

2. Self-anchored ratings. The rating of oneself in three to five years after high school (as indicated on the 15-point ladder) increased from 10.12 to 10.71, an increase of +.59 which was significant ($< .01$), and the increase occurred in 18 of the 21 programs. However, the ratings of the average person in high school also increased from 7.42 to 8.29 ($< .01$) which occurred in 19 of the 21 programs. The rating of college on the 15-point scale increased slightly from 11.63 to 11.77, but this was not significant.

3. Plans. Neither the index for degree of integration in planning nor the college index showed significant increases, the former increasing +.03 and the latter remaining the same.

4. Preference for activities, occupational characteristics and summer goals.

Students were asked to select the types of program activities they felt would be most useful in helping them to achieve their goals. From the eight item list students initially placed highest priority on "studying and serious reading," "lectures and classes," and "informal talks with staff." While at the end of the program these activities were still the most highly valued, some interesting shifts had occurred. "Informal talks with staff," "field trips," and "bull sessions with students" were all given higher valuations at the end of the program than they received originally. Thus, over the course of the summer, students discovered that the informal aspects of the program had greater benefits than they had originally anticipated.

Early in the program, students were asked to select the main goals which they wished to realize during the summer. They assigned high priority to "improving study habits," "learning how to apply to college," and "meeting new and interesting people." At the end of the program, students were asked to report which goals they felt had been realized. They indicated that they were most sure they had achieved those goals they valued most highly.