

C. Measures

1. Biographical Questionnaire. (See Appendix 1). A four-page questionnaire consisting of approximately 40 items was developed to provide basic information on educational and family background as well as some indication of educational aspirations for each Upward Bound student.
2. Pre-program Student Questionnaire. (See Appendix 2). This questionnaire was a composite 32-page paper-and-pencil test which consisted of measures relevant to the purposes of Upward Bound. The measures may be considered in three categories: Dispositional measures indexing fairly stable characteristics which were not expected to change, Primary change measures of attitude and motivation expected to change if program is effective, and Secondary change measures, either because the measure was in an exploratory stage or because the measure was less central to the goals of the program.

Dispositional measures

- a. Paragraph Completion Test (Appendix 2, pp. 1-6) to provide an index of Conceptual Level (CL) or interpersonal maturity (Hunt, 1966). A major reason for including this measure was that CL has been found to be related to students' differential responses to different educational environments (Hunt, 1966). This test consisted of six topics, e.g. "What I think about rules...", to which the student was instructed to write three or four sentences during a three-minute time period.
- b. Sub I scale (Appendix 2, pp. 14-16) which measures the degree to which the person is functioning at a very low CL, or low level of interpersonal maturity (Hunt and Dopyera, 1965). High scores on this scale are associated with delinquency (Hunt and Hardt, 1965)