

C. General Impact

The summer Upward Bound programs produced significant increases in (1) motivation for college, (2) importance of possibility of college graduation, (3) self-evaluation of intelligence, (4) interpersonal flexibility, (5) self-esteem, and (6) internal control or self-responsibility. Whether or not these increases in academically relevant areas will be sustained and transformed into increases in academic accomplishment remains to be seen, but they give considerable encouragement in terms of the effects produced by a relatively short term program. No significant increases were noted on the measures of (1) importance of college graduation, (2) future orientation, and (3) alienation.

D. Differential Impact of Summer Programs

The increases described above were generally more likely to occur when the program approach was geared to the predominant type of student in the program. Students preferred a "matched" program and in the case of five of the six primary change measures which increased, these changes were more likely to occur in "matched" programs (i.e. a structured approach for predominantly low CL students and a flexible approach for predominantly high CL students.)

The implications of these differential findings require considerable caution, but there would seem to be a possibility for making suggestions to directors planning subsequent programs to increase effectiveness if information is available regarding the Conceptual Level of the students in the program.

E. Suggestions for the Future

Obviously, it will be important to index the impact of the summer programs upon the students' academic achievement, and such work is now under way. In subsequent projects aimed to characterize summer Upward Bound programs, it would seem valuable to include in the evaluation procedures some "in depth" interviews and/or observations of specific students to accompany and amplify results from the more objective approaches.