

C. General Impact of Summer Programs

Impact of summer programs was measured by comparing the mean score on the Post-program Student Questionnaire with the mean score on the Pre-program Student Questionnaire based on those students for whom both measures were available. For most cases, the number of students was 1622. In all instances except alienation, it was expected that an increase in score would indicate positive program impact. Note was also taken of the number of 21 target programs which showed an increase on each change measure.

Primary Change Measure Results (See Table 11)

1. Motivation for college. This index increased from 22.2 per cent to 33.1 per cent, an increase of 10.9 per cent which is significant ($< .01$). Motivation for college increased in 20 of the 21 target programs (See Appendix 12 for mean scores by target program).
2. Importance and possibility of college graduation. Importance of graduation from college score did not increase significantly primarily because the pre-program mean score was very high (4.53 on a 5-point scale).

The possibility of college graduation increased from 3.71 to 3.90, an increase that was significant ($< .01$), and was observed in 17 of the 21 target programs.

3. Attitude measures. The pre- and post- scores on the semantic differential evaluative index are summarized in Table 12. In all cases, there was a slight decrease in the score. The most likely explanation for this otherwise puzzling trend is that since the pre-program measure was actually administered during the first week of the program, these very high initial scores probably reflect the students' initial enthusiasm to the program. This initial very high level (e.g. 25.88 on a scale ranging from 7 to 28) made it almost