

ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967 1161

index for architect = 22, for auto mechanic = 13. A mean score of the indices for the four high occupations and for the four that the student would "settle for" were both calculated.

b. Self-anchored ratings for self, other, and college was the score (from 1 to 15) at which the student rated each of these concepts on the "ladder".

c. Plans. The student's statement of plans was scored for the degree of integration from a score of 1 (totally unrelated to stated goal) to 7 (maximum integration of mean toward goal attainment).

Plans were also scored on a 3-point scale for the degree to which college was included.

d. Activity and occupational preferences. Each item was scored by subtracting the frequency of "least important" mentions from the "most important" mentions.

e. Program Rating Scales. Five ratings as made by site visitors on a five-point scale were used.

f. Program Climate Questionnaire. The items on PCQ were scored according to eight subscales (See Appendix 5)¹. Number of items and Kuder-Richardson coefficients follow:

¹ PCQ was developed especially for characterizing Summer Upward Bound programs, and the a priori scales were based on pilot work in five nearby programs; current results are being analyzed to increase the homogeneity and discriminative precision of the scales.