

interpreted with some caution because some site visitors experienced difficulty in rating this dimension. In some cases, it was not completely clear that a low rating simply meant, as the manual suggested "if the program permits the students to determine their schedules and activities entirely or allows the students to be completely on their own" which was intended to be descriptive and might occur in a variety of patterns, i.e. democratic-reflective, unstructured-permission, etc. However, generally the ratings appear to provide a reasonably accurate profile of each program rated along these dimensions.

2. Program Climate Questionnaire. The correlations between the eight scales are presented in Table 10. Responses to PCQ will be further analyzed for possible future use, but for present purposes, it is noteworthy that flexibility and autonomy are highly related, and these scores will be used in a later section as a major program characteristic.

The correlation between site visitor ratings and PCQ for flexibility was .40 and for warmth, .43. Means and standard deviations for 21 target programs are in Appendix 11.