

from the "Faith in people" scale (Rosenberg, 1965) because they were very highly correlated. In contrast to all other measures, alienation, as an index of program effectiveness, was expected to decrease.

Secondary change measures

- a. Occupational aspiration (Appendix 2, p. 10). Each student wrote four occupations he would like to be working at if things went well and four which he would settle for three to five years after high school graduation.
 - b. Self-anchored ratings (Appendix 2, pp. 10-11). Each student rated (1) himself three to five years after high school graduation, (2) the average person in his school after the same period of time, and (3) going to college, each on a 15-point "ladder" scale (Cantril, 1965).
 - c. Plans (Appendix 2, p. 12) Each student wrote in a few sentences the way he planned to reach his occupational goals.
 - d. Activity and occupational preferences (Appendix 2, p. 24 and p. 29). Each student selected the two most important and the two least important of a list of eight activities and eight characteristics of jobs.
3. Program Rating Scales. Site visitors made ratings on five components (Program Organization, Program Control, Program Warmth, Program Flexibility, and Program Commitment) which were described in a manual (see Appendix 3). Ratings were made on a 5-point scale.
 4. Program Climate Questionnaire (PCQ) was a specially developed 11-page instrument (Appendix 4) to measure characteristics of Summer Upward Bound programs. Students responded anonymously to 86 statements e.g. "When the students make suggestions, the program is changed" on a