied Italian" (37%). On the other hand, a number of students reiterated a theme of the Rome Center Program that an understanding of the Italian language should not be required of students before leaving for Rome; nonetheless, they did emphasize the importance of language skills. Other comments included: reading more about the Italian and other European cultures, art, history, music, and politics; engaging in increased "preplanning," i.e., deciding before hand what they would see and do while in Europe, including looking into special programs and tours; learning more about what to take and not to take; pack less to take to Europe; talk (more) with former Rome Center students about their experiences; and finding out about a number of specifics, especially weather patterns and general financial matters.

Friends and acquaintances. Nearly one-half (46%) of

the students responding indicated that they went with a close personal friend and/or acquaintance. Of these 49% indicated that they went with one friend or acquaintance, 31% indicated going with two others, 12% reported going with three, and 8% reported going to Rome with four or more friends or acquaintances. Full year students and non-Loyola students had a greater frequency of reporting that they went with friends; however, these differences were found to be non-significant (all *p*'s >.05).

Best and worst experiences. Like their reasons for going to the Rome Center, students' "best" and "worst" experiences while at the Rome Center varied quite extensively. Reported "best" experience included: (1) the experience of developing close friendships (25.5%); (2) learning about the experiencing the Italian culture (as one student put it: "Becoming Italian!") (16%); (3) traveling throughout Europe (15%); (4) living specifically in Rome (7%); (5) personal growth in the form of independence, self-reliance, etc. (5%); (6) seeing the Pope (4%); (7) special events at the Rome Center, e.g., the masses, the dinners, etc. (3.5%); (8) being on one's own (3%); (9) everything (3%); (10) a specific school trip, especially the "Greece trip" (2.5%); (11) the class field trips (2%); (12) meeting Italian relatives (1.5%); (13) the opportunity to visit other cultures (1.5%); (14) a special teacher or course (1%); (15) learning to speak Italian (1%); (16)

"difficult to say" (3.5%); and (17) all other (6%).

On the other hand, those experiences which students reported as their "worst" included (each reported by less than 10% of the students): (1) problems with other students (8.3%); (2) problems in dealing with the Rome Center administration (7.8%); (3) "bad" experiences while traveling (6.7%); (4) dealing with the regulations at the Rome Center (6.2%); (5) theft (5.7%); (6) the mass transportation system, especially the train strikes (4.7%); (7) lack of modern facilities (4.1%); (8) problems with courses (4.1%); (9) the first week experience, the initial impact (4.1%); (10) pushy Italian men (3.6%); (11) isolation of school from community (3.1%); (12) "my roommate" (3.1%); (13) leaving at the end (2.6%); (14) the food at the Rome Center (2.6%); (15) seeing friends leave at end of semester, or "forced" to leave (2.6%); (16) student cliques (2.1%); (17) running out of money (2.1%); (18) the noise at the Rome Center (2.1%); and (19) all other (18.1%). "No bad experiences" were reported by 6.2% of the students.

School and non-school sponsored tours. Students were asked to indicate the number of school sponsored tours and the number of non-school sponsored tours which they went on while at the Rome Center. The mean number of school sponsored tours was 2.3 while the mean number of non-school sponsored tours was 5.9. However, comments made by many students suggested that the term "tour" was ambiguous and

confusing. A number of students indicated that they felt the questions were referring specifically to paid "guided" tours. On the other hand, a number of other students indicated that they felt the questions were referring to any "trip" outside of Rome. As a result, the data were considered to be unreliable and were not submitted to further statistical analysis.

Friendships with native Italians. Full year students (81%) only slightly more often reported forming friendships with Italian citizens than either Fall-only (75%) or Spring-only (73%) students. They also more frequently indicated that they had remained in contact with these new friends after returning to the U.S. (67%) than did Spring-only (51%) or Fall-only (49%) students. These differences, however, were not statistically significant.

While almost no differences existed between responses from those students who had previously lived on campus (74%), in private apartments (74%), or with their parents (79%) regarding the development of friendships with native Italians, there were observed differences in their reporting of remaining in contact with them. Of the private apartment dwellers, 62% reported remaining in contact with their Italian friends, while only 49% of on campus students, and 37% of those living with parents indicated that they had maintained contact with their new Italian friends since returning to the U.S.

Process and outcome measures. Students were asked to respond to four sets of questions dealing with various aspects of the Rome Center experience. In order to better manage the tremendous amount of data contained in these question sets, all items were categorized into two major subgroups: processes and outcomes. Processes included those items dealing with the Rome Center experience itself and potential disadvantages associated with attending the Center. Outcomes included items dealing with ways which students believed that they had changed as an outgrowth of attending the Rome Center and items dealing with potential benefits (and one potential disadvantage) that may have resulted from attending the Rome Center.

Variables within both of these categories were factor analyzed using a principal factoring with iteration solution with varimax rotation. Each of the two factor analyses produced six factors considered to be both reliable and meaningful.

In the "process" category, the six factors that were produced accounted for 65% of the total variance. These factors contained from two to four items each with factor loadings above .30, a value arbitrarily selected as the cut-off point. Three of the factors contained only positive loadings while each of the three remaining factors contained one negatively loaded item. These factors and their representative items were: (1) difficulty of

academics; (2) the contact between the school and the Italian community; (3) teaching staff and administrative support; (4) value of staff programs; (5) loneliness; and (6) problems with other students. Two items which did not produce an adequate loading on any factor were item 418 "not enough money" and item 512 "the benefits derived depend upon the student group attending." These factors and their item loadings are presented in Table 8. Factor score coefficients were computed in order to combine these representative items into factor scores for use in further analysis.

It should be mentioned, at this point, that the number and item composition of these process factors, as well as that of the outcome factors below, was, as with any factor analysis, somewhat arbitrarily determined. Ultimately, the wisdom of the chosen factors is partially reflected in the results obtained when analyzed.

In the outcome category, six factors were produced which accounted for 64% of the total variance. These factors contained from two to six items each with factor loadings above the .30 cut-off. Five of the six factors contained only positive loadings with only the sixth factor containing a negatively loaded item. These factors and their representative items were: (1) personal growth; (2) the foreign experience; (3) art appreciation; (4) Italian language; (5) understanding of self; and (6)

Table 8

Process Factors and Item Loadings

ITEM #		F_1	F_2	F_3	F_4	F_5	F_6
411	Not enough privacy	-.100	.333	.007	-.376	.067	.466
412	Problems with courses	-.140	.040	.379	-.147	.178	.021
413	Conflicts with students	-.066	-.011	.180	.049	.071	.619
414	Isolation of school from city	.085	.544	.083	-.009	-.038	.105
415	Language barrier	.087	.084	-.016	-.014	.653	.063
416	Away from family and friends	-.102	.085	.076	.081	.405	.033
418	Not enough money	-.150	.174	.031	-.163	.004	.010
419	Not enough counseling or support	-.030	.181	.782	-.099	-.088	.132
511	Not much contact	.114	.733	.120	-.034	.025	-.069
512	Benefits depend upon other students	.087	-.002	.139	.025	.063	.091
513	R.C. administration environment for growth	-.192	-.331	-.455	.321	.063	-.089
514	Lectures meaningful due to field-trips	.017	.004	-.164	.655	.094	.023
515	Studied less at R.C.	.710	.111	.047	.016	.015	-.063
516	Classes less demanding at R.C.	.946	.094	-.057	.036	-.090	-.044

concern for a global understanding. These factors and their item loadings are presented in Table 9. As with the process factors, factor coefficients for these outcome factors were computed and used to combine factor scores for use in further analysis.

Multivariate analysis of variance of process and outcome factors. A multivariate analysis of variance was first performed using the six process factors and the six outcome factors as dependent variables and semester at the Rome Center (3 levels), Loyola/non-Loyola (2 levels), and residecne prior to attending the Rome Center (3 levels) as independent factors. One highly significant effect was found, a main effect of Loyola/non-Loyola (Hotellings $F(12, 155) = 3.81$, $p < .001$). The major source of this effect was in the Loyola students' more positive approach to their studies at the Rome Center (process factor 1), their conception of a high degree of contact between the Italian community and the school (process factor 2), and their belief in the (greater) amount of benefits they received from their Rome Center experiences (outcome factor 1).

A second, but less pronounced, effect of semester at the Rome Center was also found (Hotellings $F(24,308) = 1.93$, $p = .006$). The nature of this effect lies in the Spring-only and the full year students' more positive evaluation of the support they received from the Rome Center administration (process factor 3) and the extent to which they

Table 9

Outcome Factors and Item Loadings

ITEM #	F_1	F_2	F_3	F_4	F_5	F_6
311 Learned Italian	.077	.055	-.027	.725	.066	-.036
312 Became independent	.593	.377	-.044	.090	.126	-.060
313 Learned about a culture	.088	.750	.053	.143	.017	.028
314 Developed close relationships	.105	.332	.143	-.054	.123	.148
315 Traveled through Italy	.243	.392	.122	-.086	-.156	.220
316 Lived different life	.123	.417	.129	-.064	.185	.040
317 Broadened appreciation for art	.021	.232	.859	-.013	-.021	-.017
318 Became self-assertive	.625	.225	.239	-.024	.102	.254
319 Gained appreciation of another country/culture	.130	.485	.185	.152	.159	.383
417 Fell behind in course requirements	.036	-.058	.114	-.023	.023	-.303
811 More self-reliant	.726	.124	-.026	.087	.322	-.090
812 Ciritcal of U.S. life	.146	.158	.062	.267	.342	-.192
813 Drawn closer to family	.166	.064	.058	-.101	.516	.064
814 More understanding of myself	.409	.120	.108	.107	.706	.086
815 Speak better Italian	.055	-.052	.071	.749	-.079	.152
816 More assertive	.740	.055	.124	.152	.315	.178
817 Understand U.S. foreign policy more	.144	.104	.116	.021	.071	.407
818 Appreciate fine art	.112	.138	.704	.079	.190	-.012

believed they experienced a high(er) degree of personal growth (outcome factor 1).

A multivariate analysis of variance was next performed on the six process factor variables by semester at the Rome Center (3) and size of school representation (4). While there was no interaction effect between the two independent variables, there was a significant main effect recorded for size of school representation (Hotellings F (18,518) = 2.20, p <.005) and a marginal effect for semester at the Rome Center (Hotellings F(12,346) = 1.79, p <.05). The source of the effect for size of school representation lies primarily between Loyola students and students from all other schools. One-way analyses revealed a significant effect of school representativeness for the first two process factors, academics and contact with the Italian community. In the first factor, a significant effect (F(3,200) = 4.73, p <.005) was found such that Loyola University students were less likely than students coming from schools with five or fewer representatives to agree with the representative factor items (516 and 517). In the second process factor, the significant effect (F(3,197) = 1.78, p < .05) was such that Loyola University students were less likely than students coming from schools with "high" representativeness to agree with items dealing with contact with the Italian community (411,414,511, and negatively with 513).

The main effect of semester at the Rome Center was found primarily between the Fall-only students and students attending the Rome Center for the full year and Spring-only semester. One-way analyses revealed a significant main effect for semester at the Rome Center in the third factor dealing with support from the Rome Center teaching staff and administration ($F(2,179) = 5.45$, $p = .005$). This effect was such that full year and Spring-only students were more likely to agree that the Rome Center staff provided enough counseling and support and provided a stable environment within which student growth could take place.

Further analyses revealed a significant relationship between whether or not students attended a pre-Rome orientation program and how they perceived their coursework and study habits (Process 1) such that students who attended a pre-Rome orientation program were more likely to indicate that they studied more and that classes were more demanding at the Rome Center than at their home university ($F(1,205) = 13.15$, $p = .0001$).

An analysis (MANOVA) was performed on the six outcome factors by semester at the Rome Center (3) and size of school representation (4). While an interaction effect was marginally evident, it was not significant (Hotellings $F(36, 1058) = 1.41$, $p = .057$). There were no significant effects found for semester at the Rome Center (Hotellings $F(12,350) = 1.67$, $p = .07$) or size of school representation

(Hotellings $F(18,530) = 1.48$, $p = .09$).

While the above MANOVA found no significant effects, preplanned analyses did find several effects for the outcome variables. The first outcome variable had a significant effect for semester at the Rome Center ($F(2,198) = 5.47$, $p < .005$). The first variable dealing with personal growth was such that Fall-only students were less likely than full year students to indicate that they achieved positive degree of personal growth in various areas, e.g., independence, self-reliance, etc. While the responses of Spring-only students were closer to those of full year students than they were to Fall-only students the differences were not significant.

For the third outcome variable a marginal main effect of school representation was found ($F(3,200) = 2.95$, $p < .05$). The effect was such that Loyola University students were less likely to indicate that they had become more appreciative of fine art and architecture than were students coming from schools with "medium" representation.

Finally, the sixth outcome variable dealing somewhat obscurely with a concern for world mindedness had a main effect of school representativeness ($F(3,199) = 3.74$, $p < .05$) such that students from "highly" representative schools were significantly less likely than students from schools with "low" representativeness to indicate agreement with the factor items.

While there was a slight tendency for those students who attended a pre-Rome orientation program to indicate that they had experienced each of the six major outcomes to a somewhat more positive degree than those who had not attended such a program, no significant relationships were found (all p's >.05).

Multiple regression analysis. Finally, the six process factor scores and the six outcome factor scores were used as criterion (dependent) variables in a series of multiple regressions in an attempt to identify the "best" predictor variable or combination of predictors for each of these factors. Predictor variables included: (1) semester at the Rome Center; (2) school contingency size; (3) residence prior to attending the Rome Center; (4) whether or not the student had attended a pre-Rome orientation program; (5) the degree to which students felt that they were prepared for their experiences at the Rome Center; (6) the reason for going to the Rome Center; and (7) whether or not the student went to the Rome Center with friends or acquaintances. In attempting to predict the six outcome factors some additional variables were included: (1) the six process factors; and (2) the number of visits made to other countries while at the Rome Center.

Although a number of statistically significant linear relationships were observed, no single predictor variable or combination of predictor variables ever accounted for

more than 20% of the total variance (R^2) for any of the six process factors or any of the six outcome factors.

One possible reason for the apparent low predictability of these outcomes comes from the imperfect reliability of these variables themselves, as well as, that of the predictors, i.e., the six process factors. As was previously suggested by the arbitrary fashion in which these factors were created, a more rigorous set of standards for including an item in the indices might have made them, i.e., the 12 factors, more reliable, thus enhancing their interrelation. The reliability of a measure of some variable sets a limit on how it will be related to other variables and, ultimately, on the detection of significant relationships.

Countries visited. When asked to indicate the number of countries, other than Italy, visited while at the Rome Center a mean number of 6.25 countries was reported with a range of 0 to 13 countries. Students varied according to semester at the Rome Center in response to this item. On the average, full year students reported visiting the most countries (7.49), followed by Spring-only (6.46) and Fall-only (5.61) students.

In addition to the absolute number of countries visited, students were asked to indicate the number of times that they visited each country giving a better picture of their travels. When countries visited were multipled by

the number of different visits in each country, four categories of near equal size were computed. These categories are as follows: (1) 0 to 5 combined visits (27.7%); (2) 6 to 8 combined visits (25.7%); (3) 9 to 12 combined visits (26.7%); and (4) 13 to 26 (highest) combined visits (19.9%).

Significant relationships were found between total number of visits and semester at the Rome Center ($\chi^2(6) = 30.47$, $p < .0001$), residence prior to attending the Rome Center ($\chi^2(6) = 22.15$, $p = .001$), and gender ($\chi^2(3) = 12.95$, $p = .005$). Nearly half (44%) of those who had lived with their parents prior to going to Rome made only 0 to 5 combined visits each, while almost half (47%) of those who had lived in private apartments made 9 to 12 combined visits each. The number of visits while in Europe for each of these groups reflect to some degree their spirit of independence prior to leaving for Rome. Those who had resided on campus were nearly evenly divided up among the four categories. The greater proportion of males (60%) made 9 to 26 visits, while the greater portion of females (60%) made only 0 to 8 visits. Analysis of variance conducted on total number of visits by semester at the Rome Center yielded a significant effect ($F(2,195) = 16.01$, $p < .0001$). A Tukey-BSD procedure found that all groups differed significantly from each other with full year students reporting going on significantly more visits ($\bar{X} = 11.5$) than Spring-only

students ($\bar{X}$ = 8.9) who reported going on significantly more trips than Fall-only students ($\bar{X}$ = 7.2).

Change of major and/or career. Students were asked if between their arrival at the Rome Center and the present time they had changed their academic major and if they had changed their career plans. While only 6.6% (n = 13) of the students indicated a change of major, more than one-fourth (28%, n = 56) reported a change of career plans.

There was no statistical relationship, however, between reported change of major and reported change of career plans ($\chi^2(1) = 5.32$, $p > .01$).

No significant relationships were found between school contingent size or semester at the Rome Center and, more notably, academic major and an indicated change in career plans. Interestingly, however, those students who resided in private apartments prior to attending the Rome Center more frequently reported a change of career plans (42%) than either those who had been living on campus (25%) or those who had been living with their parents (28%). This may be attributed to the greater number of visits to other countries made by these students, as well as, the high(er) degree to which these students reported experiencing the positive aspects of the Rome Center program.

Students majoring in math, n = 3 (100%), theology, n = 2 (67%), undecided, n = 4 (57%), education, n = 2 (50%), and natural science, n = 5 (45.5%) more often reported a

change of career plans than did students majoring in communication arts, n = 4 (33%), social science, n = 18 (27%), languages, n = 5 (24%), business/finance, n = 12 (22%), fine arts, n = 3 (20%0, or nursing/dental hygiene, n = 0 (0%).

The way the Rome Center was perceived as influencing a change in career plans, for those who indicated such a change, fell into two broad categories, the first dealing with specific changes or "(now) definite" career plans and the second with the perception of increased career opportunities. For example, a number of students reported specific career plans focusing on careers in international business, marketing, or law, foreign service, or teaching in Rome. On the other hand, a number of students, while no longer certain of what career they planned to pursue, felt that by attending the Rome Center they had become aware of more options than they had envisioned before going to Rome. Students in both of these groups expressed the strong desire to include foreign travel in whatever careers they eventually did decide to pursue.

Optimal time necessary to take advantage of R.C. opportunities. Three questions were asked of the former Rome Center students concerning the perceived optimal length of time needed to take advantage of specific "opportunities" of the Rome Center. These opportunitites were: academics, travel, and culture.

Students were nearly evenly split in reporting the optimal length of time needed to take advantage of academic offerings of the Rome Center with 45% indicating one semester and 49% indicating two semesters with the remaining 6% indicating a longer period of time. For those students indicating longer than two semesters, most felt that a full year, i.e., two semesters plus the summer, would be the optimal length of time.

There was a significant relationship ($\chi^2(6) = 29.29$, $p = .0001$) found between semester at the Rome Center and response to this question. Approximately one-half of the Fall-only students (54%) and the Spring-only students (54%) felt that one semester was sufficient while more than three-quarters of the full year students (83%) indicated that two or more semesters were necessary.

The time required to take advantage of the travel opportunities of the Rome Center was also significantly related to semester at the Rome Center ($\chi^2(6) = 18.02$, $p = .006$). While no full year students felt that one semester would be an optimal length of time to take advantage of the travel opportunities, 16% of the Fall-only and 21% of the Spring-only students felt that a single semester was sufficient. Nearly equal percentages of all three groups however, indicated that two semesters were optimal (Fall 54%, Spring 58%, full year 53%).

Finally, when asked about the optimal length of time

needed to take advantage of the cultural opportunities, most students (62%) felt that two semesters were optimal with the remainder evenly split between one semester (19%) and more than two semesters (19%). While the full year students were once again more likely to indicate that two semesters or longer would be the most optimal length of time than were Fall-only or Spring-only students, there was no significant relationship between response and semester at the Rome Center.

Perceived worth. Students were asked if they felt attending the Rome Center to be worthwhile. The majority of students responding (92%) felt that attending was very worthwhile.

A significant relationship was found between whether or not students went to the Rome Center with a friend and their response to this question ($\chi^2(2) = 9.92$, $p = .007$). While 13.4% of those not going with friends found the experience to be somewhat or less than somewhat worthwhile, only 2.2% of those who went to Rome with friends indicated that they considered it so.

Recommendations by students. Students felt that there were a number of things that they would like to see changed at the Rome Center and a number of things that they would like to keep as is, i.e., not be changed. Among the changes that they would like to see take place at the Rome Center were: (1) an increase in the interaction between Rome

Center students and members of the Italian community, including Italian students; (2) changes within administrative policies regarding "parental rules," primarily an end to such rules; (3) specific changes in the physical condition of the Rome Center, such as a reduction in noise levels (perhaps through the introduction of carpeted floors), improved heating units, availability of modern washing facilities, and a better variety and increased portions of food. Other suggestions included the development of a physical education program or the availability of physical education equipment, a wider range of academic courses, a stress on learning and using the Italian language, an increase in the number and type of activities that involve Rome Center students as a group, and the availability of optimal off-campus living quarters.

Some of the things students recommended keeping included: (1) on-site classes, especially the art classes; (2) school sponsored tours in and outside the city of Rome; (3) time off to travel, especially the long (four-day) weekends and extended vacations; (4) tours led by specific instructors (notably Fr. Vogel); (5) the freedom to travel; and (6) the Italian staff, i.e., the maids and porters. Some other things which the students felt were important to the Rome Center program and should not be changed were the academic program, "Renaldo's" bar, and the (small) size of the student body.

Students were asked about the degree to which they would ". . .recommend attending the Rome Center to their friends?" Of the students responding, 84% indicated that they would very highly recommend attending the Rome Center, 13% would only somewhat recommend the experience, and the remaining 3% would probably not recommend attending the program to their friends. (As a side note, more so than those majoring in any other field, nearly one-fourth (23%) of those students majoring in the social sciences felt that they would only "somewhat" recommend attending the Rome Center to their friends).

Finally, when asked if they felt that having attended the Rome Center would make a difference in their lives in the future, the response was almost unanimous with 98.6% responding "yes." When asked how and/or why they thought it would make a difference in their lives, students responded with reasons that varied considerably in their specificity. The most common responses, however, included: (1) an increase in openmindedness and tolerance of others; (2) a strong desire/intention to return to Italy (Europe) to travel, to live and/or to work there; (3) an increase in personal independence, self-reliance, and self-assertion; (4) an increased awareness of world events, i.e., world-mindedness; (5) a greater appreciation for and understanding of other cultures and countries, and of the United States and its people.

Other responses included the friendships developed at the Rome Center, an increased appreciation of art, architecture, classical history, etc., the desire to travel more, personal growth, and perceived changes in attitudes towards one's self, family, goals, career choice, and education. It should be noted that no student responded with a single explanation. Typically, responses were more "complicated," such as: "I realize how important it is to be flexible and calm in surprise situations. Also, I have developed a much stronger belief in a simple life-style, and the family unit is much more important to me now" and "Living and traveling so closely to others made me tolerant of others. I basically learned a lot about other people, both European and American. Through classes plus sight-seeing on my own I learned a lot of history and culture; now I feel I understand the world in general much more. I now feel more open-minded and less conforming."

Group and interpersonal attitudes. As in the pre-questionnaires students were asked to respond to a series of 26 attitude statements which they were to indicate their degree of agreement or disagreement. Negative items were reversed scored and the 26 statements reduced to four factors. These factors were the same as in the pre-questionnaire attitudes: (1) cooperation toward group goals ($\bar{X}$ = 4.07), items 1,4,7,10,12, and 16; (2) identification with groups ($\bar{X}$ = 4.43), items 2,6,9,13,15, and 18; (3) trust in

people ($\bar{X}$ = 4.67), items 3,6,8,11,14, and 17; and (4) self-understanding and personal maturity ($\bar{X}$ = 5.37), items 19,20, 21,22,23,24,25, and 26.

Reliabilities conducted on these factors produced the following coefficients: (1) cooperation, .083; (2) identification, .610; (3) trust, .764; and (4) self-understanding, .619. Once again, further inspection revealed that two items (items 1 and 12) in the cooperation factor were primarily responsible for its low alpha. When these two items were deleted in a second reliability analysis the coefficient rose to .384. Again, however, as with the pre-test, such a low alpha could be viewed as suitable solely for exploratory purposes.

In general, students from all groups tended to only somewhat agree with these items. Mean scores for each of the 26 attitude statements are presented in Appendix B.

The representative items were combined for each attitude factor and these factors were used as dependent variables in a MANOVA. Analyses revealed no significant interaction or main effects for semester at the Rome Center, school contingency size, and/or residence prior to attending the Rome Center (all p's > .05).

Goal rankings and goal ratings. As in the pre-questionnaire, students were again asked to rank a list of goals, common to most college students, in order of importance to them. Twelve goals were listed followed by an additional

goal, "the Jesuit goal of international education." Like the first twelve this thirteenth goal was to be given a rank of one (most important goal) to twelve (least important goal). The rankings for all thirteen goals are presented in Table 10.

Students in all major groups ranked the goal "to understand myself better" as the most important goal. This was followed by "meeting new and different types of people," number two, and "to get more enjoyment out of life" as number three. There were, however, some differences in ranking across groups.

Students in all groups ranked the additional Jesuit goal of international education as the most important goal, above the goal "to understand myself better" (mean rankings were 1.90 and 2.32, respectively).

On the lower end of the scale, "possession of wealth" was clearly seen as the least important goal, behind "getting high grades" (number 11), "having experiences that most other people have not had" (number 10), and "acquiring an appreciation of art and the classics" (number 9). Students' low evaluation of the latter goal, acquiring an appreciation of art, is of interest in light of its "importance" in the Rome Center program.

As was done with the rankings in the pre-questionnaire, the rankings in the post-questionnaire were reduced to three categories: (1) high importance (rankings of 1 to 4);

Table 10

Ranking of Goals in Order of Importance - Post-Questionnaire

GOALS	FALL-ONLY	FULL YEAR	SPRING-ONLY	LOYOLA	NON LOYOLA
1. Experiencing a sense of community	6	3	5	4	6
2. To understand the role of God	8	7	8	8	8
3. Getting high grades	11	11	11	11	11
4. To get more enjoyment out of life	4	4	3	3	3
5. Learning practical information	3	8	7	7	5
6. Having many good friends	5	6	4	6	4
7. Possession of wealth	12	12	12	12	12
8. To be of service to others	7	5	6	5	7
9. Acquire appreciation of art	9	9	9	9	9
10. To understand myself better	1	1	1	1	1
11. Meeting new types of people	2	2	2	2	2
12. Having new experiences	10	10	10	10	10
(13.) The Jesuit goal of education	(1)	(1)	(1)	(1)	(1)

(2) medium importance (rankings of 5 to 8); and (3) low importance (rankings of 9 to 12). Following this goals were examined individually for relationships with the various major demographic dimensions, i.e., semester at the Rome Center, size of school contingent, residence prior to attending the Rome Center, year in school, and academic major. No significant relationships were found for any of these variables (all p's > .01).

Students were next asked to rate the degree to which they felt that the Rome Center helped or inhibited their achievement of each listed goal. The mean rating scores are presented in Table 11.

Regardless of how important the goals were to them, students indicated that the Rome Center best helped them to: (1) have experiences that most other people have not had; (2) meet new and different types of people; and (3) acquire an appreciation of art and the classics. (Recalling that these goals were ranked 10th, 2nd, and 9th, respectively, in importance, one might perceive a degree of inconsistency between the intended goals of the Rome Center program and the goals of the students attending the program.)

Aside from "possession of wealth" students, in general, perceived the Rome Center as helping them to achieve all the listed goals to some degree with a mean overall rating of 5.39 falling between the scale points of 5.00 indicating that the Rome Center "helped" the student to achieve the

Table 11

Mean Ratings of Achievement of Goals - Post-Questionnaire*

GOALS	FALL-ONLY	FULL YEAR	SPRING ONLY	LOYOLA	NON LOYOLA
1. Experiencing a sense of community	5.45	5.62	5.66	5.68	5.51
2. To understand the role of God	4.85	5.02	4.90	5.12	4.82
3. Getting high grades	4.32	4.43	4.07	4.26	4.31
4. To get more enjoyment out of life	6.08	5.89	6.05	5.98	6.07
5. Learning practical information	4.72	4.60	4.71	4.63	4.73
6. Having many good friends	5.50	5.72	5.74	5.56	5.66
7. Possession of wealth	3.38	3.45	3.45	3.32	3.46
8. To be of service to others	4.83	4.83	4.84	4.84	4.85
9. Acquire appreciation of art	6.25	6.51	6.15	6.07	6.37
10. To understand myself better	5.89	6.00	5.81	5.98	5.89
11. Meeting new types of people	6.38	6.51	6.31	6.33	6.42
12. Having new experiences	6.43	6.45	6.58	6.53	6.49
(13.) The Jesuit goal of education	(5.94)	(5.83)	(5.71)	(5.98)	(5.83)

Note: Ratings made on 1 to 7 point scale where 1 indicates that the school very strongly inhibited the achievement of the goal and 7 indicates that the school very strongly helped in achieving the goal.

goal and 6.00 indicating that the Rome Center "strongly helped " the student to achieve the goal.

Regarding the Jesuit goal of education, which had been ranked as the most important goal, students indicated that the Rome Center did help them to achieve this goal but less so than five other goals.

Ratings of achievement for the thirteen goals were summed for each respondent and analyses were then conducted on these total ratings. No significant interaction or main effects were found across the major demographic dimensions (all p's > .05).

Finally a goal measure of attitude toward the Rome Center program was created by multiplying the rankings of importance given to each of the 13 goals by the ratings of achievement given to each of these goals. These products were then summed across the 13 goals to give a single attitude score.

The scores for the "sumproduct" ranged from a low of 196 to a high of 592, with a higher score indicative of a more favorable attitude toward the Rome Center. The overall average sumproduct was 507 with Spring-only students ($\bar{X}$ = 515) having only slightly higher scores than either full year students ($\bar{X}$ = 510) or Fall-only students ($\bar{X}$ = 502).

Analyses revealed no significant differences between groups based on semester at the Rome Center (F (2,192) = 0.46, p > .05), school contingent size (F (3,191) = 1.88,

$p > .05$), or residence prior to attending the Rome Center (F (2,192) = 2.63, $p > .05$). No differences were found between groups based on whether or not they had attended a pre-Rome orientation program (F (1,192) = 0.90, $p > .05$).

The sumproduct attitude score was used as a dependent measure for a series of multiple regressions entering the six process factors, the six outcome factors, and/or the four attitude factors. While the six process factors, alone, accounted for only 15% of the variance (R^2), and the four attitude factors, alone, accounted for 15% of the variance, the six outcome factors, alone, accounted for 27% of the variance.

When both the six process factors and the six outcome factors were entered into the regression analysis only six factors could account for 34% of the explained variance. These factors and their incrementally explained percentage of variance were: (1) outcome 2, the foreign experience - 15%; (2) outcome 5, understanding of self - 22%; (3) process 2, contact between school and the Italian community - 27%; (4) outcome 3, art appreciation - 30%; (5) process 5, loneliness - 32%; and (6) outcome 4, understanding the Italian language and general communicator - 34%. This result might lead one to conclude that the computed sumproduct is too global a measure to pinpoint variation in group differences resulting from the Rome Center experience.

Pre-questionnaire/Post-questionnaire, Changes and Effects

Attitude factor scores and goal rankings. Of the total number of students responding to the two questionnaires, 80 completed both the pre-questionnaire and the post-questionnaire. Approximately one-fourth (n = 19) were from Loyola University. Of the remaining 61 students 10 were from schools with a large contingent, 13 were from schools with a medium contingent, and 38 were from schools with a small contingent.

Attitude statements. Analyses (ANOVA) were conducted to ascertain whether students varied in post-attitude factor ratings by semester at the Rome Center, residence prior to attending the Rome Center, and/or school contingent size while controlling for pre-Rome attitude ratings on the four factors. In analyzing the four attitude factors, cooperation, identification, trust, and self-understanding, no significant interaction or main effects were found between any of the groups (all p's > .05).

On the average, students tended to become slightly less "positive" in their responses to items in all four attitude categories, ranging from an average of 4.1 (down from 4.4) on items dealing with cooperation toward group goals to an average high of 5.2 (down from 5.5) on items dealing with self-understanding. This would tend to indicate

that the Rome Center may have a somewhat moderating effect on student attitudes, at least in regard to the four selected categories. Such "changes" could, however, be explained as a regression toward the mean.

Pre-Rome attitude factor scores were used to predict post-Rome attitude factor scores. Pre-ratings on the cooperation factor accounted for only 30% of the total variance (R^2) for the post-Rome ratings on cooperation (F (1,71) = 31.14, p > .0001). Pre-ratings on the identification factor accounted for only 23% of the total variance on post-raings of the identification factor (F (1,71) = 21.25, p > .0001). The relationship between pre-Rome trust scores and post-Rome trust scores was highest, with pre-ratings accounting for 45% of the total variance (F (1,70) = 21.25, p > .0001). Finally, the weakest relationship appeared to be between pre-ratings on the self-understanding factor and post-ratings on that factor with the former accounting for only 18% of the variance on the post-Rome self factor (F (1,71) = 16.12, p = .0001).

Goal rankings. While the mean scores of all twelve of the goals presented to the students to rank order in order of importance changed from pre to post only six changes were observed in positioning. Four of these changes were of only one position. These goals were : (1) goal 2, to understand the role of God in my life, changed from position 9 up to position 8; (2) goal 5, learning practical

information for a career, changed from position 3 down to position 4; (3) goal 6, having many good friends, changed from 7 up to 6; and (4) goal 9, acquiring an appreciation of art, changed from position 8 down to position 9. (As described earlier, goal rankings ranged from 1, most importan goal, to 12, least important goal.) The most noticable changes were in goals 4 and 8. On the average students changed their rankings of goal 4, "to get more enjoyment out of life," from 6th position up to 3rd position, while they changed their rankings of goal 8, "to be of service to others," from 4th position to 7th position. It would appear from this that Rome Center students tend to become somewhat more concerned about their own lives than about the lives of others, due, at least in part, to their increased independence and sense of self-efficacy. These pre-post rankings and mean rank scores are presented in Table 12.

These changes in position, however, do not necessarily reflect the degree of mean change within each goal score. For instance, while goal 4 changed three positions and +0.81 in mean rank score from pre to post, goal 8 which also changed three positions changed only -0.22 in mean score. Other goals which did not change position were found to chnage mean rank scores more so than goal 8. For example, goal 11, "meeting different types of people," was ranked 2nd in both pre and post questionnaires but changed -0.44 in mean score, and goal 7, "possession of wealth," ranked

Table 12

Ranking of Goals in Order of Importance -- Pre- vs. Post-Questionnaires*

GOALS	PRE		POST	
	RANK	$\bar{X}$ SCORE	RANK	$\bar{X}$ SCORE
1. Experiencing a sense of community	5	5.74	5	5.61
2. To understand the role of God	9	6.85	8	7.01
3. Getting high grades	11	8.14	11	8.43
4. To get more enjoyment out of life	6	5.96	3	5.15
5. Learning practical information	3	5.13	4	5.41
6. Having many good friends	7	6.26	6	5.68
7. Possession of wealth	12	9.98	12	9.50
8. To be of service to others	4	5.66	7	5.93
9. Acquire appreciation of art	8	6.84	9	7.21
10. To understand myself better	1	3.35	1	3.01
11. Meeting new types of people	2	4.29	2	4.73
12. Having new experiences	10	7.78	10	8.13

*Note: Table includes only those students who completed both Pre & Post-tests.

last in both rankings changed +0.48 in its mean rank score.

In order to ascertain the degree of correspondence between pre and post goal rankings two approaches were utilized. The first approach, Kendall Tau coefficient, inspected the rankings for degree of agreement by focusing on the number of inversions in order. This approach was rather descriptive in nature. The second approach, Chi Square, made use of a more exact test of relationship. The results of these analyses are presented in Table 13.

Goal rankings for both pre and post responses were first reduced to three categories: (1) high importance, ranks 1 through 4; (2) medium importance, ranks 5 through 8; and (3) low importance, ranks 9 through 12. For 10 of the twelve pre-post comparisons tau coefficients values of .26 to .53 were produced, with significance levels for all less than .005. These coefficients indicate that given any pair of objects randomly drawn from among all those ranked the likelihood of these two objects showing the same rank order in both rankings is from .26 (goal 5) to .53 (goal 2) more than the likelihood that they would produce a different order. Further, nine out of ten of these goal ranking comparisons produced χ^2s with significance levels of .005 or better. The one exception was goal 5 with $\chi^2(4) = 11.47$, $p < .05$.

The remaining two goals, goal 9 and goal 10, were the goals that were ranked one and two respectively by both pre

Table 13

Consistency of Changes in Goal Rankings -- Pre- vs. Post-Questionnaires

GOALS	τ	sign.	χ^2	p
1. Experiencing a sense of community	.433	.0000	27.76	.0001
2. To understand the role of God	.534	.0000	32.94	.0000
3. Getting high grades	.324	.0002	17.81	.0013
4. To get more enjoyment out of life	.288	.0013	14.86	.0050
5. Learning practical information	.257	.0040	11.47	.0218
6. Having many good friends	.340	.0003	15.27	.0042
7. Possession of wealth	.286	.0000	33.67	.0000
8. To be of service to others	.443	.0000	26.47	.0000
9. Acquire appreciation of art	.447	.0000	26.35	.0000
10. To understand myself better	.112	.0461	5.77	.2169
11. Meeting new types of people	.105	.1164	3.10	.5419
12. Having new experiences	.394	.0000	18.24	.0011

and post Rome students. The tau coefficient for goal 9 was .112, $p = .05$, with a $\chi^2(4) = 5.77$, $p = .22$. For goal 10 the tau coefficient was .105, $p = .12$, with a $\chi^2(4) = 3.10$, $p = .54$.

In effect what the above analyses indicate is that with the exception of goals 9 and 10 pre-goal rankings were quite similar to post-goal rankings, and when change in a goal's rank did occur it was generally insignificant.

Comparison Group

A questionnaire was sent to 95 students who were attending Loyola University and who had not attended the Rome Center. These students were matched on a number of characteristics with those Loyola students attending the Rome Center, including: gender, year in school, and academic major. Of the 95 questionnaires sent 64 were completed and returned for an overall return rate of 67%.

Chi square analyses computed between Loyola Rome Center and Loyola non-Rome Center students responding to the questionnaires indicated no significant differences between their backgrounds.

Although nearly all (97%) of the comparison group students had heard of Loyola's foreign study program, only about one out of five (18%) had attended any of the various slide presentations, talks, etc., held by the Rome Center office or had visited the Rome Center office at Loyola's

Lake Shore Campus to inquire about the program (21%). The 11 students who had attended presentations conducted by the Rome Center office reported coming away with generally positive feelings regarding the program and with the belief that attending the program would be culturally enriching as well as a very worthwhile experience. Most felt that it would be interesting to attend the Center with only one of these eleven students expressing concern over time allotted to completing course requirements. A typical response was presented by one junior pre-med student, "I came away with positive feelings. I think it would be a very inspirational, enjoyable, and educating experience."

Perceived benefits and disadvantages. Students were asked to describe the main benefits and disadvantages that they might personally experience by spending a semester at the Rome Center. Among the benefits most often suggested were: (1) the exposure to a new and different culture (66%); (2) travel opportunities (34%); (3) meeting with new and culturally different people (23%); (4) personal growth, a widening lookout on life (12.5%); (5) learning a new language (9%); and (6) greater independence (8%). (It appears that these "reasons for going to the Rome Center" do not vary to any great extent from the response given by the Rome Center students in the pre-questionnaire.)

By far the most frequently mentioned disadvantage was the perceived expense involved with attending the Rome

Center (42%), including expenses for traveling to the Center and throughout Europe. Other potential disadvantages that were expressed include: (1) loneliness, homesickness, missing family and friends (23%); (2) limited class offerings combined with a concern of falling behind in requirements for graduation (22%); (3) concern over the language barrier (17%); and (4) an apprehension that grades might suffer (9%). Eight of the students responding (13%) indicated that they perceived no potential disadvantages in their spending a semester or two at the Rome Center.

Possible reasons for going to the Rome Center. When asked to choose from a list of responses the one response which best represented their view on why they might spend a semester in Rome given the opportunity to do so, most students selected either "for the opportunity to travel through Europe" (44%) or "for the cultural opportunities" (44%). Regardless of whether or not students indicated that they had relatives who had attended the Rome Center in the past, had themselves attended a slide presentation sponsored by the Rome Center office, had visited the Rome Center office, or actually planned on attending the Rome Center in the future no student indicated that given the opportunity to study at the Rome Center would they do so primarily for the special courses available there.

When students were asked to select the one reason which best described in their opinion the reason why most

students go to the Rome Center the majority of students (66%) indicated "for the opportunity to travel." "For the cultural opportunities" was selected by only 15% of the respondents.

Chi square analyses conducted between reason why the responding student might attend the Rome Center and whether or not they had inquired into the program or had attended a slide presentation yielded no significant relationships (all p's > .05). In addition, no significant relationships were found between student response to either of these two questions on why they or others might go to Rome and the student's year in school, residence, gender, or academic major (all p's > .05).

Perceptions of admission requirements. Like other foreign study programs Loyola does have general requirements for acceptance into its Rome Center program. However, unlike most other foreign study programs Loyola does not require that the student be versed in the language of the host country (i.e., Italian), nor does it limit acceptance to only those with "high" grade point averages. When responding to questions regarding these requirements most comparison group students (82%) indicated that they thought students must be at least "somewhat" versed in the Italian language before leaving for the Rome Center. The remaining 18% indicated that they believed that students need not know any Italian prior to leaving for Rome. Two-fifths

of these comparison students felt that the minimum grade point average required to be eligible for acceptance was 3.00 or higher. The average indicated GPA was 2.65 on a four-point scale. Finally, when asked to compare the costs of studying at Loyola's Lake Shore campus with the perceived costs of studying for a sememster at the Rome Center one-half of the students responding felt that it was "much more expensive" to study in Rome with 15% of these indicating that it was probably a "great deal more expensive." One-third (35%) of the comparison students responding, however, indicated that they believed it would probably be "about the same" or "only somewhat more expensive" to study at Loyola's Rome Center than at the Lake Shore campus.

No significant relationships were found between student response to these questions and whether or not they had inquired into attending the Rome Center (all p's > .05).

Perceptions of a "typical" Rome Center student. In order to gain a better understanding of students' perceptions of Rome Center students the comparison students were asked to describe "the style of person that typically attends the Rome Center," i.e., describe a typical Rome Center student. Although most students focused on only two or three specific characteristics the following description of the "typical" Rome Center student emerges from their collective responses. Generally the average Rome Center student is perceived to come from an above average income

to wealthy family. He/she is seen as one who enjoys the experience of meeting new people and observing other cultures. The typical student is believed to be above average in intelligence, and either a sophomore or junior in college majoring in a nonscience field, typically liberal arts, history, art, music, or philosophy. Finally, the Rome Center student is seen as an individual who is adventurous, energetic, independent, sociable, eager to learn, and one who knows what he or she wants to get out of life. Overall the picture painted by these descriptions was a rather positive one.

Friends or relatives who have attended the Rome Center. Slightly more than half of the students responding (55%) indicated that they had either friends or relatives who had attended the Rome Center. When asked to describe ways which they felt that their friends or relatives had changed as a result of their experiences at the Rome Center most of these students (75%) responded with generally favorable comments. They saw their friends/relatives as having becoming more mature and "cultured" with an increased awareness of the world. Some saw their friends as being more open to others, more acceptable and understanding toward those "different" from themselves, and/or as having an improved outlook on life. Examples of such responses were: "they have become more accepting of individual differences among people"; "They say they'd go back in a minute"; and

"More worldly." Some, however, (16%) perceived their friends as more restless, unable or unwilling to "return to the life of a student," and/or a little snobbish. Finally, a few students (9%) felt that there was little or not change in their friends or relatives since returning to the United States from the Rome Center.

Plans for foreign study. The majority of students (87%) in the comparison group plan not to attend the Rome Center in the future. Similarly, most (87%) do not plan to attend any foreign study program, although one out of five have inquired into other foreign study programs besides Loyola's Rome Center.

When asked for the reasons for their decision to attend the Rome Center the eight students who indicated that they planned on going expressed varying reasons. Among the responses given three indicated specific academic interests, i.e., English, Italian, and architecture and history; two expressed the desire to live in and study other cultures; and one perceived attending the Rome Center as an opportunity for achieving personal growth.

Those students planning to attend the Rome Center were more likely to indicate that they had friends or relatives who had previously attended the program (62.5%) than were students who planned not to attend (54.7%). This relationship, however, was not significant ($\chi^2(1) = .17$, $p < .05$). Those students planning on attending also indicated more

often that they had attended presentations sponsored by the Rome Center office (25%) or had visited the Rome CCnter office (37.5%) than those students not planning on attending the Rome Center (19% and 21%). However, whether it was the increased exposure to the Rome Center office that resulted in their "decision to attend" or whether it was their "decision to attend" that resulted in their more frequent visits to the Rome Center office cannot at this point be determined.

Those students indicating that they planned to attend the Rome Center program had the following majors: social science (n = 2); languages (n = 2); natural science (n = 2); and fine arts (n = 2). These academic majors would appear to be somewhat similar to the majors of those attending the program. One-half of these students resided on campus, the remaining half lived with their parents.

Those students not planning on attending the Rome Center also varied somewhat in their reasons for their decision not to attend. Without question, however, the most common response involved the perceived expense associated with attending the program, with 54% (n = 30) of those responding indicating this as their prime reason for going. The second most common reason given (n = 18) involved the perceived lack of "major" courses offered at the Rome Center, courses seen as necessary for graduation. This reason was usually combined with the desire not to lose academic time

so that they could graduate as soon as possible. Other reasons given included: the desire not to travel so far from home; a commitment to other responsibilities, e.g., varsity sports, school activities, and employment, that would make travel to Rome impossible; and a perceived satisfaction with the programs offered at Loyola's Lake Shore campus.

Attitudes. As in the pre-Rome questionnaire and the post-Rome questionnaire, a series of 26 attitude statements were included in the comparison group questionnaire. Students were asked to indicate the degree to which they agreed or disagreed with each of the statements.

These 26 statements were again reduced to four factors (i.e., cooperation toward group goals, identification with groups, trust in people, and self-understanding) and submitted to reliability analyses. The following coefficients were produced: (1) cooperation, .328; (2) identification, .720; (3) trust, .843; and (4) self, .646. While the coefficient alpha for the cooperation factor was at an acceptable .328 and approximately equal to the "improved" alphas of the pre- and post-rating scores for this factor, it was found that times 1 and 12 were again inhibiting its coefficient alpha. When these two items were deleted the reliability for the cooperation factor rose to .581.

On the average, student responses to items composing these four categories were only moderately positive, that is, students only somewhat agreed with items concerning

self-understanding ($\bar{X}$ = 5.12), identification with groups ($\bar{X}$ = 4.58), trust in others ($\bar{X}$ = 4.42), and cooperation with others toward group goals ($\bar{X}$ = 4.26). Mean student responses to the 26 attitudes statement are presented in Appendix C.

Analyses (MANOVA) revealed no significant interaction or main effects for year in school, residence, academic major, or gender (all p's > .01). In addition, there did not appear to be any noticable trends among these groups in regard to their responses to the attitude statements.

Ranking and rating of achievement of personal goals. The comparison group of students were presented with the list of goals which they would be likely to have as college students. The students were asked to rank the goals from 1 to 12 in order of importance to them.

Like their Rome Center (Loyola) counterparts the students of the comparison group indicated "to understand myself better" as the most important goal to them. They also ranked the added "Jesuit goal of education" as their most important goal had it been included in the list of the original twelve. The second most important goal was "learning practical information and skills that prepare me for a career" (ranked seventh by the Loyola Rome Center students on their post-questionnaire), followed by "to be of service to others" (ranked fifth by Loyola Rome Center students). A listing of the rankings of these goals by the comparison

group is presented in Table 14.

These students felt that "possession of wealth" was their least important goal behind "having new experiences" ranked eleventh, "to understand the role of God and religion in my life" ranked tenth, and "having many good friends" and "getting high grades" ranked ninth and eighth respectively.

Goal rankings were again reduced to three categories: (1) high importance (ranks 1 to 4); (2) medium importance (ranks 5 to 8); and (3) low importance (ranks 9 to 12). Chi square analyses were then conducted for ranking by residence, gender, year in school, and academic major for each goal. No significant relationships were found (all p's > .01).

There were, however, several noticable variations in average ratings among the various groups. For example, males tended to rate the goals "to get more enjoyment out of life" and "possession of wealth" on the average somewhat higher in importance than did females, while females rated "meeting different types of people" higher in importance than did males. This could suggest that males and females could be attracted to the Rome Center by focusing on different issues.

Students were next asked to rate the degree to which they perceived that Loyola University helped or inhibited their achievement of each goal, regardless of the goal's importance to them. These students indicated that Loyola

Table 14

Ranking of Goals in Order of Importance - Comparison Group

GOALS	RANK
1. Experiencing a sense of community	6
2. To understand the role of God	10
3. Getting high grades	8
4. To get more enjoyment out of life	4
5. Learning practical information	2
6. Having many good friends	9
7. Possession of wealth	12
8. To be of service to others	3
9. Acquire appreciation of art	7
10. To understand myself better	1
11. Meeting new types of people	5
12. Having new experiences	11
(13.) The Jesuit goal of education	(1)

"helped" them to achieve all but one of the goals, with the mean ratings falling between 4.50 and 5.60. The goals which the students felt that Loyola most helped them to achieve were: (1) meeting people, 5.53; (2) understanding one's self, 5.50; and (3) the Jesuit goal of education, 5.47. The only goal which these students felt that Loyola "inhibited" their achievement of was "possession of wealth," 3.87. The mean ratings of achievement for the 13 goals are presented in Table 15.

Finally, a global measure of the comparison student's attitude toward Loyola University was computed by multiplying the rank given to each goal by the rating of achievement for each and then summing across all 13 goals. The scores for this sumproduct ranged from a low of 201 to a high of 588 with a mean of 464. Higher scores were indicative of a more favorable attitude toward Loyola University.

Analyses revealed only one significant difference between groups using the various demographic factors as independent variables. There was an effect of residence ($F(2,58) = 4.51$, $p < .05$). By employing a Tukey-HSD procedure, it was found that the students living in private apartments ($\bar{X} = 380$) had significantly lower attitude scores toward Loyola University in regards to the University helping them to achieve their goals than did students residing with their parents ($\bar{X} = 463$) or students living on campus ($\bar{X} = 477$). The latter two groups were not significantly

Table 15

Mean Ratings of Achievement of Goals - Comparison Group

GOALS	MEAN RATING
1. Experiencing a sense of community	4.89
2. To understand the role of God	5.16
3. Getting high grades	4.63
4. To get more enjoyment out of life	4.84
5. Learning practical information	5.36
6. Having many good friends	4.98
7. Possession of wealth	3.86
8. To be of service to others	4.92
9. Acquire appreciation of art	5.25
10. To understand myself better	5.50
11. Meeting new types of people	5.52
12. Having new experiences	4.78
(13.) The Jesuit goal of education	(5.45)

different from each other.

Change in major and/or career. Of the students responding to the comparison questionnaire, one-fourth indicated that they had changed their majors during the past academic year. Of those who reported changing their majors one-third (n = 5) were majoring in social science and one-third (n = 5) were majoring in the languages. The remaining students were majoring in natural sciences (2), mathematics (1), fine arts (1), and undetermined (1). From this there would appear to be no major differences between Loyola Rome Center and non-Rome Center students in relative numbers and areas of academic change.

Nearly two-fifths (38%) of the comparison students reported that they had changed their career plans during that same period of time. Approximately half of those who indicated a change in major also indicate a change of career plans. The numbers of students indicating a change of career plans once again appears to parallel that of Loyola students who attended the Rome Center (31%). Unfortunately, however, comparison group students were not asked why they had changed their career plans. As a result, it is difficult to determine if students in the two groups changed their plans for generally similar or different reasons. One would, however, speculate the latter given the reasons put forth by the Loyola Rome Center students.

Countries visited. Nearly one-half (45%) of the

comparison students reported that they had at one time or another visited a foreign country. Of those who indicated so 40% responded that they had been to Italy at least once.

Again, as with students attending the Rome Center program, the two most frequently mentioned countries visited by comparison students were Canada and Mexico. Three-fourths (76%) of those who had visited foreign countries reported visiting at least one other country besides the three mentioned, with most visiting countries in Europe. Of those who indicated that they had visited foreign countries 13 reported visiting one country, four visited two countries, three visited three countries, three visited four countries, and six indicated that they visited five or more countries.

Loyola Rome Center Students versus Comparison Students

Analyses revealed that Loyola Rome Center students responding to pre- and/or post-Rome questionnaires and non-Rome Center students responding to the comparison questionnaire did not differ significantly across major demographic areas. The results from these analyses are presented in Table 16.

Countries visited. Analyses were conducted on the number of countries visited by comparison students and by Loyola Rome Center students before they left for Rome. The mean number of countries visited by comparison students was

Table 16

Demographics -- Pre-Rome Loyola and Post-Rome Loyola vs. Comparison

GENDER	
Pre-Rome Loyola/Comparison	$\chi^2(1) = 2.32$, $p > .01$
Post-Rome Loyola/Comparison	$\chi^2(1) = 2.73$, $p > .01$
RESIDENCE	
Pre-Rome Loyola/Comparison	$\chi^2(2) = 6.02$, $p > .01$
Post-Rome Loyola/Comparison	$\chi^2(2) = 3.56$, $p > .01$
YEAR IN SCHOOL	
Pre-Rome Loyola/Comparison	$\chi^2(3) = 0.42$, $p > .01$
Post-Rome Loyola/Comparison	$\chi^2(3) = 2.10$, $p > .01$
MAJOR	
Pre-Rome Loyola/Comparison	$\chi^2(10) = 22.20$, $p > .01$
Post-Rome Loyola/Comparison	$\chi^2(10) = 13.08$, $p > .01$

1.41 while the mean number of countries visited by Loyola Rome Center students was 2.14. The difference, however, was not statistically significant (F (1,90) = 1.60, $p > .05$).

Approximately equal percentages of Loyola Rome Center students responding to the pre-questionnaire (14%) and comparison students (16%) indicated that they had visited Italy at least once.

Reason for "going" to the Rome Center. Loyola Rome Center students were asked to select from a list of five reasons the one which best indicated why they planned to attend the Rome Center. Comparison students were asked to select from an identical list the one response which might best describe why they would attend the Rome Center given the opportunity to do so. While Loyola Rome Center students, as mentioned earlier, were evenly divided among three choices, "for interpersonal growth" (32%), "an opportunity to travel" (32%), and "for cultural opportunities" (36%), Loyola non-Rome Center students, for the greater part chose only the latter two responses (44% each). Only a few comparison group students indicated "interpersonal growth" (8%) or "to get away" (5%). Chi square analyses found no significant difference between the two groups in their selection ($\chi^2(3) = 7.97$, $p > .01$).

Both groups were asked to select from the same list of five reasons the one option which they felt best described the reason why most Rome Center students probably go to Rome.

The greater percentage of both comparison students (66%) and Loyola Rome Center students (58%) indicated that most students probably go "to travel through Europe." The next most frequent response was "for the cultural opportunities," with 15% of the comparison students and 23% of the Loyola Rome Center students selecting this response. Finally, while the remaining Rome Center students (19%) indicated "for interpersonal growth" as the most likely reason, comparison students were equally divided among that and the remaining two choices. Again, however, no significant difference was found between the groups ($\chi^2(14) = 11.07$, $p > .01$).

Attitude statements. Pre-Rome and post-Rome Loyola students and comparison students were all asked to respond to a series of 26 attitude statements. These statements were reduced to four factors as described above.

Marginally significant differences were found between pre-Rome Loyola students and comparison students on two of the four factor scores: (1) identification with groups, (F (1,89) = 4.32, $p < .05$); and (2) trust in people (F (1,87) = 6.23, $p < .05$). Loyola Rome Center students ($\bar{X} = 4.96$) tended to agree slightly more with statements concerning the importance of identifying with groups than did comparison students ($\bar{X} = 4.58$). Loyola Rome Center students ($\bar{X} = 4.90$) were also somewhat more trustful of others than were comparison students ($\bar{X} - 4.42$). There were no differences

found for the remainign two attitude factors: (1) cooperation toward group goals (F (1,88) = 0.72, p >.05); and (2) self-understanding (F (1,88) = 3.62, p > .05). While Loyola Rome Center students were slightly more positive in their responses to these statements than the comparison students, neither group was extreme in their responses.

Interestingly, when the responses of post-Rome students were compared with those of comparison students no significant differences were found for any of the four attitude factors (all p's > .05). While Loyola Rome Center students were generally more agreeable with statements dealing with personal maturity and trust in others, they were less agreeable than comparison students concerning identification with groups and cooperation to reach group goals. Further, Loyola Rome Center students tended to become even more "moderate" from pre to post bringing their responses closer in line with those of the comparison students.

Goal rankings and ratings. Pre-Rome Center Loyola students were compared with the non-Rome students in their ranking of importance of 12 goals. A number of differences in rankings occurred between the two groups. For example, Loyola Rome Center students ranked "meeting new types of people" as their second most important goal, with a mean score of 4.89. Comparison students, on the other hand, ranked it lower, as their fifth most important goal, with a mean score of 5.89. Further, while comparison students

ranked the goal "to be of service to others" as their third most important goal, with a mean score of 5.05, Loyola Rome Center students ranked it fifth, with a mean score of 5.68. These rankings are presented in Table 17.

The rankings given to each of these goals were reduced to four categories: (1) very low importance; (2) low importance; (3) high importance; and (4) very high importance. Chi square analyses were then conducted on each of the goals between the two groups.

Only one marginally significant relationship was found. Comparison students were found to place higher importance on the goal "learning practical information and skills that prepare me for a career" than were Loyola Pre-Rome Center students ($\chi^2(3) = 10.34$, $p < .05$).

When the goal rankings of the post-Rome Center Loyola students were compared with the rankings of comparison students three significant relationships were found. Comparison students indicated that the goal of "learning practical information..." was more important to them than it was to the Rome Center students ($\chi^2(3) = 18.80$, $p < .01$). Loyola Rome Center students, on the other hand, ranked the goals "having many good friends" ($\chi^2(3) = 8.65$, $p < .05$) and "meeting new and different types of people" ($\chi^2(3) = 8.84$, $p < .05$) higher in importance than did the non-Rome students. These rankings are presented in Table 18.

From the above it appears that (Loyola) Rome Center

Table 17

Ranking of Goals - Pre-Rome Loyola vs. Comparison

GOALS	PRE-ROME LOYOLA RANK	PRE-ROME LOYOLA $\bar{X}$ SCORE	COMPARISON RANK	COMPARISON $\bar{X}$ SCORE
1. Experiencing a sense of community	4	5.39	6	6.41
2. To understand the role of God	9	6.64	10	7.58
3. Getting high grades	10	7.54	8	7.38
4. To get more enjoyment out of life	6	6.18	4	5.77
5. Learning practical information	3	5.14	2	4.13
6. Having many good friends	7	6.36	9	7.45
7. Possession of wealth	12	9.71	12	9.28
8. To be of service to others	5	5.64	3	5.05
9. Acquire appreciation of art	8	6.39	7	7.34
10. To understand myself better	1	4.25	1	3.52
11. Meeting new types of people	2	4.89	5	5.98
12. Having new experiences	11	8.11	11	8.09

Table 18

Ranking of Goals - Post-Rome Loyola vs. Comparison

GOALS	POST-ROME LOYOLA RANK	POST-ROME LOYOLA $\bar{X}$ SCORE	COMPARISON RANK	COMPARISON $\bar{X}$ SCORE
1. Experiencing a sense of community	4	5.39	6	6.41
2. To understand the role of God	8	6.97	10	7.58
3. Getting high grades	11	8.54	8	7.38
4. To get more enjoyment out of life	3	5.33	4	5.77
5. Learning practical information	7	6.35	2	4.13
6. Having many good friends	6	6.21	9	7.45
7. Possession of wealth	12	10.02	12	9.28
8. To be of service to others	5	6.11	3	5.05
9. Acquire appreciation of art	9	7.18	7	7.34
10. To understand myself better	1	3.23	1	3.52
11. Meeting new types of people	2	4.49	5	5.98
12. Having new experiences	10	7.70	11	8.09
(13.) The Jesuit goal of education	(1)	2.25	(1)	1.91

students differ from those who choose not to study abroad in what they consider to be important goals while in college. Some of these differences are apparent before they attend the foreign study program, perhaps accounting for student's choice regarding study abroad. For example, the (pre) Rome Center students are more concerned with meeting new people and having many friends than are the comparison students. Other differences seem to result from the Rome Center's impact on its students. For example, the Rome Center seems to reduce the importance of learning practical information, getting high grades, and an appreciation of art (an oversaturation, perhaps?), but raises the importance of enjoying life, having many friends, and understanding the role of God in their lives.

Both post-Rome students and comparison students were asked to rate the degree to which their "schools" helped or inhibited their attainment of each goal. These ratings are presented in Table 19.

These ratings were summed for each student in order to compute a total rating of performance regardless of importance of the goals. Post-Rome Loyola students gave higher ratings to the Rome Center on eight of the goals while comparison students gave higher ratings to Loyola University on five of the goals; two of these latter rating differences (goals 2 and 8), however, were very minimal.

Two of the goals which Loyola Rome Center students

Table 19

Rating of Goal Achievement - Post-Rome Loyola vs. Comparison

GOALS	POST-ROME LOYOLA $\bar{X}$ RATINGS	COMPARISON $\bar{X}$ RATINGS
1. Experiencing a sense of community	5.68	4.89
2. To understand the role of God	5.12	5.16
3. Getting high grades	4.26	4.63
4. To get more enjoyment out of life	5.98	4.84
5. Learning practical information	4.63	5.36
6. Having many good friends	5.56	4.98
7. Possession of wealth	3.32	3.86
8. To be of service to others	4.84	4.92
9. Acquire appreciation of art	6.07	5.25
10. To understand myself better	5.98	5.50
11. Meeting new types of people	6.33	5.52
12. Having new experiences	6.53	4.78
(13.) The Jesuit goal of education	5.98	5.45

gave higher ratings of achievement than comparison students were goal 5, to get more enjoyment out of life, and goal 12, having new experiences. On the other hand, two goals which comparison students gave higher ratings were goal 5, learning practical information, and goal 7, possession of wealth. Apparently, there is a difference of focus between the two campuses, at least in the minds of the students.

A significant difference was found in the overall rating given by these two groups of students (F (1,117) = 13.75, $p < .01$) such that Loyola Rome Center students gave higher ratings to the Rome Center's performance than comparison students gave to Loyola University's performance.

Finally, as described above global attitude measures were again created by multiplying the ranking given to each goal by the rating given to it and then summing across all 13 goals. The underlying basis of this attitude measure is that students perceive some goals to be more important than other goals, and that something (e.g., Loyola University or the Rome Center) which facilitates the achievement of one's more desired goals is something that will be perceived as "good." In the present case, high ratings were indicative of the institution's or program's "goodness" as a facilitator for the achievement of one's goals. A significant difference was found in the attitude ratings of the two groups to their respective schools such that Loyola Rome Center students gave higher ratings to the Rome

Center than the comparison students gave to Loyola University (F (1,115) = 6.66, $p < .05$). While making such cross-comparisons is somewhat questionable (i.e., a comparison between the impact of one institution on one group of students with the impact of another institution or program on a different group of students), it is possible to entertain the notion that Rome Center students are generally more satisfied with the Rome Center program than non-Rome Center students are satisfied with the program at Loyola University.

DISCUSSION

The present study attempted to determine some of the immediate effects resulting from the experiences associated with attending a foreign study program, specifically Loyola University of Chicago's Rome Center for Liberal Arts. From the responses of students attending that program it was determined that most, if not all, students perceived themselves as having changed significantly. However, the results of numerous comparisons did not appear to completely substantiate these self-perceptions.

The investigation began with a series of face-to-face and telephone interviews with former administrators, faculty members, and students of this program. The results of these interviews combined with an extensive literature review led to the selection of a specific research design and the development of a series of survey instruments.

Students planning on attending Loyola's Rome Center during the 1981-1982 academic year were sent a five-page questionnaire prior to their departure for Rome and a more detailed ten-page questionnaire upon their return to the United States. In addition, a group of students attending Loyola's Lake Shore Campus but who had not attended the foreign study program were also sent a survey questionnaire.

These students were matched on a number of demographic characteristics with those from Loyola who were studying in Rome.

Student responses to all three questionnaires were examined and comparisons were made within and between groups. Students who attended the Rome Center were not uniform in their background. They varied in their academic major, although most were majoring in either social science, business/finance, or the languages. For non-Loyola students two other major areas were also frequently mentioned, fine arts and communication arts. Students varied in their place of residence prior to leaving for the Rome Center. While most tended to live on campus, a significant number lived at home with their parents. There were differences for year in school although the majority were either sophomores or juniors. Finally, there was a most noticable difference in the male/female ratio of students attending the Rome Center with nearly three times as many females attending as males.

Most students reported visiting a number of foreign countries prior to leaving for Rome; yet, there was a significant number who had not visited any other countries.

There was a home school effect with differences in the numbers of students coming from any one school. There was the large Loyola contingent, a number of large- and medium-sized contingents, and a number of small contingents

in which many students were the sole representatives of their college or university.

There were differences in the numbers of students attending the Rome Center for the Fall-only semester, the Spring-only semester, or for the full academic year.

The reasons these students gave for attending the Rome Center also varied considerably. As a result, and somewhat contrary to the impressions of those not studying in Rome, there probably is not any one typical Rome Center student.

As expected, pre-Rome Center students were found to be rather positive in their views of fine art and architecture, foreigners, and the United States. On the other hand, while they were not extreme in their attitude ratings on all issues, they did agree more with statements regarding the need for identification with groups and general feelings of trust toward others, than they did with statements concerning the need for cooperation with others toward group goals and with statements concerning their own self-development, e.g., degree of maturity, independence, etc.

Rome Center students, like all other college students, were found to have a number of goals which were important to them and a number which were not so important. Such goals as "meeting new people" and "getting more enjoyment out of life" were generally given higher ratings of importance than other goals such as "possession of wealth" and "getting high grades." Apparently, pre-Rome Center

students are more concerned with experiencing the new and different rather than concentrating on the practical.

It later became apparent with the post-Rome questionnaire that some students had attended special orientation programs prior to attending the Rome Center, while other students had not. Students also varied in their degree of personal preparation for what they expected to experience in Rome. It is conceivable and to some degree observable that the variation in these two sources of preparation did have an influence on student experiences and outcomes, though not always in the expected direction. For instance, students who did not take part in pre-Rome orientation programs were more likely than those who did to consider themselves well-prepared for what they experienced, leaving one to at least question the general formats of these orientation programs. On the other hand, it should be noted that students from large contingents were more likely to attend these programs. Thus, rather than the problem being with the orientation program, it is quite possible that students coming "en masse," and again those most likely to have attended orientation programs, come with a false sense of security believing that they can rely on others and do not overly concern themselves with intense preparation. Students of medium and small contingent size, those least likely to have participated in orientation programs, might have expected that they would have to rely on

their own preparedness and, thus, decided to take more time to prepare themselves. Then, having no major reference group to compare their degree of preparedness to, they perceived their degree of preparation to be average. This would account for the lack of a significant difference between large and medium/small groups in response to this issue of personal preparation.

The Rome Center experience. For probably all these students attending the Rome Center was a rather unique experience, totally unlike anything they may have encountered in the United States. This experience was most likely the result of an interaction between student characteristics (e.g., gender), program design (e.g., on-site classes), and student initiative (e.g., specific travel incidents).

As mentioned above, students varied along many dimensions prior to attending the Rome Center, for example, gender. Males in our society are perhaps more likely than females to be considered independent and adventuresome; yet, one finds that there are nearly three times as many females attending the program as males. This should indicate that a rather select group of each gender is attending the Rome Center. Students also varied in their residence prior to attending the Rome Center. Most of these students, for one reason or another, did not live at home the semester before leaving for Rome. Instead, they lived on campus and in private apartments. Again, one would expect these

students to possibly be more independent.

Some students had more foreign exposure than others; for example, many students indicated that they had already been to Europe at least once. A number of these students specifically visited Italy. Other students, though never having traveled abroad, were of Italian heritage. Thus, while they did not possess the experience of traveling, they had the "advantage" of being able to identify with the Italian people.

Finally, students chose to attend the program for different lengths of time. Reasons effecting this choice may have included such things as cost factors, other commitments, e.g., sports, concerns about graduating on time, and/or individual expectations about the amount of time necessary to achieve personal goals associated with their decision to study abroad.

It was hypothesized that all the above factors should have some influence on student experiences and outcomes. To some degree this was found to be true. Males, for instance, reported traveling more than females. Students who lived in private apartments and on campus prior to going to Rome also indicated that while attending the Rome Center they visited other countries more often than those who had lived with their parents. These groups, i.e., males and students not living at home, also reported experiencing the benefits of the program to a greater degree than females

and students living with their parents.

Students varied according to the semester(s) spent at the Rome Center in their perceptions of the extent to which they experienced several general process factors associated with the program, e.g., the amount of contact with the Italian community. These students also differed in their perceptions of their own changes and the degree to which they received a number of outcomes related to the Rome Center experience, e.g., personal growth. There were additional differences found in the extent to which students established and maintained friendships with native Italians, in the number of visits to other countries while at the Rome Center, in their perceptions of the optimal amount of time necessary to take full advantage of several opportunities offered by the Rome Center, and in their overall attitude toward the program as measured by the combined rankings and ratings of achievement of a number of life goals.

While some of these differences were between each of the three "semester" groups, e.g., 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. This seems to point to several issues. First, students choose to spend different amounts of time abroad. Second, full year students tended to perceive an advantage in attending for a greater length of time than single semester students and they appeared to use this increased time to their benefit. Finally, when these three groups are rank ordered according to the degree to which they perceived themselves as having received the most benefit from the program, full year students generally lead, followed closely by Spring-only students, with Fall-only students coming in last.

The above differences may have resulted from the specific characteristics associated with students who attend one semester versus another, or both. Yet, analyses tended to reveal that, prior to going to Rome, students did not significantly differ from each other according to planned semester(s) abroad. What more than likely is taking place, however, is a first semester where the majority of students (Fall and full year students only) are slow to explore themselves and their environment followed by a second semester where half of the student body (Spring-only students) has the opportunity to follow the lead of a more experienced group of students (full year students). Thus, rather than taking a relatively long time to overcome initial hesitancies, Spring-only students may quickly absorb the confidence and experience of their compatriots

and are, thus, able to better realize the benefits of the program.

Another area where variation among student responses was expected to be found was according to the size of the school's representation. Student groups were divided into four categories: (1) very large, all Loyola University students; (2) large, composed of students from Santa Clara and Loyola Marymount; (3) medium, composed of students from six colleges or universities having 6 to 11 representatives; and (4) small, composed of all remaining students having 3 or less representatives each. While on the face of it a problem of internal variation might appear to exist such that some groups could be expected to show less internal variation than other groups, e.g., group 1 versus group 3, the students within each group do maintain a common bond of representation. They are alike to the extent that they attended the Rome Center with others who attended in large or small groups. With this in mind it was discovered that differences existed between these four groups in many situations. Unfortunately, these differences were not found to be consistent across items; that is, no clear pattern was found as that existing between those attending for different semester periods at the Rome Center.

Finally, a number of other changes took place over the course of the experience. It was hypothesized that students attending the Rome Center would develop extremely

close relationships with others in the program. This was found to be so. These students shared experiences unknown to most U.S. college students, at times even depending upon one another for their very lives. Discussions with former Rome Center students seem to indicate that these close friendships remain strong long after the student returns home.

Personal growth was another area where these students perceived themselves as changing over the duration of their experience. This growth, in the form of increased independence, self-reliance, and self-assertion, seems to be closely tied to student experiences while traveling abroad. However, as mentioned earlier, it is also related to the semester(s) at the Rome Center, pointing, perhaps, to a need for a reexamination of the program focus.

Interestingly, these "ex-Rome Center" students seemed to have become less concerned about cooperating with others to achieve group goals or of being of service to others while becoming more concerned with having many good friends and getting more enjoyment out of life. This need for enjoyment, however, does not necessarily include having new experiences. Further, these students are less concerned with getting good grades and learning practical information and skills needed for a career, indicating a potential for the development of various academic and/or social problems when foreign study students return to the United States.

What appears to be lacking at this point is a necessary post-Rome Center orientation program designed to help the returning student re-enter college and community life in the U.S.

It should be noted, however, that these "new" attitudes and behaviors may be short-lived, for this investigation has focused only upon the immediate impact of the Rome Center experience. It may be the case that after a few weeks or months re-exposure to life in the U.S. that the concerns of these former Rome Center students take an entirely new direction, one that is more pragmatic, for example.

Rome Center students and comparison students. The backgrounds of the two groups were held constant by matching the comparison group with those Loyola students who were attending the Rome Center. One might argue, however, with some degree of confidence, that regardless of matching these two groups differed from the start by virtue of their decision to study or not to study abroad, and as such no comparisons ought to be made. Nevertheless, as this was at the time the only "relevant" comparison group available, the comparisons were made.

On some issues the two groups were quite similar in their responses as in the goals most important to them and in their attitude ratings on various issues. On the other hand, there were differences. Rome Center students seemed

to have had more exposure to foreign cultures prior to leaving for Rome than non-Rome students. The comparison students, in contrast, appear to be more concerned with completing their college education within a specified length of time and, in doing so, learning specific skills to prepare them for a life career.

Comparison students indicated that it would be difficult for them to attend the Rome Center due to various responsibilities, interests, and/or commitments. One further issue was the perceived expense associated with the foreign study program which was probably viewed as the greatest barrier to their attending the program. Open discussions with past Rome Center students revealed that these issues, especially the expense involved, were initially of much concern to them but through various means these obstacles were overcome.

Perhaps one problem that exists for not only the comparison students but also for the Rome Center program itself is the misperceptions which non-Rome Center students appear to hold regarding program requirements and of the students who choose to live and study there. It was found that comparison students held a number of erroneous beliefs toward the language requirement, the minimum grade point average necessary for acceptance, and the type of courses offered at the Center. Unfortunately, these misperceptions may alone be responsible for the decision of many such

students to not seek further information from the Rome Center office as demonstrated, perhaps, by the percentage of comparison students who neither attend presentations sponsored by the office nor visit the office to inquire about the program.

Significance of the Rome Center program. Few would argue that attending the Rome Center does not make a difference in the lives of the students who live and study there. One need only ask a former Rome Center student about their experiences to receive a wealth of pertinent information on the program. Even those who choose not to attend the program but do have friends and/or relatives who have attended the program attest to the changes, mostly positive, but some negative, that they see in post-Rome Center students.

The most obvious effects are the excitement which these students bring back with them and the desire they hold to return to Rome (and Europe in general).

Students perceive themselves as achieving personal growth, including independence, assertiveness, and tolerance for others. They believe that by attending the program they have become more aware of options for life style and occupation than they would have had they remained in the U.S. They also feel that the friends they made while in Rome, those who closely shared in their experiences, will probably remain intimately close to them throughout their lives. Finally, students feel that they became rather world minded,

more understanding of global events, and of international/ intercultural issues because of the Rome Center program.

Understanding changes resulting from Rome Center experiences. Two issues not discussed thus far are: (1) a theoretical explanation for the Rome Center experience and its effect; and (2) the long-term impact of the Rome Center experience.

In regard to the first, one approach comes from Csikszentmihalyi (1981) focusing on the degree of correpondence or fit between one's opportunities and one's capabilities. Csikszentmihalyi argues that in the past too much emphasis had been placed on predicting others' behaviors to the neglect of understanding experience. This has been done, he believes, because of the usefulness of behavior as a means of measuring people's internal states. However, Csikszentmihalyi contends that if the most important aspect of human life is the quality of experience then more emphasis must be placed on understanding subjective experiences.

For Csikszentmihalyi, experience, in general, is the focusing of attention on the interplay of data in consciousness which results from an ordered input process, i.e., free from conflict or interruption which requires energy. Information serves as the primary source of energy but can become a problem when it is too complex or too simple, regardless of the cause of this variation. The optimal experience, then, is defined in terms of two related

dimensions--what there is to do and what one is capable of doing. As he 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. (p. 16-17)

This interplay may be seen in Figure 1, taken from Csikszenmihalyi (p. 17).

The term "Flow," borrowed by Csikszentmihalyi from the self-reports of numerous individuals reporting their experiences, is used in referring to the optimal experience which as mentioned evolves when a near perfect relationship exists between one's skills and the challenges experienced. The result of possessing greater levels of action capabilities than action opportunities ranges from boredom to anxiety depending on the level of the skill. On the other hand, when the challenges one faces are greater than one's capabilities to deal with them, the result ranges from worry to, again, anxiety.

The general concepts described here are not 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, i.e., degree of self-efficacy, and resultant outcomes, and Maslow's (1954, 1962)

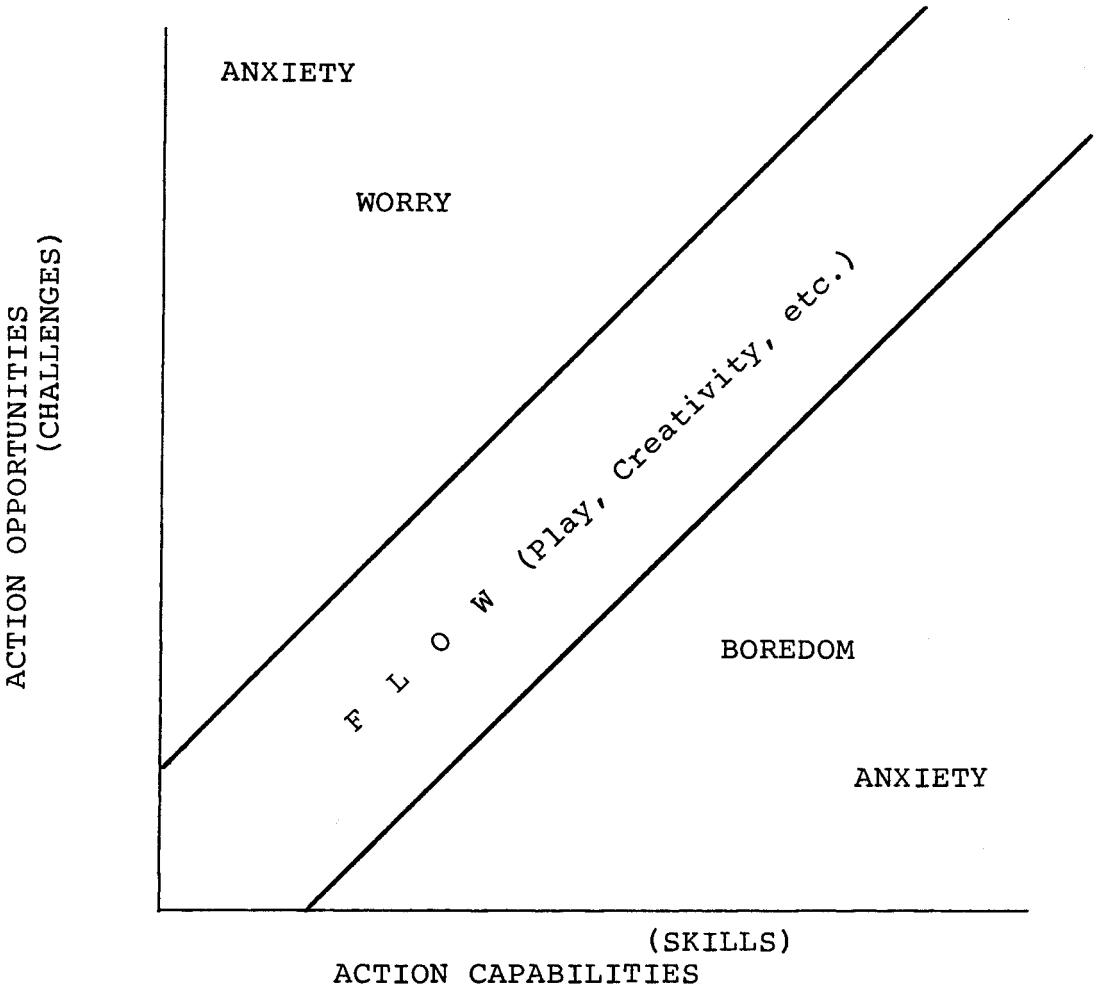

Figure 1. The relationship between action capabilities and action opportunities. (Csikszentmihalyi, 1981, p. 17)

conception of peak experiences in the process of attaining self-actualization. The ideas of Csikszentmihalyi, however, play an important part in understanding the outcomes often reported by students attending foreign study programs and in their appreciation for a program such as the Rome Center which includes "experience" as one of its goals.

Csikszentmihalyi contends that while the majority of our everyday experiences are not optimal, most people have learned to accept or deal with those experiences that are worrisome or boring. Yet people often specifically seek out new experiences in their quest for an optimal experience. While many of these experiences are more attractive than enjoyable, e.g., television, some serve to heighten self-understanding.

In a series of interviews mentioned earlier, many former Rome Center students described as their reason(s) for attending the Rome Center program as including the following: fulfilling a need to get away; the desire to do something out of the ordinary; the desire to experience another culture; and the desire for greater awareness and personal growth. While these reasons do not necessarily say anything about the quality of their experiences prior to going to the Rome Center, they do seem to point to a need of these students to expose themselves to new levels of challenge/action opportunity. It would seem that the Rome Center appears to serve as a facilitator for resolving/

fulfilling this need.

With this facilitator role of the Rome Center and the concept of "Flow" in mind, it might be proposed that the degree to which Rome Center students are exposed to various opportunities which meet or challenge their capabilities the more likely they will be to report experiencing positive outcomes as a result of their stay abroad.

Regarding the second unresolved issue, that of the long-term impact of the Rome Center experience, one can only at this point guess as to the likelihood of any effects, as well as, to their strength and duration. The present investigation has focused only upon the immediate impact; thus, it is impossible to determine whether the changes (and lack of change in some areas) are of a short duration or tend to persist or even increase in intensity over the ensuing years. There do not appear to be any reported investigations examining the long-term effects of studying abroad. This neglect may be due, at least in part, to the many presumed difficulties associated with such a potentially complex study. With the large number of students taking part in foreign study programs and the vast amount of financial and academic resources being funnelled into them, it is reasonable to expect that research into the long-term effects should be of considerable value to both policy makers and program participants. It is hoped that such research will not be ignored for long.

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APPENDIX A

PART I. Ratings of Personal Goals

The following is a list of possible goals you may or may not have as a college student. You are asked to rank the listed goals in order of importance to you, with 1 indicating the most important goal, 2 indicating the second most important goal, and so on up to 12 indicating the least important goal. Read over the entire list before making your rankings. Indicate your views by placing the appropriate rank number in the space provided before each listed goal.

RANK

5 1. Experiencing a sense of community with other people.

9 2. To understand the role of God and religion in my life.

11 3. Getting high grades.

6 4. To get more enjoyment out of life.

3 5. Learning practical information and skills that prepare me for a career.

7 6. Having many good friends.

12 7. Possession of wealth.

4 8. To be of service to others, applying myself to human welfare.

8 9. Acquiring an appreciation of art and the classics.

1 10. To understand myself better.

2 11. Meeting new and different types of people.

10 12. Having experiences that most other people have not had.

PART 2: Group and Interpersonal Attitudes

The following statements deal with various group and interpersonal attitudes. Use the scale below to indicate your degree of agreement or disagreement with each statement. Indicate your views by writing any number from 1 to 7 on the line before each statement.

very strongly disagree | strongly disagree | disagree | uncertain | agree | strongly agree | very strongly agree

$\bar{X}$		1	2	3	4	5	6	7

5.09 1. A person is right in feeling annoyed or angry when other members of his group ignore justifiable group demands.

4.52 2. It is important for an individual to be closely identified with at least one group.

3.92 3. Most of the time people are just looking out for themselves.

3.[illegible] 4. Group members should not be criticized when they refuse to do something in which they have no interest even when the action in question is necessary for the group to reach its goals.

4.88 5. Generally speaking, most people can be trusted.

4.86 6. Man is a social animal; he cannot flourish and grow without identifying himself with some group.

4.63 7. There is nothing wrong with members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.

3.28 8. Most people would try to take advantage of you if they got the chance.

3.[illegible] 9. People who identify strongly with some group usually do so at the expense of their development and individual self-fulfillment.

3.86 10. In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

5.17 11. Most of the time people try to be helpful.

3.[illegible] 12. It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.

3.21 13. In life an individual should for the most part "go it alone" assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

5.14 14. Most people would try to be fair with you if they got the chance.

2.97 15. Man's natural state is as an independent, unattached individual; he acts in conflict with his essential qualities when he acts with others as a member of a highly unified group.

3.89 16. Conformity to the policies of your group when you are not wholeheartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.

3.83 17. Generally speaking, you can't be too careful in dealing with people.

4.[illegible] 18. Individuals do not really fulfill their human potentials unless they involve themselves in some group.

3.08 19. I feel that I do not use my time very efficiently.

5.[illegible] 20. I am quite confident about my ability to get along in new situations.

5.81 21. I think that I have become increasingly tolerant of people whose views are different from mine.

2.48 22. I do not feel confident in meeting strangers.
5.87 23. I believe that I am sensitive to the feelings of others.
2.58 24. I do not understand myself very well.
3.17 25. I feel that I am not psychologically independent of my parents.
4.62 26. I believe that my rate of maturation is more rapid than that of my friends.

PART 3: Meanings

The purpose of this task is to measure meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this task, please make your judgments on the basis of what these things mean to you.

Here is how you are to use these scales: If you feel that the concept at the top of the page is very closely related to one end of the scale (for instance, very fair), you should place your check mark as follows:

fair _X_ : _____ : _____ : _____ : _____ : _____ : _____ unfair

If you feel that the concept is only slightly related to one or the other end of the scale (for instance, slightly strong), you should place your check mark as follows:

weak _____ : _____ : _____ : _____ : _X_ : _____ : _____ strong

The direction toward which you check, of course, depends on which of the two ends of the scale seem most characteristic of the things you are judging.

The issue to be rated will appear in bold letters. Rate your feelings about each issue by placing an "X" on each scale as illustrated above.

THE UNITED STATES

good ____ : ____ : ____ : ____ : ____ : ____ : ____ bad
worthless ____ : ____ : ____ : ____ : ____ : ____ : ____ valuable
clean ____ : ____ : ____ : ____ : ____ : ____ : ____ dirty
beautiful ____ : ____ : ____ : ____ : ____ : ____ : ____ ugly
awful ____ : ____ : ____ : ____ : ____ : ____ : ____ nice
unpleasant ____ : ____ : ____ : ____ : ____ : ____ : ____ pleasant

FINE ART AND ARCHITECTURE

good ____ : ____ : ____ : ____ : ____ : ____ : ____ bad
worthless ____ : ____ : ____ : ____ : ____ : ____ : ____ valuable
clean ____ : ____ : ____ : ____ : ____ : ____ : ____ dirty
beautiful ____ : ____ : ____ : ____ : ____ : ____ : ____ ugly
awful ____ : ____ : ____ : ____ : ____ : ____ : ____ nice
unpleasant ____ : ____ : ____ : ____ : ____ : ____ : ____ pleasant

FOREIGNERS

good	___	___	___	___	___	___	___ bad
worthless	___	___	___	___	___	___	___ valuable
clean	___	___	___	___	___	___	___ dirty
beautiful	___	___	___	___	___	___	___ ugly
awful	___	___	___	___	___	___	___ nice
unpleasant	___	___	___	___	___	___	___ pleasant

PART 4: Rome Center

The following questions refer to the Rome Center. Please select the option which best represents your view.

% 1. Why do you feel that you chose to spend a semester in college in Rome?

25 a. For interpersonal growth (i.e., learning to get along with other Rome center students).
29 b. An opportunity to travel through Europe
1 c. For the special courses available there.
42 d. For the cultural opportunities (i.e., museums, architecture, Italian culture).
3 e. To get away from the "American" way of life.

% 2. Why do you feel that most Rome Center students choose to spend a semester in college in Rome?

14 a. For interpersonal growth.
57 b. An opportunity to travel through Europe.
1 c. For the special courses available there.
27 d. For the cultural opportunities.
1 e. To get away from the "American" way of life.

% 3. What do you feel that the typical former Rome Center student will say when asked what was most important about his/her semester at the Rome Center?

42 a. For interpersonal growth.
20 b. An opportunity to travel through Europe
0 c. For the special courses available there.
35 d. For the cultural opportunities
3 e. To get away from the "American" way of life

PART 5: Background Information

In order to interpret the responses you have given and to make possible comparisons between different types of people, it is important that we have the following information about your background.

1. Age: 20.1 years

2. Sex: 34 male 29%

   83 female 71%

3. Year in school: 3% Fr. 11% Soph. 61% Jr. 25% Sr.

4. Major field: _____

5. Residence during last college semester:

n	%	
54	48	dormitory
		fraternity/sorority house
21	19	personal apartment, away from family
37	33	at home with family

6. Have you previously visited other countries? 61% Yes 39% No
   If yes, please list countries visited and length of stay.

_____

_____

_____

_____

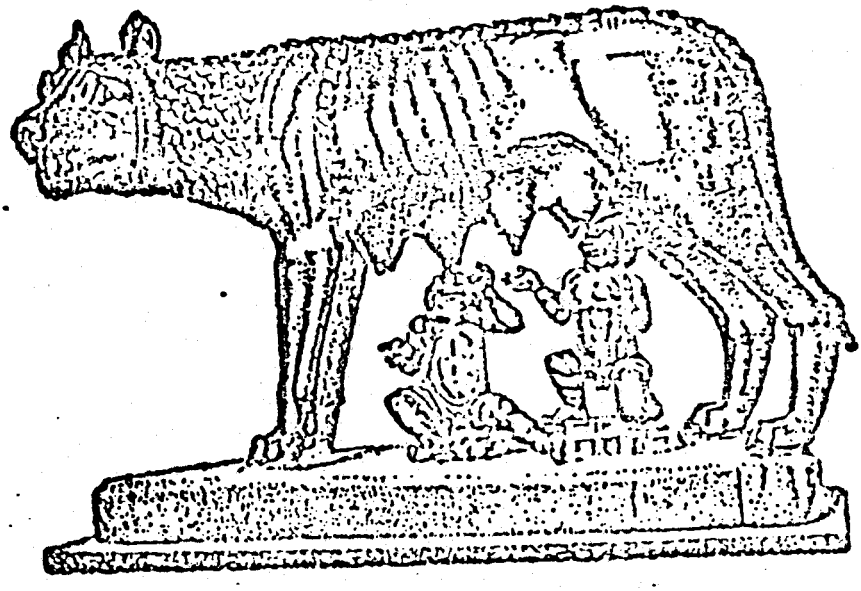
_____

_____

_____

7. Please fill in the last four digits of your social security number:

APPENDIX B



Rome Center

PART I. The following questions deal with your experiences at Loyola's Rome Center of Liberal Arts.

1. What was the main reason why you decided to go to the Rome Center? _____

_____

_____

2. Was this reason fulfilled? 3% NO 97% YES

3. The following are benefits you may or may not have personally received from attending the Rome Center. Using the scale below rate the degree to which you received each benefit, with 1 indicating that you did not receive it, 2 indicating that you received the benefit to some extent, and 3 indicating that you received the benefit to a great deal. Indicate your views by writing a 1, 2, or 3 on the line before each statement.

$\bar{X}$		NOT AT ALL 1	TO SOME EXTENT 2	A GREAT DEAL 3
2.35	a. Learned to communicate in Italian			
2.67	b. Became more independent			
2.74	c. Learned about a different culture			
2.64	d. Developed close personal relationships with other students			
2.86	e. Traveled through Italy and other countries in Europe			
2.50	f. Lived a different style of life			
2.57	g. Broadened my knowledge of and appreciation for classical art			
2.45	h. Became more self-assertive			
2.84	i. Gained more appreciation of the culture, values and behavior of another country and its people			

4. The following are disadvantages that you may or may not have personally experienced while attending the Rome Center. Using the scale below rate the degree to which you experienced each disadvantage, with 1 indicating that you did not experience it, 2 indicating that you experienced it to some extent, and 3 indicating that you experienced the disadvantage to a great deal. Indicate your views by writing a 1, 2, or 3 on the line before each statement.

$\bar{X}$		NOT AT ALL 1	TO SOME EXTENT 2	A GREAT DEAL 3
1.20	a. Not enough privacy			
1.37	b. Problems with courses			
1.31	c. Conflicts with other students			
1.87	d. Isolation of school from city			
1.70	e. Language barrier			
1.56	f. Away from family and friends			
1.50	g. Fell behind in terms of course requirements needed for graduation			
1.68	h. Not enough money			
1.54	i. Not enough counseling or support from the Rome Center faculty and/or staff			

5. The following statements deal with various aspects of the Rome Center itself. Use the scale below to indicate your degree of agreement or disagreement with each statement. Indicate your response by writing any number from 1 to 7 on the line before each statement.

	VERY STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE	VERY STRONGLY AGREE
$\bar{X}$	1	2	3	4	5	6	7

4.91 a. There was not much contact between the school and the Italian community.

4.27 b. The benefits a student derives from attending the Rome Center largely depend upon the particular group of students attending the Rome Center at that time.

4.86 c. The Rome Center administration and teaching staff provide a stable environment within which growth can take place.

5.65 d. Lectures and schoolwork were made more meaningful due to fieldtrips.

4.95 e. I studied less at the Rome Center than I normally do.

4.71 f. Classes were less demanding at the Rome Center than at my home university.

6. What would you say was your best experience while at the Rome Center? _____

_____

_____

_____

7. What would you say was your worst experience while at the Rome Center? _____

_____

_____

_____

8. The following concern ways in which you may or may not have changed as a result of your experiences at the Rome Center. Use the scale below to indicate the degree to which you believe you have changed. Indicate your response by writing any number from 1 to 7 on the line before each statement.

	NOT AT ALL		SOMEWHAT				VERY MUCH SO
$\bar{X}$	1	2	3	4	5	6	7

5.50 a. More self-reliant

4.73 b. More critical of "fast pace" of U.S. lifestyle

4.50 c. Drawn closer to my family

5.38 d. More understanding of myself

5.65 e. Speak better Italian

5.04 f. Have become more assertive

4.17 g. Understand U.S. foreign policy more

5.86 h. Appreciate fine art more

9. Between your arrival at the Rome Center and the present time have you changed your academic major?

93% NO 7% YES

(If you answered YES, what is your new major? _____)

10. Between your arrival at the Rome Center and the present time have you changed your career plans?

72% NO 28% YES

(If you answered YES, in what ways, if any, has attending the Rome Center influenced your career plans? _____)

11. Did you form any friendships with native Italians while at the Rome Center?

23% NO 75% YES

(If you answered YES, have you remained in contact with any of these native Italian friends since returning to the United States?)

47% NO 53% YES

12. How many school sponsored tours -- outside of Rome -- did you go on? Indicate your response in the box provided.

I went on [2.3] school sponsored tours.

13. How many tours, non-school sponsored -- outside of Rome -- did you go on? Indicate your response in the box provided.

I went on [5.9] non-school sponsored tours.

14. What is the optimal length of time needed to take advantage of the academic offerings of the Rome Center? Indicate your response by placing an "X" on line before your choice.

4% a. One semester
49% b. Two semesters
6% c. Longer (How long? _____)

15. What is the optimal length of time needed to take advantage of the travel opportunities of the Rome Center? Indicate your response by placing an "X" on the line before your choice.

14% a. One semester
56% b. Two semesters
30% c. Longer (How long? _____)

16. What is the optimal length of time needed to take advantage of the cultural opportunities offered by the Rome Center? Indicate your response by placing an "X" on the line before your choice.

19% a. One semester

62% b. Two semesters

19% c. Longer (How long? _____)

17. Did you attend a special orientation program at your school prior to your leaving for the Rome Center? 76% NO 24% YES

If you answered YES, please respond to "a" and "b" below:

(a) What kinds of things were discussed at the program which you feel were especially important or helpful in preparing you for what you actually experienced at the Rome Center?

(b) What kind of things were not discussed or covered which you feel would have been important or helpful in preparing you for your experiences at the Rome Center?

18. Did you personally prepare yourself in any way for what you expected to experience at the Rome Center (i.e., did you read any specific books, talk with teachers who had been to Europe, etc.)?

34% NO 66% YES

If you answered YES, please describe how you prepared yourself: _____

19. In light of your experiences at the Rome Center, how would you say you could have better prepared yourself before leaving for Rome?

20. Did you go to the Rome Center with any close personal friends or acquaintances from your home university?

54% NO 46% YES

If you answered YES, how many close friends or acquaintances did you go with to the Rome Center? Indicate your response in the box provided.

I went with [2.2] close friends or acquaintances.

21. Use the following scale to answer the next series of questions. Indicate your views by writing any number from 1 to 7 on the line before each statement.

	NOT AT ALL			SOMEWHAT			VERY MUCH SO
X	1	2	3	4	5	6	7

4.9 a. In general, how well prepared were you for your experiences at the Rome Center?

6.6 b. Did you find attending the Rome Center to be worthwhile?

6.4 c. Would you recommend attending the Rome Center to your friends?

22. What are some changes you would like to see take place at the Rome Center?

23. What are some things which you feel are important to the Rome Center program that you would like to keep as is, i.e., not be changed?

24. Do you think having attended the Rome Center will make a difference in your life in the future?

1% NO 99% YES

If you answered YES, please describe how and/or why you think it will make a difference:

PART II. Ratings of Personal Goals

A. The following is a list of possible goals you may or may not have as a college student. You are asked to rank the listed goals in order of importance to you, with 1 indicating the most important goal, 2 indicating the second most important goal, and so on up to 12 indicating the least important goal. Read over the entire list before making your rankings. Indicate your views by placing the appropriate number in the space provided before each listed goal.

RANK

5 1. Experiencing a sense of community with other people

8 2. To understand the role of God and religion in my life

11 3. Getting high grades

3 4. To get more enjoyment out of life

4 5. Learning practical information and skills that prepare me for a career

6 6. Having many good friends

12 7. Possession of wealth

7 8. To be of service to others, applying myself to human welfare

9 9. Acquiring an appreciation of art and the classics

1 10. To understand myself better

2 11. Meeting new and different types of people

10 12. Having experiences that most other people have not had

B. The Jesuit goal for international education is stated as follows: "To obtain an integrated development of all my potentialities as a human person -- religious, intellectual, social, cultural, and physical."

If this goal had been included in the above list of 12 goals, where would you rank it in comparison with the rest? That is, if you feel it is as important as the goal you ranked as #1, give it a 1, if you feel it is as important as the one you ranked #12, give it a 12, or if you feel it falls in between, give it a rank somewhere between 1 and 12. Indicate your view by placing an appropriate rank number from 1 to 12 in the box provided.

1

PART III. Ratings of Achievement of Personal Goals

Regardless of how important or unimportant you feel the goals in the previous list might be, the Home Center may have helped you or have prevented you from achieving these goals. Please rate the degree to which the Home Center has helped or inhibited your achievement of these goals. Use the following scale where 1 indicates that the Home Center very strongly inhibited your achieving the goal and 7 indicates that the Home Center very strongly helped in your achieving the goal.

For example, if the listed goal was "getting high grades" and you felt that in general the Home Center inhibited your getting high grades you would write a 3 in the space provided. On the other hand, if you felt that the Home Center strongly helped you to get high grades you would mark a 6 in the space provided. Indicate your views by placing the appropriate number from 1 to 7 in the space provided before each listed goal.

VERY STRONGLY INHIBITED	STRONGLY INHIBITED	INHIBITED	NEITHER	HELPED	STRONGLY HELPED	VERY STRONGLY HELPED
1	2	3	4	5	6	7

$\bar{X}$	
5.55	1. Experiencing a sense of community with other people
4.90	2. To understand the role of God and religion in my life
4.29	3. Getting high grades
6.02	4. To get more enjoyment out of life
4.67	5. Learning practical information and skills that prepare me for a career
5.62	6. Having many good friends
3.41	7. Possession of wealth
4.84	8. To be of service to others, applying myself to human service
6.27	9. Acquiring an appreciation of art and the classics
5.93	10. To understand myself better
6.38	11. Meeting new and different types of people
6.51	12. Having new experiences that most other people have not had
5.86	13. To obtain an integrated development of all my potentialities as a human person

PART IV. Group and Interpersonal Attitudes

The following statements deal with various group and interpersonal attitudes. Use the scale below to indicate your degree of agreement or disagreement with each statement. Indicate your views by writing any number from 1 to 7 on the line before each statement.

VERY STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE	VERY STRONGLY AGREE
1	2	3	4	5	6	7

X

5.22 1. A person is right in feeling annoyed or angry when other members of his/her group ignore justifiable demands.

4.20 2. It is important for an individual to be closely identified with at least one group.

3.97 3. Most of the time people are just looking out for themselves.

4.06 4. Group members should not be criticized when they refuse to do something in which they have no interest, even when the action in question is necessary for the group to reach its goals.

4.86 5. Generally speaking, most people can be trusted.

4.50 6. Man is a social animal; he cannot flourish and grow without identifying himself with some group.

4.47 7. There is nothing wrong with members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.

3.34 8. Most people would try to take advantage of you if they got the chance.

4.04 9. People who identify strongly with some group usually do so at the expense of their development and individual self-fulfillment.

4.23 10. In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

5.16 11. Most of the time people try to be helpful.

3.71 12. It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.

3.19 13. In life an individual should for the most part "go it alone" assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

5.07 14. Most people would try to be fair with you if they got the chance.

3.10 15. Man's natural state is as an independent, unattached individual; he acts in conflict with his essential qualities when he acts with others as a member of a highly unified group.

3.83 16. Conforming to the policies of your group when you are not wholeheartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.

VERY STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE	VERY STRONGLY AGREE
1	2	3	4	5	6	7

3.85 17. Generally speaking you can't be too careful in dealing with people.

4.18 18. Individuals do not really fulfill their human potential unless they involve themselves in some group.

3.29 19. I feel that I do not use my time very effectively.

5.92 20. I am quite confident about my ability to get along in new situations.

5.76 21. I think that I have become increasingly tolerant of people whose views are different from mine.

2.38 22. I do not feel confident in meeting strangers.

5.84 23. I believe that I am sensitive to the feelings of others.

2.51 24. I do not understand myself very well.

3.12 25. I feel that I am not psychologically independent of my parents.

4.80 26. I believe that my rate of maturation is more rapid than that of my friends.

PART V. Countries visited while at the Rome Center

In the space provided below indicate the countries, other than Italy, which you visited while attending the Rome Center. Indicate the country visited and the approximate length of stay in each country. If you visited a specific country on more than one occasion indicate the number of times you went to that country. $\bar{X}$= 6.25

	COUNTRY	LENGTH OF STAY	NUMBER OF VISITS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

PART VI. Identification number

In order that we may be able to check your name off of the mailing list when your questionnaire is returned as well as match up the present questionnaire with one you may have completed prior to your departure for the Rome Center, we ask you to please fillin the last four digits of your social security number in the spaces provided.

____ ____ ____ ____

PART VII. Additional comments

In the space below please write any additional comments about your experience at the Rome Center and what difference you think this experience has made (or might make) in your life.

APPENDIX C

International Study ?

PART I.

1. Have you heard of the Rome Center of Liberal Arts, Loyola University's foreign study program in Rome, Italy?

3% NO 97% YES

(NOTE: If you answered NO, please skip to question #4 and continue.)

2. Have you ever attended any presentations, slide shows, talks, etc., concerning the Rome Center?

82% NO 18% YES

(If you answered YES, what feelings and/or information did you come away with regarding the Rome Center?

_____
_____
_____
_____
_____
_____)

3. Have you ever visited the Rome Center office in Damen Hall to inquire about information regarding Loyola's foreign study program?

79% NO 21% YES

4. What would you say might be the main benefits, if any, that you could personally receive from spending a semester at the Rome Center in Italy?

_____
_____
_____
_____
_____
_____

5. What would you say might be the main disadvantages, if any, that you could personally experience by spending a semester at the Rome Center in Italy?

_____
_____
_____
_____
_____
_____

6. If you had the opportunity to spend a semester in college in Rome at Loyola's Rome Center, why do you feel you might do so? (Please select the one option which best represents your view. Indicate your response by placing an "X" on the line before your choice.)

8% a. For interpersonal growth (i.e., learning to get along with other Rome Center students)

43% b. An opportunity to travel through Europe

0% c. For the special courses available there

43% d. For the cultural opportunities (i.e., museums, architecture, Italian culture)

5% e. To get away from the American way of life

7. Why do you feel most Rome Center students choose to spend a semester in college in Rome? (Please select the one option which best represents your view. Indicate your response by placing an "X" on the line before your choice.)

6% a. For interpersonal growth

66% b. An opportunity to travel through Europe

3% c. For the special courses available there

14% d. For the cultural opportunities

10% e. To get away from the American way of life

8. Generally speaking, what type of student do you think typically attends Loyola's Rome Center? (Please describe.)

9. How well versed in the Italian language do you believe a student must be before he/she goes to the Rome Center? (Using the scale below, where 1 indicates that a student need not know any Italian before going to the Rome Center, and 7 indicates that a student must be extremely well versed in Italian before going to the Rome Center, indicate your response by circling the scale number which best represents your choice.)

NOT AT ALL			SOMEWHAT			A GREAT DEAL
1	2	(3)	4	5	6	7

X= 3.34

10. What do you believe is the minimum grade point average (GPA) a student must have to be eligible to study at the Rome Center? (Indicate your response by writing the numbers in the box provided.)

2.65

11. Compared with the overall costs (e.g. tuition, housing, etc.) at the Lake Shore campus, how expensive do you feel it would be to study for a semester at the Rome Center? (Using the scale below, where 1 indicates that expenses at the Rome Center would be a great deal less than at Lake Shore, and 7 indicates that expenses at the Rome Center would be a great deal more than at the Lake Shore campus, indicate your response by circling the scale number which best represents your choice.)

A GREAT DEAL MORE EXPENSIVE			ABOUT THE SAME			A GREAT DEAL LESS EXPENSIVE
1	2.	3	4	(5)	6	7

$\bar{X}$= 5.42

12. Do you have any friends or relatives who have attended the Rome Center?

45% NO 55% YES

(If you answered YES, in what ways have they changed, if any, as a result of their experiences at the Rome Center?

_____

_____

_____

_____

_____)

13. Do you plan on attending the Rome Center in the future?

87% NO 13% YES

What are the reasons for your decision to attend or not attend the Rome Center? (NOTE for Seniors, please answer the following question: Why did you choose not to attend the Rome Center?)

_____

_____

_____

_____

_____

14. Have you inquired into any foreign study programs (other than Loyola's Rome Center program)?

81% NO 19% YES

15. Do you plan on attending any foreign study program (other than Loyola's Rome Center) in the future?

87% NO 13% YES

PART II. Ratings of Personal Goals

A. The following is a list of possible goals you may or may not have as a college student. You are asked to rank the listed goals in order of importance to you, with 1 indicating the most important goal, 2 indicating the second most important goal, and so on up to 12 indicating the least important goal. Read over the entire list before making your rankings. Indicate your views by placing the appropriate number in the space provided before each listed goal.

RANK

6 1. Experiencing a sense of community with other people

10 2. To understand the role of God and religion in my life

8 3. Getting high grades

4 4. To get more enjoyment out of life

2 5. Learning practical information and skills that prepare me for a career

9 6. Having many good friends

12 7. Possession of wealth

3 8. To be of service to others, applying myself to human welfare

7 9. Acquiring an appreciation of art and the classics

1 10. To understand myself better

5 11. Meeting new and different types of people

11 12. Having experiences that most other people have not had

B. The Jesuit goal for international education is stated as follows: "To obtain an integrated development of all my potentialities as a human person -- religious, intellectual, social, cultural, and physical."

If this goal had been included in the above list of 12 goals, where would you rank it in comparison with the rest? That is, if you feel it is as important as the goal you ranked as #1, give it a 1, if you feel it is as important as the one you ranked #12, give it a 12, or if you feel it falls in between, give it a rank somewhere between 1 and 12. Indicate your view by placing an appropriate rank number from 1 to 12 in the box provided.

1

PART III. Ratings of Achievement of Personal Goals

Regardless of how important or unimportant you feel the goals in the previous list might be, Loyola University may have helped you or have prevented you from achieving these goals. Please rate the degree to which Loyola has helped or inhibited your achievement of these goals. Use the following scale where 1 indicates that Loyola University very strongly inhibited your achieving the goal and 7 indicates that Loyola very strongly helped in your achieving the goal.

For example, if the listed goal was "getting high grades" and you felt that in general Loyola University inhibited your getting high grades you would write a 3 in the space provided. On the other hand, if you felt that Loyola strongly helped you to get high grades you would mark a 6 in the space provided. Indicate your views by placing the appropriate number from 1 to 7 in the space provided before each listed goal.

$\bar{X}$	VERY STRONGLY INHIBITED 1	STRONGLY INHIBITED 2	INHIBITED 3	NEITHER 4	HELPED 5	STRONGLY HELPED 6	VERY STRONGLY HELPED 7
4.89	1. Experiencing a sense of community with other people						
5.16	2. To understand the role of God and religion in my life						
4.63	3. Getting high grades						
4.84	4. To get more enjoyment out of life						
5.36	5. Learning practical information and skills that prepare me for a career						
4.98	6. Having many good friends						
3.86	7. Possession of wealth						
4.92	8. To be of service to others, applying myself to human welfare						
5.25	9. Acquiring an appreciation of art and the classics						
5.50	10. To understand myself better						
5.52	11. Meeting new and different types of people						
4.78	12. Having new experiences that most other people have not had						
5.45	13. To obtain an integrated development of all my potentialities as a human person						

PART IV. Group and Interpersonal Attitudes

The following statements deal with various group and interpersonal attitudes. Use the scale below to indicate your degree of agreement or disagreement with each statement. Indicate your views by writing any number from 1 to 7 on the line before each statement.

VERY STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE	VERY STRONGLY AGREE
1	2	3	4	5	6	7

$\bar{X}$

5.02 1. A person is right in feeling annoyed or angry when other members of his/her group ignore justifiable demands.

4.25 2. It is important for an individual to be closely identified with at least one group.

4.09 3. Most of the time people are just looking out for themselves.

3.84 4. Group members should not be criticized when they refuse to do something in which they have no interest, even when the action in question is necessary for the group to reach its goals.

4.36 5. Generally speaking, most people can be trusted.

4.94 6. Man is a social animal; he cannot flourish and grow without identifying himself with some group.

4.44 7. There is nothing wrong with members of a group trying to persuade indifferent or mildly dissenting members to go along with the group.

3.36 8. Most people would try to take advantage of you if they got the chance.

3.71 9. People who identify strongly with some group usually do so at the expense of their development and individual self-fulfillment.

3.73 10. In the long run, people are best off if left to regulate their own behavior rather than setting up group norms and sanctions.

4.86 11. Most of the time people try to be helpful.

4.19 12. It is proper for a group to decide to mete out some kind of punishment to group members who act without regard to the goals and rules of the group.

3.18 13. In life an individual should for the most part "go it alone" assuring himself of privacy, having much time to himself, attempting to resist being influenced by others.

4.73 14. Most people would try to be fair with you if they got the chance.

2.94 15. Man's natural state is as an independent, unattached individual; he acts in conflict with his essential qualities when he acts with others as a member of a highly unified group.

3.90 16. Conforming to the policies of your group when you are not wholeheartedly in agreement with them is wrong, even when the policies are the result of a democratic process in which you were free to participate.

VERY STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	UNCERTAIN	AGREE	STRONGLY AGREE	VERY STRONGLY AGREE
1	2	3	4	5	6	7

3.95 17. Generally speaking you can't be too careful in dealing with people.

4.08 18. Individuals do not really fulfill their human potential unless they involve themselves in some group.

3.39 19. I feel that I do not use my time very effectively.

5.43 20. I am quite confident about my ability to get along in new situations.

5.56 21. I think that I have become increasingly tolerant of people whose views are different from mine.

2.96 22. I do not feel confident in meeting strangers.

5.56 23. I believe that I am sensitive to the feelings of others.

2.57 24. I do not understand myself very well.

3.19 25. I feel that I am not psychologically independent of my parents.

4.41 26. I believe that my rate of maturation is more rapid than that of my friends.

PART V. Background Information

In order to interpret the responses you have given and to make possible comparisons between different types of people, it is important that we have the following information about your background.

1. AGE: _____ years

2. SEX: 10 MALE 16%
54 FEMALE 84%

3. Year in school: 11% Fr. 34% Soph. 44% Jr. 11% Sr.

4. MAJOR field: _____

5. Between September, 1981 and the present time have you changed your academic major?
76% NO 24% YES
(If you answered YES, what is your new major? _____)

6. Between September, 1981 and the present time have you changed your career plans?
62% NO 38% YES

7. RESIDENCE:

48% Dormitory

____ Fraternity/Sorority house

8% Personal Apartment/ Away From family

44% At Home With Family

8. Have you previously visited other countries?

58% NO 42% YES

If you answered YES, in the space below indicate the countries which you have visited. Indicate the country visited and the approximate length of stay in each country. If you visited a specific country on more than one occasion indicate the number of times you went to that country

	COUNTRY	LENGTH OF STAY	NUMBER OF VISITS
	$\bar{X}$= 1.41		
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			

9. Grade Point Average (GPA): $\bar{X}$= 3.23

10. Identification Number. In order that we may be able to check your name off of the mailing list when the questionnaire is returned we ask you to please fill in the last four digits of your social security number in the boxes provided.

PART VI. Additional Comments

In the space below please write any additional comments you might have about the Rose Center, foreign study programs, etc.

APPROVAL SHEET

The thesis submitted by Randy P. McCombie has been read and approved by the following Committee:

Dr. John Edwards, Director
Associate Professor, Psychology, Loyola

Dr. Emil Posavac
Professor, Psychology, Loyola

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

April 16, 1984
Date

John D. Edwards
Director's Signature