

5. Post-program Student Questionnaire was completed immediately following the PCQ, and required about 90 minutes.

E. Procedure for Scoring Measures.

1. Biographical Measure. Responses were coded, punched, and analyzed by proportions of students in program. Proportion of response to each item were recorded not only for each of the separate programs, but also by each of the seven regions, for a ten percent random sample, and for the total target sample.

2. Pre-program Student Questionnaire

Scoring Dispositional Measures

- a. Paragraph Completion Test. Each of the six responses was scored on a scale from 0 to 4 using a revised version of the manual of Hunt and Halverson (1964). Conceptual Level (CL) score was obtained for each student by calculating the mean of the highest three scores (Schroder, Driver & Streufert, 1967). Inter-rater reliability among raters ranged from .66 to .84. Scores of the more experienced rater were used in calculating CL.

To classify individuals as low, intermediate and high CL, the following procedure (similar to that employed earlier by Hunt, 1966) was used.

	<u>CL Score</u>	<u>Per cent of Students</u>
Low	1.3 or less	32.0
Intermediate	1.4 - 2.0	37.2
High	2.1 and more	30.8

The proportion of high CL students was later used to classify programs according to predominant type of student.

- b. Sub-I Scale was scored on a scale from 0 to 11 (See Appendix 6). The median Kuder-Richardson coefficient for Sub-I Scale was .73.