

Table 14
Effect of Student Conceptual Level and Program Structure on Primary Change Measures

Program Grouping	Change in attitude to summer program	Change in motivation for college	Change in possibility of college graduation	Change in self-evaluation of intelligence	Change in interpersonal flexibility	Change in self- esteem	Change in internal control
1. Low CL - Structured	+ .30	12.02	.25	.17	.99	.34	.53
2. Low CL - Flexible	-1.07	11.36	.20	.14	.23	.09	.32
3. High CL - Structured	- .91	6.21	-.01	.04	.57	.70	.26
4. High CL - Flexible	- .30	11.52	.30	.30	1.00	.19	.50
Total Low CL programs (1+2)	- .46	11.65	.22	.15	.57	.20	.41
Total High CL programs (3+4)	- .66	8.42	.12	.15	.75	.49	b.36
Total Structured programs (1+3)	- .47	8.32	.08	.09	.72	.57	.35
Total Flexible programs (2+4)	- .68	11.44	.25	.22	.61	.14	.41
Total Matched programs (1+4)	- .03	11.74	.28	.24	.99	.24	.51
Total Mismatched programs (2+3)	- .98	8.36	.08	.08	.43	.44	.28
Effect of CL	F --	F 11.4 >.10	F 1.37 >.10	F --	F --	F 11.8 >.10	F --
Effect of program structure	--	--	3.63 <.05	1.08 >.10	--	3.30 <.05	--
Effect of matching (interaction)	5.45 <.05	3.19 <.05	6.96 <.025	1.73 <.10	3.16 <.05	--	2.75 <.10